I. APPLICATION ASSURANCES

(CFDA No. 84.416)

Legal Name of Applicant[1] Clarksdale Municipal School District	Applicant's NCES District ID[2]: 2801050
Applicant's Mailing Address: P.O. Box 1088, Clarksdale, MS 38614	
Employer Identification Number:	Organizational DUNS Number: 030404136
Race to the Top – District Contact Name: (Single point of contact for communication) Dorothy Prestwich	Contact Position and Office: Assistant Superintendent
Contact Telephone: 662-627-8500 ext 1003	Contact E-mail Address: dprestwich@cmsd.k12.ms.us

Required Applicant Signatures:

- To the best of my knowledge and belief, all of the information and data in this application are true and correct.
- I further certify that I have read the application, am fully committed to it, and will support its implementation.
- I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

Superintendent or CEO of individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Dennis J. Dupree	Telephone: 662-627-8500
Signature of Superintendent or CEO of individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity: Dennis J. Dupree	Date:
Local School Board President (Printed Name): Shirley Fair	Telephone:
Signature of Local School Board President: Shirley H. Fair	Date:
President of the Local Teacher Union or Association, where applicable, if not applicable provide rationale on pg.18 or pg.24 (Printed Name)[3]: Joyce Helmick	Telephone: 601-354-4463
Signature of the President of the Local Teacher Union or Association: Joyce Helmick	Date: 9/27/2013

[1] Individual LEA, lead LEA for the consortium, or eligible legal entity

[2] Consortium applicants must provide the NCES District ID for each LEA in the consortium in Part VI, Program -Specific Assurances for Consortia Applicants. Applicants may obtain the NCES District ID at http://nces.ed.gov/ccd/districtsearch.

[3] Where the signature is not applicable, write "N/A" and provide a rationale for why the signature is not applicable.

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII

Superintendent or CEO of Individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Dennis J. Dupree	
Signature of Superintendent or CEO of Individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: Dennis Dupree	Date: 9/30/13

Rationale why signature of President of the Local Teacher Union or Association is not applicable

LEA Name	Where not applicable, provide a rationale for why the signature is not applicable
1.	

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V

Superintendent or CEO of the LEA (Printed Name): Dennis J. Dupree Dennis Dupree	
Signature of Superintendent or CEO of the LEA: Dennis Dupree	Date: 9/30/13

OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Superintendent or CEO of the individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
  - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

Other Assurances and Certifications

The Superintendent or CEO of the individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the

28FY 2013 Race to the Top - District
Application for Funding
CFDA Number: 84.416

U.S. Department of Education
Washington, D.C. 20202
OMB Number: 1894-0014
Expiration Date: TBD
Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 225 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Title III of Division F of P.L. 112-74, the "Consolidated Appropriations Act, 2012", Dec. 23, 2011). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0014. Note: Please do not return the completed Race to the Top-District application to this address.

APPLICATION FOR FUNDING UNDER RACE TO THE TOP - DISTRICT

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XXI. APPENDIX TABLE OF CONTENTS.... Error! Bookmark not defined.

Dear Colleague:

Today, we are excited to announce the FY 2013 Race to the Top – District competition. The Race to the Top – District program builds on four years of bold reform efforts at the state and local level to reduce barriers to effective teaching and create better conditions for learning. This competition provides another opportunity for school districts to build upon local innovation, demonstrate how they can personalize education for students in their schools, and lay a blueprint for raising student achievement, decreasing the achievement gap across student groups, and increasing the rates at which students graduate from high school prepared for college and careers. The Department anticipates awarding approximately $120 million to LEAs through this competition.

Last year's competition generated 372 applicants and the Department awarded approximately $383 million to 16 grantees representing 55 school districts, based on their plans to deepen student learning and make equity and access to high-quality education a priority. Today, we are taking the next step forward by formally inviting applications for this second phase.

This competition builds on the momentum catalyzed by past Race to the Top competitions, and we look forward to the FY 2013 Race to the Top – District competition further accelerating innovation at the local level. We must educate our way forward to a stronger and brighter future and invest in teachers and leaders who are forging the path. It is our absolute hope and expectation that this competition will help achieve that goal.

Sincerely,

Arne Duncan

I. APPLICATION INTRODUCTION, INSTRUCTIONS, AND SUBMISSION PROCEDURES

Introduction

Race to the Top is authorized under sections 14005 and 14006 of the American Recovery and Reinvestment Act (ARRA). The Race to the Top State competitions provided incentives to States to adopt bold and comprehensive reforms in elementary and secondary education and laid the foundation for unprecedented innovation. A total of 46 States and the District of Columbia put together plans to implement college- and career-ready standards, use data systems to guide learning and teaching, evaluate and support teachers and school leaders, and turn around their lowest-performing schools. The purpose of the Race to the Top – District competition is to build on the momentum of other Race to the Top competitions by encouraging bold, innovative reform at the local level. In the FY 2012 competition, the Department awarded approximately $383 million to 16 Race to the Top – District grantees representing 55 local educational agencies (LEAs), with grants ranging from $10 to $40 million.

The Race to the Top – District competition invites applicants to demonstrate how they can personalize education for all students in their schools. The Race to the Top – District competition is aimed squarely at classrooms and the all-important relationship between educators and students. An LEA or consortium of LEAs receiving an award under this competition will build on the experience of States and districts in implementing reforms in the four core educational assurance areas (as defined in this notice[1]) through Race to the Top and other key programs. A successful applicant will provide teachers the information, tools, and supports that will enable them to meet the needs of each student and substantially accelerate and deepen each student's learning. These LEAs will have the policies, systems, infrastructure, capacity, and culture to enable teachers, teacher teams, and school leaders to continuously focus on improving individual student achievement and closing achievement gaps. These LEAs will also make equity and access a priority and aim to prepare each student to master the content and skills required for college- and career-readiness, provide each student the opportunity to pursue a rigorous course of study, and accelerate and deepen students' learning through attention to their individual needs. As important, they will create opportunities for students to identify and pursue areas of personal academic interest – all while ensuring that each student masters critical areas identified in college- and career-ready standards or college- and career-ready high school graduation requirements.

General Instructions

The U.S. Department of Education (the Department) encourages all potential applicants to read through the entire application package – including this application, the electronic budget spreadsheets, and the notice inviting applications (NIA) – and the Frequently Asked Questions

[1] The NFP establishes the priorities, requirements, definitions, and selection criteria and the Notice Inviting Applications (NIA) explains how the priorities, requirements, definitions, and selection criteria established in the NFP apply to the FY 2013 competition. When we refer to the term "notice" in these FAQs, we are referring to the NIA. Many relevant sections of the notice are included in this document for the convenience of applicants. The Department will publish the NFP and the NIA for the Fiscal Year 2013 Race to the Top – District competition in the Federal Register. The final NFP and NIA will be posted on the Race to the Top –District Web site at www2.ed.gov/programs/racetothetop-district once they are published in the Federal Register.

document before beginning to prepare the application proposal. The Frequently Asked Questions document will be posted on our website at www.ed.gov/programs/racetothetop-district, and may be updated periodically.

This application includes Parts that require a response or an action by the applicant, as well as several Parts of background information that are directly relevant to the program. For example, Part XII includes definitions that are used throughout the application.

Instructions for Responding to Priorities and Selection Criteria

The application provides space for an applicant to address the selection criteria, including performance measures and supporting evidence. As required by Absolute Priority 1 (explained in more detail below), in responding to the selection criteria, an applicant must coherently and comprehensively address how it will build on the four core educational assurance areas (as defined in this notice) to create personalized learning environments. Applicants need not address every individual selection criterion. However, an applicant will not earn points for selection criteria that it does not address.

Evidence: Some selection criteria require applicants to provide specific evidence; this is indicated in the criteria. In addition, an applicant may provide additional evidence for any criterion it chooses.

An applicant must provide the evidence in the narrative text below each selection criterion or provide an attachment in the Appendix. Where an applicant chooses to include evidence in the Appendix, it must describe the evidence and how it demonstrates the applicant's success in meeting the criterion in the narrative text and note its location in the Appendix.

Appendix: The Appendix must include a complete Table of Contents. Each attachment in the Appendix should include page numbers and be described in the narrative text of the relevant selection criterion, including how it demonstrates the applicant's success in meeting the criterion and a notation of its location in the Appendix.

Competition Priorities: The Race to the Top - District competition includes five absolute priorities and a competitive preference priority. These competition priorities can be found in Parts VIII and X of this application. Under 34 CFR 75.105(c)(3) we consider only applications that meet Absolute Priority 1 and one of Absolute Priorities 2 through 5. Applicants must address Absolute Priority 1 in their responses to the selection criteria. Applicants do not write to Absolute Priority 1 separately. Applicants must also identify, through the Application Assurances in Part V (for individual LEA applicants) or VI (for consortia applicants), which one of Absolute Priorities 2 through 5 applies to the applicant. Applicants may not select more than one of Absolute Priorities 2 through 5. Applicants address the Competitive Preference Priority in Part X of its application response and should provide any evidence in the narrative text or in an attachment in the Appendix.

Competition Description and Scoring Chart

For information on the competition review and selection process, see (a) the section titled Review and Selection Process in the NIA; and (b) Part XIV, Scoring Overview and Chart

(Appendix A in the NIA). In addition, maximum point values have been included throughout the application.

Technical Assistance

To assist applicants in preparing the application and to respond to questions, the Department will host a Technical Assistance webinar for potential applicants. The purpose of the webinar is for Department staff to review the selection criteria, requirements, and priorities, and answer technical questions about the Race to the Top - District competition. For more information about the webinar, please visit www.ed.gov/programs/racetothetop-district. Updates about all events will be available on the Race to the Top - District website at www.ed.gov/programs/racetothetop-district. Webinar participation is strongly encouraged. For those who cannot attend, the webinar and transcripts will be available on our website. Announcements of any other conference calls or webinars and Frequently Asked Questions (see below) will also be available on the Race to the Top - District website www.ed.gov/programs/racetothetop-district.

Frequently Asked Questions

The Department will prepare Frequently Asked Questions in order to assist applicants in completing an application. The Frequently Asked Questions will be available at www.ed.gov/programs/racetothetop-district. Any updated Frequently Asked Questions will be available at this website as well.

Notice of Intent to Apply

We will be able to develop a more efficient process for reviewing grant applications if we know the approximate number of applicants that intend to apply for funding under this competition. Therefore, the Secretary strongly encourages each potential applicant to notify us of the applicant's intent to submit an application for funding by completing a Web-based form by August 23, 2013. When completing this form, applicants will provide (1) the applicant's name and address; (2) whether the applicant is applying as an individual LEA or as a consortium of LEAs, including a list of the names of expected participating LEAs; (3) expected budget request; and (4) contact person (and phone number and email). Applicants may access this form online at www2.ed.gov/programs/racetothetop-district. Applicants that do not complete this form may still apply for funding. In addition, the Secretary encourages LEAs that submit a notice of intent to apply to also notify relevant local stakeholders so that such stakeholders are aware of the applicant's intent to apply and can engage in the application process as appropriate.

Submission Information

Applications for the Race to the Top – District competition **must be received** by the Department on or before **October 3, 2013**.

Applications for grants under this competition must be submitted in electronic format on a CD or DVD, with CD-ROM or DVD-ROM preferred, by mail or hand delivery. The Department strongly recommends the use of overnight mail. Applications not received by the submission date and time (e.g., postmarked on the deadline date but arriving late) will not be considered.

Designation of Proprietary Information in Appendix A

Given the types of projects that may be proposed in applications for the Race to the Top – District program, an application may include business information, generally commercial or financial information, that the applicant considers proprietary. The Department's regulations define "business information" in 34 CFR 5.11.

Following the process used with our previous Race to the Top competitions, we plan to post applications on our website, so you may wish to request confidentiality of business information.

Consistent with Executive Order 12600, please designate in your application any information that you feel is exempt from disclosure under Exemption 4 of the Freedom of Information Act. In an attachment in Appendix A, titled "Disclosure Exemption," please list the page number or numbers on which we can find this information. For additional information please see 34 CFR 5.11(c).

Accommodation or Auxiliary Aid

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under For Further Information Contact in section VII of the NIA. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Application Format

The application narrative is where you, the applicant, address the selection criteria and priorities that reviewers use to evaluate your application. We strongly recommend you limit the application narrative to no more than 200 pages, using the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Each page has a page number.
- Line spacing for the narrative is set to 1.5 spacing, and the font used is 12 point Times New Roman.

The recommended page limit does not apply to the appendices; however we strongly recommend that you limit appendix length to the extent possible. The Department strongly requests applicants to follow the recommended page limits, although the Department will consider applications of greater length.

Submission Procedures

Applicants for a grant under this competition must submit: (1) an electronic copy of the application; and (2) signed originals of certain sections of the application. Applicants must submit their application in electronic format on a CD or DVD, with CD-ROM or DVD-ROM preferred. We strongly recommend that the applicant submit three CDs or DVDs. Each of these three CDs or DVDs should include the following four files:

(1) A single file that contains the body of the application narrative, including required budget tables, that has been converted into a searchable .PDF document. Note that a .PDF created from a scanned document will not be searchable (see Application Format section above);
(2) A single file that contains all application appendices in a .PDF format;

(3) A single file in a .PDF format that contains all of the required signature pages. The signature pages may be scanned and turned into a PDF. Consortia applicants should also include all signed MOUs or other binding agreements for each LEA in the consortium; and
(4) A single, separate file of the completed electronic budget spreadsheets (e.g., .XLS or .XLSX formats) that includes the required budget tables and budget justifications (the spreadsheets will be used by the Department for budget reviews).

Each of these items must be clearly labeled with the LEA's or lead LEA's name, city, State, and any other relevant identifying information. Applicants also must not password-protect these files. Additionally, please ensure that: (1) all three CDs or DVDs contain the same four files; (2) the files are not corrupted; and (3) all files print correctly. The Department is not responsible for reviewing any information that is not able to be opened or printed from your application package.

In addition to the electronic files, applicants must submit signed originals of certain sections of the application. An individual LEA applicant must submit signed originals of Parts IV, V, and VII of the application. An application from a consortium of LEAs must include signed originals of Parts IV, VI, and VII of the application as well as a signed memorandum of understanding (MOU) from each LEA in the consortium (as described in Part XIII of the application).

The Department will not review any paper submissions of the application narrative and appendices.

All applications must be submitted by mail or hand delivery. Whether you submit an application by mail or hand delivery, you must indicate on the envelope the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application. The instructions for each delivery method are provided below.

The Department must receive the application by 4:30:00 p.m., Washington, DC time, on or before October 3, 2013. If we receive an application after the application deadline, we will not consider that application.

Submission of Applications by Mail
If you submit your application by mail (through the U.S. Postal Service or a commercial carrier), we must receive your three CDs or DVDs containing the four application files, and the signed originals of the appropriate Parts (Parts IV, V, and VII for an individual LEA applicant, or Parts IV, VI, and VII and memoranda of understanding for a consortium applicant) on or before the application deadline date and time. Therefore, to avoid delays, we strongly recommend sending the application via overnight mail. Mail the application to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.416
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

If we receive an application after the application deadline, we will not consider that application.

Submission of Applications by Hand Delivery

If you submit your application by hand delivery, you (or a courier service) must deliver the three CDs or DVDs containing the four application files, and the signed originals of the appropriate Parts (Parts IV, V, and VII for an individual LEA applicant, or Parts IV, VI, and VII and memoranda of understanding for a consortium applicant), on or before the application deadline date and time, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.416
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays. In accordance with the Education Department General Administrative Regulations (EDGAR) §75.216 (b) and (c), an application will not be evaluated for funding if the applicant does not comply with all of the procedural rules that govern the submission of the application or the application does not contain the information required under the program.

Note for Mail or Hand Delivery of Applications: When you mail or hand deliver your application to the Department--

(1) You must indicate on the envelope the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

II. ELIGIBILITY REQUIREMENTS

(1) Eligible applicants: To be eligible for a grant under this competition:

(a) An applicant must be an individual LEA (as defined in this notice) or a consortium of individual LEAs from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.

(i) LEAs may apply for all or a portion of their schools, for specific grades, or for subject-area bands (e.g., lowest-performing schools, secondary schools, schools connected by a feeder pattern, middle school math, or preschool through third grade).

(ii) Consortia may include LEAs from multiple States.

(iii)Each LEA may participate in only one Race to the Top – District application. Successful applicants (i.e., grantees) from past Race to the Top – District competitions may not apply for additional funding.

(b) An applicant must serve a minimum of 2,000 participating students (as defined in this notice) or may serve fewer than 2,000 participating students (as defined in this notice) provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice). An applicant must base its requested award amount on the number of participating students (as defined in this notice) it proposes to serve at the time of application or within the first 100 days of the grant award.

(c) At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) must be students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA. If an applicant has not identified all participating schools (as defined in this notice) at the time of application, it must provide an assurance that within 100 days of the grant award it will meet this requirement.

(d) An applicant must demonstrate its commitment to the core educational assurance areas (as defined in this notice), including, for each LEA included in an application, an assurance signed by the LEA's superintendent or CEO that—

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(A) A teacher evaluation system (as defined in this notice);

(B) A principal evaluation system (as defined in this notice); and

(C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—

(A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

(B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii)The LEA has a robust data system that has, at a minimum—

(A) An individual teacher identifier with a teacher-student match; and

(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv)The LEA has the capability to receive or match student-level preschool-through-12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with the FERPA.

(e) Required signatures for the LEA or lead LEA in a consortium are those of the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

III. APPLICATION REQUIREMENTS

(1) State comment period. Each LEA included in an application must provide its State at least 10 business days to comment on the LEA's application and submit as part of its application package--

(a) The State's comments or, if the State declined to comment, evidence that the LEA offered the State 10 business days to comment; and

(b) The LEA's response to the State's comments (optional).

(2) Mayor (or city or town administrator) comment period. Each LEA included in an application must provide its mayor or other comparable official at least 10 business days to comment on the LEA's application and submit as part of its application package --

(a) The mayor or city or town administrator's comments or, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment; and

(b) The LEA's response to the mayor or city or town administrator comments (optional).

(3) Consortium. For LEAs applying as a consortium, the application must--

(a) Indicate, consistent with 34 CFR 75.128, whether—

(i) One member of the consortium is applying for a grant on behalf of the consortium; or

(ii) The consortium has established itself as a separate, eligible legal entity and is applying for a grant on its own behalf;

(b) Be signed by--

(i) If one member of the consortium is applying for a grant on behalf of the consortium, the superintendent or chief executive officer (CEO), local school board president, and local teacher union or association president (where applicable) of that LEA; or

(ii) If the consortium has established itself as a separate eligible legal entity and is applying for a grant on its own behalf, a legal representative of the consortium; and

(c) Include, consistent with 34 CFR 75.128, for each LEA in the consortium, copies of all memoranda of understanding or other binding agreements related to the consortium. These binding agreements must —

(i) Detail the activities that each member of the consortium plans to perform;

(ii) Describe the consortium governance structure (as defined in this notice);

(iii) Bind each member of the consortium to every statement and assurance made in the application; and

(iv) Include an assurance signed by the LEA's superintendent or CEO that—

(A) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(1) A teacher evaluation system (as defined in this notice);

(2) A principal evaluation system (as defined in this notice); and

(3) A superintendent evaluation (as defined in this notice);

(B) The LEA is committed to preparing students for college or career, as demonstrated by—

(1) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

(2) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(C) The LEA has a robust data system that has, at a minimum—

(1) An individual teacher identifier with a teacher-student match; and

(2) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(D) The LEA has the capability to receive or match student-level preschool-through-12th grade and higher education data; and

(E) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with the Family Educational Rights and Privacy Act (FERPA); and

(v) Be signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

I. APPLICATION ASSURANCES

(CFDA No. 84.416)

Legal Name of Applicant[1] Clarksdale Municipal School District	Applicant's NCES District ID[2]: 2801050
Applicant's Mailing Address: P.O. Box 1088, Clarksdale, MS 38614	
Employer Identification Number:	Organizational DUNS Number: 030404136
Race to the Top – District Contact Name: (Single point of contact for communication) Dorothy Prestwich	Contact Position and Office: Assistant Superintendent
Contact Telephone: 662-627-8500 ext 1003	Contact E-mail Address: dprestwich@cmsd.k12.ms.us

Required Applicant Signatures:

- To the best of my knowledge and belief, all of the information and data in this application are true and correct.
- I further certify that I have read the application, am fully committed to it, and will support its implementation.
- I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

Superintendent or CEO of individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Dennis J. Dupree	Telephone: 662-627-8500
Signature of Superintendent or CEO of individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity: Dennis Dupree	Date:
Local School Board President (Printed Name): Shirley Fair	Telephone:
Signature of Local School Board President: Shirley A. Fair	Date:
President of the Local Teacher Union or Association, where applicable, if not applicable provide rationale on pg.18 or pg.24 (Printed Name)[3]: Joyce Helmick	Telephone: 601-354-4463
Signature of the President of the Local Teacher Union or Association: Joyce Helmick	Date: 9/27/2013

[1] Individual LEA, lead LEA for the consortium, or eligible legal entity

[2] Consortium applicants must provide the NCES District ID for each LEA in the consortium in Part VI, Program -Specific Assurances for Consortia Applicants. Applicants may obtain the NCES District ID at http://nces.ed.gov/ccd/districtsearch.

[3] Where the signature is not applicable, write "N/A" and provide a rationale for why the signature is not applicable.

V. PROGRAM-SPECIFIC ASSURANCES FOR INDIVIDUAL LEA APPLICANTS

Individual LEA applicants must complete the forms in this part. For consortia applicants, the lead LEA or representative of the eligible legal entity must complete the forms in Part VI.

ABSOLUTE PRIORITIES – INDIVIDUAL LEA APPLICANT
Absolute Priority 1: Personalized Learning Environments. An applicant must address Absolute Priority 1 in its response to the selection criteria. Applicants do not write to Absolute Priority 1 separately.
Absolute Priorities 2 through 5 Applicants do not write to Absolute Priorities 2 through 5 separately. Instead, they complete this part by identifying the one (and only one) of Absolute Priorities 2 through 5 that applies. Please check one of the priorities below. _____ **Absolute Priority 2: Non-Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition _____ **Absolute Priority 3: Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition. _____**Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition. __X____**Absolute Priority 5: Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.
NOTE: Race to the Top Phase 1, 2, and 3 States are: Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee, and the District of Columbia.

BUDGET REQUIREMENT – INDIVIDUAL LEA APPLICANT

By completing this part, the applicant assures that its Race to the Top – District budget request conforms to the established budget ranges for the competition.

The number of participating students is _3,250_____. The total Race to the Top – District grant funds requested is $ 10,000,000, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies)

__X__$4-10 million - 2,000-5,000 participating students

_____ $10-20 million - 5,001-10,000 participating students

_____ $20-25 million - 10,001-20,000 participating students

_____ $25-30 million - 20,001+ participating students

ELIGIBILITY REQUIREMENTS – INDIVIDUAL LEA APPLICANT

By checking the applicable statement(s) below, the applicant assures that:

__x___ The applicant meets the definition of local educational agency (as defined in this notice).

__x__ The applicant is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.

__x___ This application is the only Race to the Top – District application to which the applicant has signed on.

__x___ The applicant has not received a past Race to the Top – District grant, either as an individual LEA or as a lead or member LEA of a consortium.

__x___ This application serves a minimum of 2,000 participating students (as defined in this notice).

__x___ At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA ***OR*** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that within 100 days of the grant award it will meet this standard.

__x___ The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and assures that --

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(A) A teacher evaluation system (as defined in this notice);

(B) A principal evaluation system (as defined in this notice); and

(C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—(check one that applies)

(A)___x___ Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

(B)_____ Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii) The LEA has a robust data system that has, at a minimum—

ELIGIBILITY REQUIREMENTS – INDIVIDUAL LEA APPLICANT

(A) An individual teacher identifier with a teacher-student match; and
(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool-through-12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

__x___ The application is signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

APPLICATION REQUIREMENTS – INDIVIDUAL LEA APPLICANTS

By checking the applicable statement(s) below, the applicant assures that the:

___x__ State comment period was met. The LEA provided its State at least 10 business days to comment on the LEA's application and has submitted as part of its application package--

- The State's comments ***OR*** evidence that the State declined to comment
- The LEA's response (optional) to the State's comments

(The submitted comments, evidence, and responses are located in Part-Appendix Item 26, from pages _257____ to _257____ of the proposal.)

__x___ Mayor (or city or town administrator) comment period was met. The LEA provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and has submitted as part of its application package—

- The mayor or city or town administrator's comments ***OR***, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
- The LEA's response (optional) to the mayor or city or town administrator comments

(The submitted comments, evidence, and responses are located in Part_-_Assurances___, from pages__13___ to__13___ of the proposal.)

Rationale why signature of President of the Local Teacher Union or Association is not applicable

LEA Name	Where not applicable, provide a rationale for why the signature is not applicable
1.	

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V

Superintendent or CEO of the LEA (Printed Name): Dennis J. Dupree Dennis Dupree	
Signature of Superintendent or CEO of the LEA: Dennis Dupree	Date: 9/30/13

OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Superintendent or CEO of the individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
  - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

Other Assurances and Certifications

The Superintendent or CEO of the individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the

the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its State Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- All entities receiving funds under this grant will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); and with the debarment and suspension regulations found at 2 CFR Part 3485.

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII

Superintendent or CEO of Individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Dennis J. Dupree	
Signature of Superintendent or CEO of Individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: Dennis Dupree	Date: 9/30/13

VI. ABSOLUTE PRIORITIES

Absolute Priority 1

Absolute Priority 1: Personalized Learning Environments. To meet this priority, an applicant must coherently and comprehensively address how it will build on the core educational assurance areas (as defined in this notice) to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice); accelerate student achievement and deepen student learning by meeting the academic needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers.

An applicant must address Absolute Priority 1 in its responses to the selection criteria. Applicants do not write to Absolute Priority 1 separately.

Absolute Priorities 2 – 5

Absolute Priority 2: Non-Rural LEAs in Race to the Top States.[5] To meet this priority, an applicant must be an LEA or a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

Absolute Priority 3: Rural LEAs in Race to the Top States. To meet this priority, an applicant must be an LEA or a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States. To meet this priority, an applicant must be an LEA or a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

Absolute Priority 5: Rural LEAs in non-Race to the Top States. To meet this priority, an applicant must be an LEA or a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

The applicant must identify, through the Program-Specific Assurances in Part V or VI, which one of the Absolute Priorities 2 through 5 applies to the applicant.

[5] Race to the Top Phase 1, 2, and 3 States are: Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee, and the District of Columbia.



28FY 2013 Race to the Top – District

Clarksdale Municipal School District
Clarksdale, Mississippi

Dennis J. Dupree
Superintendent

October 1, 2013

CLARKSDALE MUNICIPAL SCHOOL DISTRICT
Education of Our Children: TOP PRIORITY!

The U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.416
LBJ Basement Level 1
400 Maryland Avenue, SW.

To Whom It May Concern:

Please accept this application for 28FY 2013 Race to the Top-District – Application for Funding CFDA Number 84.416. It is our hope that this grant request is funded to enable Clarksdale Municipal School District to better meet the educational goals of our students as they strive to become college-and career-ready.

This grant application focuses on the implementation of thematic based magnet schools and the Cambridge International Examination Program in our schools in order to create a personalized learning environment for our students.

It is our hope that you will give this grant your consideration.

Educationally yours,

Dennis J. Dupree
Superintendent
Clarksdale Municipal School District

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VII. SELECTION CRITERIA

A. Vision (40 total points)

(A)(1) Articulating a comprehensive and coherent reform vision *(10 points)*

The extent to which the applicant has set forth a comprehensive and coherent reform vision that--

(a) Builds on its work in four core educational assurance areas (as defined in this notice);

(b) Articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests; and

(c)

(d) Describes what the classroom experience will be like for students and teachers participating in personalized learning environments.

(A)(2) Applicant's approach to implementation *(10 points)*

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

(a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined in this notice) collectively meet the competition's eligibility requirements;

(b) A list of the schools that will participate in grant activities (as available); and

(c) The total number of participating students (as defined in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice). If participating schools (as defined in this notice) have yet to be selected, the applicant may provide approximate numbers.

(A)(3) LEA-wide reform & change *(10 points)*

The extent to which the application includes a high-quality plan (as defined in this notice) describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools (as defined in this notice), and will help the applicant reach its outcome goals (e.g., the applicant's logic model or theory of change of how its plan will

A. Vision (40 total points)

improve student learning outcomes for all students who would be served by the applicant).

(A)(4) LEA-wide goals for improved student outcomes *(10 points)*

The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup (as defined in this notice), for each participating LEA in the following areas:

(a) Performance on summative assessments (proficiency status and growth).
(b) Decreasing achievement gaps (as defined in this notice).
(c) Graduation rates (as defined in this notice).
(d) College enrollment (as defined in this notice) rates.

Optional: The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals for each participating LEA in the following area:

(e) Postsecondary degree attainment

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments and the rationale for their inclusion must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

The high-quality plan (as defined in this notice) should include key goals, activities to be undertaken and the rationale for the activities, the timeline, the deliverables, and the parties responsible for implementing the activities. The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Peer reviewers will reward applicants for developing goals that – in light of the applicant's proposal – are "ambitious yet achievable." In determining whether an applicant has "ambitious yet achievable" annual goals, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower ones.

A. Vision (40 total points)

For optional goal (A)(4)(e): Applicants scores will not be adversely impacted if they choose not to address optional goal (A)(4)(e).

(A)(1) Articulating a comprehensive and coherent reform vision *(10 points)*

The extent to which the applicant has set forth a comprehensive and coherent reform vision that--

(a) Builds on its work in four core educational assurance areas (as defined in this notice);

a. Assurance 1 – adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy

Vision

"As superintendent, I share a collective vision for the students of the Clarksdale Municipal School District – that our community, comprised of many successful dreamers, doers, believers and achievers, can redesign an education system that develops and nurtures excellence in all children and prepares them to compete in a global economy. Our Board of Trustees' approved strategic plan, A New Era of Schools, is intended to build on existing strengths, help us face challenges together, implement personalized learning environments, and continue to believe in the limitless possibilities for graduating successful students in college and in the workplace."

Mr. Dennis J. Dupree, Sr., Superintendent of Schools

The bold vision of the Clarksdale Municipal School District (CMSD) is to equip all its students, through effective teachers and school leaders, with the knowledge, resources, and skills to empower them to: 1) graduate from high school, 2) be successful in college or professional careers, and 3) to be competitive with their peers around the nation and the globe. Our school district has a successful and solid track record of reform and a carefully constructed strategic plan to accelerate its progress toward the goals of increased student achievement, deepened student learning, and increased equity through personalized learning. Clarksdale's unique combination of strong, visionary leadership and proven record of success, coupled with solid innovative partnerships, positions our

A. Vision (40 total points)

district as a stellar candidate for these grant funds as we endeavor to become a trailblazer district in the Race to the Top.

The Clarksdale Municipal School District has done more than simply develop goals and plans for school improvement. We have already begun the difficult work of reforming our schools from within. Since 2008, educational reform in the Clarksdale Municipal School District have proven a substantial commitment to a positive vision and lasting change on behalf of the nine schools, 400 teachers and administrators, over 3,000 students, their parents, our Board of Trustees and the citizens of the greater Clarksdale community. As the result of a seven-year strategic plan, *A New Era of Schools*, ***(See Appendix Item # 1 , pages 9-12)*** systemic reform has transformed the Clarksdale schools through continuous growth and improvement while addressing our growing needs and employing innovative strategies to meet those needs. Public education in Clarksdale, Mississippi has undergone a thorough turnaround from the brink of failing to the being successful by:

- personalizing learning for all students with equitable technology resources;
- instituting public school choice at the elementary level through a district-wide magnet school system
- Academy Choice and Cambridge International Examinations ***(See Appendix Item # 2, pages 13 - 46)*** programs at the Intermediate and secondary level;
- implementing a comprehensive, diagnostic assessment program in all grades; ***(See Appendix Item # 3, pages 47 - 60)***
- utilizing a robust and accessible data management system with school-based data coaches;
- upholding school-level and student accountability decisions in all areas; including Superintendent, principal, and teacher evaluations through MSTAR ***(See Appendix Item #4, pages 61 – 62)*** and the new Principal Evaluation System (MPES) ***(See Appendix Item # 5 pages 63 - 82)*** and
- turning around struggling schools with proven professional development and hiring quality teachers/administrative staff.

A. Vision (40 total points)

The following narrative describes the vision of CMSD's clear and comprehensive reform agenda with a concise account of the improvements made thus far. Each component of our reform agenda is aligned to the educational assurance areas of focus in the United States Department of Education's Race to the Top initiative. We believe Race to the Top will considerably accelerate our current progress and provide the resources and support needed to help us achieve our ambitious reform goals.

Our history demonstrates our great need, while our present status illustrates our promise. **In 2009,** Clarksdale Municipal School District **had 4 out of its 9 schools designated as Level 1 – Failing on the State Accountability model. Two were at risk of Failing, and two were on academic watch.** Clarksdale High School was classified as a Tier I, Level 1 – Failing school by the Mississippi Department of Education. The core teachers who were highly qualified ranged from 100% at some schools to as low as 73% at others. District wide, 87% of core teachers were highly qualified and 17% had emergency/provisional certification. **The 2008/2009 District Report Card listed the school district as "At Risk of Failing" and did not meet Adequate Yearly Progress as defined by No Child Left Behind and the Mississippi Accountability Model.** Our analysis of student achievement in each classroom in 2013 indicated dramatically improved teacher performance.

(A)(2) Applicant's approach to implementation

A superintendent with innovative ideas and a Board of Trustees willing to support his initiatives has made all the difference. The superintendent and his administrative leadership team, along with the Superintendent's Roundtable, consisting of community and business leaders, as well as teachers, administrators, and parents crafted a Board approved seven-year strategic plan that has become known as "A New Era of Schools" - outlining a bold new vision and plan for the future of CMSD. This New Era Plan included a broad and far-reaching initiative to offer personalized learning and school choice district-wide while implementing magnet schools across the district over a three-year span, beginning with the elementary schools.

Through this work, CMSD has significantly raised academic achievement, student achievement and expectations. In 2010, Clarksdale High School became a participant with the Excellence for All Program, a program under the National Center for Educational

A. Vision (40 total points)

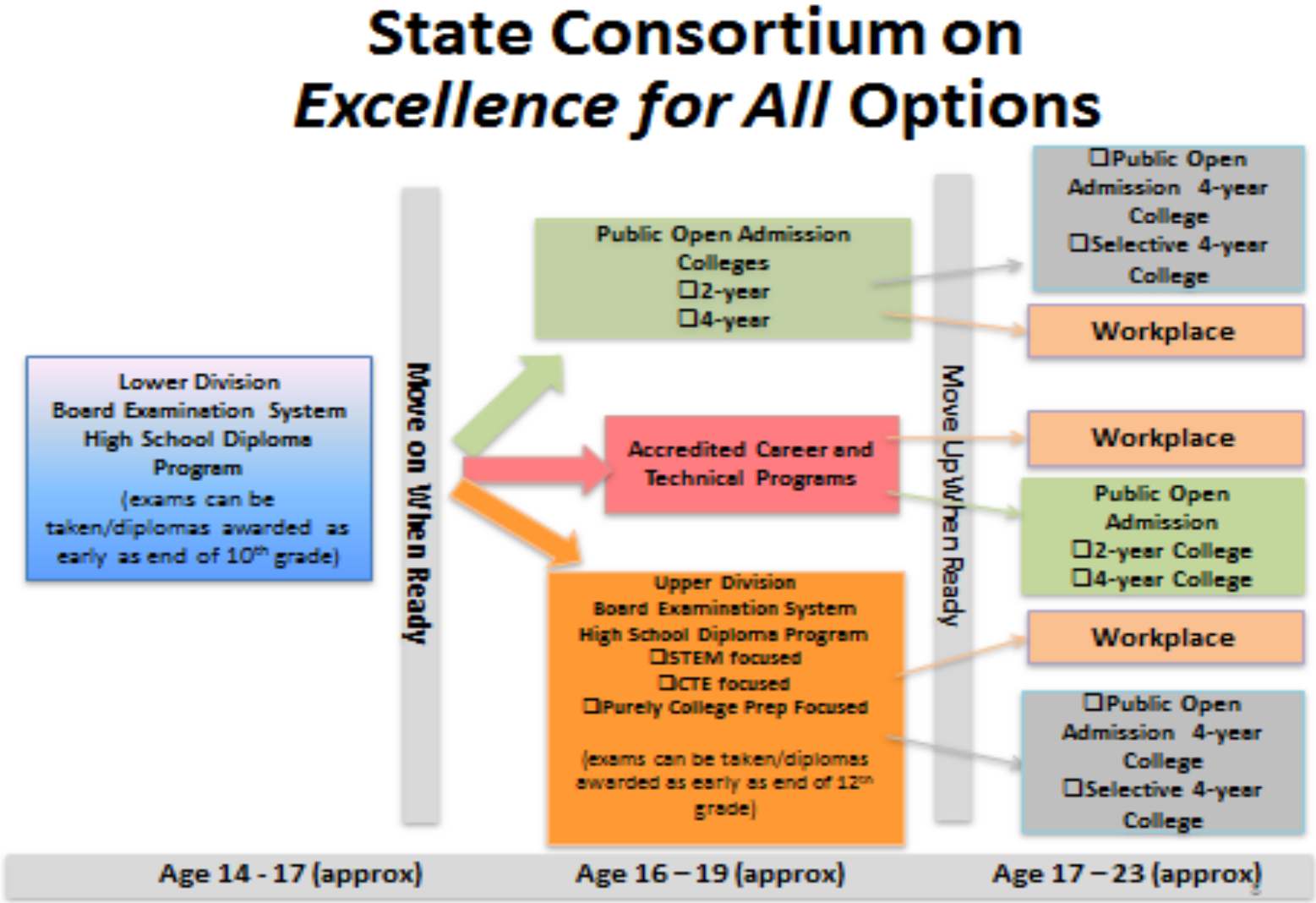
Excellence (NCEE), an educational Think Tank. Excellence for All is one of its educational programs, selected after studying successful educational systems throughout the world. The Excellence for All Pilot Program in Mississippi (website www.NCEE.org) which included redesigning graduation requirements, enhancing core curriculum, and increasing rigor in all classes This reform effort is truly focused on **college and career readiness**. CMSD was chosen to participate, along with seven other districts across the state. CMSD is only one of two Mississippi districts who chose the rigorous Cambridge International Examination Program, an International Program, to enable our students to compete in the global economy. Cambridge describes its mission to develop Cambridge learners who are confident, responsible, reflective, innovative and engaged. All our programs and qualifications follow a learner-centered approach. In choosing the Cambridge model, CMSD collaborated with Excellence for All, an organizational Think Tank. This organization attempts to identify issues and struggles American schools have and look at educational systems in other countries that have good results and identify what they are doing. These methods are then Americanized. What this organization found was too many of our students graduated high school, but upon entering community college or a four-year university, were required to take remedial classes before they could begin their post-secondary coursework. This represents an enormous financial burden for the state and individual families. The goal of Excellence for All is that all students graduate prepared to enter post-secondary education without the need for any remediation.

The Cambridge International Examinations is a member of the Cambridge Assessment Group, part of the University of Cambridge in Cambridge, England. CMSD currently offers Cambridge Secondary 1 and Secondary 2. We are in the process of implementing Cambridge Advanced for our students who have mastered Cambridge Secondary 2. Our long-term goal is to implement Cambridge Primary in our middle, intermediate, and elementary schools by scaffolding down over a number of years. Common Core will help prepare student for the Cambridge curriculum, because it is aligned with Common Core State Standards (CCSS). Dr. Manika Kemp, principal of Clarksdale High School, described her appreciation for Cambridge as "taking the fluff out". Cambridge prepares our district for CCSS with an increased depth of knowledge and more analytical focus in a smaller number of areas. Cambridge is a qualification system in which students meet specific benchmarks, demonstrated through meeting specific levels on an exit exam. When a particular level is mastered, a student may move forward, but not before. If secondary students master Cambridge Secondary 2 at the end of the 10th grade year, then that

A. Vision (40 total points)

student is eligible for a Cambridge diploma and is considered college and career ready. We began the Cambridge program with a pilot cohort of 40 students. The next year, we added 37 more. This year, we have totally reconfigured our district across grade bands and removed the 9th grade students, placing them in a 9th Grade Academy. This 9th Grade Academy has implemented Cambridge school-wide, personalizing it across student learning by utilizing both the Core and Extended versions of Cambridge. Cambridge Core includes all the basic concepts from CCSS. Students who test Cambridge International Examinations in Core cannot receive a grade higher than a C because of the nature of the test. The Extended version, which our Cohort utilizes, offers supplemental content for more advanced coursework. Students can receive as high as an A. In 2014/15, Clarksdale High School will go school-wide with Cambridge and both the Core and Extended versions will be offered. With the help of the Excellence for All Program, our students will be tracked through post-graduate level ***(Please see Appendix Item #2, pages 13-44).***

A. Vision (40 total points)



The following chart shows the configuration of the Clarksdale Municipal School District along with the themes for each school.

A. Vision (40 total points)

School	Theme	Grade Span
Clarksdale High School	Excellence for All (Cambridge)	Grades 10-12
J.W. Stampley Middle School	Excellence for All (Cambridge)	Grade 9
W.A. Higgins Middle School	Academy of Arts & International Studies (will transition to Cambridge in 2014-2015)	Grades 7 & 8
Oakhurst Intermediate School	Themed Academies within a school through the Pod approach	Grades 5 & 6
Booker T. Washington Elementary	International Studies	Pre-K to 4
George H. Oliver Elementary	Visual & Performing Arts	Pre-K to 4
Heidelberg Elementary	Science, Technology, Engineering, Arts, & Math (STEAM)	Pre-K to 4
Kirkpatrick Elementary	Health & Medical Sciences	Pre-K to 4
Myrtle Hall 4 Elementary	Language Immersion (Spanish)	Pre-K to 4

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 students and 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 magnet academies. A lottery, held each spring, allows students to choose schools which better meet their learning preferences, interests, and needs, rather than attend a school based on neighborhood attendance boundaries. Students register for their choice school in March. A lottery is held and any students who do not receive their first choice are placed on a waiting list. After a set date after the start of school, any students who has not enrolled in their school of choice is unseated and students on the waiting list are offered a chance to

A. Vision (40 total points)

attend that school. Except in exceptional circumstances, students remain in the school for the remainder of the year. All students can re-enter the lottery in the spring if they wish to change schools. **All attendance zone boundaries have been dissolved removing the requirement for students to only attend the school closest to their neighborhood. 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 *(See Appendix Item #6, pages 83-86)*.** Our attendance zone boundaries are set for us by a combination of state and local government. In Coahoma County, in which Clarksdale is located, we have three districts, Clarksdale Municipal School District, Coahoma County School District, and Coahoma Agricultural High School**.** Our district is a municipal school district with attendance boundaries inside the city limits. The county zones start where our boundaries end and extend to the county line. Coahoma Agricultural High School, because it is a special district, is able to draw students from both our zone and the County district. CMSD had multiple elementary neighborhood schools and until we secured relief by federal court intervention, our elementary students had to attend the school in their neighborhood where they were zoned or bussed from the targeted area. Since our district is under a mandatory desegregation order, permission was sought and received to eliminate bussing from targeted areas. This was landmark achievement for our state.

Since 2008, CMSD has gone from seven schools at risk to one school at risk.

Assurance 2 – building data systems that measure student growth and success and inform teachers and principals with data about how they can improve instruction

Clarksdale Municipal School District has designed a solid system for data collection, analysis, and utilization that drives decision-making for all activities related to instructional strategies and student-level interventions. As part of our reform plan, the CMSD believes that we need data on students learning to be detailed, authentic, accurate and timely. To that end, we have hired Data Coaches and plan to hire more who work with and train teachers individually and in group trainings to analyze and interpret all available student instructional and informational data elements as well as help to differentiate instruction based on performance data to

A. Vision (40 total points)

personalize learning for all students. Student performance data is collected through a universal administration of an adaptive, online assessments, (Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), formative classroom assessments, (CASE 21) progress monitoring data collection, (Renaissance Star Reading & Star Math) summative evaluations (end of semester and end of year tests) and standardized state (MCT2 & SATP) and national tests (NAEP & ACT) and International Exams (Cambridge International). Detailed records are kept on each student/group/class/grade so that teachers, parents, and students themselves can see the path toward improvement literacy and achievement. ***(Please see Appendix Item 3, page 47-60)*** District administrators meet monthly with principals and teachers at each school to discuss data and formulate plans for instruction based on the data, principals hold weekly data meetings and regular trainings with teachers, and principals attend bi-monthly meetings at the central office where data is shared and principals problem-solve together to generate solutions to instructional issues. Every quarter, teachers meet with parents individually to discuss the various data reports and ensure that they understand the reports and ramifications of those results. Teachers or data coaches meet quarterly or more often as necessary with students on an individual, class-wide or grade-wide basis to discuss data results of current assessments. The Superintendent, or his designee, gives the School Board a data update as planned in the Board calendar on a monthly basis. Every month, the School Board visits a school at which time, the principal gives the Board their school's data update.

It is important to note, that while CMSD has implemented Common Core State Standards in the K-2 grade levels, and is working with the Crosswalks, our students are responsible for the Mississippi Curriculum Standards through May of 2014. To this end, while CMSD is actively preparing for CCSS, our students must be taught and assessed with the test for which they are held accountable. The exception to this lies with the 9h grade academy and high school, which are listed as "E" on the state accountability as they are Excellence for All (Cambridge International) students and are exempted from the SATP2 tests as they take the Cambridge International Exams. However, a thorough grounding in the magnet school approach, particularly STEM and International Studies/Cambridge will address the CCSS rigor and standards. The tenants of CCSS are already being implemented in the classroom

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through our magnet school and Cambridge approach.

In 1998, the Mississippi Department of Education and Mississippi Legislature created a student database system, the Mississippi Student Information System (MSIS), which requires accurate reporting of student attendance and personnel at the individual school level. MSIS provides for the electronic collection and storage of comprehensive detailed data about teachers, administrators, students (Pre-K to 12), and school board members. It is made more robust annually through up-grades. MSIS also allows for the electronic transfer of student records from one school district to another, thus offering a unique student tracking system. Each student in the state of Mississippi has their own unique number that is maintained throughout their school career. This database allows our schools to have access to a wealth of student level data, in addition to an electronic transcript, on any student who enters our school system from another Mississippi school Although parents and students do not have direct individual access to this state maintained data base, parents may request MSIS information related to their individual student from their school or Central Office personnel. It also allows us to review patterns of movement to and from our system ***(Please see Appendix #7, page 85)***. CMSD provides individual student's information to the parents and students through Active Parent on our district website. This link provides information about grades, absences, discipline, homework assignments, teachers' comments, and classroom news. Parents and Students are also given hardcopy results of all tests given in the district, including MCT2, and SATP. Individual meetings between teachers and parents permit teachers to help parents understand the data and what it means for their child. Title I parent meetings are held for district dissemination of test information to the community. ***(Please see Appendix #8, page 86).*** Each school holds its own data meetings for parents. Test data is presented at the regularly scheduled School Board meeting after it comes from under embargo. A copy of the powerpoint presented at this meeting is given to the local newspaper and information is clarified during a one-to-one interview. ***(Please see Appendix #9 , pages 87 - 110)***

We are a district on the move, with innovation and hard work combining to make our vision come true. We are also a district with great financial needs. Our budgets have been severely cut each year. Budget cuts threaten to delay or even derail our dreams of

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fully integrated magnet schools across our district. Our students live in great poverty, with the accompanying challenges inherent in that state. Many of our students come from neighborhoods plagued by violence, drug abuse, and gang warfare. Gun crime is endemic across our city. **Students classified as Poverty Level Income by the Mississippi Department of Education are 96%**. October 2012 Free and Reduced Lunch district-wide total 96%. According to the June 2013 MSIS report our district consists of 3,153 students, of which 53 are classified as White, 9 as Hispanic, 16 as Asian, 0 as Pacific Islander, 0 as Native American, and 3075 as Black. In order to provide full access to quality education for **all our children** as well as full choice in schools, **all schools in our LEA will be served** in this initiative. We have redesigned our schools so that students feel safe and secure, which will allow us to deepen and expand our already existing programs, allowing us to continue to move forward **as a district**. We have demonstrated that we have the **capacity for change**, even in the face of shrinking budgets. We have demonstrated that we have the **capacity to raise student achievement**. Where student achievement declines, we analyze the causes and work to address those causes. For example, when analyzing achievement gaps, it became apparent in 6th and 8th grade that students experience a dip in achievement. This contributed to our decision to redesign our district, creating an intermediate school consisting of 5th and 6th grade students and one middle school consisting of 7th and 8th grade students. We also analyzed discipline reports and determined that 6th and 9th grade students experienced a higher rate of infractions. By removing the 6th grade from the middle school and the 9th grade from the high school, our goal is to nurture and teach these children away from the distractions of older students. We carefully researched school models and the leadership team visited schools throughout the state with similar configurations to those we were looking to enact.

Our vision for the Clarksdale Municipal School District is to have a Successful School district with A and B schools under the Mississippi accountability system within the next three years. Our proven track record of success is transforming our school district. These accomplishments are evidence that Clarksdale Municipal School District has not only the commitment, but also the capacity to effect positive change not only in our schools, community, state, and eventually, our nation and the global economy. Yet, as we continue to serve our students and work towards personalized learning environments through full magnet school implementation, the

A. Vision (40 total points)

stark reality is that some programs may need to be curtailed or reduced simply due to lack of funds.

Assurance 3 - Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.

Success breeds success and teachers want to be in a successful system. Teachers also want to be in a location where amenities can be found. CMSD is addressing this in several ways. We have worked diligently to increase the academic performance of our district and the results are evident. We are also working partnering with our Mayor and Board of Supervisors to improve the quality of life in Clarksdale. The city as a whole is working with the Delta Bridge, aligned with the Walton Foundation, to improve the infrastructure and life in Clarksdale. Several of our teachers and administrators, as well as teachers and administrators from Coahoma County School District and Coahoma Agricultural School District serve on the Education Goals Team for the Delta Bridge. This team also consists of the Workforce Alliance, representatives of Mississippi First, and local organizations interested in children. Our teachers and administrators also serve on several of the Boards charged with effecting dramatic change in our city. Clarksdale is becoming a more attractive city in which to reside, with new restaurants and businesses opening in our downtown area. A dedicated group of people have worked tirelessly to bring music festivals to our town several times a year. Clarksdale is known as the "Home of the Blues" and this theme and the festivals attract thousands of people every year. The entire town, with help from our school children, raised matching funds and gave an entire day to raising a Kaboom playground for our children. Recruiting teachers takes more than our personnel director attending job fairs at local colleges, but requires a well-thought out plan ***(See Appendix Item #23, pages 173- 176).*** It takes a commitment from everyone to make our schools and city an attractive place to live and work. We have partnered with Teach for America to attract talented young people to work in our District, especially in hard-to-place positions and positions specific to magnet themes, such as strings or Spanish Immersion. Many of the Teach for America teachers have stayed past their commitment period. Some have returned after leaving because they believe in our mission and we even have one who is now a principal in our system. We have modeled a support system for new teachers after the Teach for America model of on-going support

A. Vision (40 total points)

during the school year as a methodology to retain a cadre of successful teachers. The new teachers meet monthly at the central office and topics of their choosing are discussed. A light-hearted approached to airing concerns is our community sponsored get-together where teachers can collaborate with other new teachers across the district. A current initiative is a Mentoring Grant currently being applied for through the Delta Bridge. We also work with our partners across the City to improve conditions for all our staff. Local churches give our new teachers supplies and materials. Another example is our effort to "grow our own" teachers. We have formed a partnership with Delta State University to design programs of study to be housed at our local Higher Education Center and work with agencies such as Southern Bancorp Community Partners who have a matching savings program for tuition of $3 for every $1 invested and ASPIRE, which provides scholarships for single parents to use for necessities such as gas or babysitting. Our goal is to removed barriers to success for our assistant teachers and to grow our own workforce for our students ***(Please see Appendix #11, pages 113–118).***

(A) (3) Reform & Change

As an innovative district, we are often asked to participate in pilot programs. The Clarksdale Municipal School District was one of three pilot systems in the state of Mississippi chosen by Governor Phil Bryant to participate in developing a teacher evaluation plan that supports performance based compensation. The goal of the Mississippi Statewide Teacher Appraisal Rubric (M-STAR) is to create a larger pool of effective teachers. In order to increase teacher effectiveness, our district is implementing district-wide teacher evaluation through M-STAR which promotes greater teacher effectiveness through rigorous evaluation. "Research demonstrates that teachers are the most significant school-level influence on student performance. Therefore, obtaining valid and reliable data on educator effectiveness is critical to ensure that every child has access to the best education. This is accomplished through the creation of fair and rigorous evaluation systems that differentiate among various levels of teacher performance and provide the type of data that allows for teachers' strengths and areas of challenge to be identified so targeted support and development can be provided. Further, a quality evaluation system gives a streamlined structure to the leadership principals are expected to provide as instructional leaders." The District is

A. Vision (40 total points)

committed to providing on-going professional development throughout the school year to administrators and teachers to ensure a thorough understanding of the purpose and methods of teacher evaluation through M-STAR and has arranged for both in-district and out of district professional development ***(Please see Appendix Item # 16, pages 125-128).***

Two schools in the district have used the Teacher Incentive Plan for student performance and student growth on the Mississippi Curriculum Test 2nd edition (MCT2) and Student Achievement Test SATP, Mississippi Curriculum Tests through their participation in the School Improvement Grant (SIG). ***(Please see Appendix 4, pages 61-62)***. This has been expanded to all the schools in the district in 2013/14. Teachers in our district partnered with the Mississippi Department of Education and were heavily involved with the development of this plan. District leadership is currently working with the state level leadership to develop and refine the criteria for a new compensation program for teachers tied closed to the evaluation system. The goal is to merge the compensation system into the new Teacher Appraisal System. Governor Bryant states that the new teacher appraisal system "clearly identifies and defines competencies that combine for effective teaching" (p. 4). Teachers and administrators have been given extensive training during Spring 2013 and during the summer. CMSD is working with the Mississippi Department of Education (MDE) to train Trainers of Teachers to ensure that a trained person will be on staff at each school to assist teachers with day to day issues regarding the MSTAR. Principals will appraise teachers on each competency and action plans will be structured for each identified weak area. As the report states, "No teacher will be left behind, no competency overlooked."

The M-STAR includes multiple methods of evaluation in order to evaluate every teacher on all standards and to obtain a comprehensive understanding of each teacher's areas of strength and challenge. The M-STAR process includes:

Formal classroom observations
▪ There will be a minimum of two formal observations per school year. ▪ Formal observations will be announced and scheduled in advance with the teacher. ▪ The first formal observation should be completed during the first half of the school year; the second should be completed during the second half of the school year.

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	▪ At least one observation will be performed by an administrator. ▪ The second observation will be performed by either an administrator or other trained evaluator. ▪ All formal observations will include a pre-observation conference and a post- observation conference.	
	Pre-observation and post-observation conferences	
	▪ The pre-observation conference should happen within one to two days prior to the observation. This conference provides the opportunity for the teacher to describe the context and plans for the class session and to provide initial artifacts. ▪ The post-observation conference should happen as soon after the observation as possible and no later than one week after the observation. This conference provides the opportunity for the evaluator to provide feedback, discuss areas for improvement, and create a professional development plan.	
	Informal "walkthrough" observations	
	▪ There will be a minimum of five informal observations during the school year. ▪ Informal observations will be unannounced, and each observation will last 5 to 15 minutes. ▪ Informal observations will be used as a means to inform instructional leadership functions of the school administrator by providing quick checks of teacher performance and feedback on that performance.	
	A review of artifacts	
	▪ Artifacts should include existing materials only; teachers should not create artifacts solely for the purpose of the artifact review. ▪ Lesson plans are required for the artifact review. Teachers must submit their lesson plan to their evaluator at least 24 hours prior to the pre-observation conference.	
	Teacher self-assessment	
	▪ Teachers will use the M-STAR rubric for self-assessment. ▪ Teacher self-assessment will be discussed during the summative evaluation conference.	
	Student survey	

A. Vision (40 total points)

The student survey will be given once during the school year.

Additionally, Clarksdale Municipal School District teachers and principals, as well as administrators at the central office level, have been actively involved in developing the new pilot for the Mississippi Principal Evaluation System, (MPES). In 2012/13, CMSD piloted the principal evaluation system in our schools. In the 2011/12 school year, two schools implemented a principal evaluation system, and a three-pronged approach to evaluation, which included a Superintendent evaluation, principal goal setting and self-evaluations, and a 360° evaluation which includes survey results from teachers, principal, and superintendent. The format of the year-long evaluation included goal setting meetings, formative evaluation, 360° evaluation, and the summative evaluation. Principals were required to include assessment data in their goals. After test results were received, the multiple parts of the evaluation were computed to give a score – thus, the principal's evaluation was given a numeric component Principals then utilized this information to develop their own plan of improvement and set goals for the upcoming year to increase student achievement. This evaluation system is currently used for all administrators in our district. In addition, a superintendent's evaluation system is currently in place, as well. It is the plan for CMSD to use M-STAR for the teacher evaluations. This detailed evaluation gave leadership and principals the tools needed to assess and take steps to improve, not only for the principal himself or herself, but also to pinpoint ways to increase individual and collective educator effectiveness in the schools and to improve or enhance school culture and climate. ***(Please see Appendix 5 – Principal Evaluation System – pages 63-82)***

Assurance 4 - Turning around lowest-achieving schools

(b) Articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests;

A. Vision (40 total points)

The Clarksdale Municipal School has applied a methodical approach to accelerating student achievement. First, an analysis of our lowest-performing schools was conducted. We then gathered data and analyzed that data to better understand current levels of student achievement, weaknesses for individual students, and began to develop a plan with goals for accelerating student achievement and deepening student learning. In this way, we can set measures in place to turn around the lowest achieving schools. The model we utilized includes implementing personalized learning environments through magnet school thematic approaches.

The process we followed in order to form a plan for reforming all our schools was to examine CCSS and determine how we could utilize magnet school themes to deepen student learning and increase equity across all domains. We analyzed how teacher and principal training can be customized to build personalized student support, based on student academic and theme based interests through magnet schools. Teachers and principals would be trained in methodologies to best encourage and support students and their parents to choose a theme with their interest level at a magnet school or academy within a school.

An initial step before turning around low-achieving schools and accelerating student achievement is the development of curriculum and clarification of instructional delivery models. 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. 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. We use a four step process, course description, a syllabus for each course, units for each course, and lesson plans for each unit. The curriculum will necessarily undergo gradual modification as the instructional program itself evolves. With the infusion of Common Core State Standards (CCSS), teachers will learn how the magnet theme and Cambridge planning complements and coordinates with CCSS. By participating in curriculum development and professional development, teachers will have a deeper understanding of how they are going to accomplish this task, what their instruction is meant to accomplish, and how they will present content in skills in a focused and effective way

A. Vision (40 total points)

This project will therefore follow this 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 – Note: Cambridge Classes have a detailed course description
- Construction of a detailed syllabus for each course, which will include goals and objectives, texts and materials, instructional strategies, and methods of evaluation – Note: Cambridge Classes have a detailed syllabus
- 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 * (Plan is fully discussed on page)

2013-14	2014-2015	2015-16	2016-17

A. Vision (40 total points)

Products	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Temp. units/lessons			X	X												
Courses descriptions			X	X												
Syllabi				X	X											
Units					X	X	X									
Lesson plans						X	X	X	X							
Curriculum Publication									X	X	X					
Teacher Professional Development to implement curriculum									X	X	X	X				
Full Implementation									X	X	X	X				

(c) Describes what the classroom experience will be like for students and teachers participating in personalized learning environments.

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As part of our initiative towards excellence in education, we currently have implemented Pre-K at all our elementary schools, utilizing Federal and other funding sources. Based on student and parent interest based on formal and informal means, we propose two STEM related magnet elementary schools under one STEM umbrella. The current math & science elementary school, Heidelberg Elementary, 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 Science, Technology, Engineering, and Mathematics. The second school under the STEM umbrella is Kirkpatrick Health & Medical Sciences theme-based elementary school. This school has made steady increases in achievement over the last several years, with a slight dip this past year, but stands poised, with the proper resources, to make substantial gains in student academic achievement. The focus has been on health related issues and the medical careers built to service those issues. We plan to promote an understanding of the technology related to health and fitness, such as visiting a doctor to learn how 3-D ultrasounds are used to scan the human body, as well as the engineering component of health, from prosthesis for amputees to medical equipment designed to aid in self-sufficiency. 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 Booker T. Washington. This school has elected to become an International Studies school, promoting a rigorous curriculum that features inquiry learning and a global perspective. Students will work on project-based learning, in groups and individually to understand how they fit into a more global society and how the actions taken in our community cause effects worldwide. They will work on Learner Profiles. Character Education is a strong component of the International Studies approach. Our fourth elementary school is Myrtle Hall 4, the Language Immersion Elementary School. The focus of this school is to instruct student in the core courses in Spanish. In this way, students will quickly become bi-lingual. Students will be taught about the many countries in the world that are Spanish speaking, as one of the world's largest Spanish speaking population, this is a language that will enable students to pursue a myriad of job opportunities in the 21st century America. Our fifth elementary school is the Visual and Performing Arts elementary school, George H. Oliver. This school will offer strings, dance (including ballet), keyboards, and

A. Vision (40 total points)

visual arts. The school will be infused with the arts at all levels. Students moving from the five elementary schools would meet in the Intermediate school. The intermediate school, Oakhurst, 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, more personalized 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 and some classes, such as Spanish, will be available to students in the PYP and MYP programs. The middle school, Higgins, will offer a comprehensive Visual & Performing Arts Program and will begin the transition to the Cambridge Program. This school previously incorporated principals of International Studies. However, in an effort to allow more fluid articulation to the Cambridge program, it is planned to begin to incorporate Cambridge International. The 9th Grade Academy is a stand-alone Academy, approved by the Board in the Spring of 2013 to disengage from the high school and become a stand-alone facility. The whole school will follow the Cambridge International curriculum. Clarksdale High School currently holds two cohorts of Cambridge International Students. In 2014/15, as the current students rotate from the school and the current cohorts rise to the upper grades, Clarksdale High School will transition to a whole school Cambridge International model. Students in both the 9th Grade Academy and Clarksdale High School will work on project-based learning. There will be a greater emphasis on group work and cooperative learning rather than lecture.

(A)(2) Applicant's Approach to Implementation (Note to applicant: Add more rows as needed)

School Demographics

The raw data columns below may include actual numbers or estimates (please note where estimates are used).

LEA *(Column relevant for consortium applicants)*	**Participating School**	**Grades/Subjects included in Race to the Top - District Plan**	**Raw Data: A:** # of Participating Educators	**Raw Data: B:** # of Participating Students	**Raw Data: C:** # of Participating high-need students	**Raw Data: D:** # of Participating low-income students	**Raw Data: E:** Total # of low-income students in LEA or Consortium	**Raw Data: F:** Total # of Students in the School	**Percentages: G:** % of Participating Students in the School (B/F)*100	**Percentages: H:** % of Participating students from low-income families (D/B)*100	**Percentages: I:** % of Total LEA or consortium low-income population (D/E)*100
			#	#	#	#	#	#	%	%	%
Clarksdale Municipal School District											
	Carl Keen Vocational Facility	9 – 12	7	378 (131 – 9th grade STEM 247 – all other programs	378	378	3001	378	100%		96%
	Clarksdale High School	10 -12		574	574	574	3001	574	100%	86%	96%
	9th Grade Academy	9	18	201	201		3001	201	100%		96%
	Higgins Academy of Arts & International Studies	7 - 8	36	506	506	500	3001	506	100%	98.08%	96%
	Oakhurst Academy of Math Science & language Immersion	5 - 6	30	469	469	455	3001	469	100%	97%	96%
	Booker T. Washington International Studies Magnet Elementary School	K4 – 4	14	277	277	269	3001	277	100%	97%	96%
	George H. Oliver Visual & Performing Arts Magnet	K - 4	12	264	264	251	3001	264	100%	95%	96%

LEA *(Column relevant for consortium applicants)*	**Participating School**	**Grades/Subjects included in Race to the Top - District Plan**	**Raw Data: A:** # of Participating Educators	**Raw Data: B:** # of Participating Students	**Raw Data: C:** # of Participating high-need students	**Raw Data: D:** # of Participating low-income students	**Raw Data: E:** Total # of low-income students in LEA or Consortium	**Raw Data: F:** Total # of Students in the School	**Percentages: G:** % of Participating Students in the School (B/F)*100	**Percentages: H:** % of Participating students from low-income families (D/B)*100	**Percentages: I:** % of Total LEA or consortium low-income population (D/E)*100
	Elementary School										
	Heidelberg Math & Science Magnet Elementary School	K - 4	12	293	293	267	3001	293	100%	98%	96%
	Kirkpatrick Health & Medical Sciences Magnet Elementary School	Pre - K4 - 4	13	265	265	260	3001	265	100%	98%	96%
	Myrtle Hall 4 Language Immersion Magnet Elementary School	Pre -K4 - 4	11	258	258	248	3001	258	100%	96%	96%
	TOTAL		151	3192	2997	3001	3001	3192	100%	96%	96%

(A)(4) LEA-wide goals for improved student outcomes
(Note to applicant: Add more rows or subgroups as needed, e.g., to provide information on both proficiency status and growth, to address additional grade levels, subjects, etc.)

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

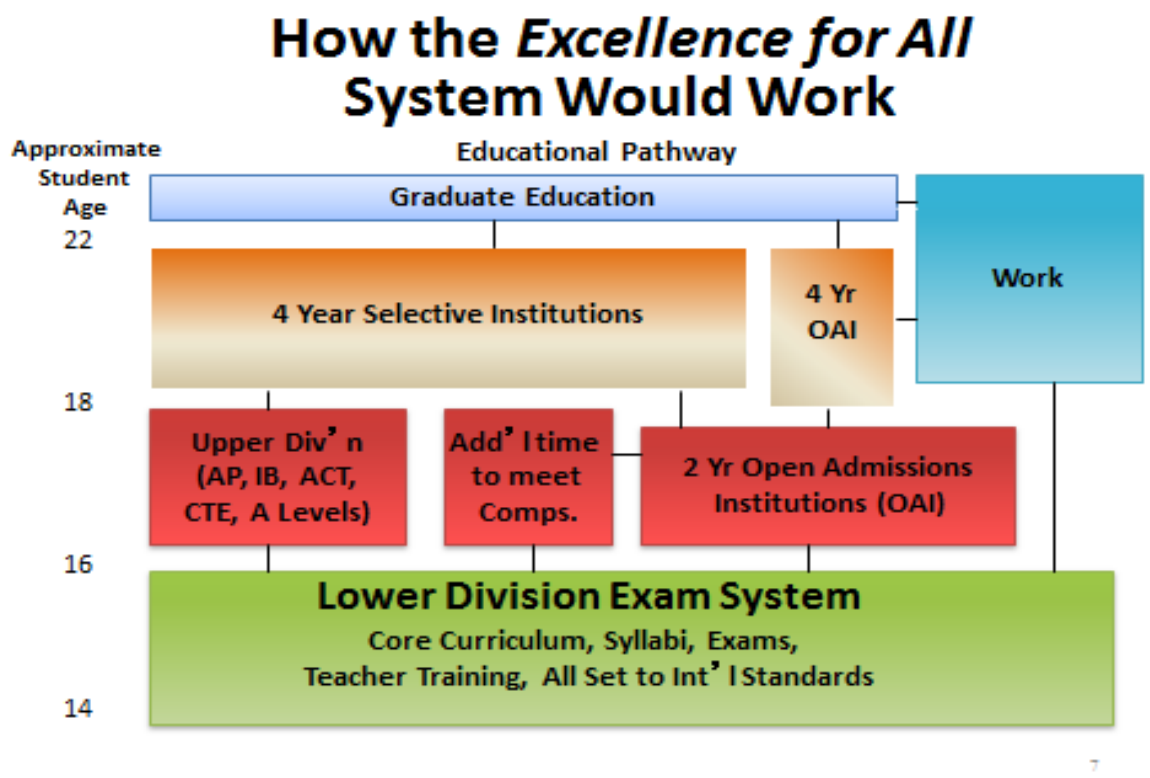
Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):

Methodology for determining status (e.g., percent proficient and above):

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):

(A)(4)(a) Performance on summative assessments (proficiency status and growth)
Summative assessments being used (e.g., name of ESEA assessment or end-of-course test): Mississippi Subject Area Test (SATP2) or Mississippi Curriculum Test 2 (MCT2) In 2014, we will adopt Common Core State Standards Methodology for determining status (e.g., percent proficient and above): In grades 3 through 8 our students take the Mississippi Curriculum Test 2 (MCT2) previously and through the 2013/14 school-year. In the 2014/15 school-year, our students will be assessed under Common Core State Standards (CCSS). We are using the Federal Annual Measurable Objectives (AMOs) Proficiency Index which is based on the SATP2 and MCT2 for those students in grades 3 – 8. In order to analyze our students' performance, we chose to analyze the Annual Measurable Objectives reported under EASA. These results are given to us by district and school and by sub-group, but not by grade level. Ninth (9^{th}) through 12th grade are part of an innovative pilot program and students will be tested according to the Cambridge International Board Examination System. Cambridge has been implemented school-wide in 9^{th} grade for the 2013/14 school-year. In the 2014/15 school, Clarksdale High School will implement Cambridge school-wide by grade level over the next three year. By 2016/17, Clarksdale High School will have Cambridge International completely school-wide. Cambridge has been in place for a cohort of students in 9^{th} and 10^{th} grade since the 2011/12 school-year. Schools with innovative programs such as Cambridge are exempted from participating in the State Curriculum Tests, as well as federal AMOs, as they are studying a different curriculum. For students in the school-wide program the option of either testing in the Core Curriculum with a maximum highest grade of a C or in the Extended Version in which students can earn a grade of A* to U is available. The examinations consist of First Language English (2 sections), Literature (2 sections), Biology (2 sections), Mathematics (2 sections), History (2 sections), and in an area of Art (1 section). When a student passes all the sections with a grade above U s/he is considered to have met the standards for college and career readiness. In order to qualify for Early Graduation Option, the student must

earn an A* or B. It does not matter how many times students sit for the examination or how much seat time a student has. The qualification is strictly performance –based. If a student meets the benchmark score and demonstrates the ability to move to the next level, this is demonstrated by the exit exam. Students scoring below a B on the extended version of the test do not qualify for National Commission for Education and the Economy (NCEE) early graduation or college entrance. These students will remain in Clarksdale High School until they earn the requisite grade by retesting or they may choose to enroll in Advanced Placement courses (AP) through the Mississippi Curriculum Framework or they have the option of staying in the Cambridge program (AICE). Cambridge requires mastery of only 9 courses. This is an Innovative Program aimed at early graduation. However, for those students who do not achieve the A* or B grade, the State has not relieved us of the 24 credit option (seat time). Negotiations are presently taking place between Corinth School District, Clarksdale Municipal School District, and the Mississippi Department of Education. Currently, the Mississippi Department is developing cut scores for the Cambridge Examination System for minimal, basic, proficient, and advanced. ***(Please see appendix Item 2, pages 32-190***) At present, sub-group analysis is not available for Cambridge. Scores are reported by Center (CTR) and USA, by number and proportion. For the purposes of our growth analysis, we will use percentage passing. The only subgroup available at present is the USA. Grade bands range from 9th grade through 12th grade for the Cambridge International program. NCEE has set a 2% increase as a baseline percentage for USA schools implementing Cambridge International with a goal of 100% to score C or above by 2022. CMSD is setting an ambitious growth rate of 5% per year. Students who earn A* or B may remain in the program to pursue Cambridge Advanced AS and A level, AICE Diploma.



Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels): Met Target for Annual Measurable Objective (AMO) – Grades 3 - 8

1. RLA and MTH AMOs were set according to ESEA Flexibility Option A
2. The baseline was to be set using student performance in 2012/13
3. The Achievement Index assigns 1 point for students scoring Proficient and Advanced and half a point (.5) for students scoring Basic.
4. The AMO was established in 2011; The N-Count must be 30 or greater for AMO calculations.

CMSD is using a 3% growth goal rather than using the NCEE percentage growth guidelines of 2% per year calculated for state growth,
Data for SY 2012-13 was not available by the date of this submission, therefore we utilized the SY 2011-12 data for baseline.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
ELA – District *Increment per Year* *State District*		AMO Met Target	AMO Met Target	AMO Will meet Target	AMO Will meet Target	AMO Will meet Target	AMO Will meet target	AMO Will meet Target
4.17 5.17	*OVERALL*	54 Yes	61 Yes	66 Yes	71 Yes	77 Yes	82 Yes	87 Yes
6.42 7.42	*IEP*	29 Yes	45 Yes	52 Yes	60 Yes	67 Yes	74 Yes	81 Yes
	LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4.25 5.25	*Econ. Disadvantaged*	53 Yes	61 Yes	66 Yes	72 Yes	77 Yes	82 Yes	87 Yes
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4.17 5.17	*Black*	54 Yes	61 Yes	66 Yes	71 Yes	77 Yes	82 Yes	87 Yes
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.17 4.17	*White*	65 Yes	70 Yes	74 Yes	78 Yes	83 Yes	87 Yes	91 Yes
Math – District *Increment per Year* *State District*		AMO Met Target	AMO Met Target	AMO Will meet Target	AMO Will meet Target	AMO Will meet Target	AMO Will meet Target	AMO Will meet Target
3.33 4.33	*OVERALL*	63 No	67 Yes	71 Yes	76 Yes	80 Yes	84 Yes	89 Yes

5.92 6.92	*IEP*	35 Yes	49 Yes	56 Yes	63 Yes	70 Yes	77 Yes	84 Yes
	LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.42 4.42	*Econ. Disadvantaged*	62 Yes	66 Yes	70 Yes	75 Yes	79 Yes	84 Yes	88 Yes
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.33 4.33	*Black*	63 No	67 Yes	71 Yes	76 Yes	80 Yes	84 Yes	89 Yes
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2.92 3.92	*White*	68 Yes	73 Yes	77 Yes	81 Yes	85 Yes	89 Yes	93 Yes
Grades 3 – 8 – Annual Measurable Objectives Measured Against State Projections vs CMSD Projections n/a – does not meet the minimum number of students for a calculation								
ELA *–By School* ***Booker T. Washington*** (This information available by school – not by grade span) *Increment per Year State District*		AMO Met Target	AMO Met Target Grades Pre-K 5	AMO Will meet Target Grades Pre-K – 4 (schools reconfigured)	AMO Will Meet Target Grades Pre-K – 4	AMO Will meet Target Grades Pre-K – 4	AMO Will meet Target Grades Pre-K – 4	AMO Will meet Target Grades Pre-K – 4
4.08 5.08	OVERALL	55 Yes	60 Yes	65 Yes	70 Yes	75 Yes	80 Yes	85 Yes
	IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4.25 5.25	*Econ. Disadvantaged*	53 Yes	58 Yes	64 Yes	69 Yes	74 Yes	79 Yes	84 Yes
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4.08 5.08	*Black*	55 Yes	60 Yes	65 Yes	70 Yes	75 Yes	80 Yes	85 Yes
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math** by School* ***Booker T. Washington (This information available by school – not by grade span) *Increment per Year* *State District*		AMO Will Meet Target Grades Pre-K - 5	AMO will Meet Target Grades Pre-K - 5	AMO Will Meet Target Grades Pre-K – 4 (schools reconfigured)	AMO Will Meet Target Grades Pre-K – 4	AMO Will Meet Target Grades Pre-K – 4	AMO Will Meet Target Grades Pre-K – 4	AMO Will Meet Target Grades Pre-K – 4
3.33 4.33	OVERALL	63 No	67 Yes	72 Yes	76 Yes	80 Yes	85 Yes	89 Yes
	IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.42 4.42	*Econ. Disadvantaged*	62 No	66 Yes	71 Yes	75 Yes	80 Yes	84 Yes	88 Yes
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Black	63 No	67 Yes	72 Yes	76 Yes	80 Yes	85 Yes	89 Yes
3.33 4.33	*Hispanic*	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ELA** by School* ***George H. Oliver (This information available by school – not by grade span) *Increment per Year* *State District*		AMO Will Meet Target Grades K – 5	AMO Will Meet Target Grades K - 5	AMO Will Meet Target Grades Pre-K – 4 (schools reconfigured)	AMO Will Meet Target Grades Pre-K – 4	AMO Will Meet Target Grades Pre-K – 4	AMO Will Meet Target Grades Pre-K – 4	AMO Will Meet Target Grades Pre-K – 4
4.58 5.58	OVERALL	50 Yes	54 Yes	60 Yes	65 Yes	71 Yes	76 Yes	82 Yes

	IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4.75 5.75	*Econ. Disadvantaged*	43 No	53 Yes	59 Yes	65 Yes	70 Yes	76 Yes	82 Yes
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4.58 5.58	*Black*	45 No	54 Yes	60 Yes	65 Yes	71 Yes	76 Yes	82 Yes
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math** by school* ***George H. Oliver (This information available by school – not by grade span) *Increment per Year State District*		AMO Met Target Grades K - 5	AMO Met Target Grades K - 5	AMO Will Meet Target Grades Pre-K – 4 (schools reconfigured)	AMO Will Meet Target Grades Pre-K - 4	AMO Will Meet Target Grades Pre-K - 4	AMO Will Meet Target Grades Pre-K - 4	AMO Will Meet Target Grades Pre-K - 4
3.42 4.42	OVERALL	62 Yes	66 No	70 Yes	75 Yes	79 Yes	84 Yes	88 Yes
3.50 4.50 3.42 4.42	*IEP*	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Econ. Disadvantaged	62 Yes	65 No	71 Yes	76 Yes	80 Yes	85 Yes	89 Yes
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Black	62 Yes	66 No	70 Yes	75 Yes	79 Yes	84 Yes	88 Yes
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ELA** by School* ***Heidelberg *Elementary* (This information available by		AMO Will Meet Target	AMO Will Meet Target	AMO Will Meet Target	AMO Will Meet Target	AMO Will Meet Target	AMO Will Meet Target	AMO Will Meet Target

school – not by grade span) *Increment per Year* *State* *District*		Grades K - 5	Grades K - 5	Grades Pre-K – 4 (schools reconfigured)	Grades Pre-K - 4	Grades Pre-K - 4	Grades Pre-K - 4	Grades Pre-K – 4
4.50 *5.50*	OVERALL	51 Yes	55 Yes	61 Yes	66 Yes	72 Yes	77 Yes	83 Yes
	IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4.58 *5.58*	*Econ. Disadvantaged*	50 Yes	54 Yes	60 Yes	65 Yes	71 Yes	76 Yes	82 Yes
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4.58 *5.58*	*Black*	50 Yes	54 Yes	60 Yes	65 Yes	71 Yes	76 Yes	82 Yes
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math** by School* ***Heidelberg *Elementary* (This information available by school – not by grade span) *Increment per Year* *State* *District*		AMO Will Meet Target Grades K – 5	AMO Will Meet Target Grades K - 5	AMO Will Meet Target Grades Pre-K – 4 (schools reconfigured)	AMO Will Meet Target Grades Pre-K - 4	AMO Will Meet Target Grades Pre-K - 4	AMO Will Meet Target Grades Pre-K - 4	AMO Will Meet Target Grades Pre-K - 4
4.08 *5.08*	*OVERALL*	55 Yes	59 Yes	64 Yes	69 Yes	74 Yes	79 Yes	84 Yes
	IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4.08 *5.08*	*Econ. Disadvantaged*	55 Yes	59 Yes	64 Yes	69 Yes	74 Yes	79 Yes	84 Yes
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4.33 *5.33*	*Black*	52 Yes	57 Yes	63 Yes	68 Yes	73 Yes	78 Yes	83 Yes
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ELA** by School* ***Kirkpatrick (This information available by school – not by grade span) *Increment per Year State District*		AMO Will Meet Target Grades K - 5	AMO Will Meet Target Grades K - 5	AMO Will Meet Target Grades Pre-K – 4 (schools reconfigured)	AMO Will Meet Target Grades Pre-K - 4	AMO Will Meet Target Grades Pre-K - 4	AMO Will Meet Target Grades Pre-K - 4	AMO Will Meet Target Grades Pre-K – 4
3.67 4.67	*OVERALL*	60 Yes	63 Yes	68 Yes	72 Yes	77 Yes	82 Yes	86 Yes
	IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Economically Disadvantaged	60 YES	65 Yes	69 Yes	74 Yes	79 Yes	83 Yes	88 Yes
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.75 4.75	*Black*	59 Yes	63 Yes	68 Yes	73 Yes	77 Yes	82 Yes	87 Yes
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math** by School* ***Kirkpatrick (This information available by school – not by grade span) *Increment per Year State District*		AMO Will Meet Target Grades K - 5	AMO Will Meet Target Grades Pre-K - K	AMO Will Meet Target Grades Pre-K – 4 (schools reconfigured)	AMO Will Meet Target Grades Pre-K - 4	AMO Will Meet Target Grades Pre-K - 4	AMO Will Meet Target Grades Pre-K - 4	AMO Will Meet Target Grades pre-K – 4
2.67 3.67	*OVERALL*	71 No	73 No	77 Yes	80 Yes	84 Yes	88 Yes	91 Yes

	IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2.67 3.67	*Econ. Disadvantaged*	71 No	73 No	77 Yes	80 Yes	84 Yes	88 Yes	91 Yes
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2.67 3.67	*Black*	71 No	73 No	77 Yes	80 Yes	84 Yes	88 Yes	91 Yes
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ELA** by School **Myrtle Hall 4 (This information available by school – not by grade span) *Increment per Year State District*		AMO Will Meet Target Grades Pre-K - 5	AMO Will Meet Target Grades Pre-K - 5	AMO Will Meet Target Grades Pre-K – 4 (schools reconfigured)	AMO Will Meet Target Grades Pre-K - 4	AMO Will Meet Target Grades Pre-K - 4	AMO Will Meet Target Grades Pre-K - 4	AMO Will Meet Target Grades Pre-K – 4
3.58 4.58	*OVERALL*	61 Yes	64 Yes	69 Yes	73 Yes	78 Yes	82 Yes	87 Yes
	IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.50 4.50	*Econ. Disadvantaged*	62 Yes	65 Yes	70 Yes	74 Yes	79 Yes	83 Yes	88 Yes
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.58 4.58	*Black*	61 Yes	64 Yes	69 Yes	73 Yes	78 Yes	82 Yes	87 Yes
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math** by School **Myrtle Hall 4 (This information available by		AMO Will Meet Target	AMO Will Meet Target	AMO Will Meet Target	AMO Will Meet Target	AMO Will Meet Target	AMO Will Meet Target	AMO Will Meet Target

school – not by grade span) *Increment per Year* *State* *District*		Grades Pre-K - 5	Grades Pre-K - 5	Grades Pre-K – 4 (schools reconfigured)	Grades Pre-K - 4	Grades Pre-K - 4	Grades Pre-K - 4	Grades Pre-K – 4
3.25 *4.25*	*OVERALL*	64 Yes	68 Yes	73 Yes	77 Yes	81 Yes	85 Yes	89 Yes
	IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.17 *4.17*	*Econ. Disadvantaged*	65 Yes	68 Yes	72 Yes	76 Yes	81 Yes	85 Yes	89 Yes
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.25 *4.25*	*Black*	64 Yes	68 Yes	73 Yes	77 Yes	81 Yes	85 Yes	89 Yes
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ELA** by School* ***Higgins (This information available by school – not by grade span) *Increment per Year* *State* *District*		AMO Will Meet Target Grades Pre-K - 5	AMO Will Meet Target Grades Pre-K - 5	AMO Will Meet Target Grades Pre-K – 4 (schools reconfigured)	AMO Will Meet Target Pre-K – 4	AMO Will Meet Target Pre-K – 4	AMO Will Meet Target Pre-K – 4	AMO Will Meet Target Pre-K – 4
3.92 *4.92*	*OVERALL*	62 Yes	56 Yes	61 Yes	66 Yes	71 Yes	76 Yes	81 Yes
	IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.92 *4.92*	*Econ. Disadvantaged*	62 Yes	55 Yes	61 Yes	66 Yes	71 Yes	76 Yes	81 Yes
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.92 *4.92*	*Black*	62 Yes	56 Yes	61 Yes	66 Yes	71 Yes	76 Yes	81 Yes

	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math** by School* ***Higgins (This information available by school – not by grade span) *Increment per Year State District*		AMO Will Meet Target Grades 6 - 7	AMO Will Meet Target Grades 6 - 7	AMO Will Meet Target Grades 7-8 District Reconfigured	AMO Will Meet Target Grades 7-8	AMO Will Meet Target Grades 7-8	AMO Will Meet Target Grades 7-8	AMO Will Meet Target Grades 7-8
3.92 4.92	*OVERALL*	57 Yes	61 Yes	66 Yes	71 Yes	76 Yes	81 Yes	86 Yes
	IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.92 4.92	*Econ. Disadvantaged*	57 Yes	61 Yes	66 Yes	71 Yes	76 Yes	81 Yes	86 Yes
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.92 4.92	*Black*	57 Yes	61 Yes	66 Yes	71 Yes	76 Yes	81 Yes	86 Yes
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ELA** by School* ***Oakhurst (This information available by school – not by grade span) *Increment per Year State District*		AMO Will Meet Target Grades 6 - 8	AMO Will Meet Target Grades 6 - 8	AMO Will Meet Target Grades 5 – 6 District reconfigured	AMO Will Meet Target Grades 5 - 6	AMO Will Meet Target Grades 5 - 6	AMO Will Meet Target Grades 5 - 6	AMO Will Meet Target Grades 5 – 6
3.83 4.83	*OVERALL*	58 No	62 No	67 Yes	72 Yes	76 Yes	81 Yes	86 Yes

	IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4.00 5.00	*Econ. Disadvantaged*	56 Yes	60 No	65 Yes	70 Yes	75 Yes	80 Yes	85 Yes
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.83 4.83	*Black*	58 No	62 No	67 Yes	72 Yes	76 Yes	81 Yes	86 Yes
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math** by School **Oakhurst (This information available by school – not by grade span) *Increment per Year State District*		AMO Will Meet Target Grades 7 - 8	AMO Will Meet Target Grades 7 - 8	AMO Will Meet Target Grades 5 – 6 District reconfigured	AMO Will Meet Target Grades 5 - 6	AMO Will Meet Target Grades 5 - 6	AMO Will Meet Target Grades 5 - 6	AMO Will Meet Target Grades 5 - 6
3.50 4.50	*OVERALL*	62 No	65 No	70 Yes	75 Yes	79 Yes	84 Yes	89 Yes
	IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.75 4.75	*Econ. Disadvantaged*	59 No	63 No	68 Yes	73 Yes	78 Yes	83 Yes	88 Yes
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3.50 4.50	*Black*	62 No	65 No	70 Yes	75 Yes	79 Yes	84 Yes	89 Yes
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2.67 3.67	*Black*	71 No	73 No	77 Yes	80 Yes	84 Yes	88 Yes	91 Yes
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a

EXCELLENCE FOR ALL – CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International Examinations are given twice per year. Cambridge International Examinations is being used by CMSD (Excellence for All utilizes ACT, International Baccalaureate, or Cambridge International Examinations for their rigorous testing program) to calculate student completion of courses offered grades 9 – 12. A grade of A*, A, or B must be obtained for those students who wish to pursue the early graduation option on the Extended Test. For those students receiving a A*, A, or B on the extended test, those students will be considered to have completed the course rather than having to complete a certain number of hours of seat time. CMSD's ambitious goal is to increase the number of students in this program with completion of A*, A, or B scores by 3% per year.

The NCEE USA has set a goal for a 2% increase per year. Please note that there are two versions of the examination. The Extended Version, which CMSD has elected to participate in, posts grades from A* to U. These equate to scale scores rather than the American version of the A, B, C, D, F scale and caution is encouraged when examining the score possibilities. Students who meet the A*, A, or B qualification may graduate, however, they have the option to elect to stay at Clarksdale High School to pursue the AICE course of study, completion of which will make them eligible for entry into a Four-Year Institution of Higher Learning at the sophomore level. Any score above a U is considered to be a passing grade for the purposes of Cambridge International Examinations. For those courses that are considered Core, the highest possible score is a C – even if all questions are answered correctly. Students taking this examination are not eligible for the early graduation option, but will remain in high school to pursue Advanced Placement courses. Any score above a U is considered to be passing. Subgroup information is not available. Cambridge International Examinations only gives data for Center (CTR), CMSD and USA.

This chart is constructed to illustrate how CMSD's increase of 3% per year will close the achievement gap with USA by 2015. The scores are shown side-by-side to enable the reader to compare CSMD's scores next to the USA scores over each year. For each category we show an increase of 3% of A*, A, B, or C with a commensurate decrease for grades D, E, and U. For the Core Curriculum items, we plan an increase of 3% for C, and D, with commensurate decreases for grades D, E, and U.

EXCELLENCE FOR ALL – CAMBRIDGE INTERNATIONAL EXAMINATIONS – Grades 9 - 12								
First Language English *Grade Span – 9 - 12*		CMSD USA Percentage June 2012	CMSD USA Percentage June 2013	CMSD USA Percentage June 2014	CMSD USA Percentage June 2015	CMSD USA Percentage June 2016	CMSD USA Percentage June 2017	CMSD USA Percentage June 2018
CMSD NCEE USA 3% 2%								
Increase 3% per year	***A****		0.00 .54	0.30 .55	.55 .55	.58 .56	.61 .57	.64 .58
Increase 3% per year	***A***		0.00 8.26	.50 8.43	.55 8.59	.58 8.77	.61 8.94	.64 9.12
Increase 3% per year	***B***		20.51 21.63	21.54 22.06	22.61 22.50	24.93 22.95	26.18 23.41	27.49 23.88
Increase 3% per year	***C***		25.64 29.62	26.92 30.21	28.27 30.82	29.68 31.43	31.17 32.06	32.72 32.70
Decrease 3% per year	***D***		35.90 18.37	34.11 18.00	32.40 17.64	30.78 17.29	29.24 16.94	26,78 16.61
Decrease 3% per year	***E***		12.82 11.68	12.18 11.45	11.57 11.22	10.99 9.99	10.44 10.77	9.92 10.56
Decrease 3% per year	***U***		5.13 9.89	4.87 9.69	4.63 9.50	4.40 9.31	4.18 9.12	3.97 8.94
English Literature *Grade Span – 9 - 12*		Center (CMSD) Percentage	Center (CMSD) Percentage	Center (CMSD) Percentage	Center (CMSD) Percentage	Center (CMSD) Percentage	Center (CMSD) Percentage	Center (CMSD) Percentage
CMSD NCEE USA 3% 2%								
Increase by 3%	***A****	0.00 0.94	0 0 .96	0 0.98	0 1.03	0 1.04	0 1.06	0 1.08
Increase by 3%	***A***	0.00 1.53	0 1.56	0 1.59	0 1.62	0 1.65	0 1.68	0 1.72

Increase by 3% Decrease by 3% per year Decrease by 3% per year	***B***	6.67	5.42	7.34	5.53	8.07	5.64	8.88	5.75	9.77	5.87	10.75	5.98	11.82	6.10
	C	6.67	10.48	7.34	10.69	8.07	10.90	8.88	11.12	9.77	11.34	10.75	11.57	11.82	11.80
	D	33.33	18.26	30.0	18.63	26.00	19.00	25.0	19.38	21.87	19.77	19.68	20.16	17.71	20.56
	E	13.33	21.91	21.25	20.83	20.61	20.40	19.99	20.00	19.39	19.60	18.81	19.21	18.24	18.82
	F	13.33	21.08	21.01	20.16	20.38	20.24	19.77	19.84	19.18	19.44	18.60	19.05	18.04	18.67
	G	26.67	14.84	14.39	14.54	14.45	14.25	14.02	13.97	13.60	13.69	13.19	13.41	12.80	13.14
	U	0.00	5.54	5.37	5.43	5.21	5.32	5.05	5.21	4.90	5.11	4.75	5.01	4.61	4.91
Biology – Grade Span 9 – 12 Option Core *CMSD NCEE USA* *3% 2%*		CTR	USA	CTR	USA	CTR	USA	CTR	USA	CTR	USA	CTR	USA	CTR	USA
Increase by 3% per year	***C***	3.85	13.48	3.95	13.75	4.07	14.02	4.19	14.31	4.32	14.59	4.45	14.88	4.58	15.18
Increase by 3% per year	***D***	23.08	14.30	23.77	14.59	24.48	14.88	25.22	15.18	25.97	15.48	26.75	15.79	27.56	16.10
Increase by 3% per year	***E***	19.23	19.27	19.81	19.66	20.40	20.05	21.02	20.46	21.65	20.87	22.30	21.29	22.97	21.71
Decrease by 3% per year	***F***	38.46	22.34	37.31	21.89	36.19	21.46	35.10	21.03	34.05	20.61	33.03	20.19	32.04	19.79
Decrease by 3% per year	***G***	15.38	18.56	14.92	14.62	14.47	14.33	14.04	14.04	13.62	13.76	13.21	13.49	12.81	13.22
Decrease by 3% per year	***U***	0.00	12.06	0.00	11.81	0.00	11.58	0.00	11.35	0.00	11.12	0.00	10.90	0.00	10.68
History *Grade Span – 9 - 12* *CMSD NCEE USA*		CTR	USA Percentage	Center (CMSD)\ Percentage		Center (CMSD) Percentage		Center (CMSD) Percentage		Center (CMSD) Percentage		Center (CMSD) Percentage		Center (CMSD) Percentage	

3% *2%*													
Increase by 3% per year	***A****	0.00	0.14	0.00	0.14	0.00	0.15	0.00	0.15	0.00	0.15	0.00	0.16	0.00	0.16
Increase by 3% Increase by 3% Increase by 3% Decrease by 3% per year Decrease by 3% per year Decrease by 3% per year	***A***	0.00	1.43	0.00	1.46	0.00	1.49	0.00	1.52	0.00	1.55	0.00	1.58	0.00	1.61
	B	2.50	4.43	2.58	4.52	2.65	4.61	2.73	4.70	2.81	4.80	2.90	4.89	2.99	4.99
	C	15.00	14.31	15.45	14.60	15.91	14.89	16.39	15.19	16.88	15.49	17.39	15.80	17.91	16.12
	D	27.50	17.66	26.68	17.31	25.87	16.96	25.08	16.62	24.35	16.29	23.62	15.96	22.91	15.64
	E	32.50	22.36	31.53	21.91	30.58	21.47	29.66	21.05	28.77	20.62	27.91	20.21	27.07	19.18
	F	15.00	16.84	14.55	16.50	14.11	16.17	13.69	15.85	13.28	15.53	12.88	15.22	12.49	14.92
	G	7.50	14.93	7.28	14.63	7.05	14.34	6.85	14.05	6.64	13.77	6.44	13.50	6.25	13.23
	U	0.00	7.91	0.00	7.75	0.00	7.60	0.00	7.44	0.00	7.30	0.00	7.15	0.00	7.00
Biology *Grade Span – 9 – 12 – Extended* *CMSD* *NCEE USA* *3%* *2%*		CTR	USA	CTR	USA	CTR	USA	CTR	USA	CTR	USA	CTR	USA	CTR	USA
Increase by 3% per year	***A****	0.00	0.70	0.00	0.71	0.00	0.71	0.00	0.74	0.00	0.76	0.00	0.77	0.00	0.79
Increase by 3% per year	***A***	0.00	4.66	0.00	4.76	0.00	4.85	0.00	4.95	0.00	5.04	0.00	5.15	0.00	5.25
Increase by 3% per year	***B***	0.00	10.26	0.00	10.47	0.00	10.67	0.00	10.89	0.00	11.11	0.00	11.33	0.00	11.55
Increase by 3% per year	***C***	20.83	26.34	21.45	26.87	22.10	27.40	22.76	27.95	23.44	28.51	24.15	29.08	24.89	29.66
Increase by 3% per year	***D***	8.33	22.61	8.58	23.06	8.84	23.53	9.10	23.99	9.38	24.47	9.66	24.96	9.95	25.46
Decrease by 3% per year	***E***	25.00	18.41	24.25	18.04	23.52	17.68	22.82	17.33	22.13	16.98	21.47	16.64	20.82	16.31
Decrease by 3% per year	***F***	25.00	10.26	24.25	10.05	23.52	9.85	22.82	9.66	22.13	9.46	21.47	9.27	20.82	9.09
Decrease by 3% per year	***G***	16.67	4.90	16.17	4.80	15.68	4.71	15.21	4.61	14.76	4.52	14.32	4.43	13.89	4.34

Decrease by 3% per year	***U***	4.17	1.86	4.04	1.82	3.92	1.79	3.81	1.75	3.69	1.72	3.58	1.68	3.47	1.65
Math *Grade Span – 9 - 12* ***Core Curriculum*** *CMSD 3% NCEE USA 2%*		CTR	USA	CTR	USA	CTR	USA	CTR	USA	CTR	USA	CTR	USA	CTR	USA
Increase by 3%	***C***	21.88	28.20	22.54	28.76	23.22	29.34	23.91	29.93	24.63	30.52	25.37	31.14	26.13	31.76
Increase by 3%	***D***	21.88	16.29	22.54	16.62	23.22	6.95	23.91	17.29	24.63	17.63	25.37	17.99	26.13	18.35
Increase by 3%	***E***	15.63	15.39	16.09	15.70	16.57	16.01	17.07	16.33	17.58	16.66	18.11	16.99	18.65	17.33
Decrease by 3%	***F***	25/00	17.87	24.25	17.51	23.52	17.16	22.82	16.82	22.13	16.48	21.47	16.15	20.82	15.83
Decrease by 3%	***G***	15.63	14.90	15.16	14.60	14.71	14.31	14.26	14.02	13.84	13.74	13.42	13.47	13.02	13.20
Decrease by 3%	***U***	0.00	7.35	0.00	7.20	0.00	7.06	0.00	6.92	0.00	6.78	0.00	6.64	0.00	6.51
Art & Design *Grade Span – 9 – 12* *CMSD 3% NCEE USA 2%*		CTR	USA	CTR	USA	CTR	USA	CTR	USA	CTR	USA	CTR	USA	CTR	USA
Increase by 3%	***C***														
Increase by 3%	***D***	0.00	1.22	0.00	1.24	0.00	1.26	0.00	1.29	0.00	1.32	0.00	1.35	0.00	1.37
Increase by 3%	***E***	0.00	4.88	0.00	4.98	0.00	5.07	0.00	5.18	0.00	5.28	0.00	5.39	0.00	5.50
Decrease by 3%	***F***	0.00	4.88	0.00	4.78	0.00	4.69	0.00	4.59	0.00	4.50	0.00	4.41	0.00	4.32
Decrease by 3%	***G***	42.86	41.46	41.57	40.63	40.33	39.82	39.12	39.02	37.94	38.24	36.81	37.48	35.70	36.73
Decrease by 3%	***U***	57.14	47.56	55.43	46.61	53.76	45.68	52.15	44.76	50.59	43.87	49.07	42.99	47.60	42.13

(A)(4)(b) Decreasing achievement gaps (as defined in this notice)

Specific methodology for determining achievement gap (as defined in this notice): CMSD compared the District Report Card to the State Report Card to determine achievement gaps and analyze our areas of strength and weakness. Only three subgroups are identified in our schools, All, Economically Disadvantaged, and Black. We chose to compare ourselves to others in the state that are the same as CMSD, Economically Disadvantaged to Economically Disadvantaged to determine our status against students who are similar to CMSD. We then compared ourselves to the highest performing groups of students in the state, Non-Economically Disadvantaged, and again to groups where the data showed a large gap between CMSD and that group. Those groups were White and Asian. These are also the two sub-groups with the most members in them in CMSD although they number less than 40. All other groups are below the minimum for statistical calculation. Our analysis of the data indicated that when compared to non-economically disadvantaged, Asian, and White a significant, but decreasing achievement gap exists. This indicates that many of the measures we have put into place are having a positive effect on student achievement. However, the discrepancy exists and measures put into place within this grant will help to close that gap even further when our students have access to the same educational advantages as Non-economically Disadvantaged students. The state has varying degrees of projected increases based on each group's goals. However, CMSD's rate of 4% remains the same throughout the comparisons. Please see bulleted explanation below.

CMSD's goal is to increase at a rate of;

- 4% per year for Economically Disadvantaged Students, 1 percentage point higher than the state's growth percentage of 3% for Economically Disadvantaged students.
- 4% per year for Economically Disadvantaged Students, 2 percentages points higher than the state's growth percentage of 2% for Non-economically Disadvantaged students (state's highest achieving group).
- 4% per year for Black Students, 3% points higher than the state's growth percentage of 1% for Asian Students.
- 4% per year for Black Students, 2% points higher than the state's growth percentage of 2% for White Students.
- 4% per year for All Students , 2% points higher than the state's growth percentage of 2% for All Students.

CMSD's goal by increasing the percentage of our growth rate to above that of the state's is to increase our students' achievement rate at a faster rate than the state's in order to close the gap between our students and the rest of the state.

Decreasing achievement gaps

The 2012/13 subgroup information from the Mississippi Department of Education is not available at this time. Data from 2011/12 was used for this table. The actual figures for Proficient and above were utilized for CMSD. These figures are bolded. The Actual Proficient & Above for ALL for State are bolded because we have the data for ALL, but not for sub-groups. Calculations were made based on these figures. Based on 96% Free & Reduced Lunch and .3% Non-Black population, the same figures are used for each sub-group.

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-178 (Post-Grant)
[Achievement Gap measurement - Students Scoring Proficient and Above (3rd Grade Language Arts.)]	*[Economically Disadvantaged CMSD and Economically Disadvantaged State]*	49% CMSD 44% State	**46% CMSD** 45% State	**50% CMSD** 47% State	**52% CMSD** 48% State	**54% CMSD** 50% State	**56% CMSD** 51% State	**58% CMSD** 53% State
	[Economically Disadvantaged CMSD and Non-economically Disadvantaged State]	49% CMSD 72% State	**46% CMSD** 73% State	**50% CMSD** 75% State	**52% CMSD** 77% State	**54% CMSD** 79% State	**56% CMSD** 81% State	**58% CMSD** 83% State
	[Black Students and Asian Students]	48% CMSD 75% State	**46% CMSD** 76% State	**50% CMSD** 77% State	**52% CMSD** 78% State	**54% CMSD** 79% State	**56% CMSD** 80% State	**58% CMSD** 82% State
	[Black Students and White Students]	48% CMSD	**46% CMSD**	**50% CMSD**	**52% CMSD**	**54% CMSD**	**56% CMSD**	**58% CMSD**

		65% State	65% State	67% State	69% State	71% State	73% State	75% State
	[All Students CMSD and All Students State]	**49% CMSD** **53% State**	**46% CMSD** **52% State**	**50% CMSD** **53% State**	**52% CMSD** **54% State**	**54% CMSD** **55% State**	**56% CMSD** **56% State**	**58% CMSD** **57% State**
[Achievement Gap measurement - Students Scoring Proficient and Above (3rd Grade Math.)]	*[Economically Disadvantaged CMSD and Economically Disadvantaged State]*	**58% CMSD** 56% State	**48% CMSD** 59% State	**50% CMSD** 63% State	**52% CMSD** 66% State	**54% CMSD** 69% State	**56% CMSD** 72% State	**58% CMSD** 75% State
	[Economically Disadvantaged CMSD and Non-economically Disadvantaged State]	58% CMSD 81% State	**48% CMSD** 83% State	**50% CMSD** 85% State	**52% CMSD** 87% State	**54% CMSD** 89% State	**56% CMSD** 91% State	**58% CMSD** 93% State
	[Black Students and Asian Students]	58% CMSD 89% State	**48% CMSD** 91% State	**50% CMSD** 92% State	**52% CMSD** 93% State	**54% CMSD** 94% State	**56% CMSD** 95% State	**58% CMSD** 96% State
	[Black Students and White Students]	56% CMSD 75% State	**48% CMSD** 77% State	**50% CMSD** 79% State	**52% CMSD** 81% State	**54% CMSD** 83% State	**56% CMSD** 85% State	**58% CMSD** 87% State
	[All Students CMSD and All Students State]	**58% CMSD** **64% State**	**48% CMSD** **64% State**	**50% CMSD** **65% State**	**52% CMSD** **67% State**	**54% CMSD** **68% State**	**56% CMSD** **69% State**	**58% CMSD** **71% State**
[Achievement Gap measurement - Students Scoring Proficient and Above (4th Grade Language Arts.)]	*[Economically Disadvantaged CMSD and Economically Disadvantaged State]*	43% CMSD 45% State	**55% CMSD** 49% State	**57% CMSD** 52% State	**59% CMSD** 55% State	**62% CMSD** 58% State	**64% CMSD** 61% State	**67% CMSD** 64% State
	[Economically Disadvantaged CMSD and Non-economically Disadvantaged State]	43% CMSD 73% State	**55% CMSD** 76% State	**57% CMSD** 78% State	**59% CMSD** 80% State	**62% CMSD** 82% State	**64% CMSD** 84% State	**67% CMSD** 86% State

	[Black Students and Asian Students]	43% CMSD 74% State	**55% CMSD** 80% State	**57% CMSD** 81% State	**59% CMSD** 82% State	**62% CMSD** 83% State	**64% CMSD** 84% State	**67% CMSD** 85% State
	[Black Students and White Students]	43% CMSD 68% State	**55% CMSD** 70% State	**57% CMSD** 72% State	**59% CMSD** 74% State	**62% CMSD** 76% State	**64% CMSD** 78% State	**67% CMSD** 80% State
	[All Students CMSD and All Students State]	**44% CMSD** **54% State**	**55% CMSD** **59% State**	**57% CMSD** **60% State**	**59% CMSD** **61% State**	**62% CMSD** **63% State**	**64% CMSD** **64% State**	**67% CMSD** **65% State**
[Achievement Gap measurement - Students Scoring Proficient and Above (4th Grade Math.)]	*[Economically Disadvantaged CMSD and Economically Disadvantaged State]*	52% CMSD 49% State	**66% CMSD** 55% State	**69% CMSD** 58% State	**72% CMSD** 61% State	**75% CMSD** 64% State	**78% CMSD** 67% State	**81% CMSD** 70% State
	[Economically Disadvantaged CMSD and Non-economically Disadvantaged State]	52% CMSD 76% State	**66% CMSD** 80% State	**69% CMSD** 82% State	**72% CMSD** 84% State	**75% CMSD** 86% State	**78% CMSD** 88% State	**81% CMSD** 90% State
	[Black Students and Asian Students]	53% CMSD 84% State	**66% CMSD** 88% State	**69% CMSD** 89% State	**72% CMSD** 90% State	**75% CMSD** 91% State	**78% CMSD** 92% State	**81% CMSD** 93% State
	[Black Students and White Students]	53% CMSD 69% State	**66% CMSD** 74% State	**69% CMSD** 76% State	**72% CMSD** 78% State	**75% CMSD** 80% State	**78% CMSD** 82% State	**81% CMSD** 84% State
	[All Students CMSD and All Students State]	**53% CMSD** **58% State**	**66% CMSD** **69% State**	**69% CMSD** **70% State**	**72% CMSD** **72% State**	**75% CMSD** **73% State**	**78% CMDS** **75% State**	**81% CMSD** **76% State**
[Achievement Gap measurement - Students Scoring Proficient and Above (5th Grade Language Arts.)]	*[Economically Disadvantaged CMSD and Economically Disadvantaged State]*	47% CMSD 41% State	**49% CMSD** 46% State	**51% CMSD** 49% State	**53% CMSD** 52% State	**55% CMSD** 55% State	**57% CMSD** 58% State	**60% CMSD** 61% State
	[Economically Disadvantaged CMSD and Non-economically	47% CMSD 71% State	**49% CMSD** 73% State	**51% CMSD** 75% State	**53% CMSD** 78% State	**55% CMSD** 81% State	**57% CMSD** 84% State	**60% CMSD** 87% State

	Disadvantaged State]							
	[Black Students and Asian Students]	48% CMSD 73% State	**49% CMSD** 74% State	**51% CMSD** 75% State	**53% CMSD** 76% State	**55% CMSD** 77% State	**57% CMSD** 78% State	**60% CMSD** 79% State
	[Black Students and White Students]	48% CMSD 64% State	**49% CMSD** 67% State	**51% CMSD** 69% State	**53% CMSD** 72% State	**55% CMSD** 74% State	**57% CMSD** 76% State	**60% CMSD** 78% State
	[All Students CMSD and All Students State]	**48% CMSD** **51% State**	**49% CMSD** **59% State**	**51% CMSD** **60% State**	**53% CMSD** **61% State**	**55% CMSD** **63% State**	**57% CMSD** **64% State**	**60% CMSD** **65% State**
[Achievement Gap measurement - Students Scoring Proficient and Above (5th Grade Math)]	*[Economically Disadvantaged CMSD and Economically Disadvantaged State]*	46% CMSD 49% State	**57% CMSD** 53% State	**59% CMSD** 56% State	**62% CMSD** 59% State	**64% CMSD** 62% State	**67% CMSD** 65% State	**69% CMSD** 68% State
	[Economically Disadvantaged CMSD and Non-economically Disadvantaged State]	46% CMSD 75% State	**57% CMSD** 84% State	**59% CMSD** 86% State	**53% CMSD** 88% State	**57% CMSD** 90% State	**61% CMSD** 92% State	**65% CMSD** 94% State
	[Black Students and Asian Students]	46% CMSD 85% State	**57% CMSD** 84% State	**59% CMSD** 85% State	**53% CMSD** 86% State	**57% CMSD** 87% State	**61% CMSD** 88% State	**65% CMSD** 89% State
	[Black Students and White Students]	46% CMSD 69% State	**57% CMSD** 73% State	**59% CMSD** 75% State	**53% CMSD** 77% State	**57% CMSD** 79% State	**61% CMSD** 81% State	**65% CMSD** 83% State
	[All Students CMSD and All Students State]	**47% CMSD** **58% State**	**57% CMSD** **64% State**	**59% CMSD** **65% State**	**53% CMSD** **67% State**	**57% CMSD** **68% State**	**61% CMSD** **69% State**	**65% CMSD** **71% State**
[Achievement Gap measurement - Students Scoring Proficient and	*[Economically Disadvantaged CMSD and Economically Disadvantaged State]*	30% CMSD 44% State	**34% CMSD** 47% State	**35% CMSD** 50% State	**37% CMSD** 53% State	**38% CMSD** 57% State	**40% CMSD** 60% State	**41% CMSD** 63% State

Above 6th Grade Language Arts.)] *Proficiency Index rounded.*	*[Economically Disadvantaged CMSD and Non-economically Disadvantaged State]*	30% CMSD 74% State	**34% CMSD** 75% State	**35% CMSD** 77% State	**37% CMSD** 79% State	**38% CMSD** 81% State	**40% CMSD** 83% State	**41% CMSD** 85% State
	[Black Students and Asian Students]	31% CMSD 76% State	**34% CMSD** 79% State	**35% CMSD** 80% State	**37% CMSD** 81% State	**38% CMSD** 82% State	**40% CMSD** 83% State	**41% CMSD** 84% State
	[Black Students and White Students]	31% CMSD 69% State	**34% CMSD** 69% State	**35% CMSD** 72% State	**37% CMSD** 75% State	**38% CMSD** 77% State	**40% CMSD** 79% State	**41% CMSD** 81% State
	[All Students CMSD and All Students State]	31% CMSD 54% State	**34% CMSD** 57% State	**35% CMSD** 59% State	**37% CMSD** 61% State	**38% CMSD** 63% State	**40% CMSD** 65% State	**41% CMSD** 67% State
[Achievement Gap measurement - Students Scoring Proficient and Above (6th Grade Math)]	*[Economically Disadvantaged CMSD and Economically Disadvantaged State]*	22% CMSD 45% State	**32% CMSD** 48% State	**33% CMSD** 51% State	**34% CMSD** 54% State	**35% CMSD** 60% State	**37% CMSD** 64% State	**38% CMSD** 66% State
	[Economically Disadvantaged CMSD and Non-economically Disadvantaged State]	22% CMSD 73% State	**32% CMSD** 77% State	**33% CMSD** 79% State	**34% CMSD** 81% State	**35% CMSD** 83% State	**37% CMSD** 85% State	**38% CMSD** 87% State
	[Black Students and Asian Students]	22% CMSD 87% State	**32% CMSD** 86% State	**33% CMSD** 87% State	**34% CMSD** 88% State	**35% CMSD** 89% State	**37% CMSD** 90% State	**38% CMSD** 91% State
	[Black Students and White Students]	22% CMSD 68% State	**32% CMSD** 72% State	**33% CMSD** 73% State	**34% CMSD** 75% State	**35% CMSD** 77% State	**37% CMSD** 79% State	**38% CMSD** 81% State
	[All Students CMSD and All Students State]	**22% CMSD** **55% State**	**32% CMSD** **63% State**	**33% CMSD** **65% State**	**34% CMSD** **67% State**	**35% CMSD** **69% State**	**37% CMSD** **71% State**	**38% CMSD** **73% State**
[Achievement	*[Economically Disadvantaged*	44% CMSD	**40% CMSD**	**42% CMSD**	**43% CMSD**	**45% CMSD**	**47% CMSD**	**49% CMSD**

Gap measurement - Students Scoring Proficient and Above (7th Grade Language Arts.)]	*CMSD and Economically Disadvantaged State]*	43% State	50% State	53% State	56% State	59% State	62% State	65% State
	[Economically Disadvantaged CMSD and Non-economically Disadvantaged State]	44% CMSD 72% State	**40% CMSD** 76% State	**42% CMSD** 78% State	**43% CMSD** 80% State	**45% CMSD** 82% State	**47% CMSD** 84% State	**49% CMSD** 86% State
	[Black Students and Asian Students]	45% CMSD 78% State	**40% CMSD** 83% State	**42% CMSD** 84% State	**43% CMSD** 85% State	**45% CMSD** 86% State	**47% CMDS** 87% State	**49% CMSD** 88% State
	[Black Students and White Students]	45% CMSD 67% State	**40% CMSD** 71% State	**42% CMSD** 73% State	**43% CMSD** 75% State	**45% CMSD** 77% State	**47% CMDS** 79% State	**49% CMSD** 81% State
	[All Students CMSD and All Students State]	**45% CMSD** **54% State**	**40% CMSD** **63% State**	**42% CMSD** **65% State**	**43% CMSD** **67% State**	**45% CMSD** **69% State**	**47% CMSD** **71% State**	**49% CMSD** **73% State**
[Achievement Gap measurement - Students Scoring Proficient and Above (7th Grade Math)]	*[Economically Disadvantaged CMSD and Economically Disadvantaged State]*	41% CMSD 53% State	**51% CMSD** 55% State	**53% CMSD** 58% State	**55% CMSD** 61% State	**57% CMSD** 64% State	**60% CMSD** 67% State	**62% CMSD** 70% State
	[Economically Disadvantaged CMSD and Non-economically Disadvantaged State]	41% CMSD 78% State	**51% CMSD** 78% State	**53% CMSD** 80% State	**55% CMSD** 82% State	**57% CMSD** 84% State	**60% CMSD** 86% State	**62% CMSD** 88% State
	[Black Students and Asian Students]	41% CMSD 86% State	**51% CMSD** 87% State	**53% CMSD** 88% State	**55% CMSD** 89% State	**57% CMSD** 90% State	**60% CMSD** 91% State	**62% CMSD** 92% State
	[Black Students and White Students]	41% CMSD 74% State	**51% CMSD** 75% State	**53% CMSD** 58% State	**55% CMSD** 61% State	**57% CMSD** 64% State	**60% CMSD** 67% State	**62% CMSD** 70% State
	[All Students CMSD and All Students State]	**41% CMSD** **62% State**	**51% CMSD** **66% State**	**53% CMSD** **68% State**	**55% CMSD** **70% State**	**57% CMSD** **72% State**	**60% CMSD** **74% State**	**62% CMSD** **76% State**

[Achievement Gap measurement - Students Scoring Proficient and Above (8th Grade Language Arts.)]	*[Economically Disadvantaged CMSD and Economically Disadvantaged State]*	20% CMSD 40% State	**38% CMSD** 60% State	**40% CMSD** 63% State	**41% CMSD** 66% State	**43% CMSD** 69% State	**45% CMSD** 72% State	**46% CMSD** 75% State
	[Economically Disadvantaged CMSD and Non-economically Disadvantaged State]	20% CMSD 68% State	**38% CMSD** 71% State	**40% CMSD** 73% State	**41% CMSD** 75% State	**43% CMSD** 77% State	**45% CMSD** 79% State	**46% CMSD** 81% State
	[Black Students and Asian Students]	20% CMSD 76% State	**38% CMSD** 78% State	**40% CMSD** 79% State	**41% CMSD** 80% State	**43% CMSD** 81% State	**45% CMSD** 82% State	**46% CMSD** 83% State
	[Black Students and White Students]	23% CMSD 63% State	**38% CMSD** 67% State	**40% CMSD** 69% State	**41% CMSD** 72% State	**43% CMSD** 74% State	**45% CMSD** 76% State	**46% CMSD** 78% State
	[All Students CMSD and All Students State]	**22% CMSD** **51% State**	**38% CMSD** **55% State**	**40% CMSD** **58% State**	**41% CMSD** **60% State**	**43% CMSD** **62% State**	**45% CMSD** **64% State**	**46% CMSD** **66% State**
[Achievement Gap measurement - Students Scoring Proficient and Above (8th Grade Math)]	*[Economically Disadvantaged CMSD and Economically Disadvantaged State]*	35% CMSD 57% State	**62% CMSD** 60% State	**65% CMSD** 63% State	**67% CMSD** 66% CMSD	**70% CMSD** 69% State	**73% CMSD** 72% State	**76% CMSD** 75% State
	[Economically Disadvantaged CMSD and Non-economically Disadvantaged State]	35% CMSD 80% State	**62% CMSD** 82% State	**65% CMSD** 84% State	**67% CMSD** 86% State	**70% CMSD** 88% State	**73% CMSD** 90% State	**76% CMSD** 92% State
	[Black Students and Asian Students]	37% CMSD 89% State	**62% CMSD** 91% State	**65% CMSD** 92% State	**67% CMSD** 93% State	**70% CMSD** 94% State	**73% CMSD** 95% State	**76% CMSD** 96% State
	[Black Students	37% CMSD	**62% CMSD**	**65% CMSD**	**67% CMSD**	**70% CMSD**	**73% CMSD**	**76% CMSD**

	and White Students]	76% State	79% State	81% State	83% State	85% State	87% State	89% State
	[All Students CMSD and All Students State]	**37% CMSD** **66% State**	**62% CMSD** **73% State**	**65% CMSD** **75% State**	**67% CMSD** **77% State**	**70% CMSD** **79% State**	**73% CMSD** **81% State**	**76% CMSD** **83% State**
[Achievement Gap measurement - Students Scoring Proficient and Above (English II)]	*[Economically Disadvantaged CMSD and Economically Disadvantaged State]*	31% CMSD 45% State	**34% CMSD** 44% State	**36% CMSD** 47% State	**37% CMSD** 50% State	**38% CMSD** 53% State	**40% CMSD** 56% State	**42% CMSD** 59% State
	[Economically Disadvantaged CMSD and Non-economically Disadvantaged State]	31% CMSD 73% State	**34% CMSD** 73% State	**36% CMSD** 75% State	**37% CMSD** 77% State	**38% CMSD** 79% State	**40% CMSD** 81% State	**42% CMSD** 83% State
	[Black Students and Asian Students]	31% CMSD 78% State	**34% CMSD** 80% State	**36% CMSD** 81% State	**37% CMSD** 82% State	**38% CMSD** 83% State	**40% CMSD** 84% State	**42% CMSD** 85% State
	[Black Students and White Students]	31% CMSD 72% State	**34% CMSD** 72% State	**36% CMSD** 74% State	**37% CMSD** 76% State	**38% CMSD** 78% State	**40% CMSD** 80% State	**42% CMSD** 82% State
	[All Students CMSD and All Students State]	**31% CMSD** **57% State**	**34% CMSD** **57% State**	**36% CMSD** **59% State**	**37% CMSD** **61% State**	**38% CMSD** **63% State**	**40% CMSD** **65% State**	**42% CMSD** **67% State**
[Achievement Gap measurement - Students Scoring Proficient and Above (Algebra I)]	*[Economically Disadvantaged CMSD and Economically Disadvantaged State]*	51% CMSD 70% State	**55% CMSD** 67% State	**57% CMSD** 70% State	**59% CMSD** 73% State	**62% CMSD** 76% State	**64% CMSD** 79% State	**67% CMSD** 82% State
	[Economically Disadvantaged CMSD and Non-economically Disadvantaged State]	51% CMSD 87% State	**55% CMSD** 86% State	**57% CMSD** 88% State	**59% CMSD** 90% State	**62% CMSD** 92% State	**64% CMSD** 94% State	**67% CMSD** 96% State
	[Black Students and Asian Students]	52% CMSD 96% State	**55% CMSD** 94% State	**57% CMSD** 95% State	**59% CMSD** 96% State	**62% CMSD** 97% State	**64% CMSD** 98% State	**67% CMSD** 99% State

	[Black Students and White Students]	52% CMSD 86% State	**55% CMSD** 84% State	**57% CMSD** 86% State	**59% CMSD** 88% State	**62% CMSD** 90% State	**64% CMSD** 92% State	**67% CMSD** 94% State
	[All Students CMSD and All Students State]	**52% CMSD** **75% State**	**55% CMSD** **78% State**	**57% CMSD** **80% State**	**59% CMSD** **82% State**	**62% CMSD** **84% State**	**64% CMSD** **86% State**	**67% CMSD** **88% State**

Clarksdale High School Graduation Coach

2012- 2013Action Plan with Completed Items.

The 2013-14 Action Plan is in Progress and is written to mirror this plan. This plan is included in the narrative to illustrate the steps that have already been taken and will continue to be taken to increase the graduation rate and increase college attendance post-graduation.

Curriculum & Instruction

Action/Task	Goal	Person(s) Responsible	Timeline	Method of Evaluation	Comments	Action/Task Completed
Target Graduation	To increase graduation rates by identifying students who are at risk of graduating and by developing individual intervention plans. Work with the counselors to track the progress of all at-risk students.	Graduation Coach, Interventionist, Counselors, Teachers, Support Staff	August 2013 – May 2014	Grading Periods	Track students by cohort to determine who may be falling behind and to follow up on students reported as dropping out, transferring, retaining and/or failing a course and implementing reclamation interventions. Ensuring that students are enrolling in and completing courses that are required for graduation and ensure	Completed. Interventionist, Data Coach, Academic Coaches and Counselors compiled a list of students who were failing SATP2. Those students were placed in remediation. Those that were able to pass SATP2 completed and those that were not successful were recommended to the

Added Accessibility Version

					college readiness.	completion.
Project Graduation	To increase parent involvement with student academic achievement. (Senior, Junior, Sophomore Class nights, College & Career Fairs, College Goal Sunday)	Graduation Coach, Parent Liaison	November 2013 – May 2014	Sign-in Sheets	Meet with parents to discuss graduation requirements, ACT/SAT college entrance scores, FAFSA requirements, Scholarships, Decorum for graduation, ect.	Completed. Senior class nights and Mr. Dupree, Dr. Kemp and Dr. Hayes meet with parents and students who signed a waiver of graduation decorum.
ACT Prep	To increase ACT scores so that they equal or go above the state average scores. Also to increase the percentage of ACT-tested students who are ready for college-level course work.	Graduation Coach, Counselors, Teachers, support Staff and Tri-County Workforce Alliance	August 2012 – April 2013	Full ACT practice test results and ACT Summary's.	Assist students with being prepared for ACT assessments. A five year (2007-2012) study produced by ACT shows that the Average ACT scores of Clarksdale High School are below the average of the state of Mississippi and are decreasing. The Goal of Act Prep is to increase the ACT scores.	Completed. Students were administered practice ACT tests at the RIT hour. ACT scores increased by a half point.
Host Senior Class Night: College Guide for Seniors	To increase students knowledge of their academic progress toward graduation.	Graduation Coach, Counselors, and Educational Services Foundation	August 23, 2012 5:30p.m.	Student & Parent Sign In Sheets	Senior class nights are/will be held to discuss students' role in establishing graduation and post secondary academic and career goals. Another Senior Class Night will be	Completed. 105 Parents along with students attended this event.

					held on Thursday, February 9, 2013 at 6:00p.m. A Senior Class Night will also be held during the month of May prior to graduation.	
Jackson State University college tour	To provide cultural and educational experiences that inspires students to: examine concerns and personal interest during the college selection process.	Graduation Coach and Counselors		Student Evaluation Reports	Students will attend High School Day at various universities across the state of Mississippi.	Complete. Twenty-five students attended the college tour.
College Applications	To increase students acceptance rates into Mississippi Colleges.	Graduation Coach, Counselors, College Recruiters and Teachers	September 2012 – April 2013	Number of Applications returned to be mailed to perspective colleges	Students will fill out college applications during RIT time.	Completed. The Class of 2013 were accepted to the following schools: Tougaloo College, Mississippi State University, Mississippi Valley State University, University of Mississippi, Jackson State University, The University of Southern Mississippi, Lane College, Clark Atlanta University, Morehouse College, the Kings College New Your, Northwest Mississippi Community College, Rust College, University of Wisconsin-

						Milwaukee, Alcorn State University, Delta State University, Berklee College of Music, Mississippi University for Women, Southwest Tennessee Community College, Full Sail University,
College Scholarship Application	To increase the number of scholarships awarded to Clarksdale High School students.	Graduation Coach, Counselors, College Recruiters, Civic Organizations and Private Donors	September 2012 – March 2013	Teacher evaluations and # of Applications returned to office to be mailed to perspective organizations	Students will fill out scholarship applications during RIT time.	Completed. The Class of 2013 generated over $500,000 in Scholarships. One Gates Millennium Scholarship winner, One Boardwalk Pipeline Scholarship, One Wal-Mart Scholarship.
MVSU College Tour	To provide cultural and educational experiences that inspires students to: examine concerns and personal interest during the college selection process.	Graduation Coach and Counselors	October 2012	Student Evaluation Reports	Students will attend High School Day at various universities across the state of Mississippi.	Complete. Twenty students attended the college tour.
College Fairs	To give the students opportunities to get more information about colleges that interest them and to	Graduation Coach and Counselors	October 2012 October 11, 2012	Student Evaluation Reports & Sign-In	-Congressman Bennie Thompson's 5th Annual College Fair –October 2012 -CHS Fall College Fair –	Completed. Students attended the Bennie Thompson College fair and CHS hosted a fall and spring college fair. 15

	discover schools they may not have considered.		October 2012 February 28, 2013	Sheets	Thursday, October 11, 2012 -Tougaloo College High School Day Friday, October 2012 -A Career and College Fair will tentatively be held on Wednesday, March 14, 2013	College recruiters attended the fall fair and 12 recruiters attended the spring fair.
ACT Workshop	To encourage students to attend workshops on Saturdays before the test to get last minute pre-test advisement. Get comfortable with the test format. Learn test-taking strategies for improving test scores. Work on areas of weakness through tutorials and practice questions.	Graduation Coach, Counselors and Tri-County Workforce Alliance	Saturday, December 1, 2012	Student Evaluation Reports& sign –in sheets	Students will learn test day strategies and prepare for ACT for October 22, test date.	Completed. Thirty-four students attended this ACT workshop.
Host Junior Class Night: The Junior Guidebook	To increase students knowledge of their academic progress toward graduation.	Graduation Coach and Counselors	September 20, 2012	Student & Parent Sign In Sheets	Another Junior Class Night will be tentatively held on Thursday, March 8, 2013 at 6:00p.m.	Completed. Thirty parents along with students attended this event.

Mississippi State Campus Tour	To provide cultural and educational experiences that inspires students to: examine concerns and personal interest during the college selection process.	Graduation Coach And Counselors	November 2012	Student Evaluation Reports	Students will tour the campus; hear presentations on admissions, academic programs, extracurricular activities and lunch.	Complete. Twenty-six students attended the college tour.
Host Sophomore Class Night: Your Guide to College Admission & Recruitment	To increase students knowledge of their academic progress toward graduation.	Graduation Coach and Counselors	October 25, 2012	Student & Parent Sign In Sheets	Getting students in gear for college readiness.	Completed. Nine parents along with students attended this event.
-Campus Tour of University of Mississippi	To provide cultural and educational experiences that inspires students to: examine concerns and personal interest during the college selection process.	Graduation Coach & Counselors	-November 2012	Student Evaluation Reports	Students will tour the campus; hear presentations on admissions, academic programs, extracurricular activities and lunch.	Complete. Thirty students attended the college tour.
Additional College & Career Planning		Counselors, Graduation Coach, & Parent Liaison	August 2012 – May 2013	Sign In Sheets	Arrange appointments for students to meet with College/University recruiters to discuss curriculum, financial aid and other college admissions requirements. Assist students in completing introductory	Completed. Delta State University, Lane College, University of Arkansas Pine Bluff as well as Lincoln College of Technology talked with student on individual visits to CHS.

					letters/resumes for colleges/universities admission; requesting college information; obtaining letters for recommendations, etc. Assist students in locating and pursuing possible volunteer projects/services. Develop and/or maintain a monitoring report that tracks each student's course enrollment from grades 9-12.	Students wrote cover letters and resumes during the RIT period and well in workshops with WIN Job Center. Counselors provided students and parents with transcript evaluations that allow them to monitor their progress form year to year.
Student Advisory Committee		Student Council/Selected Students	August 2012-May 2013	Sign In Sheets	Committee will meet at least once each 9-weeks period.	Completed. This group of student was a part of the Superintendent's Round table and meet with this group once a month.
Monthly Communication with Parents		School Leadership Team & Parent Liaison	August 2012 – May 2013	Increased Attendance at Parental Functions	Newsletters, calendars, etc.	Completed. Produced a monthly student newspaper that was shared with the public and is located on the school's website.
Dress for Success	To increase students' knowledge of how to dress professionally for college and job interviews.	Graduation Coach, Counselors, Tri-County Workforce	January 2013 – May 2013	RIT Attendance	In collaboration with Tri-County Workforce Alliance, Community Leaders and other professionals in the community, we hope to	Completed. Coahoma Community College Cosmetology Department provided a proper hair care demonstration. Josephine Rhymes of Tri-County

		Alliance			prepare the students for college or the workforce.	Workforce Alliance and Orlando Paden of Alpha Phi Alpha Fraternity provided Dress for success workshops. Local Businesses, fraternities and community leaders demonstrated how to tie neckties.
Mock Interviews	To increase students knowledge of the interviewing processes for college and job interviews.	Graduation Coach, Counselors, Tri-County Workforce Alliance, community Leaders	January 2013 – May 2013	RIT Attendance	In collaboration with Tri-County Workforce Alliance, Community Leaders and other professionals in the community, we hope to prepare the students for college or the workforce.	Completed. WIN Job Center Jonathan Butler conducted interviews and provided a workshop on cover letter and resume writing.
-College Goal Sunday	To answer every student and parent(s) questions about applying for federal financial and assist in the application process.	Graduation Coach, Counselors, and Educational Services Foundation	February 23, 2013	Parent Sign In Sheets	College Goal Sunday will be held at CHS to assist students and Parents with FAFSA.	Completed. Twenty-two student and parents were in attendance. Eighteen volunteered who provided help with the FA process.
Motivational Sessions for Students		School Leadership Team, Motivational Speakers, & Parent Liaison	August 2012 – May 2013	Student Evaluation Sheets	Ongoing effort to motivate students to achieve academic excellence.	Completed. Rev. Zedrick Clayton, Senior Pastor Real Faith Christian Church spoke to the Class of 2013 on life.

(A)(4)(c) Graduation rates (as defined in this notice) High school graduation rate

5 – year Cohort These numbers are counted a two years behind, so the figures for 2013 are based on the 2011 graduation rate. The 4-year graduation rate for 2014 is based on 2012 figures. Please note that all graduates were in the Black and Economically Disadvantaged Category, therefore sub-groups were not delineated.

The 4-year graduation cohort is determined by the number of students who began the 9th grade year together and graduate in 4-years. The 5-year cohort extends out one further year to encompass those students who take an additional year to graduate.

- CAMBRIDGE – COURSEWORK AND END OF COURSE ASSESSMENT –Our goal is to increase graduation rate by 3% per year.
- OMBUDSMAN - personalizing learning for all students with equitable technology resources – our goal is to increase graduation by 50%.

Clarksdale Municipal School District offers the Ombudsman Center as an alternate educational route. The first Ombudsman Center was opened in 1975 in Nashville, Tennessee. Now, it is located in seventeen states. Ombudsman gives students an alternate route to receive a high school diploma. In fact, 90% of the students who enroll in Ombudsman receive their diploma. Most of these students are at-risk and have been unsuccessful in the regular classroom setting. For years, many of these students have faced behavior and academic challenges. Through instructional strategies that include small group, one-on-one and computer generated lessons, students become successful. The team approach is use to maximize the potential of students. Team members include; Ombudsman personnel, parents, students, and other support members. They work together to provide students with goal oriented and modified instruction to accomplish their goal of high school graduation. Ombudsman offers a unique approach that has helped districts to increase their graduation rate, decrease their dropout rate, and improve student skill level.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011 - 12- (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
Increase graduation rate by 3% per year	OVERALL		61.5	63.35	65.25	67.20	69.22	71.30

(A)(4)(d) College enrollment (as defined in this notice) rates

NOTE: College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2011-12, the applicant should report college enrollment (as defined in this notice) as a percentage, to be calculated as follows:

- (College enrollment SY 2011-12) = Number of SY 2009-10 graduates enrolled in a higher-education institution during the 16 months after graduation
- (College enrollment rate) = (College enrollment SY 2011-12)÷(Cohort Population, e.g. total number of SY 2009-10 graduates)*100
- This chart does not include career ready.

  For the purpose of this application, we are using the most current graduation rate as the baseline.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
College enrollment rate Goal is 3% increase per year.	OVERALL		159 graduates form CHS	*165	*195	*202	*215	*268

*based on current enrollment numbers			24 students entered 4-year institutions in MS (15%) 35 students entered 2-year colleges (22%) 37% total college & university 1 student entered the military (.01%)	30 students expected to enter higher-education institution in MS (18%) 41 students expected to enter 2-year colleges (25%) 43% total college & university 1 students expected to enter the military	41 students expected to enter higher-education institution in MS (21%) 55 students expected to enter 2-year colleges (28%) 49% total college & university 1 students expected to enter the military	48 students expected to enter higher-education institution in MS (24%) 63 students expected to enter 2-year colleges (31%) 55% total college & university enrollment 1 students expected to enter the military	58 students expected to enter higher-education institution in MS (27%) 73 students expected to enter 2-year colleges (34%) 61% total college & university enrollment 1 students expected to enter the military	80students expected to enter higher-education institution in MS (30%) 99 students expected to enter 2-year colleges (37%) 67% total college & university enrollment 1 students expected to enter the military

Class of 2010=154
Class of 2011=189
Class of 2012=159 Ombudsman=1
Class of 2013=137 Ombudsman=27

Class of 2014=165 Ombudsman Projected - 41

Enrollment in State Universities

TERM	Alcorn State University ASU	Delta State University DSU	Jackson State University JSU	Mississippi State University MSU	Mississippi University for Women MUW	Mississippi Valley State University MVSU	University of Mississippi UM	University of Southern Mississippi USM	Total
FALL 2010	0	0	1	1	0	6	10	5	23
FALL 2011	1	1	1	5	1	3	8	2	22
FALL 2012	3	1	2	3	1	10	1	3	24
3-YEAR AVERAGE	3	1	2	3	1	10	1	3	24
FALL - 2013	4	3	4	2	1	2	1	1	18

Information gathered from Jim Hood, Ph.D., Mississippi Public Universities
Figures limited to entering freshmen during the fall

Enrollment in Private Colleges

	Tougaloo	Rust College	
Fall 2013	1	1	

Community College Enrollment

	Coahoma County Community	Hinds Community College	Northwest Community College

	College (CCC)	(HCC)	(NWCC)
Fall 2013	33	1	1

(B) Prior Record of Success and Conditions for Reform (45 total points)

(B)(1) Demonstrating a clear track record of success *(15 points)*

The extent to which each LEA has demonstrated evidence of—

(1) A clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts or graphs, raw student data, and other evidence that demonstrates the applicant's ability to—

(a) Improve student learning outcomes and close achievement gaps (as defined in this notice), including by raising student achievement, high school graduation rates (as defined in this notice), and college enrollment (as defined in this notice) rates;

(b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools (as defined in this notice) or in its low-performing schools (as defined in this notice); and

(c) Make student performance data (as defined in this notice) available to students, educators (as defined in this notice), and parents in ways that inform and improve participation, instruction, and services.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments and the rationale for their inclusion must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

B)(1)(1) A clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts or graphs, raw student data, and other evidence that demonstrates

the applicant's ability to—

(a) Improve student learning outcomes and close achievement gaps, including by raising student achievement, high school graduation rates, and college enrollment rates;

The Clarksdale Municipal School has a **clear record of success since the 2008/09 school year in advancing student learning and achievement and increasing equity in learning and teaching,** evidenced by the steady growth in the Mississippi Accountability System. Mississippi's 2009 Accountability System provides for (1) accountability designation for schools and districts, (2) moves the State toward national average performance, and (3) includes an achievement component, a growth component, and a graduation/dropout component. The central scoring mechanism used in the Mississippi Accountability Model is a Quality Distribution Index (QDI), which is a measure of a school's distribution of student performance across the four proficiency levels – minimal, basic, proficient, and advanced. To calculate the QDI, 0 points are given for Minimal, 1 point for Basic, 2 points for Proficient, and 3 points for Advanced. A QDI of 100 and below is considered failing. A QDI of 133 + growth is Successful. High Performing is a QDI of 166 + growth. ***(Please see Appendix #9, pages 87-110).*** For the Clarksdale Municipal School District, success is clearly evidenced by the continual increase of our QDI score, which has risen each year from a near failing rate of 103 points to an impressive 136 points.. The following chart depicts the growth in QDI points by the District and each of our schools. Growth is taken into account in the Accountability labels given to schools and districts.

Clarksdale Municipal School District QDI Growth Chart

	2008/09	2009/10	2010/11	2011/12	2012/13
District	**103**	**111**	**115**	**126**	**136**
Clarksdale High School Grades 9 – 12	104	107	129	122	**125**
Higgins Middle School	88	93	110	118	**135**

Grades 6 – 8					
Myrtle Hall 4 Elementary School Grades Pre-K – 5	116	130	122	167	**171**
Heidelberg Elementary School Grades K - 5	96	110	100	183	**226**
Kirkpatrick Elementary School Grades K – 5	108	123	130	138	**131**
Oakhurst Middle School Grades 6 – 8	117	122	124	111	**122**
George H. Oliver Elementary School Grades K – 5	93	121	107	126	**123**
J.W.Stampley Elementary School Grades K - 5	111	108	120	141	**128**
Booker T. Washington Elementary School Grades Pre-K – 5	93	103	114	119	**133**

CMSD, as the rest of the state, began the 2012/13 school year under an Accountability system that defined success as a QDI of 133 plus growth. Under that system, CMSD achieved the goal of becoming a successful district. On April 19, 2013, a new rating system was applied retroactively, which included graduation rate. Under the new accountability system, CMSD slipped in the ratings from a C District, Successful, to a D district.

(B)(1)(a) Improve student learning outcomes and close achievement gaps (as defined in this notice), including by raising student achievement, high school graduation rates (as defined in this notice), and college enrollment (as defined in this notice) rates;

Our analysis of test data indicates steady and consistent increases in improving student outcomes and closing achievement gaps ***(Please see Appendix Item #9 Powerpoint, pages 87-110).*** The success of our reform strategies are most notably present at Heidelberg Elementary, which increased QDI to 226 points, and Myrtle Hall 4 Elementary (MH4), which increased to 171 QDI points. Heidelberg is ranked as an A school and Myrtle Hall 4 as a B School under the Mississippi Accountability System enacted April 19, 2013. and both are ranked as High Progress Reward Schools in the new Mississippi ESEA Differentiated Accountability Model (DA). Myrtle Hall 4 received recognition as an Exceed School by the Mississippi Center for Public Policy for being in the top 20 schools in the state for raising achievement while serving a population of 90% above Free and Reduced Lunch for the 2009/10 school year ***(Please See Appendix Item 10, page 111-112).*** Examining the preliminary data from the DA report, the results for each school are as follows:

School	Differentiated Accountability Label
Booker T. Washington	On Target
George H. Oliver	On Target
Heidelberg Elementary	High Progress Reward
J.W. Stampley	On Target
Kirkpatrick	Approaching Target

Elementary	
Myrtle Hall 4	High Progress Reward
W.A. Higgins Middle School	On Target
Oakhurst	Approaching Target
Clarksdale High School	Approaching Target Priority School – SIG School

In analyzing the Mississippi ESEA Differentiated Accountability Model report for our district, Clarksdale Municipal School District met Annual Measurable Objectives (AMO) in Mathematics, and met AMO in Reading/Language Arts and but not in Other Academic Indicators for our 4-year (55.7) and 5 year (61.5) graduation rates. We can see that the District met AMO in English/Language Arts and Math across all sub-groups. The 93% attendance rate was met district-wide and at each individual school location. Individual schools reports are listed by subgroups present in each school. YES indicates that the school met its target for Annual Measurable Objectives in Reading/Language Arts or Math, while NO indicates that the school did not meet its target. ***(Please also see Appendix Item 7, page145 for Federal Differentiated Accountability Quality of Distribution Index (QDI) Results)***

Clarksdale Municipal School District Federal AMO Chart

School	ALL	INDIVIDUALIZED EDICATION PLAN (IEP)	LIMITED ENGLISH PROFICIENCY (LEP)	ECONOMICALLY DISADVANGAGED (ED)	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN	WHITE
Overall District	ELA/YES MTH/YES	ELA/YES MATH/YES	N/A	ELA/YES MTH/YES	N/A	ELA/YES MTH/YES	N/A	N/A	ELA/YES MTH/YES

Booker T. Washington	ELA/NO MTH/YES	N/A	N/A	ELA/NO MTH/YES	N/A	ELA/NO MTH/YES	N/A	N/A	N/A
George H. Oliver	ELA/YES MTH/YES	N/A	N/A	ELA/YES MTH/NO	N/A	ELA/YES MTH/NO	N/A	N/A	N/A
Heidelberg Elementary	ELA/YES MTH/NO	ELA/YES MTH/YES	N/A	ELA/YES MTH/YES	N/A	ELA/YES MTH/YES	N/A	N/A	N/A
J.W. Stampley	ELA/NO MTH/NO	N/A	N/A	ELA/NO MTH/NO	N/A	ELA/NO MTH/NO	N/A	N/A	N/A
Kirkpatrick Elementary	ELA/YES MTH/NO	N/A	N/A	ELA/YES MTH/NO	N/A	ELA/YES MTH/NO	N/A	N/A	N/A
Myrtle Hall 4	ELA/YES MTH/YES	N/A	N/A	ELA/ NO MTH/YES	N/A	ELA/YES MTH/YES	N/A	N/A	N/A
W.A. Higgins Middle School	ELA/YES MTH/YES	ELA/YES MTH/YES	N/A	ELA/YES MTH/YES	N/A	ELA/YES MTH/YES	N/A	N/A	N/A
Oakhurst	ELA/NO MTH/NO	N/A	N/A	ELA/NO MATH/NO	N/A	ELA/NO MATH/NO	N/A	N/A	N/A
Clarksdale High School	ELA/NO MTH/NO	ELA/NO MTH/NO	N/A	ELA/NO MTH/NO	N/A	ELA/NO MTH/NO	N/A	N/A	N/A

(B)(1)(b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools (as defined in this notice) or in its low-performing schools (as defined in this notice); and

Since 2009, the Clarksdale Municipal School District has significantly improved the performance of a chronically low-performing school district, with seriously lacking student performance and teacher quality issues, into a thriving and progressive place to educate students. During the previous three school years, Clarksdale has had two schools selected for the School Improvement Grant program – W.A. Higgins Middle School and Clarksdale High School. Both schools have implemented a rigorous turnaround model – replacing teachers and administrators who were under-performing, aligning new curriculum resources with instructional

standards, implementing ongoing academic assessment and data measures, and providing high quality, job-embedded professional development to increase teacher quality. The results have been profound. Higgins Middle School has improved from a low in 2009 of 88, well below the failing benchmark of 100 to a QDI of 136, while Clarksdale High School has seen an increase in its QDI of 21 points. W.A. Higgins was the only School Improvement Grant (SIG) school in the state to have worked itself out of priority status and no longer qualifies for SIG funds. The Mississippi State Accountability System utilized a system (until April 19, 2013) that measures achievement with a Quality Distribution Index (QDI) that assigned points for student academic achievement on state curriculum tests. Students were tested in English Language Arts (ELA) and Math (MTH). In 2013 Science was counted in the accountability model.

A score of minimum equals 0 points, basic equals 1 point, proficient equals 2 points, and advanced equals 3 points. The scores for every child are added together, then divided by 100 to give the school and district its QDI score. The accountability model factored in a growth component to determine a school's and district's accountability rating. Any score below 100 was considered Failing. A score of 133 + growth was considered successful On April 19, 2013, the graduation was also factored into the accountability model. A score of 213 plus growth is now considered successful. (For a full visual of the accountability model, (***See Appendix Item 15***, ***page 123-124***)

Many of the strategies implemented through the School Improvement Grant process have also been implemented district-wide.

Initiatives such as Saturday School, SATP Bootcamp, Cambridge Bootcamp, and after-school extended day programs have all combined to create an atmosphere of urgency. **The school day throughout the district has been extended, adding valuable time to educate students.** Themed Magnet Schools were created to initiate the personalized learning environments for students. An aggressive professional development plan, ***(See Appendix Item #16, pages 125-128)*** along with the teacher evaluation system (MSTAR), principal evaluation system (MPES), and superintendent evaluation system all combine to heighten the level of accountability for every person in the District.

(B)(1)(c) Make student performance data (as defined in this notice) available to students, educators (as defined in this notice), and parents in ways that inform and improve participation, instruction, and services.

The Clarksdale Municipal School District has implemented measures to make student performance data available to students, educators, parents, and our community in ways that inform and improve participation, instruction, and educational services. In an effort to keep our community informed, we have an aggressive, continuous campaign to reach parents and community with student data. Our approach is multi-faceted. We reach parents individually through events such as Open Houses at the schools, where parents are given the opportunity to meet one-on-one with teachers to discuss the individual student's test results. Student academic performance results are presented at a public CMSD Board meeting. Following this meeting, a presentation is given to the local newspaper in hardcopy and an interview is conducted to further explain any points. Presentations are also given to the Superintendent's Roundtable, a group of business, church, and civic leaders, as well as parents and teachers who meet monthly. Presentations are given to PTO groups at each school, as well as, during faculty meetings. A district-wide Title I Parent Night is held to present data and school performance levels. We also partner with the Clarksdale Association of Educators as part of our multifaceted approach to reaching parents through many events and activities. Further, students are given their own test results so that they can analyze their own strengths and weaknesses, thereby "owning" their test results. During the school year, district-wide formative assessments are administered using NWEA's Measures of Academic Progress (MAP) and CASE 21, which measure student progress at fixed points throughout the year. This data is shared in the same way as the end-of-year state accountability results. A district team meets with teachers, from each school, to discuss data collectively and with individual groups of teachers. Principals work with teachers at grade level meetings and during school-wide meetings to analyze all data and use it to inform instruction. As each formative assessment is given, the results are posted in the district office and throughout each school.

With the measures that have been set in place through the strategic plan, the steady climb has come to the tipping point. Schools are now forging ahead to successful and high performing status, creating a winning mindset that improving student performance and deepening student learning can be done.

(B)(2) Increasing transparency in LEA processes, practices, and investments *(5 points)*

The extent to which each LEA has demonstrated evidence of—

A high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. At a minimum, this information must include a description of the extent to which the applicant already makes available the following four categories of school-level expenditures from State and local funds:

(a) Actual personnel salaries at the school level for all school-level instructional and support staff, based on the U.S. Census Bureau's classification used in the F-33 survey of local government finances (information on the survey can be found at http://nces.ed.gov/ccd/f33agency.asp);

(b) Actual personnel salaries at the school level for instructional staff only;

(c) Actual personnel salaries at the school level for teachers only; and

(d) Actual non-personnel expenditures at the school level (if available).

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments and the rationale for their inclusion must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

(B)(2) Increasing transparency in LEA processes, practices, and investments *(5 points)*

The extent to which each LEA has demonstrated evidence of—

A high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual

school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. At a minimum, this information must include a description of the extent to which the applicant already makes available the following four categories of school-level expenditures from State and local funds:

The Clarksdale Municipal School District has consistently provided a high level of transparency to our local community and general public. In fact, increased transparency is one of the hallmarks of our Superintendent's tenure. Through the Superintendent's Roundtable, which is a rotating committee of educational stakeholders and business/community leaders that meets monthly with the school district administration, Mr. Dupree provides information on school events and opportunities, personnel changes or openings, and budgetary notifications. The CMSD website posts Budget Workshop PowerPoints as presented to the Board (***See Appendix #17, pages 129-150)*** and the Combined Budget (***See Appendix #18, pages 151-153)*** as well as direct links to the Business Office personnel who may answer questions. At the local Board of Trustees meetings each month, fiscal records are presented for a vote and made public. Mississippi Code requires that public school districts in Mississippi provide salaries at the school level for all employees – instructional and support staff, administration, and district office personnel ***(See Appendix #19, page 154)***. This information is shared at least annually, and each month whenever adjustments to the personnel records (transfers, terminations, new hires, etc.) are made. In addition, all non-personnel expenditures at the school and district level are reported to the Board of Trustees, voted on for approval, and made public. Hard copies of all items on the Board Agenda are available at each School Board meeting for the public to review and take home.

(a) Actual personnel salaries at the school level for all school-level instructional and support staff, based on the U.S. Census Bureau's classification used in the F-33 survey of local government finances (information on the survey can be found at http://nces.ed.gov/ccd/f33agency.asp);

(b) Actual personnel salaries at the school level for instructional staff only;

(c) Actual personnel salaries at the school level for teachers only; and

(d) Actual non-personnel expenditures at the school level (if available).

In a further effort to increase transparency, CMSD posts information on its website under personnel which gives salary

information for all positions in the Clarksdale Municipal School District. If further information is required, the Central Office business is happy to oblige any requests for information.

(B)(3) State context for implementation *(10 points)*

The extent to which each LEA has demonstrated evidence of—

Successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments and the rationale for their inclusion must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

(B)(3) State context for implementation

Successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal.

The Clarksdale Municipal School District works closely with the Mississippi Department of Education (MDE) in a collaboration aimed at improving the educational offerings of our schools and the outcomes for the students we serve. Integrating Common Core State Standards into our state and CMSD schools has been an issue of upmost urgency. Through our Themed Magnet Schools and Excellence for All, Cambridge International Examination Program, CCSS is an active part of the curriculum and teaching and learning regimen in the CMSD. The Themed magnet schools and Cambridge Curriculum are specifically designed to implement the personalized learning environments which creates a pathway to college-and career-readiness. Enhancing the lives of our students so that once they reach adulthood, they are prepared to enter the world of work and/ or pursue higher education is the long-term goal of each agency's work. The central focus of this collaboration is to increase student achievement. Every effort focuses

on enhancing personalized learning opportunities and fostering a love of learning within students that extends beyond the typical twelve years students attend elementary and high school. Simply put, our efforts are aimed at taking the learning process beyond rote learning and restating basic facts to a deepened understanding and comprehension that requires analysis, synthesis, and application.

Over the course of the last four years, CMSD's relationship with MDE has evolved and strengthened into a very dynamic partnership. MDE recognizes that CMSD is serious about the work of teachers teaching and students learning. CMSD recognizes that MDE is sincere in its efforts to help rather than to merely provide oversight and compliance monitoring. No longer is there the belief that MDE is strictly a "paper focused" agency. The perception now is MDE is focused on student outcomes and will do what it takes to helps districts help children.

W. A. Higgins and Clarksdale High, two of CMSD's four facility's serving secondary students, have both implemented School Improvement Grants awarded to the district by MDE through a competitive application process. W.A. Higgins has fulfilled its three-year grant period and is the only school in the state of Mississippi to have increased its achievement levels to the point to which it is no longer considered a priority school and does not qualify for further SIG funds. Clarksdale High School has one more year under the Sig grant. Each school has been restructured to align with state and federal School Improvement Transformation Model regulations. Implementation of SIG has demanded an ongoing and dynamic relationship with the MDE's Office of School Recovery. Staff members from MDE and independent contractors working for MDE have been in each school a minimum of once each week. W.A. Higgins, although no longer a SIG school, maintains the close relationships created while under SIG with its contractors and MDE personnel.

While implementing the mandates of the SIG program at these two schools, CMSD took another bold step. The district took the initiative to extend many of the scientifically research-based practices mandated by the SIG to all other schools in the district. District leaders subscribe to the idea that "CMSD is one". Therefore, it is CMSD's belief that though we are comprised of multiple sites, the overarching message is "the education of our children is top priority".

The Clarksdale Municipal School District has worked with the Mississippi Department of Education to restructure policies

and procedures to create personalized learning environments within the existing structures of federal and state regulations, Mississippi Code, and Mississippi State Board of Education policies. One such example is that the District has had the autonomy to increase school hours across the district. Additionally, the district sought and secured permission to remove required attendance zones that forced students to attend certain schools based on the location of their residence. This bold move provides increased access to more personalized learning environments through school choice. This shift to school choice allowed CMSD to eliminate targeted busing zones initiated by a federal desegregation order ***(Please see Appendix Item #6, pages 83-84).*** Many of the original litigants who were the plaintiffs in the lawsuit that brought on the desegregation order were contacted by the CMSD School Board Attorney and gave their permission and support in the effort to eliminate required attendance zones. Parents now have autonomy to send their elementary students to whatever school in the District they so desire, thus providing **equity and access** for all students. A restructuring of the District for the school-year 2013/14, created one Intermediate School (grades 5 & 6), one Middle School (grades 7 & 8), a 9th Grade Academy, and Clarksdale High School is able to serve 10th – 12th grade students. Our children are now brought together district-wide in the 5th grade rather than in the 9th grade. We believe that this will help to create a mindset of "oneness" for our children while themes academies in the Intermediate and Middle school continue to offer interest choices for the students. Throughout this historic reform in Clarksdale, the Mississippi Department of Education has been an active partner in assisting our efforts.

(B)(4) Stakeholder engagement and support *(15 points)*
The extent to which each LEA has demonstrated evidence of—

Meaningful stakeholder engagement throughout the development of the proposal and meaningful stakeholder support for the proposal, including—

(a) A description of how students, families, teachers, and principals in participating schools (as defined in this notice) were engaged in the development of the proposal and, as appropriate, how the proposal was revised based on their engagement and feedback, including—

(i) For LEAs with collective bargaining representation, evidence of direct engagement and support for the proposals from teachers in participating schools (as defined in this notice); or

(ii) For LEAs without collective bargaining representation, at a minimum, evidence that at least 70 percent of teachers from participating schools (as defined in this notice) support the proposal; and

(b) Letters of support from such key stakeholders as parents and parent organizations, student organizations, early learning programs, tribes, the business community, civil rights organizations, advocacy groups, local civic and community-based organizations, and institutions of higher education.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments and the rationale for their inclusion must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

(B)(4) Stakeholder Engagement and Support

This proposal is a continuation of the significant reform process begun in 2009 as part of the Clarksdale Municipal School District's *New Era of Schools* strategic plan **(*Please see Appendix Item 1, pages 9-12)***. Meetings were held at the school level, at the district level, with parents from across the district filling the high school gym to learn more about this proposal. 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 Lion's Club. A Superintendent's Roundtable, consisting of key community members, business leaders, and parents, was

established to engage in two-way dialogue and planning. Additionally, 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' perspective and to share critical information about new standards and expectations with students. A series of newspapers have kept the public informed about our improvement plans and Cable One television runs informational videos about all programs in our district. In addition, our Superintendent's Newsletter ***(Please see Appendix Item #22, pages 169-172)*** gives continuous updates of all activities in our schools, including this Race to the Top proposal. The Superintendent's Newsletter is sent home with every student in the district and distributed widely to businesses in the community, as well as placed on our website. Lastly, our website is being continually improved based on ideas received from the community and staff of our school district to serve as a proactive communication tool. New modifications to the website this year will make it more interactive and allow more stakeholder input. We are pleased with overwhelming results of our web-based survey used to poll teachers and gain input on this proposal and the process of improving our schools. A strong majority (92%) of our teachers shared their enthusiastic support for going forward.

Strong, two-way communication with our teachers, parents, students, and community is one of the foundational pieces to the educational reform plans of the Clarksdale Schools. CMSD is in the process of putting a link to MS SOARS and guest log-in information on our website to allow parents the opportunity to give feedback on an on-going basis regarding school improvement and to view improvement efforts within the schools. A Magnet School Advisory Council has been established, with meetings being held at different school sites, dates and times. Our teachers have been at the forefront of developing the Teacher Appraisal Instrument that was initially introduced within the School Improvement Grant (SIG) schools. The new Mississippi Teacher Appraisal Instrument, piloted in 2012/13 in the CMSD is being extended to schools throughout the state. Our district continues to be a leader in its development. Likewise, our teachers and principals, as well as administrators at the central office level, have been actively involved in developing the new pilot for the Mississippi Principal Appraisal System, which also has been extended to the state.

In developing this grant proposal, principals worked on developing a logic model with their faculty to determine where they wanted to see their schools in four years and to determine the steps it would take to get there. ***(Please see Appendix Item 20 , pages***

155-167) Teachers were also consulted on their preferences for reform strategies and ways to increase equity and personalized learning environments. 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, 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 plan.

Based on feedback received from the schools, the plan for the structure of the middle schools and 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 school with 6th grade students. Our feedback also recommended that 7th and 8th grade be housed together. To provide increased opportunities for focused, personalized learning in the 9th grade, parents and faculty recommended that a 9th Grade Academy be housed separately. Elementary school teachers and principals, as well as parents asked for expansion of our pre-school program. CMSD has been working with a coalition including Cathy Grace, childhood expert and founder of the Early Childhood Institute, local business people, the Dean of the School of Education of Delta State University, Head Start representatives, and outside funders to establish a comprehensive pre-school program that would include three and four year old children. CMSD already has a partnership with Head start to provide services within the public schools to those children who do not qualify for Head Start, but who are not being provided pre-school services elsewhere. Long waiting lists and feedback from parents assures CMSD that this is a parent driven initiative. For the 2013/14 school-year, we have opened pre-kindergarten classes in each of our five elementary schools. During the summer and fall of 2013, CMSD has worked closely with Head Start, Coahoma County School District, local private and parochial preschools, and private daycares to form the Coahoma County Pre-K Collaborative ***(See Appendix Item #21, page 168).*** Together, we are working to improve the early childhood experience for all children in our county, regardless of where they receive services. We are also working collaboratively to secure grant funding to enhance our pre-kindergarten programs. The Collaborative, in which CMSD plays a major role, is partnering with Delta State University's (DSU)

Early Childhood Program, individually and through the Delta Bridge, to secure funding to establish a demonstration classroom in our school district and another in the Coahoma County School District. DSU would offer embedded and outside professional development to our teachers as part of this initiative.

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. This is accomplished 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. Our superintendent convenes a Superintendent's Roundtable once a month, where community members engage in dialogue. The Superintendent's Roundtable provides opportunities for ongoing communication, strategic planning and discussion, sharing celebrations and concerns. This has been a very effective tool for furthering communication throughout our schools and community. The Superintendent has 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 New Era of Schools Initiative. We have developed an active Magnet Schools Advisory Committee, which has served as a task force for our comprehensive planning efforts in moving each of our schools toward magnet school status. We believe that the inclusion of parents, community members, and business leaders in committee membership, communication, and decision-making is a proactive and wise step that will improve the mission of the Clarksdale Municipal School District. The Student Advisory Committee meets with the Superintendent monthly, receiving up-to-date information to take back to the schools as well as being afforded the opportunity to discuss concerns from a student perspective. The Superintendent's Newsletter is sent home with students each month. It is also available on the district website, as are news releases, videos, and Active Parent ***(Please see Appendix Item 22, pages 169-172)***. Pacing Guides are posted for the convenience of parents. Auto-generated telephone calls are used to inform 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 Race to the Top grant. ***(Please see Appendix Item 23, pages 177-252 – Letters of Support).*** Outside organizations, such as The Links, partner with CMSD to procure grants, such as the 21st Century Grant ($990,000 per year for five years) which will be utilized for in-school and after-school tutoring and mentoring of our students at Higgins Middle School. We also partner with the Carnegie Public Library in ensuring that our students have access to world renowned persons such as our Poet Laureate, Natasha Trethewey, James Meredith, and Nikki Giovanni. The Carnegie Public Library recently won a grant for a Discovery Tech exhibition, supported by CMSD. Tri-County Workforce Alliance works with our students during summer math & science camps and during the school year, as they help students gain their Certified Nursing Assistant credentials and work with pre-nursing students. Tri-County is currently beginning an exercise initiative in our schools to help combat childhood obesity.

(B)(5) Analysis of needs and gaps (*5 points)*

The extent to which each LEA has demonstrated evidence of—

A high-quality plan for an analysis of the applicant's current status in implementing personalized learning environments and the logic behind the reform proposal contained within the applicant's proposal, including identified needs and gaps that the plan will address.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

(B)(5) Analysis of needs and gaps

In the Clarksdale Municipal School District, we are responsible for educating nearly 3,500 students in a school system designated as a "critical needs" area by the Mississippi Department of Education (MDE). We have developed a high-quality plan for implementing personalized learning environments and transforming education in our schools based on that designation. However, we have also identified great needs and gaps in achieving our goals. To better understand the challenge before us, it is important to take a holistic view of our schools, students, and community. The Clarksdale Municipal School District is a relatively small school district located in the heart of the Mississippi Delta. The district is comprised of nine schools and a vocational-technical center serving grades Pre-K-12. Clarksdale is an economically depressed area that historically suffers from generational poverty, apathy, and underperformance. Due to the overwhelming percentage of students from an impoverished background, the Clarksdale Municipal School District has been designated as a Provision II school district by MDE which allows each of the students who attend our schools to receive their breakfast at no cost.

The U. S. Census Bureau reports the following for Clarksdale and Coahoma County, where our school district is located:

- The 2013 estimated population of 17,962 represents a **14% decrease** from the population of 20,645 calculated for the year 2000. The 2008 census was over 26,000 people.
- Clarksdale's population is distributed ethnically with **75% black and 23% white.** Mississippi's population is 35% black and 61% white.
- **Only 57% of persons are homeowners** compared to 71% in Mississippi.
- An **alarming 12.4%** of persons in Clarksdale, Mississippi are **unemployed.** Mississippi's unemployment rate is 9.1%.
- The **median household income is $23,655.** The **poverty level for a family of 4 is $23,550**. The estimated **per capita income in 2011 was $15,003.**
- Mississippi's median household income is $36,919.

Throughout the planning process, we conducted a comprehensive needs assessment to identify our school's needs in the key components of school improvement ***(See Appendix Item #25, page 253)***. Parents and teachers were formally surveyed to determine which areas were of greatest need and interest. These results, coupled with achievement test data, qualitative results, and demographic information were analyzed by school administrators and district officials to develop our plan for school reform and improvement. Additionally, our teachers, principal, and district administrators have investigated various educational reform models through attendance at events and workshops sponsored by the Mississippi Department of Education, and at regional and national conferences. We then discussed the needs of our schools and have collaboratively developed a plan to address our needs. As we researched programs that would assist our students, unanimous support of our parents, teachers and administration was clear for the methods presented in this proposal.

The CMSD decided to implement an aggressive and innovative plan for school improvement that provides personalized learning environments for students through a magnet schools approach. We desire to meet the challenge of school improvement by

focusing on seven essential areas: personalized learning environments, college-and career- readiness with a global perspective, instructional leadership, data, assessment, teacher quality and digital learning. We have designed a plan that addresses our professional development needs through research-based, job-embedded coaching and in-classroom modeling. This plan will be accomplished through a collaborative relationship with our community, the Mississippi Department of Education, and educational partners, such as the Clarksdale Association of Educators and Delta State University.

Additionally, the District's plan for high-quality teaching and learning, which includes curriculum, instructional delivery, assessment, and instructional leadership and staff, is the foundation for our district's comprehensive, data-driven system of school improvement and support. Providing rich, engaging instruction through personalized learning opportunities will be the focus of our efforts. **A variety of data will be collected from multiple sources to assess the students on each of the standards, inform classroom instruction and interventions, and improve the teaching and learning process**. School personnel will focus on the following objectives to guide instructional practice:

- Provide rigorous learning paths for all students at all performance levels
- Ensure relevance through student engagement
- Support personalized learning through formative assessment and meaningful corrective feedback

This grant proposal creates an extensive network of resources and services that will greatly enhance instruction in our district. Our goal of becoming a model school district for our state and the nation will be accomplished by using a variety of action steps and strategies. The following list is a summary of strategies we will employ to achieve our goals:

Plan to Address Needs & Gaps

Goals	Activities	Rationale	Timeline	Deliverables	Person Responsible
Increased student achievement	Analyze data (in place)	To identity gaps and needs in student achievement	July of each year when scores are released to districts	A complete analysis of each school's student achievement profile will be created as well as a district level profile	Assistant Superintendent Elementary and secondary coordinators Principals Data coaches
	Provide after-school tutoring (63 days) for all students in schools identified as below standard	Students benefit from additional hours of instruction	October 15, 2013 on Tuesday, Wednesday, Thursday of each week until May	Students will show increased achievement on Case 21, MAP, and Renaissance and ultimately increased achievement on the MCT2.	Superintendent Federal Programs Director Elementary Curriculum Director Assistant Superintendent School Board

					Principals Teachers Parents Students
	Data Coach will work with teachers to analyze data and help them to use assessment data to inform and personalize instruction	Many teachers do not have the skills to interpret data to inform instruction. It is essential to understand what students do and do not know in order to teach effectively	January 2014 and ongoing	Teachers will differentiate instruction and create personalized learning by utilizing data effectively	Data Coach Teachers
	A Data Team will be established within each school site to conduct regular data meetings to monitor and adjust learning paths based on student progress, multiple data points, and growth measures.	Teachers will work together to disaggregate data and to put it into a workable format in order to utilize it for instruction	February 2014 and on-going	A schedule of data meetings will be created and meetings held. Student achievement will be increased by more effective use of data to inform	Principal Data Coach Teachers Elementary & Secondary Curriculum Directors

				instruction	
	Principals will meet bi-monthly at the Central Office as a team to assess data and develop individual school and district-wide plans to increase student achievement based upon CASE 21, Renaissance, and MAP testing, as well as other data points, as indicated. (in place)	By working together as a team, principals will help each other to develop strategies to increase student by working in collaboratively	Bi-monthly – beginning August 2013	Hard copies of data presentations Principals will utilize the information gained at these meetings to work with their teachers.	Principals Superintendent Assistant Superintendent Elementary & Secondary Curriculum Directors Data Coaches
Personalized Learning Environment	A Magnet Curriculum Specialist will work directly with principals and teachers to ensure that theme integration and Mississippi Curriculum Standards are effectively	Teachers and principals may not understand how to integrate the themes into their curriculum and instruction. The Magnet Curriculum Specialist will work directly with individual teachers to ensure that they understand	January 2014	Written and actual lessons integrating magnet themes	Magnet Curriculum Specialist Principals Teachers Elementary & Secondary Curriculum

	implemented within the classroom.	how to plan magnet lessons.			Directors
	Experienced Instructional Coaches will work onsite with classroom teachers weekly to plan and organize meaningful lessons, monitor and adjust instruction based on student performance, and provide corrective feedback to maximize student learning. They will also model the delivery of instruction.	Many teachers need assistance with effective lesson planning and instructional delivery	January 2014	Effective lesson plans Effective instructional delivery	Instructional Coaches Principals Teachers Elementary & Secondary Curriculum Directors
	Literacy Coaches will work onsite with classroom teachers to plan English Language Arts lessons,	Many students in CMSD struggle with English Language Arts. Teachers need assistance in how to effectively reach	January 2014	Students will gain literacy skills Teachers will plan organize	Literacy Coaches Principals

	research effective strategies to reach children, help teachers plan and organize meaningful lessons centered on literacy.	these students		meaningful lessons centered on literacy	Teachers Elementary & Secondary Curriculum Directors
	An experienced Technology Facilitator will work onsite with classroom teachers weekly to plan and organize differentiated, digital learning opportunities for students, support technology integration in the classroom, and monitor personalized learning environments through online resources.	Many students require a more personalized learning environment provided by digital resources. Teachers may require training in how to effectively utilize these resources	January 2014	Teachers will be fluent in utilizing digital resources. Student achievement will increase	Technology Facilitator Principals Teachers Elementary & Secondary Curriculum Directors
	A Digital Learning Team	A team can help teachers who	January 2014	Teachers will use	Digital Learning

	will be established to conduct regular meetings to evaluate the digital resources, monitor the use of technology for personalized learning, and assist teachers with technology integration needs.	do not effectively utilize the digital learning resources available to them.		the technology in their classrooms Student achievement will increase	Team Principals Teachers Elementary & Secondary Curriculum Directors
	Additional academic intervention programs, assessments, and resources will be purchased to support student academic growth.	Programs are available to assist with personalizing instruction for students who require academic intervention	January 2014	Student will receive appropriate interventions to increase student achievement	Superintendent Assistant Superintendent Principals Teachers Elementary & Secondary Curriculum Directors
Hire	CSMD will contract with	An outside evaluator will ensure	January 2014	An annual written	Superintendent

personnel to support the implementation of the RTTT Grant	an outside evaluator who is familiar with evaluating federal programs. The outside evaluator will review and analyze all data and ensure that all stakeholders are apprised of current status, needs, and gaps.	that all RTTT programs are being implemented as approved and will ensure that reports for stakeholders are written and presented in a timely manner.		report for stakeholders will be provided and this will also include reports required through the Race to the Top - District program.	Assistant Superintendent RTTT Program Director Outside Evaluator

	A Race to the Top Project Director will be hired to provide ongoing, daily support to schools, principals, and teachers. The RTTT Project Director will liaise with the Department of Education and the Mississippi Department of Education to carry out the requirements of the state and federal requirements. This person will also liaise with the Cambridge Coordinator and the Magnet Curriculum Specialist.	As the RTTT is being implemented, principals and teachers will need support in implementing the various aspects of the RTTT Grant	January, 2014 and thereafter	The RTTT grant will be implemented as written, items will be purchased and inventoried and used as intended.	Superintendent Assistant Superintendent Personnel Director Elementary & Secondary Curriculum Directors RTTT Project Director Principals
	A Race to the Top Administrative Assistant will assist the RTTT Project Director in carrying	The RTTT Project Director will need assistance to perform the duties of the position	January 2014	Duties associated with the RTTT Office will be completed in a	RTTT Project Director RTTT Administrative Assistant

	out the duties of the RTTT Project Director position. Highly-skilled Data Coaches will work onsite with school personnel weekly to design individual learning plans, group and schedule students for optimal learning time, and monitor and adjust instructional pathways based on the triangulation of all available data.			timely manner	
	An RTTT Parent Liaison will be responsible for increasing parental and community engagement through school-based activities, improved communication, and	Parental involvement will be increased through the efforts of a person dedicated to planning activities, communicating with parents, and ensuring that timely and correct information	January 2014	Increased parental involvement	RTTT Parent Liaison Principals

	parental involvement on committees at the school.	is distributed to parents.			
Establish District Teams to carry out the RTTT grant goals of increased student achievement, personalized learning	A Leadership Team (already established) meets weekly with the Superintendent to discuss all aspects of student achievement and school needs.	Information and discussion conducted formally once a week provides a conduit through which the needs of the district can be met	In place on a weekly basis	The district runs smoothly as information is shared	Superintendent Food Services Director Business Manager Personnel Director Assistant Superintendent Elementary & Secondary Curriculum Directors Special Services Director School Improvement Officer Federal Programs Director

					School Improvement Grant (SIG) Officer Technology Coordinator
	A Curriculum Team (already established) meets weekly with the Assistant Superintendent to conduct regular planning meetings to continually monitor the alignment between curriculum, instruction, and assessment.	Regular meetings allows for the focus to be maintained on curriculum, instruction, and assessment. Duplications of tasks are avoided. The curricular events of the year can be carefully planned and organized.	In place on a weekly basis	Curriculum demands are consistent across the district. Data is analyzed and decisions are made based on data analysis such as professional development, curricular materials to be purchased and	Assistant Superintendent Elementary & Secondary Curriculum Directors Special Services Director School Improvement Officer Federal Programs Director School

				which assessments yield the best information	Improvement Grant (SIG) Officer Technology Coordinator
Stakeholder input will be sought	A Student Advisory Committee (already established) meets monthly with the Superintendent and department chairs at the central office to discuss issues of importance to students from their individual schools.	Students know what is happening at the school level and have issues and concerns that may differ from those of the adults in the buildings	In place on a monthly basis	Students concerns can be addressed. Students will know that they are valued stakeholders. Students will take information back to their schoolmates.	Superintendent Assistant Superintendent Department Chairs Principals Parents Students
	The Superintendent's Roundtable (already established) meets monthly with the Superintendent and department chairs to discuss issues of importance to stakeholders from the community	Stakeholders from the community bring their ideas, concerns, and questions to the attention of the Superintendent and his team. In turn, the Superintendent is able to provide information to the	In place on a monthly basis	The Superintendent receives information he may otherwise not obtain. The Stakeholders receive accurate	Superintendent Personal Assistant to the Superintendent Assistant Superintendent Community

		Roundtable Members		information to share with the community	Stakeholders
	District Title I Parental Advisory Committee will meet monthly at the Central office	Representatives from the school level PTOs meet as a district level group to share information from their schools	August 2014 and monthly thereafter	Parents receive information about what is happening with the Federal dollars and make decisions as to how they wish the money to be spent	Federal Programs Director Parents
	Present the results of the Data Analysis to Stakeholders; School Board, principals, teachers, parents, students, business community and all other stakeholders in a public forum	All stakeholders have a right and responsibility to know and understand the implications of student test results	September of each year after test results come from under embargo	A powerpoint presentation will be given to groups of stakeholders. Stakeholders will have actionable information upon which to proceed.	Assistant Superintendent Elementary and secondary coordinators Principals Data coaches School board Parents

					Students Teachers
College- and Career-ready	A Cambridge Coordinator will work with teachers and administrators at both W.A. Stampley 9th Grade Academy and Clarksdale High School to work with teachers in their classrooms to implement Cambridge International Examination System with fidelity, organize testing schedules, liaise with the Mississippi Department of Education, NCEE, and other Cambridge school sites across the country and arrange professional development.	Cambridge International Examination Program is a new curricular program and different from programs the teachers and administrators have used in the past. Although extensive training will be provided to teachers, on a day to day basis, teachers may need an expert to work with them in their classrooms. There are organizational duties to perform.	January 2014	Teachers will be more confident in their classrooms. Students will perform at a higher level on Cambridge International Examination System. Students who successfully complete all components of the Cambridge Examination Program can graduate at that	Cambridge Coordinator Principal Secondary Curriculum Director Counselor Graduation Coach

				point. Students graduate college-and career-ready. Fewer students will need to take remedial classes when they enter college.	
	Two Graduation coaches will be employed to work with students at J.W. Stampley 9th Grade Academy and Clarksdale High School as well as their parents.	As students work towards graduation, it is necessary to keep them on track by ensuring they understand the requirements for graduation, take required courses, and are knowledgeable about the options available to them. Parents may need help with completing the FAFSA and students may need help with applying for scholarships.	January 2014	The Graduation rate will increase. The drop-out rate will decrease. The number of students entering college will increase. The scores on the ACT will increase.	
Teacher,	The Mississippi Teacher	Teachers and principals have	August 2013	Teacher, Principal,	Superintendent

Principal, & Superintendent Evaluation Systems	(M-STAR) and Principal Appraisal System (MPES) will be implemented, with input from the teachers and administrators, to improve teacher effectiveness and administrator performance. The Superintendent is evaluated by the School Board.	traditionally received high evaluations, even when student achievement has not been commensurately high. The M-STAR is a non-subjective approach to increasing teacher effectiveness by utilizing a standard instrument to assess teacher effectiveness. The MPES is a similar system utilized by superintendents to assess principal effectiveness.		and Superintendent Effectiveness will increase. Student achievement will increase	Principals Teachers
	Trainers of Teachers (ToTs) from each school site will be trained through an outside consultant through the RCU/Mississippi State University services to provide training to faculty within each school setting.	M-STAR is a new approach to teacher evaluation. Teachers must be train on the instrument that will be used to assess them. To ensure that all teachers are trained, a cohort of teachers with representatives from each school will be intensely trained. They will become the experts	Initial introduction began in the Spring of 2013. Trainings have taken place and are on-going throughout	Teachers will understand the components of effective teaching. Student achievement will increase.	Assistant Superintendent Federal Programs Director Principals Teachers Elementary & Secondary Curriculum Directors

		within their schools.	the school year.		

The Clarksdale Municipal School District is committed to providing the strong leadership and dedicated teams necessary to implement the school improvement reforms needs to transform our school district. We have assembled a team of educators, curriculum experts, and partners to assist with the development and implementation of the bold reforms we have proposed in this plan. **From policy to practice, we are committed to fully supporting our school improvement plan and those tasked with its implementation before, during, and after the grant period.**

Our plan consists of an assessment of our Mississippi Curriculum Test 2 (MCT2), Subject Area Testing Program (SATP), Excellence for All, Cambridge International Examination Program, Measures of Academic Progress (MAP), and CASE 21, as well as Renaissance Star Reading and Star Math. Our approach is multi-fold in that we not only utilize multiple methods of gathering assessment data, but we utilize our best strength, our staff across the district. We also employ technology to help us organize our data to allow us to better analyze it so that we can pinpoint areas of need and gaps within our schools ***(See Appendix Item 3, pages 47-60).***

The data we gather comes from multiple sources, beginning with the Mississippi Curriculum Test (2) (MCT2) and the Subject Area Testing Program (SATP). Throughout the year, we gather data through the administration of a universal screener three times yearly. We also administer a curriculum-based test, CASE 21, aligned with the Mississippi Curriculum Frameworks three times yearly that identifies how well instruction is aligned with the pacing guides and Curriculum Frameworks and how well students are progressing. This formative test, as well as the MAP normative test, is analyzed in the same manner as the MCT2 and SATP2 to not only identify struggling student, but as part of a teacher evaluation system, M-STAR. Due to the lateness in receiving our state test results in late June, hiring decisions and non-renewal decisions must be made in April. The use of six indicators of instructional capacity, along with numerous observations by the principal and central office administrators, helps us to remove those teachers who do not adequately teach students. Because of the critical nature of these tests to each individual student, the District Curriculum Team meets after each administration of the MAP and CASE21 with each grade level of teachers in every school to discuss the results of the

data and plan accordingly. The Curriculum Team uses these data to determine professional development needs for individual and groups of teachers. In previous years, professional development has been pinpointed to individual teachers and where necessary, providers have instructed groups of children when it became apparent that a teacher was unable or unwilling to make the changes necessary.

In working towards the **personalized learning environments** for our students, our magnet school themes play a part. In a typical school such as our Health and Medical Sciences Magnet Elementary School, a program such as Scholastic Reading 180 may be beneficial to 4th grade students who are struggling in reading. However, the International Baccalaureate Magnet Elementary School, because of its inquiry based, inter-disciplinary theme, may not be a candidate for such a skills-oriented, scripted program. As individual magnet schools individualize their programs for their students, the demands based on magnet theme and on the individual characteristics of each student will, by necessity, be different.

When examining our skill gaps, District-wide, we met our targets in all subgroups for ELA and Math. However, when further analyzing data at the school level, we note that students with ED struggle in math at two of our current elementary sites, at one middle school and at the high school level. Clarksdale High School also failed to meet the needs of Overall or any sub-group in ELA or Math. Based on this information, our approach to closing the gap will differ at those schools. In Elementary School, J.W. Stampley Elementary School, did not meet needs of Overall or any subgroup in math or ELA. This elementary school has been dissolved and the building has been reconverted into the 9th Grade Academy. Of the rest of the elementary schools, only one of our schools did not meet the needs of ED in ELA. Of the middle schools, Oakhurst did not meet the needs for ELA or Math in any subgroup area or over, while Higgins met the needs of all subgroups and overall in each grade level. Oakhurst is part of the restructuring and is now the Intermediate School serving grades 5 and 6 rather than remaining a Middle School. Higgins will educate all 7th and 8th grade students. Our goal is that Annual Measures Objectives (AMO) targets are met or exceeded for each subgroup.

Scholastic Reading 180 is currently in place at Oakhurst Intermediate School, W.A. Higgins Middle School and Clarksdale High School. CMSD is in the process of securing funds to expand this program to 4th & 5th grade students. Renaissance Star Reading

and Star Math will be installed in each school site K4 – 8. This program is currently is in use district-wide. However, it is the desire of CMSD to enhance the professional development offered by Renaissance to increase teacher capacity within the reading and math labs and in the general classroom. Star Reading and Star Math provide on-going assessments that can be used for progress monitoring of students in the Tier Process of the Response to Intervention steps as well as providing on-going, individualized instruction to all students. NWEA's Measures of Academic Progress (MAP) is in place district-wide to determine the skills gaps of individual students at a sub-skill level to allowed targeted intervention and remediation ***(Please see Appendix Item # 3, pages 45-58).***

C. Preparing Students for College and Careers (40 total points)

(C)(1) Learning *(20 points)*

The extent to which the applicant has a high-quality plan (as defined in this notice) for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. This includes the extent to which the applicant proposes an approach that includes the following:

Learning: An approach to learning that engages and empowers all learners, in particular high-need students (as defined in this notice), in an age-appropriate manner such that:

(a) With the support of parents and educators, all students—

(i) Understand that what they are learning is key to their success in accomplishing their goals;

(ii) Identify and pursue learning and development goals linked to college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), understand how to structure their learning to achieve their goals, and measure progress toward those goals;

(iii) Are able to be involved in deep learning experiences in areas of academic interest;

(iv) Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning; and

(v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving;

(b) With the support of parents and educators (as defined in this notice), each student has access to—

(i) A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready;

(ii) A variety of high-quality instructional approaches and environments;

(iii) High-quality content, including digital learning content (as defined in this notice) as appropriate, aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice);

(iv) Ongoing and regular feedback, including, at a minimum—

(C)(1) Learning *(20 points)*

(A) Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements (as defined in this notice); and

(B) Personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and available content, instructional approaches, and supports; and

(v) Accommodations and high-quality strategies for high-need students (as defined in this notice) to help ensure that they are on track toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice); and

(c) Mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments and the rationale for their inclusion must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

The high-quality plan (as defined in this notice) should include key goals, activities to be undertaken and the rationale for the activities, the timeline, the deliverables, and the parties responsible for implementing the activities. The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

(C) (1) Learning

The following chart illustrates our high quality plan for improving student learning in a personalized learning environment in order to provide all students with the support to graduate college- and career-ready.

CMSD's Plan for Improving Student Learning in a Personalized Learning Environment

(C)(1) Learning *(20 points)*						
Key Goals	Activities	Rationale for Activities	Timeline	Deliverables	Responsible Parties	
College & Career Ready						
Reading	Students will learn to read	Reading is the key to all other subjects	Kindergarten	Students will pass kindergarten exit exam	Parents *Educators	
			1, 2, 3	a) Students will read at 3rd grade level by the end of 3rd grade b) Students will score proficient or above on the Reading portion of the state tests.	Parents *Educators	
			4 – 8	Students will score proficient or above on the state mandated test	Parents *Educators	
			9 – 12	Students will pass the Cambridge Examinations with a C or above on the Extended or with a D or above on the Core Curriculum. *(Please note Cambridge International Examination System grades equate to scales scores. The highest score on the Core Curriculum is a C.*	Parents Educators	
Math	Students will	Math is the	Kindergarten	Pass the Kindergarten Exit Exam	Parents	

(C)(1) Learning *(20 points)*						
	learn mathematics	language of Science and is a life skill			*Educators	
			1 – 3	Pass the 3rd Grade Gateway Exam	Parents *Educators	
			4 – 8	Score proficient or above on the State Mandated tests	Parents *Educators	
			9 – 12	Passing Cambridge Examinations	Parents *Educators	
Build Social & Emotionally competent citizens	Students learn to interact with each other in a positive and productive manner at the grade appropriate levels	Students must learn the life skills of appropriate social interaction in order to fully function in the classroom and school setting and later as an adult	Pre - K - 12	Days of Peace will be counted. Discipline referrals will be analyzed by type, severity, and location	Central Office Administrators, Principals Teachers Counselors Parents Student Peers	

(C)(1) Learning *(20 points)*						
Technology Literacy	Students will be Technologically Literate	Students must be knowledgeable in technology in order to be college and career ready	Pre – K- 1	Students will learn to operate an iPad, perform grade appropriate activities on a promethean board and utilize other technology instruments as appropriate	Teachers Technology Department	
			Grades 1 – 3	Students will demonstrate proficiency with a iPad or similar device, perform grade appropriate activities on a promethean board, computer and utilize other technology instruments as appropriate	Teachers Technology Department	
			Grades 4 – 8	Students will demonstrate proficiency with computer software, such as Word, Excel, Powerpoint or Prezzi. Students will learn to utilize their personal devices for research, email, Twitter and yet to be invented media & technology advances	Teachers Technology Department	
			Grades 9 - 12	Students will demonstrate proficiency with personal devices, tablet devices, computers and the software and programs that are available.	Teachers Technology Department	

(C)(1) Learning *(20 points)*						
Critical Thinking Skills	Students will develop critical thinking and problem solving skills	It is vital that students are able to think critically and problem-solve in order to be college and career ready.	Grades Pre-K – K	Students will demonstrate mastery of individual and group tasks requiring teamwork, perseverance, and problem-solving	Parents *Educators	
			3 – 8	Students will demonstrate mastery of individual and group tasks requiring teamwork, goal-setting, communication, creativity, perseverance, and problem-solving	Parents *Educators	
			Grades 4 – 8	Students will demonstrate mastery of individual and group tasks requiring mastery of critical academic content, teamwork, goal-setting, communication, creativity, critical thinking perseverance, and problem-solving		
			Grades 9 – 12	Students will demonstrate mastery of complex individual and group tasks requiring mastery of critical academic content, teamwork,	Parents *Educators	

(C)(1) Learning *(20 points)*

				personal and group goal-setting, communication, creativity, critical thinking perseverance, and problem-solving at increasingly higher levels of cognitive and social demand	

Educators include teachers, paraprofessionals, principals, superintendent, assistant superintendent, curriculum directors, data coaches, professional development providers and all other educators brought into the district for the purposes of training teachers or working with students.

The rest of this section provides details for the goals and activities set out in the chart C1.

Learning: An approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner such that:
(a)With the support of parents and educators, all students----
(i)Understand that what they are learning is key to their success in accomplishing their goals;

The Clarksdale Municipal School District (CMSD) has developed **a high-quality plan for improving learning and teaching by personalizing a learning environment in order to provide all students the support to graduate college and career-ready.** CMSD has developed a multi-pronged approach through its development of magnet schools that **enable students to pursue a rigorous course of study** while at the same time **engaging and empowering** all students and emphasizes the relevance of their learning path to their future success in reaching their goals.

In examining The Foxfire Core Practices, Foxfire in Mountain City, Georgia, this would seem to be the original magnet school, yet the tenants of that program resonate across the country as magnet schools spring up across the country. Our rural district is somewhat unique in offering a fully articulated magnet program K-12 usually assessable only to students in cities and can take much from the rural Foxfire approach. Yet Foxfire and magnet schools today can trace their approach back to John Dewey's beliefs that teachers "weave fragmented pieces of classroom life into an integrated whole." CMSD believes that in order for students to

(C)(1) Learning *(20 points)*

achieve a coherent, meaningful education, we must weave a system of education from pre-kindergarten through 12th grade and beyond in which choice and student interest are interwoven as the students move seamlessly from one grade level to the next. We must tap into students' natural interests as teachers shape students' educational experiences by **engaging and empowering all learners**. In magnet schools as in Foxfire, "The Central focus of the work grows out of learners' interests and concerns." (Starnes & Carone (2006). As quoted in *Understanding the Common Essential Learnings, Saskatchewan Education, 1988 (p.0)* "What children learn depends not only on what they are taught but also on how they are taught, their developmental level, and their interests and experiences…..These beliefs require that much closer attention be paid to the methods chosen for presenting material…." How our children are taught, as well as what they are taught, is an essential understanding throughout the Clarksdale Municipal School District as magnet school implementation continues.

(ii)Identify and pursue learning and development goals linked to college- and career-ready standards or college-and career-ready graduation requirements, understand how to structure their learning to achieve their goals, and measure progress toward those goals;

The plan that CMSD puts forward is to have five elementary schools (pre-K – 4), each with its unique theme to **provide personalized learning based on student interest**. These themes are as follows;

Booker T. Washington International Baccalaureate Magnet Elementary School

George H. Oliver Visual and Performing Arts Magnet Elementary School

Heidelberg Science, Technology, Engineering, Arts, & Math (STEAM) Magnet Elementary School

Kirkpatrick Health and Medical Sciences Magnet Elementary School

Myrtle Hall 4 Language Immersion Magnet Elementary School

These schools would flow into an intermediate school housing 5th & 6th grade students where **Personalized Learning Academies would allow students to accelerate their learning through support of their individual needs** while pursuing interests gained in

(C)(1) Learning *(20 points)*

elementary school or by engaging in a new interest now available to them through the Academies. Middle school would continue the Personalized Learning Academy approach, allowing students to **deepen their knowledge and skill level**. A 9th Grade Academy would allow students to ease the transition into high school while **deepening student understanding of core academic concepts**. The Cambridge International Program is currently in place school-wide at the 9th Grade Academy. This rigorous program of study is specifically instituted through the Excellence for All Program, whose **mission is to ensure that all students leave school ready to enter the workforce or community college with no remediation necessary.** To ensure a continued personalized learning environment geared to the students' interest level, an Interest Survey and a Learning Styles Survey is administered at the beginning of the year. To add diversity of experience and to enrich the conversation that comes from the themed-based elementary schools and academies, students are heterogeneously assigned to classrooms. In a schools with minimal racial diversity and a similar social economic base, unique students interests provide the diversity, contexts and perspectives that are otherwise lacking. The over-all plan for CMSD is to push this aspect of this program down to the middle school in the 2014/15 school-year to further prepare students for the rigors of the 9th Grade Academy. The 9th Grade Academy will be housed close to Clarksdale High School to allow advanced students to go on the high school campus to pursue higher level and Advanced Placement classes, as appropriate.

Clarksdale High School is in the third year of the Cambridge International Program. This program began with a cohort of 40 students who were required to apply for the program, based on academic achievement, teacher recommendation, and by passing the Algebra I and Spanish I SATP2 state examination. Currently two cohorts of students have been educated in Cambridge. When the current 9th grade students enter Clarksdale High School, they will be the first school-wide Cambridge class at Clarksdale High School as 10th grade students. As they progress through high school, their class will lead the conversion to full school-wide implementation of Cambridge.

(iii)Are able to be involved in deep learning experiences in areas of academic interest

Because the themes flow from one level to the next, individual students could, with the support of parents and educators,

(C)(1) Learning *(20 points)*

create a **personalized sequence of instructional content and skill development** that would allow the student to meet **individual learning goals linked to college- and career-ready standards or graduation requirements.** Alternatively, a student could explore a number of themes over the years before deciding on the specific focus for his or her studies. For instance, a student may be interested in the Arts in the elementary grades, but find that his or her interest actually lies more with the math and engineering side. However, if the student wants to continue with the Arts, then our STEAM school could cater to both these interests. The Academy approach in our intermediate and middle schools allow for cross-academy courses to encourage student exploration of interests. By integrating thematic study into our curriculum, CMSD meets the requirements and mission of the Common Core State Standards (CCSS) and by its nature deepens the learning experiences of our students.

(iv)Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning;;

A closer look at each theme will reveal the rich **variety of high-quality instructional approaches and environments.**

- **Booker T. Washington International Studies Magnet Elementary School**

Booker T. Washington School is actively engaged in becoming certified as an International Baccalaureate Organization (IBO) school. As an elementary school, it operates under the Primary Years Program (PYP) principals. The PYP promotes authentic, trans-disciplinary learning, which is relevant to the real world. 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 International Baccalaureate Organization 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

(C)(1) Learning *(20 points)*

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 Primary Years Program (PYP) Coordinator. Another requirement is that all staff must be fully trained in the IBO methodology. This school has made steady gains over the past four years, from being well below the failing mark to gaining successful status for the 2012/13 school-year. With the ability to train a new staff of teachers as well as veterans at the school, this school can close the economic and educational gaps to become a high performing school. With the use of technology, such as promethean boards, students can gain access to the world and learn about **diverse cultures, contexts, and perspectives** in an otherwise heterogeneous environment.

- **George H. Oliver Visual and Performing Arts Magnet Elementary School**

George H. Oliver School is in the process of creating an integrated arts education program. Rabkin and Robin Redmond of the Columbia College of Chicago assert that the arts are deeply cognitive and provide "tools of thought" for developing imagination. This skill is essential to enhanced learning across all subjects. Skillful arts integration allows students to receive rigorous integration in the arts, which allows them to make deep structural connections between the arts and other subjects, enabling them to learn both deeply. There are deep connections between the arts and the capacities students need to become successful adults, especially in the world of business and scientific discovery.

Our students live in an area of the country known as "The birthplace of the Blues" and as such, the principal of George H. Oliver has made many connections with the Tourism Industry in Clarksdale, from The Blues Museum to local musicians and artists. Through these connections, our students participate after-hours in the Guitar Lessons given at the Blues Museum and have performed on stage at venues across town. We offer dance, strings, keyboard, and visual arts, yet our program is in its infancy when

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we envision what our fully integrated arts program could encompass. The visual arts teacher works with the general education teachers to create vibrant thematic units that encourage students to become more independent, self-sufficient learners as they explore concepts and the connections between diverse topics as they actively participate in their own learning.

Irving Phillips, long-time Magnet coordinator Board Member of Magnet Schools of America, notes in his Briefing Book that teachers must identify the content and process to be addressed while at the same time paying attention to the strengths, needs, and interests of the students. The teacher must also decide on the most effective instructional approaches when determining the Common Essential Learnings to be incorporated into the thematic unit. Teachers must develop a conceptual base for understanding Core Curriculum and a framework with which to make instructional decisions. According to Phillips, the instructional approach must be flexible enough to accommodate individual student needs, abilities, interests, and strengths through an Adaptive Dimension. Support for integrating the arts into education comes through research into test scores and achievement levels of students in various educational situations. According to Edutopia (Oct/Nov, 2008), "Active learning practices have a more significant impact on student performance than any other variable, including student background and prior achievement". What this means for students is that the active, engaged, project based learning will help our students learn to their full potential. Brain research tells us that brain development is enhanced through instruction in the arts and strong academic student are produced through this type of education. Test scores across the state and nation support this research as well as a gain from being classified as a failing school four years ago to one that on the cusp of successful under the Mississippi State Accountability System. It is rated as On Target under the federal accountability system.

(v)Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving

The programs outlined in our magnet school approach, which includes the Cambridge International Program, by their very nature demand that students set goals, work in groups through project based learning which builds teamwork skills, and persevere with

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tasks to completion. Cross-curricular and hands-on activities build critical thinking skills, encouraging communication, creativity and problem-solving. Magnet schools and the themes represented in our district, demand creative and engaged teachers to develop creative, problem-solving students who can engage in critical thinking skills through communication and problem-solving with a teamwork approach. Descriptions of each school and its unique theme are detailed below.

- **Heidelberg Science, Technology, Engineering, Arts & Mathematics Magnet Elementary School (STEAM)**

At this time in our nation it is absolutely critical that our students learn science, technology, engineering, and math skills. Our universities are importing students from other countries to learn advanced math and science, which too often they take back to their own countries. Our country needs to "grow" our own STEM experts. This is particularly important in our impoverished rural community where lack of resources as well as role models for STEM is sorely lacking. Pressures is coming from all fronts to improve the STEM education in our country, from Barack Obama's push for 100,000 new STEM educators to efforts of the National Science Teachers Association (NSTA) for the Common Core State Standards (CCSS) to include science standards in the curriculum. Essential questions will confront these students as they grow and take their place as informed citizens in the years to come. Students and citizens must be prepared to understand and debate such major policy issues as global warming, cloning, alternative fuels, and scientifically based questions such as the use of biometric information to combat terrorism. Our students will be confronted with robotics in the workplace and GPS technology in tractors. By learning to think critically and objectively in a scientific manner, these students will grow to become competent and informed adults, capable of negotiating complex questions in a global society wherever those questions take them.

Our world is constantly changing. In order for our students to compete in the workplace of the future, it is important that they learn to think critically through mathematical reasoning and science inquiry methods. At Heidelberg Elementary, STEAM will be integrated across the curriculum. Students will participate in exciting math and science education projects such as studying animal habitats, planets, conservation, recycling, and learning how these relate to our immediate and global environment. A science

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and math lab have been constructed that offer in-depth studies of physical science, earth science, and life science. Engineering and technology will be added to allow a more rounded STEM education. Heidelberg partners with NASA, Mississippi Natural Science Museum, the University of Mississippi, Delta State University, Mississippi State University, and our local extension service.

Eric Jensen, a leading researcher who pairs brain research with educational methods, tells us students have difficulty in generalizing classroom instruction into real life situations without instruction that uses real-world learning such as field trips, simulations, role-plays and activities that occur away from the classroom. These real-world activities help the student learn to make sense of the instruction received within the school and apply those skills to novel situations. Jensen tells us that our brains do not adapt to tasks perceived of as "useless". Teachers must constantly stress the relevance, value, and meaning of the skills they teach. At Heidelberg Elementary, students are taught in an interactive, relevant, and hands-on manner that stresses the inter-relatedness of math, science, social studies, and reading. Although math and science go hand-in-hand, each subject engages different learning and thinking skills. The math curriculum will teach the students to think analytically and as mathematicians. The science curriculum will teach our students to learn to become discovery learners by utilizing the scientific method of approaching problems and essential questions. Technology and engineering are infused as fields of study in their own right and as tools for the understanding of all other subjects. This school has moved in four years from a failing school to the highest performing category under Mississippi's State Accountability System and is classified as High Reward progress under the new federal accountability system.

- **Kirkpatrick Health and Medical Sciences Magnet Elementary School**

Kirkpatrick takes the field of science and technology in another direction as students learn about the array of jobs associated with health and the medical profession. These students will learn about the human body and utilizing their science and math background, will learn prevention of the many diseases that plague modern humans, from the obesity epidemic in our country and particularly our county, which has the unfortunate distinction of being named the most obese in the nation. Exercise is a vital component of health and disease prevention. Several of our students suffer from weight related illnesses and many of their family members suffer

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from diabetes, high blood pressure, and the other illness associated with failing to recognize the health needs of the human body.

The Health and Medical Sciences Magnet School has the goal of instruction to produce citizens who are aware of their health and also understand the vital role health care professionals play in improving the wellness of our society. Brain research supports the integration of activity and movement into the learning environment. Jensen, one of the world's leading trainers in the field of brain-based learning, refers to studies that show a link between exercise and increased cortical mass, basal ganglia, cerebellum, and the corpus callosum. These are key areas of the brain. He cites studies that show significant gains in attention and reading from stimulating activities involving movement. Dr. Jensen states that only does the biology show increased learning and academic performance associated with exercise and physical activity, but other gains have been noted as well, such as improved classroom behavior, improved social skills, and a better attitude towards school as well as a decrease in the likelihood of depression, all of vital importance to students with special needs of any kind.

Through various small grants, Kirkpatrick has incorporated such activities as yoga, Zumba, basketball, cheerleading, and a robust physical education and health program into their school. Rising test scores over the past four years are a positive correlation. However, there is a need for further and deeper medical science learning to enable students to utilize science labs and the equipment contained within them, to have access to such diverse items as hospital beds, lifts, blood pressure cuffs and other items that help make the connection between what they learn and how it is practically applied more solid.

- **Myrtle Hall 4 Language Immersion**

Myrtle Hall 4 hosts the Language Immersion Program, now in its 4th year. Students who began the immersion program in the 1st grade are now continuing the program in the 4th grade. Currently, students who enter the school in kindergarten are tested and those who have a strong basis in English are placed into the immersion side of the program. Those students who struggle with their native language are placed in the English side and receive cultural understandings and exposure to Spanish. Myrtle Hall 4 has developed dynamic and interactive relationships with The University of Mississippi Modern Languages Department.

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During these four years, Myrtle Hall 4 has risen from a Low Performing School to a High Performing School under Mississippi's accountability system. It is rated as High Progress Reward under the federal accountability system. Our program is supported by current brain research dealing with the acquisition of language, particularly bilingual language. Cognitive neuroscientist, Laura Ann Petitto and professor of psychology, Kevin Dunbar, strongly suggest that young children can easily manage and separate two language systems simultaneously as well as learn to read and write two separate languages at the same time. This is evident in our 4th grade students who easily transition from one language to another. Employing teachers who have lived or are from other countries, lends a level of diversity to our students' lives that would not otherwise be available to them. This school has moved from a low achieving school to a high performing school over the course of two year. Yet, even with the high performance of our students, gaps still exist and it is our goal to close those gaps to enable all our students to enjoy the fruits of high performance. Technology will be utilized to pinpoint those gaps and eliminate them.

- **Oakhurst Intermediate Academy (grades 5 & 6)**

Oakhurst will provide students with the choices of continuing to pursue the areas of interest as they transition into the higher grades or branch out to explore new interests. The STEM and Health & Medical Sciences will merge into the STEM program with students being allowed to focus on particular aspects as their interest dictates while still being exposed to the rich array of STEM related fields. Students in IBO and Visual & Performing Arts will have access to the same dynamic PYP curriculum as it transitions into the Middle Years Program (MYP) with the rich inquiry type learning encompassed in this program of study. Students will continue to discover connections and construct meaning about their world by drawing on prior knowledge, experiencing new ideas, reflecting on what they have learned and coming to a conclusion as to how this affects them and their world. The Visual and Performing Arts will continue as students are taught to use the arts to integrate all the content they are learning into a cohesive whole, to use the concrete to learn abstract concepts. For students with special needs or educational gaps, this is particularly important. Language Immersion students will have the opportunity to continue to study Spanish at this level as well as having the

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opportunity to pursue math, science, or social studies in the Spanish language.

- **W. A. Higgins Middle School (grades 7 & 8)**

Higgins will be a continuation of the Intermediate Academy allowing students to enjoy an articulated magnet program that again allows them to either deepen their learning in the current strand or use this time to explore further options. As with all the themes, the Mississippi Curriculum Standards will be taught as the transition is made to Common Core State Standards. It is the goal of CMSD to incorporates aspects of Cambridge International program into the curriculum at Higgins, eventually moving to a Cambridge International school.

- **J.W. Stampley 9th Grade Academy**

The 9th Grade Academy introduces students to the high school curriculum away from the pressure of a modern high school. It is here that classes become more separated, as students take Biology, Algebra, and English I. The location of the 9th Grade Academy will allow students to participate in certain classes on campus at Clarksdale High School as well as walk to the vocational school for more hands-on classes. This Academy has been converted to an Excellence for All School in which the two levels of the Cambridge Program will be offered. Beginning with this class, the school-wide approach will continue through their 12th grade.

- **Carl Keen Vocational & Technology Center**

Carl Keen Vocational & Technology Center is in the process of restructuring its programs to meet the interest levels and needs of the students and community. Our vocational center is an integral part of Clarksdale High School as it offers job-related skills to help prepare our students to become college and career-ready. This site offers automotive technology, culinary, cosmetology (students can gradate with a full license), and business. Based on feedback given by students and the community, the vocational center is working to restructure their program to include criminal justice, teacher preparation, and increase the current 2-year Allied Health to a 3-year program allowing students to graduate with a CNA certificate. A rich dialogue between the high school, middle, and intermediate schools allows for a continual collaboration between these entities to prepare our students not only for an academic

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future but also for the world of work.

- **Clarksdale High School**

Clarksdale High School will house 10th , 11 & 12th grade students as well as the Excellence for All 10th grade cohort which is the continuation a group of 9th and 10th grade students who are participating in the pilot program that allows them to take the Cambridge Board Examinations and graduate at the end of their sophomore year. This program is rigorous and demands much of the students. This program is a Qualification System in which students are required to meet certain benchmarks before moving to the next level. Once benchmarks are mastered as demonstrated by an exit examination, students are able to leave. Excellence for All, through Cambridge International envisions a whole restructuring of the high school experience from one where seat time is the measure of success to one where exit examinations determine competency to move forward to college or career.

(b). With the support of parents and educators (as defined in this notice), each student has access to—
(i) A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready;

CMSD has designed a sequence of personalized instructional content through its magnet & Cambridge International program that will enable students to achieve their individual learning goals and graduate on-time or before with the skills necessary to be college and career ready. Students, with the help of their parents, are able to set learning goals through the magnet interest themes that will help propel students towards college- and career-readiness through exploration of thematic learning experiences. For the child who loves music or the Arts, but who also has a great interest in the natural world, an elementary school such as Heidelberg STEAM would combine interest with rigorous academics. Students whose parents see the necessity for a more culturally diverse perspective may wish to enroll their young child at Myrtle Hall 4 Language Immersion School where immersion in Spanish in the content areas begins in Kindergarten. Those interested in the health professions and/or Wellness and Fitness will be interested in Kirkpatrick Health & Medical Sciences School. As students progress through the grades, they can continue at the same school, or elect at the end of the school-year to move to another school, if their name is chosen in the lottery. Students will matriculate through

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elementary school to Oakhurst Intermediate School where they will be able to choose from four Academies structured in a pod approach (60 students to a Pod of 4 core teachers). The Academies consist of STEM, Visual & Performing Arts, International Studies, and Language Immersion. Students will be able to pursue their individual interest pathway with the option of exploring electives in another Academy. Higgins Middle School will continue the approach in Academies, though the Pods will dissolve due to the nature of scheduling demands. Although initially International Studies will be pursued, the Cambridge International Program will be gradually infused into the curriculum, allowing students to seamlessly move to the 9h Grade Academy, where the rigorous Cambridge curriculum will be offered school-wide. Students will move to Clarksdale High School, where they will pursue Cambridge International, opting to complete early and continue to Community College or career or opt to stay in Clarksdale High School, where they can pursue more advanced classes through the AICE Program. They can graduate with a Cambridge International Program emblem which allows a student to enter a four-year university at a later entry point.

Within each school, thematic learning will take place geared towards CCSS and their individualized academic and social-emotional needs. Students will learn in an atmosphere both hands-on and technological, as technology is utilized for individual and group instruction, as well as a tool for remediation and intervention.

(ii)A variety of high-quality instructional approaches and environments;

Within each theme, high-quality instructional approaches and environments are offered. While CMSD offers high-quality, rigorous instruction, it is essential that teachers and schools do not neglect the Adaptive Dimension (*Directions: The Final Report 1984)*. The Adaptive Curriculum bonds with and integrates curriculum (what is taught) and instruction (how it is taught). Within the magnet school thematic approach, Academies, and Cambridge International, teachers have autonomy in how required content is delivered and the instructional models are utilized. Different educational tasks may require different instructional approaches. Teachers will be trained in how to utilize a rich variety of instructional approaches.

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(iii)High-quality content, including digital learning content (as defined in this notice) as appropriate, aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice);

CMSD has worked diligently over a number of years to upgrade its technology offerings and infrastructure to accommodate the rapidly expanding technology needs of our district. Through the School Improvement Grant (SIG), both Higgins and Clarksdale have been able to purchase an abundance of technology, such as one-to-one ipads, computers, promethean boards, laptops and educational software such as Scholastic's Read 180 and the professional development to teach teachers and students to utilize the technology effectively. CMSD provided infrastructure support. Through our Title I program, promethean boards have been placed in almost every classroom in the district. District purchases of iPads to allow a pilot in two schools for one-to-one iPad usage in individual classrooms has allowed us to realize the positive impact to be had by more one-to-one technology.

Our local City government has made a pledge to upgrade technology within the community. The City Government is in the process of finalizing turning a pilot for a 4G network into an actual network. A grant application through the Delta Bridge Project is currently in the final stages of completion. Once completed, the City has pledged to make this network available to the schools, as well as the Public Library and will offer free internet access through community centers such as Public Housing.

(iv)Ongoing and regular feedback, including, at a minimum—

(A)Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements (as defined in this notice);

In an effort to ensure that teachers and parents are frequently updated with the most current student data, CMSD has several methods to measure student growth and achievement as we work at each level, whether it is kindergarten, 3rd grade, or a high senior to ensure that master of college and career-ready standards are continually met. CMSD conducts an initial screening of elementary students at the beginning of each through Renaissance's Star Reading and Star Math assessments, which immediately give our teachers access to the students' reading and math information. This screening is conducted three times each year. For more detailed

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and skills based information, we conduct a MAP assessment three times a year. This assessment is given about a month after the beginning of the school year. MAP provides detailed information about a student's strengths and weaknesses. Students are groups by skills level for RIT time intervention. During RIT – which is intervention time conducted during the school day, students are grouped for individual and small group intense remediation in those areas in which they struggle. In this way, students are more able to keep pace with the rest of the classroom. Students who are proficient and advanced in all skills are given enrichment activities during this time. A formative curriculum-based test is given three times a year as an end-of-quarter test. We currently use CASE 21 for this test, which is based on the Mississippi Curriculum Test 2 (MCT2) and the Subject Area Testing Program 2(SATP2) to determine growth towards curriculum benchmarks. A wealth of information is given through all these assessments. ***(Please see Appendix #3, page)***After each administration, principals meet together with Central Office curriculum directors, the Superintendent, and Assistant Superintendent to discuss results, look for patterns, and brainstorm together as a team to find solutions to problem areas. Principals and the curriculum team meet at each school with teachers to further discuss the implications of the test results. Students are given their own information and have it explained in detailed so that they can "own" their data. Every student in CMSD can tell you their RIT score, for instance, and what it means. Meetings are held with parents to ensure they are kept abreast of data and understand what it means for their child.

(B)Personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and available content, instructional approaches, and supports;

Technology such as Scholastic's Reading 180, and MAP, as well as Renaissance Star Reading and Star Math help us to personalize learning for each child and enable us to give learning recommendations based on a wealth of information and detailed skills analysis. Computer software, such as Reading 180 and Study Island allow each child to work at his or her own level and pace. RIT time, through MAP, allows for intense intervention and enrichment. Our district is heavily in Response to Intervention, a method of providing intensive interventions to children in need of extra help to ensure they are able to master educational content

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and remain with their peers in the general education classroom. The premise of Response to Intervention is that intervention is a tiered process. Tier One is good instruction for all children. This applies to behavior, as well, so not only are academic indicators tracked, but through PBIS, social/behavioral issues are addressed and tracked as well. For those children who need extra help and encouragement, a Teacher Support Team (TST), which includes parents of each child in need of support, for that child only) meets on a regular basis to examine the progress of those students in need of extra support. These children are placed in Tier II, where they receive more direct and intensive intervention and instruction, often by means of computer-based software. The results of the interventions are tracked, and if successful, the student either remains in Tier II for continued extra support, or is considered ready to go back to Tier I. For those children who do not respond to Tier II interventions, Tier III support is given. This is more frequent and intense. The results are tracked and the team meets regularly to review the child's progress. If the child is successful, then decisions are made as to whether the child should remain in Tier III or go back to Tier II or even Tier I. Children who do not respond to Tier III after an appropriate amount are referred to Special Services for a comprehensive evaluation to determine whether they are need of Special Services.

(v)Accommodations and high-quality strategies for high-need students (as defined in this notice) to help ensure that they are on track toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice);

In any school model, there will be children who struggle academically and/or socially. CMSD is committed to the Three Tier Model of Intervention and has developed school structures which will support the intervention process – new intervention curriculum and behavioral programs, assessments, daily schedules, new personnel, increased technology and infrastructure, and improved parental communications. We have selected several research-based and proven academic and non-academic interventions. These interventions are based on scientific research and have been proven effective in schools similar to those in our district. Additionally, school personnel will receive quality professional development on these interventions. The following chart provides more information on the name and type of interventions offered in our school.

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Research has proven that all students do not learn in the same way or with the same materials. The National Reading Panel's massive study on reading instruction found that a number of instructional strategies and methods are effective with teaching children to read. In short, there is no one correct program or way that works for every student. We believe that especially with struggling readers, many of whom lacked (and some still lack) the vocabulary development for reading readiness at a young age, that a mixed approach is imperative. As research in the area of mathematics is being reported, we are uncovering very similar trends. A differentiated instructional approach is needed for all students. Knowing this, we have selected the following research-based intervention materials to address the academic needs of our students:

- A primary literacy program delivered with a combination of leveled classroom books and technology support,
- A comprehensive, adaptive technology curriculum solution that provides students with instruction and assessment in reading, language arts, math, and science,
- An online, video-based remediation tool for students in grades K-8 in reading, language arts, and mathematics,
- An adaptive assessment and instructional management tool that will be utilized to identify students' academic needs, target instruction, assess progress, and provide powerfully useful data to teachers, administrators, and parents throughout the school year.

Tier 1: Upgrading Classroom Instruction

Based on our needs assessment, we have decided to purchase a program with a suite of materials that are designed to accelerate students reading abilities. As part of the Tier 1 core classroom upgrades that teachers are asked to implement, we will provide a core reading program for teachers to use with students who need assistance. We need a comprehensive English language arts transition program that teaches the reading, writing, and thinking necessary for college, career, and life in the 21st Century. This program will need to be highly-engaging and provide students with leveled classroom reading materials that are integrated into

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across all subject areas – English/language arts, social studies, science, history, geography, and the arts.

At Tier 1, we need a computer-based curricular tool for instruction – in math, reading, language arts, and science. We will purchase a program that provides research-based instruction that is differentiated to address learning for all students and is aligned to the Mississippi Curriculum Frameworks for standards-based instruction. We need a computer-based system where students will be immersed in the concepts and engaged in a variety of activities that move them from the introduction of the concept through the anticipatory set, through guided practice, then into the demonstration of learning in independent practice, followed by a synthesis of the learning in the creation of projects.

Tier 2: Providing Supplemental Instruction

For Tier 2 support, we need a reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level—from 200 to 1200 Lexiles®. We want a program that will provide instruction within the context of cross-curricular areas, such as science, math, social studies, history, and language arts. Our students need a reading program with technology-assisted components that will help them build background knowledge, develop the ability to form mental models for building comprehension, develop and practice word recognition and reading fluency, master vocabulary, develop and apply comprehension strategies, and develop and apply spelling and proofreading skills.

We want a reading program that uses adaptive technology to provide individualized practice with corrective feedback. We will look for programs that have universal design features that are embedded in the literacy and math programs to allow students with disabilities to develop literacy and mathematical understanding. Teachers want to be able to adjust the settings for each program to accommodate other learner differences. We also need frequent and meaningful data so that teachers are able to use for progress monitoring and to differentiate instruction, as well as access instructional resources.

Based on our needs assessment and research on student engagement and gender-based instruction, we need a program that

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will present curriculum content using sports as a learning tool. Students are very familiar with computerized programs with highly-developed animations – similar to those on Nintendo Wii or Sony PlayStation3. We want to purchase an animated, technology program that provided academic instruction and assessment by using a sports figure and sport – basketball, tennis, football, swimming, etc. We are interested in purchasing a program that provides visual, color-coded data reports to help the teacher assemble student groups for Tier 2 small group interventions according to the common skill deficits the students share. We need data reports to monitor progress and provide information for teachers and parents on the student's rate of learning and performance.

Tier 3: Intervening with Intensive Instruction

An intensive intervention program will be used with our Tier 3 instructional plan. Based on our students' needs, we will select a program that systematically introduces key phonic elements and word-attack strategies necessary for fluency at the word level—from Beginning Reader to 400 Lexiles®. We need a program that addresses the most foundational literacy skills in phonemic awareness, alphabet recognition, and concepts of print. Students will need to be constantly engaged in reading, connecting decodable text in scaffolded passages and reading high-interest books that focus on the sound-spelling patterns and sight words.

We will also utilize an intensive math program in our Tier 3 program to address deficient math skills. We need a program, which reflects *National Council of Mathematics* (NCTM) standards, teaches essential Numbers and Operations math skills that integrate with a core math curriculum. Our students will need step-by-step lessons to develop understanding, learn skills, see relationships, and make connections. We will use an intensive math program to link learning experiences with concepts and skills and to their mathematical representations and language.

Social-emotional supports will be provided to students primarily through the counselor's office. The school will offer to connect or secure parenting resource services, mental health services, or any other community-based services as needed. However, any student or family that is in need of additional assistance will be referred to work with our School Improvement Office at the

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district level. **(C)Mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.** Our students are actively involved in their own planning for the future. We believe that Destination Graduation begins in Pre-kindergarten. To this end, students are informed, individually and in groups, about the expectations for college-and career-ready standards and their progress towards. Understanding and utilizing data is a life skill for students in 21st Century America, and as such, we provide training, even from the earliest years, to ensure that our students keep their eye on their personal goal.

The extent to which the applicant has a high-quality plan (as defined in this notice) for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. This includes the extent to which the applicant proposes an approach that includes the following:

Teaching and Leading: An approach to teaching and leading that helps educators (as defined in this notice) to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice) by enabling the full implementation of personalized learning and teaching for all students, in particular high-need students (as defined in this notice), such that:

(a) All participating educators (as defined in this notice) engage in training, and in professional teams or communities, that supports their individual and collective capacity to—

(i) Support the effective implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure all students can graduate on time and college- and career-ready;

(iii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches (e.g., discussion and collaborative work, project-based learning, videos, audio, manipulatives);

(iv) Frequently measure student progress toward meeting college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements (as defined in this notice) and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators (as defined in this notice); and

(v) Improve teachers' and principals' practice and effectiveness by using feedback provided by the LEA's teacher and principal evaluation systems (as defined in this notice), including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement.

(b) All participating educators (as defined in this notice) have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements (as defined in this notice). Those resources must include—

(i) Actionable information that helps educators (as defined in this notice) identify optimal learning approaches that respond to individual student academic needs and interests; High-quality learning resources (e.g., instructional content and assessments), including digital resources, as appropriate, that are aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and the tools to create and share new resources; and

(ii) Processes and tools to match student needs (see Selection Criterion (C)(2)(b)(i)) with specific resources and approaches (see Selection Criterion (C)(2)(b)(ii)) to provide continuously improving feedback about the effectiveness of the resources in meeting student needs.

(c) All participating school leaders and school leadership teams (as defined in this notice) have training, policies, tools, data, and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice). The training, policies, tools, data, and resources must include:

(i) Information, from such sources as the district's teacher evaluation system (as defined in this notice), that helps school leaders and school leadership teams (as defined in this notice) assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement; and

(ii) Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps (as defined in this notice).

(d) The applicant has a high-quality plan (as defined in this notice) for increasing the number of students who receive instruction from effective and highly effective teachers and principals (as defined in this notice), including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments and the rationale for their inclusion must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

The high-quality plan (as defined in this notice) should include key goals, activities to be undertaken and the rationale for the activities, the timeline, the deliverables, and the parties responsible for implementing the activities. The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

(C) (2) Teaching and Leading

The following chart illustrates our high quality plan for improving Teaching and Leading in a personalized learning environment in order to provide all students with the support to graduate college- and career-ready.

CMSD's Plan to Improve Teaching & Leading in a Personalized Learning Environment

***denotes current status**

Key Goals	Activities	Rationale for Activities	Timeline	Deliverables	Responsible Parties
College & Career Ready	Teachers and administrators will understand what is meant by College & Career Readiness through 8 hours of training and professional development	Teachers and administrators have to understand the goal before they are able to implement the goal	By June 2014	Teachers and administrators will be able to articulate orally or in writing the meaning of college or career readiness	Superintendent Assistant Superintendent Curriculum Coordinators Principals Graduation Coaches Instructional Coaches Literacy Coaches
Personalized Learning Environments	Teachers and administrators will understand what personalized learning	Teachers and administrators must first understand the goal before they	By June, 2014	Teachers and administrators will be able to articulate orally and in writing the meaning of personalized learning environments	Superintendent Assistant Superintendent Curriculum Coordinators Principals

	environments are how to create them through 16 hours of training and professional development	are able to implement the goal			Instructional Coaches Literacy Coaches
	*Teachers will participate in professional learning communities (PLCs) or teams on a weekly basis	Teachers support each other and help to develop ideas and strategies for personalizing learning environments that lead to college- and career-ready graduation requirements	On-going and continuing through the grant cycle and beyond on a weekly basis	PLCs will create agendas and minutes from their meetings that will be available for review by Central Office Curriculum Team and principals	Teachers Instructional Coaches Literacy Coaches Data Coaches Graduation Coaches Principals Superintendent Assistant Superintendent
	Teachers will write curriculum in all relevant subject areas	Curriculum is the basis of all good instruction *"Education is 90% planning, the other*	By June 2015	Written curriculum in all subjects	Superintendent Assistant Superintendent Curriculum Coordinators

		half is teaching" Irving Phillips, Ph.D. Teachers need training in how to incorporate interest based learning into a structured curriculum			Principals Instructional coaches Literacy Coaches
Teachers will adapt content & instruction in response to student academic needs, interests and optimal learning approaches	Learn different instructional delivery systems and optimal learning approaches (eg discussion & collaborative work, project-based learning, videos, audio, manipulatives	Students can learn according to their learning styles and individual interests because all students learn at different rates and in different ways.	By January 2016	Utilize the MSTAR Teacher Evaluation System	Superintendent Assistant Superintendent Curriculum Directors Instructional Coaches Literacy Coaches Principals
	Teacher will	Students learn best	January 16,	Teachers will score Effective or	Superintendent

	personalize the learning environment by adapting content & instruction	when subject matters is relevant to their lives and interests	2016	above on the MSTAR Teacher Evaluation System ***(Please see Appendix # on page)***	Assistant Superintendent Curriculum Directors Principals
***Use data to measure student progress against college- and career-ready Standards**	Teachers will frequently measure student progress toward meeting college- and career- ready standards	In order to effectively meet students' needs, it is vital to know what students have and have not mastered in order to provide remediation or enrichment to students	On-going – continuous training in place for new teachers	Data Meetings Individualized plans for students including data collection documents	Superintendent Assistant Superintendent Curriculum Directors Data Coaches Graduation Coaches Instructional Coaches Literacy Coaches Coordinators Principals
***Utilize teacher and principal evaluation**	Principals and the Superintendent will utilize MSTAR and the	Teacher and principal effectiveness can be improved by	On-going continuous training in place for		Superintendent Principals Curriculum team Instructional

systems	Mississippi Principal Evaluation System (MPES) to provide feedback on teachers' and principals' practice and effectiveness	frequent feedback on individual and collective effectiveness by providing recommendations, supports, and interventions as needed for improvement	teachers, principals, and superintendent and curriculum team		Coaches Literacy Coaches
***Continuous Professional Development (PD)**	Educators will have access to and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation standards	Resources will be provided to educators but professional development needs to be provided for teachers to utilize the tools at their disposal and to continuously improve school progress towards	On-going – Professional Development is currently in place and is planned through the 2013/14 school year. Additional PD will be planned with additional	Principals and Curriculum Team will observe in classrooms to ensure that knowledge and strategies gained in Professional Development is being utilized by teachers in their classrooms by use of a checklist, lesson plans, MSTAR, and teacher feedback.	Superintendent Assistant Superintendent Curriculum Directors Principals Professional Development Providers Data Coaches Instructional Coaches

		college- and career- ready graduation standards	funds.		Literacy Coaches RTTT Director Outside Evaluator
***High quality learning resources are in place throughout the district**	Administrators will ensure that high quality learning resources are purchased and placed throughout the district	Teachers and students must have high quality learning resources, such as digital resources to stay abreast of the latest trends and knowledge in education	January, 2015 for items to be purchased and disbursed	Business department will complete an inventory of all resources purchased through the grant. They will be barcoded and placed on an inventory list.	Superintendent Assistant Superintendent RTTT Director Business Manager Outside Evaluator Principals
Formalized system for rating effectiveness of resources	RTTT director will develop a document to allow for feedback from principals, teachers, and	To most effectively utilize resources purchased, it is important to know whether those	June 2014	The document will be refined during the summer months of 2014 and piloted in the schools in the fall of 2014 to determine changes and corrections. In January 2015, all teachers and	RTTT director Teachers Principals Curriculum team

	students rating the effectiveness of the resources	resources are effective within the domain they are placed. The feedback can let administrators know if additional PD is required or if different resources need to be purchased		principals will utilize the document to determine the effectiveness of resources	
Plan for hiring new high quality teachers or training current teachers to become high quality teachers	Students will receive instruction from high quality teachers including in hard-to-staff schools and hard to fill positions such as mathematics, science, and specialty areas	A plan must be in place to recruit teachers to rural school district and retain those teachers, once here. It is necessary to "grow our own" by actively training those teachers we	June 2014	Analysis of new teacher hires and current teacher performance utilizing MSTAR and by on-going in-classroom observations	Superintendent Personnel Director Assistant Superintendent Principals Curriculum Directors Instructional Coaches Literacy

	such as special education	have and by training assistants to become high quality teachers by working with the universities and funding agencies			Coaches

The following explains in details the activities and rationale set out in _CMSD's Plan to Improve Teaching & Leading in Personalized Learning Environment

Teaching & Leading: An approach to teaching and leading that helps educators to improve instruction and increase their capacity to support student progress toward meeting college and career-ready standards or college- and career-ready graduation requirements by enabling the full implementation of personalized learning and teaching for all students such that:

(a) All participating educators engage in training, and in professional teams or communities, that supports their individual and collective capacity to-

(i) Support the effective implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure all students can graduate on time and college- and career-ready

CMSD is committed to improving teaching and leading by personalizing the learning environment in order to provide all students the support to graduate college-and career-ready by the implementation of an articulated magnet school program from K-4 through 12th grade. Research indicates that this approach to teaching and leading helps educators improve instruction. It is the responsibility of the leadership of CMSD to ensure that teachers are enabled to increase their capacity to support students' progress through the magnet themes and understand how to personalize learning for all students.

Throughout this educational reform process, instruction will be presented in thematic focus strands. These strands were chosen because they offer many options within which students will be able to choose and build on their level of knowledge and application within the framework of particular theme. Also, the broader thematic strands will give opportunities throughout the entire K-12 setting to expand the offerings to students where they can sequentially add to their expertise in ways not ever offered before in a public school setting. This way, assuming a general interest in the thematic topics, there will be something for everyone Infusion lessons and integrated units will help students to understand just where what they are learning fits into the big picture and thus make learning more accessible to students of varied achievement levels. Teaching strategies that encourage interaction not only between student and teacher, but also among classroom peers, will be the standard at each project magnet-school and Cambridge site. Instruction organized around projects, group-research inquiries, and collaborative study groups will make all students full and contributing members of a unique learning community.

(ii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches (eg. Discussion and collaborative work, project-based learning, videos, audio, manipulatives)

Beginning in the elementary schools, effective implementation of personalized learning environments and strategies naturally follow school choice, allowing students to attend a school whose theme is compatible with the student's interests. In intermediate

and middle school, students can join into small communities of learners taught by pods of teachers who teach and plan as a team to ensure that instruction is cross-curricular and differentiated, allowing students to work at their own rhythm and level, while challenging students to meet more rigorous content and goals and objectives. Teachers, through Professional Learning Communities and the pod approach, will become adept at adapting content and instruction both to the theme requirements and to the student's individual learning style. With effective professional development in theme integration teachers will learn the best techniques for giving students the opportunities to engage in common and individual tasks, collaborative work, project-based learning. Magnet schools, by their very nature, require this type of student interaction and a more hands-on, minds-on approach.

(iii) Frequently measure student progress toward meeting college- and career-ready standards or college- and career-ready graduation requirements and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators

CMSD is a data driven district with formative and summative data being collected on a regular basis. The "War Room" in the central office is covered in charts and graphs measuring student achievement on the summative statewide curriculum tests, as well as progress on the formative district-wide Common Assessments given quarterly to measure student progress against the Mississippi Curriculum Frameworks. Student achievement is also measured by Measures of Academic Progress (MAP) as a universal screening three times a year and by Renaissance Star Reading and Star Math, which is used in Response to Intervention as a formative assessment on an as needed basis. Teacher attendance and student attendance are also tracked. Unique to CMSD is our Peace Program, which tracks "Days of Peace", each day a school completes without a physical confrontation. A peace flag is displayed on a flag pole outside each school. If the flag is flying, there is peace. If the flag is down, there has been a physical confrontation. This flag helps to keep the community involved in the life of the school. Students who are engaged in a physical confrontation are responsible for taking the peace flag down. On the entrance way to each school a large chart is displayed that shows the days of peace a school has earned. Every 25 days without a physical confrontation is cause for a school-wide celebration. At the end of the year, the school with the most peace days receives a large trophy and a special celebration. In the "War Room",

the days of peace for each school are tracked daily. Competitions such as "Math Facts in a Flash" and "Book Bowl" are either in place or will be in place in the current school year. Each school has data walls on display, both in the hallways for school-wide data and in the individual classrooms. Students are taught how to read their data and teachers are encouraged to know each student's individual scores. The Central Office Curriculum Team, along with the Superintendent, meet with subject area teachers after each of the test administrations to discuss data and plans to accelerate student achievement based on what the data show. Data Coaches are in place in our School Improvement Grant (SIG) schools and have worked closely with teachers to improve the individual and collective practice of those teachers as well as working with individual students to ensure their understanding of the data and why it is relevant to their success in accomplishing their goals. With this grant, CMSD will install data coaches at each school site to work with teachers, administrators, and students.

(iv) Improve teachers' and principals' practice and effectiveness by using feedback provided by the LEA's teacher and principal evaluation systems including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement.

CMSD is one of three pilot systems in the state of Mississippi chosen by Governor Phil Bryant to participate in developing a teacher evaluation plan that supports performance based compensation. The goal is to create a larger pool of effective teachers. Research indicates that the "*single factor that impacts student learning most directly is effective teaching" (*Wright, Horn, & Sanders, 2007, Taken from Governor Phil Bryant's Report, *Effective Teachers and Performance Pay, 2012*). The two SIG schools in the district are currently using the Teacher Incentive Plan for student performance and student growth on the MCT2 and SATP, Mississippi Curriculum Tests. ***(Please see Appendix Item 1, pages 119-120)*** This will be expanded to all the schools in the district in 2013/14. Teachers in the district were heavily involved with Impact Mississippi Education Consulting, LLC as this plan was developed across the state for the TIFF and SIG schools and the plan for each school was developed with teacher input and training after the plans were developed. District leadership is currently working with the state level leadership to develop and refine the criteria for a new compensation program for teachers tied closed to the evaluation system. The goal is to merge the compensation

system into the new Teacher Appraisal System. Governor Bryant states that the new teacher appraisal system "clearly identifies and defines competencies that combine for effective teaching" (p. 4). Principals will appraise teachers on each competency and action plans will be structured for each identified weak area. As the report states "No teacher will be left behind, no competency overlooked."

The new compensation system and appraisal system will utilize qualitative and quantitative measures to assess teachers. Test results from universal screeners will be used to assess teachers in K-2, which will be the same statewide. In CMSD, the pre-kindergarten will use The Early Learning Scale (ELS). School-wide goals will be used for teachers in grades 3-12 who do not teach courses associated with the Mississippi Curriculum Tests or in the future, with the Common Core State Standards. M-STAR will be used for the as the rubric for the qualitative measure. Quantitative will be based on two parts, student performance or value added measures and school-wide goals. "Student achievement will be measured on a value-added algorithm that statistically merges state-wide test scores with factors outside teacher control that impact student achievement (e.g., attendance, classroom size, socio-economic home factors, etc.)" *Effective Teachers and Performance Pay, 2012.* As Mississippi transitions to Common Core Standards testing, a new base will have to be developed for student achievement.

CMSD is currently piloting the principal evaluation system in our schools. In the 2011/12 school year, the SIG schools implemented a principal evaluation system, which utilized M-STAR and a three-pronged approach to evaluation. The principal, superintendent, and school staff all separately completed a survey of the principal's skills, attitudes, and effectiveness. These were compiled by M-STAR and a detailed report was generated. Next, the superintendent and assistant superintendent observed each school at different times of the day. It was not necessary for the principal to be present as part of the observation was for processes put in place by the principal. The final step was a structured interview with each principal by the superintendent and assistant-superintendent. The three scores were tallied for an over score. It was the superintendent's decision to implement this evaluation system district-wide for all our principals and for the Assistant Superintendent, Director of Special Education, and Federal Programs Director. A Superintendent's evaluation system is currently in place. M-STAR is currently used in the SIG schools to track the

evaluation systems and record indicators required for SIG implementation. It is the plan for CMSD to use M-STAR for the teacher and principal evaluations. This detailed evaluation gave leadership and principals the tools needed to assess and take steps to improve, not only for the principal herself, but also to pinpoint ways to increase individual and collective educator effectiveness in the schools and to improve or enhance school culture and climate ***(Please see Appendix Item #4, pages 59-60, and Appendix Item Item #5, pages 61-80)***.

Currently, not only does the District currently use a teacher evaluation plan, but the District curriculum team regularly observes in classrooms and meets with teachers and principals on a regular basis to offer support, recommendations, and interventions where necessary. Thus, qualitative, as well as quantitative data, is used when evaluating teachers. When a teacher is in need of improvement, a plan of improvement is devised between the principal and teacher. Teachers who fail to improve under this plan are recommended for non-renewal of contract. For those teachers who fail to grow during the school year, CMSD has in place a professional development provider who will work beside the teacher in the classroom. Failing improvement with this level of support, the provider will take groups of students to tutor. This provider showed great success in the elementary school and the services have been expanded to the middle school level where test data showed a decline in scores.

(b) All participating educators have access to, and know how to use, tools, data, and resources to accelerate student progress towards meeting college- and career-ready graduation requirements . These resources must include –

(i) Actionable information that helps educators identify optimal learning approaches that respond to individual student academic needs and interests

A Professional development plan is implemented at the beginning of each school year based on a Needs Assessment Survey conducted with teachers, parents, and students. Data is also examined to pinpoint specific areas in need of professional development. A flexible calendar is developed in conjunction with principals and central office leadership team. This interactive calendar is completed by principals as they devise their own site based professional development, by the central office curriculum team as funding is available and needs are assessed district-wide, and by central office leadership team members who are aware of additional areas of professional development needed district-wide ***(Please see Appendix Item 9, Page 154)***. This calendar is posted on the district website to enable any teacher or administrator to access it and view the plan for the year. Additionally, under the

recommendations of the Governor's Report on Effective Teachers and Performance Pay, teachers will have the incentive to fill in their own skill gaps to ensure that more students increase their performance.

(ii) High-quality learning resources (e.g., instructional content and assessments), including digital resources, as appropriate, that are aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and the tools to create and share new resources; and

Through our Title programs, CMSD has endeavored to ensure that high-quality resources, especially digital resources, are available in every classroom throughout the district. Promethean Boards, computers, and document cameras are installed in most classrooms in the district. Training has been provided in the use of these devices. More professional development, however, is required to ensure that all teachers understand how to integrate these digital tools into instruction. Several schools in the district are piloting iPads in the classrooms. The district has a goal to expand to a one-to-one iPad initiative given adequate funding, which this grant could provide.

Technology, and the software programs that accompany it, allow educators in CMSD to determine the processes and tools to meet student needs. Specifically, the adaptive assessments from NWEA, Measures of Academic Progress, allow teachers to pinpoint down to the specific skill, where a student is struggling or where the student excels. Gaps are easily identified. Teachers are able to use this information to group students during their "RIT" time according to their particular needs at that time. Groups are flexible and ever-changing. All students know their RIT score. Extensive and detailed reports are available for the teacher. Students have RIT time everyday. STAR Reading and STAR Math can be administered at any time. Initially, they are given at the beginning of the year to allow teachers to make more detailed decisions in designing instruction. These tests can also be administered for those students who are given interventions under Response to Intervention (RtI) to track the effectiveness of those interventions. Scholastic Reading 180 is currently in use at one middle school. CMSD would like to expand this program this program to the high school and continue at the intermediate and middle school level. Funding for this program under SIG at Higgins Middle School will cease when the grant ends at the end of the 2012/13 school year.

(iii) Processes and tools to match student needs (see Selection Criterion (C)(2)(b)(i)) with specific resources and

approaches (see Selection Criterion (C)(2)(b)(ii)) to provide continuously improving feedback about the effectiveness of the resources in meeting student needs.

The RTTT Project Director will be charged with developing a RTTT director will develop a document to allow for feedback from principals, teachers, and students rating the effectiveness of the resources. To most effectively utilize resources purchased, it is important to know whether those resources are effective within the domain they are placed. The feedback can let administrators know if additional PD is required or if different resources need to be purchased, The document will be refined during the summer months of 2014 and piloted in the schools in the fall of 2014 to determine changes and corrections. In January 2015, all teachers and principals will utilize the document to determine the effectiveness of resources,

(c)All participating school leaders and school leadership teams (as defined in this notice) have training, policies, tools, data, and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice). The training, policies, tools, data, and resources must include:

(i) Information, from such sources as the district's teacher evaluation system (as defined in this notice), that helps school leaders and school leadership teams (as defined in this notice) assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement;

CMSD has structures in place such as School Board approval of policies to allow all participating school leaders and school leadership teams to pursue training and obtain the tools and resources needed to enable them to structure effective learning environments. CMSD provides rich data through multiple sources to our leadership teams and teachers that allow these leaders to meet individual student academic needs and accelerate students progress through common and individual tasks towards meeting college- and career-ready standards or graduation requirements. We have many methods to determine the steps needed to improve teacher effectiveness and increase school culture and climate, for the purpose of continuous school improvement. We have a "Boots on the Ground" philosophy which extends from the Superintendent to the principals. The Superintendent and the district curriculum team are continuously in the schools and in the classrooms observing teaching and learning and the many processes that

make up school climate. The district team operates with a service-oriented mentality, in that they are there to serve the needs of the teachers , students, staff, and administrators of the school. Direct observation will identify many needs as do formal and informal observations of teachers and principals from walk-throughs to formal M-STAR evaluations. Additional support for a struggling teacher or administrator can be provided where necessary. CMSD is proactive in approaching teacher and school needs. One of our latest efforts is our New Teacher Academy, brought about by observing the struggles new teachers face. Our observations of the Teach for America support mechanisms prompted us to begin our monthly New Teacher Academy to support new teachers and allow time to mingle and become acquainted with other new teachers across the district. The new teachers set the agenda for each meeting according to mutually agreed upon needs and topics. We also allow time for "Whine and Cheese" where light snacks are given and teachers can candidly speak about issues of concern to them.

We have also instituted an Aspiring Administrator's Academy to "grow our own" administrators. Aspiring administrators are chosen by application and recommendation to join a group of about 15 other candidates as they meet on a monthly basis. Administrators from throughout the district conduct workshops related to their line expertise, from the Business Manager to the Special Services Director. Candidates are led through reflection and a series of activities to help give them the insights and knowledge of what being an administrator is all about.

Structures are in place to increase student achievement and to facilitate magnet school implementation, yet the financial ability to provide all the services needed to accelerate student growth are dwindling as budgets continue to be cut year after year. CMSD encourages educators to use actionable information to help identify optimal learning approaches that respond to individual student academic needs and interests, whether this is through additional coursework at the university level, pursuit of National Board Certification, or through partnerships with universities, local businesses, or community leaders. Professional Learning Communities facilitate this pursuit of excellence in education and in learning how best to meet student needs.

(Ii) Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps (as defined in this notice).

As with any process, training is essential to success. It is the goal of CMSD to ensure that all teachers receive abundant off-site and embedded professional development and training to allow them to become facilitators of instruction ***(Please see Appendix Item 9, Page 154).*** All teachers and administrators will be trained in teaching the thematic focus of their school. All teachers in the International Baccalaureate schools will receive at least Level I Training of the IB teaching strategies, Excellence for All teachers will receive intensive training in Cambridge. We are working closely with Corinth School District, the other Cambridge District in our state to engage in joint professional development with national Excellence for All trainers. As part of the magnet themes, it is important to take full advantage of the immense technology available, such as Promethean boards, iPads and other tablets, and software and ensure that teachers receive the training necessary to ensure student success in the programs. Teachers will also be trained in Professional Learning Communities to increase their capacity both within schools and inter-district as Professional Learning Communities are established throughout the district for elementary grade level teachers and within schools for vertical alignment within disciplines. Theme implementation and multidisciplinary as well as interdisciplinary skills are needed for teachers to learn how to effectively infuse the themes to ensure that students always make connections between disparate topics. This requires professional development not only by outside providers, but also with an embedded magnet coordinator whose function is to work with teachers individually and in groups to examine curriculum and adapt it to the magnet theme. These coordinators, who will be placed in each school, will be experts in all areas of magnet implementation and will be curriculum specialists. To build capacity in teachers and to create sustainability within the CMSD, their function will be to help build teacher leaders who will be poised to take on the role of magnet coordinator. This is in line with the career ladder and opportunity culture that will be built in the CMSD as teachers are given the opportunity to distinguish themselves and receive added compensation as they take on more responsibilities.

We also work collaboratively with the National Education Association (NEA), Mississippi Association of Educators (MAE), and Clarksdale Association of Educators (CAE) to include numerous training opportunities for educators in the area of teaching and learning: “I Can Do It!” Classroom Management and C.A.R.E. – Cultural Competency are two of the highly effective workshops

which are available and have been included over the years to integrate the goals of CMSD and the resources of our partners.

(d) The applicant has a high-quality plan (as defined in this notice) for increasing the number of students who receive instruction from effective and highly effective teachers and principals (as defined in this notice), including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education)

CMSD's plan for increasing the number of students who receive instruction from effective and highly effective teachers and principal stems from the teacher appraisal system and from the hands-on, in classroom observations completed by the curriculum team. The curriculum team works with principals to identify those teachers in need of coaching or additional professional development. These teachers are given all the support possible and it is the goal for these teachers to improve. If improvement does not occur, teachers will be non-renewed. Professional development is targeted to weak areas, based on data analysis. In this way, our goal is to have a highly effective teacher in each classroom. We work closely with Teach for America, hosting their summer training in our schools. These teachers have been very effective in staffing our hard-to-staff schools and subjects. We also work closely with MAE as they work with our legislature and have caused two pieces of legislation, in 2010 (HB 1047) and 2011 (HB 1177) to be passed that created a task force to develop recommendations to the governor and legislature addressing the teacher shortage. MAE/CAE will be partners in helping us to "Grow our own Educators" through their "3 Point Plan to Solve the Teacher Shortage". MAE/CAE currently conducts PRAXIS workshops in our district for persons seeking to become teachers.

Leading

In order to ensure that our students receive the very highest quality education, it is important for the leaders of the district to set processes in place, including strategic plans and evaluation model, to secure the very best teachers available. Recruiting and hiring high quality school personnel who are committed to CMSD's Vision and Board approved Strategic Plan is needed to dramatically improve student achievement and is critical to the transformation of our school district. We have identified the following recruitment strategies to assist in this objective:

CMSD's Recruitment Strategy

Recruitment Strategy	Timeline	Person Responsible
1. Presenting a compelling mission – based on the needs of our students and core values.	January 2014 – August 2014	Superintendent

2. Creating an attractive value proposition – including financial incentives for moving expenses, hard-to-staff positions, and differentiated pay scale based on certifications, education levels, and experience.	March 2014	Superintendent District Administrative Team School Board
3. Developing an employment outreach plan, which includes partners, new advertising techniques, web-based recruitment, and job fairs.	March 2014 - ongoing	Superintendent District Administrative Team School Board

D. LEA Policy and Infrastructure (25 total points)

The extent to which the applicant has a high-quality plan (as defined in this notice) to support project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined in this notice), and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed. This includes the extent to which—

(D)(1) LEA practices, policies, and rules *(15 points)*

The applicant has practices, policies, and rules that facilitate personalized learning by—

(a) Organizing the LEA central office, or the consortium governance structure (as defined in this notice), to provide support and services to all participating schools (as defined in this notice);

(b) Providing school leadership teams (as defined in this notice) in participating schools (as defined in this notice) with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and non-educators, and school-level budgets;

(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic;

(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways; and

(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners; and

(D)(2) LEA and school infrastructure *(10 points)*

The LEA and infrastructure supports personalized learning by—

(a) Ensuring that all participating students (as defined in this notice), parents, educators (as defined in this notice), and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal;

(b) Ensuring that students, parents, educators (as defined in this notice), and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support);

(c) Using information technology systems that allow parents and students to export their information in an open data format (as defined in this notice) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records); and

(d) Ensuring that LEAs and schools use interoperable data systems (as defined in this notice) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data). *In the text box below, the*

D. LEA Policy and Infrastructure (25 total points)

applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments and the rationale for their inclusion must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

The high-quality plan (as defined in this notice) should include key goals, activities to be undertaken and the rationale for the activities, the timeline, the deliverables, and the parties responsible for implementing the activities. The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

The extent to which the applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined in this notice), and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed. The quality of the plan will be determined based on the extent to which--

(D)(1) LEA practices, policies, rules *(15 points)*

The applicant has practices, policies, and rules that facilitate personalized learning by—

(a) Organizing the LEA central office, or the consortium governance structure (as defined in this notice), to provide support and services to all participating schools (as defined in this notice);

(b) Providing school leadership teams in participating schools (as defined in this notice) with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and non-educators, and school-level budgets;

(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic;

(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways; and

(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners; and

(D)(2) LEA and school infrastructure *(10 points)*

The LEA and school infrastructure supports personalized learning by—

D. LEA Policy and Infrastructure (25 total points)

(a) Ensuring that all participating students (as defined in this notice), parents, educators (as defined in this notice), and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal;
(b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support);
(c) Using information technology systems that allow parents and students to export their information in an open data format (as defined in this notice) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records); and
(d) Ensuring that LEAs and schools use interoperable data systems (as defined in this notice) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

(D) (1) LEA practices, policies, rules

The applicant has practices, policies, and rules that facilitate personalized learning by;

(a) Organizing the LEA Central Office to provide support and services to all participating schools

D. LEA Policy and Infrastructure (25 total points)

The Clarksdale Municipal School District is committed to providing the strong leadership and dedicated teams necessary to implement the school improvement reforms needed to transform our school district. We have assembled a team of educators and curriculum experts to assist with the development and implementation of the bold reforms we have proposed in this plan. From policy to practice, we are committed to fully supporting our school improvement plan and those tasked with its implementation before, during, and after the grant period. CMSD begins with following and helping to develop school board policies for approval by the Board of Trustees. A specified School Board procedure is required when creating or amending policies, recommended by the superintendent to the school board for approval. CMSD then carries out the policies as approved by the School Board. CMSD is also under a Desegregation Court Order and follows that Court Order. Any changes in policy must be approved by the court ***(See Appendix Item # 6, pages 83-84).***

The Central Office consists of a leadership team headed by the superintendent, a curriculum team headed by the assistant superintendent, support services, technology services, special services, food services, and the business office. The leadership team meets every Monday morning and consists of the assistant superintendent, the personnel director, Special services director, elementary curriculum director, secondary curriculum director, the business manager, the federal programs director, food services director, technology director, SIG Coordinators from Higgins and Clarksdale High School, and special education director. The purpose of the leadership team is to discuss all aspects of the district in a roundtable discussion. Members inform each other of their schedules, any issues that may concern other team members, and seek and receive help as needed. The superintendent updates members of any directives from the State Department and gives instructions, updates, and concerns.

The curriculum team consists of the assistant superintendent, an elementary curriculum director, a secondary curriculum director, the special services director, the technology director, the school improvement officer (SIG - Higgins) and the school improvement coordinator (SIG – Clarksdale High School). The curriculum team meets weekly immediately following the Leadership Team Meeting to discuss and plan issues around curriculum, supporting principals and teachers, professional development, and any other issues that fall under purview of curriculum and instruction. The purpose of the curriculum team is to offer support to teachers and principals throughout

D. LEA Policy and Infrastructure (25 total points)

the district, plan professional development, and oversee administrative duties such as receiving proposals, meeting with parents, gathering materials for schools, and ensuring that every school has access to the resources needed to provide a world-class education. The curriculum directors send out an email immediately following the leadership and curriculum team meetings to principals summarizing the meeting discussion. Members of the two teams conduct follow-up site visits based on meeting results.

(b) Providing school leadership teams with sufficient flexibility and autonomy

Each school's administration will have the autonomy and authority to make key decisions that relate to the implementation of this Race to the Top grant proposal. While the superintendent is keenly involved in this process, the culture of the Clarksdale Municipal School District is one of collaboration and support. Decisions regarding staffing, calendars/time, procedures, budgeting, and other major issues will be left to the discretion of the school leader who is acts with a great deal of autonomy.

(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic.

The Excellence for All, Cambridge International Examination Program is a qualification system, based on mastering benchmarks. When the student has demonstrated mastery of a benchmark, evidenced by passing the exit exam, then the student moves to the next level. Students may retake coursework and/or exit exams until they demonstrate mastery. Intensive intervention is available for students who struggle. Early exit is available for students who demonstrate mastery in a shorter amount of time. Mastery, rather than seat-time, is the benchmark of achievement of goals ***(Please see Appendix Item 2, pages 13-46).***

In Clarksdale, we also embrace the idea that digital learning can create an individualized educational experience for students. In today's world, learning can take place at any time, in any place. Students no longer must wait until they enter the schoolhouse doors or until the bell rings. As supported by *Digital Learning Now*, a non-profit advocacy group, our students can "access digital learning virtually whenever and wherever they are – both physically and figuratively". Through this reform effort, students will have access to a

D. LEA Policy and Infrastructure (25 total points)

comprehensive catalog of online courses and resources– regardless of whether our schools have traditionally offered these courses in a "typical" classroom.

Students who are two or more years behind, or who struggle to pass the state mandated curriculum test, may be enrolled in Ombudsman. CMSD contracts with CMSD to provide individualized, computerized instruction to students to allow them to progress at their own pace. Students may earn an Ombudsman diploma, which ensures entry into a community college. Ombudsman is fully accredited through the AdvancEd. Ombudsman graduated 26 students in the 2012/13 school-year. Students who have disabilities are fully served through Ombudsman. CMSD provides a special education teacher to provide services on-site.

Due to the personalized nature of digital learning, students will master curriculum standards at their own pace – spending as little or as much time as they need to demonstrate solid understanding of the concepts presented. By implementing self-paced, personalized programs, our high achieving students will be able to accelerate academically rather than "getting bored" in class. Likewise, our students who need additional time and tutoring to become proficient with the learning material will have those opportunities with the privacy and respect that online resources can provide. In CMSD, students will experience the best of blended learning – both with support from a computer-based environment and in the magnet school classroom. Each learning environment will be filled with rich, engaging opportunities for students to personalize and deepen their own learning.

(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways

The CMSD has developed a plan for providing personalized learning that gives students the opportunity to demonstrate mastery of standards at multiple times and in various ways. Currently, CMSD utilizes Renaissance Star Reading and Star Math for beginning of the year screening assessments, mid-year, and end of the year screening. Star Assessments are also used for progress monitoring for Response to Intervention and for spot checks of current level of functioning and improvements. NWEA's MAP assessments are given

D. LEA Policy and Infrastructure (25 total points)

three times a year, in September, December, and March. These assessments are able to pinpoint each students' strengths and weaknesses on specific skills, allowing teachers to group them for targeted instruction during "RIT" time. We also utilize CASE 21 to examine students' progress against the curriculum standards in place. This formative exam is also given three times a year at the end of each grading period and counts as a grade. Other assessment in place are Scholastic's Reading 180 at the 6 – 12th grade level. There are also numerous opportunities within the classroom to demonstrate mastery of standards through project-based learning, daily assignments, and hands-on activities ***(See Appendix Item # 3, pages 47-60).*** This plan supports our core belief in a student-centered approach to improve student academic performance and to deepen student understanding of curriculum material. School personnel will learn to apply powerful strategies for assessment to guide instructional practice. Teachers will tailor learning objectives, content, method, pace, and environment to each student's unique learning needs, learning style, personal interests, and preferred expression styles.

Assessments will be created to evaluate students' strengths and needs, and a personalized learning path, using research-based, rigorous, engaging curriculum, will be prescribed to allow students to reach mastery at multiple time and in various ways. Internal and external assessments will be administered to measure and report student progress, which includes formative, interim, and summative assessment. These assessments will allow teachers to provide immediate analysis, feedback and targeted instruction in areas of greatest academic need or enrichment. We will work with experienced Data Coaches to plan and organize meaningful lessons, monitor and adjust instruction based on student performance, and provide corrective feedback to maximize student learning. Data Coaches will work to build capacity through the formation of site-based "Data Teams" that will conduct regular meetings to analyze formative, interim, and summative assessments and the resulting performance data for the purpose of creating flexible instructional groups, providing immediate corrective feedback to students, and targeting instruction to maximize student learning. Teachers and Data Teams will work to change the school's culture through Seven Transformational Practices:

D. LEA Policy and Infrastructure (25 total points)

7 Transformational Practices for Personalized Assessments

- Implement a plan of action to ensure the alignment between curriculum, instruction, and assessment
- Analyze and interpret all assessment data with integrity
- Align teacher assessments for students to the Common Core Standards
- Monitor teacher formative assessment levels at regular intervals
- Use assessment data to determine student performance levels
- Use assessment to create personalized learning paths for students
- Use multiple data points to determine differentiated ways to master curriculum

We will develop a shared vision for what assessment is, what the role of assessment is in providing high quality personalized learning environments, and how quality assessments – used properly – can help us transform our school district. We understand that assessment is coherently action-oriented. Teachers should assess so they can DO something about what they have learned through assessment.

As the instructional staff gains a solid understanding of what quality assessment is and its role in student achievement, we will also undergo the practice of development several types of classroom assessments. Teachers will work with the Assessment Coach to create, analyze, and administer quality formative classroom assessments that are aligned to student learning standards. We will move away from "Friday Test Day" and move toward more dynamic assessment practices that allow our teachers to use evaluation to better inform instructional practices. Assessments will be developed in department/subject area groups and cross-grade levels to ensure that they are both horizontally and vertically-aligned. Teachers will examine standards-based grading and reporting, which will facilitate

D. LEA Policy and Infrastructure (25 total points)

ensuring that students are held accountable for mastering grade level objectives and standards.

Teachers will utilize individualized, adaptive assessments that will be delivered to students in each grade level. These assessments will serve as interim markers for student progress. They will also help assure that our classroom instruction is aligned and paced so that students can be successful. Assessment data will be housed in a computerized data warehouse that will allow for analysis, comparison, and manipulation to allow teachers to create flexible groups based on student academic needs. These assessments will be tightly correlated to Common Core Standards and assessment blueprints. Our Data Coaches will train teachers on how to use the assessments for both interim and summative purposes.

We want an accurate portrayal of a student's mastery, not something clouded by a useless format or distorted by only one opportunity to reveal understanding. Differentiated instruction and personalized learning requires accurate and meaningful assessments. Ultimately, we want our teachers to learn that the purpose of assessment is to provide feedback, document progress, and guide instructional decisions. The following chart details our steps to achieving this goal:

(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners;

The Clarksdale Municipal School District works diligently to provide quality services to all students, including those students who are classified as students with disabilities, English Language Learners (ELLs), academically behind and gifted students. The Clarksdale Municipal School District has a long and proud history of ensuring that students with exceptionalities receive support and intervention to achieve high expectations and exit public education as productive citizens, life-long learners, and contributing members of the workforce. We are responsible for advancing the education of:

D. LEA Policy and Infrastructure (25 total points)

- Children and youth with Disabilities who require special education services
- Children and youth who are English Language Learners
- Children and youth who are disadvantaged and receiving Title I services, who are experiencing homelessness, and/or who are neglected, delinquent or at-risk.
- Children who participate in early childhood pre-k programs based on need status.
- Children and youth who are academically gifted and talented.

Our goal is to ensure that children with diverse learning needs are provided equal access to a public education and that schools develop effective strategies for meeting the needs of these unique learners. We are passionately committed to meeting the local, state, and federal regulations and laws and educating our public and community about the services that these children are eligible to receive.

As part of the services for special populations of students, every school receives training in the importance of proper identification of students who are eligible for services (struggling learners, migratory, limited English, neglected students, and etc.). Each school counselor and principal works to ensure that students who would qualify for services are identified and provided with the services needed. This identification takes place at both the point of registration, but also is ongoing throughout the school year based on an individual basis. The purpose of programs designed to meet the needs of special populations and diverse learners is to provide our students and families with services to better equip the student to be successful in school. We believe that school success is dependent not only on academic success, but on student attendance and participation. In order to improve these areas, we believe in the importance of building quality relationships with our students and families. It is through these relationships that we feel we can better identify and respond to their needs.

(D)(2) LEA and school infrastructure

D. LEA Policy and Infrastructure (25 total points)

The LEA and school infrastructure supports personalized learning by:

(a) Ensuring that all participating students, parents, educators, and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of this Race to the Top Proposal.

(b) Ensuring that students, parents, educators, and other stakeholders have appropriate levels of technical support, which may be provided through a range of strategies, (e.g. peer support, online support, or local support).

(c) Using information technology systems that allow parents and students to export their information in an open data format (as defined in this notice) and to use the data in other electronic learning systems (e.g. electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records

CMSD has introduced several instructional technology projects for use by teachers in their classrooms, in addition to providing instruction out beyond the walls of the classroom. The use of of iPads, laptop computers, online digital curriculum resources and mobile devices by students along with media-rich content and multimedia digital texts are all evidence of how technology is integrated with both teaching and learning. All students, regardless of income, have access to the necessary tools, resources, and materials needed to implement the strategies suggested in this Race to the Top application.

In an effort to ensure that all students and their parents will have access to digital devices, a check-out system will be devised each school. In partnership with the City of Clarksdale, infrastructure is currently being finalized to turn a pilot program into an actuality. Repairs and upgrades are being made to a system originally put in place by the Delta Bridge Foundation. New grant money is being sought through Delta Bridge and is being supported in-kind by the City of Clarksdale to bring 4-G wireless networking to Clarksdale. In an effort to expand wireless technology to as many citizens as possible, public areas such as the library, community centers, and public housing will have free access. With log-in identification, the wireless 4 – G network will be available in private homes. CMSD's technology coordinator sat on the original task force to bring wireless 4-G to Clarksdale. We have a close working relationship with our new mayor and his staff, who are very supportive of all initiatives to help our school children and our citizens.

(a) Clarksdale students are able to participate in high quality instruction, delivered online, through the Mississippi Virtual Public

D. LEA Policy and Infrastructure (25 total points)

School (MVPS), an online course delivery system available to all Mississippi school districts at no cost. Starting in 2001, the MVPS provides Mississippi students with access to a wider range of course work, with more flexibility in scheduling, and with the opportunity to develop their capacities as independent learners. Courses include core curriculum courses, and Advanced Placement and elective courses. Additionally, students and teachers have access to a variety of online instructional resources, which provide web-based or technology-based instruction, remediation, and enrichment. Online peer tutoring and tutoring provided by professionals is available to every student – both in school and outside of the classroom from home/community. Help with homework through homework email attachments, links to Khan Academy and other resources are, or will be available to our students. Additionally, technical support is also available to teachers, students, and parents anytime and from any place.

As part of our *New Era of Schools* strategic plan, ***(See Appendix Item # 1, pages 9 -12)***the CMSD has made significant upgrades to our network infrastructure and technical resources. Advancements in our wireless networks, internal District wide area network circuits, and internet service have all been implemented to that our district can adequately support the instructional needs of classrooms, teachers, and students. Through the implementation of this reform process millions of dollars for school district technology infrastructure improvements have been invested in these upgrades to ensure that every teacher, student, and classroom has access to be successful.

(d) Ensuring that LEAs and schools use data systems (e.g. systems that include human resources data, student information data, budget data, and instructional improvement system data.)

The CMSD utilizes the Mississippi Student Information System (MSIS) ***(See Appendix Item # 7, pages 40-85)***as a data warehouse for student level information. As a rich warehouse of student-level data, which includes state assessment, demographic, and daily indicators – discipline, attendance, and other data, MSIS data is reported from the school level each month to the Mississippi Department of Education. In addition, teachers currently use technology-supported curriculum and instructional programs that include robust, student-level database systems. This enables our teachers to properly analyze the progress of each student on their individualized

D. LEA Policy and Infrastructure (25 total points)

learning path and make necessary adjustments in classroom instruction. We strongly believe that accurate and timely data is critical for the full implementation of personalized learning for all of our students.

CMSD's Plan to Use Information Technology to Personalize Learning

Action Step	Timeline	Deliverables	Person Responsible
Assess students on adaptive, computer-based assessments	August 2014	Reports available for teachers to use for instruction	Lab Teachers Teachers
Analyze assessment data	August 2014	Assessment will be used to inform instruction	Teachers with Data Coach and Principal
Gather and analyze progress monitoring data from intervention programs	September 2014 and weekly from this point forward	Data will be used for interventions and Response to Intervention Strategies	Teachers with Data Coach Elementary & Secondary Curriculum Directors Response to Intervention Consultant
Train and develop quality formative assessments	September 2014	Teachers will learn how to develop their own quality formative assessments and use them for instruction	Assessment Coach
Meet in Assessment Teams align curriculum, instruction and assessments	September 2014, and monthly from this point	Aligned curriculum, instruction & assessments leading to improved student achievement	Assessment Coach Teachers Principal

	forward		
Assess students with formative assessments	October 2014, December 2014, March 2015 and May 2015 and in these months in each subsequent year	Information data base with students' formative assessment results for use in planning instruction	Teachers
Analyze formative assessment results and share in teams	At each team meeting	Report on formative assessment results	Data Teams
Monitor teacher assessments	Weekly	Assessments will be fully aligned with curricular expectations	Principal Data Coach
Create and administer common assessments	October 2014	Common assessment	Data Teams
Chart results of common assessments and discuss in teams	November 2014	Chart of common assessment results	Data Teams
In-classroom coaching to model assessment practices	November 2014	Common assessment practices	Data Coach
Administer mid-year adaptive assessments & analyze results	December 2014	Adaptive assessment report	Teachers
Train and develop quality summative	January 2015	Summative Assessment	Data Coach and Teachers

assessments			
Continue ongoing activities: giving formative assessments, meeting with data Coach and data teams, analyzing progress monitoring data	January 2015 – May 2015 (ongoing)	Formative assessments, interventions, progress monitoring documents for Response to Intervention	Stated above
Administer end-of-year adaptive assessments & analyze results	May 2015	End of the Year Report on each student	Teachers
Conduct data team meeting to discuss the year's progress and determine additional needs	May 2015	Report detailing previous year's progress and plan of action for subsequent year	Data Team, led by Principal

E. Continuous Improvement (30 total points)

Because the applicant's plans represent the best thinking at a point in time, and may require adjustments and revisions during implementation, it is vital that the applicant have a clear and high-quality approach to continuously improve its plans. This will be determined by the extent to which the applicant has—

(E)(1) Continuous improvement process *(15 points)*

A high-quality plan (as defined in this notice) for implementing a rigorous continuous improvement process that provides timely and

regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The plan must address how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff;

(E)(2) Ongoing communication and engagement *(5 points)*

A high-quality plan (as defined in this notice) for ongoing communication and engagement with internal and external stakeholders; and

(E)(3) Performance measures *(5 points)*

Ambitious yet achievable performance measures, overall and by subgroup (as defined in this notice), with annual targets for required and applicant-proposed performance measures. For each applicant-proposed measure, the applicant must describe—

(a) Its rationale for selecting that measure;
(b) How the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern; and
(c) How it will review and improve the measure over time if it is insufficient to gauge implementation progress.

The applicant should have a total of approximately 12 to 14 performance measures.

The chart below outlines the required and applicant-proposed performance measures based on an applicant's applicable population.

(Note: A table is provided below to support responses to performance measures in the applicant's narrative.)

Applicable Population	Performance Measure
All	a) The number and percentage of participating students (as defined in this notice), by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice); and b) The number and percentage of participating students (as defined in this notice), by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).
PreK-3	a) Applicant must propose at least one age-appropriate measure of students' academic growth (e.g., language and literacy development or cognition and general learning, including early mathematics and early scientific

Applicable Population	Performance Measure
	development); and b) Applicant must propose at least one age-appropriate non-cognitive indicator of growth (e.g., physical well-being and motor development, or social-emotional development).
4-8	a) The number and percentage of participating students (as defined in this notice), by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice); b) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.
9-12	a) The number and percentage of participating students (as defined in this notice) who complete and submit the Free Application for Federal Student Aid (FAFSA) form; b) The number and percentage of participating students (as defined in this notice), by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice); c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students (as defined in this notice) who are or are on track to being career-ready; d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.

(E)(4) Evaluating effectiveness of investments *(5 points)*

A high-quality plan to rigorously evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities As that employ technology.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's

success in meeting the criterion. Evidence or attachments and the rationale for their inclusion must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

The high-quality plan (as defined in this notice) should include key goals, activities to be undertaken and the rationale for the activities, the timeline, the deliverables, and the parties responsible for implementing the activities. The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

(E)(1) Plan for Continuous improvement

CMSD's Plan for Continuous Improvement

Key Goals	Activities	Rationale	Time Line	Deliverables	Person Responsible
College and Career Readiness	Create a 9th grade Academy	Ninth Grade Students "get lost" in a 9 – 12th grade high environment. An examination of our data indicates that 9th grade is a time when students begin to drop out of school – mentally and emotionally – if not physically. We will isolate these students within their age cohort and given them intensive instruction and social and emotional support to ensure they have a good foundation before entering high school.	June 2012	Increase Graduation Rate & High School Completion Index by 3% per year	School Board Superintendent Principal Business Manger Support Services Director
	Enroll more	Students who struggle with passing	August	Students will	Ombudsman

	students in the Ombudsman Program	the state curriculum tests or who are two or more years behind, can earn a high school diploma through the Ombudsman program. Ombudsman is SACS accredited. It is an alternative for students who are not able to graduate through the traditional route.	2013 – indefinitely	graduate from Ombudsman with a high school diploma and enroll at a community college or enter the workforce.	Personnel Parents Students Superintendent Principal from Clarksdale High School Principal from Ombudsman Secondary Curriculum Director
	Outside evaluator will gather information on all performance descriptors listed and will report in writing to the Superintendent, the School Board, the RTTT	To ensure integrity of spending and program implementation and to give an outside evaluator to evaluate our program.	Quarterly, beginning March 2014	Outside Evaluator will generate a report to be given to the Superintendent and the School Board	Outside Evaluator Superintendent School Board

	Committee and will contribute to the RTTT Director's Report				

The Clarksdale Municipal School District will maintain a comprehensive process for continuous improvement as we implement this Race to the Top Initiative. The evaluation and communication system will share information on how instructional staff and leadership are utilizing new digital resources, how instruction is provided and how well students perform. We have selected this comprehensive system because it has a clear connection to improved student learning outcomes and teacher performance. This progress monitoring system is based on two equally important factors – teacher effectiveness and student academic growth.

Important milestones and expectations will be established collectively by teachers, students, administrators and parents.

A Race to the Top Leadership Team will be created, which will meet with the superintendent on a monthly basis. This Leadership Team will share current status toward stated reform goals, using data measures collected in a variety of areas – student academic performance, teacher quality indicators, utilization of new curriculum and digital resources, parent/community engagement factors, and additional school level needs. As part of the Superintendent's Newsletter, which is published online monthly, a report of the Race to the Top Leadership Team will be shared. The community will be kept abreast of how grant funds are spent, as well as the progress made toward the reform initiative goals.

As part of our plan for monitoring the continuous improvement of the grant initiative, we will also include the ideals of professional growth and continuous improvement in our existing personnel evaluation system. The CMSD has the distinction of being one of only a few pilot districts that are implementing the new Mississippi Teacher Appraisal and Principal Evaluation systems ***(See Appendix Items 4 and 5, Pages 61 - 82).*** As part of this process, all teachers will be held accountable for meeting the research-based

standards for effective classroom instruction based on clear performance indicators and a detailed assessment rubric. Teachers are also responsible for the student academic growth as measured by norm-referenced, adaptive assessments. Training will be provided to administrators on conducting evaluations to ensure that the system is conducted with quality and fidelity to standardized procedures. Documentation will be a fundamental requirement to this evaluation system. Administrators will be trained on how to provide timely, clear, and constructive feedback to teachers through strategic conversations. Strategic conversations, which are tied to professional growth and development goals as well as student learning goals, will be used to provide ongoing feedback to teachers.

(E) (2) Ongoing communication and Engagement

Strategies for ongoing communication and engagement with internal and external stakeholders

CMSD's Plan for On-Going Communication & Engagement with External Stakeholders

Key Goals	Activities	Rationale	Time Line	Deliverables	Person Responsible
Continuous communication and engagement	Superintendent meets with student representatives from each school through the Student Advisory Committee	Gather input on how things are going in each school from the students' perspective	Monthly	The Superintendent will gather the information so that it can be shared with the Superintendent's Roundtable and support services and principals.	Superintendent
	Students meet with	Gather input from fellow	Weekly	Students will generate	Students

	their schoolmates to learn of issues and concerns in their schools and report to the superintendent at the Student Advisory Council Meeting.	schoolmates to learn of issues and concerns they want to be taken before the Student Advisory Committee. These concerns will be addressed by members of the Superintendent's Leadership team from Support Services to Food Services. Principals will ensure that students are afforded opportunities to meet with fellow students on a regular basis.		reports from their schools to share with the Student Advisory Committee	Principals Teachers
	Superintendent conducts monthly Superintendent's Roundtable Meeting (consisting of parents, business people, teachers, administrators, RTTT Project Director and other interested	The Superintendent stakeholders are able to offer a freer exchange of ideas when they are able to meet face-to-face in a roundtable type of situation. The stakeholders can take accurate information back into the community and schools. The Superintendent and Leadership can hear of concerns and	Monthly	A set agenda will given at each meeting. Minutes will be taken by the Superintendent's Administrative Assistant and disbursed to stakeholders.	Superintendent Leadership Team Principals Parents Business People Teachers Principals Administrators

	parties) to learn of stakeholder issues and concerns and to give information about the district to the Roundtable members to disperse to the community.	accolades from the community at large.			Other Interested Parties
	Superintendent's Newsletter is published monthly and sent home with each student, given to businesses in the community, and published on the website.	A widely distributed newsletter will be read by a large group of parents and stakeholders, allowing them to gain information about the district.	Monthly (except June and July)	A newsletter will be written and published monthly and disseminated by way of individual students, the CMSD website, and located in area businesses	Superintendent Leadership Team Technology Team Principals Teachers
	Monthly reports are given by the Superintendent or his designee at monthly School Board	The School Board is the governing body of the school district and needs to stay abreast of Financial Expenditures and Progress within the District	Monthly or more often as necessar y	Reports given to the School Board are made available to the public by hard copy, on the website, and through the	Superintendent School board

	meetings which are open to the public			press.	
	Title I Community Parent meetings are held monthly at the Central Office	Parents and other stakeholders are able to give input about how they wish Title I funds to be spent and to be updated about expenditures, programs, and progress in the schools. This group of parents represents the school site parent organizations	Monthly	Reports given to parents concerning expenditures. Federal Programs Director prepares a report from each meeting that is shared with parents and other stakeholders and housed in the Title I Box at the central office for review by interested parties.	Federal Programs Director Principals Leadership Team Parents Community Members
	Monthly, or more often as called by the PTO, PTO meetings are held at each school location	Parents and teachers are able to work as partners through PTO meetings.	Monthly or more often as called by PTO.	PTO members will devise concrete plans to help their individual schools	Parents Teachers Principals
	Informational videos are published on the local Cable Community Channel				

	Principals meet at the central office at least bi-monthly to exchange information relative on-going implementation of programs	Principals will examine their data and programs more closely when they must present it before other principals, the Superintendent, and the curriculum team. Principals also serve as a source of support and information for each other. This is a team building opportunity for principals and the central office curriculum team.	Bi-monthly	Each principal will have a powerpoint or other presentation to present to CMSD principals. Hardcopies of all presentations will be given to other principals and curriculum team Principals will take away at least one suggestion for improvement at the conclusion of the meeting.	Principals Superintendent Curriculum Team
	Annual title I meeting is held once a year at the beginning of school to give information to district parents and all stakeholders (Please see Appendix item #				
	Title I Parent Survey	This addresses district issues and			

	is conducted with all district parents and the results are given to the District Parent Advisory Council who take the results back to the their school PTOs.	the parents' needs. These issues are taken to the Superintendent for action			
	A parent liaison and is in place at Clarksdale high School to work with the high school parents	To increase parental involvement which historically lags in the upper grades			

Our Superintendent, and the employees of CMSD, are committed to a vision of our district as belonging to the stakeholders. In this spirit, we strive to have a continuous, two-way communication with all our stakeholders, from the students who meet in the Student Advisory Committee, to the Superintendent's Roundtable. PTO meetings are held at the school level, while on a monthly basis, representatives from the school level PTOs, meet at the central office to bring their ideas and concerns together district-wide. The Superintendent's Newsletter is published monthly and sent home with every student in the system. Additionally, it is published on the CMSD website. It is distributed to businesses and offices to ensure that stakeholders who do not currently have students in the system still have access to the information contained therein. CMSD works closely with our local newspaper and cable channel to ensure that informational pieces are written and videos aired on the cable network. Active Parent is a service for parents available on the website

where parents can check student grades, attendance, and find notes from the teacher. Of course, on the school level, parent nights and open houses are held. Phone calls are made home and notes and information are sent home with students.

(E)(3) Performance Measures – Required for all applicants

Performance Measure (All Applicants – a) a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a **highly effective teacher** (as defined in this notice) and a **highly effective principal** (as defined in this notice).		**Applicable Population**: All participating students																	
		Baseline *[SY 2012-13]*			**Target**														
					SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
		A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**Highly Effective Teacher or Principal**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (A/B)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (D/E)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (G/H)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (J/K)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (M/N)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (P/Q)*100**
All participating students	Teacher	341	1390	25%	361	1390	26%	375	1390	27%	375	1390	28%	403	1390	29%	417	1390	30%
	Principal	341	1390	25%	361	1390	26%	389	1390	28%	403	1390	29%	417	1390	30%	445	1390	32%
Economically Disadvantaged	Teacher	341	1390	25%	361	1390	26%	375	1390	27%	375	1390	28%	403	1390	29%	417	1390	30%
	Principal	341	1390	25%	361	1390	26%	389	1390	28%	403	1390	29%	417	1390	30%	445	1390	32%
Black	Teacher	341	1390	25%	361	1390	26%	375	1390	27%	375	1390	28%	403	1390	29%	417	1390	30%
	Principal	341	1390	25%	361	1390	26%	389	1390	28%	403	1390	29%	417	1390	30%	445	1390	32%

The Number of Participating Students with a Highly Effective Teacher/Principal was calculated using an average of the number of students in language arts and math who scored Advanced on the MCT2. The Total Number of Participating Students was calculated

using the number of students who participated in the 2012-2013 MCT2. Targets for the Percent with a Highly Effective Teacher/Principal were calculated to reflect an average of state-level proficiency indexes (AMOs) and CMSD's gap reduction goal (reduce state-district gaps in language arts and math by half in six years). The number of Economically Disadvantaged and Black Students who met growth is not available to us CMSD, but our Free & Reduced Lunch rate is 96% which places all students in that category for the purposes of this grant application. Our percentage of non-black students is 3%, therefore, Black was considered to be the same as ALL. Growth is calculated at 3% to take into account the difference in growth rates between grade levels and the Cambridge International Examination Program expectations. The growth rate for principals is 5% because there are fewer principals and it is anticipated that a higher percentage of students within each school will meet growth expectations.

Performance Measure (All Applicants – b) b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an **effective teacher** (as defined in this notice) and an **effective principal** (as defined in this notice).					**Applicable Population**: All participating students Students achieve one (1) year's learning in one (1) year.														
		Baseline SY 2012-2013			**Target**														
					SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
		A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**Effective Teacher or Principal**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (A/B)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (D/E)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (G/H)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (J/K)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (M/N)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (P/Q)*100**
All participating students	Teacher	960	1390	69%	987	1390	71%	1015	1390	73%	1043	1390	75%	1084	1390	78%	1112	1390	80%
	Principal	730	1390	57%	820	1390	59%	876	1390	63%	917	1390	66%	959	1390	69%	1015	1390	73%

Performance Measure (All Applicants – b) b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an **effective teacher** (as defined in this notice) and an **effective principal** (as defined in this notice).	**Applicable Population**: All participating students Students achieve one (1) year's learning in one (1) year.

		Baseline SY 2012-2013			**Target**													
					SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	**Effective Teacher or Principal**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (A/B)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (D/E)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (G/H)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (J/K)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (M/N)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (P/Q)*100**
Economically Disadvantaged	Teacher	960	1390	69%	987	1390	71%	1015	1390	73%	1043	1390	75%	1084	1390	78%	1112	1390	80%
	Principal	730	1390	57%	820	1390	59%	876	1390	63%	917	1390	66%	959	1390	69%	1015	1390	73%
Black	Teacher	960	1390	69%	987	1390	71%	1015	1390	73%	1043	1390	75%	1084	1390	78%	1112	1390	80%
	Principal	730	1390	57%	820	1390	59%	876	1390	63%	917	1390	66%	959	1390	69%	1015	1390	73%

To determine the number of students with a highly effective teacher, the total number of students who met growth was divided by the total number of students participating in the 4^{th} – 12^{th} grade state tests. To determine the number of students with a highly effective teacher, the total number of students in each school that met growth was added together then divided by the total number of students who participated in the state tests. The number of Economically Disadvantaged and Black Students who met growth is not available to us CMSD, but our Free & Reduced Lunch rate is 96% ***(Please see Appendix Item #10, pages 109-110)*** which places all students in that category for the purposes of this grant application. Our percentage of non-black students is 3%, therefore, Black was considered to be the same as ALL. Growth is calculated at 3% to take into account the difference in growth rates between grade levels

and the Cambridge International Examination Program expectations. The growth rate for principals is 5% because there are fewer principals and it is anticipated that a higher percentage of students within each school will meet growth expectations.

The Number of Participating Students with an Effective Teacher/Principal was calculated using the District and School Performance Report and School Growth Report from the Mississippi Statewide Accountability System 2013 Growth Model. The Total Number of Participating Students was calculated using the number of students who participated in the 2012-2013 MCT2 and SATP2. Growth is a measurement tool to ensure that a student receives, at a minimum, one (1) year's worth of learning in one year. The Mississippi Department of Education uses a prediction model to determine if the student has met growth. To be included in the growth predictions, a student must;

- -meet full academic year requirements at the school/district level for the 2012-2013 school year as well as the 2011-2012 school year (or applicable 8th grade year)
- -have MCT2 scores in both Reading and Mathematics from the 2011-2012 school year or from his/her 8th grade year;
- have 2012-2013 scores from the MCT2, Algebra 9, English II MC, and/or Biology 1 SATP2.

To determine whether a student has met growth, the student's prior year MCT2 scores are used to predict the student's performance on the current year MCT2. A student's predicted performance on Algebra I taken in grade 8 is predicted from the previous year grade 7 MCT2 scores. Algebra I and Biology 1 scores for students taking those courses at grade 9 are predicted from the students' grade 8 MCT2 from the previous year. Algebra 1 and Biology 1 scores for students taking the courses at grade 10, and all English II MC scores, are predicted from the 8th grade MCT2 from two years earlier.

The difference between a student's actual score on the MCT2 or the SATP2 and his/her expected (predicted) scale score is called the residual. The residual values for the student level predictions are averaged to yield a raw mean residual for the school. The raw mean residuals are standardized (for comparability), weighted according to the number of students' scores, and combined. When combined,

the standardized weighted growth residuals form the school's growth composite. If the growth composite value reaches zero (0), the school has met its expected growth for the year. If the value falls below zero (0), the school has failed to meet its expected growth.

(E)(3) Performance Measures – Required for applicants with participating students in grades PreK-3
(Note to applicants: Delete chart if the PreK-3 population is not part of your proposal)

Early childhood is a crucial time for growing, forming, and brain development. Research by the National Head Start Association, the National Association for the Education of Young Children, The National Education Association, and other organizations has documented numerous short-term and long-term intellectual, social, and physical benefits for children that attend quality early childhood programs. The Clarksdale Municipal School District is committed to providing quality education for children. All of the schools in Clarksdale Municipal School District are low income. Our district recognized early that access to pre-kindergarten classes is necessary to close the achievement gap that currently exists in the district. The trends realized over the past years are a testament to the implementation of CMSD's pre-kindergarten classes and the data supports the success of the program.

Students entering the CMSD pre-kindergarten program have outperformed those students who have not attended our pre-kindergarten program. The pre-kindergarten students have garnered a 98% passage rate on our district's kindergarten exit exam; whereas those students who did not attend pre-kindergarten have a 79% passage rate.

This year the district has implemented a universal measure to access students in literacy, language, and mathematics. This measure will be administered three times in addition to the early literacy skills checklist of NWEA's MAP (Measures of Academic Progress). This is the first year for all classes to be assessed utilizing the same measure. To access social and emotional competence, the district utilizes PBIS (Positive Behavioral Interventions & Supports). Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented behavioral practices and interventions possible.

The data in the charts reflects the gradual increase of changes that we believe are attainable with our students. Each year a 10% increase will be reached through sound instructional practices and close monitoring of students as they enter school as four year old students. We believe these students will reach their full potential and beyond and be on grade level by the third grade.

Performance Measure (Grades PreK-3 – a, b) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline** ***SY2012-13]***	**Target**				
				SY 2013-14	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**	**SY 2017-18 (Post-Grant)**
a) Students entering pre-k will be universally assessed on mathematics, language, and literacy domains which are critical for future elementary success. These students will be performing on grade level by 3rd grade	*Pre-k*	All participating students	2012-2013	55%	65%	75%	85%	95%
b) Students entering pre-k will be universally assessed on social-emotional competence. These students will achieve positive social competence by grade 3.	*Pre-k*	All participating students	2012-2013	55%	65%	75%	85%	95%

PLEASE NOTE: 2013 SUB-GROUP INFORMATION IS NOT AVAILABLE AT THIS TIME WITH THE 2013 REPORT, THE MISSISSIPPI DEPARTMENT OF EDUCATION HAS NOT RELEASED THE 2012/13 REPORT CARD WITH THIS INFORMATION. THEREFORE, BASED ON OUR 96% FREE & REDUCED RATE AND OUR 3% NON-BLACK POPULATION, ECONOMICALLY & BLACK WILL BE COUNTED THE SAME AS ALL.

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). **MCT2 scores in English Language Art and Math were used to determine students who are on track for college- and career-readiness. Students who scored proficient and above were considered to be on-track.**	**Applicable Population**: [e.g., grade bands or subject areas] 4 – 8th Grade Students

	Baseline ***[2012-13]***			**Target**														
				SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%
4th Grade English Language Arts																		
All participating students – 7% increase	139	246	57%	142	238	60%	144	222	65%	164	234	70%	200	264	76%	238	290	82%
Economically Deprived	139	246	67%	142	238	60%	144	222	65%	164	234	70%	200	264	76%	238	290	82%
Black	139	246	67%	142	238	60%	144	222	65%	164	234	70%	200	264	76%	238	290	82%
4th Grade Math																		

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). **MCT2 scores in English Language Art and Math were used to determine students who are on track for college- and career-readiness. Students who scored proficient and above were considered to be on-track.**	**Applicable Population**: [e.g., grade bands or subject areas] 4 – 8th Grade Students

	Baseline ***[2012-13]***			**Target**														
				SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students - 7% increase	165	262	53%	135	238	57%	135	222	61%	152	234	65%	182	264	69%	215	290	74%
Economically Deprived	165	251	53%	135	238	57%	135	222	61%	152	234	65%	182	264	69%	215	290	74%
Black	165	256	53%	135	238	57%	135	222	61%	152	234	65%	182	264	69%	215	290	74%
5th Grade English Language Arts																		
All participating students - 7% increase	109	222	49%	129	249	52%	133	238	56%	133	222	60%	150	234	64%	182	264	69%
Economically Deprived	109	222	49%	129	249	52%	133	238	56%	133	222	60%	150	234	64%	182	264	69%

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). **MCT2 scores in English Language Art and Math were used to determine students who are on track for college- and career-readiness. Students who scored proficient and above were considered to be on-track.**	**Applicable Population**: [e.g., grade bands or subject areas] 4 – 8th Grade Students

	Baseline ***[2012-13]***			**Target**														
				SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
Black	109	222	49%	129	249	52%	133	238	56%	133	222	60%	150	234	64%	182	264	69%
5th Grade Math																		
All participating students	130	222	59%	159	249	64%	164	238	69%	167	222	75%	190	234	81%	230	264	87%
Economically Deprived	130	222	59%	159	249	64%	164	238	69%	167	222	75%	190	234	81%	230	264	87%
Black	130	22	59%	159	249	64%	164	238	69%	167	222	75%	190	234	81%	230	264	87%
6th Grade English Language Arts -																		
All participating students - 7% increase	72	231	32%	85	249	34%	88	238	37%	87	222	39%	98	234	42%	118	264	45%

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). **MCT2 scores in English Language Art and Math were used to determine students who are on track for college- and career-readiness. Students who scored proficient and above were considered to be on-track.**	**Applicable Population**: [e.g., grade bands or subject areas] 4 – 8th Grade Students

	Baseline ***[2012-13]***			**Target**														
				SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
Economically Deprived	72	231	32%	85	249	34%	88	238	37%	87	222	39%	98	234	42%	118	264	45%
Black	72	231	32%	85	249	34%	88	238	37%	87	222	39%	98	234	42%	118	264	45%
6th Grade Math																		
All participating students – 8% increase	73	231	33%	90	249	36%	90	238	38%	93	222	42%	105	234	45%	127	264	48%
Economically Deprived	73	231	33%	90	249	36%	90	238	38%	93	222	42%	105	234	45%	127	264	48%
Black	73	231	33%	90	249	36%	90	238	38%	93	222	42%	105	234	45%	127	264	48%
7th Grade English Language Arts																		

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). **MCT2 scores in English Language Art and Math were used to determine students who are on track for college- and career-readiness. Students who scored proficient and above were considered to be on-track.**	**Applicable Population**: [e.g., grade bands or subject areas] 4 – 8th Grade Students

	Baseline ***[2012-13]***			**Target**														
				SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students - 8% increase	105	270	39%	97	231	42%	112	249	45%	117	238	49%	118	222	53%	133	234	57%
Economically Deprived	105	270	39%	97	231	42%	112	249	45%	117	238	49%	118	222	53%	133	234	57%
Black	105	270	39%	97	231	42%	112	249	45%	117	238	49%	118	222	53%	133	234	57%
7th Grade Math																		
All participating students	117	270	43%	106	231	46%	125	249	50%	129	238	54%	131	222	59%	147	234	63%
Economically Deprived	117	271	43%	106	231	46%	125	249	50%	129	238	54%	131	222	59%	147	234	63%
Black	117	270	43%	106	231	46%	125	249	50%	129	238	54%	131	222	59%	147	234	63%

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). **MCT2 scores in English Language Art and Math were used to determine students who are on track for college- and career-readiness. Students who scored proficient and above were considered to be on-track.**	**Applicable Population**: [e.g., grade bands or subject areas] 4 – 8th Grade Students

	Baseline ***[2012-13]***			**Target**														
				SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
8th Grade English Language Arts																		
All participating students	82	201	41%	102	231	44%	111	231	48%	129	249	52%	133	238	56%	133	222	60%
Economically Deprived	82	248	44%	102	231	44%	111	231	48%	129	249	52%	133	238	56%	133	222	60%
Black	82	249	44%	102	231	44%	111	231	48%	129	249	52%	133	238	56%	133	222	60%
8th Grade Math																		
All participating students	167	200	58%	146	231	63%	157	231	68%	182	249	73%	188	238	79%	189	222	85%
Economically Deprived	167	200	64%	146	231	63%	157	231	68%	182	249	73%	188	238	79%	189	222	85%

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). **MCT2 scores in English Language Art and Math were used to determine students who are on track for college- and career-readiness. Students who scored proficient and above were considered to be on-track.**	**Applicable Population**: [e.g., grade bands or subject areas] 4 – 8th Grade Students

	Baseline *[2012-13]*			**Target**														
				SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
Black	167	200	65%	146	231	63%	157	231	68%	182	249	73%	188	238	79%	189	222	85%

Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline** *[SY2012-13*]*	**Target**				
				SY 2013-14	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**	**SY 2017-12 (Post-Grant)**
b) Targets for the percentages of students scoring proficient and above in ELA and Math were calculated to reflect an average of state-level proficiency indexes (AMOs) and CMSD's	4th Grade ELA 7%	All participating students	56.5%	60.5%	64.7%	69.2%	74.1%	79.2%
		Subgroup 1: Black	56.5%	60.5%	64.7%	69.2%	74.1%	79.2%
		Subgroup 2:	56.5%	60.5%	64.7%	69.2%	74.1%	79.2%

Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline** ***[SY2012-13*]***	**Target**				
				SY 2013-14	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**	**SY 2017-12 (Post-Grant)**
gap reduction goal (reduce state-district gaps in language arts and math by half in six years). ***Please note: sub-group information is not available from the Mississippi State Department of Education. Due to the 96% Free & Reduced Rate for our District and the Very small percentage of students who are not listed as Black, the figures for All are given for each group. In 4th grade ELA & Math, CMSD closed the gap between CMSD & the State. We intend to exceed State achievement.***		Economically Disadvantaged						
	4th Grade Math 7%	All participating students	67.1%	71.8%	76.8%	82.2%	87.9%	94.1%
		Subgroup 1: Black	67.1%	71.8%	76.8%	82.2%	87.9%	94.1%
		Subgroup 2: Economically Disadvantaged	67.1%	71.8%	76.8%	82.2%	87.9%	94.1%
b) Targets for the percentages of students scoring proficient and above in ELA and Math were calculated to reflect an average of state-level proficiency indexes (AMOs) and CMSD's gap reduction goal (reduce state-district gaps in language arts and math by half in six years) ***Please note: sub-group information is not available from the Mississippi State Department of Education. Due to the 96% Free & Reduced Rate for our District and the Very small percentage of students who are not listed as Black, the figures for All are given for each group.*** .	5th Grade ELA 7%	All participating students	49.1%	52.6%	56.3%	56.2%	64.4%	68.9%
		Subgroup 1: Black	49.1%	52.6%	56.3%	56.2%	64.4%	68.9%
		Subgroup 2: Economically Disadvantaged	49.1%	52.6%	56.3%	56.2%	64.4%	68.9%
	5th Grade Math 8%	All participating students	58.6%	63.2%	68.3%	73.8%	79.7%	86%
		Subgroup 1: Black	58.6%	63.2%	68.3%	73.8%	79.7%	86%
		Subgroup 2: Economically Disadvantaged	58.6%	63.2%	68.3%	73.8%	79.7%	86%
b) Targets for the percentages of students scoring proficient and above in ELA and Math were calculated to reflect an average of state-level proficiency indexes (AMOs) and CMSD's gap reduction goal (reduce state-district gaps in language arts and math by half in six years). ***Please note: sub-group information is not available from the Mississippi State Department of Education. Due to the 96% Free & Reduced Rate for our District and the Very small percentage of students who are not listed as Black, the figures for All are given for each group.*** .	6th Grade ELA 7%	All participating students	32%	34%	36.6%	39.2%	41.9%	44.9%
		Subgroup 1: Black	32%	34%	36.6%	39.2%	41.9%	44.9%
		Subgroup 2: Economically Disadvantaged	32%	34%	36.6%	39.2%	41.9%	44.9%
	6th Grade Math 8%	All participating students	32.6%	35%	38%	41%	44.3%	47.9%
		Subgroup 1: Black	32.6%	35%	38%	41%	44.3%	47.9%
		Subgroup 2: Economically Disadvantaged	32.6%	35%	38%	41%	44.3%	47.9%
b) Targets for the percentages of students	7th Grade	All participating	38.9%	42%	45.4%	49%	53%	57%

Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline *[SY2012-13*]***	**Target**				
				SY 2013-14	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**	**SY 2017-12 (Post-Grant)**
scoring proficient and above in ELA and Math were calculated to reflect an average of state-level proficiency indexes (AMOs) and CMSD's gap reduction goal (reduce state-district gaps in language arts and math by half in six years). ***Please note: sub-group information is not available from the Mississippi State Department of Education. Due to the 96% Free & Reduced Rate for our District and the Very small percentage of students who are not listed as Black, the figures for All are given for each group.*** .	ELA 8%	students						
		Subgroup 1: Black	38.9%	42%	45.4%	49%	53%	57%
		Subgroup 2: Economically Disadvantaged	38.9%	42%	45.4%	49%	53%	57%
	7th Grade Math 8%	All participating students	43.3%	46.8%	50.5%	54.6%	59%	63.7%
		Subgroup 1: Black	43.3%	46.8%	50.5%	54.6%	59%	63.7%
		Subgroup 2: Economically Disadvantaged	43.3%	46.8%	50.5%	54.6%	59%	63.7%
b) Targets for the percentages of students scoring proficient and above in ELA and Math were calculated to reflect an average of state-level proficiency indexes (AMOs) and CMSD's gap reduction goal (reduce state-district gaps in language arts and math by half in six years). ***Please note: sub-group information is not available from the Mississippi State Department of Education. Due to the 96% Free & Reduced Rate for our District and the Very small percentage of students who are not listed as Black, the figures for All are given for each group.*** .	8th Grade ELA 8%	All participating students	41.4%	44.7%	48.3%	52.1%	56.3%	60.8%
		Subgroup 1: Black	41.4%	44.7%	48.3%	52.1%	56.3%	60.8%
		Subgroup 2: Economically Disadvantaged	41.4%	44.7%	48.3%	52.1%	56.3%	60.8%
	8th Grade Math 8%	All participating students	57.5%	62.1%	67.1%	72.4%	78.2%	84.5%
		Subgroup 1: Black	57.5%	62.1%	67.1%	72.4%	78.2%	84.5%
		Subgroup 2: Economically Disadvantaged	57.5%	62.1%	67.1%	72.4%	78.2%	84.5%
c) Targets for social-emotional improvements were calculated using the percentage of days without physical altercations. Baseline percentages were established using the district's lowest performing grade-level (6th grade) for SY 2012-13. .	6th Grade Percentage of Days without Physical Altercation	All participating students	58%	64%	67%	70%	73%	76%
		Subgroup 1: Males	57%	61%	64%	67%	70%	73%
		Subgroup 2: Females	59%	62%	65%	68%	71%	74%

(E)(3) Performance Measures – Required for applicants with participating students in grades 9-12
(Note to applicants: Delete chart if the 9-12 population is not part of your proposal)

Students Who Filled Out FAFSA

Performance Measure (Grades 9-12 – a) a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.				**Applicable Population**: [e.g., grade bands or subject areas] All Graduating Seniors														
	Baseline /SY 2012-13/			**Target**														
	SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**					
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (A/B)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (D/E)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (G/H)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (J/K)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (M/N)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (P/Q)*100**
	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%
All participating students	95	100	95	105	105	100	110	110	100	116	116	100	122	122	100	128	128	100
Economically disadvantaged	95	100	95	105	105	100	110	110	100	116	116	100	122	122	100	128	128	100
Black	95	100	95	103	103	100	110	110	100	111	111	100	122	122	100	128	128	100

Students from the class of 2013 who applied to various colleges and universities also filled out the Free Application for Federal Student Aid (FAFSA). There were 100 students who applied and 95 completed the application. These students were helped by the graduation coach at Clarksdale High School (Dr. Clarence Hayes) and various college/university financial aid officers (The University

of Mississippi, Tougaloo College and Coahoma Community College) at an event called College Goal Sunday and CMSD also hosted a Financial Aid night for seniors and parents sponsored by Education Service Foundation (ESF) of Jackson, MS.

The goal is to increase the number of participants who complete the FAFSA by 5% with 100% participation rate. The upcoming classes (current 9th grade and below) are currently 100% black.

Student Enrollment – 2013/14
12th grade - 165 students (Black Males - 77, Black Females – 88)
11th Grade – 195 students (Black Males – 88, Black Females – 105, Asian Males - 1, Asian Females - 1)
10th Grade – 202 students (Black Males – 90, Black Females – 107, White Males – 2, White Females – 2, Asian Males – 1)
Special Education 7 (Black Males – 6, Black Females – 1)

Total 569 (Black 562, White – 4, Asian – 3)

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: [e.g., grade bands or subject areas] Grades 9-12 The On-track indicator is the ACT Test – a score of 16 or above.

	Baseline ***[SY 2012-13] class that just gradated in May***			**Target: Increase participation of seniors in taking the ACT by 3% per year and increase the percentage of students who score 16% and above by 3% per year.**														
				SY 2013-14 Current seniors			**SY 2014-15 Current juniors**			**SY 2015-16 Current sophomores**			**SY 2016-17 Current freshman**			**SY 2017-18 (Post-Grant) current 8th grade**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%
All participating students	85	120	71%	93	126	74%	100	130	77%	105	134	80%	117	141	83%	126	146	86%
Economically disadvantaged	85	120	71%	93	126	74%	100	130	77%	105	134	80%	117	139	83%	126	146	86%
Black	83	120	69%	87	124	70%	91	125	73%	98	129	76%	110	139	79%	120	146	82%

The numbers in Column A represent the number of students with ACT scores of 16 or above. Column B represents the number of students who took the ACT test. Column C represents the percentage of students who scored 16 or above on the ACT test. The 3% goal for an increase in both the students taking the ACT and in obtaining a score of 16 or above is based on the students participating

in Cambridge International Examination Program. Seniors are encouraged to participate in the ACT test because all in-state colleges and universities require scores from this test for admission and placement within the university. Seniors were prepped on ACT test taking during the RIT period each week. RIT is an intervention/enrichment period in which all students district-wide participate. Students are grouped based on subgroup scores derived from MAP Testing three times a year in order to offer personalized learning opportunities. Students were given several mini ACT tests as well as test-taking skills. Freshmen, Sophomores and Juniors who registered to take the ACT had the opportunity to attend an ACT workshop hosted and sponsored by Tri- County Workforce Alliance. The numbers in the second box are the number of students who were given ACT Waivers to take the ACT for free because of their economic background.

The average ACT for Clarksdale High School is 16.1 (English 15.3, Math 15.8, Reading 16, Science 16.8)

State average is 18.9 (English 18.8, Math 18.3, Reading 19.1, Science 18.8)

National average 20.9 (English 20.2, Math 20.9, Reading 21.1, Science 20.7).

Clarksdale High School average has increased 2011-15.7, 2012-16 and 2013-16.1.

Performance Measure (Grades 9-12 – c) c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready. The Performance Measure used is the Excellence for All – Cambridge International Examination System	**Applicable Population:** [e.g., grade bands or subject areas] Grades 9 & 10 Baseline for SY 2012-13 9 – 11 for SY 2013-14 – 9 – 12 thereafter Excellence for All – Cambridge International Examination students scoring above U – Any grade above U is considered passing – see explanation below.

	Baseline ***[2011-12]***			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students on track**	**Total # of Participating Students**	**% on track (A/B)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (D/E)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (G/H)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (J/K)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (M/N)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (P/Q)*100**
Cambridge International Examination Program	0	39	0	4	62	6.45	#	#	%	#	#	%	#	#	%	#	#	%
All participating students	0	39	0	4	62	6.45	6	214	3	16	269	6	21	230	9	30	254	12
Economically Disadvantaged	0	39	0	4	62	6.45	6	214	3	16	269	6	21	230	9	30	254	12
Black	0	39	0	4	62	6.45	6	214	3	16	269	6	21	230	9	30	254	12

NCEE measures college and career readiness based on students' performance on the end-of-course exams. A student who earns the

Performance Measure	Applicable	Subgroup	Baseline	Target

following scores is considered college and career ready and "on track": English First Language (70B), Biology (60C), History (60C), Math (65C), Literature (65C), Chemistry (60C), American History (60C), and Art & Design.

In 11-12 we had several student who met the cut scores in one or more area. We did not have a student who passed all three their 9th grade year. In 12-13, four ninth grade students passed all three exams

Cambridge International Examinations only gives data for Center (CMSD) and USA. The NCEE has set a goal for a 2% increase over the next year. CMSD's ambitious goal is 3% per year. Please note that there are two versions of the examination: Extended and Core. The Extended Version, which CMSD has elected to participate in, posts grades from A* to U. These equate to scale scores rather than the American version of the A, B, C, D, F scale and caution is encouraged when examining the score possibilities. For those students who wish to pursue the early graduation option, a score of A*, A, B, or C (score varies by exam* See table below) must be obtained. These students may score in this range, but elect to stay at Clarksdale High School and earn an advanced high school diploma by pursuing AICE (Advanced International Certificate of Education) or Advanced Placement courses, completion of which will make them eligible for entry into a Four-Year Institution of Higher Learning at the sophomore level. Any score above a U is considered to be a passing grade for the purposes of Cambridge International. The Core Version will allow students to earn a highest possible score of a C – even if all questions are answered correctly. Students taking ALL Core examinations are less likely to be eligible for the early graduation option considering the required score for certain examinations is set at a B or better. Students taking Core Versions of the examinations will remain in high school to pursue AICE or Advanced Placement courses. Subgroup information is not available.

(Grades 9-12 – d, e) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Population**		**[SY 2012-13]**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**	**SY 2017-18 (Post-Grant)**
Career Ready – Mississippi Career Planning and Assessment System (MS-CPAS) – a measure used in the vocational program 15% increase school wide in the number of students who score 70% on their MS-CPAS – considered to be proficient (prof)	*[9-12]*	All participating students	# Prof 148 12	# Prof 148 14	# Prof 148 16	# Prof 148 18	# Prof 148 21	# Prof 148 24
		[Economically Disadvantaged]	148 12	148 14	148 16	148 18	148 21	148 24
		[Black]	148 12	148 14	148 16	148 18	148 21	148 24

Carl Keen Career and Technical Education (CTE) Center gives Clarksdale High School students the opportunity to get a head start on preparing for college and careers. In our CTE programs students learn how core school subjects like math, science and writing are used in real-life. Each CTE student has the opportunity to participate in hands-on training in their chosen program and gain real world experience through job shadows and possible internships. Many programs, such as Culinary Arts and Carpentry, offer students the opportunity to earn nationally recognized certifications which can be utilized to get a job to pay for college or as the start of their career. Carl Keen Career and Technical Center services students in grades 10-12. The center offers the following programs: Construction Core, Business Fundamentals, Marketing, Culinary Arts, Health Services, Cosmetology, and Automotive Services. All programs are two year programs and students earn two Carnegie Units each year they enroll in the program and successfully pass each course. Each of our Programs have active Student Organizations that hold district and state competitions annually that involve categories in which students learn in the Career and Technical Curriculum. The student organizations at Carl Keen include Future Business Leaders of America, Skills USA, and Family, Career and Community Leaders of America. The Mississippi Career Planning

and Assessment System (MS-CPAS) is the assessment used to measure each student's proficiency in each program. Students are encouraged to score at 70% proficiency.

CMSD has instituted Career Pathways into the school system. Career Pathways represent more specific slices of the job market. In a comprehensive cluster system, each high school student, by the 10th grade, has chosen a career major on which to focus his or her studies and career planning. Completion of a major usually requires at least four units of study in that area as well as complementary electives. A Career Pathway is a sub-grouping of related careers and broad industries with a Career Cluster based on "common" knowledge and skills. It is subset of related occupations within a career cluster. Example: Food Processing and Production is a career pathway found within the Agriculture Career Cluster. The Pathway represents the knowledge and skills, both academic and technical, necessary to pursue a full range of career opportunities with a Pathway – ranging from entry level to management. Example Business, Management, & Administration is the Career Cluster with several Pathways listed under it e.g. Marketing Management, Human Resources, Business Analysis, etc.

(E) (4) Plan for Evaluating Effectiveness of Investments

CMSD's Plan for Evaluating Effectiveness of Investments

Key Goals	**Activities**	**Rationale**	**Time Line**	**Deliverables**	**Person Responsible**
Investments of time and money and	RTTT Project Director will create a matrix detailing inventory, effectiveness of	To ensure fiscal responsibility	June of each year	Annual Report	RTTT Project Director Outside Evaluator

budget are use effectively	professional development, and employment of technology and magnet and Cambridge Internal programs to be given to Superintendent, School Board, internal and external stakeholders				
	Principals will evaluate the effectiveness of professional development, use of technology and inventory within their buildings and effectiveness of magnet and Cambridge Internal programs. They report the results to the RTTT Project Director.	To ensure fiscal responsibility	May of each year	Completion of School Level Matrix	Principals RTTT Project Director
	Teachers will evaluate the effectiveness of professional development, use of technology and inventory within their buildings and effectiveness of magnet and	To ensure fiscal responsibility	April of each year	Completion of Classroom level Matrix	Teachers Principals RTTT Project Director

	Cambridge Internal programs. They report results to their building principal.				
	Parents will evaluate effectiveness of magnet and Cambridge Internal programs and the teaching and leading of the instruction in their schools. They will report results to their building principal.	To ensure fiscal responsibility	April of each year	Completion of Parent-level Matrix	Parents Teachers Principals RTTT Project Director
	Sophomores, Juniors and Seniors in high school will rate the effectiveness of the magnet and Cambridge programs on their educational outcomes and report to the graduation coach at the high school.	To ensure fiscal and educational responsibility	April of each year	Completion of High School Matrix	10, 11, & 12 Grade Students Graduation Coach High School Principal RTTT Project Director

CMSD has created a plan to evaluate the effectiveness of its investments by utilizing the Race to the Top Project Director and stakeholders both within and outside the school district. The RTTT Project Director will create a matrix to evaluate the effectiveness of purchases and programs. This matrix will be distributed to principals, teachers, parents, and students to gain their input. The

Outside Evaluator will liaise with the RTTT project Director and create a written report to present to the Superintendent and the School Board.

F. Budget and Sustainability (20 total points)

The extent to which—

(F)(1) Budget for the project *(10 points)*

The applicant's budget, including the budget narrative and tables—

(a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds);

(b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and

(c) Clearly provides a thoughtful rationale for investments and priorities, including--

(i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and

(ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments; and

(F)(2) Sustainability of project goals *(10 points)*

The applicant has a high-quality plan (as defined in this notice) for sustainability of the project's goals after the term of the grant. The plan should include support from State and local government leaders, financial support, and a description of how the applicant will evaluate the effectiveness of past investments and use this data to inform future investments. Such a plan may address how the applicant will evaluate improvements in productivity and outcomes to inform a post-grant budget, and include an estimated budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds.

F. Budget and Sustainability (20 total points)

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments and the rationale for their inclusion must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

The high-quality plan (as defined in this notice) should include key goals, activities to be undertaken and the rationale for the activities, the timeline, the deliverables, and the parties responsible for implementing the activities. The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

F. Budget and Sustainability (20 total points)

(F)(1) Budget for the project *(10 points)*
The applicant's budget, including the budget narrative and tables—
(a) ***Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds***);

Over the past four years, the Clarksdale Municipal School District has made significant turnarounds in student achievement, teacher and administrator quality, and accountability levels. Much of these reforms have been made possible due to the planning of visionary leadership coupled with an increase in resources for schools through the attainment of private and public grant funding. While we understand that this Race to the Top proposal seeks to request a substantial amount of funding, we also understand that, when used properly, funding matters and can make a difference.

This proposal will be supported through funding provided by the Mississippi Department of Education School Improvement Grants for Clarksdale High School and the Magnet Schools Assistance Grant. Additionally, the local school district will provide support for the project through LEA, state funds and federal funds, which provide salaries for central office administrators, use of facilities and utilities, support services, special education services, and professional development opportunities.

CMSD's Plan To Use Other Funds to Support This Project

	Year 1	Year 2	Year 3	Year 4	After Grant
District	**Personalized Learning** -Maintenance of	**Personalized Learning**	**Personalized Learning**	**Personalized Learning**	**Personalized Learning**

F. Budget and Sustainability (20 total points)

	buildings, installation of labs, technology, transportation, salaries ($200,000) **College & Career Ready** buses for student trips, maintenance, gas, bus driver salary, costs for having buildings opening non regular school hours, administrative & custodial costs for opening building in off-hours ($200.00) **Educator Evaluation** -paper, copying expenses, follow-up training ($15,000) **Data Systems** – -CASE 21 ($33,154.50)	-Maintenance of buildings, installation of labs, technology, transportation, salaries ($200,000) **College & Career Ready** buses for student trips, maintenance, gas, bus driver salary, costs for having buildings opening non regular school hours, administrative & custodial costs for opening building in off-hours ($200.00) **Educator Evaluation**	-Maintenance of buildings, installation of labs, technology, transportation, salaries ($200,000) **College & Career Ready** buses for student trips, maintenance, gas, bus driver salary, costs for having buildings opening non regular school hours, administrative & custodial costs for opening building in off-hours ($200.00) **Educator Evaluation** -paper, copying	-Maintenance of buildings, installation of labs, technology, transportation, salaries ($200,000) **College & Career Ready** buses for student trips, maintenance, gas, bus driver salary, costs for having buildings opening non regular school hours, administrative & custodial costs for opening building in off-hours ($200.00) **Educator Evaluation** -paper, copying	-Maintenance of buildings, installation of labs, technology, transportation, salaries ($200,000) **College & Career Ready** buses for student trips, maintenance, gas, bus driver salary, costs for having buildings opening non regular school hours, administrative & custodial costs for opening building in off-hours ($200.00) **Educator Evaluation** -paper, copying

F. Budget and Sustainability (20 total points)

	-MAP -($39,375) **General Administration** -Salaries, supplies, copying ($100,000)	-paper, copying expenses, follow-up training ($15,000) **Data Systems** – -CASE 21 ($33,154.50) -MAP -($39,375) **General Administration** -Salaries, supplies, copying ($100,000)	expenses, follow-up training ($15,000) **Data Systems** – -CASE 21 ($33,154.50) -MAP -($39,375) **General Administration** -Salaries, supplies, copying ($100,000)	expenses, follow-up training ($15,000) **Data Systems** – -CASE 21 ($33,154.50) -MAP -($39,375) **General Administration** -Salaries, supplies, copying ($100,000)	expenses, follow-up training ($15,000) **Data Systems** – -CASE 21 ($33,154.50) -MAP -($39,375) **General Administration** -Salaries, supplies, copying ($100,000)
Federal	**Personalized Learning** -Magnet Schools Assistance Program Grant ($1,995,391) -School Improvement Grant (SIG) (CHS)($156,250) -SIG - Higgins Middle School – ($179,000) **College & Career Ready**	**Personalized Learning** -Magnet Schools Assistance Program Grant ($1,572,156) **College & Career Ready** -Professional Development ($100,000) **Data Systems** -	**Personalized Learning** -Magnet Schools Assistance Program Grant ($1,400,329) **College & Career Ready** -Professional Development ($100,000) **Data Systems** -	**Personalized Learning** -Professional Development **College & Career Ready** -Professional Development ($100,000) **Data Systems** - Professional	**Personalized Learning** -Professional Development **College & Career Ready** -Professional Development ($100,000) **Data Systems** - Professional

F. Budget and Sustainability (20 total points)

	Professional Development ($100,000) School Improvement Grant (CHS)($156,250) **Data Systems** – -Professional Development (Title I & II) ($206,530.50) -Renaissance (Title I) ($41,154.01), -School Status Accountability/ Analyzer, ($27,600) (Title I) Study Island ($40,000), (Title I) - Consultant ($12,186) School Improvement Grant (CHS)($156,250)	Professional Development ($206,530.50) (Title I & II) -Renaissance (Title I) ($41,154.01), -School Status Accountability/ Analyzer, ($27,600) (Title I) Study Island (Title I) ($40,000), Consultant ($12,186) **General Administration** -Salaries, supplies, copying (District & Federal) ($100,000)	Professional Development (Title I & II) ($206,530.50) -Renaissance (Title I) ($41,154.01), -School Status Accountability/ Analyzer, ($27,600) (Title I) Study Island (Title I) ($40,000), -Consultant ($12,186) **General Administration** -Salaries, supplies, copying (District & Federal) ($100,000)	Development (Title I & II) ($206,530.50) -Renaissance (Title I) ($41,154.01), -School Status Accountability/ Analyzer, ($27,600) (Title I) Study Island ($40,000), (Title I) - Consultant ($12,186) **General Administration** -Salaries, supplies, copying (District & Federal) ($100,000)	Development (Title I & II) ($206,530.50) -Renaissance (Title I) ($41,154.01), -School Status Accountability/ Analyzer, ($27,600) (Title I) Study Island ($40,000), (Title I) - Consultant ($12,186) **General Administration** -Salaries, supplies, copying (District & Federal) ($100,000)

F. Budget and Sustainability (20 total points)

	College & Career Ready -Professional Development ($50,000) -Pre-K Classroom for children with Developmentally Delays ($50,000)	**College & Career Ready** Professional Development ($50,000) -Pre-K Classroom for children with Developmentally Delays ($50,000)	**College & Career Ready** Professional Development ($50,000) -Pre-K Classroom for children with Developmentally Delays ($50,000)	**College & Career Ready** Professional Development ($50,000) -Pre-K Classroom for children with Developmentally Delays ($50,000)	**College & Career Ready** Professional Development ($50,000) -Pre-K Classroom for children with Developmentally Delays ($50,000)
Other Grant Funding	**College & Career Ready** (Pre-K Grant from Delta Bridge) ($157,412) -21st Century Grant (Partnership through LINKS) $904,977 per year over 5 years	**College & Career Ready** (Pre-K Grant from Delta Bridge) ($157,412) -21st Century Grant (Partnership through LINKS) $904,977 per year over 5 years	**College & Career Ready** (Pre-K Grant from Delta Bridge) ($157,412) -21st Century Grant (Partnership through LINKS) $904,977 per year over 5 years	-21st Century Grant (Partnership through LINKS) $904,977 per year over 5 years	-21st Century Grant (Partnership through LINKS) $904,977 per year over 5 years

F. Budget and Sustainability (20 total points)

Total	$3,715,753.01	$2,744,768.01	$2,772,741.01	$1,015,200.01	$1,015,200.01

(b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and

We believe that this proposal is reasonable and sufficient to meet the ambitious goals set forth by the CMSD because we have already seen similar work in action. Through our previous School Improvement Grant at Higgins Middle School and the existing School Improving Grant at Clarksdale High School, we have contracted with instructional coaches, data coaches, and a graduation coach. Our teachers have gained new competencies through on-site, job-embedded modeling and professional development at these two sites. As a result, student achievement has increased substantially. We have surveyed our existing resources and our analysis indicates that this grant proposal should only include those things required to complete the goals of the grant. We know that this plan, broadened to include our entire district, will make a lasting improvement in the lives of our students, families, and community. Based on the expenditures we have already encountered, we understand the type of fiscal investment and human capital that is needed to implement systemic reform. This proposal supports a plan, with sufficient funding and support, to help us meet these goals.

(c) ***Clearly provides a thoughtful rationale for investments and priorities, including--***

(i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and

The Clarksdale Municipal School District has a visionary plan for improving student achievement, increasing teacher quality and enhancing parental and community support for public education in our schools. This plan, which was initially developed five years ago, was the blueprint for the CMSD Race to the Top proposal. The funding requested in this proposal shows a collaboration

F. Budget and Sustainability (20 total points)

between RTTT federal funds, Local Education Agency funds, Mississippi Adequate Education Program state funding, and external grant funding through the School Improvement Grant program (SIG), Magnet Schools Assistance Program Grant (MSAP), and the Delta Bridge. All funds are designated to support classroom instruction, enhance teacher effectiveness, and provide much-needed resources and equipment that will increase the efficiency of our schools. We are front loading equipment and supplies as well as front loading training and Professional Development, which will ensure sustainability. We are developing a rich support systems amongst local and state entities, developing relationships with colleges and universities, community groups, our mayor and board of supervisors, housing projects, HeadStart and Delta Bridge. The Links Organization recently partnered with the school district in obtaining a grant over $1 million to provide tutoring, Saturday School programs, and enrichment activities for students at Higgins Middle School. These relationships will propel us after grant is gone. Personnel brought into this grant understand that it is part of their job is to train teachers so that after they are gone, teachers can carry what they have learned on into the second, third, and subsequent years after grant funding has ceased.

In planning this grant request, we have looked at how we can purchase items for long term financial support, for instance buying c computers and one-to-one digital devices. After 4 years, a schedule for regular replacement based on normal school budget and school planning will be in place. We evaluate the effectiveness of these investments by closing monitoring and inspecting what we put into place. Student achievement is the final indicator of success. We monitor teacher training. Then we find out if teachers like and uses the training by surveying the teachers immediately after the training, then observing in the classroom if they utilize the training. Principals would in the normal evaluation process be able to identify when training is used and when it isn't.

In essence, CMSD is setting up systems for sustainability.

CMSD is committed to evaluating and sustaining these programs for a minimum of 3 years after the end of this funding.

Our proposal includes a plan to utilize RTTT funds in five important categories: 1) personalized learning, 2) college and career readiness, 3) educator evaluation, 4) robust data systems, and 5) general RTTT program administration. The majority of

F. Budget and Sustainability (20 total points)

funds are designated to increase personnel because we believe that our students and teachers need the additional support through highly qualified, highly effective teachers to improve student learning. A total of $4,079,312.40 is designated to hire 23 additional positions that will be shared among our schools. Funds are also allocated for current teachers to work after-school and Saturday School to provide additional personalized learning opportunities. Additionally, a sizable amount of the RTTT funding is designated for additional supplies. Our students and classrooms are ready for 21st Century mobile devices. However, critical cuts in state and local funds have made those purchases out of reach. With $1,075,000 from RTTT funds, every student in the Clarksdale schools will have access to a 1:1, any time, any place digital learning environment. We can begin to "level the playing field" by providing our students with this modern technology. Schools will also receive a significant increase in classroom and instructional supplies, resources, and materials through this RTTT program. Supplies specific to magnet themes, such as Visual & Performing Arts, STEM, and a science lab for the 9th Grade Academy will offer personalized, interest-based thematic learning opportunities. The budget provides for $266,773.14 in funding to purchase instructional and curriculum teaching materials, hands-on programmatic resources that will support the Common Core instructional plan, as well as each of our school's magnet theme focus. Lastly, funding is also slated for teaching stipends for off-contract time, travel expenses for attending meetings and conferences, and contractual services for professional development. The CMSD's Race to the Top proposal provides a clear plan for using the requested ten million dollars to enhance student learning in our district. A detailed explanation for each category is listed below.

PERSONNEL - $4,079,312.40
The Clarksdale Municipal School District will hire the following position to support this initiative:

Race to the Top Project Director: The Project Director will report to the superintendent and will be responsible for coordinating grant implementation. This individual will be the primary point of contact for the CMSD's Race to the Top program.

Instructional Coach: Five (5) Instructional Coaches will provide job-embedded, on-site support and professional development

F. Budget and Sustainability (20 total points)

through model lessons, feedback, co-teaching, and coaching sessions. These positions are necessary to ensure that curriculum and technology are integrated in high quality ways and instruction is provided to support personalized learning.

Literacy Coach: Five (5) Literacy Coaches will provide job-embedded, onsite support and professional development through model lessons, feedback, co-teaching, and coaching sessions, which are specific to improving reading, writing, speaking, phonics, and literacy.
These positions are necessary to ensure that literacy rates are improved, so that all students will have the independent reading and writing skills needed for participating in a personalized learning environment.

Graduation Coach: Two (2) Graduation Coaches will provide support and resources to secondary students to ensure that they meet all graduation requirements and have access to information on college and career opportunities. Graduation Coaches will also provide parents with support on college financial aid and scholarship resources. They will take students to visit colleges and universities and provide job information for those students who do not wish to pursue a post-secondary education. These positions are necessary to ensure that students stay focused on graduation goals and provided the necessary resources and support to achieve their college and career goals.

Data Coaches: Six (6) Data Coaches will provide professional development, support and resources to teachers and administrators in gathering, analyzing, and reporting student and school level data to guide instructional decisions. These positions are necessary to ensure school decisions are made focusing on timely and accurate data.

Cambridge Coordinator: One (1) (teacher on special assignment), the Cambridge Coordinator will assist teachers in grades 9-12

F. Budget and Sustainability (20 total points)

(SY 2013-14 to 2017-18) and grades 7-8 (SY 2014-15 to 2017-18) and grades 5-6 (SY2015-16 to 2017-18) to implement Cambridge International in their classrooms, coordinate testing schedules, liaise with Mississippi Department of Education, NCEE and other Cambridge International sites

RTTT Parent Liaison: One (1) Parent Liaison will assist parents as they work with their children to develop and reach their educational goals. This is a certified position.

RTTT Administrative Assistant: One (1) Administrative Assistant will assist the district-level RTTT personnel in carrying out the duties of the RTTT office. This is a classified position.

Teacher Hourly

5 x teachers will provide after-school and Saturday School personalized learning experiences for those students needing extra time to complete their personalized learning goals. Twelve (12) Saturdays per semester $50 per hour x 4 hours x 5 teachers = $12,000 + 32 after-school days, $50 per hour x 1 hour x 32 hours = $8,000.

Year One: $20,000, Year Two: $20,000, Year Three: $20,000, Year Four: $20,000 = $80,000.

Fringe Benefits will be applied.

FRINGE BENEFITS - $971,952.25

The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25 %.

F. Budget and Sustainability (20 total points)

TRAVEL - $168,772

In each year, travel is estimated for various persons to attend a conference on personalized learning,(including cultural competence awareness related to social, emotional, and behavioral needs. college- and career-readiness, robust data systems, educator evaluation, and general administration. Magnet School professional development (for schools not included in the MSAP Grant) and Cambridge International Examination Program training will be a focus of this travel. The parties involved will include classroom teachers, school leaders, and district office administrators. The purpose of this travel is to ensure that staff and administrators have opportunities for keeping abreast of current research and networking. Costs were estimated at $1,000 per person for registration, meals, transportation, and lodging. Computations were based upon: $250 registration, $40 per diem for meals x 5 days = $200/meals, $300 transportation, $125 per hotel room for double occupancy/shared room x 4 nights = $250/lodging for a total of $1,000 per individual. Cambridge International Examination Program registration fees are set at $450.

Project Title	Year 1	Year 2	Year 3	Year 4	Total
Personalized Learning	$30,000	$30,000	$30,000	$30,000	$120,000
College and Career Readiness	$11,138	$7,778	$7,778	$7,778	$34,472
Educator Evaluation	$0	$0	$0	$0	$0
Robust Data Systems	$0	$0	$0	$0	$0
General Administration	$3,575	$3,575	$3,575	$3,575	$14,300
Total	$44,713	$41,353	$41,353	$41,353	$168,772

Travel is not requested for Educator Evaluation and Robust Data Systems since consultants provided the training in district office and district schools. Mississippi Department of Education and the district also supplements some travel expenses for Educator Evaluation.

EQUIPMENT - $0

F. Budget and Sustainability (20 total points)

This application does not include any one item over $5,000.

SUPPLIES - $3,586,725.64

Digital devices, such as tablet personal computers, iPads, or other digital slates, will be purchased. Storage carts for digital devices will also be purchased. Digital devices will provide the necessary 1:1 student–to-device ratio needed to ensure a modern online, personalized learning environment. Storage carts are necessary to store and charge the digital devices when not in use. No other equipment will be purchased after Year 1. Storage carts are rolling stations for storage and charging of the digital devices. Storage carts will be placed in designated areas within each school. Pricing gathered from Mississippi state contract lists.

In addition, networking equipment will be lease purchased to upgrade the schools' local area network and the district's wide area network. This equipment will include switches, patch panels, racks, cabling, servers, access points and other miscellaneous networking pieces. This equipment is essential to ensure that the network is upgraded to support the digital devices that students will be using and to utilize the robust, data system.

Each year, instructional materials and office supplies will be purchased. Instructional materials will support classroom teaching, themed magnet integration, Cambridge International Examination Program materials, and students' project-based learning opportunities. Office supplies will be used by new personnel to support professional development and classroom modeling lessons. Calculations based on estimated from potential contractors/vendors. In Years 1, supplies will cost $1,779,088.04. In Year 2, supplies will cost $606,069.20, Year 3, supplies will cost $603,252.20, and in Year 4, supplies will cost $598,315.20. The main thrust of the grant money will be charged in Year 1 for digital devices, stem supplies such as lab furniture, microscopes, skeletons, a

F. Budget and Sustainability (20 total points)

refrigerator, lab coats, and a lab coat closet. Yard tools for school gardens, such as rakes and shovels, as well as a rain barrel and compost bin for each school will be one time purchases. Art supplies, seeds, and microscope slides and cleaning cloths will be ordered each year as they are consumable.

CONTRACTUAL – $452,800

Outside Evaluator: The Outside Evaluator will report to the Superintendent and will be responsible for evaluating the grant implementation and expenditure of funds. This individual will prepare reports for the Superintendent and Board of Trustees on grant implementation. $43,200 each year.

M-STAR Contractor: The M-STAR Contractor will train the Trainers of Teachers (ToTs) on the components of M-STAR (Educator Evaluation System) in such a manner that they will be able to train the teachers within their own school setting. - $10,000 per year.

Professional development : Professional Development will be purchased through a contractual agreement and off-site trainings to provide teachers and administrators with training on personalized learning, college- and career- readiness, robust data systems, educator evaluation, general administration and cultural sensitivity related to social, emotional, and behavioral needs. This training will ensure that decisions are made based on accurate and timely use of current student achievement and teacher performance data and cultural competence and sensitivity.

The District shall comply with all applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, and applications regarding all state and federal laws, including the procedures for

F. Budget and Sustainability (20 total points)

procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. Cost estimates were provided from potential contractors.
40 days @ $1,500 per full-day of training per year = $60,000 each year

TRAINING STIPENDS - $400,000

Each year, teachers, administrators and staff will participate in training to create and maintain high quality personalized learning environments, college- and career- readiness, robust data systems, educator evaluation, general administration and cultural sensitivity related to social, emotional, and behavioral needs. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time. Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff. Cost estimates are based upon CMSD School District policy. $200 per full-day/per trainee x 125 days per year = $100,000 each year.

OTHER – $121,050

Each year, students will visit colleges and universities within Mississippi. Parents, teachers, administrators, and data coaches will accompany the students. The purpose of the trips is to create a culture within our students and their parents that they will attend a college after graduation.

TOTAL DIRECT COSTS - $9,586,554.39

INDIRECT COSTS - $158,178.15

F. Budget and Sustainability (20 total points)

TOTAL GRANT FUNDS - $9,744,732.54

FUNDS FROM OTHER SOURCES - $9,771,485.00

Funds will be provided from other grant programs to provide coaches, professional development and resources in two of our schools. District funds will be provided to provide central office leadership and school-based support for each of the schools with training, curriculum alignment, and integration resources. Matching funds will come from School Improvement Grants, Title funding, and local district funds.

TOTAL BUDGET - $19,516,217.54

(ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments;

CMSD's Plan for Strategies to Ensure Long-Term Sustainability of Personalized Learning Environments

One Time Purchases				**On-going Operational Costs**				**Strategies for Sustainability**
Year 1	Year 2	Year 3	Year 4	Year1	Year 2	Year 3	Year 4	
				Personnel Salaries $972,579 Benefits $243,144	Personnel Salaries $1,002,050 Benefits $250,512	Personnel Salaries $1,031,900 Benefits $257,975	Personnel Salaries $1,062,340 Benefits $265,585	Utilize teachers on special assignment -Trainers train teachers to sustain strategies and methods -Build teacher capacity -Training of teachers and administrators will carry over to subsequent years after grant funding ends.

F. Budget and Sustainability (20 total points)

Laptops (iPads & tablet computers, age appropriate K-12) $1,075,000								-Laptops (iPads & tablet computers, age appropriate K-12) will be utilized for multiple years and a schedule of replacement from district funds will be created	
Computers $2078								-Computers will be in place and available for use multiple years after grant ends. A schedule of replacement from district funds will be created -	
Storage Carts for Laptops, iPads, tablet computers $39,582								-Charging Carts will be in place for multiple years, including after grant funding ends	
				Site Licenses $45,000	Site Licenses $45,000	Site Licenses $45,000	Site Licenses $45,000	Future Site Licenses will be negotiated Through district funding after grant Funding ends	
				Contract-ual $113,200	Contract-ual $113,200	Contract-ual $113,200	Contract-ual $113,200	-Contractual – knowledge gained from contractors will continue after grant funding ends	
Lab supplies -Skeleton $1,204 -Refrigerator - $1,200 microscopes $18,375 -microscope lab sets $455 -microscope				Microscope slides - $130 Lens paper $130	Microscope slides - $130 Lens paper $130	Microscope slides- $130 Lens paper $130	Microscope slides - $130 Lens paper $130	-lab furniture, microscopes, skeletons will be on site and in place for many years after grant funding ends -supplies are front-loaded -consumable supplies are written into years 1, 2, 3 & 4. The District General Budget Funds	

F. Budget and Sustainability (20 total points)

dust covers $455 -safety glasses & lab coats - $2505 -lab furniture & teacher station $7724								will be used to fund the on-going expenses after grant funding ends.	
				Techno-logy Supplies (switches, access point, servers, patch panels, cabling, misc. equipment)– Lease $440,000	Techno-logy Supplies (switches, access point, servers, patch panels, cabling, misc. equipment) – Lease $440,000	Techno-logy Supplies (switches, access point, servers, patch panels, cabling, misc. equipment) – – Lease $440,000	Techno-logy Supplies (switches, access point, servers, patch panels, cabling, misc. equipment) – – Lease $440,000	Technology Supplies will be paid for by the end of Year 4 and will be in use in the district for several years.	
Instructional Materials $4,000				Instruction al Materials/ Office Supplies $300	Instruction al Materials/ Office Supplies $300	Instruction al Materials/ Office Supplies $300	Instruction al Materials/ Office Supplies $300	Instructional Materials for new personnel will be Front-loaded for office set-up, Consumable office supplies thereafter are an on-going operational expense that will be absorbed by the district after grant funding ends	
				Office supplies – paper, copying	Office supplies – paper, copying	Office supplies – paper, copying	Office supplies – paper, copying	The District will cover much of the Expense of copying because of Networking contracts with existing Vendors. However, allowance has	

F. Budget and Sustainability (20 total points)

				Costs, ink, Toner, binders $7,000	Costs, ink, Toner, binders $7,000	Costs, ink, Toner, binders $7,000	Costs, ink, Toner, binders $7,000	Been made for general office expenses. At the end of grant funding, many of The personnel will no longer be with The district. Those that remain will Be absorbed into district funding.	
Garden Supplies for all schools - tools, rakes, hoes, trowels, rain barrels, composting bins - $7,384.32				Seeds - $224.20	Seeds - $224.20	Seeds - $224.20	Seeds - $224.20	Tools, composting bins, rain barrels, and other tools will continue to be housed at the schools. District funds or other grant funds will be sought for seeds. Students will also be taught to conserve and preserve seeds for future years.	
Art Supplies for Visual & Performing Arts School, Scripts, water colors, paints, canvases, small instruments, $4480 Thematic units $3,580	Thematic Units $1,643	Thematic Units $632	Thematic Units $217	Annual Productions $1611	Annual Productions $1611	Annual Productions $1611	Annual Productions $1611	Many supplies such as thematic units are permanent and will not need to be replaced. Annual productions will have many consumable elements, such as sets and scenery, but many elements of annual productions can be utilized in future years, such as scripts, costumes, and so on. Community support to continue the program will be sought, as well as Whole Schools Initiative Grant funding.	
				Stipends for off-contract days spent in training $100,000	Stipends for off-contract days spent in training $100,000	Stipends for off-contract days spent in training $100,000	Stipends for off-contract days spent in training $100,000	Building teacher capacity is one of our strongest sustainability investments. Teachers will internalize training and continue to utilize the strategies they learn and train new teachers to the district in the strategies and expectations of CMSD.	

F. Budget and Sustainability (20 total points)

				Travel - $44,713	Travel - $353,000	Travel - $353,000	Travel - $353,000	While much training can be conducted On-site, specialized training and Conferences, as well as required Meetings, must be attended in other Locations. Teachers gain much Knowledge and many new ideas by Interacting with peers from other Cities and states. The types of Conferences and trainings include; -Magnet Schools of America -Cambridge International Examination Program Workshops (intense Trainings for implementing Cambridge International - Workshops to learn how to personalize learning - Counseling Workshops for graduation coaches	
College & Career Ready				College Day Fair Supplies $2,000	College Day Fair Supplies $2,000	College Day Fair Supplies $2,000	College Day Fair Supplies $2,000	CMSD is in partnership with Delta Bridge, colleges & universities and is in the process of writing grants to cover the costs of supplies. Local businesses and colleges & universities will be willing to supply many of the needs to an established College Day Fair as part of their recruiting strategy.	
				Student travel to colleges & universit-	Student travel to colleges &	Student travel to colleges &	Student travel to colleges &	Most of our students come from families in which no one has attended a college or university. Many of the parents of our students do not have a	

F. Budget and Sustainability (20 total points)

				ies across the state $30,262	universities across the state $30,262	universities across the state $30,262	universities across the state $30,262	high school diploma. It is necessary to take all steps possible to create a paradigm shift within our students and their parents and help to create the vision that post-secondary education is possible. Our students needs to envision themselves on a college campus. Our district already does this to some extent and will continue after grant funding ends.	
Office furniture for new personnel (23 new hires) Desks, ($520 each) = $1040 Office Chairs ($263 each) = $ 526 filing cabinets ($369 each) = $ 738 computers - Laptop (MacBook - $1039)= $2078 bookshelves ($300 each) = $ 600 guest chairs for 6 ($275 each) $ $1650 Total $11,694								Wherever possible, existing furniture will be utilized for new personnel. However, it is necessary in some instances to purchase desks, chairs, computers, filing cabinets, and so forth for new personnel. This furniture will be in use for many years after the end of the grant funding.	
				Administra	Administr	Administr	Administr	Administrative	Ass

F. Budget and Sustainability (20 total points)

				tive Software $5,000	ative Software $5,000	ative Software $5,000	ative Software $5,000	Accountability software and office supplies/training materials will be purchased to assist in grant managemer the district level. It will not need to be purchased after the grant is over.

As part of our plan, several purchases will represent one-time expenses, while others reflect investments that the district seeks to continue after the life cycle of this grant program. For example, the networking equipment upgrades and digital learning devices will be lease purchased through grant funds. These particular expenses will be a one-time expense; however, we understand that technology must be upgraded and refreshed on a regular basis. Therefore, through technology planning and careful budgeting, we will develop a refresh cycle to maintain, replace, and upgrade technology as the need arises after the course of this grant. Additionally, the added staff will serve to support instruction, teaching and learning. They will understand that the success of their position is that of training the current staff to continue after the grant ends. As we continue throughout the program, those positions which prove to be invaluable to our continued success will be examined as a perpetual position.

In order to provide sustainability for this project, the district will continue working with partners in the region to develop a plan for external support of our schools. CMSD has a strong relationship with The Delta Bridge Project, which has already funded several of our initiatives. Currently, the Delta Bridge Project has funded two new Pre-K classrooms in the district and we are in the process of seeking a Mentorship Grant. The Delta Southern Bancorp has helped to fund our Saturday School initiative. The Superintendent's Roundtable has formed the Educational Foundation, which has as its mission, fund-raising to assist the district.

The district has worked with the Mississippi Legislature and our Congressman to secure additional flexibility for schools seeking to implement massive educational reforms. As one of the only full-scale magnet programs in the state of Mississippi, Clarksdale serves as a model for other school districts that are grappling with ways to improve student learning. Through existing

F. Budget and Sustainability (20 total points)

partnerships, our district seeks opportunities for additional grant funding – both public and private. One of the greatest opportunities for sustainability lies within the ranks of our own teachers and students. With proper implementation, we believe we can "grow our own" curriculum and leadership experts. We are working with our partners in education, Delta State University, Coahoma Community College, and the Higher Education Center to create educational opportunities for our teachers and assistant teachers to further their education. Our corporate partners, Southern Partners offers a Financial Literacy service than includes a savings program that can be used for tuition in which Southern Partners offers a $3 to $1 match for every dollar invested in the program. ASPIRE, a national organization that offers scholarships to single parents, actively works with our district. **(*Please see Appendix Item #11, page 111-116)*** Since the greatest expense in this proposal involves personnel, we believe that as our teachers utilize this opportunity to learn from others and one another, craft and enhance their own skills – we will be able to replicate the mentor/model relationships that are represented in this proposal at little or no additional costs.

VIII. COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority

Competitive Preference Priority: Results, Resource Alignment, and Integrated Services. To meet this priority, an applicant must demonstrate the extent to which the applicant proposes to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students (as defined in this notice), giving highest priority to students in participating schools (as defined in this notice) with high-need students (as defined in this notice). To meet this priority, an applicant's proposal does not need to be

Competitive Preference Priority

comprehensive and may provide student and family supports that focus on a subset of these needs.

To meet this priority, an applicant must—

(1) Provide a description of the coherent and sustainable partnership to support the plan described in Absolute Priority 1 that it has formed with public or private organizations, such as public health, before-school, after-school, and social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions;

(2) Identify not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. These results must include both (a) educational results or other education outcomes (e.g., children enter kindergarten prepared to succeed in school, children exit third grade reading at grade level, and students graduate from high school college- and career-ready) and (b) family and community supports (as defined in this notice) results;

(3) Describe how the partnership would –

(a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students (as defined in this notice);

(b) Use the data to target its resources in order to improve results for participating students (as defined in this notice), with special emphasis on students facing significant challenges, such as students with disabilities, English learners, and students affected by poverty (including highly mobile students), family instability, or other child welfare issues;

(c) Develop a strategy to scale the model beyond the participating students (as defined in this notice) to at least other high-need students (as defined in this notice) and communities in the LEA or consortium over time; and

(d) Improve results over time;

(4) Describe how the partnership would, within participating schools (as defined in this notice), integrate education and other services (e.g., services that address social-emotional, and behavioral needs, acculturation for immigrants and refugees) for participating students (as defined in this notice);

(5) Describe how the partnership and LEA or consortium would build the capacity of staff in participating schools (as defined in this notice) by providing them with tools and supports to –

(a) Assess the needs and assets of participating students (as defined in this notice) that are aligned with the partnership's goals for improving the education and family and community supports (as defined in this notice) identified by the partnership;

(b) Identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the

Competitive Preference Priority

education and family and community supports (as defined in this notice) identified by the applicant;

(c) Create a decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students (as defined in this notice) and support improved results;

(d) Engage parents and families of participating students (as defined in this notice) in both decision-making about solutions to improve results over time and in addressing student, family, and school needs; and

(e) Routinely assess the applicant's progress in implementing its plan to maximize impact and resolve challenges and problems; and

(6) Identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students.

In the text box below, the applicant should describe its proposal for meeting the priority.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the priority (if any), and how each piece of evidence demonstrates the applicant's success in meeting the priority. Evidence or attachments and the rationale for their inclusion must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Competitive Preference Priority

Clarksdale Municipal School District has formed many partnerships with both public and private organizations. CMSD actively seeks these partnerships and has earned a reputation that encourages outside entities to seek partnerships with CMSD. The types of partnerships we have formed include partnerships to support the ability of professionals in high poverty areas to respond to the specific needs of the students. We also have partnerships that work directly with students to improve their academic success and opportunities for success in life and the third type we have is partnerships that are aimed directly towards parents and community stakeholders. Our many partners meet together monthly at the Superintendent's Roundtable where they are able to discuss their individual and collective roles in reaching our students and their families. They determine the methods the will use to assess progress on their individual and collective programs. ***(Please see Appendix Item 23,– letters of Support.)***

Competitive Preference Priority

Description of Partnerships

We are currently partnered with Head Start to provide pre-kindergarten services in three of our elementary schools to students who may not qualify for HeadStart services and who may not currently receive any pre-kindergarten services. With funds from the grant we will be able to provide additional classrooms in our other elementary schools, expanding the reach of pre-kindergarten to children who currently slip through the cracks. During the summer of 2013, we came together with HeadStart, Coahoma County School District, private and parochial schools, as well as private daycare centers to form the Pre-Kindergarten Collaborative for Coahoma County ***(See Appendix Item #21, page 166-167)***.

We have partnered with Delta Bridge, an association funded by the Walton Foundation, which is actively involved with working with the leadership of Clarksdale to fund projects that will help turn the economy and outlook for Clarksdale from one of decline, decay, and despair to one of hope and prosperity. As part of this partnership, top leadership, as well as many educators throughout our system, have joined with Delta Bridge, working on various committees, such as Housing, Employment, Health and Medical, and the Educational Goals Team. Members of the Central Office Leadership Team are actively involved on the Education Goals Committee and in the decision making process.

CMSD partnered with the University of Mississippi World Class Teaching Program and Southern Bancorp to enable teachers to pursue National Board Certification. Title II funds enabled teachers to receive mentoring through the World Class Teaching Program and Southern Bancorp provided below market interest loans which are not required to be paid until after the candidates receive their refund checks from the Mississippi Department of Education. Central Office personnel provided mentoring free of charge and our technology department assisted with video-taping teachers for their portfolios and burning DVDs.

Other partnerships include Aaron E. Henry Health Clinic which provides Health Services to our students. Northwest

Competitive Preference Priority

Mississippi Regional Medical Center is also an active partner with the school system and its director sits on the Superintendent's Roundtable as a member. Our students with special needs enjoy several opportunities to learn job skills as they work with a local restaurant, Yazoo Pass, our local newspaper, The Clarksdale Press Register, and with a local dentist.

Our many churches in the area offer after-school tutoring to complement the after-school tutoring available within the school system. CMSD interacts on an on-going basis to provide relevant information to these churches and community organizations and to ensure that they have current textbooks, pacing guides, and assignments.

We partner with our local community college, Coahoma Community College, located in Clarksdale, with the University of Mississippi, and with Delta State University, as well as the Higher Educational Center, which is an entity formed of a partnership between Coahoma Community College and Delta State University. We also maintain an active partnership with The Carnegie Public Library.

Several of our schools are in the process of joining together with local businesses to devise outreach strategies for parents who are reluctant to come to the schools. We have partnered with Southern Bancorp in an effort to write a grant to entice parents to attend Saturday School with their students where they have an opportunity to not only brush up on their academic areas, but to participate in fun activities such as Zumba, music, and art. Financial counseling is also available through our Community Outreach partners.

2. Population-Level Desired Results

The goals of CMSD through our broader Race to the Top proposal include;

1. Children will enter kindergarten prepared to succeed in school.

Competitive Preference Priority

2. Children will exit kindergarten prepared to transition to the demands of first grade.
3. Children will exit third-grade reading at grade level.
4. Children will maintain proficiency in both English Language Arts and Math throughout their intermediate and middle school years.
5. Students will graduate from high school college- and career-ready.
6. Students will learn to interact in a conflict-free manner both within the school environment and outside the school environment.
7. Family will literacy programs will be established and maintained to provide supports to those parents who may not have sufficient literacy skills.
8. Financial literacy programs will be established in partnership with Southern Bancorp Community Partners.
9. CMSD will work in collaboration with community organizations to improve opportunities for healthy development and learning in all areas of the life of our city.
10. CMSD and the wider Clarksdale Community will enter into a partnership centered around the needs of the students and families of Clarksdale to provide a world-class education that will prepare our students to compete in a global community.

3. The partnerships will;

(a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA by utilizing a robust data collection system that can be maintained digitally. This system will require technology infrastructure and support at the central office level as well as support of personnel devoted to the interpretation and tracking of data. This will ensure that both the aggregate and student level information is constantly up-to-date and informative.

(b) CMSD will examine all data, both summative and formative, including universal screeners and on-going 9-week

Competitive Preference Priority

exams as well as summative end-of-year state mandated exams to determine progress against the goals. Special emphasis will be placed on tracking those students who face significant challenges. Special needs students as well as those who enter our system facing the challenge of learning English will be monitored. As the vast majority of our students face the challenges associated with poverty, all efforts will be directed to overcoming those challenges and pushing our children to pursue excellence through courses that offer rigor and relevance within a themed-based format.

(c) Our strategy to scale the model beyond the participating students is to work within our partnerships to extend our ideas to the surrounding school districts who also educate students with similar demographics to our own students. Our partnerships with the community colleges and universities, as well as Teach for America, allow us to impact educators who will eventually work not only with our students, but students elsewhere within the area. Our partnerships with our local organizations allow us to work within the community of parents and other interested parties to provide services to our community and in return receive services for our students.

(d) Our results have been evident over time as we have turned our system from on the brink of failing to one that can now boast that half our elementary schools are successful or high performing.

4. Our partnerships are varied and diverse. For instance our partnership with the Delta Music Institute (DMI) at Delta State University provides students with instruction into the business side of the music industry, integrating math and social studies. Students learn how to read contracts and negotiate fees. The logistics of preparing a festival or event and the many complexities inherent in music production can only be taught by those actively involved in this industry. The DMI also integrates language arts into music by teaching students how to write lyrics and put them to music. As part of our themed academies, local musicians as well as the Blues Museum partner with our schools to reach our children in a relevant and fun manner. Students in our STEAM schools will learn robotics through a partnership with The Extension Service. Local farmers plow up portions of the school grounds and teach students how to plant and harvest crops. Local doctors work with students at the Health & Medical elementary magnet school.

Competitive Preference Priority

By teaching students the relevance of what they are learning to the work our various partners are engaged in, our students are able to make strides towards college and career-ready.

(5) CMSD is committed to building the capacity of our staff by;

a) working with partners such as our outside providers who work with staff both during in-service and with embedded professional development to learn not only how to read data, but learn to utilize that data to improve the academic outcomes for our students. Our teachers and administrators must learn a paradigm shift from using data to assess teachers to using data to assess the needs and assets of students. Data coaches would be employed to work directly with individuals and groups of teachers to ensure that our goals for improving the education and family and community supports are always kept at the forefront of everything that we do.

b) CMSD works through our federal programs director to administer a Needs Assessment to all students, parents, faculty, and staff to determine the needs of our system. In addition, surveys are conducted during parent meetings, faculty meetings, and on-line. Our goals are constantly monitored through principals' meetings, parent meetings, and Student Advisory Committee, Magnet School Advisory Committee, and Superintendent's Roundtable meetings.

c) A decision-making process and infrastructure is in place through the Superintendent's Leadership Team and the Assistant Superintendent's Curriculum Team which both hold back-to-back meetings every Monday to assess and discuss the selection, implementation, and evaluation of supports. The needs of individual students and the total population of students is discussed. Data is examined, programs such as Renaissance are opened on the Smart Board in the Title I Conference Room to determine compliance and usage of that program, meetings are held in the building level which are attended by central office staff to monitor implementation of supports relative to our goals and to support improved results.

d) Parents and families are actively recruited by all schools in the district in an effort to engage them in the decision-making about

Competitive Preference Priority

programs designed to improve academic results over time as well as addressing the needs of those students and parents relative to the school's needs.

e) Our teams routinely meet to assess our progress. A "War Room" has been created at the central office level to display and examine data from end-of-year state curriculum tests to on-going 9-week common assessments and universal screenings. Attendance and behavior are also charted and examined. At the school level, similar "War Rooms" have been created and aggregate data is displayed for teachers, students, and parents to examine.

6. Ambitious yet achievable performance measures

CMSD examined the proficiency index proposed by the Mississippi Department of Education (MDE) and determined that by simply employing that proficiency index, our students would remain perpetually behind the rest of the state. CMSD chose instead to increase the proficiency index by 4% for our largely homogeneous sub-group of students (as opposed MDE's 1 and 2% increases, depending on sub-group achievement) to the an ambitious yet achievable level which would close the gaps and propel our students into success categories of achievement, thus preparing them to be college-and career-ready at the close of their 12th grade year. At our lower grade levels, grades 3 – 5, we met or exceeded previously established proficiency index goals in both English Language Arts and Math, thus reinforcing our believe that our track record of achievement at the lower class levels will continue. As this group of children matriculate through the system, they will continue to increase their achievement percentages. We believe our goals are reasonable for each grade span because of our success in the lower levels and because of the information we have learned during this effort. We have set percentage increase scores at the K – 3 levels at an ambitious 5% level because we believe that our efforts within the Coahoma County Pre-K Collaborative will ensure that students entering CMSD kindergarten classrooms from where-ever they attend preschool in the County, will be ready to begin kindergarten with the skills necessary to be successful in kindergarten. This will lay the foundation for greater achievement as these students progress through 3rd grade and beyond. The students will be

Competitive Preference Priority

successful on the 3rd Grade Gateway Exam, beginning in the 2013/14 school-year. This exam must be passed in order for the student to progress on to 4th grade.

In the 4 – 8th grade, CMSD begins the percentage increase at 4% per year, higher than the state. In the 9th – 12 grade, CMSD set the percentage increase for students in the Cambridge International Examination Program at 3% per year. The NCEE has set the USA growth percentage at 2%. CMSD's goal of 3% is considered very ambitious by the NCEE as these examinations utilize a different exam paradigm and are more rigorous than our students have experienced in the past. However, these more rigorous courses and examinations will prepare our students to leave CMSD ready for college and career.

Competitive Preference Priority: Population-Level Desired Results

Population Group	**Type of Result** (*Indicate whether the type of result is (a) educational results or other education outcomes or (b) family and community supports*)	**Desired Results**
Pre-kindergarten	1.Children enter kindergarten prepared to succeed in school.	All students will enter kindergarten with the age-appropriate academic and social/emotional skills required to succeed during the kindergarten year.

Competitive Preference Priority		
Kindergarten students	2.Children exit kindergarten prepared to transition to the demands of first grade.	Fewer students will be held behind in kindergarten and students will be equipped with age-appropriate academic and social/emotional skills to succeed during their first grade year.
Third – 12th grade students	3.Children exit third-grade reading at grade level.	Students will be prepared for the rigors of reading to learn rather than learning to read in fourth grade and above.
Intermediate and middle school students.	4.Children maintain proficiency in both English Language Arts and Math throughout their intermediate and middle school years.	Students will reverse a dip in academic achievement and an increase in inappropriate behavior during the intermediate and middle school years that have taken place over the last several years.
Pre-Kindergarten – 12th grade and beyond.	5.Students graduate from high school college- and career-ready.	Students will be prepared to enter the workforce and/or college upon graduation from high school. Fewer students will be required to take remedial coursework at the post-secondary level.
Pre-K – 12th grade and beyond.	6.Students learn to interact in a conflict-free manner both within the school environment and outside the school environment.	Students will exhibit appropriate social/emotional skills both within and outside the school environment.
Parents and other stakeholders.	7.Family literacy programs will be established and maintained to provide supports to those parents who may not have sufficient literacy skills.	Stakeholders will gain literacy skills.
Parents and other stakeholders.	8.Financial literacy programs will be established in partnership with Southern Bancorp Community Partners.	Community partners will work with stakeholders to establish financial independence.

Competitive Preference Priority		
Parents and other stakeholders.	9.CMSD will work in collaboration with community organizations to improve opportunities for healthy development and learning in all areas of the life of our city. 10. CMSD and the wider Clarksdale Community will enter into a partnership centered around the needs of the students and families of Clarksdale to provide a world-class education that will prepare our students to compete in a global society.	Clarksdale will consist of an educated, healthy, vibrant citizenry. Clarksdale and the students and adults living therein will be equipped to compete in a global society.

Competitive Preference Priority: Performance Measures
(Note: May use performance measures from (E)(3) as appropriate)

Performance Measure (Grades PreK-3 – a, b) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline** ***[2012-13]***	**Target**				
				SY 2013-14	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**	**SY 2017-18 (Post-Grant)**
c) Students entering pre-k will be universally assessed on mathematics, language, and literacy domains which are critical for future elementary success. These students will be performing on grade level by 3rd grade	*Pre-k -3*	All participating students		55%	75%	75%	85%	95%
d) Students entering pre-k will be universally assessed on social-emotional competence. These students will achieve positive social competence by grade 3.	*Pre-k - 3*	All participating students		55%	65%	75%	85%	95%

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). **MCT2 scores in English Language Art and Math were used to determine students who are on track for college- and career-readiness. Students who scored proficient and above were considered to be on-track.**	**Applicable Population**: [e.g., grade bands or subject areas] 4 – 8th Grade Students

	Baseline *[2012-13]*			**Target**														
				SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%
4th Grade English Language Arts																		
All participating students – 7% increase	139	246	57%	142	238	60%	144	222	65%	164	234	70%	200	264	76%	238	290	82%
Economically Deprived	139	246	67%	142	238	60%	144	222	65%	164	234	70%	200	264	76%	238	290	82%
Black	139	246	67%	142	238	60%	144	222	65%	164	234	70%	200	264	76%	238	290	82%
4th Grade Math																		

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). **MCT2 scores in English Language Art and Math were used to determine students who are on track for college- and career-readiness. Students who scored proficient and above were considered to be on-track.**	**Applicable Population**: [e.g., grade bands or subject areas] 4 – 8th Grade Students

	Baseline ***[2012-13]***			**Target**														
				SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students - 7% increase	165	262	53%	135	238	57%	135	222	61%	152	234	65%	182	264	69%	215	290	74%
Economically Deprived	165	251	53%	135	238	57%	135	222	61%	152	234	65%	182	264	69%	215	290	74%
Black	165	256	53%	135	238	57%	135	222	61%	152	234	65%	182	264	69%	215	290	74%
5th Grade English Language Arts																		
All participating students - 7% increase	109	222	49%	129	249	52%	133	238	56%	133	222	60%	150	234	64%	182	264	69%
Economically Deprived	109	222	49%	129	249	52%	133	238	56%	133	222	60%	150	234	64%	182	264	69%

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). **MCT2 scores in English Language Art and Math were used to determine students who are on track for college- and career-readiness. Students who scored proficient and above were considered to be on-track.**	**Applicable Population**: [e.g., grade bands or subject areas] 4 – 8th Grade Students

	Baseline ***[2012-13]***			**Target**														
				SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
Black	109	222	49%	129	249	52%	133	238	56%	133	222	60%	150	234	64%	182	264	69%
5th Grade Math																		
All participating students	130	222	59%	159	249	64%	164	238	69%	167	222	75%	190	234	81%	230	264	87%
Economically Deprived	130	222	59%	159	249	64%	164	238	69%	167	222	75%	190	234	81%	230	264	87%
Black	130	22	59%	159	249	64%	164	238	69%	167	222	75%	190	234	81%	230	264	87%
6th Grade English Language Arts -																		
All participating students - 7% increase	72	231	32%	85	249	34%	88	238	37%	87	222	39%	98	234	42%	118	264	45%

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). **MCT2 scores in English Language Art and Math were used to determine students who are on track for college- and career-readiness. Students who scored proficient and above were considered to be on-track.**	**Applicable Population**: [e.g., grade bands or subject areas] 4 – 8th Grade Students

	Baseline ***[2012-13]***			**Target**														
				SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
Economically Deprived	72	231	32%	85	249	34%	88	238	37%	87	222	39%	98	234	42%	118	264	45%
Black	72	231	32%	85	249	34%	88	238	37%	87	222	39%	98	234	42%	118	264	45%
6th Grade Math																		
All participating students – 8% increase	73	231	33%	90	249	36%	90	238	38%	93	222	42%	105	234	45%	127	264	48%
Economically Deprived	73	231	33%	90	249	36%	90	238	38%	93	222	42%	105	234	45%	127	264	48%
Black	73	231	33%	90	249	36%	90	238	38%	93	222	42%	105	234	45%	127	264	48%
7th Grade English Language Arts																		

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). **MCT2 scores in English Language Art and Math were used to determine students who are on track for college- and career-readiness. Students who scored proficient and above were considered to be on-track.**	**Applicable Population**: [e.g., grade bands or subject areas] 4 – 8th Grade Students

	Baseline ***[2012-13]***			**Target**														
				SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
All participating students - 8% increase	105	270	39%	97	231	42%	112	249	45%	117	238	49%	118	222	53%	133	234	57%
Economically Deprived	105	270	39%	97	231	42%	112	249	45%	117	238	49%	118	222	53%	133	234	57%
Black	105	270	39%	97	231	42%	112	249	45%	117	238	49%	118	222	53%	133	234	57%
7th Grade Math																		
All participating students	117	270	43%	106	231	46%	125	249	50%	129	238	54%	131	222	59%	147	234	63%
Economically Deprived	117	271	43%	106	231	46%	125	249	50%	129	238	54%	131	222	59%	147	234	63%
Black	117	270	43%	106	231	46%	125	249	50%	129	238	54%	131	222	59%	147	234	63%

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). **MCT2 scores in English Language Art and Math were used to determine students who are on track for college- and career-readiness. Students who scored proficient and above were considered to be on-track.**	**Applicable Population**: [e.g., grade bands or subject areas] 4 – 8th Grade Students

	Baseline *[2012-13]*			**Target**														
				SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
8th Grade English Language Arts																		
All participating students	82	201	41%	102	231	44%	111	231	48%	129	249	52%	133	238	56%	133	222	60%
Economically Deprived	82	248	44%	102	231	44%	111	231	48%	129	249	52%	133	238	56%	133	222	60%
Black	82	249	44%	102	231	44%	111	231	48%	129	249	52%	133	238	56%	133	222	60%
8th Grade Math																		
All participating students	167	200	58%	146	231	63%	157	231	68%	182	249	73%	188	238	79%	189	222	85%
Economically Deprived	167	200	64%	146	231	63%	157	231	68%	182	249	73%	188	238	79%	189	222	85%

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). **MCT2 scores in English Language Art and Math were used to determine students who are on track for college- and career-readiness. Students who scored proficient and above were considered to be on-track.**	**Applicable Population**: [e.g., grade bands or subject areas] 4 – 8th Grade Students

	Baseline *[2012-13]*			**Target**														
				SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (D/E)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
Black	167	200	65%	146	231	63%	157	231	68%	182	249	73%	188	238	79%	189	222	85%

Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline** *[SY2012-13*]*	**Target**				
				SY 2013-14	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**	**SY 2017-12 (Post-Grant)**
b) Targets for the percentages of students scoring proficient and above in ELA and Math	4th Grade	All participating students	56.5%	60.5%	64.7%	69.2%	74.1%	79.2%

Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline** ***[SY2012-13*]***	**Target**				
				SY 2013-14	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**	**SY 2017-12 (Post-Grant)**
were calculated to reflect an average of state-level proficiency indexes (AMOs) and CMSD's gap reduction goal (reduce state-district gaps in language arts and math by half in six years). ***Please note: sub-group information is not available from the Mississippi State Department of Education. Due to the 96% Free & Reduced Rate for our District and the Very small percentage of students who are not listed as Black, the figures for All are given for each group. In 4th grade ELA & Math, CMSD closed the gap between CMSD & the State. We intend to exceed State achievement.***	ELA 7%	Subgroup 1: Black	56.5%	60.5%	64.7%	69.2%	74.1%	79.2%
		Subgroup 2: Economically Disadvantaged	56.5%	60.5%	64.7%	69.2%	74.1%	79.2%
	4th Grade Math 7%	All participating students	67.1%	71.8%	76.8%	82.2%	87.9%	94.1%
		Subgroup 1: Black	67.1%	71.8%	76.8%	82.2%	87.9%	94.1%
		Subgroup 2: Economically Disadvantaged	67.1%	71.8%	76.8%	82.2%	87.9%	94.1%
b) Targets for the percentages of students scoring proficient and above in ELA and Math were calculated to reflect an average of state-level proficiency indexes (AMOs) and CMSD's gap reduction goal (reduce state-district gaps in language arts and math by half in six years) ***Please note: sub-group information is not available from the Mississippi State Department of Education. Due to the 96% Free & Reduced Rate for our District and the Very small percentage of students who are not listed as Black, the figures for All are given for each group.*** .	5th Grade ELA 7%	All participating students	49.1%	52.6%	56.3%	56.2%	64.4%	68.9%
		Subgroup 1: Black	49.1%	52.6%	56.3%	56.2%	64.4%	68.9%
		Subgroup 2: Economically Disadvantaged	49.1%	52.6%	56.3%	56.2%	64.4%	68.9%
	5th Grade Math 8%	All participating students	58.6%	63.2%	68.3%	73.8%	79.7%	86%
		Subgroup 1: Black	58.6%	63.2%	68.3%	73.8%	79.7%	86%
		Subgroup 2: Economically Disadvantaged	58.6%	63.2%	68.3%	73.8%	79.7%	86%
b) Targets for the percentages of students scoring proficient and above in ELA and Math were calculated to reflect an average of state-level proficiency indexes (AMOs) and CMSD's gap reduction goal (reduce state-district gaps in language arts and math by half in six years). ***Please note: sub-group information is not available from the Mississippi State Department of Education. Due to the 96% Free & Reduced Rate for our District and the Very small percentage of students who are not listed as Black, the figures for All are given for each group.*** .	6th Grade ELA 7%	All participating students	32%	34%	36.6%	39.2%	41.9%	44.9%
		Subgroup 1: Black	32%	34%	36.6%	39.2%	41.9%	44.9%
		Subgroup 2: Economically Disadvantaged	32%	34%	36.6%	39.2%	41.9%	44.9%
	6th Grade Math 8%	All participating students	32.6%	35%	38%	41%	44.3%	47.9%
		Subgroup 1: Black	32.6%	35%	38%	41%	44.3%	47.9%
		Subgroup 2: Economically Disadvantaged	32.6%	35%	38%	41%	44.3%	47.9%

Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline** ***[SY2012-13*]***	**Target**				
				SY 2013-14	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**	**SY 2017-12 (Post-Grant)**
b) Targets for the percentages of students scoring proficient and above in ELA and Math were calculated to reflect an average of state-level proficiency indexes (AMOs) and CMSD's gap reduction goal (reduce state-district gaps in language arts and math by half in six years). ***Please note: sub-group information is not available from the Mississippi State Department of Education. Due to the 96% Free & Reduced Rate for our District and the Very small percentage of students who are not listed as Black, the figures for All are given for each group.*** .	7th Grade ELA 8%	All participating students	38.9%	42%	45.4%	49%	53%	57%
		Subgroup 1: Black	38.9%	42%	45.4%	49%	53%	57%
		Subgroup 2: Economically Disadvantaged	38.9%	42%	45.4%	49%	53%	57%
	7th Grade Math 8%	All participating students	43.3%	46.8%	50.5%	54.6%	59%	63.7%
		Subgroup 1: Black	43.3%	46.8%	50.5%	54.6%	59%	63.7%
		Subgroup 2: Economically Disadvantaged	43.3%	46.8%	50.5%	54.6%	59%	63.7%
b) Targets for the percentages of students scoring proficient and above in ELA and Math were calculated to reflect an average of state-level proficiency indexes (AMOs) and CMSD's gap reduction goal (reduce state-district gaps in language arts and math by half in six years). ***Please note: sub-group information is not available from the Mississippi State Department of Education. Due to the 96% Free & Reduced Rate for our District and the Very small percentage of students who are not listed as Black, the figures for All are given for each group.*** .	8th Grade ELA 8%	All participating students	41.4%	44.7%	48.3%	52.1%	56.3%	60.8%
		Subgroup 1: Black	41.4%	44.7%	48.3%	52.1%	56.3%	60.8%
		Subgroup 2: Economically Disadvantaged	41.4%	44.7%	48.3%	52.1%	56.3%	60.8%
	8th Grade Math 8%	All participating students	57.5%	62.1%	67.1%	72.4%	78.2%	84.5%
		Subgroup 1: Black	57.5%	62.1%	67.1%	72.4%	78.2%	84.5%
		Subgroup 2: Economically Disadvantaged	57.5%	62.1%	67.1%	72.4%	78.2%	84.5%
c) Targets for social-emotional improvements were calculated using the percentage of days without physical altercations. Baseline percentages were established using the district's lowest performing grade-level (6th grade) for SY 2012-13. .	6th Grade Percentage of Days without Physical Altercation	All participating students	58%	64%	67%	70%	73%	76%
		Subgroup 1: Males	57%	61%	64%	67%	70%	73%

Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline** ***[SY2012-13*]***	**Target**				
				SY 2013-14	**SY 2014-15**	**SY 2015-16**	**SY 2016-17**	**SY 2017-12 (Post-Grant)**
		Subgroup 2: Females	59%	62%	65%	68%	71%	74%

Students from the class of 2013 who applied to various colleges and universities also filled out the Free Application for Federal Student Aid (FAFSA). There were 100 students who applied and 95 completed the application. These students were helped by the graduation coach at Clarksdale High School (Dr. Clarence Hayes) and various college/university financial aid officers (The University of Mississippi, Tougaloo College and Coahoma Community College) at an event called College Goal Sunday and CMSD also hosted a Financial Aid night for seniors and parents sponsored by Education Service Foundation (ESF) of Jackson, MS.

The goal is to increase the number of participants who complete the FAFSA by 5% with 100% participation rate. The upcoming classes (current 9th grade and below) are currently 100% black.

Student Enrollment – 2013/14
12th grade - 165 students (Black Males - 77, Black Females – 88)
11th Grade – 195 students (Black Males – 88, Black Females – 105, Asian Males - 1, Asian Females - 1)
10th Grade – 202 students (Black Males – 90, Black Females – 107, White Males – 2, White Females – 2, Asian Males – 1)
Special Education 7 (Black Males – 6, Black Females – 1)

Total 569 (Black 562, White – 4, Asian – 3)

Performance Measure (Grades 9-12 – a) a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.				**Applicable Population**: [e.g., grade bands or subject areas] All Graduating Seniors														
	Baseline /SY 2012-13/			**Target**														
				SY 2013-14			**SY 2014-15**			**SY 2015-16**			**SY 2016-17**			**SY 2017-18 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (A/B)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (D/E)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (G/H)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (J/K)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (M/N)*100**	**# Participating Students who have completed and submitted FAFSA**	**Total # of Participating Students**	**% who completed and submitted FAFSA (P/Q)*100**
	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%
All participating students	95	100	95	105	105	100	110	110	100	116	116	100	122	122	100	128	128	100
Economically disadvantaged	95	100	95	105	105	100	110	110	100	116	116	100	122	122	100	128	128	100
Black	95	100	95	103	103	100	110	110	100	111	111	100	122	122	100	128	128	100

The ACT Test will be used as a Performance Measure because CMSD students in grades 9 – 12 will not participate in the State Curriculum Tests nor the Common Core State Standards when they are instituted in 2014/15. Instead, CMSD students will participate in the Cambridge Examination System. However, ACT is utilized by colleges and universities nationwide to determine college entrance and scholarship opportunities. Our students will continue to participate in ACT tests from grades 9 – 12 as they complete standard and early graduation options.

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).	**Applicable Population**: [e.g., grade bands or subject areas] Grades 9-12 The On-track indicator is the ACT Test – a score of 16 or above.

	Baseline ***[SY 2012-13] class that just gradated in May***			**Target: Increase participation of seniors in taking the ACT by 3% per year and increase the percentage of students who score 16% and above by 3% per year.**														
				SY 2013-14 Current seniors			**SY 2014-15 Current juniors**			**SY 2015-16 Current sophomores**			**SY 2016-17 Current freshman**			**SY 2017-18 (Post-Grant) current 8th grade**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (A/B)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (G/H)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (J/K)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (M/N)*100**	**# Participating Students who are on track to college- & career-readiness**	**Total # of Participating Students**	**% who are on track to college- & career-readiness (P/Q)*100**
	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%
All participating students	85	120	71%	93	126	74%	100	130	77%	105	134	80%	117	141	83%	126	146	86%
Economically disadvantaged	85	120	71%	93	126	74%	100	130	77%	105	134	80%	117	139	83%	126	146	86%
Black	83	120	69%	87	124	70%	91	125	73%	98	129	76%	110	139	79%	120	146	82%

Performance Measure (Grades 9-12 – c) c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready. The Performance Measure used is the Excellence for All – Cambridge International Examination System	**Applicable Population:** [e.g., grade bands or subject areas] Grades 9 & 10 Baseline for SY 2012-13 9 – 11 for SY 2013-14 – 9 – 12 thereafter Excellence for All – Cambridge International Examination students scoring above U – Any grade above U is considered passing – see explanation below.

	Baseline *[2011-12]*			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**# Participating Students on track**	**Total # of Participating Students**	**% on track (A/B)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (D/E)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (G/H)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (J/K)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (M/N)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (P/Q)*100**
Cambridge International Examination Program	0	39	0	4	62	6.45	#	#	%	#	#	%	#	#	%	#	#	%
All participating students	0	39	0	4	62	6.45	6	214	3	16	269	6	21	230	9	30	254	12
Economically Disadvantaged	0	39	0	4	62	6.45	6	214	3	16	269	6	21	230	9	30	254	12
Black	0	39	0	4	62	6.45	6	214	3	16	269	6	21	230	9	30	254	12

NCEE measures college and career readiness based on students' performance on the end-of-course exams. A student who earns the

Performance Measure	Applicable	Subgroup	Baseline	Target

following scores is considered college and career ready and "on track": English First Language (70B), Biology (60C), History (60C), Math (65C), Literature (65C), Chemistry (60C), American History (60C), and Art & Design. In 11-12 we had several student who met the cut scores in one or more area. We did not have a student who passed all three their 9th grade year. In 12-13, four ninth grade students passed all three exams

Cambridge International Examinations only gives data for Center (CMSD) and USA. The NCEE has set a goal for a 2% increase over the next year. CMSD's ambitious goal is 3% per year. Please note that there are two versions of the examination: Extended and Core. The Extended Version, which CMSD has elected to participate in, posts grades from A* to U. These equate to scale scores rather than the American version of the A, B, C, D, F scale and caution is encouraged when examining the score possibilities. For those students who wish to pursue the early graduation option, a score of A*, A, B, or C (score varies by exam* See table below) must be obtained. These students may score in this range, but elect to stay at Clarksdale High School and earn an advanced high school diploma by pursuing AICE (Advanced International Certificate of Education) or Advanced Placement courses, completion of which will make them eligible for entry into a Four-Year Institution of Higher Learning at the sophomore level. Any score above a U is considered to be a passing grade for the purposes of Cambridge International. The Core Version will allow students to earn a highest possible score of a C – even if all questions are answered correctly. Students taking ALL Core examinations are less likely to be eligible for the early graduation option considering the required score for certain examinations is set at a B or better. Students taking Core Versions of the examinations will remain in high school to pursue AICE or Advanced Placement courses. Subgroup information is not available.

				SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
Career Ready – Mississippi Career Planning and Assessment System (MS-CPAS) – a measure used in the vocational program 15% increase school wide in the number of students who score 70% on their MS-CPAS – considered to be proficient (prof)	*[9-12]*	All participating students	# Prof 148 12	# Prof 148 14	# Prof 148 16	# Prof 148 18	# Prof 148 21	# Prof 148 24
		[Economically Disadvantaged]	148 12	148 14	148 16	148 18	148 21	148 24
		[Black]	148 12	148 14	148 16	148 18	148 21	148 24

Carl Keen Career and Technical Education (CTE) Center gives Clarksdale High School students the opportunity to get a head start on preparing for college and careers. In our CTE programs students learn how core school subjects like math, science and writing are used in real-life. Each CTE student has the opportunity to participate in hands-on training in their chosen program and gain real world experience through job shadows and possible internships. Many programs, such as Culinary Arts and Carpentry, offer students the opportunity to earn nationally recognized certifications which can be utilized to get a job to pay for college or as the start of their career. Carl Keen Career and Technical Center services students in grades 10-12. The center offers the following programs: Construction Core, Business Fundamentals, Marketing, Culinary Arts, Health Services, Cosmetology, and Automotive Services. All programs are two year programs and students earn two Carnegie Units each year they enroll in the program and successfully pass each course. Each of our Programs have active Student Organizations that hold district and state competitions annually that involve categories in which students learn in the Career and Technical Curriculum. The student organizations at Carl Keen include Future Business Leaders of America, Skills USA, and Family, Career and Community Leaders of America. The Mississippi Career Planning and Assessment System (MS-CPAS) is the assessment used to measure each student's proficiency in each program. Students are encouraged to score at 70% proficiency.

IX. BUDGET

(Budget Requirements and Evidence for Selection Criteria (F)(1))

Budget Requirements (from Program Requirement 1

(1) An applicant's budget request for all years of its project must fall within the applicable budget range as follows:

Number of participating students (as defined in this notice)	Award range
2,000-5,000 or Fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice)	$4-10 million
5,001-10,000	$10-20 million
10,001-20,000	$20-25 million
20,001+	$25-30 million

The Department will not consider an application that requests a budget outside the applicable range of awards.

Budget Summary and Narrative Instructions (Evidence for Selection Criterion (F)(1))

In the following budget parts and subparts, the applicant is responding to Selection Criterion (F)(1). The applicant should use its budget narrative and tables to address the specific elements of Selection Criterion (F)(1), including the extent to which:

The applicant's budget, including the budget narrative and tables--

(a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and

(b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and

(c) Clearly provides a thoughtful rationale for investments and priorities, including—

(i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and

(ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments.

The budget narrative should be of sufficient scope and detail for the Department to determine whether the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See www.whitehouse.gov/omb/circulars).

The applicant will provide summary and itemized costs for projects that the applicant believes are necessary in order to implement its proposal. The applicant's budgets should reflect the work associated with fully implementing the high-quality plans and other aspects of its proposal described under the selection criteria and competitive preference priority. Some projects might address one selection criterion or the competitive preference priority, while others might address several selection criteria.

To support the budgeting process and in addition to instructions and forms included in this application package, we strongly suggest that applicants use the Race to the Top – District electronic budget spreadsheets prepared by the Department to build the applicant's budget. These electronic budget spreadsheets have formulas built into them that are intended to help applicants produce the budget tables that they submit as part of their response to selection criterion (F)(1). Applicants should include the relevant tables in the appropriate place in their proposal (e.g., by copying and pasting from the electronic budget spreadsheets into the appropriate place in the applicant's proposal).

Please note that the Race to the Top – District electronic budget spreadsheets will not be used by peer reviewers to judge or score the applicant's proposal. Only the budget summaries and narratives in the applicant's proposal will be reviewed and scored by peer reviewers. However, the electronic budget spreadsheets will be used by the Department to conduct its budget review for grantees.

1. Overall Budget Summary
    a. **Subpart 1:** Overall Budget Summary Table. This is the cover sheet for the budget summary (see Budget Table 1-1). In the Overall Budget Summary Table, the applicant should include the budget totals for each budget category and each year of the grant. These line items are derived by adding together the line items from each of the Project-Level Budget Summary Tables. (Note: the electronic budget spreadsheet should generate these sums automatically, which the applicant should copy and paste into the application proposal.)
    b. **Subpart 2:** Overall Budget Summary Narrative. The budget narrative that accompanies the Budget Summary Table should respond to Selection Criterion (F)(1) and be of sufficient scope and detail for the Department to determine whether the costs are necessary, reasonable, and allowable. This subpart should also include a summary of the projects that the applicant has included in its budget, including the project name, associated criteria, total grant funds requested, and total budget (see Budget Table 2-1). (Note: the electronic budget spreadsheet should generate this summary automatically, which the applicant should copy and paste into the application proposal.)
2. Project-Level Detail
    a. **Subpart 3:** Project-Level Budget Summary Tables. This is the cover sheet for each project-level budget (see Budget Table 3-1). (Note: the applicant should complete the electronic budget spreadsheets and copy and paste the information into the application proposal.) This should include the sums of project-level itemized costs described in the Project-Level Budget Narrative.
    b. **Subpart 4:** Project-Level Budget Narratives. The Project-Level Budget Narrative accompanies the Project-Level Budget Summary Table for each project and provides the rationale for the budget. The narrative should address Selection Criterion (F)(1), including an overview of each project for which the applicant requests grant funds and include itemized project costs for each project, by budget category and for each project year (See Budget Table 4-1). (Note: the applicant should complete the electronic budget spreadsheets and copy and paste the information into the application proposal.) Identify here, per Selection Criterion (F)(1), whether the costs will be one-time investments or ongoing operational costs.

BUDGET SUBPART 1: OVERALL BUDGET SUMMARY

Note: See budget summary narrative and instructions above, in particular "Subpart 1: Overall Budget Summary Table."

Budget Table 1-1: Overall Budget Summary Table

Evidence for: [(F)(1)

APPLICANT NAME	***Clarksdale Municipal School District***				
Budget Categories	***Project Year 1 (a)***	***Project Year 2 (b)***	***Project Year 3 (c)***	***Project Year 4 (d)***	***Total (e)***
1. Personnel	*$928,379.00*	*$957,090.00*	*$986,280.00*	*$1,016,060.00*	*$4,079,312.40*
2. Fringe Benefits	*$232,094.75*	*$239,272.50*	*$246,570.00*	*$254,015.00*	*$971,952.25*
3. Travel	*$44,713.00*	*$41,353.00*	*$41,353.00*	*$41,353.00*	*$168,772.00*
4. Equipment	*$- 0*	*$-0*	*$-0*	*$-0*	*$-0*
5. Supplies	*$1,778,088.04*	*$606,069.20*	*$603,252.20*	*$596,761.70*	*$3,586,725.64*
6. Contractual	*$113,200.00*	*$113,200.00*	*$113,200.00*	*$113,200.00*	*$452,800.00*
7. Training Stipends	*$100,000.00*	*$100,000.00*	*$100,000.00*	*$100,000.00*	*$400,000.00*
8. Other	*$30,262.50*	*$30,262.50*	*$30,262.50*	*$30,262.50*	*$121,050.00*
9. Total Direct Costs (lines 1-8)	***$3,226,737.29***	***$2,087,247.20***	***$2,120,917.70***	***$2,151,652.20***	***$9,586,554.39***
10. Indirect Costs	*$51,358.60*	*$32,447.52*	*$32,986.32*	*$33,539.95*	*$158,178.15*
11. Total Grant Funds	***$3,283,095.89***	***$2,119,694.72***	***$2,153,904.02***	***$2,245,192.15***	***$9,744,732.54***

Requested (lines 9-10)					
12. Funds from other sources used to support the project	*$3,154,000.00*	*$2,787,156.00*	*$2,615,329.00*	*$1,215,000.00*	*$9,771,485.00*
13. Total Budget (lines 11-12)	***$6,437,095.89***	***$4,906,850.72***	***$4,769,233.02***	***$3,460,192.15***	***$19,516,217.54***

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE

Note: See budget summary narrative and instructions above, in particular "Subpart 2: Overall Budget Summary Narrative."

(Enter narrative here and in Table 4-1 below.)
OVERALL BUDGET SUMMARY

PERSONNEL - $4,079,312.40

The Clarksdale Municipal School District will hire the following position to support this initiative:

Race to the Top Project Director: The Project Director will report to the superintendent and will be responsible for coordinating

grant implementation. This individual will be the primary point of contact for the CMSD's Race to the Top program. This is necessary to ensure that the project is completed according to U.S. Department of Education requirements and guidelines.

Instructional Coach: Instructional Coaches will provide job-embedded, onsite support and professional development through model lessons, feedback, co-teaching, and coaching sessions. These positions are necessary to ensure that curriculum and technology are integrated in high quality ways and instruction is provided to support personalized learning.

Literacy Coach: Literacy Coaches will provide job-embedded, onsite support and professional development through model lessons, feedback, co-teaching, and coaching sessions, which are specific to improving reading, writing, speaking, phonics, and literacy. These positions are necessary to ensure that literacy rates are improved, so that all students will have the independent reading and writing skills needed for participating in a personalized learning environment.

Graduation Coach: Graduation Coaches will provide support and resources to secondary students to ensure that they meet all graduation requirements and have access to information on college and career opportunities. Graduation Coaches will also provide parents with support on college financial aid and scholarship resources. These positions are necessary to ensure that students stay focused on graduation goals and provided the necessary resources and support to achieve their college and career goals.

Data Coaches: Data Coaches will provide professional development, support and resources to teachers and administrators in gathering, analyzing, and reporting student and school level data to guide instructional decisions. These positions are necessary to ensure school decisions are made focusing on timely and accurate data.

Position	# of Positions	% of Time	Base Salary	Total
YEAR 1				
Project Director	1	100%	$80,000.00	$ 80,000.00
Instructional Coach	5	100%	$40,000.00	$200,000.00
Literacy Coach	5	100%	$40,000.00	$200,00.00
Graduation Coach	2	100%	$43,000.00	$86,000.00
Data Coaches	6	100%	$40,000.00	240,000.00
Cambridge Coordinator	1	100%	$44.200.00	$44,200.00
RTTT Parent Liaison	1	100%	$34,880.00	$34,880.00
RTTT Administrative Assistant (classified position)	1	100%	$23,298.60	$23,298.60
YEAR 2				
Project Director	1	100%	$84,000.00	$84,000.00
Instructional Coach	5	100%	$41,200.00	$206,000.00
Literacy Coach	5	100%	$41,200.00	$206,000.00
Graduation Coach	2	100%	$45,000.00	$90,000.00
Data Coaches	6	100%	$41,200.00	$247,200.00
Cambridge Coordinator	1	100%	$44,960.00	44,960.00
RTTT Parent Liaison	1	100%	$35,375.00	$35,375.00
RTTT Administrative Assistant (classified position)	1	100%	$23,555.10	$23,555.10
YEAR 3				
Project Director	1	100%	$88,000.00	$88,000.00
Instructional Coach	5	100%	$42,436.00	$212,180.00
Literacy Coach	5	100%	$42,436.00	$212,180.00
Graduation Coach	2	100%	$47,000.00	$94,000.00
Data Coaches	6	100%	$42,436,00	$254,616,00
Cambridge Coordinator	1	100%	$45,620.00	$45,620.00
RTTT Parent Liaison	1	100%	$35,870.00	$36,365.00
RTTT Administrative Assistant (classified position)	1	100%	$23,814.00	$23,814.00

YEAR 4				
Project Director	1	100%	$92,000.00	$92,000.00
Instructional Coach	5	100%	$43,709.00	$218,545.00
Literacy Coach	5	100%	$43,709.00	$218,545.00
Graduation Coach	2	100%	$49,000.00	$98,000.00
Data Coaches	6	100%	$43,709.00	$262,254.00
Cambridge Coordinator	1	100%	$46,280.00	$46,280.00
RTTT Parent Liaison	1	100%	$36,365.00	$36,365.00
RTTT Administrative Assistant (classified position)	1	100%	$24,071.10	$24,071.10
Total				**$4079,312.40**

Teacher Hourly

5 x teachers will provide after-school and Saturday School personalized learning experiences for those students needing extra time to complete their personalized learning goals. Twelve (12) Saturdays per semester $50 per hour x 4 hours x 5 teachers = $12,000 + 32 after-school days, $50 per hour x 1 hour x 32 hours = $8,000.

Year One: $20,000, Year Two: $20,000, Year Three: $20,000, Year Four: $20,000 = $80,000.

Fringe Benefits will be applied.

FRINGE BENEFITS - $971,952.25

The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25 %.

TRAVEL - $168,772.00

In each year, travel is estimated for staff to attend a conference on personalized learning, curriculum and instruction. The parties involved will include classroom teachers, school leaders, and district office administrators. The purpose of this travel is to ensure

that staff and administrators have opportunities for keeping abreast of current research and networking. Costs were estimated at $1,000 per person for registration, meals, transportation, and lodging. Computations were based upon: $250 registration, $40 per diem for meals x 5 days = $200/meals, $300 transportation, $125 per hotel room for double occupancy/shared room x 4 nights = $250/lodging for a total of $1,000 per individual. Travel for Excellence for All, Cambridge International Examination Program travel is slightly higher, because registration is known to be $450.00. Single occupancy rooms were requested for these trainings as well as for the graduation coaches due to the smaller numbers of persons travelling and the possibility of male/female problems with lodging.

Project Title	Year 1	Year 2	Year 3	Year 4	Total
Personalized Learning	$30,000	$30,000	$30,000	$30,000	$120,000
College and Career Readiness	$11,138	$7,778	$7,778	$7,778	$34,472
Educator Evaluation	$0	$0	$0	$0	$0
Robust Data Systems	$0	$0	$0	$0	$0
General Administration	$3,575	$3,575	$3,575	$3,575	$14,300
Total	$44,713	$41,353	$41,353	$41,353	$168,772

EQUIPMENT - $0

This application does not include any one item over $5,000.

SUPPLIES - $3,586,725.64

Digital devices, such as tablet personal computers, iPads, or other digital slates, will be purchased. Storage carts for digital devices will also be purchased. Digital devices will provide the necessary 1:1 student–to-device ratio needed to ensure a modern online, personalized learning environment. These devices will be purchased in Year 1. Storage carts are necessary to store and charge the

digital devices when not in use.. Storage carts are rolling stations for storage and charging of the digital devices. Storage carts will be placed in designated areas within each school. Pricing gathered from Mississippi state contract lists.

In addition, networking equipment will be lease purchased to upgrade the schools' local area network and the district's wide area network. This equipment will include switches, patch panels, racks, cabling, servers, access points and other miscellaneous networking pieces. This equipment is essential to ensure that the network is upgraded to support the digital devices that students will be using and to utilize the robust, data system.

This equipment will be installed in YEAR 1, and paid over a 4-year lease purchase agreement.

Item	**Qty.**	**Unit Price**	**Subtotal**
Switches	80	$2,000.00	$160,000.00
Access point	300	$500.00	$150,000.00
Servers	3	$6,000.00	$18,000.00
Patch panels	52	$300.00	$15,600.00
Cabling	300	$120.00	$36,000.00
Misc. Equipment (jacks, connectors, plates, etc.)	1	$400.00	$400.00

Each year, instructional materials and office supplies will be purchased. Instructional materials will support classroom teaching, themed magnet integration, Cambridge International Examination Program materials, and students' project-based learning opportunities. Office supplies will be used by new personnel to support professional development and classroom modeling lessons. Calculations based on estimates from potential contractors/vendors. In Years 1, supplies will cost $1,779,088.04. In Year 2, supplies will cost $606,069.20, Year 3, supplies will cost $603,252.20, and in Year 4, supplies will cost $598,315.20. The main

thrust of the grant money will be charged in Year 1 for digital devices, stem supplies such as lab furniture, microscopes, skeletons, a refrigerator, lab coats, and a lab coat closet. Yard tools for school gardens, such as rakes and shovels, as well as a rain barrel and compost bin for each school will be one time purchases. Art supplies, seeds, and microscope slides and cleaning cloths will be ordered each year as they are consumable.

Professional development will also be utilized to ensure that teachers and administrators are kept of abreast of the latest developments in education, receive training in Cambridge International Examination Program and in International Baccalaureate Organization methods of instruction, and attend Magnet School of America conferences and trainings. Counselor Conferences will also be attended by the Graduation Coaches.

The District shall comply with all applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, and applications regarding all state and federal laws, including the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

CONTRACTUAL – $452,800

Outside Evaluator: The Outside Evaluator will report to the Superintendent and will be responsible for evaluating the grant implementation and expenditure of funds. This individual will prepare reports for the Superintendent and Board of Trustees on grant implementation. $43,200 each year.

M-STAR Contractor: The M-STAR Contractor will train the Trainers of Teachers (ToTs) on the components of M-STAR (Educator Evaluation System) in such a manner that they will be able to train the teachers within their own school setting. - $10,000 per year.

Professional development : Professional Development will be purchased through a contractual agreement and off-site trainings to provide teachers and administrators with training on personalized learning, college- and career- readiness, robust data systems,

educator evaluation, general administration and cultural sensitivity related to social, emotional, and behavioral needs. This training will ensure that decisions are made based on accurate and timely use of current student achievement and teacher performance data and cultural competence and sensitivity.

The District shall comply with all applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, and applications regarding all state and federal laws, including the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

TRAINING STIPENDS - $400,000

Each year, teachers, administrators and staff will participate in training to create and maintain high quality personalized learning environments, college- and career- readiness, robust data systems, educator evaluation, general administration and cultural sensitivity related to social, emotional, and behavioral needs. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time. Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff. Cost estimates are based upon CMSD School District policy. $200 per full-day/per trainee x 125 days per year = $100,000 each year.

OTHER – $121,050

Each year, students will visit colleges and universities within Mississippi. Parents, teachers, administrators, and data coaches will accompany the students. The purpose of the trips is to create a culture within our students and their parents that they will attend a college after graduation.

TOTAL DIRECT COSTS - $9,586,554.39

INDIRECT COSTS - $158,178.15

TOTAL GRANT FUNDS - $9,744,732.54

FUNDS FROM OTHER SOURCES - $9,771,485.00

Funds will be provided from other grant programs to provide coaches, professional development and resources in one of our schools. Four of our schools will receive the Magnet Schools Assistance Grant funds of nearly $2,000,000 per year. District funds will be provided to provide central office leadership and school-based support for each of the schools with training, curriculum alignment, and integration resources. Matching funds will come from School Improvement Grants, Title funding, and local district funds.

TOTAL BUDGET - $19,516,217.54

Budget Table 2-1: Overall Budget Summary Project List

Worksheet for Table 2-1				

APPLICANT NAME	Clarksdale Municipal School District			
Project Name	**Primary Associated Criterion and Location in Application**	**Additional Associated Criteria and Location in Application**	**Total Grant Funds Requested**	**Total Budget**
PERSONALIZED LEARNING	**(A) (pages 32,33, 39, 47-52); (B)(1) (pages103); (B)(3) (pages 108, 109); (B)(5) (pages 117,121, 129); (C)(1)(pages 144-147, 158);(D)(1)(pages 191-194)**	**(A)(1) (pages 35, 40, 47), (A)(4)(pages 55-57, 60, 68), (Appendix pages 9-12, 13-46) (B)(5) (pages 132, 136); (C)(1), (pages144-157); (D)(1) (pages 198)**	**$4,018,823.87**	**$9,730,308.87**
COLLEGE & CAREER READINESS	**(A)(1)(pages 35, 36, 40, 51); (A)(4) 68, 69, 83-96 ;(B)(1) (page 103); (B)(4)(page 111); (C)(1) (pages 140-144, 146, 154-155, 157, 158, 163); (C)(2)(pages 166, 174); (D)(1) (Pages 190, 191); (E)(1)(page 203); (E)(3) (pages 227-235)**	**Appendix 13-46, 56-60, 113-118, 168,(D)(1)(pages 197)**	**$997,259.18**	**$2,597,259.18**
EDUCATOR	**(A) (pages 32, 43-4), (B)(1),**	**Appendix , pages 61-62, 63-82, 119-120,**	**$188,052.50**	**$248,052.50**

EVALUATION	**(pages103);(B)(3)(pages 112) (C)(2),(pages 176)**	**(C)(2)(pages 170, 181)**		
DATA SYSTEMS	**(A)(1)(pages 32, 38, 40, 41);(A)(2)(page 55) (B)(1)(pages 100-104;(B)(5)(pages 118-124, 129) (C)(1)(158, 159); (C)(2)(pages 169, 175, 176, 179); (D)(1)(pages 191,192-194)**	**Appendix Iitem #3(pages 47-60); #4, (pages 89-110), #5, (pages 63-82) #9(pages 87-110); #15(pages 123-124); (B)(5)(pages 135-137); (C)(2)(pages 178-179); (D)(2)(pages 197-198)**	**$3,817,576.46**	**$5,417,576.46**
GENERAL ADMINISTRATION	**(A) Vision, (pages 32), (B) (2) (pages 96, 103) B(3) (pages 109, 110,104 106);(B)(5), (pages 125-127) (C)(2), (pages 171, 179); (E)(3)(pages 235-238)**	**Appendix Item 1, (pages 9-12), Item 17 (pages 129-150) Item 18, (pages 151-153, Item 19, (page 154) Item 23 (pages 173-176)**	**$780,174.76**	**$1,580,174.76**
TOTALS			**$9,801,886.77**	**$19,573,371.77**

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Note: See budget summary narrative and instructions above, in particular "Subpart 3: Project-Level Budget Summary Tables."

Applicant Name	*Clarksdale Municipal School District*				
Project Name:	*PERSONALIZED LEARNING*				
Primary Associated Criterion and Location in Application:	*(A) (pages 32,33, 39, 47-52); (B)(1) (pages103); (B)(3) (pages 108, 109); (B)(5) (pages 117,121, 129); (C)(1)(pages 144-147, 158);(D)(1)(pages 191-194)*				
Additional Associated Criteria (if any) and Location in Application:	*(A)(1) (pages 35, 40, 47), (A)(4)(pages 55-57, 60, 68), (Appendix pages 9-12, 13-46) (B)(5) (pages 132, 136); (C)(1), (pages144-157); (D)(1) (pages 198)*				
Budget Categories	***Project Year 1 (a)***	***Project Year 2 (b)***	***Project Year 3 (c)***	***Project Year 4 (d)***	***Total (e)***
1. Personnel	*$454,880.00*	*$467,375.00*	*$480,230.00*	*$493,455.00*	*$1,895,940.00*
2. Fringe Benefits	*$113,720.00*	*$116,843.75*	*$120,057.50*	*$123,363.75*	*$473,985.00*
3. Travel	*$30,000.00*	*$30,000.00*	*$30,000.00*	*$30,000.00*	*$120,000.00*
4. Equipment	*$-*	*$-*	*$-*	*$-*	*$-*
5. Supplies	*$1,212,556.04*	*$52,069.20*	*$50,252.20*	*$48,787.20*	*$1,363,664.64*
6. Contractual	*$-*	*$-*	*$-*	*$-*	*$-*
7. Training Stipends	*$25,000.00*	*$25,000.00*	*$25,000.00*	*$25,000.00*	*$100,000.00*
8. Other	*$-*	*$-*	*$-*	*$-*	*$-*
9. Total Direct Costs (lines 1-8)	***$1,836,156.04***	***$691,287.95***	***$705,539.70***	***$720,605.95***	***$3,953,590***
10. Indirect Costs	*$30,296.57*	*$11,406.25*	*$11,641.41*	*$11,890.00*	*$65,234.23*
11. Total Grant Funds Requested (lines 9-10)	***$1,866,452.61***	***$702,694.20***	***$717,181.11***	***$732,495.95***	***$4,018,823.87***

12. Funds from other sources used to support the project	*$2,139,000.00*	*$1,772,156.00*	*$1,600,329.00*	*$200,000.00*	*$5,711,485.00*
13. Total Budget (lines 11-12)	***$4,005,452.61***	***$2,474,850.20***	***$2,317,510.11***	***$932,495.95***	***$9,730,308.87***

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Note: See budget summary narrative and instructions above, in particular "Subpart 4: Project-Level Budget Narratives."

(Enter narrative here and in Table 4-1 below.)
PERSONALIZED LEARNING

PERSONNEL - $1,895,940.00

The Clarksdale Municipal School District will hire the following position to support this initiative:

Instructional Coach: Five (5) Instructional Coaches will provide job-embedded, onsite support and professional development through model lessons, feedback, co-teaching, and coaching sessions. This position is necessary to ensure that curriculum and technology are integrated in high quality ways and instruction is provided to support personalized learning.

Part of the responsibility of the instructional coach includes providing professional development to classroom teachers to

enable these teachers to obtain the skills required to provide the instructional coach function after the grant funding ends.

Literacy Coach: Five (5) Literacy Coaches will provide job-embedded, onsite support and professional development through model lessons, feedback, co-teaching, and coaching sessions, which are specific to improving reading, writing, speaking, phonics, and literacy. This position is necessary to ensure that literacy rates are improved, so that all students will have the independent reading and writing skills needed for participating in a personalized learning environment. **Part of the responsibility of the literacy coach includes providing professional development to classroom teachers to enable these teachers to obtain the skills required to provide the instructional coach function after the grant funding ends.**

Race to the Top Parent Liaison: One (1) RTTT Parent Liaison will assist parents as they work with their children to develop and reach their education goals. This position is necessary to ensure that literacy and numeracy achievement is increased by empowering parents with the knowledge necessary to effectively help their children during the hours their children are not in school. **Part of the responsibility of the RTTT Parent Liaison is to provide professional development to counselors and classroom teachers to enable these counselors and teachers to obtain the skills required to reach parents in an effective way after the grant funding ends.**

Position	# of Positions	% of Time	Base Salary	Total
YEAR 1				
Instructional Coach	5	100%	$40,000	$200,000
Literacy Coach	5	100%	$40,000	$200,000
RTTT Parent Liaison	1	100%	$34,880	$34,880

YEAR 2				
Instructional Coach	5	100%	$41,200	$206,000
Literacy Coach	5	100%	$41,200	$206,000
RTTT Parent Liaison	1	100%	$35,375	$35,375
YEAR 3				
Instructional Coach	5	100%	$42,436	$212,180
Literacy Coach	5	100%	$42,436	$212,180
RTTT Parent Liaison	1	100%	$35,870	$35,870
YEAR 4				
Instructional Coach	5	100%	$43,709	$218,545
Literacy Coach	5	100%	$43,709	$218,545
RTTT Parent Liaison	1	100%	$36,365	$36,365
Total				$1,895,940

Teacher Hourly

5 x teachers will provide after-school and Saturday School personalized learning experiences for those students needing extra time to complete their personalized learning goals. Twelve (12) Saturdays per semester $50 per hour x 4 hours x 5 teachers = $12,000 + 32 after-school days, $50 per hour x 1 hour x 32 hours = $8,000.

Year One: $20,000, Year Two: $20,000, Year Three: $20,000, Year Four: $20,000 = $80,000.

Fringe Benefits will be applied.

FRINGE BENEFITS - $473,985

The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25 %.

TRAVEL - $120,000

In each year, travel is estimated for 30 persons to attend a conference on personalized learning, curriculum and instruction.

The parties involved will include classroom teachers, school leaders, and district office administrators. The purpose of this travel is to ensure that staff and administrators have opportunities for keeping abreast of current research and networking include magnet themes and Cambridge. Costs were estimated at $1,000 per person for registration, meals, transportation, and lodging. Computations were based upon: $250 registration, $40 per diem for meals x 5 days = $200/meals, $300 transportation, $125 per hotel room for double occupancy/shared room x 4 nights = $250/lodging for a total of $1,000 per individual. Travel for Excellence for All, Cambridge International Examination Program travel is slightly higher, because registration is known to be $450.00. Single occupancy rooms were requested for these trainings due to the smaller numbers of persons travelling and the possibility of male/female problems with lodging.

EQUIPMENT - $0

No single item costs more than $5,000.

SUPPLIES - $1,363,664.64

Digital devices, such as tablet personal computers, iPads, or other digital slates. Digital devices will provide the necessary 1:1 student –to-device ratio needed to ensure a modern online, personalized learning environment. Storage carts are necessary to store and charge the digital devices when not in use.

Digital devices include tablet personal computers, iPads or similar product, and other digital slates. Security software such as "Find my Device" will be placed on each item. Pricing gathered from Mississippi state contract lists.

2,150 devices will be purchased @ $500 each.

$1,075,000

Site Licenses and software will be purchased to support age-appropriate individualized learning opportunities for each student.

Digital copies of age-appropriate and student interest books and audible books will be purchased for download onto digital devices.

$45,000 per year

Storage carts are rolling stations for storage and charging of the digital devices. Storage carts will be placed in designated, secure areas within each school. Pricing gathered from Mississippi state contract lists.

18 x 20 unit Advanced Laptop charging storage carts will be purchased at a price of $2,199 each.

$39,582

Each year, instructional materials and office supplies will be purchased. Instructional materials will support classroom teaching and students' project-based learning opportunities. Office supplies will be used by new personnel to support professional development and classroom modeling lessons. Calculations based on estimated from potential contractors/vendors. One time purchases will be made to provide a lab for J.W. Stampley 9th Grade Academy, which will included laboratory furniture, teacher desks, chairs, lab coats, safety glasses, microscopes, storage space, and other necessary supplies to equip a laboratory. On-going laboratory materials include slides and lens paper. Personalized learning for magnet themed schools include supplies for school gardens. Seeds will be purchased each year at a cost of $224.20 per school per year for the five elementary schools. Tools will be purchased on a one-time basis at a cost of $7,153,85. Supplies for the Visual & Performing Arts Magnet School include both one-time purchases and consumable supplies. Items such as scripts and costuming for plays are one-time purchases, however, a different play will be purchased each year, enabling the plays to be recycled many times over. Likewise, supplies for visual arts thematic units, such as Eric Carle, rock 'N Read, map Skills, Light Sculpture, Picasso, World Studies, and Picasso and Van Gogh will be purchased at different points in the four year grant cycle, allowing them to be utilized one year, but reused in subsequent years, thus building a library of thematic units. Visual Arts supplies over the four grant period equal $15,216.

Instructional materials

Year one: $64,190.04, Year two: $6,769.20, Year three: $4,952.20, Year four: $3,487.20

Office supplies

$4,000 for new personnel year one, with $300 allocated in subsequent years.

CONTRACTUAL – N/A

TRAINING STIPENDS - $100,000

Each year, teachers, administrators and staff will participate in training to create and maintain high quality personalized learning environments. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time. Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff. Cost estimates are based upon CMSD School District policy. $200 per full-day/per trainee x 125 days per year.

OTHER – N/A

TOTAL DIRECT COSTS - $3,953,590.00

INDIRECT COSTS - $65,234.23

TOTAL GRANT FUNDS - $4,018,823.87

FUNDS FROM OTHER SOURCES - $5,711,485.00

Funds will be provided from other grant programs to provide instructional coaches in five of our schools. District funds will be provided to provide Curriculum Specialists at the district level who support each of the schools with training, curriculum alignment, and integration resources.

TOTAL BUDGET - $9,730,308.87

Table 4-1: Project-Level Itemized Costs

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• The title of the position to be compensated under this project • The role/responsibility of that position • Why the position is necessary to implement the project	• The salary of the position • The number of employees • The amount of time (hours, percent full-time-employee, months, etc.) to be expended • Any additional basis for cost estimates or computations	• Cost

YEAR 1		
Instructional Coach Instructional Coaches will provide job-embedded, onsite support and professional development through model lessons, feedback, co-teaching, and coaching sessions. These positions are necessary to ensure that curriculum and technology are integrated in high quality ways and instruction is provided to support personalized learning.	$40,000 5 Instructional Coaches 100% Cost estimates are based on the 2012-2013 Mississippi Adequate Education Salary Scale with 10 years of teaching experience and a Masters/AA degree.	$200,000
Literacy Coach Literacy Coaches will provide job-embedded, onsite support and professional development through model lessons, feedback, co-teaching, and coaching sessions, which are specific to improving reading, writing, speaking, phonics, and literacy. These positions are necessary to ensure that literacy rates are improved, so that all students will have the independent reading and writing skills needed for participating in a personalized learning environment.	$40,000 5 Literacy Coaches 100% Cost estimates are based on the 2012-2013 Mississippi Adequate Education Salary Scale with 10 years of teaching experience and a Masters/AA degree.	$200,000
RTTT Parent Liaison The RTTT Parent Liaison will work with parents to help them understand how to better help their children with literacy and numeracy skills. This person will also provide training to teachers and counselors to ensure they are able to communicate with parents in a more effective manner.	$34,880 1 RTTT Parent Liaison 100%	$34,880

This position is necessary to ensure that literacy and numeracy skills are improved so that students will have the independent skills they need to participate in a personalized learning environment.	Costs estimates are based on the 2012-2013 Mississippi Adequate Education Salary Scale with 8 years of teaching experience and a bachelors/A degree	
Teacher hourly Currently employed teachers will provide after-school and Saturday School personalized learning experiences for those students needing extra time to complete their personalized learning goals. 12 Saturdays per semester @ $50 per hour x 4 hours x 5 teachers = $12,000 + 32 after-school days @ $50 per hour x 1 hour x 32 hours = $8,000 = $20,000	Costs estimates are based on $50 per hour for certified teachers to work non-contract hours.	
YEAR 2		
Instructional Coach	$41,200 x 5 Instructional Coaches	$206,000
Literacy Coach	$41,200 x 5 Literacy Coaches	$206,000
RTTT Parent Liaison	$35,375 x 1 Parent Liaison	$35,375
Teacher hourly	$4,000 x 5 teachers	$20,000
YEAR 3		
Instructional Coach	$42,436 x 5 Instructional Coaches	$212,180
Literacy Coach	$42,436 x 5 Literacy Coaches	$212,180
RTTT Parent Liaison	$35,870.00 x 1 Parent Liaison	$35,870
Teacher hourly	$4,000 x 5 teachers	$20,000
YEAR 4		
Instructional Coach	$43,709 x 5 Instructional Coaches	$218,545
Literacy Coach	$43,709 x 5 Literacy Coaches	$218,545

RTTT Parent Liaison ***Teacher hourly***	$36,365 x 1 Parent Liaison $4,000 x 5 teachers	$36,365 $20,000
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
• The title of the position to be compensated with fringe benefits under this project	• The fringe benefit percentages for all personnel in the project • The basis for cost estimates or computations	• Cost
YEAR 1 ***Instructional Coach*** ***Literacy Coach*** ***RTTT Parent Liaison*** ***Teacher Hourly***	The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25 %.	$50,000 $50,000 $8.720 $5,000
YEAR 2 ***Instructional Coach*** ***Literacy Coach*** ***RTTT Parent Liaison*** ***Teacher Hourly***	The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25 %.	$51,500 $51,500 $8,844 $5,000
YEAR 3 ***Instructional Coach*** ***Literacy Coach***	The fringe benefits are calculated at 25% for all personnel in this project.	$84,872 $53,045

RTTT Parent Liaison ***Teacher Hourly*** **YEAR 4** ***Instructional Coach*** ***Literacy Coach*** ***RTTT Parent Liaison*** ***Teacher Hourly***	Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25%. The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25%.	$8,968 $5,000 $87,418 $54,636 $9,091 $5,000
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
• A description of the travel • The parties that will engage in the travel • Purpose of travel	• An estimate of the number of trips • An estimate of transportation and/or subsistence costs for each trip • Any additional basis for cost estimates or computations	• Cost
YEAR 1 In each year, travel is estimated for 30 persons to attend a conference on personalized learning, curriculum and instruction. The parties involved will include classroom teachers, school leaders, and district office administrators. The purpose of this travel is to ensure that staff and administrators have opportunities for keeping abreast of current research and networking.	30 trips Costs were estimated at $1,000 per person for registration, meals, transportation, and lodging. Computations were based upon: $250 registration, $40 per diem for meals x 5 days = $200/meals, $300 transportation, $125 per hotel room for double occupancy/shared room x 4	$30,000

YEAR 2 Conference Travel and Cambridge International Examination Program Trainings **YEAR 3** Conference Travel and Cambridge International Examination Program Trainings **YEAR 4** Conference Travel and Cambridge International Examination Program Trainings	nights = $250/lodging for a total of $1,000 per individual. Travel for Excellence for All, Cambridge International Examination Program travel is slightly higher, because registration is known to be $450.00. Single occupancy rooms were requested for these trainings due to the smaller numbers of persons travelling and the possibility of male/female problems with lodging.	$30,000 $30,000 $30,000
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
• The type of equipment to be purchased • Purpose of purchase	• The estimated unit cost for each item to be purchased • The number of units being purchased. • The definition of equipment used by the applicant • Any additional basis for cost estimates or computations	• Cost
No Equipment will be purchased because no one item costs over $5,000.		

5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
• The supplies being purchased • Purpose of purchase	• An estimate of materials and supplies needed for the project, by nature of expense or general category (*e.g.*, instructional materials, office supplies) • The basis for cost estimates or computations	• Cost
<u>Year 1</u>		
Digital devices, such as tablet personal computers, iPads, or other digital slates will be purchased. Storage carts for digital devices will be purchased. Digital devices will provide the necessary 1:1 student –to-device ratio needed to ensure a modern online, personalized learning environment. Storage carts are necessary to store and charge the digital devices when not in use.	$1,075,000 for digital device (tablet, iPad) 2,150 units will be purchased @ $500 per unit. Digital devices include tablet personal computers, iPads or similar product, and other digital slates. 18 x 20 unit Advanced Laptop charging storage carts will be purchased at a price of $2,199 each. Storage carts are rolling stations for storage and charging of the digital devices. Storage carts will be placed in designated areas within each school. Pricing gathered from Mississippi state contract lists.	$1,075,000 $39,582
Site Licenses and software will be purchased to support age-appropriate individualized learning opportunities for each student.	Digital copies of age-appropriate and student interest books and audible books will be purchased for download onto digital devices.	$45,000

Each year, instructional materials and office supplies will be purchased. Instructional materials will support classroom teaching and students' project-based learning opportunities.		
Office supplies will be used by new personnel to support professional development and classroom modeling lessons. Calculations based on estimated from potential contractors/vendors.	These include lap-tops, desks, chairs, paper, ink, markers, and other essential supplies relevant to personnel.	$4,000
One time purchases will be made to provide a lab for J.W. Stampley 9th Grade Academy. These purchases are necessary to provide the proper equipment for 9th grade students to pursue the Cambridge International Examination Program curriculum and be successful.	Calculations based on estimated from potential contractors/vendors. • Laboratory furniture • Teacher desks • Storage space • Microscopes • Microscope dust covers • Microscope slides • Lens paper • Safety glasses • Lab coats • Skeleton • refrigerator	 $2398 $520 $4806 $18,375 $455 $455 $130 $130 $1,980 $525 $1,203.99 $1200
Personalized learning for magnet themed schools include supplies for school gardens.	• Seeds for five elementary schools. Seeds will be purchased each year at a cost of $22.42 per school per year for the five elementary schools. • Trowels	$224.20

Garden tools will be purchased on a one-time basis at a cost of These items are necessary to enable students to pursue the hands-on on thematic based experiences related to magnet themes.	• Rakes (leaf & bow) • Shovels • Rain barrel • Composting bin	$871.25 $1,167.60 $315 $2,150 $2,650
Supplies for the Visual & Performing Arts Magnet School include both one-time purchases and consumable supplies. These items are necessary to enable students to pursue the hands-on on thematic based experiences related to magnet themes.	1 major production per year • Scripts x 40 scripts each @ $2.50 per script) = $100 • Music for plays • Percussion instruments • Sets/props • Costume/dance	$100 $100 $100 $200 $400
Instructional materials **Year one: $64,190.04, Year two: $6,769.20, Year three: $4,952.20, Year four: $3,487.20**	visual arts thematic units • Eric Carle • Light Sculpture • Drawing, found art wire sculpture, collage, Picasso Supplies, Van Gogh, Still Life • Portraits Teacher's Toolbox Paints, watercolor & acrylic supplies, canvases, objects to paint to service over 300 students weekly	$1,700 $845 $249 $776 $1,611 $3,327.00

Office supplies **$4,000 for new personnel year one, with $300 allocated in subsequent years.** **<u>Year 2</u>** Site Licenses and software will be purchased to support age-appropriate individualized learning opportunities for each student. Lab Supplies for J.W. Stampley Garden Seeds Costume/dance & Sets/props for productions at Visual & Performing Arts Schools Replacement Supplies for consumables Office	• Digital copies of age-appropriate and student interest books and audible books will be purchased for download onto digital devices. • Lens paper & slides • Seeds for school gardens • Sets & Props + costumes • Supplies for Teacher's Toolbox • Paints, Watercolor, & acrylic supplies, canvases, objects to paint Thematic Units • Rock 'N Read • Picasso World Studies • Consumable Office Supplies • Digital copies of age-appropriate and	$45,000 $260 $224 $600 $1,611 $2,431 $1020 $623 $300

Year 3 Site Licenses and software will be purchased to support age-appropriate individualized learning opportunities for each student. Science Lab Supplies for J.W. Stampley Garden Seeds Costume/dance & Sets/props for productions at Visual & Performing Arts Schools Replacement Supplies for consumables Office Supplies	student interest books and audible books will be purchased for download onto digital devices. • Lens paper & slides • Seeds for school gardens • Sets & Props + costumes • Supplies for Teacher's Toolbox • Paints, Watercolor, & acrylic supplies, canvases, objects to paint Thematic Units • Map Skills • Consumable Office Supplies	$45,000 $260 $224 $600 $1611 $1624 $632 $300
Year 4 Site Licenses and software will be purchased to support age-appropriate individualized learning opportunities for each student. Science Lab Supplies for J.W. Stampley	• Digital copies of age-appropriate and student interest books and audible books will be purchased for download onto digital devices. • Lens paper & slides	$45,000

Garden Seeds Costume/dance & Sets/props for productions at Visual & Performing Arts Schools Replacement Supplies for consumables Office Supplies	• Seeds for school gardens • Sets & Props + costumes • Supplies for Teacher's Toolbox • Paints, Watercolor, & acrylic supplies, canvases, objects to paint Thematic Units • Light Sculpture Station • Consumable Office Supplies	$260 $224 $600 $1611 $575 $217 $300
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
• The products to be acquired and/or the professional services to be provided • Purpose of acquisition	• The estimated cost per expected procurement • For professional services contracts, the amount of time to be devoted to the project,	• Cost

	including the costs to be charged to this proposed grant award • A brief statement that the applicant has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • For any meeting or logistics support, identify anticipated locations and approximate rates • Any additional basis for cost estimates or computations	
N/A	N/A	N/A
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• The training to be acquired, consistent with the note above. • Purpose of purchase	• The personnel who will participate in the training • Cost per session/trainee (if available) • The cost estimates and basis for these estimates	• Cost
Year 1 Teachers, administrators and staff will participate in training to create and maintain high quality personalized learning environments. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time. **Year 2**	Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff $200 per full-day/per trainee Cost estimates are based upon CMSD School District policy. Teachers, administrators, instructional coaches,	$25,000 $25,000

Teachers, administrators and staff will participate in training to create and maintain high quality personalized learning environments. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time. **<u>Year 3</u>** Teachers, administrators and staff will participate in training to create and maintain high quality personalized learning environments. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time. **<u>Year 4</u>** Teachers, administrators and staff will participate in training to create and maintain high quality personalized learning environments. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time.	literacy coaches, data coaches and other staff $200 per full-day/per trainee Cost estimates are based upon CMSD School District policy. Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff $200 per full-day/per trainee Cost estimates are based upon CMSD School District policy. Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff $200 per full-day/per trainee Cost estimates are based upon CMSD School District policy.	 $25,000 $25,000
8. Other Explain other expenditures that may exist and are not covered by other categories.		
• Other items by major type or category (*e.g.*, communications, printing, postage, equipment rental). • Purpose of the expenditures	• The cost per item (e.g., printing = $500, postage = $750). • Any additional basis for cost estimates or computations	• Cost
N/A	N/A	N/A

9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• Sum of lines 1-8
		$3,953,590
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Identify and apply the indirect cost rate	• Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	• Cost
1.65%	1.65%	65,234.23
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	$4,018,824
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Project or activity to be funded or other description of use of funds	• Source of funds and amount of funding from each source	• Cost
Funds will be provided from other grant programs to provide instructional coaches in two of our schools. District funds will be provided to provide Curriculum Specialists at the district level who support each of the schools with training, curriculum alignment, and integration resources.	School Improvement Grant District funds	$2,325,000
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	$7,344,358

PROJECT 2					
APPLICANT NAME	CLARKSDALE MUNICIPAL SCHOOL DISTRICT				
PROJECT NAME:	COLLEGE & CAREER READINESS				
PRIMARY ASSOCIATED CRITERION AND LOCATION IN APPLICATION:	(A)(1)(PAGES 35, 36, 40, 51); (A)(4) 68, 69, 83-96 ;(B)(1) (PAGE 103); (B)(4)(PAGE 111); (C)(1) (PAGES 140-144, 146, 154-155, 157, 158, 163); (C)(2)(PAGES 166, 174); (D)(1) (PAGES 190, 191); (E)(1)(PAGE 203); (E)(3) (PAGES 227-235)				
ADDITIONAL ASSOCIATED CRITERIA (IF ANY) AND LOCATION IN APPLICATION:	APPENDIX 13-46, 56-60, 113-118, 168,(D)(1)(PAGES 197)				
BUDGET CATEGORIES	PROJECT YEAR 1 (A)	PROJECT YEAR 2 (B)	PROJECT YEAR 3 (C)	PROJECT YEAR 4 (D)	TOTAL (E)
1. PERSONNEL	$130,200.00	$134,960.00	$139,620.00	$144,280.00	$549,060.00
2. FRINGE BENEFITS	$32,550.00	$33,740.00	$34,905.00	$36,070.00	$137,265.00
3. TRAVEL	11,138.00	7,778.00	7,778.00	7,778.00	$34,472.00
4. EQUIPMENT	$-	$-	$-	$-	$-
5. SUPPLIES	$12,000.00	$11,000.00	$10,000.00	$6,224.50	$39,224.50
6. CONTRACTUAL	$-	$-	$-	$-	$-
7. TRAINING STIPENDS	$25,000.00	$25,000.00	$25,000.00	$25,000.00	$100,000.00
8. OTHER	30,262.50	$30,262.50	$30,262.50	$30,262.50	$121,050.00

9. TOTAL DIRECT COSTS (LINES 1-8)	**$241,150.50**	**$242,740.50**	**$247,565.50**	**$249,615.00**	**$981,071.50**
10. INDIRECT COSTS	**$3,978.98**	**$4,005.22**	**$4,084.83**	**$4,118.65**	**$16,187.68**
11. TOTAL GRANT FUNDS REQUESTED (LINES 9-10)	**$245,129.48**	**$246,745.72**	**$251,650.33**	**$253,733.65**	**$997,259.18**
12. FUNDS FROM OTHER SOURCES USED TO SUPPORT THE PROJECT	**$400,000.00**	**$400,000.00**	**$400,000.00**	**$400,000.00**	**$1,600,000.00**
13. TOTAL BUDGET (LINES 11-12)	**$645,129.48**	**$646,745.72**	**$651,650.33**	**$653,733.65**	**$2,597,259.18**

(Enter narrative here and in Table 4-1 below.)
COLLEGE AND CAREER READINESS
PERSONNEL - $334,690
The Clarksdale Municipal School District will hire the following position to support this initiative:

Graduation Coach: Graduation Coaches (one at the high school and one at the 9th grade academy) will provide support and resources to secondary students to ensure that they meet all graduation requirements and have access to information on college and career opportunities. Graduation Coaches will also provide parents with support on college financial aid and scholarship resources. These positions are necessary to ensure that students stay focused on graduation goals and provided the necessary resources and support to achieve their college and career goals. **To ensure sustainability after grant funding has ended, the graduation coaches will train**

high school and 9th grade academy counselors to continue the college and career-readiness graduation program.

Position	# of Positions	% of Time	Base Salary	Total
YEAR 1				
Graduation Coach	2	100%	$40,000	$80,000
Cambridge Coordinator	1	100%	$44,200	$44,200
YEAR 2				
Graduation Coach	2	100%	$41,200	$82,400
Cambridge Coordinator	1	100%	$44,960	$44,960
YEAR 3				
Graduation Coach	2	100%	$42,436	$84,872
Cambridge Coordinator	1	100%	$45,620	$45,620
YEAR 4				
Graduation Coach	2	100%	$43,709	$87,418
Cambridge Coordinator	1	100%	$46,280	$46,280
Total				$549,060

FRINGE BENEFITS - $137,265

The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25 %.

TRAVEL - $34,472

Graduation Coach Travel - Conferences - Mississippi Counseling Association, (conference registration fees $145) The American Counseling Association ($420) Southern Association for College Admission Counseling ($195) Computations were based upon: average $ 253 registration, $40 per dieum for meals x 3 days = $120/meals, $300 transportation, $125 per hotel room x 2 nights = $250 lodging for a total of $923 x 2 persons = $1,846 x 3 conferences yearly = $5,538

Cambridge Coordinator- 4 trainings for 5 teachers 1 x $450 registration, $400 travel, $125lodging per night x 2 nights each training, single occupancy, meals x $40 per diem x 3 days - $1,120 person x 5 teachers = $5,600 - yearly thereafter - 2 = $2,240

EQUIPMENT – N/A

SUPPLIES - $39,224.50

Each year, instructional materials and office supplies will be purchased. Instructional materials will support classroom teaching and students' project-based learning opportunities. Office supplies will be used by new personnel to support professional development and classroom modeling lessons. Calculations based on estimated from potential contractors/vendors.

Each year, a College Day Fair will be arranged by the Graduation Coaches in which representatives from the state universities and colleges will set up displays and meet with students. Supplies such as banners, advertising, flyers, printing, pens, pencils, notepads and other promotional products for CMSD College Day will be purchased. $2,000 College Day Fair supplies = $2,000 per year

Office supplies

$5,000 for new personnel year 1 = $4,000 per year, $3,000 year two, $2,000 year three and $1,000 year four

CONTRACTUAL – N/A

TRAINING STIPENDS - $100,000

Each year, teachers, administrators and staff will participate in training to create and maintain high quality personalized learning environments with the infusion of magnet schools and Cambridge. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time. Teachers, administrators, instructional coaches, literacy

coaches, data coaches and other staff. Cost estimates are based upon CMSD School District policy. $200 per full-day/per trainee x 125 days per year.

OTHER – $121,050.50

In each year, travel is estimated for students, teachers, and parents to visit universities and colleges throughout the state for the purposes of creating a vision for the students that they are college bound. Graduation Coaches will be responsible for arranging these visits. Visits will begin with 8th grade students. Travel will be by school buses and targeted universities will be the University of Mississippi, Delta State University, Valley State University, Jackson State University, Tougaloo University, Millsaps University and Mississippi College. Community colleges such as Northwest Community College, Coahoma Community College, and Northeast Community College will also be visited. Not all students will visit every college or university. Some students may visit more than one over the course of a year or over several years. Some of these colleges are a three-to four-bus ride away and may require overnight lodging. Costs were estimated for meals, transportation, and lodging. Bus transportation would be in-kind costs from the district. Computations were based upon: $20 per diem for meals x 2 days = $40/meals, $125 per hotel room for double occupancy/shared room x 1 nights = $125/lodging for a total of $165 per individual. It is estimated that 65 students will participate in each visit. Three overnight visits are planned for each year. ($7,800 for food for three trips + $12,375 for lodging = $20,175 for out-of-town trips). Adult chaperones and parents will factored at the same cost – estimate 30 parents and teachers – (Teachers will be paid a stipend for out-of-town travel) = $10,087.50 = $30,262,50 per year.

TOTAL DIRECT COSTS - $981,071.50

INDIRECT COSTS - $16,187.68

TOTAL GRANT FUNDS - $997,259.18

FUNDS FROM OTHER SOURCES - $1,600,000

Funds will be provided from other grant programs to provide instructional coaches in one of our schools. District funds will be provided to provide Curriculum Specialists at the district level who support each of the schools with training, curriculum alignment, and integration resources.

TOTAL BUDGET - $2,597,259.18

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• The title of the position to be compensated under this project • The role/responsibility of that position • Why the position is necessary to implement the project	• The salary of the position • The number of employees • The amount of time (hours, percent full-time-employee, months, etc.) to be expended • Any additional basis for cost estimates or computations	• Cost
<u>YEAR 1</u> ***Graduation Coach*** Graduation Coaches will provide support and resources to secondary students to ensure that they meet all graduation requirements and have access to information on college and career opportunities. Graduation Coaches will also provide	$43,000 2 Graduation Coaches 100%	$86,000

parents with support on college financial aid and scholarship resources. These positions are necessary to ensure that students stay focused on graduation goals and provided the necessary resources and support to achieve their college and career goals.	Cost estimates are based on the 2013-2014 Mississippi Adequate Education Salary Scale with 10 years of teaching experience and a Masters/AA degree.	
Cambridge Coordinator Cambridge Coordinator (teacher on special assignment) will assist teachers in grades 9-12 (SY 2013-14) to implement Cambridge International in their classrooms. This position is necessary to ensure that teachers implement Cambridge International Examination Program with fidelity and rigor so that students will be successful in achieving their personalized learning goals leading to college and career-readiness.	$44,200 100% Cost estimates are based on the 2012-2013 Mississippi Adequate Education Salary Scale with 11 years of teaching experience and a Masters/AA degree.	$44,200
<u>YEAR 2</u> ***Graduation Coach***	$45,000 2 Graduation Coaches 100% Cost estimates are based on the 2012-2013 Mississippi Adequate Education Salary Scale with 10 years of teaching experience and a Masters/AA degree.	$90,000
Cambridge Coordinator	$44,960 100% Cost estimates are based on the 2012-2013 Mississippi Adequate Education Salary Scale	$44,960

	with 11 years of teaching experience and a Masters/AA degree.	
YEAR 3 ***Graduation Coach***	$47,000 2 Graduation Coaches 100% Cost estimates are based on the 2013-2014 Mississippi Adequate Education Salary Scale with 10 years of teaching experience and a Masters/AA degree.	$94,000
Cambridge Coordinator	$45,620 100% Cost estimates are based on the 2013-2014 Mississippi Adequate Education Salary Scale with 11 years of teaching experience and a Masters/AA degree.	$45,620
YEAR 4 ***Graduation Coach***	$49,000 2 Graduation Coaches 100% Cost estimates are based on the 2013-2014 Mississippi Adequate Education Salary Scale with 10 years of teaching experience and a Masters/AA degree.	$98,000
Cambridge Coordinator	$46,280 100% Cost estimates are based on the 2013-2014	$46,280

	Mississippi Adequate Education Salary Scale with 11 years of teaching experience and a Masters/AA degree.	
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
• The title of the position to be compensated with fringe benefits under this project	• The fringe benefit percentages for all personnel in the project • The basis for cost estimates or computations	• Cost
YEAR 1 ***Graduation Coach*** ***Cambridge Coordinator***	The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25%.	$23,898 $11,050
YEAR 2 ***Graduation Coach*** ***Cambridge Coordinator***	The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25%.	$22,500 $11,240
YEAR 3 ***Graduation Coach***	The fringe benefits are calculated at 25% for all personnel in this project.	$23,500

Cambridge Coordinator **YEAR 4** ***Graduation Coach*** ***Cambridge Coordinator***	 Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25%. The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25%.	$11,405 $24,500 $11,580
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
• A description of the travel • The parties that will engage in the travel • Purpose of travel	• An estimate of the number of trips • An estimate of transportation and/or subsistence costs for each trip • Any additional basis for cost estimates or computations	• Cost
YEAR 1 Graduation Coach Travel - Conferences - The purpose of this travel is to ensure that staff and administrators have opportunities for keeping abreast of current research and networking.	• Mississippi Counseling Association, (conference registration fees $145) • The American Counseling Association ($420) • Southern Association for College Admission Counseling ($195) Computations were based upon: average $ 253 registration, $40 per diem for meals x 3 days = $120/meals, $300 transportation, $125 per hotel room x 2 nights = $250 lodging for a total of	$5,538.00

	$923 x 2 persons = $1,846 x 3 conferences yearly = $5,538	
Cambridge Coordinator – The purpose of this training is for teachers in the Cambridge International Examination Program to attend intense trainings for Cambridge International Examination Program to ensure that the program is taught with fidelity and rigor to enable students to pursue their college and career ready goals.	4 trainings for 5 teachers 1 x $450 registration, $400 travel, $125lodging per night x 2 nights each training, single occupancy, meals x $40 per diem x 3 days - $1,120 per son x 5 teachers = $5,600 - yearly thereafter - 2 = $2,240	$5,600
YEAR 2		
Graduation Coach Travel - Conferences - The purpose of this travel is to ensure that staff and administrators have opportunities for keeping abreast of current research and networking.	• Mississippi Counseling Association, (conference registration fees $145) • The American Counseling Association ($420) • Southern Association for College Admission Counseling ($195) Computations were based upon: average $ 253 registration, $40 per diem for meals x 3 days = $120/meals, $300 transportation, $125 per hotel room x 2 nights = $250 lodging for a total of $923 x 2 persons = $1,846 x 3 conferences yearly = $5,538	$5,538
Cambridge Coordinator – The purpose of this training is for teachers in the Cambridge International Examination Program to attend intense trainings for Cambridge International Examination Program to ensure that the program is taught with	4 trainings for 2 teachers 1 x $450 registration, $400 travel, $125 lodging per night x 2 nights each training, single occupancy, meals x $40 per diem x 3 days - $1,120 per son x 5 teachers	$2,240

fidelity and rigor to enable students to pursue their college and career ready goals.	= $2,240	
YEAR 3 Graduation Coach Travel - Conferences - The purpose of this travel is to ensure that staff and administrators have opportunities for keeping abreast of current research and networking.	• Mississippi Counseling Association, (conference registration fees $145) • The American Counseling Association ($420) • Southern Association for College Admission Counseling ($195) Computations were based upon: average $ 253 registration, $40 per diem for meals x 3 days = $120/meals, $300 transportation, $125 per hotel room x 2 nights = $250 lodging for a total of $923 x 2 persons = $1,846 x 3 conferences yearly = $5,538	$5,538
Cambridge Coordinator – The purpose of this training is for teachers in the Cambridge International Examination Program to attend intense trainings for Cambridge International Examination Program to ensure that the program is taught with fidelity and rigor to enable students to pursue their college and career ready goals.	4 trainings for 2 teachers 1 x $450 registration, $400 travel, $125lodging per night x 2 nights each training, single occupancy, meals x $40 per diem x 3 days - $1,120 per son x 5 teachers = $2,240	$2,240
YEAR 4	• Mississippi Counseling Association,	

Graduation Coach Travel - Conferences - The purpose of this travel is to ensure that staff and administrators have opportunities for keeping abreast of current research and networking.	(conference registration fees $145) • The American Counseling Association ($420) • Southern Association for College Admission Counseling ($195) Computations were based upon: average $ 253 registration, $40 per diem for meals x 3 days = $120/meals, $300 transportation, $125 per hotel room x 2 nights = $250 lodging for a total of $923 x 2 persons = $1,846 x 3 conferences yearly = $5,538	$5,538
Cambridge Coordinator – The purpose of this training is for teachers in the Cambridge International Examination Program to attend intense trainings for Cambridge International Examination Program to ensure that the program is taught with fidelity and rigor to enable students to pursue their college and career ready goals.	4 trainings for 2 teachers 1 x $450 registration, $400 travel, $125lodging per night x 2 nights each training, single occupancy, meals x $40 per diem x 3 days - $1,120 per son x 5 teachers = $2,240	$2,240
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
• The type of equipment to be purchased • Purpose of purchase	• The estimated unit cost for each item to be purchased • The number of units being purchased. • The definition of equipment used by the applicant	• Cost

	• Any additional basis for cost estimates or computations	
No single piece of equipment will be purchased that costs over $5,000	N/A	N/A
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
• The supplies being purchased • Purpose of purchase	• An estimate of materials and supplies needed for the project, by nature of expense or general category (*e.g.*, instructional materials, office supplies) • The basis for cost estimates or computations	• Cost
<u>Year 1</u> College Day Fair supplies These supplies are necessary to enable Graduation Coaches to create a College Fair to help students realize their college and career goals. Office Supplies For new personnel. These include desks, chairs, filing cabinets, laptop computers, paper, and other materials necessary to fulfill the duties of their positions.	$2,000 College Day Fair Supplies • Banners • Posters • Paper • Pens/pencils • balloons Office supplies $5,000 for new personnel Calculations based on estimated from potential contractors/vendors.	$2,000 $5,000

Year 2		
College Day Fair supplies These supplies are necessary to enable Graduation Coaches to create a College Fair to help students realize their college and career goals.	$2,000 College Day Fair Supplies • Banners • Posters • Paper • Pens/pencils • balloons	$2,000
Office Supplies For personnel. These include desks, chairs, filing cabinets, laptop computers, paper, and other materials necessary to fulfill the duties of their positions.	Office supplies $4,000 for personnel Calculations based on estimated from potential contractors/vendors.	$4,000
Year 3		
College Day Fair supplies These supplies are necessary to enable Graduation Coaches to create a College Fair to help students realize their college and career goals.	$2,000 College Day Fair Supplies • Banners • Posters • Paper • Pens/pencils • balloons	$2,000
Office Supplies For personnel. These include desks, chairs, filing cabinets, laptop computers, paper, and other materials necessary to fulfill the duties of their positions.	Office supplies $3,000 for personnel Calculations based on estimated from potential contractors/vendors.	$3,000

Year 4 College Day Fair supplies These supplies are necessary to enable Graduation Coaches to create a College Fair to help students realize their college and career goals. Office Supplies For personnel. These include desks, chairs, filing cabinets, laptop computers, paper, and other materials necessary to fulfill the duties of their positions.	 $2,000 College Day Fair Supplies • Banners • Posters • Paper • Pens/pencils • balloons Office supplies $1,000 for new personnel Calculations based on estimated from potential contractors/vendors.	 $2,000 $1,000
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
• The products to be acquired and/or the professional services to be provided • Purpose of acquisition	• The estimated cost per expected procurement • For professional services contracts, the amount of time to be devoted to the project, including the costs to be charged to this proposed grant award • A brief statement that the applicant has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • For any meeting or logistics support, identify anticipated locations and	• Cost

	approximate rates • Any additional basis for cost estimates or computations	
N/A	N/A	N/A
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• The training to be acquired, consistent with the note above. • Purpose of purchase	• The personnel who will participate in the training • Cost per session/trainee (if available) • The cost estimates and basis for these estimates	• Cost
<u>Year 1</u> Teachers, administrators and staff will participate in training to promote college and career readiness and improve graduation rates. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time.	Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff $200 per full-day/per trainee Cost estimates are based upon CMSD School District policy.	$25,000
<u>Year 2</u> Teachers, administrators and staff will participate in training to promote college and career readiness and improve graduation rates. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time.	Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff $200 per full-day/per trainee Cost estimates are based upon CMSD School District policy.	$25,000

Year 3 Teachers, administrators and staff will participate in training to promote college and career readiness and improve graduation rates. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time.	Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff $200 per full-day/per trainee Cost estimates are based upon CMSD School District policy.	$25,000
Year 4 Teachers, administrators and staff will participate in training to promote college and career readiness and improve graduation rates. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time.	Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff $200 per full-day/per trainee Cost estimates are based upon CMSD School District policy.	$25,000
8. Other Explain other expenditures that may exist and are not covered by other categories.		
• Other items by major type or category (*e.g.*, communications, printing, postage, equipment rental). • Purpose of the expenditures	• The cost per item (e.g., printing = $500, postage = $750). • Any additional basis for cost estimates or computations	• Cost
N/A	N/A	N/A
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	$217,303.00
Add more rows as needed		

10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Identify and apply the indirect cost rate	• Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	• Cost
1.65%	1.65%	3,585.50
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	$220,885.50
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
Funds will be provided from other grant programs to provide coaches in two of our schools. District funds will be provided to provide Curriculum Specialists at the district level who support each of the schools with training, curriculum alignment, and integration resources.	School Improvement grant Delta Bridge Magnet Schools Assistance Program Grant District Funds	$400,000.00
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	$620,888.50

PROJECT 3					
APPLICANT NAME	CLARKSDALE MUNICIPAL SCHOOL DISTRICT				
PROJECT NAME:	EDUCATOR EVALUATION				
PRIMARY ASSOCIATED CRITERION AND LOCATION IN APPLICATION:	(A) (PAGES 32, 43-4), (B)(1), (PAGES103);(B)(3)(PAGES 112) (C)(2),(PAGES 176)				
ADDITIONAL ASSOCIATED CRITERIA (IF ANY) AND LOCATION IN APPLICATION:	APPENDIX , PAGES 61-62, 63-82, 119-120, (C)(2)(PAGES 170, 181)				
BUDGET CATEGORIES	PROJECT YEAR 1 (A)	PROJECT YEAR 2 (B)	PROJECT YEAR 3 (C)	PROJECT YEAR 4 (D)	TOTAL (E)
1. PERSONNEL	$-	$-	$-	$-	$-
2. FRINGE BENEFITS	$-	$-	$-	$-	$-
3. TRAVEL					$-
4. EQUIPMENT	$-	$-	$-	$-	$-
5. SUPPLIES	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$40,000.00
6. CONTRACTUAL	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$40,000.00
7. TRAINING STIPENDS	$25,000.00	$25,000.00	$25,000.00	$25,000.00	$100,000.00
8. OTHER	$5,000.00	$-	$-	$-	$5,000.00
9. TOTAL DIRECT COSTS (LINES 1-8)	$50,000.00	$45,000.00	$45,000.00	$45,000.00	$185,000.00
10. INDIRECT COSTS	$825.00	$742.50	$742.50	$742.50	$3,052.50
11. TOTAL GRANT FUNDS REQUESTED (LINES 9-10)	$50,825.00	$45,742.50	$45,742.50	$45,742.50	$188,052.50
12. FUNDS FROM OTHER SOURCES USED TO SUPPORT THE PROJECT	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$60,000.00

13. TOTAL BUDGET (LINES 11-12)	**$65,825.00**	**$60,742.50**	**$60,742.50**	**$60,742.50**	**$248,052.50**

(Enter narrative here and in Table 4-1 below.)
EDUCATOR EVALUATION
PERSONNEL – N/A

FRINGE BENEFITS – N/A

TRAVEL - N/A

EQUIPMENT – N/A

SUPPLIES - $40,000

Classroom supplies will be used by Trainers of Teachers (ToTs) to support professional development and classroom modeling lessons. Costs for these supplies are calculated at $10,000 per year to be spread over 10 schools with 2 ToTs from each school utilizing them. Calculations based on estimated from potential contractors/vendors.

CONTRACTUAL – $40,000

Contractor to train MSTAR Trainers of Teachers - $10,000 per year, travel, lodging, & contractual costs

TRAINING STIPENDS - $100,000

Each year, teachers, administrators and staff will participate in training to create and maintain high quality personalized learning environments. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time. Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff. Cost estimates are based upon CMSD School District policy. $200 per full-day/per trainee x 125 days per year.

OTHER – N/A

TOTAL DIRECT COSTS - $45,000.00

INDIRECT COSTS - $742.50

TOTAL GRANT FUNDS - $45,742.50

FUNDS FROM OTHER SOURCES - $15,000

Funds will be provided from the district for paper, copying expenses, and district follow-up training.

TOTAL BUDGET - $60,742.50

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• The title of the position to be compensated under this project • The role/responsibility of that position • Why the position is necessary to implement the project	• The salary of the position • The number of employees • The amount of time (hours, percent full-time-employee, months, etc.) to be	• Cost

	expended • Any additional basis for cost estimates or computations	
N/A	N/A	N/A
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
• The title of the position to be compensated with fringe benefits under this project	• The fringe benefit percentages for all personnel in the project • The basis for cost estimates or computations	• Cost
N/A	N/A	N/A
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
• A description of the travel • The parties that will engage in the travel • Purpose of travel	• An estimate of the number of trips • An estimate of transportation and/or subsistence costs for each trip • Any additional basis for cost estimates or computations	• Cost
N/A	N/A	N/A
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
• The type of equipment to be purchased • Purpose of purchase	• The estimated unit cost for each item to be purchased • The number of units being purchased. • The definition of equipment used by the applicant • Any additional basis for cost estimates or computations	• Cost

N/A	N/A	N/A
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
• The supplies being purchased • Purpose of purchase	• An estimate of materials and supplies needed for the project, by nature of expense or general category (*e.g.*, instructional materials, office supplies) • The basis for cost estimates or computations	• Cost
Year 1 Classroom supplies will be used by ToTs to support professional development, training sessions, classroom modeling, and demonstrations on the newly developed educator evaluation systems, M-STAR. These purchases are necessary to improve educator effectiveness and increase student achievement.	Classroom supplies to be used by 20 ToTs across 10 schools Calculations based on estimated from potential contractors/vendors.	$10,000
Year 2 Classroom supplies will be used by ToTs to support professional development, training sessions, classroom modeling, and demonstrations on the newly developed educator evaluation systems, M-STAR. These purchases are necessary to improve educator effectiveness and increase student achievement.	Classroom supplies to be used by 20 ToTs across 10 schools Calculations based on estimated from potential contractors/vendors.	$10,000
Year 3 Classroom supplies will be used by ToTs to support professional development, training sessions, classroom modeling, and	Classroom supplies to be used by 20 ToTs across 10 schools	$10,000

demonstrations on the newly developed educator evaluation systems, M-STAR. These purchases are necessary to improve educator effectiveness and increase student achievement. **<u>Year 4</u>** Classroom supplies will be used by ToTs to support professional development, training sessions, classroom modeling, and demonstrations on the newly developed educator evaluation systems, M-STAR. These purchases are necessary to improve educator effectiveness and increase student achievement.	Calculations based on estimated from potential contractors/vendors Classroom supplies to be used by 20 ToTs across 10 schools Calculations based on estimated from potential contractors/vendors	 $10,000
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
• The products to be acquired and/or the professional services to be provided • Purpose of acquisition	• The estimated cost per expected procurement • For professional services contracts, the amount of time to be devoted to the project, including the costs to be charged to this proposed grant award • A brief statement that the applicant has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • For any meeting or logistics support, identify anticipated locations and approximate rates • Any additional basis for cost estimates or computations	• Cost

Year 1 Contractor to train M-STAR Trainers of Teachers (T0Ts) to support professional development and classroom modeling lessons. Calculations based on estimated costs from potential contractors/vendors. This service is necessary to enable teachers to learn the expectations from the new evaluation system and to improve teacher effectiveness leading to increased student achievement.	• Contractual fees • travel • lodging • food CMSD has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36	$10,000
Year 2 Contractor to train M-STAR Trainers of Teachers (T0Ts) to support professional development and classroom modeling lessons. Calculations based on estimated costs from potential contractors/vendors. This service is necessary to enable teachers to learn the expectations from the new evaluation system and to improve teacher effectiveness leading to increased student achievement.	• Contractual fees • travel • lodging • food CMSD has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36	$10,000
Year 3 Contractor to train M-STAR Trainers of Teachers (T0Ts) to support professional development and classroom modeling lessons. Calculations based on estimated costs from potential contractors/vendors. This service is necessary to enable teachers to learn the expectations from the new evaluation system and to improve teacher effectiveness leading to increased student achievement.	• Contractual fees • travel • lodging • food CMSD has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48	$10,000

Year 4 Contractor to train M-STAR Trainers of Teachers (T0Ts) to support professional development and classroom modeling lessons. Calculations based on estimated costs from potential contractors/vendors. This service is necessary to enable teachers to learn the expectations from the new evaluation system and to improve teacher effectiveness leading to increased student achievement.	and Part 80.36 • Contractual fees • travel • lodging • food CMSD has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36	$10,000
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• The training to be acquired, consistent with the note above. • Purpose of purchase	• The personnel who will participate in the training • Cost per session/trainee (if available) • The cost estimates and basis for these estimates	• Cost
Year 1 Teachers, administrators and staff will participate in training to develop and implement the new educator evaluation system.	Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff	$25,000

Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time.	$200 per full-day/per trainee Cost estimates are based upon CMSD School District policy.	
Year 2 Teachers, administrators and staff will participate in training to develop and implement the new educator evaluation system. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time.	Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff $200 per full-day/per trainee Cost estimates are based upon CMSD School District policy.	$25,000
Year 3 Teachers, administrators and staff will participate in training to develop and implement the new educator evaluation system. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time.	Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff $200 per full-day/per trainee Cost estimates are based upon CMSD School District policy.	$25,000
Year 4 Teachers, administrators and staff will participate in training to develop and implement the new educator evaluation system. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time.	Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff $200 per full-day/per trainee Cost estimates are based upon CMSD School District policy.	$25,000

8. Other Explain other expenditures that may exist and are not covered by other categories.		
• Other items by major type or category (*e.g.*, communications, printing, postage, equipment rental). • Purpose of the expenditures	• The cost per item (e.g., printing = $500, postage = $750). • Any additional basis for cost estimates or computations	• Cost
N/A	N/A	N/A
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• Sum of lines 1-8
		$45,000
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Identify and apply the indirect cost rate	• Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	• Cost
1.65%	1.65%	$742.50
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• Sum of lines 9-10
•	•	$45,742.50
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Project or activity to be funded or other description of use of funds	• Source of funds and amount of funding from each source	• Cost
District funds will be provided for paper, copying expenses, district follow-up training	District Funds	$15,000

District funds will be provided to provide administrators at the district level who will support each of the schools with training, professional development and implementation of the new evaluation systems.	Title II	
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	$60,742.50

Project 4					
Applicant Name	Clarksdale Municipal School District				
Project Name:	DATA SYSTEMS				
Primary Associated Criterion and Location in Application:	(A)(1)(pages 32, 38, 40, 41);(A)(2)(page 55) (B)(1)(pages 100-104;(B)(5)(pages 118-124, 129) (C)(1)(158, 159); (C)(2)(pages 169, 175, 176, 179); (D)(1)(pages 191,192-194)				
Additional Associated Criteria (if any) and Location in Application:	Appendix Item #3(pages 47-60); #4, (pages 89-110), #5, (pages 63-82) #9(pages 87-110); #15(pages 123-124); (B)(5)(pages 135-137); (C)(2)(pages 178-179); (D)(2)(pages 197-198)				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$240,000.00	$247,200.00	$254,616.00	$262,254.00	$1,004,070.00
2. Fringe Benefits	$60,000.00	$61,800.00	$63,654.00	$65,563.50	$251,017.50
3. Travel	$-		$-	$-	$-
4. Equipment					$-
5. Supplies	$530,000.00	$530,000.00	$530,000.00	$530,000.00	$2,120,000.00
6. Contractual	$60,000.00	$60,000.00	$60,000.00	$60,000.00	$240,000.00
7. Training Stipends	$25,000.00	$25,000.00	$25,000.00	$25,000.00	$100,000.00
8. Other					$-
9. Total Direct Costs (lines 1-8)	$915,000.00	$924,000.00	$933,270.00	$1,002,817.50	$3,775,087.50
10. Indirect Costs	$10,395.00	$10,543.50	$10,696.46	$10,854.00	$42,488.96
11. Total Grant Funds Requested (lines 9-10)	$925,395.00	$934,543.50	$943,966.46	$1,013,671.50	$3,817,576.46
12. Funds from other sources used to support the project	$400,000.00	$400,000.00	$400,000.00	$400,000.00	$1,600,000.00
13. Total Budget (lines 11-12)	$1,325,395.00	$1,334,543.50	$1,343,966.46	$1,413,671.50	$5,417,576.46

(Enter narrative here and in Table 4-1 below.)

DATA SYSTEMS

PERSONNEL - $1,004,070

The Clarksdale Municipal School District will hire the following position to support this initiative:

Data Coaches: Data Coaches will provide professional development, support and resources to teachers and administrators in gathering, analyzing, and reporting student and school level data to guide instructional decisions. These positions are necessary to ensure school decisions are made focusing on timely and accurate data.

Position	# of Positions	% of Time	Base Salary	Total
YEAR 1				
Data Coaches	6	100%	$40,000	$240,000
YEAR 2				
Data Coaches	6	100%	$41,200	$247,200
YEAR 3				
Data Coaches	6	100%	$42,436	$254,616
YEAR 4				
Data Coaches	6	100%	$43,709	$262,254
Total				$1,004,070

FRINGE BENEFITS - $251,018

The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25 %.

TRAVEL – N/A

EQUIPMENT – N/A

SUPPLIES - $600,000

Each year, instructional materials and office supplies will be purchased. Instructional materials will support classroom teaching and students' project-based learning opportunities. Office supplies will be used by new personnel to support professional development and classroom modeling lessons. Calculations based on estimated from potential contractors/vendors.

Instructional software - $75,000 per year

Productivity software - $75,000 per year

Technology supplies will be lease purchased to upgrade the schools' local area network and the district's wide area network. This equipment will include switches, patch panels, racks, cabling, servers, access points and other miscellaneous networking pieces. This equipment is essential to ensure that the network is upgraded to support the digital devices that students will be using and to utilize the robust, data system.

This equipment will be installed in YEAR 1, and paid over a 4-year lease purchase agreement.

Item	**Qty.**	**Unit Price**	**Subtotal**
Switches	80	$2,000.00	$160,000.00
Access point	300	$500.00	$150,000.00
Servers	3	$6,000.00	$18,000.00
Patch panels	52	$300.00	$15,600.00
Cabling	300	$120.00	$36,000.00
Misc. Equipment (jacks, connectors,	1	$400.00	$400.00

plates, etc.)

CONTRACTUAL – $240,000

Professional development will be purchased through a contractual agreement to provide teachers and administrators with training on new data systems. This training will ensure that decisions are made based on accurate and timely use of data.

The District shall comply with all applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, and applications regarding all state and federal laws, including the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Cost estimates were provided from potential contractors.

40 days @ $1,500 per full-day of training

TRAINING STIPENDS - $100,000

Each year, teachers, administrators and staff will participate in training to create and maintain high quality personalized learning environments. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time. Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff. Cost estimates are based upon CMSD School District policy. $200 per full-day/per trainee x 125 days per year.

OTHER – N/A

TOTAL DIRECT COSTS - $3,775,087.50

INDIRECT COSTS - $42,488.96

TOTAL GRANT FUNDS - $3,817,576.46

FUNDS FROM OTHER SOURCES - $1,600,000.00

Current assessments - CASE 21($33,154.50) - MAP -($39,375) Renaissance ($41,154.01), School Status ($27,600) , Accountability Analyzer, Study Island ($40,000), Consultant for RtI ($12,186) Professional Development ($206,530.50) SIG - CHS & HMS

TOTAL BUDGET - $5,417,576.46

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• The title of the position to be compensated under this project • The role/responsibility of that position • Why the position is necessary to implement the project	• The salary of the position • The number of employees • The amount of time (hours, percent full-time-employee, months, etc.) to be expended • Any additional basis for cost estimates or computations	• Cost
YEAR 1 ***Data Coaches*** Data Coaches will provide professional development, support and resources to teachers and administrators in gathering, analyzing, and reporting student and school level data to guide instructional decisions. These positions are necessary to ensure school decisions are made focusing on timely	$40,000 6 Data Coaches 100% Cost estimates are based on the 2013-2014 Mississippi Adequate Education Salary Scale with 10 years of teaching experience and a Masters/AA degree.	$240,000

and accurate data. **<u>YEAR 2</u>** ***Data Coaches*** **<u>YEAR 3</u>** ***Data Coaches*** **<u>YEAR 4</u>** ***Data Coaches***	$40,000 6 Data Coaches 100% Cost estimates are based on the 2013-2014 Mississippi Adequate Education Salary Scale with 10 years of teaching experience and a Masters/AA degree. $40,000 6 Data Coaches 100% Cost estimates are based on the 2013-2014 Mississippi Adequate Education Salary Scale with 10 years of teaching experience and a Masters/AA degree. $40,000 6 Data Coaches 100% Cost estimates are based on the 2012-2013 Mississippi Adequate Education Salary Scale with 10 years of teaching experience and a Masters/AA degree.	$247,200 $254,616 $262,254
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
• The title of the position to be compensated with fringe benefits under this project	• The fringe benefit percentages for all personnel in the project • The basis for cost estimates or computations	• Cost
<u>YEAR 1</u> Data Coaches	The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25%.	$60,000

YEAR 2 Data Coaches	The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25%.	$61,800
YEAR 3 Data Coaches	The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25%.	$63,654
YEAR 4 Data Coaches	The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25%.	$65,654
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
• A description of the travel • The parties that will engage in the travel • Purpose of travel	• An estimate of the number of trips • An estimate of transportation and/or subsistence costs for each trip • Any additional basis for cost estimates or computations	• Cost
N/A	**N/A**	**N/A**
4. Equipment		

<table>
<tr><td colspan="3">Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.</td></tr>
<tr><td>• The type of equipment to be purchased
• Purpose of purchase</td><td>• The estimated unit cost for each item to be purchased
• The number of units being purchased.
• The definition of equipment used by the applicant
• Any additional basis for cost estimates or computations</td><td>• Cost</td></tr>
<tr><td><u>N/A</u></td><td>N/A</td><td>N/A</td></tr>
<tr><td colspan="3">5. Supplies
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.</td></tr>
<tr><td>• The supplies being purchased
• Purpose of purchase</td><td>• An estimate of materials and supplies needed for the project, by nature of expense or general category (e.g., instructional materials, office supplies)
• The basis for cost estimates or computations</td><td>• Cost</td></tr>
<tr><td><u>YEAR 1</u>
Instructional and productivity software will be purchased to support the robust, data warehouse system.

This software is necessary to gather student and school level data elements.</td><td>Instructional software - $75,000
Productivity software - $75,000

Cost estimates were provided by potential vendors.</td><td>$150,000</td></tr>
<tr><td>Networking equipment will be lease purchased to upgrade the schools' local area network and the district's wide area network. This equipment will include switches, patch panels, racks, cabling, servers, access points and other miscellaneous networking pieces.</td><td>This equipment will be installed in YEAR 1, and paid over a 4-year lease purchase agreement.

Item | Qty. | Unit Price | Subtotal
Switches | 80 | $2,000.00 | $160,000.00
Access point | 300 | $500.00 | $150,000.00</td><td>$95,000</td></tr>
</table>

This equipment is essential to ensure that the network is upgraded to support the digital devices that students will be using and to utilize the robust, data system.	Servers	3	$6,000.00	$18,000.00	
	Patch panels	52	$300.00	$15,600.00	
	Cabling	300	$120.00	$36,000.00	
	Misc. Equipment (jacks, connectors, plates, etc.)	1	$400.00	$400.00	
YEAR 2 Instructional and productivity software will be purchased to support the robust, data warehouse system. This software is necessary to gather student and school level data elements.	Instructional software - $75,000 Productivity software - $75,000 Cost estimates were provided by potential vendors.				$150,000
No additional technology supplies will be purchased, but lease payments will be made over the course of four years.	This equipment will be installed in YEAR 1, and paid over a 4-year lease purchase agreement.				$95,000
	Item	**Qty.**	**Unit Price**	**Subtotal**	
	Switches	80	$2,000.00	$160,000.00	
	Access point	300	$500.00	$150,000.00	
	Servers	3	$6,000.00	$18,000.00	
	Patch panels	52	$300.00	$15,600.00	
	Cabling	300	$120.00	$36,000.00	
	Misc. Equipment (jacks, connectors, plates, etc.)	1	$400.00	$400.00	

<table>
<tr>
<td><u>YEAR 3</u>
Instructional and productivity software will be purchased to support the robust, data warehouse system.

This software is necessary to gather student and school level data elements.

No additional technology supplies will be purchased, but lease payments will be made over the course of four years.</td>
<td>Instructional software - $75,000
Productivity software - $75,000

Cost estimates were provided by potential vendors.

This equipment will be installed in YEAR 1, and paid over a 4-year lease purchase agreement.

<table>
<tr><th>Item</th><th>Qty.</th><th>Unit Price</th><th>Subtotal</th></tr>
<tr><td>Switches</td><td>80</td><td>$2,000.00</td><td>$160,000.00</td></tr>
<tr><td>Access point</td><td>300</td><td>$500.00</td><td>$150,000.00</td></tr>
<tr><td>Servers</td><td>3</td><td>$6,000.00</td><td>$18,000.00</td></tr>
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<tr><td>Cabling</td><td>300</td><td>$120.00</td><td>$36,000.00</td></tr>
<tr><td>Misc. Equipment (jacks, connectors, plates, etc.)</td><td>1</td><td>$400.00</td><td>$400.00</td></tr>
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<td>$150,000

$95,000</td>
</tr>
<tr>
<td><u>YEAR 4</u>
Instructional and productivity software will be purchased to support the robust, data warehouse system.</td>
<td>Instructional software - $75,000
Productivity software - $75,000

Cost estimates were provided by potential vendors.</td>
<td>$150,000</td>
</tr>
</table>

<table>
<tr>
<td>This software is necessary to gather student and school level data elements.

No additional technology supplies will be purchased, but lease payments will be made over the course of four years.</td>
<td>This equipment will be installed in YEAR 1, and paid over a 4-year lease purchase agreement.

<table>
<tr><th>Item</th><th>Qty.</th><th>Unit Price</th><th>Subtotal</th></tr>
<tr><td>Switches</td><td>80</td><td>$2,000.00</td><td>$160,000.00</td></tr>
<tr><td>Access point</td><td>300</td><td>$500.00</td><td>$150,000.00</td></tr>
<tr><td>Servers</td><td>3</td><td>$6,000.00</td><td>$18,000.00</td></tr>
<tr><td>Patch panels</td><td>52</td><td>$300.00</td><td>$15,600.00</td></tr>
<tr><td>Cabling</td><td>300</td><td>$120.00</td><td>$36,000.00</td></tr>
<tr><td>Misc. Equipment (jacks, connectors, plates, etc.)</td><td>1</td><td>$400.00</td><td>$400.00</td></tr>
</table>
</td>
<td>$95,000</td>
</tr>
<tr>
<td colspan="3">6. Contractual
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.
NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.</td>
</tr>
<tr>
<td>• The products to be acquired and/or the professional services to be provided
• Purpose of acquisition</td>
<td>• The estimated cost per expected procurement
• For professional services contracts, the amount of time to be devoted to the project, including the costs to be charged to this proposed grant award
• A brief statement that the applicant has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36
• For any meeting or logistics support, identify anticipated locations and approximate rates
• Any additional basis for cost estimates or computations</td>
<td>• Cost</td>
</tr>
<tr>
<td><u>YEAR 1</u>
Professional development will be purchased through a contractual agreement to provide teachers and administrators with training on new data systems.</td>
<td>40 days @ $1,500 per full-day of training

100%</td>
<td>$60,000</td>
</tr>
</table>

This training will ensure that decisions are made based on accurate and timely use of data.	The District shall comply with all applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, and applications regarding all state and federal laws, including the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. Cost estimates were provided from potential contractors.	
YEAR 2 Professional development will be purchased through a contractual agreement to provide teachers and administrators with training on new data systems. This training will ensure that decisions are made based on accurate and timely use of data.	40 days @ $1,500 per full-day of training 100% The District shall comply with all applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, and applications regarding all state and federal laws, including the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. Cost estimates were provided from potential contractors.	$60,000
YEAR 3 Professional development will be purchased through a contractual agreement to provide teachers and administrators with training on new data systems. This training will ensure that decisions are made based on accurate and timely use of data.	40 days @ $1,500 per full-day of training 100% The District shall comply with all applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, and applications regarding all state and federal laws, including the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. Cost estimates were provided from potential contractors.	$60,000

YEAR 4 Professional development will be purchased through a contractual agreement to provide teachers and administrators with training on new data systems. This training will ensure data is reported in a timely and accurate manner.	40 days @ $1,500 per full-day of training 100% The District shall comply with all applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, and applications regarding all state and federal laws, including the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. Cost estimates were provided from potential contractors.	$60,000
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• The training to be acquired, consistent with the note above. • Purpose of purchase	• The personnel who will participate in the training • Cost per session/trainee (if available) • The cost estimates and basis for these estimates	• Cost
Year 1 Teachers, administrators and staff will participate in training to understand how to gather, analyze and report data in a timely and accurate manner. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time. **Year 2** Teachers, administrators and staff will participate in training to understand how to gather, analyze and report data in a timely	Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff $200 per full-day/per trainee Cost estimates are based upon CMSD School District policy. Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff $200 per full-day/per trainee	$25,000 $25,000

and accurate manner. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time.	Cost estimates are based upon CMSD School District policy.	
<u>Year 3</u> Teachers, administrators and staff will participate in training to understand how to gather, analyze and report data in a timely and accurate manner. Most of this training will take place during regular school hours, under contractual time. However, it is anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time.	Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff $200 per full-day/per trainee Cost estimates are based upon CMSD School District policy.	$25,000
<u>Year 4</u> Teachers, administrators and staff will participate in training to understand how to gather, analyze and report data in a timely and accurate manner. Most of this training will take place during regular school hours, under contractual time. However, it is	Teachers, administrators, instructional coaches, literacy coaches, data coaches and other staff $200 per full-day/per trainee Cost estimates are based upon CMSD School District policy.	$25,000

anticipated that at least 125 days, off-contract (weekends or summers) will be spent in training. Stipends will be provided to teachers and staff for this non-contractual time.		
8. Other Explain other expenditures that may exist and are not covered by other categories.		
• Other items by major type or category (*e.g.*, communications, printing, postage, equipment rental). • Purpose of the expenditures	• The cost per item (e.g., printing = $500, postage = $750). • Any additional basis for cost estimates or computations	• Cost
N/A	N/A	N/A
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• Sum of lines 1-8
N/A	N/A	$3,775,087.50
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Identify and apply the indirect cost rate	• Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	• Cost
1.65%	1.65%	$42.488.96
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• Sum of lines 9-10
N/A	N/A	$3,817,576.46
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Project or activity to be funded or other description of use of funds	• Source of funds and amount of funding from each source	• Cost

District, Title & SIG Funds will purchase current assessments. District funds will be provided to provide Curriculum Specialists at the district level who support each of the schools with training, data analysis, and resources.	Current assessments – • CASE 21($33,154.50) • MAP -($39,375) • Renaissance ($41,154.01), • School Status /Accountability Analyzer ($27,600) , • Study Island ($40,000), • Consultant for RtI ($12,186) • Professional Development ($206,530.50) SIG - CHS & HMS	$1,600,000.00
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• Sum of lines 11-12
N/A	N/A	$5,417,576.46

PROJECT 5					
APPLICANT NAME	CLARKSDALE MUNICIPAL SCHOOL DISTRICT				
PROJECT NAME:	GENERAL ADMINISTRATION				
PRIMARY ASSOCIATED CRITERION AND LOCATION IN APPLICATION:	(A) VISION, (PAGES 32), (B) (2) (PAGES 96, 103) B(3) (PAGES 109, 110,104 106);(B)(5), (PAGES 125-127) (C)(2), (PAGES 171, 179); (E)(3)(PAGES 235-238)				
ADDITIONAL ASSOCIATED CRITERIA (IF ANY) AND LOCATION IN APPLICATION:	APPENDIX ITEM 1, (PAGES 9-12), ITEM 17 (PAGES 129-150) ITEM 18, (PAGES 151-153, ITEM 19, (PAGE 154) ITEM 23 (PAGES 173-176)				
BUDGET CATEGORIES	PROJECT YEAR 1 (A)	PROJECT YEAR 2 (B)	PROJECT YEAR 3 (C)	PROJECT YEAR 4 (D)	TOTAL (E)
1. PERSONNEL	$103,299	$107,555	$111,814	$116,071	$438,731
2. FRINGE BENEFITS	$25,825	$26,889	$27,954	$29,017.75	$109,685
3. TRAVEL	$3,575.00	$3,575.00	$3,575.00	$3,575.00	$14,300
4. EQUIPMENT					$-
5. SUPPLIES	$13,532.00	$3,000.00	$3,000.00	$1,750.00	$21,282.00
6. CONTRACTUAL	$43,200.00	$43,200.00	$43,200.00	$43,200.00	$172,800.00
7. TRAINING STIPENDS					$-
8. OTHER					$-
9. TOTAL DIRECT COSTS (LINES 1-8)	$189,430.75	$184,218.75	$189,542.50	$193,613.75	$756,805.75
10. INDIRECT COSTS	$3,125.61	$3,039.61	$3,127.45	$3,194.63	$12,487.30
11. TOTAL GRANT FUNDS REQUESTED (LINES 9-10)	$192,556.33	$187,258.36	$192,669.95	$196,808.38	$769,293.05
12. FUNDS FROM OTHER SOURCES USED TO	$200,000.00	$200,000.00	$200,000.00	$200,000.00	$800,000.00

13. TOTAL BUDGET (LINES 11-12)	**$392,556.36**	**387,258.36**	**392,669.95**	**396,808.38**	**$1,569,293.05**

(Enter narrative here and in Table 4-1 below.)
GENERAL ADMINISTRATION
PERSONNEL - $438,738

The Clarksdale Municipal School District will hire the following position to support this initiative:

Race to the Top Project Director: The Project Director will report to the superintendent and will be responsible for coordinating grant implementation. This individual will be the primary point of contact for the CMSD's Race to the Top program.

The Race to the Top Administrative Assistant: The Administrative Assistant will report to the Project Director and will be responsible for carrying out the duties of the RTTT office. This is a classified position.

These positions are necessary to ensure that Race to the Top program is implemented with integrity and fidelity, and that all timelines and requirements are met by CMSD.

Position	# of Positions	% of Time	Base Salary	Total
YEAR 1				
RTTT Project Director	1	100%	$80,000.00	$ 80,000.00
RTTT Administrative Assistant	1	100%	$23,298.60	$23,298.60
YEAR 2				
Project Director	1	100%	$84,000.00	$84,000.00
RTTT Administrative Assistant			$23,555.10	$23,555.10
YEAR 3				
Project Director	1	100%	$88,000.00	$88,000.00
RTTT Administrative			$23,814.00	$23,814.00

Assistant				
YEAR 4				
Project Director	1	100%	$92,000.00	$92,000.00
RTTT Administrative Assistant			$24,071.00	$24,071.00
Total				$438,739.00

FRINGE BENEFITS - $109,685

The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25 %.

TRAVEL - $14,300

Each year travel 2 persons to travel to required meetings for RTTT. - $1,125 per person for registration, meals, transportation, and lodging. Computations were based upon: $250 registration, $40 per diem for meals x 5 days = $200/meals, $300 transportation, $125 per hotel room x 3 nights = $375/lodging. This estimates at least one required RTTT meeting for RTTT Director per year. Travel estimates for External Evaluator to RTTT meeting - $1325 (includes additional airfare from a different location)

EQUIPMENT – N/A

SUPPLIES - $21,282.00

Accountability software and office supplies/training materials will be purchased to assist in grant management from the district level. The software is necessary to allow for accurate tracking of progress toward performance goals. General office supplies and training materials are necessary for implementing and overseeing the Race to the Top grant program. Furniture will be purchased the first year to create a RTTT office.

Desks, ($520 each) = $1040; Office Chairs ($263 each) = $ 526; filing cabinets ($369 each) = $ 738; computers - Laptop (MacBook - $1039)= $2078; Office software ($5,000) = $5,000; bookshelves ($300 each) = $600; guest chairs for 2 ($275 each) $550; Project Director 2 chairs ($275 each) $550 Administrative Assistant; RTTT office for RTTT Project Director and RTTT Administrative Assistant

Accountability software and office supplies/training materials will be purchased to assist in grant management from the district level. The software is necessary to allow for accurate tracking of progress toward performance goals. General office supplies and training materials are necessary for implementing and overseeing the Race to the Top grant program. $3,000

General office supplies and training materials will be provided in the amount of $2,500 per year per employee (2) for a total expense of $5,000 per year during Year 1-3. In Year 4, each employee will purchase $2,224.50 for general office supplies and training materials. This is based on average costs for consumable materials such as printer toner, paper, binders, resource books, professional development reference books, training manuals and other materials.

CONTRACTUAL – $172,800

Outside Evaluator: The Outside Evaluator will perform as a contractor and will report to the superintendent and will be responsible for overseeing grant implementation. This individual will meet with the Project Director, examine grant implementation, budget expenditures, and write reports for the superintendent, school board, and for whomever else is necessary.

TRAINING STIPENDS – N/A

OTHER – N/A

TOTAL DIRECT COSTS - $768,805.75

INDIRECT COSTS - $12,487.30

TOTAL GRANT FUNDS - $769,293.05

FUNDS FROM OTHER SOURCES - $800,000

Funds will be provided from other grant programs to provide instructional coaches in two of our schools. District funds will be provided to provide Curriculum Specialists at the district level who support each of the schools with training, curriculum alignment, and integration resources.

TOTAL BUDGET - $1,596,293.05

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• The title of the position to be compensated under this project • The role/responsibility of that position • Why the position is necessary to implement the project	• The salary of the position • The number of employees • The amount of time (hours, percent full-time-employee, months, etc.) to be expended • Any additional basis for cost estimates or computations	• Cost

YEAR 1 ***Race to the Top Project Director*** The Project Director will report to the superintendent and will be responsible for coordinating grant implementation. This individual will be the primary point of contact for the CMSD's Race to the Top program. ***Race to the Top Administrative Assistant*** The Administrative Assistant will report to the Project Director and will be responsible for carrying out the duties of the RTTT office. This is a classified position. These positions are necessary to ensure that Race to the Top program is implemented with integrity and fidelity, and that all timelines and requirements are met by CMSD.	$80,000.00 – Project Director $23,298.60 – Budget Analyst 100% Cost estimates are based on comparisons of similar positions both within the District and in other organizations.	$103,298.60
YEAR 2 ***Race to the Top Project Director*** ***Race to the Top Administrative Assistant***	$84,000.00 – Project Director $23,555.10 – Administrative Assistant 100% Cost estimates are based on comparisons of similar positions both within the District and in other organizations.	$107,555.10
YEAR 3 ***Race to the Top Project Director***	$88,000 – Project Director	$111,814.00

Race to the Top Administrative Assistant **<u>YEAR 4</u>** ***Race to the Top Project Director*** ***Race to the Top Administrative Assistant***	$23,814 – Administrative Assistant 100% Cost estimates are based on comparisons of similar positions both within the District and in other organizations. $92,000 – Project Director $24,071.10 – Administrative Assistant 100% Cost estimates are based on comparisons of similar positions both within the District and in other organizations.	$116,071.10
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
• The title of the position to be compensated with fringe benefits under this project	• The fringe benefit percentages for all personnel in the project • The basis for cost estimates or computations	• Cost
<u>YEAR 1</u> ***Project Director*** ***Administrative Assistant***	The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social	$25,825

	Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25%.	
YEAR 2 ***Project Director*** ***Administrative Assistant***	The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25%.	$26,889
YEAR 3 ***Project Director*** ***Administrative Assistant***	The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25%.	$27,954
YEAR 4 ***Project Director*** ***Administrative Assistant***	The fringe benefits are calculated at 25% for all personnel in this project. Full-time Employees: Retirement, Social Security, Medicare, Group Health Insurance, Workers' Compensation Insurance and Group Life Insurance calculated at the rate of 25%.	$29,017.75
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		

• A description of the travel • The parties that will engage in the travel • Purpose of travel	• An estimate of the number of trips • An estimate of transportation and/or subsistence costs for each trip • Any additional basis for cost estimates or computations	• Cost
YEAR 1 Each year travel for RTTT Project Director and External Evaluator to travel to required meetings for RTTT.	• $1,125 per person for registration, meals, transportation, and lodging. • Computations were based upon: $250 registration, $40 per diem for meals x 5 days = $200/meals, $300 transportation, $125 per hotel room x 3 nights = $375/lodging. • This estimates at least one required RTTT meeting for RTTT Director per year. • Travel estimates for External Evaluator to RTTT meeting - $1325 (includes additional airfare from a different location)	$14,300
YEAR 2 Each year travel for RTTT Project Director and External Evaluator to travel to required meetings for RTTT.		$14,300
YEAR 3 Each year travel for RTTT Project Director and External Evaluator to travel to required meetings for RTTT.		$14,300

YEAR 4 Each year travel for RTTT Project Director and External Evaluator to travel to required meetings for RTTT.		$14,300
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
• The type of equipment to be purchased • Purpose of purchase	• The estimated unit cost for each item to be purchased • The number of units being purchased. • The definition of equipment used by the applicant • Any additional basis for cost estimates or computations	• Cost
N/A	N/A	N/A
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
• The supplies being purchased • Purpose of purchase	• An estimate of materials and supplies needed for the project, by nature of expense or general category (*e.g.*, instructional materials, office supplies) • The basis for cost estimates or computations	• Cost
YEAR 1 Accountability software and office supplies/training materials	Accountability software - $5,000. Cost	$5,000

will be purchased to assist in grant management from the district level. The software is necessary to allow for accurate tracking of progress toward performance goals. General office supplies and training materials are necessary for implementing and overseeing the Race to the Top grant program.	estimates for software were provided by potential vendors.	
In year one, a RTTT office will be created with the appropriate furniture, laptop computers, and office supplies	• Desks, ($520 each) = $1040; • Office Chairs ($263 each) = $ 526; • filing cabinets ($369 each) = $ 738; • computers - Laptop (MacBook - $1039)= $2078; • bookshelves ($300 each) = $600; • guest chairs for 2 ($275 each) $550; for Project Director's office • 2 chairs ($275 each) $550 for Administrative Assistant's office	$1040 $526 $738 $2078 $600 $550 $550
	General office supplies and training materials will be provided in the amount of $2,500. This is based on average costs for consumable materials such as paper, binders, resource books, professional development reference books, training manuals and other materials. All office printers are linked under one contract and there are no individual printers.	$2,500

YEAR 2 Accountability software and office supplies/training materials will be purchased to assist in grant management from the district level. The software is necessary to allow for accurate tracking of progress toward performance goals. General office supplies and training materials are necessary for implementing and overseeing the Race to the Top grant program.	Accountability software - $2,000. Cost estimates for software were provided by potential vendors.	$2,000
General Office supplies	General office supplies and training materials will be provided in the amount of $1,000. This is based on average costs for consumable materials such as paper, binders, resource books, professional development reference books, training manuals and other materials. All office printers are linked under one contract and there are no individual printers.	$1,000
YEAR 3 Accountability software and office supplies/training materials will be purchased to assist in grant management from the district level. The software is necessary to allow for accurate tracking of progress toward performance goals. General office supplies and training materials are necessary for implementing and overseeing the Race to the Top grant program.	Accountability software - $2,000. Cost estimates for software were provided by potential vendors.	$2,000
General Office Supplies	General office supplies and training materials will be provided in the amount of $1,000. This is based on average costs for consumable materials such as paper, binders, resource books, professional development reference	$1,000

	books, training manuals and other materials. All office printers are linked under one contract and there are no individual printers.	
YEAR 4 Accountability software and office supplies/training materials will be purchased to assist in grant management from the district level. The software is necessary to allow for accurate tracking of progress toward performance goals. General office supplies and training materials are necessary for implementing and overseeing the Race to the Top grant program.	Accountability software - $1,000. Cost estimates for software were provided by potential vendors.	$1,000
	General office supplies and training materials will be provided in the amount of $750. This is based on average costs for consumable materials such as paper, binders, resource books, professional development reference books, training manuals and other materials. All office printers are linked under one contract and there are no individual printers.	$750
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
• The products to be acquired and/or the professional services to be provided	• The estimated cost per expected procurement	• Cost

• Purpose of acquisition	• For professional services contracts, the amount of time to be devoted to the project, including the costs to be charged to this proposed grant award • A brief statement that the applicant has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • For any meeting or logistics support, identify anticipated locations and approximate rates • Any additional basis for cost estimates or computations	
YEAR 1 ***External Evaluator:*** The External Evaluator will ensure that the grant is administered correctly and will furnish necessary reports to the Superintendent, School Board and any other necessary stakeholders, as well as to the Department of Education, if required. **YEAR 2** ***External Evaluator:*** The External Evaluator will ensure that the grant is administered correctly and will furnish necessary reports to the Superintendent, School Board and any other necessary stakeholders, as well as to the Department of Education, if required. **YEAR 3** ***External Evaluator:*** The External Evaluator will ensure that the	• Contractual Costs • Travel, Lodging & Food CMSD has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • Contractual Costs • Travel, Lodging & Food CMSD has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • Contractual Costs	$40,000 $3,200 $40,000 $3,200 $40,000

grant is administered correctly and will furnish necessary reports to the Superintendent, School Board and any other necessary stakeholders, as well as to the Department of Education, if required. **YEAR 4** ***External Evaluator:*** The External Evaluator will ensure that the grant is administered correctly and will furnish necessary reports to the Superintendent, School Board and any other necessary stakeholders, as well as to the Department of Education, if required.	• Travel, Lodging & Food CMSD has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • Contractual Costs • Travel, Lodging & Food CMSD has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36	$3,200 $40,000 $3,200
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• The training to be acquired, consistent with the note above. • Purpose of purchase	• The personnel who will participate in the training • Cost per session/trainee (if available) • The cost estimates and basis for these estimates	• Cost
N/A	N/A	N/A
8. Other		

Explain other expenditures that may exist and are not covered by other categories.		
• Other items by major type or category (*e.g.*, communications, printing, postage, equipment rental). • Purpose of the expenditures	• The cost per item (e.g., printing = $500, postage = $750). • Any additional basis for cost estimates or computations	• Cost
N/A	N/A	N/A
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• Sum of lines 1-8
N/A	N/A	$756,805.75
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Identify and apply the indirect cost rate	• Indirect Cost Rate as indicated in the Budget Indirect Cost Information part	• Cost
1.65%	1.65%	$12,487.30
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• Sum of lines 9-10
N/A	N/A	$769,293.05
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Project or activity to be funded or other description of use of funds	• Source of funds and amount of funding from each source	• Cost
Funds will be provided from other grant programs to provide oversight and general management from our district office level. District funds will be provided to allow the Superintendent, Assistant Superintendent, and Director of Federal Programs to	Title Funds District Funds	$800,000.00

support each of the schools with grant implementation guidance.		
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• Sum of lines 11-12
• N/A	• N/A	$1,569,983.05

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

1. Does the applicant have an Indirect Cost Rate approved by its State Educational Agency?

YES X☐ NO ☐

If yes to question 1, please provide the following information:

Period Covered by the approved Indirect Cost Rate (mm/dd/yyyy):
From: __07__/_01___/_13____ To: __06__/_30___/_14____

Current approved Restricted Indirect Cost Rate: _1.65%___

Approving State agency: _Mississippi Department of Education
(Please specify agency)

Directions for this form:

1. Indicate whether or not the applicant has an Indirect Cost Rate that was approved by its State Educational Agency.
2. If "No" is checked, the applicant should contact the business office of its State Educational Agency.
3. If "Yes" is checked, indicate the beginning and ending dates covered by the approved Indirect Cost Rate. In addition, indicate the name of the State agency that approved the approved rate.
4. If "Yes" is checked, the applicant should include a copy of the Indirect Cost Rate agreement in the Appendix.

X. DEFINITIONS

Achievement gap means the difference in the performance between each subgroup (as defined in this notice) within a participating LEA or school and the statewide average performance of the LEA's or State's highest-achieving subgroups in reading or language arts and in mathematics as measured by the assessments required under the Elementary and Secondary Education Act of 1965 (ESEA), as amended.

College- and career-ready graduation requirements means minimum high school graduation expectations (e.g., completion of a minimum course of study, content mastery, proficiency on college- and career-ready assessments) that are aligned with a rigorous, robust, and well-rounded curriculum and that cover a wide range of academic and technical knowledge and skills to ensure that by the time students graduate high school, they satisfy requirements for admission into credit-bearing courses commonly required by the State's public four-year degree-granting institutions.

College- and career-ready standards means content standards for kindergarten through 12th grade that build towards college- and career-ready graduation requirements (as defined in this notice). A State's college- and career-ready standards must be either (1) standards that are common to a significant number of States; or (2) standards that are approved by a State network of institutions of higher education, which must certify that students who meet the standards will not need remedial course work at the postsecondary level.

College enrollment means the enrollment of students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) and who enroll in a public institution of higher education in the State (as defined in section 101(a) of the Higher Education Act of 1965, as amended, 20 U.S.C. 1001) within 16 months of graduation.

Consortium governance structure means the consortium's structure for carrying out its operations, including--

(1) The organizational structure of the consortium and the differentiated roles that a member LEA may hold (e.g., lead LEA, member LEA);

(2) For each differentiated role, the associated rights and responsibilities, including rights and responsibilities for adopting and implementing the consortium's proposal for a grant;

(3) The consortium's method and process (e.g., consensus, majority) for making different types of decisions (e.g., policy, operational);

(4) The protocols by which the consortium will operate, including the protocols for member LEAs to change roles or leave the consortium;

(5) The consortium's procedures for managing funds received under this grant;

(6) The terms and conditions of the memorandum of understanding or other binding agreement executed by each member LEA; and

(7) The consortium's procurement process, and evidence of each member LEA's commitment to that process.

Core educational assurance areas means the four key areas originally identified in the American Reinvestment and Recovery Act (ARRA) to support comprehensive education reform: (1) adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy; (2) building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction; (3) recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and (4) turning around lowest-achieving schools.

Digital learning content means learning materials and resources that can be displayed on an electronic device and shared electronically with other users. Digital learning content includes both open source and commercial content. In order to comply with the requirements of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, as amended, any digital learning content used by grantees must be accessible to individuals with disabilities, including individuals who use screen readers. For additional information regarding the application of these laws to technology, please refer to www.ed.gov/ocr/letters/colleague-201105-ese.pdf and www.ed.gov/ocr/docs/dcl-ebook-faq-201105.pdf.

Discipline means any disciplinary measure collected by the 2009-2010 or 2011-2012 Civil Rights Data Collection (see http://ocrdata.ed.gov).

Educators means all education professionals and education paraprofessionals working in participating schools (as defined in this notice), including principals or other heads of a school, teachers, other professional instructional staff (e.g., staff involved in curriculum development or staff development, bilingual/English as a Second Language (ESL) specialists, or instructional staff who operate library, media, and computer centers), pupil support services staff (e.g., guidance counselors, nurses, speech pathologists), other administrators (e.g., assistant principals, discipline specialists), and education paraprofessionals (e.g., assistant teachers, bilingual/ESL instructional aides).

Effective principal means a principal whose students, overall and for each subgroup, achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth (as defined in this notice) as defined in the LEA's principal evaluation system (as defined in this notice).

Effective teacher means a teacher whose students achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth (as defined in this notice) as defined in the LEA's teacher evaluation system (as defined in this notice).

Family and community supports means—

(1) Child and youth health programs, such as physical, mental, behavioral, and emotional health programs (e.g., home visiting programs; Head Start; Early Head Start; programs to improve nutrition and fitness, reduce childhood obesity, and create healthier communities);

(2) Safety programs, such as programs in school and out of school to prevent, control, and reduce crime, violence, drug and alcohol use, and gang activity; programs

that address classroom and school-wide behavior and conduct; programs to prevent child abuse and neglect; programs to prevent truancy and reduce and prevent bullying and harassment; and programs to improve the physical and emotional security of the school setting as perceived, experienced, and created by students, staff, and families;

(3) Community stability programs, such as programs that: (a) provide adult education and employment opportunities and training to improve educational levels, job skills, and readiness in order to decrease unemployment, with a goal of increasing family stability; (b) improve families' awareness of, access to, and use of a range of social services, if possible at a single location; (c) provide unbiased, outcome-focused, and comprehensive financial education, inside and outside the classroom and at every life stage; (d) increase access to traditional financial institutions (e.g., banks and credit unions) rather than alternative financial institutions (e.g., check cashers and payday lenders); (e) help families increase their financial literacy, financial assets, and savings; (f) help families access transportation to education and employment opportunities; and (g) provide supports and services to students who are homeless, in foster care, migrant, or highly mobile; and

(4) Family and community engagement programs that are systemic, integrated, sustainable, and continue through a student's transition from K–12 schooling to college and career. These programs may include family literacy programs and programs that provide adult education and training and opportunities for family members and other members of the community to support student learning and establish high expectations for student educational achievement; mentorship programs that create positive relationships between children and adults; programs that provide for the use of such community resources as libraries, museums, television and radio stations, and local businesses to support improved student educational outcomes; programs that support the engagement of families in early learning programs and services; programs that provide guidance on how to navigate through a complex school system and how to advocate for more and improved learning opportunities; and programs that promote collaboration with educators and community organizations to improve opportunities for healthy development and learning.

Graduation rate means the four-year or extended-year adjusted cohort graduation rate as defined by 34 CFR 200.19(b)(1).

High-minority school is defined by the LEA in a manner consistent with its State's Teacher Equity Plan, as required by section 1111(b)(8)(C) of the ESEA. The LEA must provide, in its Race to the Top – District application, the definition used.

High-need students means students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools (as defined in this notice), who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English learners.

High-quality plan means a plan that includes key goals, activities to be undertaken and the rationale for the activities, the timeline, the deliverables, and the parties responsible for implementing the activities.

Highly effective principal means a principal whose students, overall and for each subgroup, achieve high rates (e.g., one and one-half grade levels in an academic year) of student growth (as defined in this notice) as defined under the LEA's principal evaluation system (as defined in this notice).

Highly effective teacher means a teacher whose students achieve high rates (e.g., one and one-half grade levels in an academic year) of student growth (as defined in this notice) as defined under the LEA's teacher evaluation system (as defined in this notice).

Interoperable data system means a system that uses a common, established structure such that data can easily flow from one system to another and in which data are in a non-proprietary, open format.

Local educational agency is an entity as defined in section 9101(26) of the ESEA, except that an entity described under section 9101(26)(D) must be recognized under applicable State law as a local educational agency.

Low-performing school means a school that is in the bottom 10 percent of performance in the State, or that has significant achievement gaps, based on student academic performance in reading/language arts and mathematics on the assessments required under the ESEA, or that has a graduation rate (as defined in this notice) below 60 percent.

Metadata means information about digital learning content such as the grade or age for which it is intended, the topic or standard to which it is aligned, or the type of resource it is (e.g., video, image).

On-track indicator means a measure, available at a time sufficiently early to allow for intervention, of a single student characteristic (e.g., number of days absent, number of discipline referrals, number of credits earned), or a composite of multiple characteristics, that is both predictive of student success (e.g., students demonstrating the measure graduate at an 80 percent rate) and comprehensive of students who succeed (e.g., of all graduates, 90 percent demonstrated the indicator). Using multiple indicators that are collectively comprehensive but vary by student characteristics may be an appropriate alternative to a single indicator that applies to all students.

Open data format means data that are available in a non-proprietary, machine-readable format (e.g., Extensible Markup Language (XML) and JavaScript Object Notation (JSON)) such that they can be understood by a computer. Digital formats that require extraction, data translation such as optical character recognition, or other manipulation in order to be used in electronic systems are not machine-readable formats.

Open-standard registry means a digital platform, such as the Learning Registry, that facilitates the exchange of information about digital learning content (as defined in this notice), including (1) alignment of content with college- and career-ready standards (as defined in this notice) and (2) usage information about learning content used by educators (as defined in this notice). This digital platform must have the capability to share content information with other LEAs and with State educational agencies.

Participating school means a school that is identified by the applicant and chooses to work with the applicant to implement the plan under Absolute Priority 1, either in one or more specific grade spans or subject areas or throughout the entire school and affecting a significant number of its students.

Participating student means a student enrolled in a participating school (as defined in this notice) and who is directly served by an applicant's plan under Absolute Priority 1.

Persistently lowest-achieving school means, as determined by the State, consistent with the requirements of the School Improvement Grants (SIG) program authorized by section 1003(g) of the ESEA,[6] (1) any Title I school in improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) is a high school that has had a graduation rate (as defined in this notice) that is less than 60 percent over a number of years; and (2) any secondary school that is eligible for, but does not receive, Title I funds that (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) is a high school that has had a graduation rate (as defined in this notice) that is less than 60 percent over a number of years.

To identify the lowest-achieving schools, a State must take into account both (1) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading or language arts and in mathematics combined; and (2) the school's lack of progress on those assessments over a number of years in the "all students" group.

Principal evaluation system means a system that: (1) is used for continual improvement of instructional leadership; (2) meaningfully differentiates performance using at least three performance levels; (3) uses multiple valid measures in determining performance levels, including, as a significant factor, data on student growth (as defined in this notice) for all students (including English learners and students with disabilities), as well as other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous leadership performance standards, teacher evaluation data, and student and parent surveys); (4) evaluates principals on a regular basis; (5) provides clear, timely, and useful feedback, including feedback that identifies and guides professional development needs; and (6) is used to inform personnel decisions.

Rural local educational agency means an LEA, at the time of the application, that is eligible under the Small Rural School Achievement (SRSA) program or the

[6] The Department considers schools that are identified as Tier I or Tier II schools under the SIG Program (see 75 FR 66363) as part of a State's approved applications to be persistently lowest-achieving schools. A list of these Tier I and Tier II schools can be found on the Department's website at http://www2.ed.gov/programs/sif/index.html

Rural and Low-Income School (RLIS) program authorized under Title VI, Part B of the ESEA. Eligible applicants may determine whether a particular LEA is eligible for these programs by referring to information on the Department's website at http://www2.ed.gov/programs/reapsrsa/eligible13/index.html.

School leadership team means a team that leads the implementation of improvement and other initiatives at the school and is composed of the principal or other head of a school, teachers, and other educators (as defined in this notice), and, as applicable, other school employees, parents, students, and other community members. In cases where statute or local policy, including collective bargaining agreements, establishes a school leadership team, that body shall serve as the school leadership team for the purpose of this program.

Student growth means the change in student achievement for an individual student between two or more points in time, defined as—

(1) For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (a) a student's score on such assessments; and (b) may include other measures of student learning, such as those described in (2) below, provided they are rigorous and comparable across schools within an LEA.

(2) For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance, such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; performance against student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.

Student-level data means demographic, performance, and other information that pertains to a single student.

Student performance data means information about the academic progress of a single student, such as formative and summative assessment data, information on completion of coursework, instructor observations, information about student engagement and time on task, and similar information.

Subgroup means each category of students identified under section 1111(b)(2)(C)(v)(II) of the ESEA, and any combined subgroup used in the State accountability system that is approved by the Department in a State's request for ESEA flexibility.

Superintendent evaluation means a rigorous, transparent, and fair annual evaluation of an LEA superintendent that provides an assessment of performance and encourages professional growth. This evaluation must reflect: (1) the feedback of many stakeholders, including but not limited to educators, principals, and parents; and (2) student outcomes, including student growth for all students (including English learners and students with disabilities).

Teacher evaluation system means a system that: (1) is used for continual improvement of instruction; (2) meaningfully differentiates performance using at least three performance levels; (3) uses multiple valid measures in determining performance levels, including, as a significant factor, data on student growth (as defined in this

notice) for all students (including English learners and students with disabilities), as well as other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys); (4) evaluates teachers on a regular basis; (5) provides clear, timely, and useful feedback, including feedback that identifies and guides professional development needs; and (6) is used to inform personnel decisions.

Teacher of record means an individual (or individuals in a co-teaching assignment) who has been assigned the lead responsibility for a student's learning in a subject or course.

XII. SCORING OVERVIEW AND CHART

(Appendix A in the Notice Inviting Applications)

I. Introduction

To help ensure inter-reviewer reliability and transparency for reviewing Race to the Top – District applications, the U.S. Department of Education has created a detailed scoring chart for scoring applications. The chart details the allocation of point values that reviewers will be using. Race to the Top – District grants will be awarded on a competitive basis to LEAs or consortia of LEAs. The chart will be used by reviewers to ensure consistency across and within review panels.

Reviewers will be assessing multiple aspects of each Race to the Top – District application. It is possible that an applicant that fails to earn points or earns a low number of points on one criterion might still win a Race to the Top – District award by earning high points on other criteria.

Reviewers will be required to make many thoughtful judgments about the quality of the applications. For example, reviewers will be assessing, based on the criteria, the comprehensiveness and feasibility of the plans. Reviewers will be asked to evaluate whether applicants have set ambitious yet achievable performance measures and annual targets in their applications. Reviewers will need to make informed judgments about applicants' goals, performance measures, annual targets, proposed activities and the rationale for those activities, the timeline, the deliverables, and credibility of applicants' plans.

Applicants must address Absolute Priority 1 throughout their applications, and Absolute Priority 1 must be met in order for an applicant to receive funding. Additionally, an applicant must designate which of Absolute Priorities 2 through 5 it meets. Applicants may choose to address the competitive preference priority in Part X of the application and may earn extra points under that priority.

This section includes the point values for each criterion and for the competitive preference priority, guidance on scoring, and the scoring chart that the Department will provide to reviewers.

II. Points Overview

The scoring chart below shows the maximum number of points that may be assigned to each criterion and to the competitive preference priority.

Selection Criteria:	Detailed Points	Section Points	Section %
A. Vision:		**40**	**19%**
(A)(1) Articulating a comprehensive and coherent reform vision	**10**		
(A)(2) Applicant's approach to implementation	**10**		
(A)(3) LEA-wide reform & change	**10**		
(A)(4) LEA-wide goals for improved student outcomes	**10**		
B. Prior Record of Success and Conditions for Reform		**45**	**21%**
(B)(1) Demonstrating a clear track record of success	**15**		
(B)(2) Increasing transparency in LEA processes, practices, & investments	**5**		
(B)(3) State context for implementation	**10**		
(B)(4) Stakeholder engagement and support	**15**		
C. Preparing Students for College and Careers		**40**	**19%**
(C)(1) Learning	**20**		
(C)(2) Teaching and Leading	**20**		
D. LEA Policy and Infrastructure		**25**	**12%**
(D)(1) LEA practices, policies, and rules	**15**		
(D)(2) LEA and school infrastructure	**10**		
E. Continuous Improvement		**30**	**14%**
(E)(1) Continuous improvement process	**15**		
(E)(2) Ongoing communication and engagement	**5**		
(E)(3) Performance measures	**5**		
(E)(4) Evaluating effectiveness of investments	**5**		
F. Budget and Sustainability		**20**	**10%**
(F)(1) Budget for the project	**10**		
(F)(2) Sustainability of project goals	**10**		
Competitive Preference Priority	**10**	**10**	**5%**
Totals	*210*	*210*	*100%*

III. About Scoring

The Department will give reviewers general guidance on how to evaluate and score the information that each applicant submits; this guidance will be consistent with the requirements, priorities, selection criteria, and definitions in the NIA. Reviewers will allot points based on the extent to which the applicant meets the criteria and the competitive preference priority, including existing track record and conditions as well as future plans. For plans, reviewers will allot points based on the quality of the applicant's plan and, where specified in the text of the criterion or competitive preference priority, whether the applicant has set ambitious yet achievable goals, performance measures, and annual targets. In making these judgments, reviewers will consider the extent to which the applicant has:

- *A high-quality plan.* In determining the quality of an applicant's plan, reviewers will evaluate the key goals, the activities to be undertaken and rationale for the activities, the timeline, the deliverables, the parties responsible for implementing the activities, and the overall credibility of the plan (as judged, in part, by the information submitted as supporting evidence). Applicants should submit this information for each criterion that the applicant addresses that includes a plan. Applicants may also submit additional information that they believe will be helpful to peer reviewers.

- *Ambitious yet achievable goals, performance measures, and annual targets*. In determining whether an applicant has ambitious yet achievable goals, performance measures, and annual targets, reviewers will examine the applicant's goals, measures, and annual targets in the context of the applicant's proposal and the evidence submitted (if any) in support of the proposal. There are no specific goals, performance measures, or annual targets that reviewers will be looking for here; nor will higher ones necessarily be rewarded above lower ones. Rather, reviewers will reward applicants for developing "ambitious yet achievable" goals, performance measures, and annual targets that are meaningful for the applicant's proposal and for assessing implementation progress, successes, and challenges.

Note that the evidence that applicants submit may be relevant both to judging whether the applicant has a high-quality plan and whether its goals, performance measures, and annual targets are ambitious yet achievable.

About Assigning Points: For each criterion, reviewers will assign points to an application. The Department has specified maximum point values at the criterion level.

The reviewers will use the general ranges below as a guide when awarding points.

Maximum Point Value	**Quality of Applicant's Response: Low**	**Quality of Applicant's Response: Medium**	**Quality of Applicant's Response: High**
20	0-4	5-15	16-20
15	0-3	4-11	12-15
10	0-2	3-7	8-10
5	0-1	2-3	4-5

About Priorities: There are two types of priorities in the FY 2013 Race to the Top – District competition.

Absolute Priorities

- Absolute Priority 1 cuts across the entire application and should not be addressed separately. It will be assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority. If an application has not met the priority, it will be eliminated from the competition. In those cases where there is a disparity in the reviewers' determinations on the priority, the Department will consider Absolute Priority 1 met only if a majority of the reviewers on a panel determine that an application meets the priority.
- Absolute Priorities 2-5 are not judged by peer reviewers. Applicants indicate in the Application Assurances in Parts V or VI of the application which one of Absolute Priorities 2-5 applies to them. The Department will review Application Assurances before making grant awards.

Competitive Preference Priority

- The competitive preference priority is optional and applicants may respond to it in Part X of the application. It is worth up to 10 points, and reviewers will allot points based on the extent to which the applicant meets the priority.

In the Event of a Tie: If two or more applications have the same score and there is not sufficient funding to support all of the tied applicants in the funding range, the applicants' scores on criterion (B)(1) will be used to break the tie.

Review and Selection Process:

We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR 75.217(d)(3), the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Secretary also requires various assurances including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department of Education (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

XIII. PROGRAM REQUIREMENTS

(1) An applicant's budget request for all years of its project must fall within the applicable budget range as follows:

Number of participating students (as defined in this notice)	Award range
2,000-5,000 or Fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice)	$4-10 million
5,001-10,000	$10-20 million
10,001-20,000	$20-25 million
20,001+	$25-30 million

The Department will not consider an application that requests a budget outside the applicable range of awards.

(2) A grantee must commit to participate in any national evaluation of the program and work with the Department and with a national evaluator or another entity designated by the Department to ensure that data collection and program design are consistent with plans to conduct a rigorous national evaluation of the program and of specific solutions and strategies pursued by individual grantees. This commitment must include, but need not be limited to—

(i) Consistent with 34 CFR 80.36 and State and local procurement procedures, grantees must include in contracts with external vendors provisions that allow contractors to provide implementation data to the LEA, the Department, the national evaluator, or other appropriate entities in ways consistent with all privacy laws and regulations.

(ii) Developing, in consultation with the national evaluator, a plan for identifying and collecting reliable and valid baseline data for program participants.

(3) LEAs must share metadata about content alignment with college- and career-ready standards (as defined in this notice) and use through open-standard registries.

(4) LEAs in which minority students or students with disabilities are disproportionately subject to discipline (as defined in this notice) and expulsion (according to data submitted through the Department's Civil Rights Data Collection, which is available at http://ocrdata.ed.gov/), must conduct a district assessment of the root causes of the disproportionate discipline and expulsions. These LEAs must also develop a detailed plan over the grant period to address these root causes and to reduce disproportionate discipline (as defined in this notice) and expulsions.

(5) Each grantee must make all project implementation and student data available to the Department and its authorized representatives in compliance with FERPA, as applicable.

(6) Grantees must ensure that requests for information (RFIs) and requests for proposal (RFPs) developed as part of this grant are made public, and are consistent with the requirements of State and local law.

(7) Within 100 days of award, each grantee must submit to the Department--

(i) A scope of work that is consistent with its grant application and includes specific goals, activities, deliverables, timelines, budgets, key personnel, and annual targets for key performance measures; and

(ii) An individual school implementation plan for participating schools (as defined in this notice).

(8) Within 100 days of award, each grantee must demonstrate that at least 40 percent of participating students (as defined in this notice) in participating schools (as defined in this notice) are from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA.

XIV. REPORTING REQUIREMENTS

Each grantee receiving Race to the Top – District funds must submit to the Department an annual report that must include a description of its progress to date on its goals, timelines, activities, deliverables, and budgets, and a comparison of actual performance to the annual targets the grantee established in its application for each performance measure. Further, a grantee receiving funds under this program is accountable for meeting the goals, timelines, activities, deliverables, budget, and annual targets established in the application; adhering to an annual fund drawdown schedule that is tied to meeting these goals, timelines, activities, deliverables, budget, and annual targets; and fulfilling and maintaining all other conditions for the conduct of the project. The Department will monitor a grantee's progress in meeting its goals, timelines, activities, deliverables, budget, and annual targets and in fulfilling other applicable requirements. In addition, the Department may collect additional data as part of a grantee's annual reporting requirements.

To support a collaborative process between the grantee and the Department, the Department may require that applicants that are selected to receive an award enter into a written performance agreement or cooperative agreement with, or complete a scope of work to be approved by, the Department. If the Department determines that a grantee is not meeting its goals, timelines, activities, deliverables, budget, or annual targets or is not fulfilling other applicable requirements, the Department will take appropriate action, which could include a collaborative process between the Department and the grantee, or enforcement measures with respect to this grant, such as placing the grantee in high-risk status, putting it on reimbursement payment status, or delaying or withholding funds.

An LEA that receives a Race to the Top – District grant must also meet the reporting requirements for the Federal Funding Accountability and Transparency Act (FFATA) for subaward and executive compensation data. Grantees, referred to as "prime awardees," must report using the FFATA Subaward Reporting System (FSRS), and must, therefore, register in FSRS. More specific information regarding the FFATA reporting requirements will be provided after the grants are awarded.

XV. CONTRACTING FOR SERVICES

Generally, all procurement transactions by LEAs made with Race to the Top – District grant funds must be conducted in a manner providing full and open competition, consistent with the standards in Section 80.36 of the Education Department General Administrative Regulations (EDGAR). This section requires that grantees use their own procurement procedures (which reflect State and local laws and regulations) to select contractors, provided that those procedures meet certain standards described in EDGAR.

Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

XVI. INTERGOVERNMENTAL REVIEW

Intergovernmental Review of Federal Programs (Executive Order 12372)

This program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of the Executive order is to strengthen federalism--or the distribution of responsibility between localities, States, and the Federal government--by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have devised for coordinating and reviewing proposed Federal financial grant applications.

The process for doing this requires grant applicants to contact State Single Points of Contact for information on how this works. Multi-state applicants should follow procedures specific to each state.

Further information about the State Single Point of Contact (SPOC) process and a list of names by State can be found at: http://www.whitehouse.gov/omb/grants_spoc

Absent specific State review programs, applicants may submit comments directly to the Department. All recommendations and comments must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372—CFDA Number 84.416 , U.S. Department of Education, room 7E200, 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR §75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Eastern time) on the closing date indicated in this notice.

Important note: The above address is not the same address as the one to which the applicant submits its completed applications. **Do not send applications to the above address.**

Not all states have chosen to participate in the intergovernmental review process, and therefore do not have a SPOC. If you are located in a State that does not have a SPOC, you may send application materials directly to the Department as described in the Federal Register notice.

XVII. APPLICATION CHECKLIST FOR INDIVIDUAL LEA APPLICANTS

Formatting Recommendations and Application Submission Procedures (Part I)

- ❑ Are all pages 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides?
- ❑ Does each page have a page number, including the appendix?
- ❑ Do all pages have line space set to 1.5 spacing and 12 point Times New Roman font?
- ❑ Has the LEA complied with the submission format requirements, including the application deadline for submission?
- ❑ Does the LEA's submission include three CDs or DVDs, each containing the following four separate files?
    - o Body of the application narrative, including budget tables
    - o Application appendix
    - o Required signature pages
    - o Completed electronic budget spreadsheets
- ❑ Has the LEA provided sufficient time for the application to be received by the deadline date?

Application Requirements (Part III)

- ❑ Has the LEA provided the State ten business days to comment on the Race to the Top – District application?
- ❑ Has the LEA provided all relevant information regarding the State comment period asked for in Part III?
- ❑ Has the LEA provided the mayor, city or town administrator or other comparable official ten business days to comment on the Race to the Top – District application?
- ❑ Has the LEA provided all relevant information regarding the mayor, city or town administrator comment period asked for in Part III?

Application Assurances (Part IV)

- ❑ Is all of the requested information included on the Race to the Top – District Application Assurances cover page, including NCES district ID, DUNS number, and Employer Identification number?
- ❑ **SIGNATURE REQUIRED –** Has the LEA Superintendent or CEO signed and dated the Application Assurances?
- ❑ **SIGNATURE REQUIRED –** Has the President of the LEA's School Board signed and dated the Application Assurances?
- ❑ **SIGNATURE REQUIRED (where applicable) –** Has the President of the Local Teacher's Union or Association signed and dated the Application Assurances?

Program-Specific Assurances for Individual LEA Applicants (Part V)

- ❑ Has the LEA made all necessary assurances in Part V for individual LEA applicants?

- **SIGNATURE REQUIRED –** Has the LEA Superintendent or CEO signed and dated the Program-Specific Assurances for Individual LEAs?

Other Assurances and Certifications (Part VII)

- **SIGNATURE REQUIRED –** Has the LEA Superintendent or CEO signed and dated the Other Assurances?

Selection Criteria (Part IX)

- Has the LEA responded to all of the selection criteria to which it plans to respond?
- For each selection criterion to which the LEA is responding, has the LEA provided as necessary:
  - Narrative response?
  - Performance measures?
  - Evidence?
- Has the LEA organized the Appendix properly such that each attachment in the Appendix is described in the narrative text of the relevant selection criterion, indicating the relevant part and page number to which it refers as well as a rationale for its inclusion?

Competitive Preference Priority (Part X)

- **(Optional)** Has the LEA responded to the competitive preference priority?

Budget (Part XI)

- Has the LEA completed and attached all required elements of the budget, including all relevant forms, charts, tables, electronic budget spreadsheets, and narrative descriptions?
- Has the LEA included the assumptions underlying each budget section using Table 4-1?

Program Requirements (Part XV)

- Has the LEA reviewed the program requirements?

Reporting Requirements (Part XVI)

- Has the LEA reviewed the reporting requirements?

Appendix (Part XXI)

- Has the LEA created a table of contents for its Appendix?
- Has the LEA included all required Appendix documents per the instructions in the application, as well as any other documents it refers to in its narratives?
- Has the LEA ensured that each page of the Appendix includes page numbers?

XVIII. APPLICATION CHECKLIST FOR CONSORTIA APPLICANTS

Formatting Recommendations and Application Submission Procedures (Part I)

- ❑ Are all pages 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides?
- ❑ Does each page have a page number, including the appendix?
- ❑ Do all pages have line space set to 1.5 spacing and 12 point Times New Roman font?
- ❑ Has the applicant complied with the submission format requirements, including the application deadline for submission?
- ❑ Does the LEA's submission include three CDs or DVDs, each containing the following four separate files?
    - o Body of the application narrative, including budget tables
    - o Application appendix
    - o Required signature pages
    - o Completed electronic budget spreadsheets
- ❑ Has the applicant provided sufficient time for the application to be received by the deadline date?

Application Requirements (Part III)

- ❑ Has each LEA in the consortium provided its State at least ten business days to comment on the Race to the Top – District application?
- ❑ Has the applicant provided all relevant information regarding the State comment period asked for in Part III?
- ❑ Has each LEA in the consortium provided its mayor, city or town administrator or other comparable official at least ten business days to comment on the Race to the Top – District application?
- ❑ Has the applicant provided all relevant information regarding the mayor, city or town administrator comment period asked for in Part III?
- ❑ Has the applicant complied with all the requirements in Application Requirement 3 for consortia applicants?

Application Assurances (Part IV)

- Is all of the requested information included on the Race to the Top – District Application Assurances cover page, including NCES district ID, DUNS number, and Employer Identification number?
- ❑ **SIGNATURE REQUIRED –** Has the lead LEA Superintendent or CEO or the Legal Representative of the Eligible Legal Entity signed and dated the Application Assurances?
- ❑ **SIGNATURE REQUIRED –** Has the President of the lead LEA School Board signed and dated the Application Assurances?
- ❑ **SIGNATURE REQUIRED (where applicable) –** Has the President of the Local Teacher's Union or Association signed and dated the Application Assurances?

Program-Specific Assurances for Consortia Applicants (Part VI)

- Has the applicant made all necessary assurances in Part VI for consortium LEA applicants?
- Has the applicant provided a list of NCES District IDs for each LEA in the Consortium?
- Has the applicant listed all the MOU signatures?
- **SIGNATURE REQUIRED –** Has the lead LEA Superintendent or CEO or the Legal Representative of the Eligible Legal Entity signed and dated the Program-Specific Assurances for Consortia applicants?

Other Assurances and Certifications (Part VII)

- Has the lead LEA Superintendent or CEO or Legal Representative of the Eligible Legal Entity signed and dated the Other Assurances?

Selection Criteria (Part IX)

- Has the applicant responded to all of the selection criteria to which it plans to respond?
- For each selection criterion to which the applicant is responding, has the applicant provided as necessary:
  - Narrative response?
  - Performance measures?
  - Evidence?
- Has the applicant organized the Appendix properly such that each attachment in the Appendix is described in the narrative text of the relevant selection criterion, indicating the relevant part and page number to which it refers as well as a rationale for its inclusion?

Competitive Preference Priority (Part X)

- **(Optional)** Has the LEA responded to the competitive preference priority?

Budget (Part XI)

- Has the applicant completed the following elements of the budget, including all relevant forms, charts, tables, electronic budget spreadsheets, and narrative descriptions?
- Has the LEA included the assumptions underlying each budget section using Table 4-1?

Memorandum of Understanding (Part XIII)

- Has the applicant attached a memorandum of understanding or binding agreement between the members of the consortium?
  - Has the applicant's memorandum of understanding met the requirements set forth in the notice, including but not limited to application requirement 3?
  - Does the applicant's memorandum of understanding describe a consortium governance structure consistent with the definition in this notice?

Program Requirements (Part XVI)

- Has the applicant reviewed the program requirements?

Reporting Requirements (Part XVI)

- Has the applicant reviewed the reporting requirements?

Appendix (Part XXI)

- Has the applicant created a table of contents for its Appendix?
- Has the applicant included all required Appendix documents per the instructions in the application, as well as any other documents it refers to in its narratives?
- Has the LEA ensured that each page of the Appendix includes page numbers?

APPENDIX A – DISCLOSURE EXEMPTION

Information that you feel is exempt from disclosure under Exemption 4 of the Freedom of Information Act. Please provide a list of any proprietary information included in the application and the page number or numbers on which we can find this information.

Proprietary Information	**Page Number(s)**
1. [*Add more rows as needed*]	
2.	
3.	
4.	
5.	

Clarksdale Municipal School District, Clarksdale, Mississippi, 38614
Appendix

Item #	Item	Relevant Selection Criteria	Page in Narrative	Page #
1	A New Era of Schools – Seven Year Strategic Plan	(A)(1) Articulating a Comprehensive & Coherent Reform Vision	28, 32, 172, 193	9-12
2	NCEE – Excellence for All – Cambridge International Examination Program	(A)(1) Articulating a Comprehensive & Coherent Reform (A)(3) LEA-wide Reform & Change; (D) LEA Policy & Infrastructure	28, 31, 52, 64-69, 186	
	1. Mississippi Excellence for All Grant Opportunity Webinar Slides			13-38
	2. NCEE White Paper			39-43
	3. Newspaper Article			44
3	Data Reports	(A)(1) Articulating a Comprehensive & Coherent Reform (A)(3) LEA-wide Reform & Change; B)(5) Analysis of Needs & Gaps	28, 35, 101, 130, 132, 188	
	1. CASE 21			45-46
	2. MAP			47-48
	3. MCT2 Score Report - example			49-50
	4. Renaissance Star Reading			51
	5. Renaissance Star Math			52
	6. Children's First Report			53
	7. Cambridge Score Reports			54-58
4	MSTAR – Teacher Evaluation	(A)(1) Articulating a Comprehensive & Coherent Reform (A)(3) LEA-wide Reform & Change; (C)(2) Teaching &	29, 40-43, 173, 202	59-60

		Leading (E)(1) Continuous Improvement Process		
5	MPES – Mississippi Principal Evaluation System	(A)(1) Articulating a Comprehensive & Coherent Reform B)(5) Analysis of Needs & Gaps (C)(2) Teaching & Leading (E)(1) Continuous Improvement Process	29, 42-43,173, 202	61-80
6	Desegregation Order Revised	(A)(1) Articulating a Comprehensive & Coherent Reform	34, 105, 185	81-82
7	Mississippi Student Identification System (MSIS)	(A)(1) Articulating a Comprehensive & Coherent Reform (A)(3) LEA-wide Reform & Change; (D) LEA Policy & Infrastructure	39, 97, 193	83
8	Parental Involvement – Title I Flyer	(A)(1) Articulating a Comprehensive & Coherent Reform (A)(3) LEA-wide Reform & Change; (D) LEA Policy & Infrastructure	36	84
9	Data Analysis PowerPoint	A) Vision (A)(3) LEA-wide Reform & Change; B)(5) Analysis of Needs & Gaps (E)(1) Continuous Improvement Process	36, 94, 96, 174, 177	85-108
10	Free & Reduced Lunch Report	(A)(1) Articulating a Comprehensive & Coherent Reform	41, 96, 210	109-110
11	Partnership Efforts	(A)(1) Articulating a Comprehensive & Coherent Reform (A)(3) LEA-wide Reform & Change;	39, 257	111-116
	1. Email from Dr. Dianne Thomas, DSU			111

	2. ASPIRE Flyer			112-113
	3. Southern Partners Flyer			114-115
	4. Letter from Bill Luckett, Mayor of Clarksdale			116
12	Teacher Incentive Plan	(A)(1) Articulating a Comprehensive & Coherent Reform (A)(3) LEA-wide Reform & Change; B)(5) Analysis of Needs & Gaps (E)(1) Continuous Improvement Process	43, 176, 177	117-118
13	Letter from Mississippi Center for Public Policy – Exceed School	(E)(1) Continuous Improvement Process	90	119
14	ESEA Annual Measurable Objective Report	B)(5) Analysis of Needs & Gaps (E)(1) Continuous Improvement Process	91	120
15	Accountability Model	(B)(1)(c) Achieve Ambitious & Significant Reforms	93, 99	121-122
16	Professional Development Calendar 2013/14	(A)(3) LEA-wide Reform & Change (C)(2) Teaching & Leading	40, 103, 118, 179, 182	123-126
17	Budget Workshop PowerPoint	(B)(2) Transparency (B)(4) Stakeholder Engagement & Support (E)(2) Ongoing Communication & Engagement	99, 102	127-148
18	Combined Budget	(B)(2) Transparency (B)(4) Stakeholder Engagement & Support (E)(2) Ongoing Communication & Engagement	96, 102	149-151
19	Examples of Salaries Posted on Website	(B)(2) Transparency (B)(4) Stakeholder Engagement & Support (E)(2) Ongoing	96, 102	152

		Communication & Engagement		
20	Logic Models	(A)(1) Articulating a Comprehensive & Coherent Reform Vision; (A)(2) Applicant's Approach to Implementation (B)(4) Stakeholder Engagement & Support (C)(1) Learning	107-108	153-165
21	Newspaper Article re Pre-Kindergarten Collaborative Effort	(B)(4) Stakeholder Engagement & Support	108, 260, 262	166-167
22	Superintendent's Newsletter	(B)(4) Stakeholder Engagement & Support (E)(2) Ongoing Communication & Engagement	107, 109	168-171
23	Recruitment and Retention Plan	(A)(3) LEA-wide Reform & Change (D) LEA Policy & Infrastructure	38, 110, 184	172-175
24.	Letters of Support	(B)(4) Stakeholder Engagement & Support (E)(2) Ongoing Communication & Engagement	105, 115, 210, 260	
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	2. Dr. Wilma H. Wade			177
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	20. Nicholas Fields, Student			195
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	22. Education Plus, Inc.			197
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	25. Aurelia Jones-Taylor, MBA/ Aaron E. Henry Community Health Center			200
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	27. Sandra Emerson, Parent			202
	28. Brenda Orsby, Parent			203
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	32. Neely Metcalf,CMSD Parent Advisory Committee Secretary			207
	33. Leslie L. Griffin, Dean College of Education Delta State University			208
	34. Keith D. Powell, Pastor New Morning Star Missionary Baptist church			209
	35. Shawanda Shaw, Rachel Hill, & Mikeli Wilson, Clarksdale High School			210
	36. Dr. Manika Kemp, Principal Clarksdale High School			211
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	44. Nadia Webb, Student			219
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	49. Gerald D. Ball, Student			224
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	58. Helen McNeal, Parent			233
	59. David L. Hunt			234
	60. Jakaylin Gilliam, Student			235
	61. Leatha Winters, Student			236
	62. Jaylin Curtis, Student			237
	63. Donald Green, Delta Accounting Service			238
	64. Vinetter D. Banks, Parent			239
	65. Julian Street, Student			240
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	68. Joshua Lewis, Student			243
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	71. Cimmion Ross, Student			246
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	73. Esteria Anderson, Parent/Grandparent			248
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	76. Rayshun Logan, Student			251
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26.	Remarks from External Agencies – 10 Day Review Window	(E)(2) Ongoing Communication & Engagement	111	
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	2. Office of Mayor, City of Clarksdale			
	3. Mississippi Department of Education			
27	School Governance & Leadership Article	(B)(4) Stakeholder Engagement & Support (E)(2) Ongoing Communication & Engagement	105, 115, 210, 260	259 - 262

CLARKSDALE MUNICIPAL SCHOOL DISTRICT
Strategic Plan Template

DISTRICT GOALS AND OBJECTIVES	ACTION STEPS	RESPONSIBLE PARTIES	TIMELINE/ COMPLETION DATES	METHOD OF MEASUREMENT
Goal #1: Student achievement will increase				
Objective 1:The percentage of students in grade 1-6 reading on grade level will increase	1.1.1 Principals and teachers will conduct a vertical and horizontal audit of the curriculum to identify gaps and areas requiring adjustment 1.1.2 Principals and assistant principals will conduct a curriculum alignment audit to identify gaps and areas requiring adjustment 1.1.3 An analysis of the current grade span structure for the elementary schools to determine the best alignment to lead to the attainment of this objective will be completed	Dupree Prestwich Downing Matthews Principals Assistant Principals	2012-2013 ongoing	Students reading on grade level will increase by 10%
Objective 2: The district QDI will increase	1.2.1 Teachers and principals will analyze test data to determine strengths and weaknesses and develop improvement/action plans to address any identified as a weakness 1.2.2 Teachers will submit data analysis summary sheets to principals identifying the percentage of students who have mastered the MCT2 and Subject Area Test Program skills each 9- week intervals as measured by MAP and Case 21; Principals will submit summaries of these reports to the Assistant Superintendent and Superintendent **1.2.3 An analysis of the best structure and**	Prestwich Downing Matthews Principals Assistant Principals Dupree Counselors	2012-2013 ongoing	District QDI will increase by10%

	configuration for the schools to identify the design most likely to lead to the attainment of this objective will be completed			
Objective 3:The percentage of students meeting growth proficiency on state and federal tests will increase	1.3.1 Teachers will submit data analysis summary sheets to their principals identifying the percentage of students who have mastered the MCT2, Subject Area Test Program skills and NAEP (when applicable) in 9- week intervals as measured by state practice tests, MAP, and CASE 21; Principals will submit summaries of these reports to the Superintendent	Principals Assistant Principals Downing Matthews Prestwich Dupree	2012-2013ongoing	Students growth proficiency on state test will increase by 10%
Objective 4: Student and Teacher attendance rate will increase	1.4.1 The student attendance rate will be monitored through SAM and MSIS 1.4.1(a) The teacher attendance rate will be monitored though MSIS and teachers by way of the time clock	Principals Assistant Principals Downing Matthews Prestwich Dupree K.. Jones	Monthly	Student and teacher attendance rate will increase by 5% over the prior year
Objective 5: The percentage of students scoring minimal on state tests will decrease	1.5.1 Teachers will submit summary sheets to their principals identifying the percentage of students who have mastered the MCT2 and Subject Area skills 9-week intervals as measured by MAP and CASE 21; Principals will submit summaries of these reports to the superintendent	Principals Assistant Principals Downing Matthews Dupree	Every 9 weeks	Students scoring minimal on state tests will decrease by 5% annually
Objective 6: The percentage of students scoring proficient and advance on state will increase	1.6.1 Teachers will submit summary sheets to their principals identifying the percentage of students who have mastered the MCT2 and Subject Area skills in 9- week intervals; Principals will submit summaries of these reports to the superintendent	Principals Assistant Principals Downing Matthews Counselors	Every 9 weeks	Students scoring proficient and advanced on state tests will increase by 5% annually
Objective 7: The percentage of students passing Subject Test will increase	1.7.1Teachers will submit summary sheets to their principals identifying the percentage of students who have mastered the Subject Area skills as measured by CASE 21at 9 week intervals; Principals will	Principals Assistant Principals Downing Matthews	Every 9 weeks	Students passing the Subject Area Test will increase by 5% annually

	submit summaries of these reports to the superintendent			
***Goal #2*: There will be a safe and orderly school climate in every school**				
Objective #1: The number of serious discipline infractions will decrease in each school	2.1.1 Implement Positive Behavior Intervention Supports at each school; develop Behavior Intervention Plans as warranted 2.1.2 Provide Classroom Management Training at the district and site level 2.1.3 Offer active counseling in all schools 2.1.4 Collaborate regularly with Region I Mental Health	Prestwich Downing Matthews Principals Assistant Principals Teachers Foster Counselor Region I Mental Health SROs	2012-2013-ongoing	Serious discipline infractions will decrease in each school by 5% annually
Objective #2: Students demonstrate an increased, positive attitude about the safety of the school that they attend	2.2.1 Students will be given a pre/post surveys about their perspectives about school safety	Downing Matthews Principals Assistant Principals Whatley SROs	2012-2013	70% of student survey results on pre/post survey will say they have a positive attitude about school safety
	2.2.2 Parents will be given a pre/post survey about the safety of their child(ren) school	Downing Matthews Principals Assistant Principals Whatley B. Jones Atwater Newell-Marshall P. Newell	2012-2013	70% of parents on pre/post survey say they have a positive attitude about school safety

Goal#3 Increasing the number of students who will experience a positive k-12 education				
Objective #1Increase the High School Completer Index (HSCI)	3.3.1 Monitor 9th grade cohorts annually 3.3.2 Implement a program to ensure parents and students are matched to a staff member who will help them address challenges	Principals Counselors Graduation Coach	2012-2013 ongoing	High School Completer Index will increase by 3%
Objective #2 Increase graduation rate	3.3.2 Utilize and annually assess the Ombudsman Program 3.3.3 Increase parental involvement outreach efforts 3.3.4 Implement a tracking system for identifying students who transfer out of state to ensure dropout reporting is accurate **3.3.5An analysis of the best structure and configuration for the schools to identify the design most likely to lead to the attainment of this objective will be completed**	Dupree Prestwich Principals Counselors Downing Graduation Coach B. Jones Atwater Newell-Marshall P. Newell	2012-2013 ongoing	Graduation rate will increase by 3%
Goal#4 The district will maintain a yearly financial fund balance of 15% of operational budget	4.4.1 Hold regular and annual budget planning sessions with the board 4.4.2 Hold regular and annual budget planning sessions with principals and department heads 4.4.3 Monitor expenditures regularly to ensure expenditures are necessary and align to district goals and site needs 4.4.4 Conduct quarterly review of budget status **4.4.5 Conduct an annual analysis of the number of physical plants including costs associated with staffing and maintaining the current structure will be done to identify whether it is sound to continue with the current structure**	K. Jones Dupree P. Newell Prestwich V.Brown	2012-2013 ongoing	Fund balance will be at 15% of operational budget yearly



UNIVERSITY of CAMBRIDGE
International Examinations
Excellence in education

Coverage of Common Core State Standards for English Language Arts

Introduction

University of Cambridge International Examinations has mapped the Common Core State Standards for English Language Arts (Grade 9 and Grade 10) to **Cambridge IGCSE® First Language English (US) (0524)** and **Cambridge IGCSE Literature (English) (US) (0427)**. This document shows where the standards are covered in each syllabus and in the accompanying schemes of work. Students who are prepared for these qualifications will cover the Common Core State Standards for English Language Arts for Grade 9 and Grade 10.

In this mapping document we have referenced the relevant Assessment Objectives (AOs) and the relevant pages of the syllabus content. In Cambridge IGCSE First Language English (US), there are two levels of achievement, via two separate routes: core and extended. In this document, we have shown what is covered in the core syllabus content and what is covered in the extended syllabus content.

The schemes of work are made up of numbered units. For Cambridge IGCSE Literature (English) (US) we have referenced the unit and where appropriate the learning objective.

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	Cambridge IGCSE First Language English (US) (0524)		
Common Core State Standards	**Core Syllabus**	**Extended Syllabus**	**Scheme of Work**
Reading Standards for Informational Text 6–12: Key Ideas and Details			
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• understand and collate explicit meanings; understand, explain, and collate implicit meanings and attitudes **AO1 R1, R2**	• understand and collate explicit meanings; understand, explain, and collate implicit meanings and attitudes; draw inferences, evaluate effectiveness, compare, analyze, synthesize **AO1 R1, R2, and third bullet of Extended Curriculum (Reading)**	Unit 1
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	• select, analyze, and evaluate what is relevant to specific purposes • identify main and subordinate topics, summarize, paraphrase, re-express **AO1 R3, and third bullet of Core Curriculum (Reading)**	• select, analyze, and evaluate what is relevant to specific purposes • recognize the relationship of ideas **AO1 R3, and second bullet of Extended Curriculum (Reading)**	Unit 1 Unit 3 Unit 4 Unit 5
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	• select, analyze, and evaluate what is relevant to specific purposes • identify main and subordinate topics, summarize, paraphrase, re-express **AO1 R3, and third bullet of Core Curriculum (Reading)**	• select, analyze, and evaluate what is relevant to specific purposes • recognize the relationship of ideas **AO1 R3, and second bullet of Extended Curriculum (Reading)**	Unit 4 Unit 5

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MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

Excellence for All Grant Opportunity

August 23, 2012

Kim S. Benton, Ed. D.
Interim Deputy State Superintendent
Instructional Enhancement and Internal Operations

Jean Massey
Associate State Superintendent
Career and Technical Education

MISSISSIPPI BOARD OF EDUCATION

VISION

To create a world-class education system that gives students the knowledge and skills that will allow them to be successful in college and the workforce and flourish as parents and citizens.

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community.

GOAL 1

To mobilize resources and supports to help ensure that all students exit Third Grade reading on grade level by 2020.

GOAL 2

To reduce the dropout rate to 13% by 2013.

GOAL 3

To reach the national average on national assessments by 2013.

FIVE STRATEGIES TO ACCOMPLISH GOALS

Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5
Implement ongoing, comprehensive reform in the areas of instruction, curriculum, assessment design and accountability systems for all grade levels, from early education through graduation.	Increase the quantity and quality of teachers.	Increase the quantity and quality of administrators.	Create a culture in Mississippi that understands the value of education.	Redesign education for the 21st Century workforce in Mississippi.

Overview

- General information about *Excellence for All*
- Grant Review Process
- Application
- Rubric



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

Excellence for All

The National Center on Education and the Economy (NCEE) has identified the best instructional systems in the world available in English for use in the United States. Called *Board Examination Systems*, they are high school instructional programs that consist of a coherent core curriculum; well-designed courses described in detailed syllabi; high-quality examinations that assess the extent to which students have mastered the subjects they have studies and can apply what they have learned to unfamiliar problems; and first-class professional development that enhances teachers' skills and experience and helps them to reach the course to students with diverse abilities and backgrounds.

Pillars of *Excellence for All*

A sound core program of courses defining what it means to be an educated person

Thoughtfully constructed course designs captured in a syllabus

High quality exams derived from the curriculum using multiple assessment methods

Quality teacher training matched to the course syllabi

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

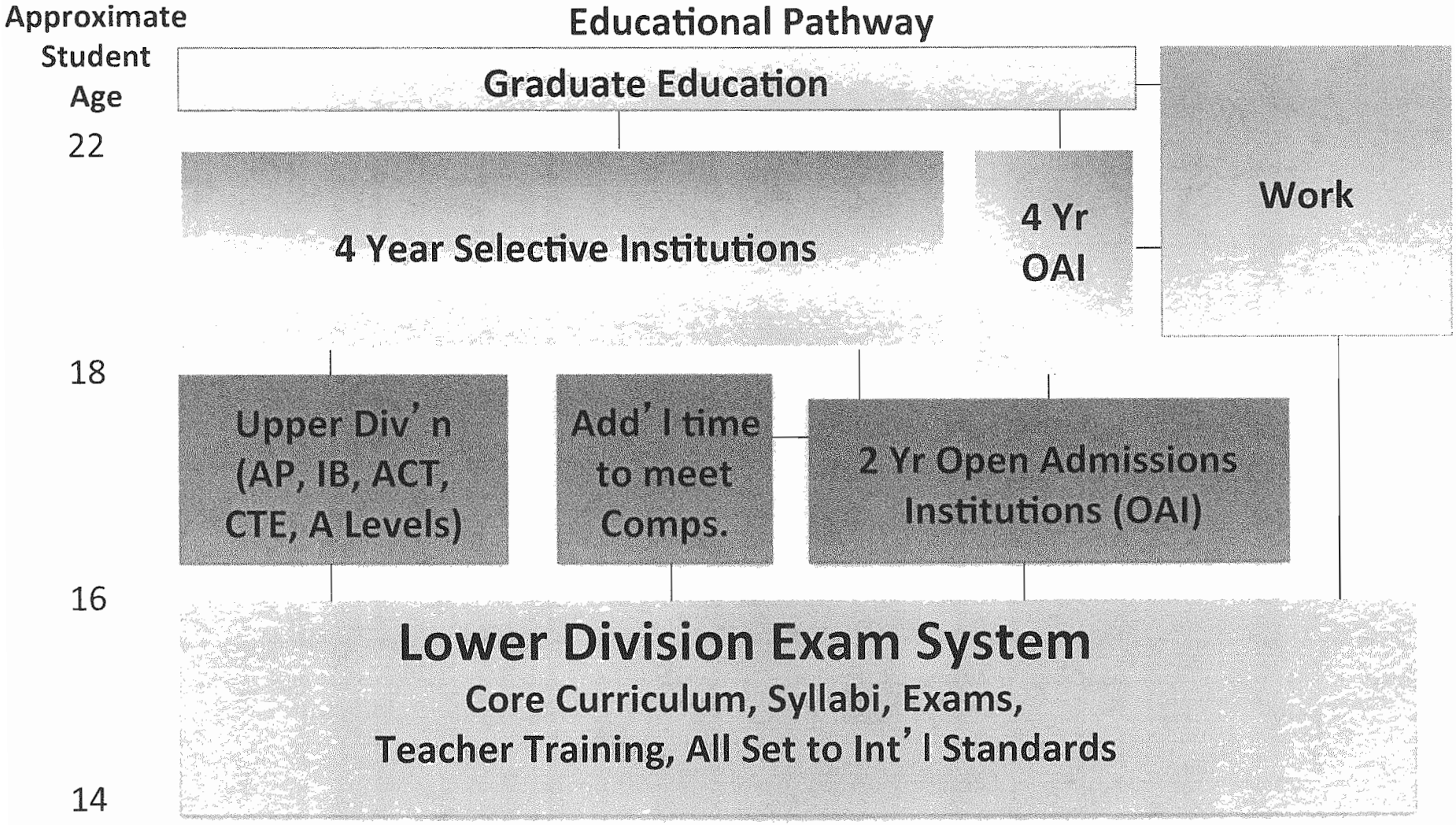
Why *Excellence for All*?

- Best **global research shows** that board exam systems are a **key to success** for many of **world's best performing systems** for ALL students
- **Why?** Because they **provide the support** teachers need to teach well and students must have to succeed
- **Crucially important** for **low-performing** schools and students

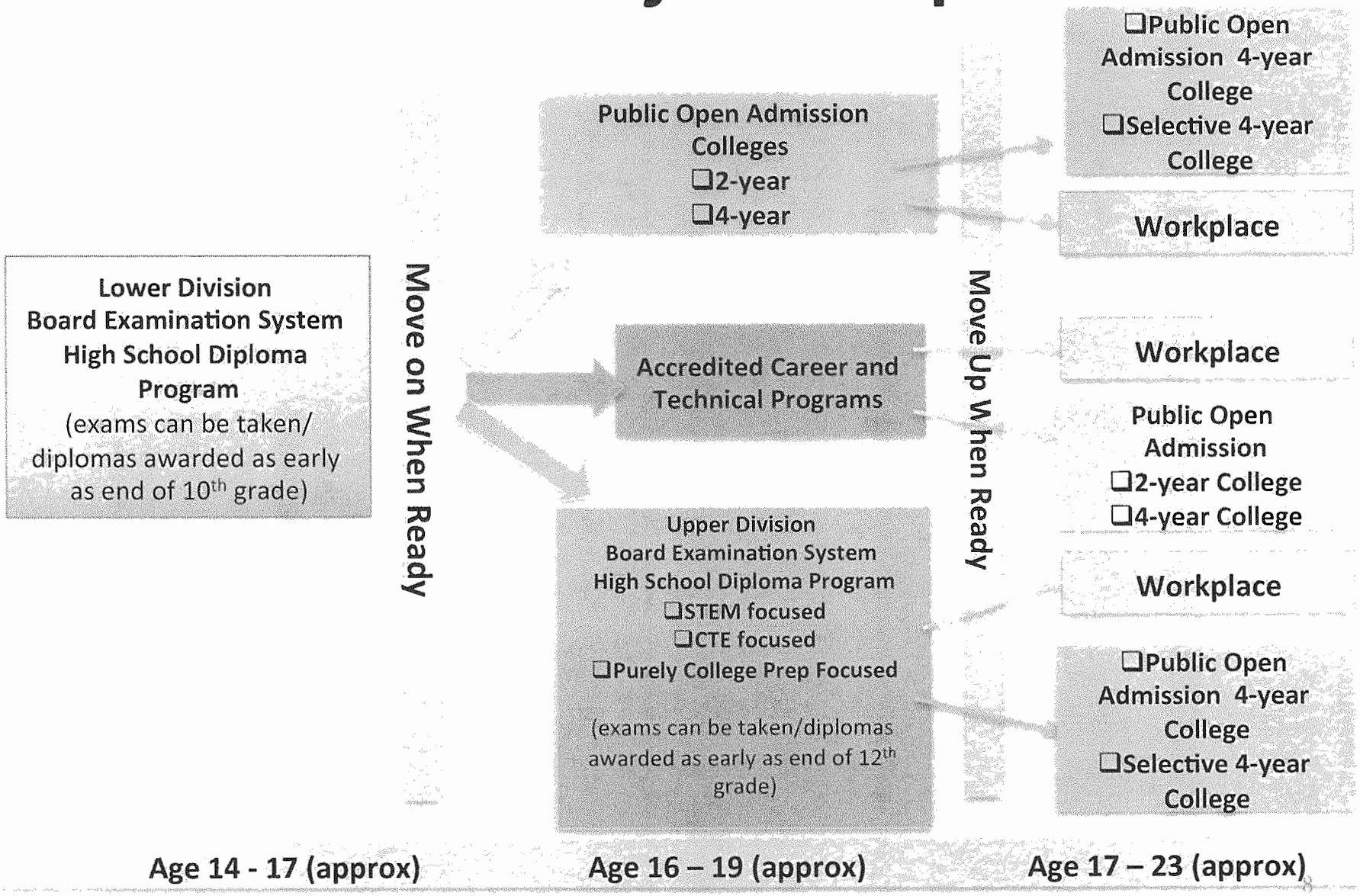
MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

How the *Excellence for All* System Would Work



State Consortium on *Excellence for All* Options



Excellence for All: The Best

ACT QualityCore

Cambridge International Exams

College Board APs

International Baccalaureate

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright *future* for every child

Lower Division Ready Now

- ACT QualityCore
- Cambridge International General Certificate of Secondary Education (IGCSE) Exams



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Lower Division: A Closer Look

- **Not elite** programs…
- But designed to **prepare students** for elite programs
- Many **bright students are dropping out** because they are bored
- Can get students **college-ready by 16…**
- But give **less-prepared students until 18**
- **Assistance targeted** to students' weak points in grades 11 and 12 can **make all the difference**

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Upper Division Ready Now

- ACT QualityCore
- Cambridge AICE Exams
- College Board Advanced Placement
- International Baccalaureate



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Key Benefits

- Students **motivated to take tough courses** and study hard
- A very **strong curriculum and teachers trained** to teach it for schools and students with weak instructional resources
- A **strong system for preparing** the most able students for selective colleges
- A way to **identify students not college-ready** by the end of their sophomore year and **to provide focused instruction** on the things they must do to succeed
- **Trading a time-in-the-seat** system for one that rewards **performance**
- College entrants **ready to do college-level work**



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Application Review Process

Applications submitted

Proposal review and scoring

District Interview process

Board approval and funds awarded

Basic Facts | Grant Review | Application | Rubric

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Timeline

August 12
- Application is released

August 22
- Plan to submit intention form due

August 23
- RFP Webinar for Excellence for All

September 17
- Grant Applications due to Procurement by 3:30 p.m.

September 18-19
- Scoring of grant applications

September 25-27
- District interview process

October 18-19
- State Board of Education grant awards

October 23
- Face-to-Face meeting for award districts

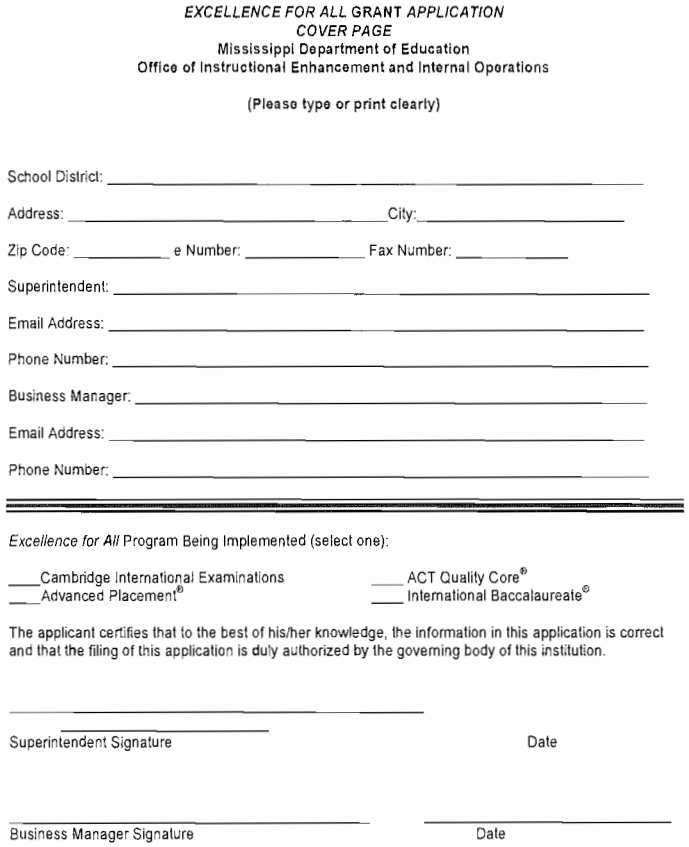
Basic Facts → Grant Review → Application → Rubric

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Application

Cover Page	Checklist	Assurances	Description of Needs	Budget
• Identifying information • Award Request • Signatures	• Cover page • Standard terms and conditions • Assurances and certifications • Description of needs • Evidence of support • Budget narrative • CD	• Standards terms and conditions • Signatures required	• Program Goals • Description of proposed project • Course offering • Course Requirements • Testing Dates • Project Outcomes • Method of Evaluating Progress • Implementation Timelines	• Personnel • Administration • Fringe Benefits • Travel • Equipment • Supplies • Contractual • Other • Total $50,000

Cover Page



EXCELLENCE FOR ALL GRANT *APPLICATION*
COVER PAGE
Mississippi Department of Education
Office of Instructional Enhancement and Internal Operations

(Please type or print clearly)

School District: _____

Address: _____City:_____

Zip Code: _____ e Number: _____ Fax Number: _____

Superintendent: _____

Email Address: _____

Phone Number: _____

Business Manager: _____

Email Address: _____

Phone Number: _____

Excellence for All Program Being Implemented (select one):

___Cambridge International Examinations
___Advanced Placement®
___ ACT Quality Core®
___ International Baccalaureate®

The applicant certifies that to the best of his/her knowledge, the information in this application is correct and that the filing of this application is duly authorized by the governing body of this institution.

_____
Superintendent Signature Date

_____ _____
Business Manager Signature Date

- The cover page asks for identifying information and award amount.
- Very similar in format to previous applications.

Basic Facts | Grant Review | Application | Rubric

MISSISSIPPI DEPARTMENT OF EDUCATION
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Checklist

Use the checklist to ensure you include all required information.

CHECKLIST

***EXCELLENCE FOR ALL* PROGRAM**
GRANT APPLICATION CHECKLIST

District: _____

Item	For LEA Use	For MDE Use
Cover Page (Must be signed by the authorized officials.)	☐ Submitted	☐ Received
Standard Terms and Conditions (Must be signed by the authorized officials.)	☐ Submitted	☐ Received
Assurances and Certifications (Must be signed by the authorized officials.)	☐ Submitted	☐ Received
Description of Need	☐ Submitted	☐ Received
Evidence of Broad-Based Support (Attach letters of support from the school board, PTA, public organizations, and documentation of internal communication with district staff.)	☐ Submitted	☐ Received
Budget Narrative	☐ Submitted	☐ Received
CD in "read only" format	☐ Submitted	☐ Received

Basic Facts → Grant Review → Application → Rubric

MISSISSIPPI DEPARTMENT OF EDUCATION
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Assurances

By signing this statement, the Grantee hereby certifies and assures that the school district submitting this application shall comply with Standard Terms and Conditions and Assurances and Certifications in accordance with state and federal regulations requirements, and MDE policy and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

State Assurances

Certain terms and conditions are required. Therefore, the grantee shall assure agreement and compliance with Standard Terms and conditions.

Standards and terms

Superintendent Signature _____ Date _____

Business Manager Signature _____ Date _____

Signatures

Basic Facts → Grant Review → Application → Rubric

MISSISSIPPI DEPARTMENT OF EDUCATION

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Description of Needs

- What are your program goals?
- How will this grant allow you to implement your Excellence for All program?
- How will the following be involved- Leadership, Teachers, Community, Parents, Students, School Board?
- How will you monitor implementation?
- How will you sustain Excellence for All once grant funds are no longer available?

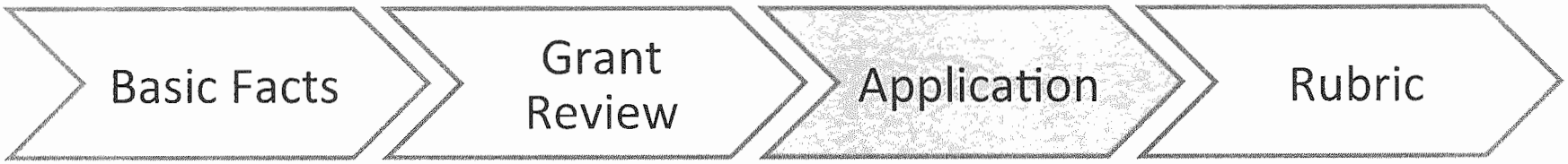
- Key Issues to address
- Program Goals
- Project description
  - course offerings,
  - coursework requirements,
  - testing dates,
  - project outcomes,
  - method of evaluating progress,
  - implementation timelines
- Evidence of Broad-Based Support
- Budget Narrative

Basic Facts | Grant Review | Application | Rubric

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Budget Pages

- Detailed
- Remember to think about how to sustain program when funds are no longer available
- Total award $50,000 for one year
- One time legislative funds



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Rubric

- Grants will be awarded in order of highest point value earned.
- An interview process will be used to determine final grant awards



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Snapshot of Rubric

FY2012 EXCELLENCE FOR ALL GRANT APPLICATION RUBRIC

Instructions: Applications will be rated according the rubric found in the following pages. After ratings are tallied, applications will be ranked by score from highest to lowest. The Mississippi Department of Education will award funds beginning with the highest ranked application and concluding when all allocated funds have been awarded. ***Note: Not all applicants will receive funds and applicants may receive less money than originally requested.***

Application		Budget		TOTAL	
75	Points available	25	Points available	100	Points Available
	Points earned		Points earned		**Points earned**

RANKING:_____

APPROVAL AMOUNT:_____

Signature:_____

REQUEST STATUS

APPROVED

NOT APPROVED

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Interview Process

- Who must attend the interview session?
  - Superintendent
  - Lead principal(s) only from the school(s) that will be involved with the grant implementation
  - School Board President/ or a school board representative
  - Parent Representative
- When will interviews be conducted?
  - September 25 – 27, 2012
  - In order to receive a grant, district team must participate in interview process
  - Only positions listed may serve on interview team

Tips and Reminders

Submission process:

- 1 written application and an electronic copy saved to a CD in "read only" format
- 3:30 P.M. Central Daylight Time Monday, September 17, 2012—Not a minute LATE!

Include all information on the checklist.

Read the rubric.

- Make sure you provide the information necessary to earn a good score.

Check for signatures on all pages.

- Multiple pages with signature blanks for superintendent and business manager.

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Questions

Kim S. Benton, Ed.D
Interim Deputy State Superintendent
Instructional Enhancement and Internal Operations
601.359.3077
kbenton@mde.k12.ms.us

Jean Massey
Associate State Superintendent
Career and Technical Education
601.359.3564
jmassey@mde.k12.ms.us

NCEE:

http://www.ncee.org/programs-affiliates/consortium-board-examination/

MISSISSIPPI DEPARTMENT OF EDUCATION
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Excellence for All: World Class Instructional Systems for Our Schools

Setting College-Ready Qualification Scores for English and Mathematics

Over the past two years the National Center on Education and the Economy's (NCEE) Technical Advisory Committee has been designing and then executing a plan to establish college-ready qualification scores on the lower division English and mathematics end-of-course examinations offered by ACT's *QualityCore* program and the University of Cambridge's International General Certificate of Secondary Education (IGCSE) program. Each offers an aligned instructional system that joins rigorous syllabi and curricula with customized professional development, instructional materials and professionally scored examinations that are both driven by the curricula and set to capture college-ready student performances. A core idea here is to ensure that when students leave high school they have accomplished more than accumulating course credits. Rather they have met performance criteria that provide assurances that they are in fact ready to take credit-bearing courses without remediation and succeed in open enrollment colleges.

The *Excellence for All* initiative calls for students to demonstrate proficiency not just in language and mathematics, but in the sciences, history and the arts as well. Students must achieve college-ready scores in all five of these disciplines to earn a proficiency-based diploma, which they can do as early as the end of their sophomore year. Each state participating in *Excellence for All* is free to set the qualification scores for the science, history and arts courses where it wishes, but the initiative has been designed so that all students, across the states, must meet a common standard in English and mathematics. This is because both students and participating open-admissions postsecondary institutions have been promised that a student who has demonstrated proficiency on these examinations has the mathematical and English literacy needed to succeed in the initial credit-bearing courses in these institutions. Thus the setting of these qualification scores must be based solely on the empirical data that speaks directly to the probability of success in these courses.

NCEE recruited some of the world's leading experts in education measurement, cognitive science, language and mathematics to the Technical Advisory Committee (TAC) responsible for setting these qualification scores for the lower division courses. Howard Everson of City University of New York and James Pellegrino of the University of Illinois at Chicago co-chair the committee.[1]

The ACT and Cambridge programs mentioned above were selected to serve as the core instructional systems for the lower division, typically the first two years, of high school on the basis of an open competition conducted by the Kentucky Department of Education, using criteria designed to capture the qualities exhibited by the world's leading instructional systems. These choices were vetted by a state panel composed of representatives from ten states. The

[1] The other members of the TAC are: Lloyd Bond, Carnegie Foundation for the Advancement of Teaching; Philip Daro, America's Choice; Richard Durán, University of California, Santa Barbara; Edward Haertel, Stanford University; Joan Herman, UCLA; Robert Linn, University of Colorado; Catherine Snow, Harvard University; and Dylan Wiliam, University of London.

competition also qualified four upper division programs for high school juniors and seniors: The College Board's Advanced Placement International Diploma program, the International Baccalaureate Diploma program, the University of Cambridge's A-level program and ACT's *QualityCore,* each of which is designed to prepare students for success at selective colleges and universities.

The qualification scores for the lower division programs are not only intended to signal that students are ready for community college but for these upper division high school programs as well.

As the TAC approached its work it understood that its central task was to address the fact that during the first few years of *Excellence for All* there would be no data on how the students in the pilot schools performed in college (since none of these students will have entered college), so proxy measures that link student performance on the *QualityCore* and IGCSE exams with college grades or other predictors of college success, such as the ACT and SAT exams, would have to be identified and analyzed. The TAC set out to do so and found or developed the following resources:

- *ACT Validation Data* – These are records on more than 20,000 students who have taken either the *QualityCore* English 10, Algebra I or Geometry exam in the past several years and then subsequently took the PLAN or ACT college readiness tests or both.

- *Cambridge IGCSE/PSAT Study* – International students who had just completed their sophomore year of high school took the winter version of the fall 2011 PSAT earlier this year. All 342 of these students had previously taken the IGCSE Mathematics, First Language English and English Literature examinations.

- *Community College Study* – Over 1,000 first year community college students from eight colleges in four states took one of the three *QualityCore* exams noted above or the IGCSE Mathematics or First Language English exam earlier this year. Their fall 2011 first semester grades and other data were then linked to their exam scores.

The TAC then analyzed these data sets and joined them with other relevant analyses to reach decisions on the qualification scores for the three ACT *QualityCore* and three Cambridge IGCSE exams that will signify which students qualify for a proficiency-based diploma.

The TAC's view of college-success for the purposes of this work was defined as the student performance level that indicated a student had a 67% chance of earning a first semester GPA of B- (2.75) or better in community college. This was influenced by both the College Board and ACT definitions for their college readiness benchmarks. The College Board benchmark is set where students have a 65% chance of earning a first year GPA $\geq$ 2.7 and the ACT benchmark is set where students have a 50% chance of earning a GPA of B or better and a 75% chance of earning a C or better. The decisions the TAC made and the basis for each now follows.

ACT QualityCore English 10

QualityCore examinations are scored on a scale that runs from 125-175. The TAC selected ***159*** as the qualification score for the English 10 exam. It corresponds to a 67% chance of earning a 2.75 GPA or better in community college. Furthermore, the ACT Validation Study indicates that a score of 159 corresponds to a range of 18-23 on the PLAN exam (typically given in the 10th grade) where a 15 is the PLAN college benchmark and 18 is the ACT benchmark. So 159 is higher than the indicator that suggests college success after two more years of high school study (i.e., the PLAN score) and right on the mark for students about to graduate from high school (i.e., the ACT score). Thus, it can fairly be viewed as a rigorous standard and this is quite deliberate as the TAC thinks it important to guard against declaring students college-ready when they are in fact not. The nation already has too many students being awarded high school diplomas only to find that when they arrive on campus they have to take remedial courses, an all too frequent path to dropping out of college. Rectifying this problem rather than perpetuating it is a high priority for *Excellence for All*.

ACT QualityCore Algebra I

The ACT Validation Study found that the PLAN mathematics benchmark of 19 corresponds to a range of 147-155 on the Algebra I exam. The TAC decided on a qualification score in the heart of this range, a score of ***150***, in part because it projected to a 62% probability of a first semester GPA of 2.75 or higher. It also represented the average performance of the community college students who were taking credit-bearing math courses and was above the average score achieved by students taking remedial math courses. Students taking credit-bearing courses were also carrying solid GPAs across all of their first-year courses.

ACT QualityCore Geometry

With this being the second of two math exams that *QualityCore* students need to take to qualify for a proficiency-based diploma, the TAC decided that a less stringent qualification score than the Algebra I score was warranted given that on-going NCEE research on community colleges indicates a much greater need of algebra than geometry knowledge in entry level credit-bearing courses. With this as a backdrop, the TAC selected ***145*** as the qualification score for *QualityCore* Geometry, which is associated with ACT scores of 16-19 even as the ACT readiness benchmark is 22. The TAC found that the community college students it studied who scored 145 or higher on this exam had a 65% chance of earning a GPA of 2.75 or better, and a score of 145 also represented the average performance of the community college students taking credit-bearing mathematics courses in their first year and earning quite respectable GPAs.

Cambridge IGCSE First Language English

This and other IGCSE exams produce two scores for students: (i) a letter grade that ranges from a high of A* to a low of G; and (ii) a percentage uniform mark (PUM) that ranges from 0-99 (where each letter grade is divided into 10 PUM levels, for example A* ranges from 90-99 PUMs, A ranges from 80-89 PUMs, B ranges from 70-79 PUMs, etc. all the way down to G, which ranges from 20-29 PUMs). It is also quite important to note that Cambridge letter grades

do not carry the same meanings we commonly associate with letter grades in American high schools. The best example of this may be a C, a grade viewed by most as quite marginal in American high schools that represents even less at the community college level. But a C in the IGCSE grading system is seen as quite a good grade, to the point that students earning Cs are seen in England as ready for their "further education colleges" or for entry into upper division A-level courses.

With two data sets to rely on to set the qualification score for the First Language English exam, the TAC found the results from the international IGCSE students more robust than those from the U.S. community college students. The international students took their IGCSE exams at the close of the corresponding IGCSE course, a degree of alignment that none of the U.S. community college students enjoyed. The international students' performance on the PSAT also mirrored that of overall U.S. students even though this was a new exam for them, an especially encouraging finding. In contrast, U.S. college students taking the IGCSE exams confronted several obstacles. They hadn't experienced the courses these exams are designed to measure, and the constructed response format of these exams was more demanding than most of the multiple-choice exams U.S. students are used to taking. It appeared these factors caused many of the community college students to struggle through the IGCSE exams. Consequently, community college students didn't do as well on the IGCSE exams as the international students did on the PSAT.

Given these circumstances, it was not surprising that the analyses of the two populations of students on the First Language English exam pulled in different directions. The international students who earned A and A* scores on this IGCSE exam produced PSAT scores in critical reading and writing suggesting very strong probabilities of college success, while students earning Bs had PSAT scores indicating somewhat more modest probabilities of success. On the other side of the ledger, the community college students who earned a C or D on their IGCSE exams had average community college GPAs above 3.0. As with the ACT exams, the TAC thought it important to guard against false positives that might send students off to college only to see them fail. So caution on this matter led them to decide that the qualification score should be set at a ***70*** on the PUM scale, the equivalent of the lowest B score in the IGCSE grading system.

Cambridge IGCSE English Literature

Here there was only evidence from the sample of international students to rely on as the curriculum and exam for this course are built around a list of readings (drama, poetry and prose) that is prescribed in advance each year, so administering this exam to community college students who had not taken the course made no sense.

The TAC, in considering where to set the English Literature qualification score, was sensitive to the fact that this exam represented a second literacy hurdle for students. Interested in not imposing an artificially high qualification score and believing that the First Language English curriculum carried more weight in preparing for college than did the English Literature curriculum, it was decided that, all other things being equal, a less demanding qualification score should be set for the English Literature exam.

The relationship between the English Literature IGCSE grades and PSAT results mirrored the First Language English results in almost every respect (i.e., A and A* marks were associated with very good PSAT critical reading and writing scores with Bs suggesting more modest probabilities of success). At the same time, the fact that an IGCSE grade of C is considered a college ready score was hard to ignore even as it was associated with somewhat lower PSAT performances by the international students. However, the TAC took into consideration that these students had no prior experience with the PSAT exam and its multiple-choice format, which suggested to them that their PSAT scores likely under-represent these students' true academic abilities. Taken together, these factors led the TAC to set the qualification score on the IGCSE English Literature exam at a PUM score of ***65***, the midpoint between the C threshold of 60 and the B threshold of 70.[2]

Cambridge IGCSE Mathematics

This exam is designed for a two-year course that has been refined to ensure it is compatible with the new Common Core State Standards in Mathematics. Community college students found this exam to be especially challenging. It might have been an unfamiliar extended response format that threw students off, greater cognitive demand than they were used to, or just unfamiliar content. Whatever the cause, it resulted in a distribution of IGCSE scores that the TAC found not to be useful, so they focused on the international students' results, which, as noted above, more closely mirrored the performance of U.S. high school students on the PSAT. Here they found that students earning a B or better on the IGCSE Mathematics exam had average PSAT math scores right at the College Board college readiness benchmark level. Not unexpectedly, students earning Cs on the IGCSE Mathematics exam had somewhat lower PSAT math scores and the likelihood of their reaching the college benchmark was lower than desired. This led the TAC to set the qualification score on the IGCSE Mathematics exam at a PUM score of ***65***, the midpoint between the C threshold of 60 and the B threshold of 70.[2]

Going Forward

These qualification scores are the result of extensive deliberations, based on the best information available at this time. Over the next four years the TAC will be gathering additional evidence. It will pay particular attention to the way in which students in the pilot schools perform on the ACT *QualityCore* and the Cambridge IGCSE examinations in future courses, as well as how they do on college admissions exams as they advance from grade to grade and eventually on the grades they receive in college. The TAC will return to these decisions at least every two years and consider whether the new evidence suggests any refinement in the qualification scores.

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[2] A letter grade of C on the IGCSE scale is awarded for exams scoring anywhere from 60-69 PUMs, so not every student who is awarded a C has reached the qualification score. A student must score at least a C that is in the top half of the distribution of C grades (i.e. 65-69 PUMs) to reach the qualification score.

As classrooms lag, Mississippi prepares new push

State making gains, trying innovative methods

BY JEFF AMY
THE ASSOCIATED PRESS

CLARKSDALE, Miss. — It's early on a Friday, and high school chemistry students in Victoria Dawson's class are working equations at the board.

Dawson is peppering the class of 11 girls and four boys with questions, trying to keep everyone focused as she helps correct mistakes.

When a student gets one of the dense equations right, Dawson and the class salute with finger-snapping.

"I want some A's on Tuesday," the teacher says, warning of an upcoming test.

In a state where Republican leaders are trying to put their stamp on long-running efforts to improve education, Clarksdale is emblematic of the challenges the state faces and innovative ideas for boosting schools. Dawson's class is part of a program in the district to develop a more rigorous high-school curriculum.

Leaders of the city in the impoverished Delta region — known as the crossroads of the blues — hope improved education will help stanch a hemorrhaging population that now stands at 18,000.

"Without a strong public school system, you have no growth in the community," said Lois Erwin, a former principal at a private school who is coordinating a community development effort sponsored by a local bank. "You've got to have a strong public school system or you don't have economic development. That's just it."

Republicans' statewide solutions include making it easier to create charter schools and holding back third-graders who can't read. Other changes approved by lawmakers are state-funded prekindergarten and higher qualifications and merit pay for teachers.

"All those categories that we see that have an effect not only on quality of life, but on our society and workforce, go back to beginning with a failure in the educational system," said Republican Gov. Phil Bryant, who names education as key to improving Mississippi's weak economy.

"There's nothing better that I could do than change what I think has been a fairly ineffective educational system."


Dennis Dupree

The GOP-sponsored measures might mean more big changes for Clarksdale's nine public schools, which would be fine with local attorney and former Democratic gubernatorial candidate Bill Luckett.

Although Mississippi lags in education, it has made progress.

A Harvard University study found Mississippi students posted greater gains on the National Assessment of Educational Progress than the average among the 41 states it measured. The state ranked 13th in that group overall for improvement between 1992 and 2011.

In 1980, only 54.8 percent of Mississippi residents 25 and older had a high school diploma, according to Census data, compared to 80.4 in 2010. Mississippi improved by 25.6 percentage points while the nation improved 13.9 points to 85.3 percent. The improvement was even steeper in Coahoma County, which includes Clarksdale. Adults with a high school diploma rose from 43.8 percent in 1980 to 75 percent in 2010.

But the Harvard study finds while Mississippi has boosted many of its students to basic achievement levels, most are not yet truly proficient. While Mississippi has many more high school graduates than 30 years ago, American-born Mississippi adults still are the least likely of those in any state to have a high school diploma.

"I think a lot of a child's success comes from their home lives."

— Beth Fulmer, teacher

Improvements are toughest in areas such as Clarksdale, where per capita income is about 78 percent of the national average and the unemployment rate was 13 percent in March. Half of all county children live in poverty, and 90 percent of Clarksdale's 3,200 students qualify for free or reduced-price lunches. Most white children attend private schools, while 97 percent of students in the public system are black. Of children born in Coahoma County, 18.8 percent have a low birth weight. That critical predictor of future problems is more than twice the national rate of 8.1 percent.

Beth Fulmer, a rookie teacher at Oakhurst Middle School, said poverty is a destabilizing force with which her students struggle.

"I think a lot of a child's success comes from their home lives," she said.

Superintendent Dennis Dupree's profile is rising as he tries to lift achievement levels in Clarksdale.

Since Dupree was appointed in 2007, the district has won grants to improve its high school and one of its two middle schools.

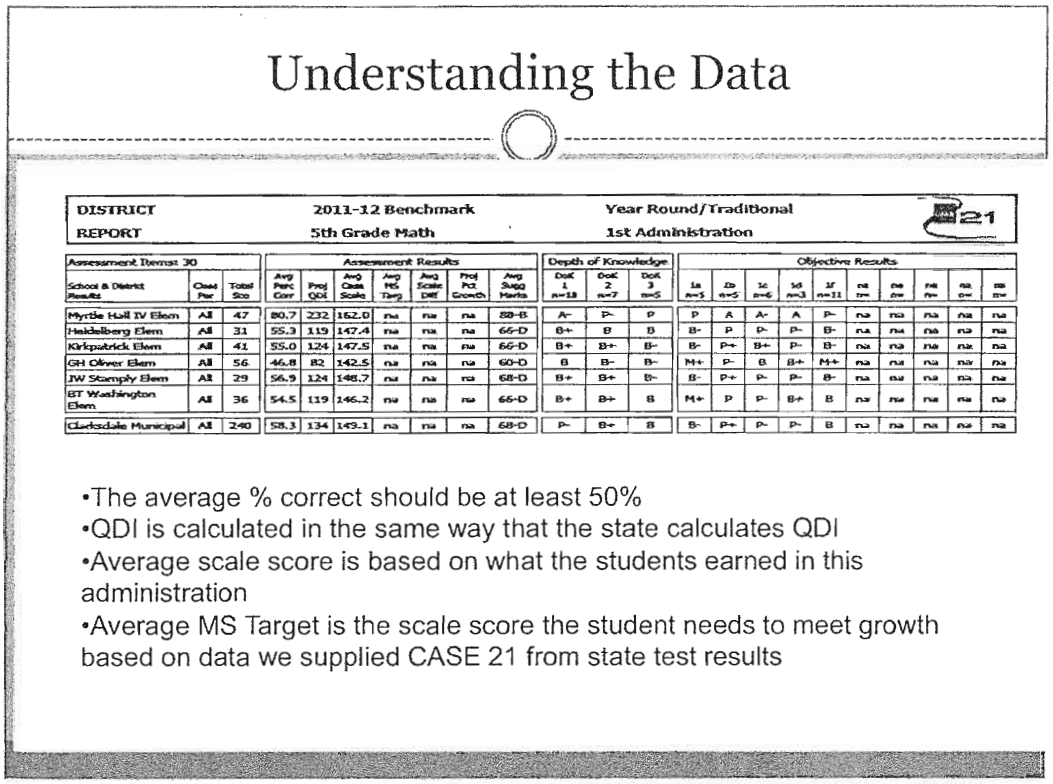
Clarksdale was one of the first three districts statewide to adopt a more rigorous high school curriculum. After piloting it with 40 students, Dupree plans to roll it out for all ninth-graders in the fall.

CLASS REPORT | **2011-12 Benchmark** 3rd Grade Math | **Year Round/Traditic** 3rd Administration

Assessment Items: 45 HAWLEY, SARAH Period: 1 Total Scores: 23	Assessment Results							Depth of Knowledge			Competency Results								
STUDENTS' NAMES	Perc Corr	Proj Ach Lev	Case Proj Scale	MS Targ Scale	Scale Diff	Proj Growth	Sugg Marks	DoK 1 n=11	DoK 2 n=30	DoK 3 n=4	1 n=21	2 n=11	4 n=6	5 n=7	na n=	na n=	na n=	na n=	na n=
	48.9	B-	141	na	na	na	59-F	M	B	P	M	P	B	M	na	na	na	na	na
	28.9	M-	125	na	na	na	51-F	B	M	M	M	M	M	M	na	na	na	na	na
	37.8	M	132	na	na	na	53-F	M	M	P	M	M	P	B	na	na	na	na	na
	46.7	B-	140	na	na	na	59-F	B	B	M	B	P	M	M	na	na	na	na	na
	82.2	P+	161	na	na	na	86-B	P	P	P	P	A	P	A	na	na	na	na	na
	44.4	M+	137	na	na	na	58-F	P	M	M	M	P	B	M	na	na	na	na	na
	28.9	M-	125	na	na	na	51-F	M	M	B	M	M	M	M	na	na	na	na	na
	60.0	B+	148	na	na	na	68-D	B	P	M	B	P	P	M	na	na	na	na	na
	55.6	B	145	na	na	na	64-D	B	B	M	M	P	P	M	na	na	na	na	na
	75.6	P	157	na	na	na	81-B	P	P	B	P	A	P	M	na	na	na	na	na
	53.3	B	143	na	na	na	61-D	P	B	M	B	B	P	M	na	na	na	na	na
	66.7	P-	152	na	na	na	74-C	P	P	M	P	P	P	M	na	na	na	na	na
	80.0	P+	160	na	na	na	84-B	P	P	B	P	A	P	P	na	na	na	na	na
	46.7	B-	140	na	na	na	59-F	M	B	M	B	B	M	M	na	na	na	na	na
	64.4	P-	151	na	na	na	70-C	P	B	P	P	P	M	M	na	na	na	na	na
	62.2	B+	149	na	na	na	69-D	P	B	B	B	P	P	M	na	na	na	na	na
	51.1	B	142	na	na	na	60-D	M	B	M	M	P	B	P	na	na	na	na	na
	31.1	M-	129	na	na	na	51-F	M	M	M	M	B	M	M	na	na	na	na	na
	75.6	P	157	na	na	na	81-B	P	P	B	P	A	P	B	na	na	na	na	na
	40.0	M	134	na	na	na	55-F	M	B	M	M	P	P	M	na	na	na	na	na
	73.3	P	155	na	na	na	78-C	P	P	A	P	P	B	A	na	na	na	na	na
	51.1	B	142	na	na	na	60-D	B	B	B	M	B	A	M	na	na	na	na	na
	62.2	B+	149	na	na	na	69-D	P	B	B	P	P	P	M	na	na	na	na	na

Class, School & District Results	Class Per	Total Sco	Avg Perc Corr	Proj ODI	Avg Proj Scale	Avg MS Targ	Avg Scale Diff	Proj Pct Growth	Avg Sugg Marks	DoK 1 n=11	DoK 2 n=30	DoK 3 n=4	1 n=21	2 n=11	4 n=6	5 n=7	na n=	na n=	na n=	na n=	na n=
HAWLEY, SARAH	1	23	55.1	104	144.1	na	na	na	63-D	B+	B	B-	B	P-	B+	B-	na	na	na	na	na
Myrtle Hall IV Elem	All	47	54.2	100	143.4	na	na	na	62-D	B+	B	B-	B	P-	B+	B-	na	na	na	na	na
Clarksdale Municipal	All	266	67.7	167	152.7	na	na	na	75-C	P-	P-	B+	P-	P+	P-	B+	na	na	na	na	na

ITEM NUMBER 2 – DATA REPORTS - CASE EXAMPLE



Understanding the Data

DISTRICT REPORT | **2011-12 Benchmark 5th Grade Math** | **Year Round/Traditional 1st Administration** | CASE 21

Assessment Items: 30			Assessment Results							Depth of Knowledge			Objective Results									
School & District Results	Class Per	Total Stu	Avg Perc Corr	Proj QDI	Avg Class Scale	Avg MS Targ	Avg Scale Diff	Proj Pct Growth	Avg Subg Marks	DoK 1 n=18	DoK 2 n=7	DoK 3 n=5	1a n=5	2b n=5	1c n=6	1d n=3	1f n=11	na n=	na n=	na n=	na n=	na n=
Myrtle Hall IV Elem	All	47	80.7	232	162.0	na	na	na	BB-B	A-	P-	P	P	A	A-	A	P-	na	na	na	na	na
Heidelberg Elem	All	31	55.3	119	147.4	na	na	na	66-D	B+	B	B	B-	P	P-	P-	B-	na	na	na	na	na
Kirkpatrick Elem	All	41	55.0	124	147.5	na	na	na	66-D	B+	B+	B-	B-	P+	B+	P-	B-	na	na	na	na	na
GH Oliver Elem	All	56	46.8	82	142.5	na	na	na	60-D	B	B-	B-	M+	P-	B	B+	M+	na	na	na	na	na
JW Stamply Elem	All	29	56.9	124	148.7	na	na	na	68-D	B+	B+	B-	B-	P+	P-	P-	B-	na	na	na	na	na
BT Washington Elem	All	36	54.5	119	146.2	na	na	na	66-D	B+	B+	B	M+	P	P-	B+	B	na	na	na	na	na
Clarksdale Municipal	All	240	58.3	134	149.1	na	na	na	68-D	P-	B+	B	B-	P+	P-	P-	B	na	na	na	na	na

- The average % correct should be at least 50%
- QDI is calculated in the same way that the state calculates QDI
- Average scale score is based on what the students earned in this administration
- Average MS Target is the scale score the student needs to meet growth based on data we supplied CASE 21 from state test results

This information is given in t his format by the District level , by the school level and by the classroom level, which gives the data for each child in the classroom with classroom totals at the bottom.

NWEA
Northwest Evaluation Association

Grade Report

Grade 8

Term: Winter 2012-2013
District: Clarksdale Municipal School District
School: Oakhurst
Grouping: None
Small Group Display: No

Reading

MAP: Reading 6+ MS 2007 / MS Language Arts K-12: 2007

Goal Performance
A. Word Recognition and Vocabulary
B. Comprehension: Text Features and Structures
C. Comprehension: Infer, Conclude, Predict
D. Comprehension: Analyze or Interpret Text

Name (Student ID)	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B	C	D
	02/22/13	209-212-215	20-26-34	717-867L	41 m	**211-225**	208-221	*199-212*	202-216
	02/22/13	211-215-219	26-34-44	771-921L	68 m	*196-211*	**216-231**	208-222	**213-228**
	02/22/13	221-224-227	49-58-65	933-1083L	41 m	215-229	219-232	216-229	219-232
	02/22/13	213-216-219	29-36-44	789-939L	66 m	**216-229**	*203-216*	208-222	211-224
	02/22/13	215-218-221	34-41-49	825-975L	66 m	212-225	**215-228**	*206-219*	213-226
	02/22/13	210-214-218	24-31-41	753-903L	78 m	209-224	206-220	206-221	208-222
	02/22/13	216-219-222	34-44-52	843-993L	63 m	*207-221*	216-229	210-224	215-228
	02/28/13	217-220-223	39-47-55	861-1011L	51 m	**220-233**	*208-221*	212-225	213-226
	02/22/13	204-207-210	12-17-22	627-777L	57 m	203-216	203-216	201-214	*195-208*
	02/22/13	213-216-219	29-36-44	789-939L	55 m	*201-215*	**216-230**	**217-231**	*203-217*
	02/22/13	220-223-227	47-55-65	915-1065L	60 m	213-228	*204-219*	219-233	**229-244**
	02/22/13	227-230-233	65-73-79	1041-1191L	73 m	**230-243**	224-237	*214-227*	227-240
	02/22/13	210-213-216	22-29-36	735-885L	64 m	207-221	**213-227**	*203-216*	*203-216*
	02/22/13	220-223-226	47-55-63	915-1065L	58 m	**221-234**	215-228	216-230	214-227
	02/28/13	209-212-215	20-26-34	717-867L	54 m	*200-214*	207-220	**211-225**	203-216
	02/22/13	205-208-211	13-18-24	645-795L	66 m	202-216	200-213	202-216	201-214
	02/22/13	181-184-188	1-1-1	213-363L	48 m	*173-187*	178-192	179-193	178-192
	02/22/13	213-216-219	29-36-44	789-939L	62 m	206-220	212-226	209-223	209-222
	02/22/13	199-202-205	6-9-13	537-687L	47 m	198-212	197-210	192-205	194-207
	02/22/13	219-222-225	44-52-60	897-1047L	79 m	214-227	**224-238**	213-227	*210-223*
	02/22/13	212-215-218	26-34-41	771-921L	49 m	210-223	207-220	*204-218*	**212-225**
	02/22/13	223-226-229	55-63-70	969-1119L	61 m	221-234	218-231	217-230	222-235
	02/22/13	211-214-217	24-31-39	753-903L	69 m	**217-231**	*203-216*	*203-216*	205-219
	02/22/13	211-215-219	26-34-44	771-921L	35 m	**223-237**	211-225	*202-216*	*194-209*
	02/22/13	227-230-233	63-73-79	1041-1191L	29 m	224-239	**228-242**	221-234	*218-232*
	02/22/13	230-233-236	70-79-84	1095-1245L	56 m	**233-246**	*222-235*	226-240	*221-235*
	02/22/13	214-217-220	29-39-47	807-957L	48 m	**218-232**	*205-218*	210-223	*206-220*
	02/22/13	210-213-216	22-29-36	735-885L	53 m	208-222	*199-213*	**216-230**	*202-215*
	02/22/13	215-218-221	31-41-49	825-975L	33 m	*204-218*	209-223	210-223	**219-233**

Explanatory Notes
Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
Test invalidations: ***1 The test duration was too short to provide a valid result.
Due to statistical unreliability, summary data for groups of less than 10 are not shown.
* This data is not available for reporting. Please refer to help and documentation for more information.
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NWEA
Northwest Evaluation Association

Grade Report

Grade 8

Term: Winter 2012-2013
District: Clarksdale Municipal School District
School: Higgins
Grouping: None
Small Group Display: No

Mathematics

MAP: Math 6+ MS 2007 / MS Mathematics K-7, HS: 2007

Goal Performance
A. Number and Operations
B. Algebra
C. Geometry
D. Measurement
E. Data Analysis and Probability

Name (Student ID)	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Test Duration	A	B	C	D	E
[redacted]	02/22/13	184-187-190	1-1-1	28 m	*176-190*	181-194	179-192	181-195	**187-200**
	02/22/13	198-201-204	2-3-5	28 m	191-205	**199-212**	**200-214**	197-211	*184-198*
	02/27/13	193-196-199	1-2-2	17 m	189-203	**198-212**	**198-213**	*169-185*	191-205
	02/22/13	200-203-206	3-4-6	23 m	*189-204*	**205-219**	**205-219**	*185-199*	195-209
	02/22/13	214-217-220	14-18-23	34 m	208-222	*202-216*	**220-234**	*206-220*	**214-228**
	02/22/13	213-216-219	12-16-21	46 m	*205-218*	**216-229**	208-221	208-221	210-223
	02/22/13	196-199-202	2-2-4	16 m	**201-216**	195-209	**207-223**	*166-187*	*180-196*
	02/22/13	196-199-202	2-2-3	31 m	*185-200*	**200-214**	**205-221**	*180-194*	*185-200*
	02/22/13	225-228-231	33-39-46	27 m	*216-230*	**230-244**	222-235	*211-225*	224-239
	02/22/13	225-228-231	33-39-46	29 m	219-234	218-232	**228-242**	**227-240**	*212-226*
	02/22/13	219-222-225	23-27-33	44 m	**220-233**	*211-223*	217-230	**220-233**	213-226
	02/22/13	217-220-223	18-23-27	42 m	*207-221*	*205-220*	**229-245**	*204-218*	212-225
	02/22/13	191-194-197	1-1-2	36 m	*181-195*	**193-206**	186-200	**193-207**	*182-196*
	02/22/13	216-219-222	16-21-28	30 m	214-230	*207-224*	**224-240**	*203-220*	*202-218*
	02/22/13	229-232-235	41-48-55	47 m	229-242	228-242	228-242	*213-227*	227-241
	02/22/13	240-243-246	66-72-78	69 m	233-247	*230-244*	236-250	237-250	**244-257**
	02/22/13	231-234-237	46-53-60	46 m	228-243	**233-247**	*210-226*	**233-247**	**233-248**
	02/22/13	235-238-241	55-62-68	36 m	*225-238*	233-247	233-247	235-248	232-245
	02/28/13	212-215-218	11-15-19	34 m	*201-215*	*200-214*	**212-227**	211-225	**214-228**
	02/25/13	221-224-227	25-30-37	46 m	215-228	**228-242**	216-229	215-229	*213-226*
	02/22/13	191-194-197	1-1-2	21 m	**195-210**	**201-216**	185-200	186-201	*166-181*
	02/27/13	219-222-225	21-27-33	27 m	**219-233**	218-232	*212-225*	*210-223*	218-232
	02/27/13	216-219-222	16-21-27	22 m	*203-217*	**219-232**	210-224	215-228	214-228
	02/22/13	204-207-210	5-7-9	42 m	**208-222**	198-212	**205-218**	*191-205*	198-212
	02/22/13	242-245-248	70-76-81	54 m	*224-239*	**256-272**	*232-246*	*232-246*	240-255
	02/22/13	210-213-216	9-12-16	33 m	203-218	**219-235**	*192-208*	*200-214*	**213-227**
	02/25/13	153-157-161	1-1-1	9 m	**157-173**	**166-182**	146-162	*140-158*	*137-154*
	02/22/13	206-209-212	6-8-12	13 m	**208-224**	**214-229**	**210-227**	*190-204*	*191-206*
	02/25/13	217-220-223	18-23-28	36 m	**218-233**	**221-235**	215-229	*202-215*	213-226

Explanatory Notes

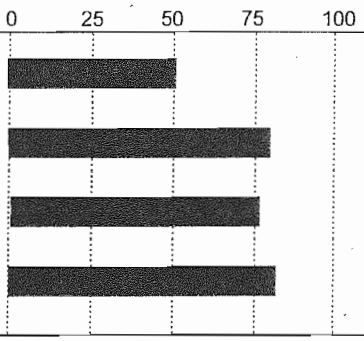
Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
Test invalidations: ***1 The test duration was too short to provide a valid result.
Due to statistical unreliability, summary data for groups of less than 10 are not shown.
*This data is not available for reporting. Please refer to help and documentation for more information.
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FIRSTNAME's Performance in each Competency

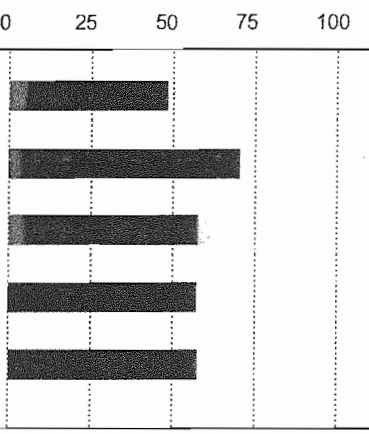
FIRSTNAME's Performance in Grade 3 Language Arts

Competency	Number Possible	Number Correct	Percent Correct
Vocabulary	8	4	50.0%
Reading	17	13	76.5%
Writing	12	19	75.0%
Grammar	13	10	76.90%



FIRSTNAME's Performance in Grade 3 Mathematics

Competency	Number Possible	Number Correct	Percent Correct
Number and Operations	17	8	47.0%
Algebra	7	5	71.4%
Geometry	7	4	57.1%
Measurement	7	4	57.1%
Data Analysis & Probability	7	4	57.1%



Where to find more information

For information regarding Performance Level Descriptors, the mathematics frameworks, the language arts frameworks, and to view more information for parents, visit http://www.mde.k12.ms.us/student-assessment.

STUDENT REPORT

For the family of
FIRSTNAME I. LASTNAME
MSIS ID: 123456789
Birth Date: mm/dd/yyyy
Grade: 3

Administration: Spring 2015
Class Name: <CLASS NAME>
School Name: <SCHOOL NAME>
District Name: <DISTRICT NAME>
Code: <##### ###>

FIRSTNAMXXX's Grade 3 Language Arts and Mathematics Performance

MCT2

This report provides specific information about your student's performance on the Mississippi Curriculum Test, Second Edition (MCT2). Students are tested throughout our state to ensure that they meet high standards. These tests provide information for you to make informed decisions about your student's education. To learn more about his or her performance in school, talk to your student's teacher. Your student's success in school depends on your ongoing involvement.

	Your Score		MINIMAL	BASIC	PROFICIENT	ADVANCED
LANGUAGE ARTS	###		SS. ### - 137	SS. 138 - 149	SS. 150 - 161	SS. 162 - ###
	Proficient	Your Score			◆	
		School			◆	
		District			◆	
		State			◆	

	Your Score		MINIMAL	BASIC	PROFICIENT	ADVANCED
MATHEMATICS	###		SS. ### - 137	SS. 138 - 149	SS. 150 - 164	SS. 165 - ###
	Basic	Your Score		◆		
		School		◆		
		District		◆		
		State		◆		

FIRSTNAME's overall performance on the Language Arts and Mathematics Mississippi Curriculum Test, Second Edition (MCT2) assessments are shown above. The scaled score is defined by the total number of questions answered correctly. The graph also provides a comparison of your student's score to other students at the same grade level within his or her school, district, and state.

The student's score is represented by a solid diamond. On another day or with a different set of questions, the student might obtain a slightly different score but still obtain a score within the range represented by the horizontal bar. The horizontal bar across the diamond represents where the student's true score should be about two-thirds of the time (standard error of measurement). Any bar crossing performance levels represents equal scale score points even if the length of the bar on either side of the diamond differs.

PERFORMANCE LEVEL DESCRIPTIONS

Language Arts

PROFICIENT – Students performing at the proficient level:
In vocabulary: Manipulate root words and affixes to analyze words (dis-, in-, im-, ir-, -able, -ness, -ish). Apply knowledge of words and word meanings to generate words into categories and to determine relationships among words organized in categories. Identify and use synonyms, antonyms, and homonyms. Apply knowledge of simple figurative language (simile, metaphor, and personification) to determine meaning. Use context to determine meanings of unfamiliar or multiple meaning words. Use reference materials (thesaurus, electronic dictionary) to determine the meaning or pronunciation of unknown words.
In reading comprehension: Use text features (diagrams), parts of a book (index), and text structures (simple procedure) to analyze text. Analyze text to identify, understand, and infer story elements. Analyze text to identify stated causes and effects in text, predict outcomes based on information stated in text, confirm or revise predictions based upon the text, draw conclusions, and identify important theme(s). Analyze text to generate a summary.
In writing: Use the composing process to generate narrative text with a clear beginning, middle, and end using vivid language. Use the composing process to generate informational text that includes at least three supporting details.
In grammar: Use Standard English grammar (irregular forms of nouns, singular and plural possessive pronouns, pronoun-antecedent agreement [number and gender], adverbs [avoiding double negatives, interjections) to compose or edit. Use Standard English mechanics (quotation marks in titles of poems) to compose or edit. Use varied sentence structure (simple sentences with compound subjects and/or compound predicates, avoiding sentence fragments and run-on sentences). Spell words commonly found in third-grade-level text.

Mathematics

BASIC – Students performing at the basic level:
In number and operations: Identify representations of fractions.

In algebra: Extend growing and repeating patterns. Identify inverse relationships of addition/subtraction.

In geometry: Classify two-dimensional shapes by sides and angles.

In measurement: Measure length using fractional parts to the nearest ½ inch.

In data analysis and probability: Compare data represented on tables and graphs

Additional Resources and Information

For information regarding Performance Level Descriptors, the mathematics frameworks, the language arts frameworks, and to view more information for parents, visit http://www.mde.k12.ms.us/student-assessment.

Renaissance Place™

STAR Reading™ State Performance Report - District
Mississippi MCT2

Printed Tuesday, January 22, 2013 7:52:38 PM

District: Clarksdale Municipal School District
School: Washington Elementary School

Last Consolidated Date: January 22, 2013 2:24 AM
Reporting Period: 8/1/2012-5/13/2013 (Outlook RP)

Report Options
Reporting Parameter Group: All Demographics [Default]
Reporting Level: School
Group By: School

School: Washington Elementary School

	Student Performance Outlook on the May 2013 MCT2								STAR Reading Participation (8/1/2012-5/13/2013)			
	Less Than Proficient				Proficient							
	Minimal		Basic		Proficient		Advanced		Tested		Not Tested	
Grade	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade 3	9	23	21	54	8	21	1	3	39	95	2	5
Grade 4	9	25	18	50	8	22	1	3	36	97	1	3
Grade 5	11	42	14	54	1	4	0	0	26	96	1	4
Summary	29	29	53	52	17	17	2	2	101	96	4	4

Report Summary

	Student Performance Outlook on the May 2013 MCT2								STAR Reading Participation (8/1/2012-5/13/2013)			
	Less Than Proficient				Proficient							
	Minimal		Basic		Proficient		Advanced		Tested		Not Tested	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Washington Elementary School	29	29	53	52	17	17	2	2	101	96	4	4

The Student Performance Outlook is based on research that links STAR tests to the MCT2. Our data was last updated in June 2012. Changes in the state test after that date are not reflected. For guidance interpreting data when the state test changes, see Interpreting Performance Reports under STAR resources.

Renaissance Place™

STAR Math™ State Performance Report - District
Mississippi MCT2

Printed Tuesday, January 22, 2013 7:52:01 PM

District: Clarksdale Municipal School District
School: Washington Elementary School

Last Consolidated Date: January 22, 2013 2:24 AM
Reporting Period: 8/1/2012-5/15/2013 (Outlook RP)

Report Options
Reporting Parameter Group: All Demographics [Default]
Reporting Level: School
Group By: School

School: Washington Elementary School

	Student Performance Outlook on the May 2013 MCT2								STAR Math Participation (8/1/2012-5/15/2013)			
	Less Than Proficient				Proficient							
	Minimal		Basic		Proficient		Advanced		Tested		Not Tested	
Grade	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade 3	5	13	11	28	23	58	1	3	40	98	1	2
Grade 4	5	14	11	31	20	56	0	0	36	97	1	3
Grade 5	6	22	12	44	9	33	0	0	27	100	0	0
Summary	16	16	34	33	52	50	1	1	103	98	2	2

Report Summary

	Student Performance Outlook on the May 2013 MCT2								STAR Math Participation (8/1/2012-5/15/2013)			
	Less Than Proficient				Proficient							
	Minimal		Basic		Proficient		Advanced		Tested		Not Tested	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Washington Elementary School	16	16	34	33	52	50	1	1	103	98	2	2

The Student Performance Outlook is based on research that links STAR tests to the MCT2. Our data was last updated in June 2012. Changes in the state test after that date are not reflected. For guidance interpreting data when the state test changes, see Interpreting Performance Reports under STAR resources.

Clarksdale Municipal School Dist (District 1420)
Dennis Dupree, Superintendent
ddupree@cmsd.k12.ms.us
101 Mcguire Rd.
Clarksdale, MS 38614

The CHILDREN First Annual Report

— DISTRICT PROFILE — Section Source: MDE/SY 2010-2011

Student Data — Demographics

	This District	Mississippi
Total Enrollment	3,457	490,526
Free Lunch and Reduced Lunch	94.85%	70.66%
Average Daily Attendance	93.85%	94.67%

Student Data — Racial Makeup

Race	This District	Mississippi
Asian	0.43%	.97%
Black	97.08%	50.04%
Hispanic	0.29%	2.51%
Native American	0.00%	0.20%
White	2.20%	46.28%

Student Data — Special Education

IEP Students as a Percentage of All Students	10.33%
Actual Number of IEP Students	357

* IEP = Individualized Education Program

School District Staff

	This District	Mississippi
Number of Employees (FTE)[1] [2]	500.23	68,215.96
Number of Teachers (FTE)[1] [2]	225.68	32,815.34
National Board Certified Teachers	6	2,388
Highly Qualified Teachers	90.1%	93.9%
Emergency/Provisional Teachers	8.5%	4.5%
Number of Special Education Teachers (FTE)[1] [2]	6.40	813
Highly Qualified Special Education Teachers	65.50 %	75.6 %
Emergency Special Education Teachers	17.23 %	6.72 %

[1] FTE = Full Time Equivalent [2] Data from SY 2011-2012

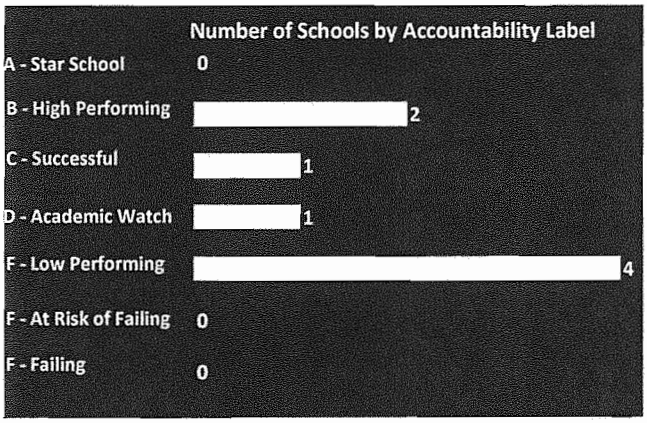
— ACADEMIC ACHIEVEMENT — Section Source: MDE

2012 State Accountability Label[2]

—NA - Excellence For All Pilot—

2012-2013 Accreditation Status[2]

—Accredited—



Graduation and Completion Data (First Time 9th Graders in 07-08)

	All Students	IEP Students	Mississippi
Graduation Rate	65.8%	31.7%	73.7%
Completion Rate (w/ graduates)	69.7%	68.7%	80.3%
Dropout Rate	25.0%	21.2%	16.7%
Occupational Diplomas	NR	NR	646
Certificates of Attendance	10.53	10.53	1130

ACT Information (2010-2011)

	This District	Mississippi
Graduates Taking ACT (estimated)	66.82%	81.06%
Average ACT Score	15.7	18.4

* ACT = American College Test

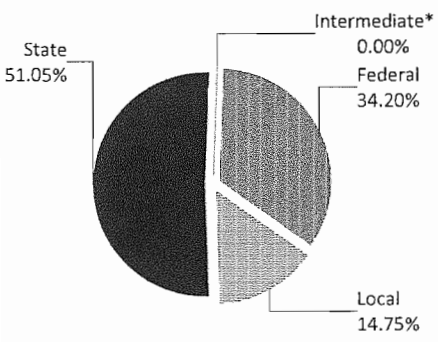
Expulsions & Out of School Suspensions > 10 Days (2010-2011)

	This District	Mississippi
IEP Students	0.40%	0.20%
All Non-IEP Students	2.69%	1.14%

* NR = Less Than 10 Students or No Results Reported [2] Data from SY 2011-2012

— FINANCIAL DATA — Section Source: MDE/SY 2010-2011

Revenue Sources



Total Revenue: $30.86M

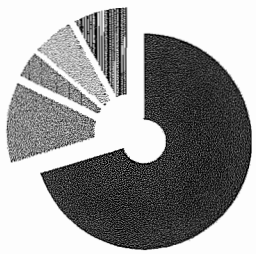
Millage and Assessed Valuation

	This District	Mississippi
Operational Millage Rate	55.00	43.93
Debt Service Millage Rate	12.37	4.77
Net Ad Valorem Requested	$3,373,150	
Assessed Valuation	$60,734,654	

Estimated Per Pupil Expenditures

	This District	Mississippi
Local	$1,377	$2,655.38
State	$4,764	$4,101.26
Federal	$3,192	$1,992.65
Intermediate[3]	$0	$2.31
Total	**$9,333**	**$8,752.00**

Actual Expenditures



Instructional	70.21%
Other Instructional	12.02%
General Administration	3.83%
School Administration	5.94%
Operations	8.00%

For more information on how to get involved in the **Clarksdale Municipal School Dist**, or to obtain a free hard copy of this report, please call (662) 627-8500 or visit any Clarksdale Municipal School Dist School or District Office. To view this report online, or to find out more, visit www.msreportcard.com.

[3]Intermediate funds are grants from an intermediate source which can be used for any legal purpose desired by the LEA.

Analysis of June 2013 Option Results by Grade
Centre Number U0010: CLARKSDALE HIGH SCHOOL
0415, Option: A (Components: 01,02)
ART AND DESIGN (US)

Grade	Number of Candidates in Centre	Number of Candidates in USA	Centre Proportion	USA Proportion
D	0	1	0.00	1.22
E	0	4	0.00	4.88
F	0	4	0.00	4.88
G	15	34	42.86	41.46
U	20	39	57.14	47.56

Analysis of June 2013 Option Results by Grade
Centre Number U0010: CLARKSDALE HIGH SCHOOL
0416, Option: AX (Components: 03,11,21)
HISTORY (US)

Grade	Number of Candidates in Centre	Number of Candidates in USA	Centre Proportion	USA Proportion
A*	0	2	0.00	0.14
A	0	21	0.00	1.43
B	1	65	2.50	4.43
C	6	210	15.00	14.31
D	11	259	27.50	17.66
E	13	328	32.50	22.36
F	6	247	15.00	16.84
G	3	219	7.50	14.93
U	0	116	0.00	7.91

Analysis of June 2013 Option Results by Grade
Centre Number U0010: CLARKSDALE HIGH SCHOOL
0427, Option: A (Components: 01,02)
LITERATURE (ENGLISH) (US)

Grade	Number of Candidates in Centre	Number of Candidates in USA	Centre Proportion	USA Proportion
A*	0	8	0.00	0.94
A	0	13	0.00	1.53
B	1	46	6.67	5.42
C	1	89	6.67	10.48
D	5	155	33.33	18.26
E	2	186	13.33	21.91
F	2	179	13.33	21.08
G	4	126	26.67	14.84
U	0	47	0.00	5.54

Analysis of June 2013 Option Results by Grade
Centre Number U0010: CLARKSDALE HIGH SCHOOL
0438, Option: AZ (Components: 04,13,33)
BIOLOGY (US)

Grade	Number of Candidates in Centre	Number of Candidates in USA	Centre Proportion	USA Proportion
A*	0	3	0.00	0.70
A	0	20	0.00	4.66
B	0	44	0.00	10.26
C	5	113	20.83	26.34
D	2	97	8.33	22.61
E	6	79	25.00	18.41
F	6	44	25.00	10.26
G	4	21	16.67	4.90
U	1	8	4.17	1.86

Analysis of June 2013 Option Results by Grade
Centre Number U0010: CLARKSDALE HIGH SCHOOL
0438, Option: EZ (Components: 04,13,23)
BIOLOGY (US)

Grade	Number of Candidates in Centre	Number of Candidates in USA	Centre Proportion	USA Proportion
C	1	114	3.85	13.48
D	6	121	23.08	14.30
E	5	163	19.23	19.27
F	10	189	38.46	22.34
G	4	157	15.38	18.56
U	0	102	0.00	12.06

Appendix 4

MSTAR- Teacher Evaluation

Mississippi Teacher Performance Standards

The Mississippi Teacher Performance Standards are designed to provide a shared and focused understanding of the priorities, values, and expectations of Mississippi teachers in their work of educating students.

The teacher performance standards are divided into five domains. Each domain includes standards directly related to that domain.



★ Domain I: Planning

1. Plans lessons that demonstrate knowledge of content and pedagogy
2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs
3. Selects instructional goals that incorporate higher level learning for all students
4. Plans units of instruction that align with the MS Curriculum Frameworks or, when applicable, the Common Core State Standards

★ Domain II: Assessment

5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons and instruction as necessary
6. Incorporates assessments into instructional planning that demonstrate high expectations for all students

★ Domain III: Instruction

7. Demonstrates deep knowledge of content during instruction
8. Actively engages students in the learning process
9. Uses questioning and discussion techniques to promote higher order thinking skills
10. Brings multiple perspectives to the delivery of content
11. Communicates clearly and effectively

★ Domain IV: Learning Environment

12. Manages classroom space and resources effectively for student learning
13. Creates and maintains a climate of safety, respect, and support for all students
14. Maximizes time available for instruction
15. Establishes and maintains a culture of learning to high expectations
16. Manages student behavior to provide productive learning opportunities for all students

★ Domain V: Professional Responsibilities

17. Engages in continuous professional development and applies new information learned in the classroom
18. Demonstrates professionalism and high ethical standards; acts in alignment with the MS Code of Ethics
19. Establishes and maintains effective communication with families
20. Collaborates with colleagues and is an active member of a professional learning community in the school



M-STAR
Mississippi Statewide Teacher Appraisal Rubric
Reaching Professional Excellence

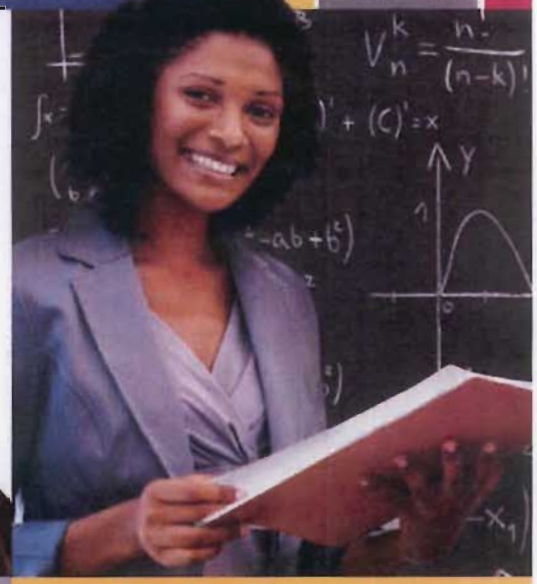
M-STAR
Mississippi Statewide Teacher Appraisal Rubric
Reaching Professional Excellence



MISSISSIPPI DEPARTMENT OF EDUCATION
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359 North West Street
Jackson, MS 39201
www.mde.k12.ms.us



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Mississippi Department of Education

What is M-STAR?

The Mississippi Statewide Teacher Appraisal Rubric (M-STAR) is an evaluation process designed to improve the professional performance of all educators. M-STAR provides a reliable and valid system of performance assessments based on common standards used to gauge teacher effectiveness, help track educational progress, identify areas of need, and improve performance throughout a teacher's career.

Goals

- Provide formative assessment information about the performance of individual teachers to help highlight areas of strength and identify areas for growth
- Serve as a guide for teachers as they reflect upon their own practices
- Provide shared understanding regarding priorities, goals, and expectations of quality practice
- Serve as a tool to help structure principal instructional leadership and feedback

Multiple Measures

M-STAR includes multiple methods of evaluation in order to appraise every teacher on all standards.

Measures include:

- Formal classroom observations
- Pre-observation and post-observation conferences
- Informal "walkthrough" observations
- A review of artifacts
- Teacher self-assessment
- Student surveys



Methods of Evaluating Standards

Each standard is appraised using at least one evaluation method.

	STANDARDS	METHODS			
		Artifacts Review	Pre-/Post-Observation Conferences	Classroom Observation	Student Survey
PLANNING	1. Plans lessons that demonstrate knowledge of content and pedagogy	X	X		
	2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs	X	X		
	3. Selects instructional goals that incorporate higher level learning for all students	X	X		
	4. Plans units of instruction that align with the MS Curriculum Frameworks or, when applicable, the Common Core State Standards	X	X		
ASSESSMENT	5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons and instruction as necessary	X	X		X
	6. Incorporates assessments into instructional planning that demonstrate high expectations for all students	X	X		
INSTRUCTION	7. Demonstrates deep knowledge of content during instruction			X	X
	8. Actively engages students in the learning process			X	X
	9. Uses questioning and discussion techniques to promote higher order thinking skills			X	X
	10. Brings multiple perspectives to the delivery of content			X	
	11. Communicates clearly and effectively			X	X
LEARNING ENVIRONMENT	12. Manages classroom space and resources effectively for student learning			X	X
	13. Creates and maintains a climate of safety, respect, and support for all students			X	X
	14. Maximizes time available for instruction			X	X
	15. Establishes and maintains a culture of learning to high expectations			X	X
	16. Manages student behavior to provide productive learning opportunities for all students			X	X
PROFESSIONAL RESPONSIBILITIES	17. Engages in continuous professional development and applies new information learned in the classroom	X			
	18. Demonstrates professionalism and high ethical standards; acts in alignment with the MS Code of Ethics	X	X	X	
	19. Establishes and maintains effective communication with families	X			
	20. Collaborates with colleagues and is an active member of a professional learning community in the school	X			

Teacher Performance Levels

A teacher's performance on each standard will be appraised in accordance with a four-level rating scale.

- Level 4 indicates that the teacher's performance consistently exceeds expectations.
- Level 3 indicates that the teacher's performance meets expectations.
- Level 2 indicates that the teacher's performance inconsistently meets expectations.
- Level 1 indicates that the teacher's performance does not meet expectations.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

M-STAR Training

Evaluators and teachers will receive extensive training on the use and scoring of the M-STAR rubric. M-STAR will be field tested statewide in 2013-2014.

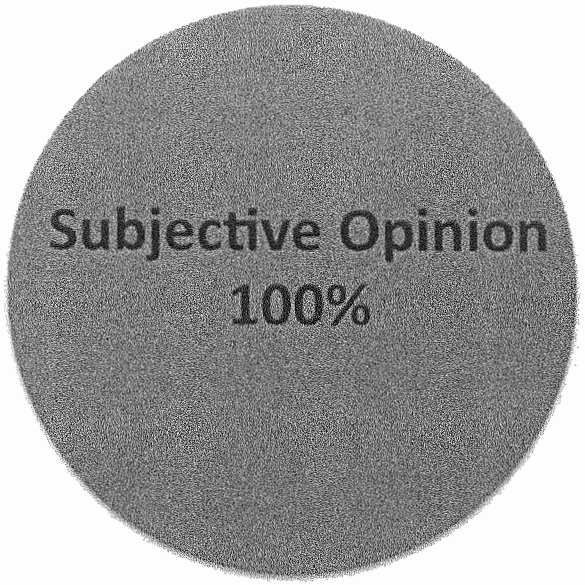


For more information, please contact the Mississippi Teacher Center.

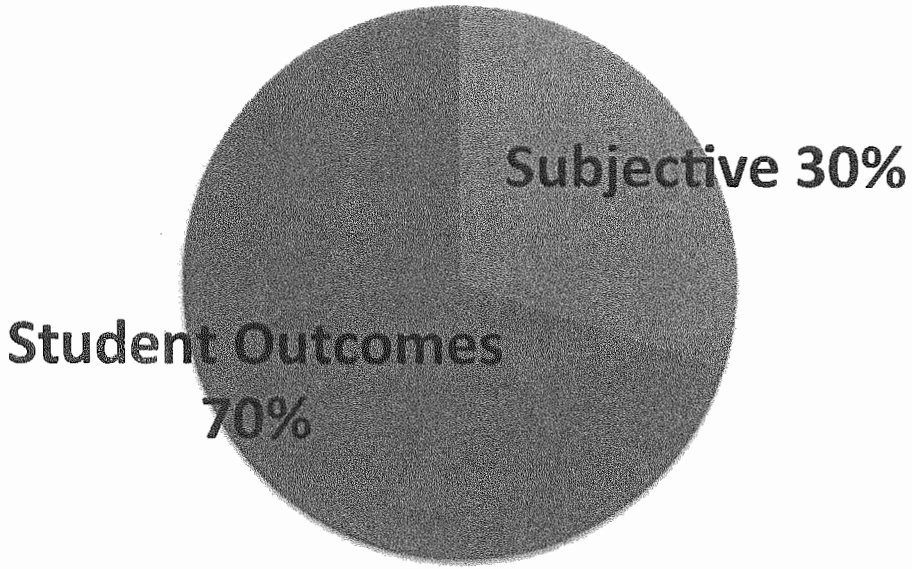
601.359.3631 www.mdc.k12.ms.us/teacher-center

Mississippi Principal Evaluation System (MPES)

Where we were …

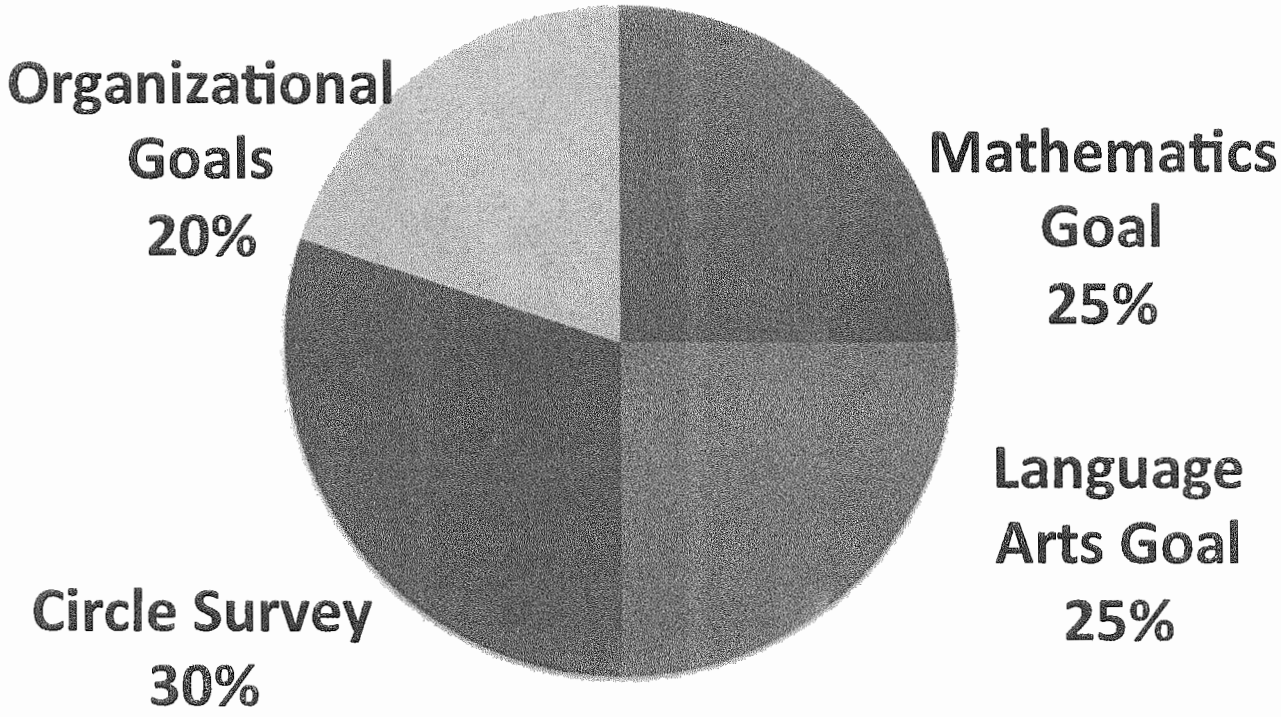


Where we're going …



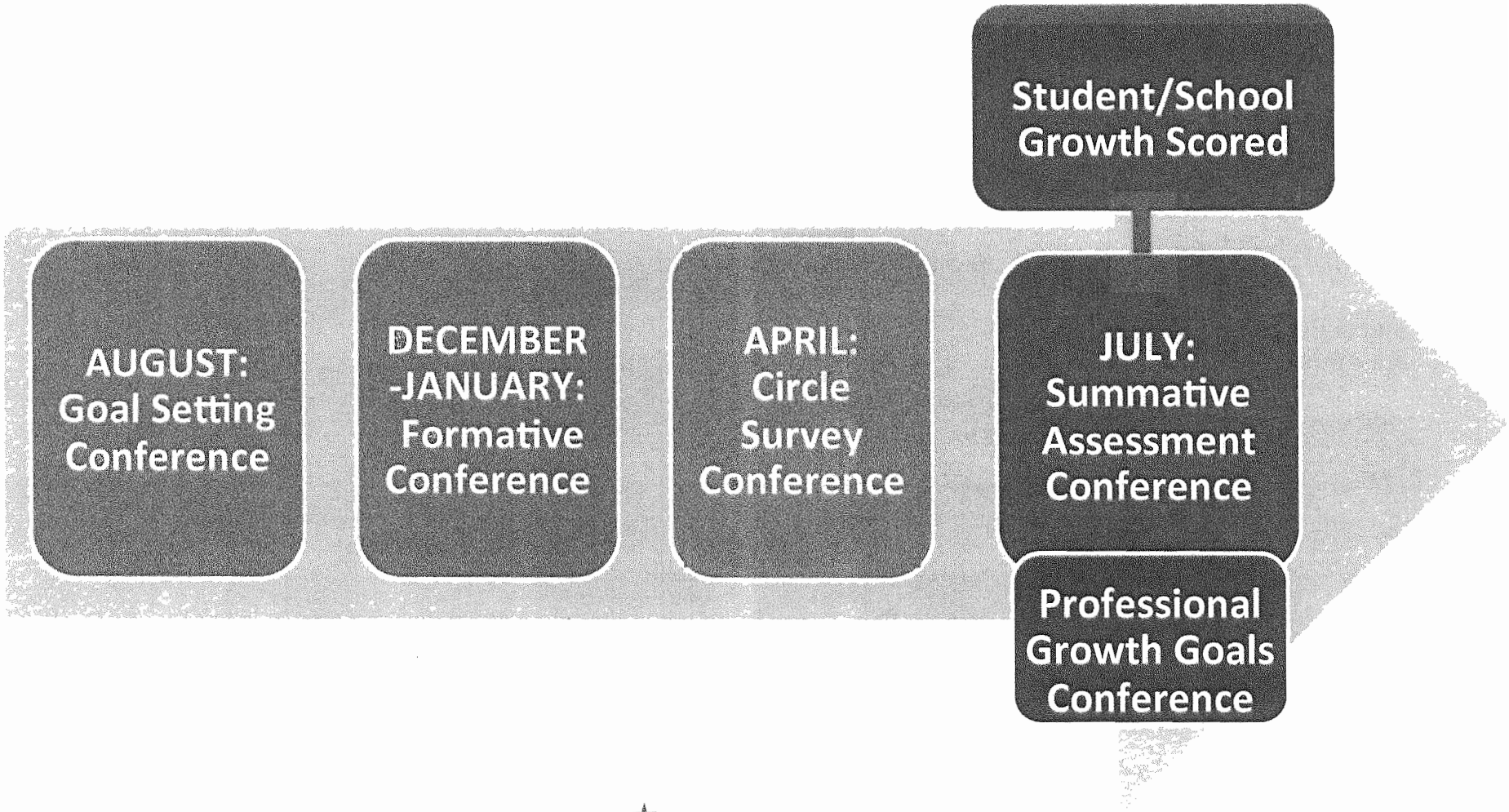
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MPES Components



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MPES Process and Target Dates



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MPES Overview

Goal-Setting Conference

- Language Arts Goal: Form 2A
- Mathematics Goal: Form 2B
- Organizational Goals: Form 2C
- Input Data in Canvas

Formative Conference

- Discuss Progress Toward Goals
- Adjust Strategies and Add Support
- Complete Form 3
- Input Data in Canvas

Circle Survey Conference

- Teachers Complete Survey (Mid-year)
- Principal and Supervisor Complete Survey (Mid-year)
- Principal and Supervisor Review Circle Survey Results
- Input Data in Canvas

Summative Assessment, Professional Growth Goals Conferences

- Discuss Goals and Rate Achievement of Goals
- Complete Form 4
- Discuss Professional Growth Plan
- Complete Professional Growth Goals Form
- Input Data in Canvas

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Setting MPES Language Arts and Mathematics Goals

- Schoolwide goals - Based on statewide tests (i.e., MCT2); MDE spreadsheet will assist in goal setting.

- Principals and supervisors - Set **quantifiable goals** and **quantifiable ways** to measure progress toward each goal.

MPES Components - CTE

Career and Technical Education (CTE) Directors will replace the Language Arts and Mathematics goals with:

- Student growth goal for **Year 1** Students (25%)
- Student growth goal for **Year 2** Students (25%)

These goals will be based on the previous year's end-of-term MS-CPAS2 data.

Setting MPES Organizational Goals

- 1st Goal: Tied to school's ability to reach student growth percentile targets (based on a report generated by MDE)
- 2nd Goal: Intended to target each school's area in greatest need of improvement, for example:
  - Leading indicators
  - Lagging indicators

Circle Survey

- Concise, secure online survey
- Valid, reliable, and research-based
- Certified staff only
- 30% of Summative Assessment Score
- 3 components:
  - Teachers (10%), principal (10%), and supervisor (10%)

Circle Survey

- Anonymous teacher component
  - Secure login information provided to each participant
- Completed at each participant's convenience or in lab setting
- Alignment of survey score with MPES 1-4 rating system

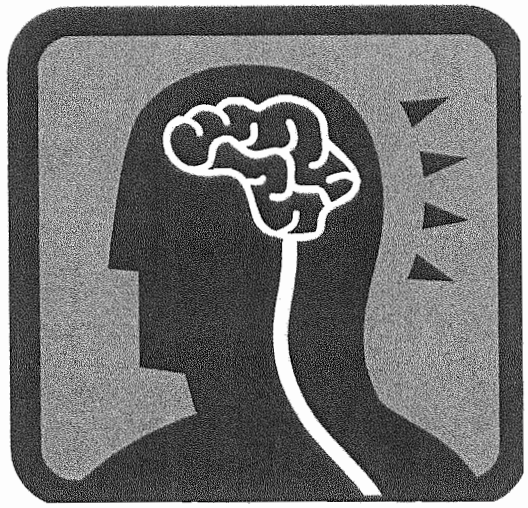
MPES Process Forms

- Form 1: Master Documentation (Tracking Form)
- Form 2A: Language Arts Goal Setting Conference*
- Form 2B: Mathematics Goal Setting Conference*
- Form 2C: Organizational Goals Setting Conference
- Form 3: Formative Conference
- Form 4: Summative Assessment Scoring Sheet

*Remember, CTE directors use modified forms based on Year 1 and Year 2 student goals drawn from MS-CPAS2 data.

ALL Goals Must Be SMART

- ✓Specific and strategic
- ✓Measurable
- ✓Action-oriented
- ✓Rigorous, realistic, and results-focused
- ✓Time-bound and tracked



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Form 4: Summative Assessment Scoring Sheet

	Unsatisfactory	Emerging	Effective	Distinguished	Weight	Score
Language Arts Student Learning Goal (25%): Refer to Form 2A	1	2	3	4	25x	
Mathematics Student Learning Goal (25%): Refer to Form 2B	1	2	3	4	25x	
Organizational Goal #1 (10%): Refer to Form 2C	1	2	3	4	10x	
Organizational Goal #2 (10%): Refer to Form 2C	1	2	3	4	10x	
Circle Survey (Specify Survey Used: _____)	1	2	3	4	30x	
Total Score						
Total Score ÷ 100 = Summative Assessment Score						

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Form 4: Summative Assessment Scoring Sheet

Section II. Scoring Metric Rubric

The summative assessment scoring metric rubric is a policy decision. The 2013-2014 data will be used as a baseline for revising the scoring metric rubric when data become available. The scoring metric rubric for 2013-2014 is below.

1.0-1.7 Unsatisfactory	1.8-2.3 Emerging	2.4-3.3 Effective	3.4-4.0 Distinguished
Little or no progress toward goal	Some but not sufficient progress toward goal	Approaches or attains goal	Substantially exceeds goal

Section III. Professional Growth Plan

Based on the outcome of this evaluation, a **Professional Growth Plan** reflecting the design for the professional learning of the principal should be developed as needed at the local level. The plan should be built upon areas identified through the Mississippi Principal Evaluation System.

Section IV. Signatures

Principal: _____ Date: _____

Supervisor: _____ Date: _____

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MPES Statewide Implementation (2013-2014)

- Regional One Day Training-of-Trainers
  - June 4 or 5: Oxford
  - June 6: Raymond
  - June 25 or 26: Hattiesburg
  - June 27: Raymond

Every superintendent and 2 administrators should attend a training. They will provide training within their districts.

- MASS Pre-conference Overview (July 9)
- Formative Conference Training (Fall 2013)
- Evaluation Scoring Training (Spring 2014)

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Quantification: What is Student Rubric Example

This rubric does not meet MPES requirements. Why not?

	High Performing (4)	Adequate Performance (3)	Fair Performance (2)	Poor Performance (1)
Achievement on Math Assignments	Student gets 98% to 100% of the problems correct	Student gets 80% to 97% of the problems correct	Student gets 60% to 79% of the problems correct	Student gets 59% or fewer of the problems correct

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Quantifying a Goal Is:

2. *An agreement between the principal and the supervisor on how his or her achievement toward the goal will be scored*

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Quantifying a Goal

- MPES Video # 2
  https://docs.google.com/file/d/0BzWtB2TJvEWHSG1uYWxtd1U5T2M/edit?usp=sharing

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Scoring Metric Rubric

4 – Distinguished (Substantially exceeds goal)

3 – Effective (Approaches or attains goal)

2 – Emerging (Some but not sufficient progress toward goal)

1 – Unsatisfactory (Little or no progress toward goal)

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Goal Quantification

- Measurable (numerical targets)
- Ranges/degrees of achievement
- Mutually exclusive/contiguous
- Realistic/based on data
- Attainable/achievable
- Consistent and fair
- Agreed upon by principal and supervisor

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Quantifying a Goal

Section II. Identification of Goal

Based on the above data, state your goal.

Mathematics Goal	Improve the percentage of students in tested grades who test proficient or above in Mathematics from 60% to 69% by the end of the 2013-2014 school year.

Appendix 6
Desegregation Order Revised

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF MISSISSIPPI
DELTA DIVISION

RECEIVED
JUN 11 2013
UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF MISSISSIPPI

REBECCA E. HENRY, ET AL — PLAINTIFFS

VERSUS — CIVIL ACTION NO. 6428-D

THE CLARKSDALE MUNICIPAL SEPARATE SCHOOL DISTRICT, ET AL

ORDER GRANTING MOTION TO AMEND PRIOR ORDERS RELATED TO THE DESEGREGATION OF THE CLARKSDALE MUNICIPAL SCHOOL DISTRICT, TO ALLOW THE IMPLEMENTATION OF "MAGNET SCHOOLS"

THIS CAUSE having come on before the Court upon Defendant's Motion to Amend Prior Orders of this Court related to the desegregation of the Clarksdale Municipal School District, and the Plaintiffs having no objection thereto, and the Court having considered the same, does hereby find as follows:

That the remaining vestiges of Bi-Racial Committee previously established by this Court has voiced its approval of the implementation of "Magnet Schools" (Exhibit "B" to the Petition) and would further show that none of the original Plaintiffs in the action are living or in contact with the School District. That the Plaintiff has presented this proposal to the local NAACP which has evidenced its approval by the letter attached to the Petition as Exhibit "C". That the School District has applied for an additional magnet school grant which requires the district to obtain prior Court approval.

That a summary of the proposal is attached as Exhibit "A" to the Petition previously filed, which describes "Magnet Schools" and the manner in which they will be implemented in this School District. That as a result of this plan, the students will be allowed to select schools to which they are assigned according to their preferences as to the points of emphasis of any particular "Magnet School." That the proposal will have no effect upon the racial

balance in the current schools as exhibited by Exhibit "D" attached to the Petition. That the racial make up at all of the schools in the Clarksdale Municipal School District are almost exactly the same as they were last year before the implementation of the magnet plan.

That the Defendant Clarksdale Municipal School District has shown that the proposed implementation of the "Magnet School" plan would have no deleterious effect upon the desegregation of the School District and is simply being accomplished in order to offer better programs for the children of the School District and to improve the quality of education in the School District.

That the Defendant has asked the Court to approve the plan as outlined in Exhibit "A" attached to the Petition should the School District receive a grant being applied for or should the School District otherwise deem it feasible to proceed with this plan.

The Court does hereby find that Defendant's Motion is well-taken and should be granted, and the Court hereby approves the plan attached in Exhibit A to the Petition ,and the School District is hereby authorized to implement the plan.

SO ORDERED this, the 10th day of June, 2013.

UNITED STATES DISTRICT COURT JUDGE

APPROVED:

JOHN H. COCKE, Attorney for Clarksdale Municipal School District

FRED BANKS, Attorney for the Plaintiff

Appendix 7

Mississippi Student Identification System (MSIS)

QS

ENR | ATT | GRD | SCH | DSC | SPD | STR | HIS | CAL | AHQ | EMP | NEW | UTL | ADM | EOY | AIM

Enrollment › **View Student Folder**

Student Folder - New Student, New Student - General 1

General 1
General 2
Address/Phone
Immunization
At-Risk
Parent/Guardian
Siblings
Activities
Lockers
Parking
Vehicles
Reference Notes
Fees
Discipline
Health
Daily Grades
Term Grades
Honor Roll
Course History
Check-In/Out
Daily Attendance
Period Attendance
Entry/Exit
Classes
Correspondence
Photos
Student Schools
Vocational
Dormitory
Discipline History
Attendance History
Filter Groups
ActiveFlag
Residency Proof
History Sessions
Grade Scripts
Misc Documents

Student Name

Last	New Student
First	New Student
Middle	
Suffix	
Preferred	
Former Name	

Student ID	123456789
State ID	123456789
SSN	
Alternate ID	

☑ Active
☐ Guardian Refused SSN

No Photo Available

Ethnicity

☐ Student is of Hispanic, Latino, or Spanish culture or origin.

Reporting Race:	White
Additional Races:	

Gender	Female	DOB	9/15/1999	Age	14

Status	Not Enrolled	Homeroom	Unassigned
		Homeroom Room	0

ADA Grade	6th	Chrono Grade	6th

Residence Address

Line1	100 Main
Line2	
City	Clarksdale
County/Parish	Coahoma
State	MS
Zip	38614

☐ 16th Section Resident
☑ City Resident

Primary Phone	(662) 627-8500

Place of Birth

City	Clarksdale
State	MS
County	Coahoma
Country	United States
Birth Cert #	123456
Verified By	MD

Country of Citizenship: United States

Township Code	27N
Range Code	4
Land Section	
Resident District	Clarksdale Municipal School District
Transporting District	Clarksdale Municipal School District
Attending District	Clarksdale Municipal School District
Base School	Oakhurst Intermediate School

Immunization Date	7/2/2013
Next Shot Due	9/18/2013
Code	Non-Compliant
Verified By	MD

Code	Transported pupils living in district	Mode	Transported
Method	Unknown	Bus Stop	
AM Bus		PM Bus	
AM Route		PM Route	
Miles	0.00	Bus Zone	N/A

Edit

Appendix 8

Parental Involvement
Title 1 Flyer

CLARKSDALE
MUNICIPAL SCHOOL DISTRICT

invites you to attend its

Annual Title I Community Forum

Purpose:

To share pertinent information about our Title I funds, test results, and new district initiatives

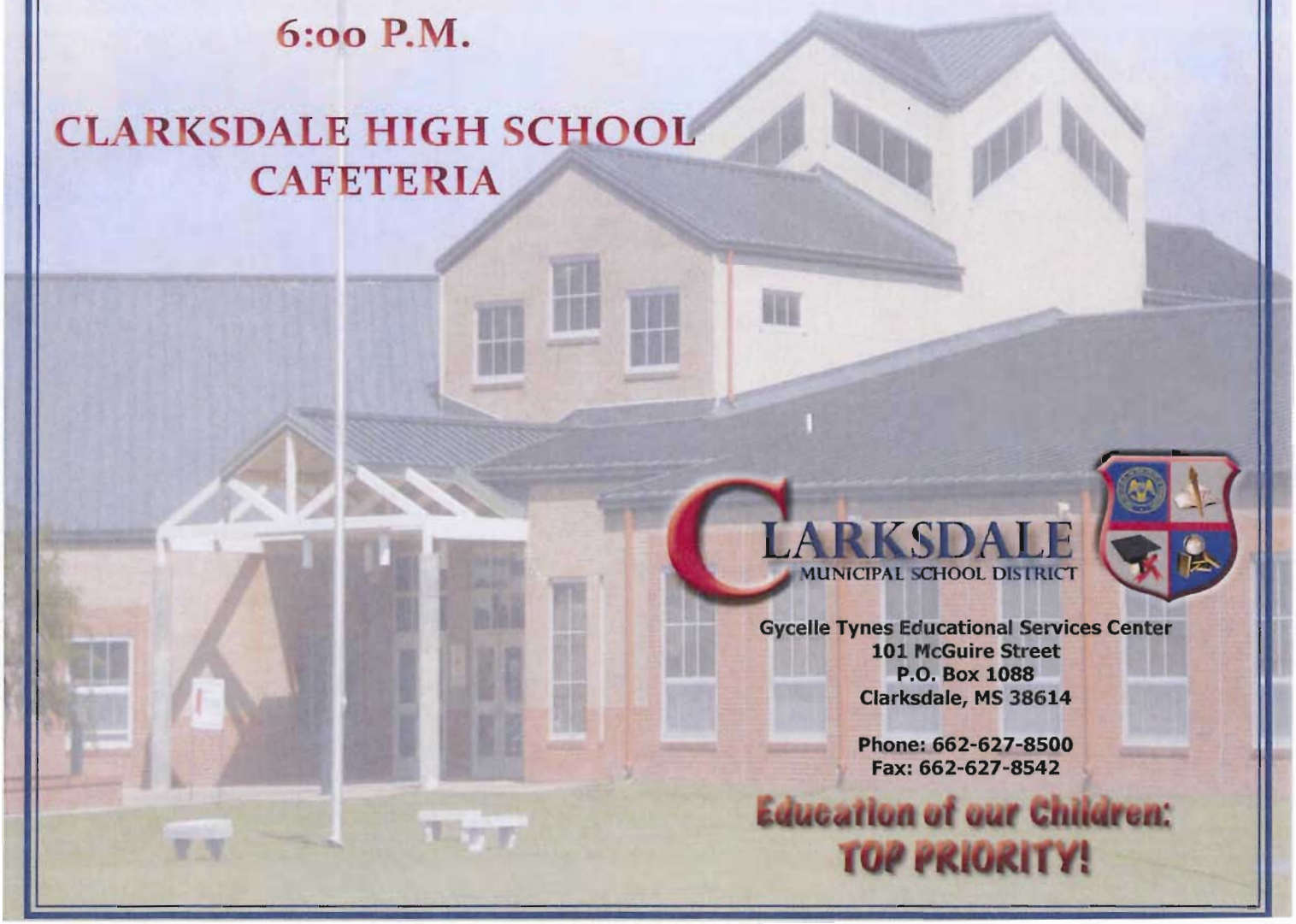
Door prizes

Special recognition to the school with the most parents present

Tuesday, September 17, 2013

6:00 P.M.

CLARKSDALE HIGH SCHOOL CAFETERIA



CLARKSDALE
MUNICIPAL SCHOOL DISTRICT

Gycelle Tynes Educational Services Center
101 McGuire Street
P.O. Box 1088
Clarksdale, MS 38614

Phone: 662-627-8500
Fax: 662-627-8542

Education of our Children: TOP PRIORITY!

Clarksdale Municipal School District

Data Analysis

2008/2009/2010/2011/2012

CLARKSDALE MUNICIPAL SCHOOL DISTRICT
Education of our Children: TOP PRIORITY!

Measure of Accountability

Our schools are measured under three different systems

- State Board of Education
  - QDI
  - Growth
- Federal
  - Annual Yearly Progress (AYP)
  - Differentiated Accountability Model
- State Legislature
  - New A, B, C, D, F system

State Measures of Accountability

- **Under each measure, different labels are assigned**
  - **QDI** **Legislature Imposed**

Star	A
High Performance	B
Successful	C
Academic Watch	D
Low Performing	F
At risk of failing	F
Failing	F

The Accountability Status – QDI (with legislative mandate shown)

	Growth Status		Growth Status		High School Completion Variables
QDI Range	Not Met		Met		
200 – 300	High Performing	A	Star School District	A	HSCI >=230 or Grad Rate >=80%
			High Performing	B	HSCI <=230 and Grad Rate < 80%
166-199	Successful	C	High Performing	B	HSCI >=200 or Grad Rate >=75%
			Successful	C	HSCI <=200 and Grad Rate < 75%
166-199	Successful	C	High Performing	B	
133-165	Academic Watch	D	Successful	C	
100-132	Low Performing	F	Academic Watch	D	
Below 100	Failing	F	At Risk of Failing	F	

Mississippi Department of Education Office of Accreditation and Accountability

Proposed Recommendations for the 2012-2013 Mississippi Statewide Accountability System

The Accountability Task Force is proposing that the following be applied to the state component of the statewide

accountability system for the 2012-2013 school year:

1) All Schools/Districts:

The use of A, B, C, D, and F will replace the use of Star, High Performing, Successful, Academic Watch, Low Performing, At-Risk of Failing, and Failing.

2) Schools/Districts without a 12th grade:

Apply the QDI cut points from the previous years.

QDI Cut Points	Does Not Meet Growth	Meets Growth
200-300	B	A
166-199	C	B
133-165	D	C
100-132	F	D
0-99	F	F

Growth will continue to be applied as in previous years.

3) Schools/Districts with a 12th grade:

The use of the High School Completion Index (HSCI) will be discontinued.

Growth will be calculated using the same formulas as in the 2011-2012 school year but applied as listed in the table below.

The school/district 4-year graduation rate will be converted into a point value then added to the school/district QDI for a new High School Value and applied as follows:

Example: A high school with a QDI of 205 and a 4-year graduation rate of 75% (75 points) would have a High School Value of 280. If the school does not meet Growth, it is a "B" school. If the school does meet Growth, the school is an "A" school.

High School Value

(QDI + Grad Rate)

280 – 400 B A

246 – 279 C B

213 – 245 D C

180 – 212 F D

0 – 179 F F

Does Not Meet Growth Meets Growth

CMSD – 136+ Growth
+ Graduation rate -61.5
136
+61.5
198 = D

4) Science 5/8 and U.S. History

In keeping with the current accountability standards and state board policies, Grades 5 and 8 Science and U.S .History will be included in the achievement component.

New School Designations for Federal Differentiated Accountability (DA)

Priority

- **Lowest-performing of Title 1 schools**
- **Title 1 high school with grad rates below 60%**
- **Current SIG Schools**

Focus

- **10% of Title 1 schools with the biggest achievement gaps and/or**
- **Lowest subgroup achievement**

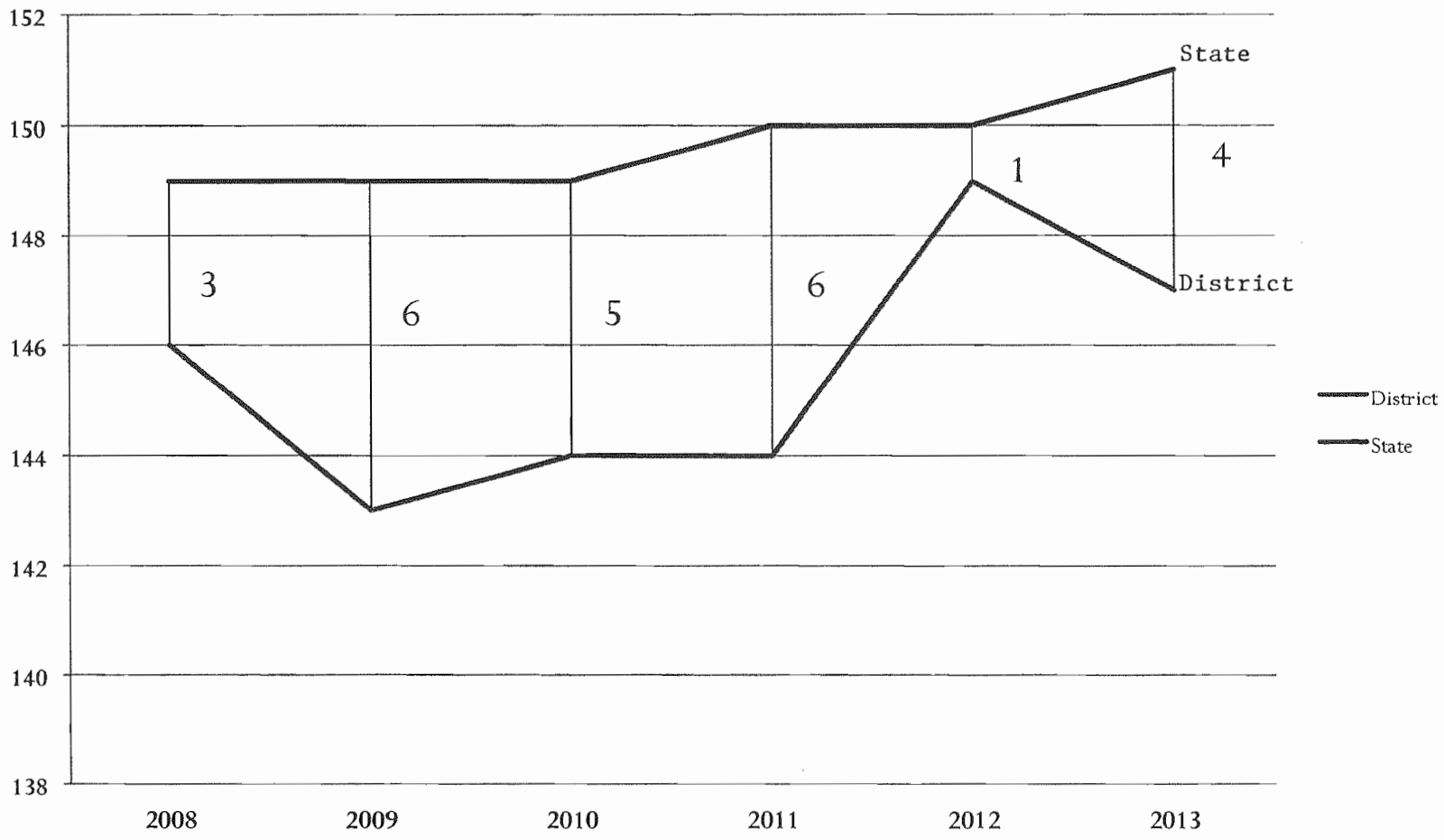
Reward

- **High performers and**
- **Reward**
- **Big improvers**

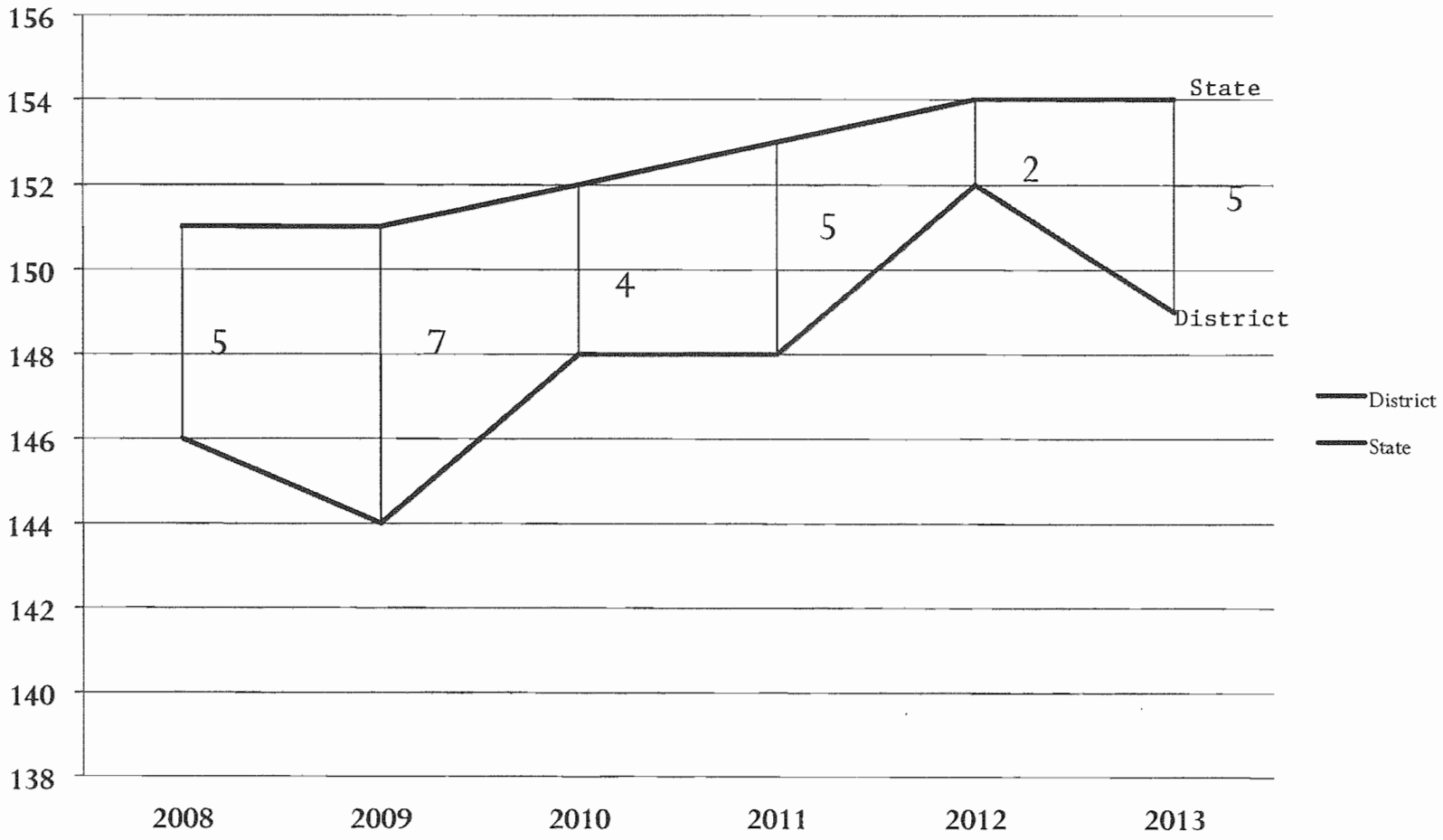
Approaching Target

- **Schools that miss AMO targets for a category for two years.**

3rd Grade Language Arts

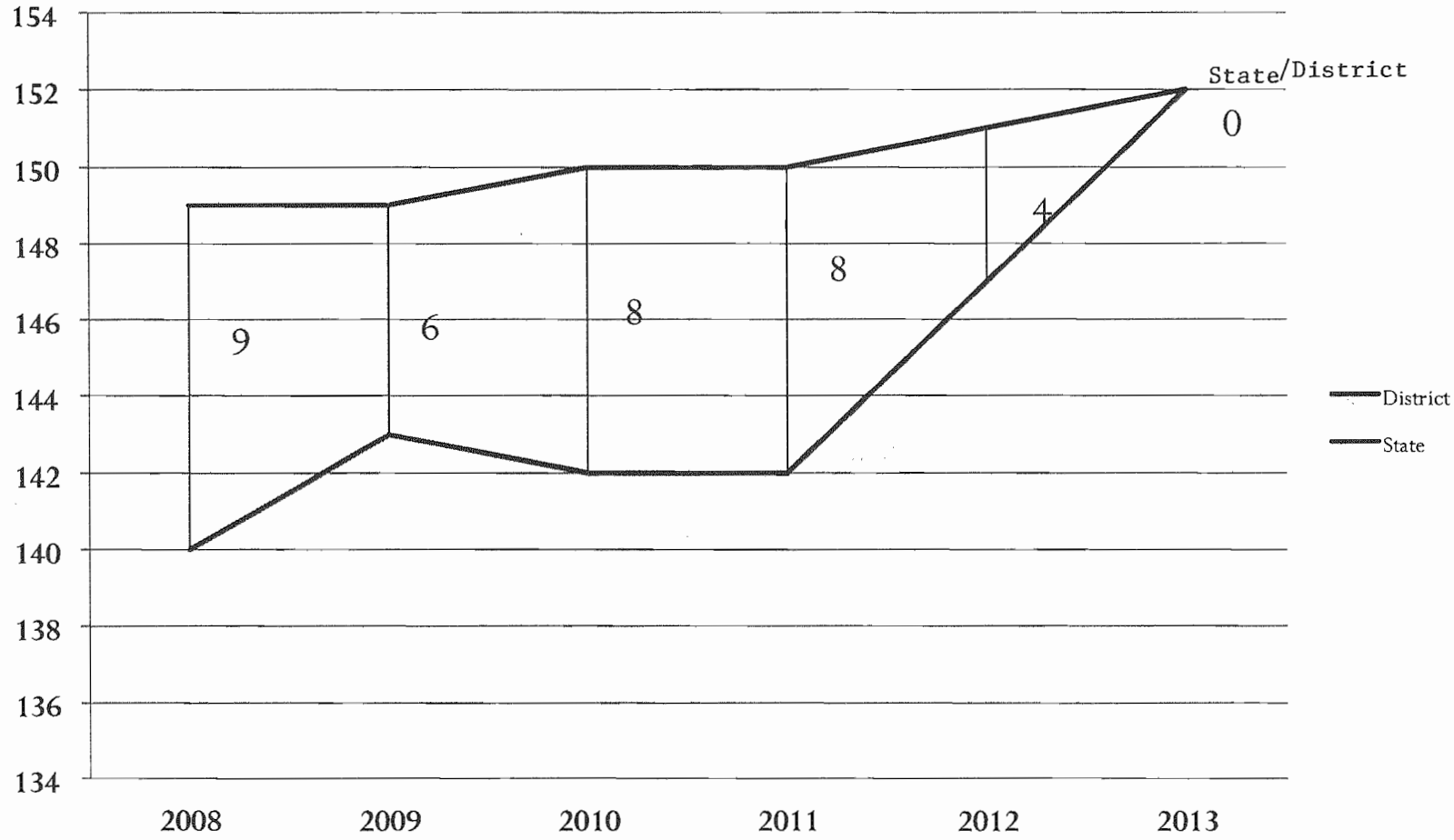


3rd Grade Mathematics

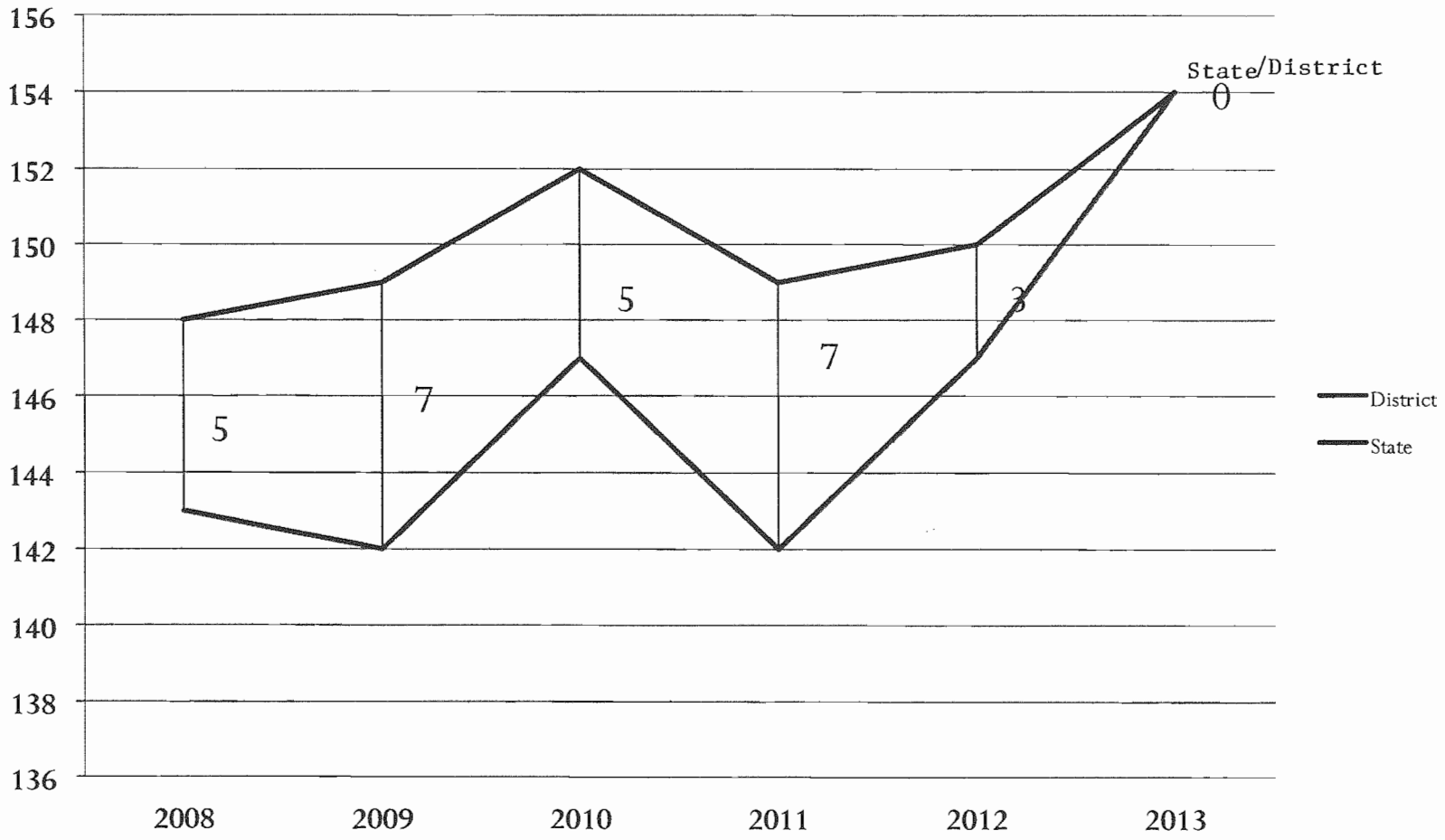


CLARKSDALE MUNICIPAL SCHOOL DISTRICT
Education of our Children: TOP PRIORITY!

4th Grade Language Arts

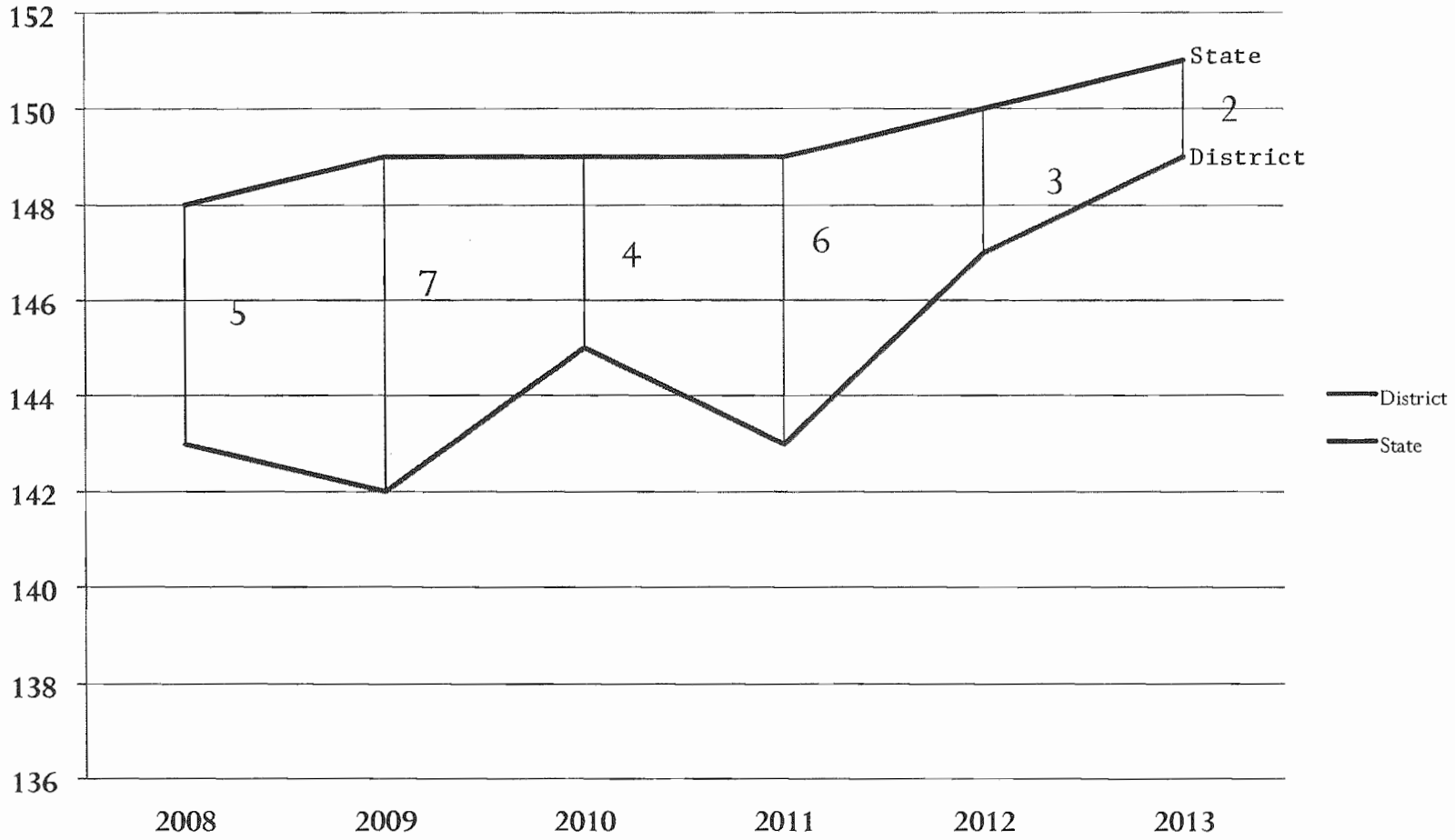


4th Grade Mathematics



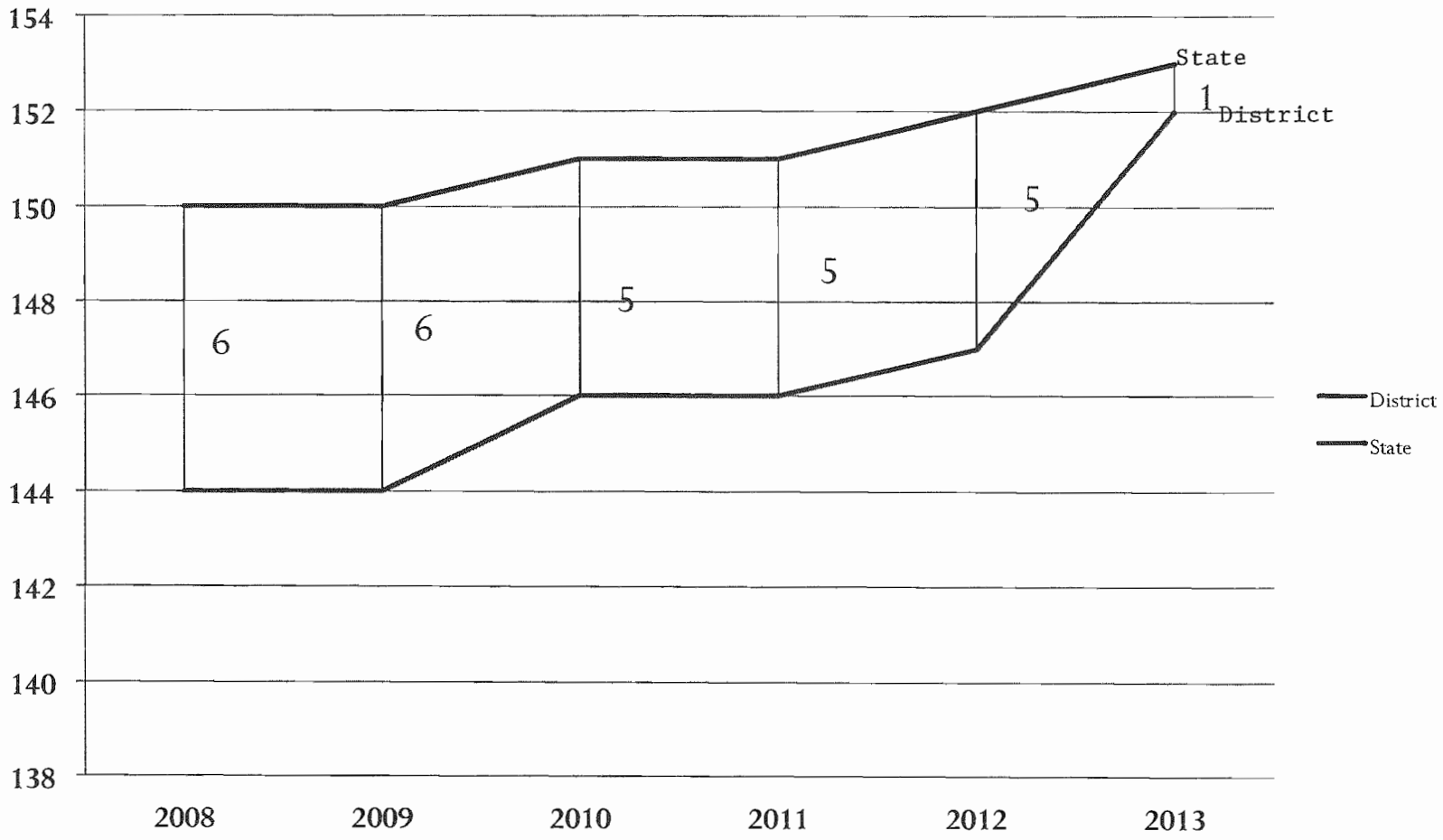
CLARKSDALE MUNICIPAL SCHOOL DISTRICT
Education of our Children: TOP PRIORITY!

5th Grade Language Arts

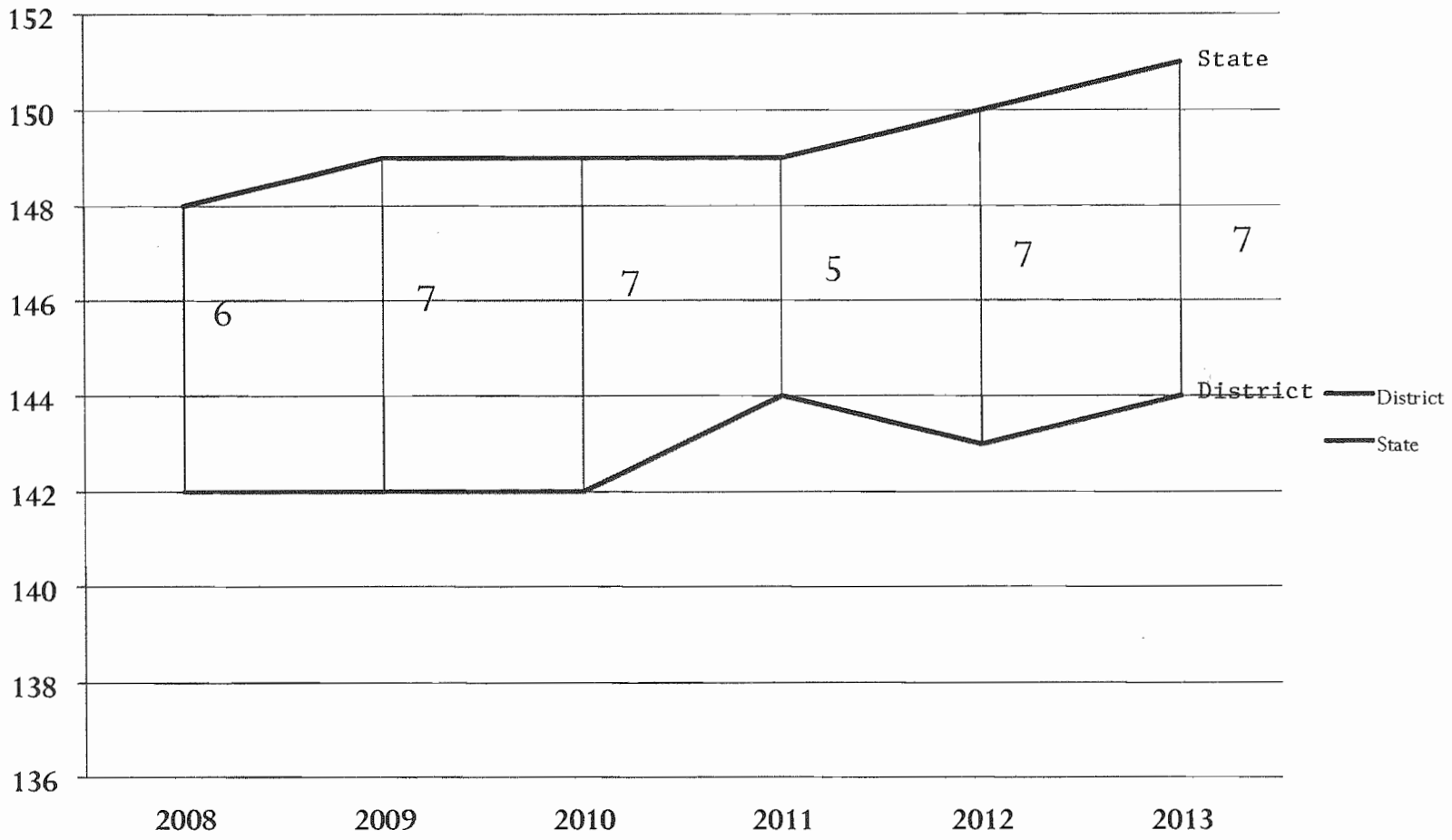


CLARKSDALE MUNICIPAL SCHOOL DISTRICT
Education of our Children: TOP PRIORITY!

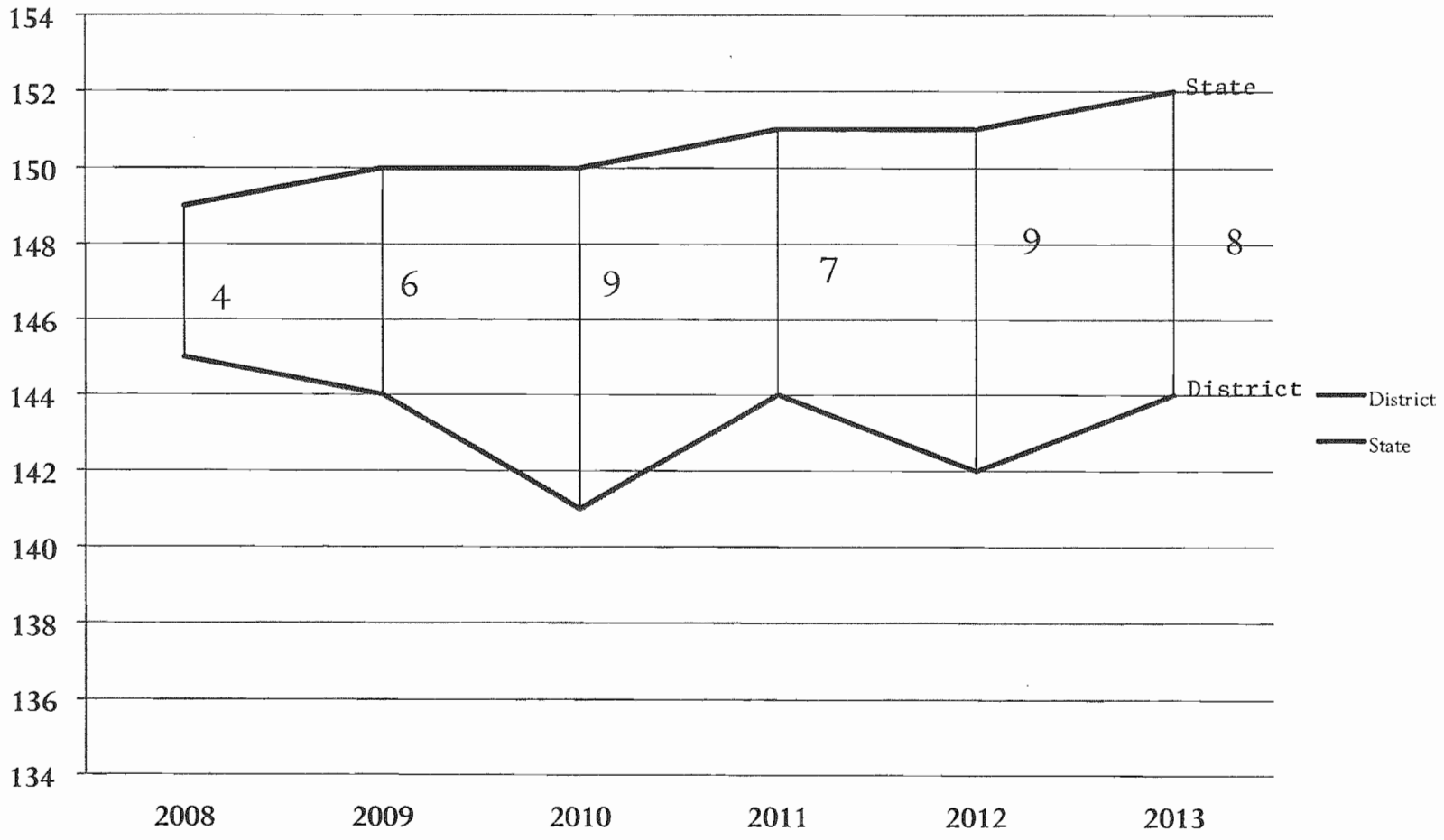
5th Grade Mathematics



6th Grade Language Arts

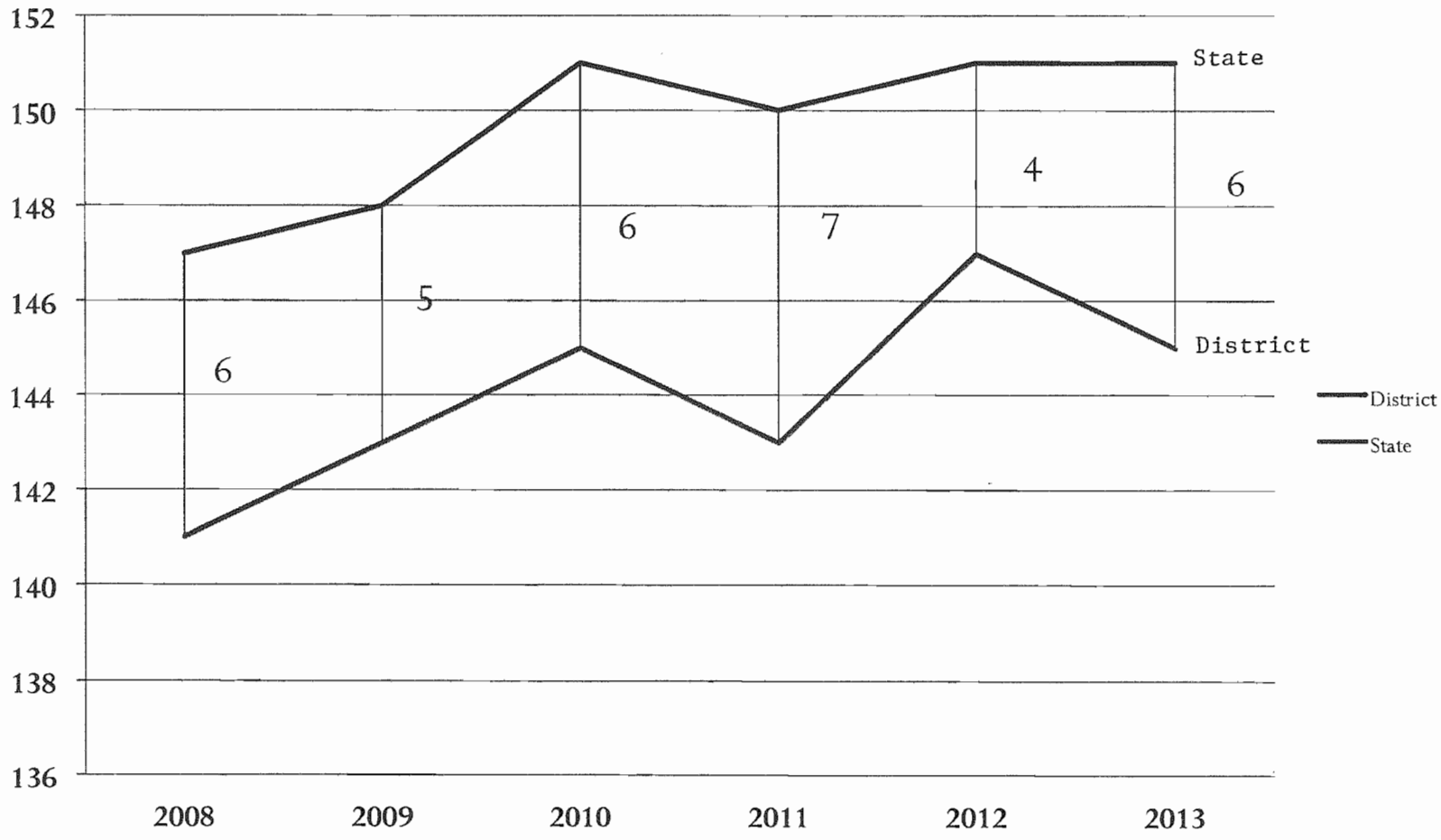


6th Grade Mathematics



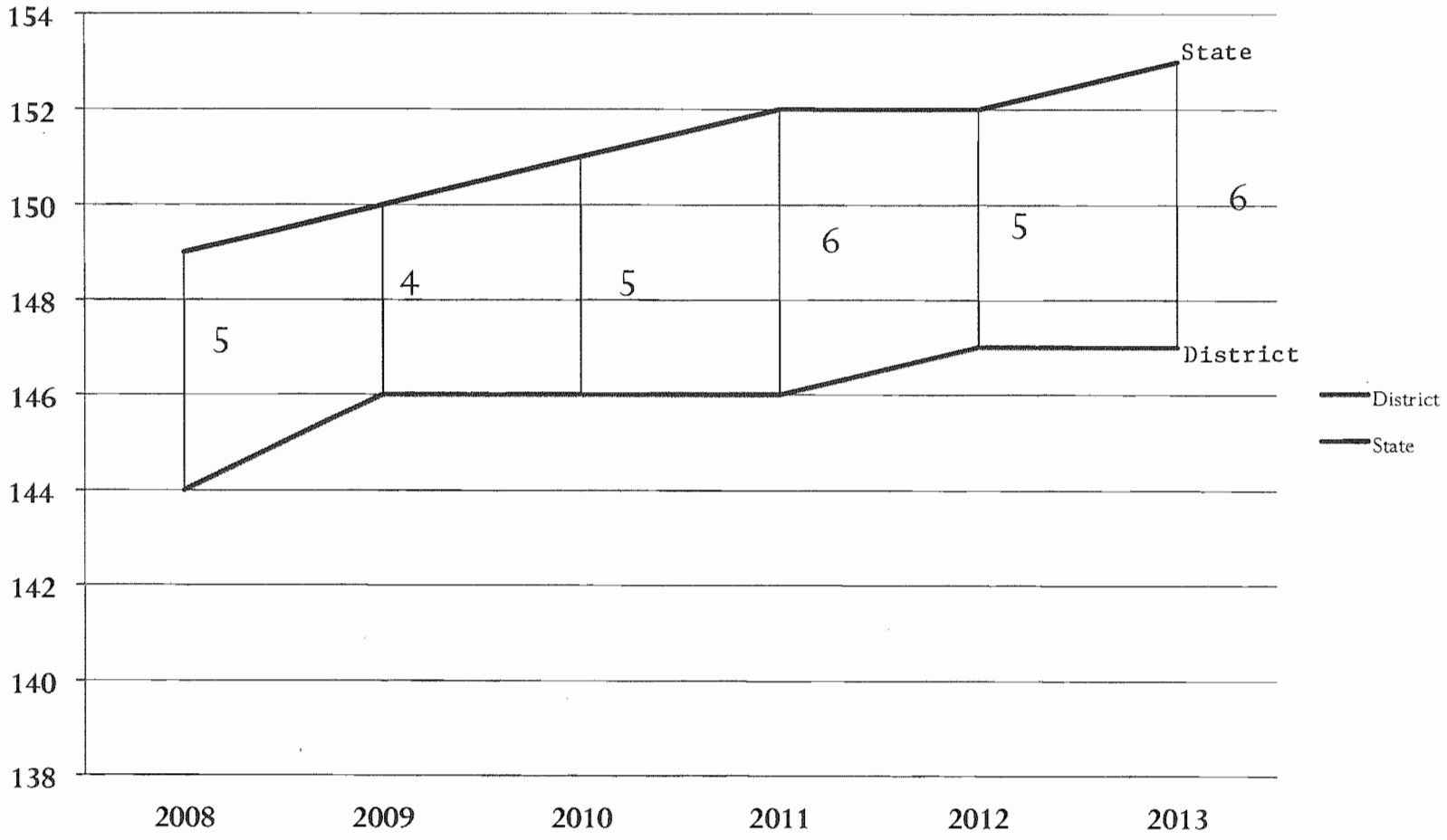
CLARKSDALE MUNICIPAL SCHOOL DISTRICT
Education of our Children: TOP PRIORITY!

7th Grade Language Arts

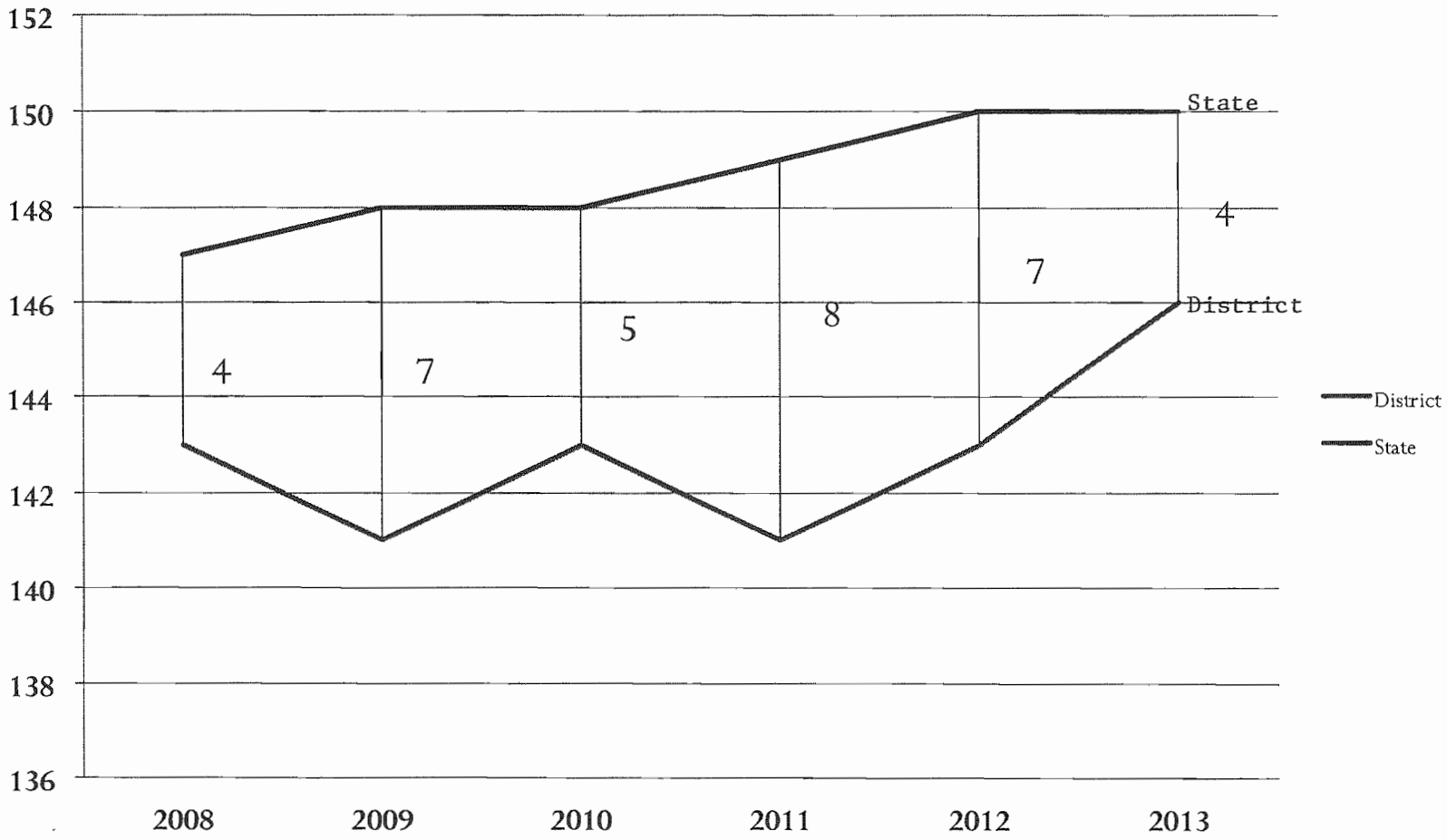


CLARKSDALE MUNICIPAL SCHOOL DISTRICT
Education of our Children: TOP PRIORITY!

7th Grade Mathematics

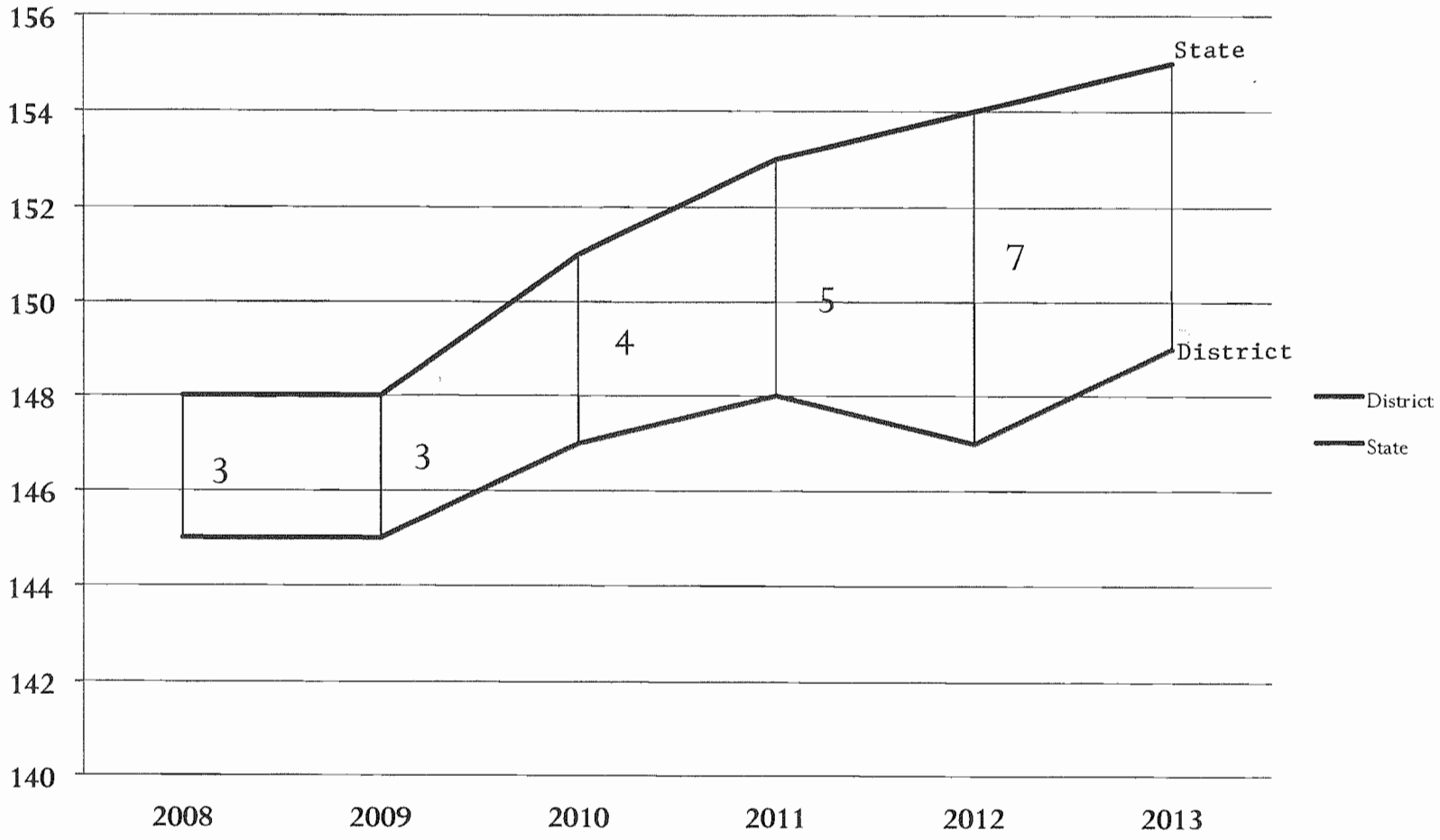


8th Grade Language Arts



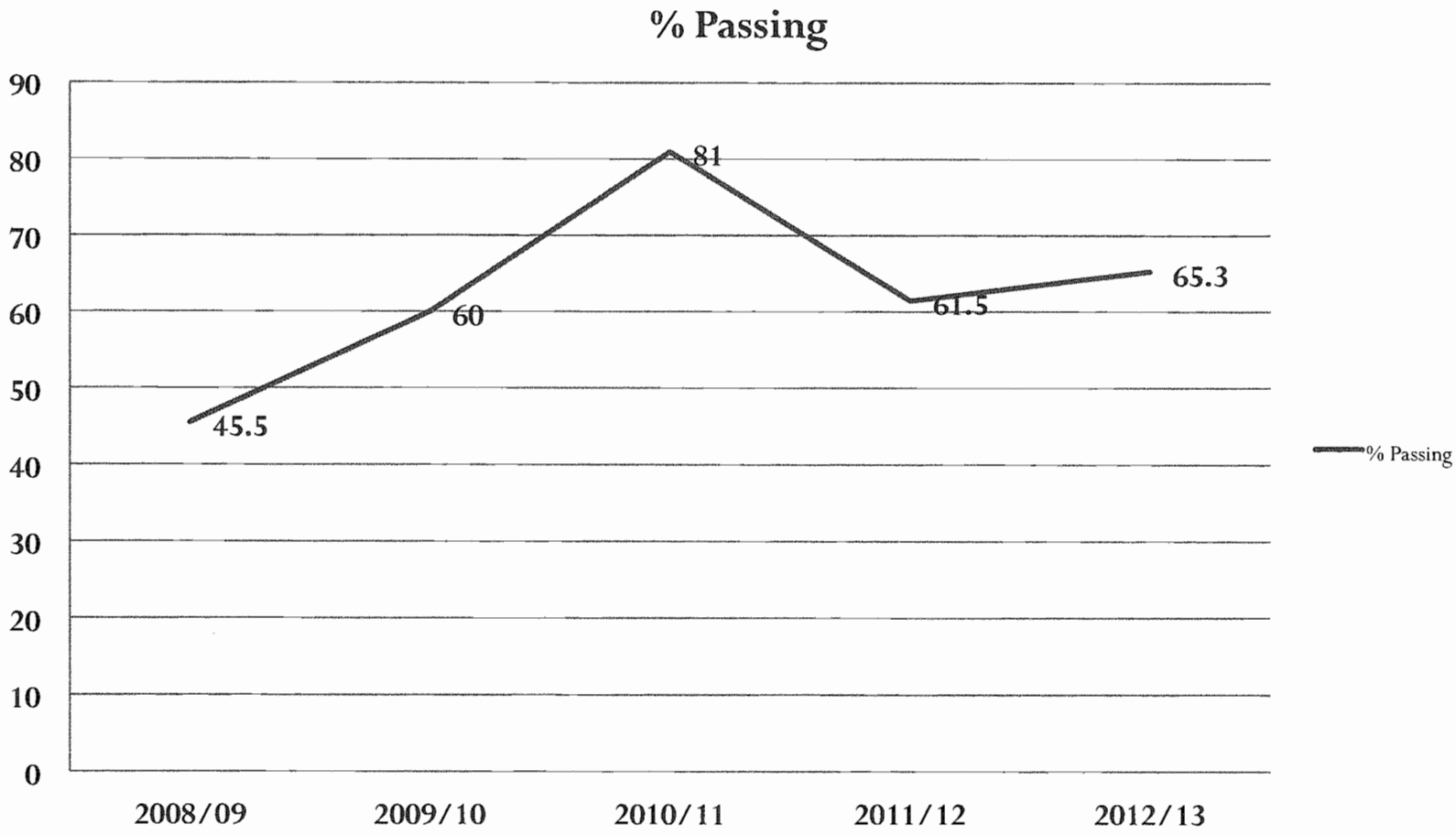
CLARKSDALE MUNICIPAL SCHOOL DISTRICT
Education of our Children: TOP PRIORITY!

8th Grade Mathematics

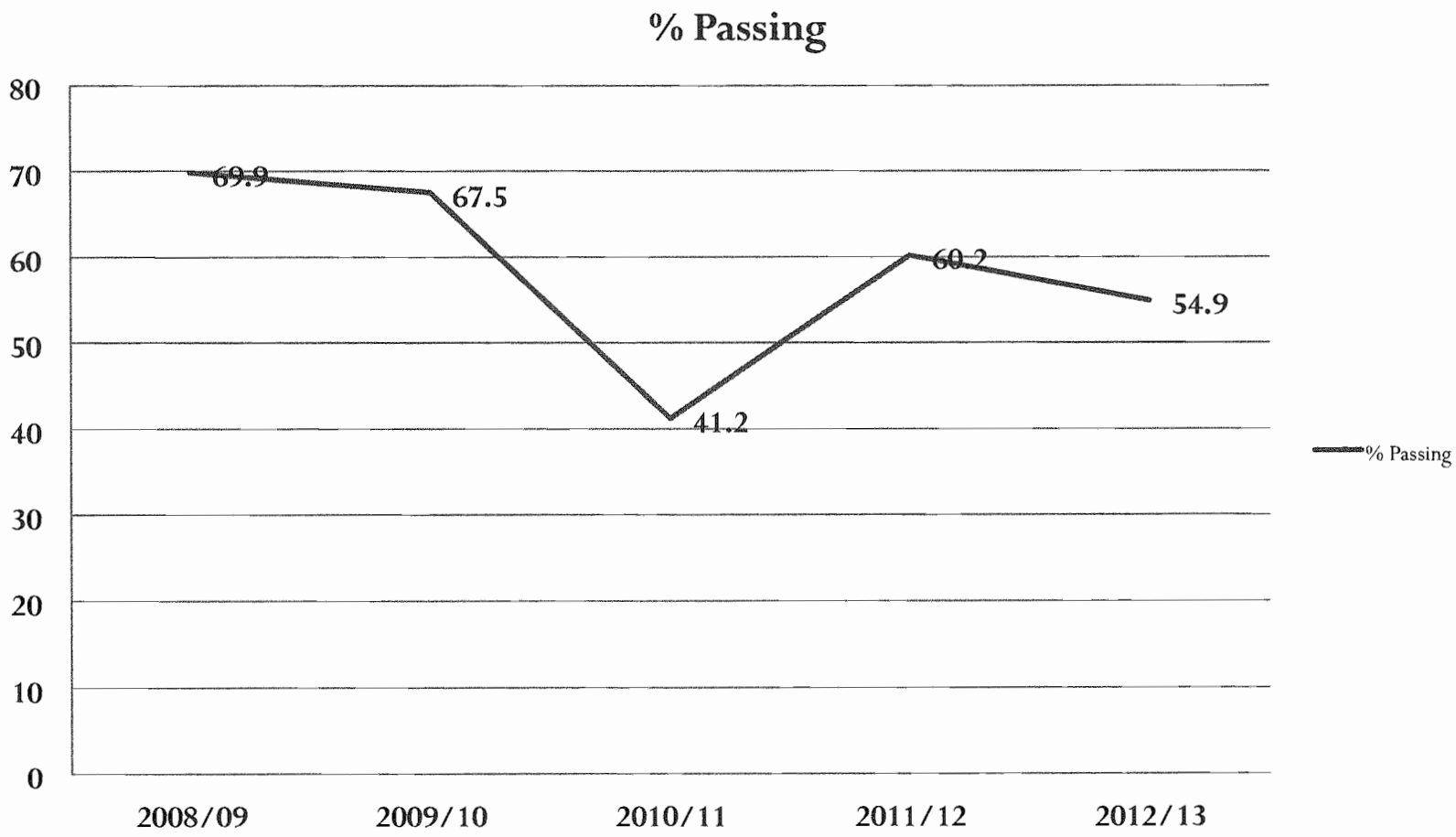


CLARKSDALE MUNICIPAL SCHOOL DISTRICT
Education of our Children: TOP PRIORITY!

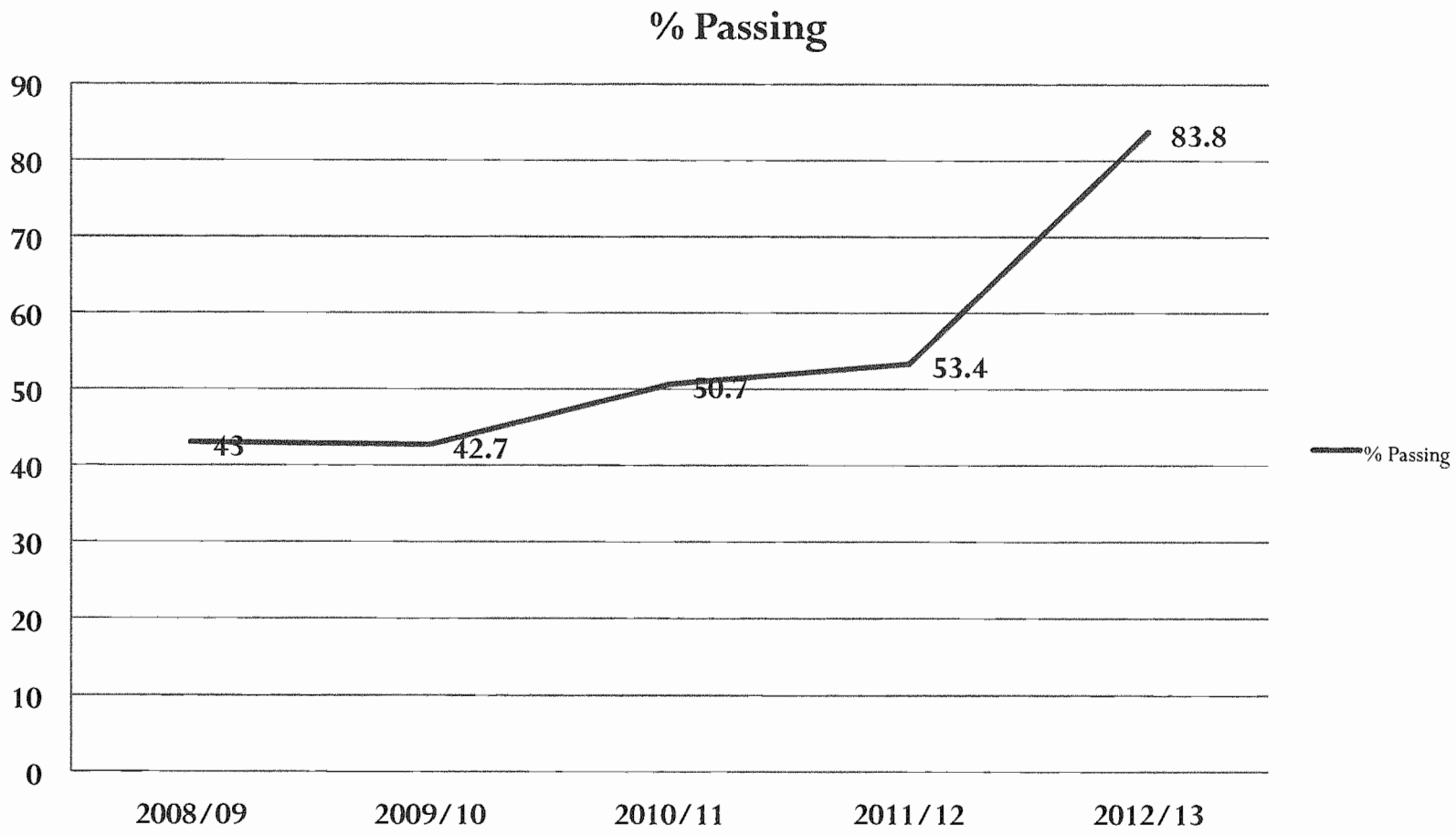
Algebra I


% Passing
90
80
70
60
50
40
30
20
10
0
45.5
60
81
61.5
65.3
2008/09
2009/10
2010/11
2011/12
2012/13
% Passing

Biology I


% Passing
80
70
60
50
40
30
20
10
0
69.9
67.5
41.2
60.2
54.9
2008/09
2009/10
2010/11
2011/12
2012/13
% Passing

English II


% Passing
90
80
70
60
50
40
30
20
10
0
43
42.7
50.7
53.4
83.8
2008/09
2009/10
2010/11
2011/12
2012/13
% Passing

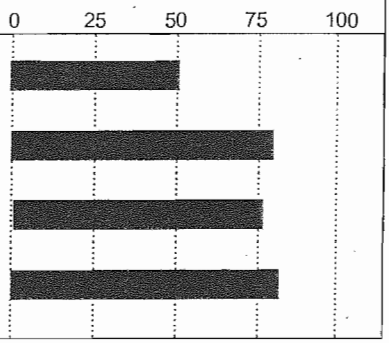
QDI Performance Report

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
District	103	111	115	(126)	136
CHS	104	107	129	(122)	125
HMS	88	93	110	118	135
OMS	117	122	124	111	122
BTW	93	103	114	119	133
GHO	93	121	107	126	123
HES	96	110	100	183	226
JWS	111	108	120	141	128
KES	108	123	130	138	131
MH4	116	130	122	167	171

FIRSTNAME's Performance in each Competency

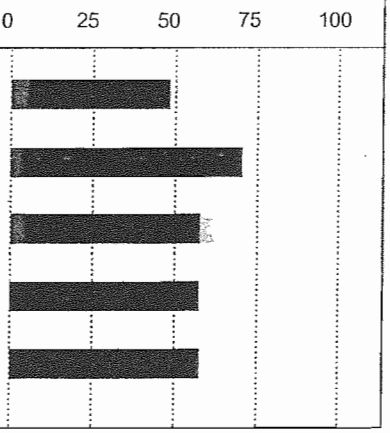
FIRSTNAME's Performance in Grade 3 Language Arts

Competency	Number Possible	Number Correct	Percent Correct
Vocabulary	8	4	50.0%
Reading	17	13	76.5%
Writing	12	19	75.0%
Grammar	13	10	76.90%



FIRSTNAME's Performance in Grade 3 Mathematics

Competency	Number Possible	Number Correct	Percent Correct
Number and Operations	17	8	47.0%
Algebra	7	5	71.4%
Geometry	7	4	57.1%
Measurement	7	4	57.1%
Data Analysis & Probability	7	4	57.1%



Where to find more information

For information regarding Performance Level Descriptors, the mathematics frameworks, the language arts frameworks, and to view more information for parents, visit http://www.mde.k12.ms.us/student-assessment.

Appendix 10

Free & Reduced Lunch Report

Organization Name: CLARKSDALE MUN SCH DIST

Organization #: **V0000718149**

Claim Period: **8/2013**

Program Year: **2014**

Of Days Operated: 15

Employees Full Time: 48

Employees Part Time: 0

Claim Generation:

System Date:

System Date: **9/10/2013**

Hours of Paid Labor: 4884

Free Children Appr.: 3030

Red. Children Appr.: 48

Enrollment: 3151

Status: Not Submitted

					Children			
SITES	**Days Operated**	**Free Children Approved**	**Reduced Children Approved**	**Enrollment**	**Free**	**Reduced**	**Paid**	**Totals**
BOOKER T. WASHINGTON ELEM.	15	267	2	277	3826	26	27	3879
CLARKSDALE HIGH SCHOOL	15	545	4	572	7699	44	43	7786
GEORGE OLIVER ELEM. SCHOOL	15	251	4	266	3567	50	29	3646
HEIDELBERG ELEMENTARY	15	286	5	298	4090	57	0	4147
HIGGINS MIDDLE SCHOOL	15	493	6	505	6734	72	50	6856
J. W. STAMPLEY ELEMENTARY	15	210	1	211	2799	10	0	2809
KIRKPATRICK ELEMENTARY	15	244	12	264	3496	159	32	3687
MYRTLE HALL # 4 ELEMENTARY	15	250	8	260	3659	85	14	3758
OAKHURST INTERMEDIATE SCHOOL	15	460	6	474	6586	85	64	6735
Thomas E. Shaw,Jr.,Sch of Exce	15	24	0	24	296	0	0	296
TOTALS	15	3030	48	3151	42752	588	259	43599

	Adult		Other
SITES	**Paid**	**In-Kind**	**Non-Reimbursable Meals**
BOOKER T. WASHINGTON ELEM.	44	77	0
CLARKSDALE HIGH SCHOOL	92	133	0
GEORGE OLIVER ELEM. SCHOOL	16	74	0
HEIDELBERG ELEMENTARY	35	74	0
HIGGINS MIDDLE SCHOOL	18	106	0
J. W. STAMPLEY ELEMENTARY	26	78	0
KIRKPATRICK ELEMENTARY	80	64	0

MYRTLE HALL # 4 ELEMENTARY	22	75	0
OAKHURST INTERMEDIATE SCHOOL	36	88	0
Thomas E. Shaw,Jr.,Sch of Exce	4	0	0
TOTALS	373	769	0

I understand that the information on this claim for reimbursement is being given in connection with the receipt of Federal funds and that deliberate misrepresentation may subject me to prosecution under applicable State and Federal criminal statutes. I certify that this claim is true and correct to the best of my knowledge and belief, that records are available to support this claim, that programs are operated in accordance with the terms of the existing agreement and that payment has not been received.

Print Calc Totals Save NSLP Claim

Partnerships

Appendix # Building Capacity
~~Email from Dianne Thomas~~

Dianne H. Thomas

Sep 10 (4 days ago)

to
me

Dot,

I have attached the program of study that we are currently using. Your assistants should try to have completed the first two years before they enter. I do want to note that there will be changes coming soon but it is expected that teacher candidates who have already had classes will not be expected to take others. For example, if they have had sociology 101 they will not have to take political science 103 which will be the new adopted social science course in the next year. Also, music 320 (music for children) will soon be off our program of study and in its place candidates will take math 231 (geometry for children).

Our department has hired a consultant to look at our program of study and we are expecting some changes. We don't know what those are at this point. However, the state has mandated some changes that we have no control over. Those are that teacher candidates must score at least a 21 on the ACT and must have a 3.0 general education GPA. For your assistants who don't meet these requirements, I suggest that they work on them before applying at DSU.They can retake the ACT if they need to do so and they can retake gen ed courses to get higher grades, if they need to do so. Be sure they understand that this is NOT just a DSU requirement, but one the state department is mandating.

We are working on several concepts at the moment. One of those is a 3 year class program and a one year internship. THIS IS NOT SET AT THIS POINT IN TIME. However, if we can work this out, it would be perfect for teacher assistants. As you know, getting policy changed takes time and effort and we are just in the brainstorming stage. The 3 year class idea may never go any further. So, the best thing for your assistants to do is work toward the standard that is now set. To have classes make in Clarksdale, we would need to have a minimum of 10 people in the class. Of course, assistants from surrounding areas would also be able to attend. If we get a good commitment from 10 or more assistants, I will fight to help you get a program in Clarksdale. It would be good if it was a firm commitment from about 15 folks because we don't want the program to die out if one or two people drop out. One way to build this is to have them apply for admittance to DSU. I think we should shoot for fall 2014 for this as it may take them some time to get everything in order.

If you have questions, send those to me and I will find the answers for you.
Dianne

Dianne H. Thomas, Ed.D.
Associate Professor
College of Education and Human Sciences
Division of Teacher Education, Leadership, and Research
Box 3112 (Office 387 Ewing Building)
Cleveland, MS 38733
662.846.4385

A



About ASPIRE

People desire an education for a number of reasons. Single parents are no different, but with the pressures of parenting and the responsibilities that come with being head of household, achieving it can be difficult. ASPIRE establishes affiliates nationally who provide scholarships, mentoring and encouragement to low income single parents.

To qualify an applicant must:

- Meet residential requirements;
- Have a High School diploma or GED;
- Be a single head of household with sole custody of child(ren) under the age of 21.
- Not be co-habiting with former spouse, or current partner or spouse;
- Be at or near the poverty level;
- Be a current applicant/recipient of Pell Grant;
- Be pursuing a career-oriented study.

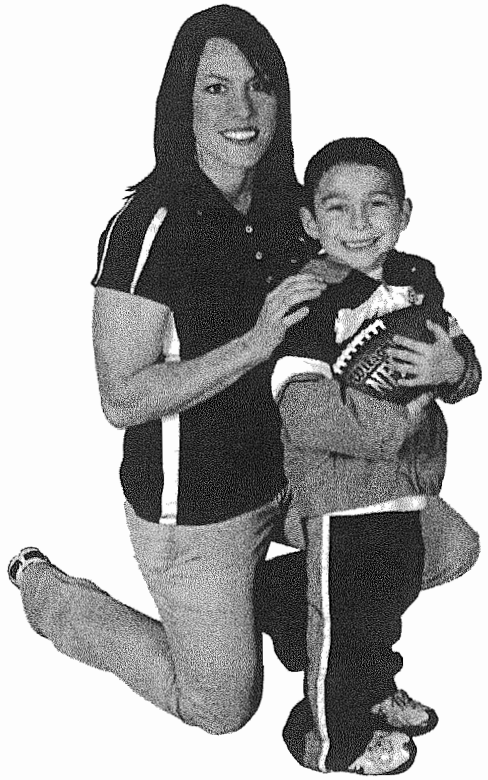
NOTE: Applicants cannot already have earned an undergraduate degree.

aspire®
assisting single parents in realizing education

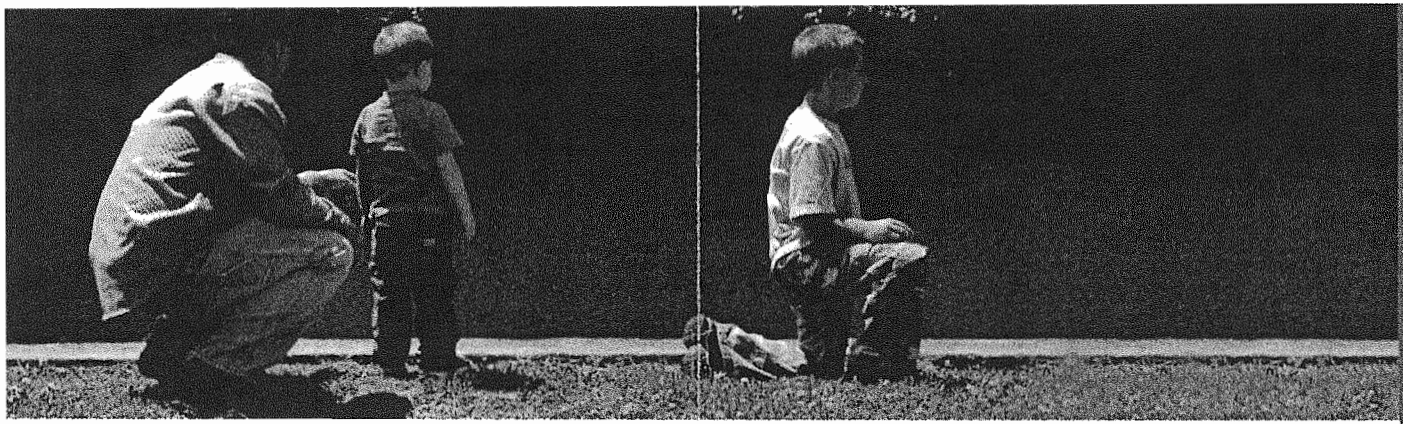
www.aspireus.org
479.973.0800
20 E. Center Street
Fayetteville, AR USA 72701

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aspire®
assisting single parents in realizing education



Scholarship Program



A brighter life. A brighter future. A legacy to be proud of.

Community Impact

Our goals are to:

- Decrease the number of single-parent households that rely on state or federal assistance;
- Increase the number of qualified applicants for technical, medical, professional, and other positions requiring post-secondary education;
- Impact generations of Americans by breaking the cycle of poverty for many who would otherwise have no means of attaining higher education.

Student Profile

A typical recipient is an underskilled, under educated, and low-income single mother in her twenties to mid-thirties with young children. The scholarship provides financial and emotional support, life skills and self-improvement workshops, referrals to other community services, increased self-esteem, and independence.

Scholarship Need

National Stastics:

- *1 in 2 American children will live in a single parent family at some point in childhood*
- *71% of children of single mothers live in low-income families*
- *Single mother families have the highest rate of poverty across all demographic groups*
- *Almost 60 percent of all children in poverty—live in single parent families*
- *Every 32 seconds a baby is born into poverty.*

ASPIRE Stastics:

- *56% are the first in their family to go to college*
- *75% receive government assistance.*
- *$7 a day- average child support received*
- *50% of children are between 7 – 18*

> *"Thanks to ASPIRE, I am the first in my family to receive a college education. The scholarship has lightened my financial burden and allowed me to focus on school and being a good Mom."*
>
> **- Nalini C.**

Student Information

Apply online at: www.aspireus.org

Tell us about your:

- Educational goals
- Financial resources
- Living expenses

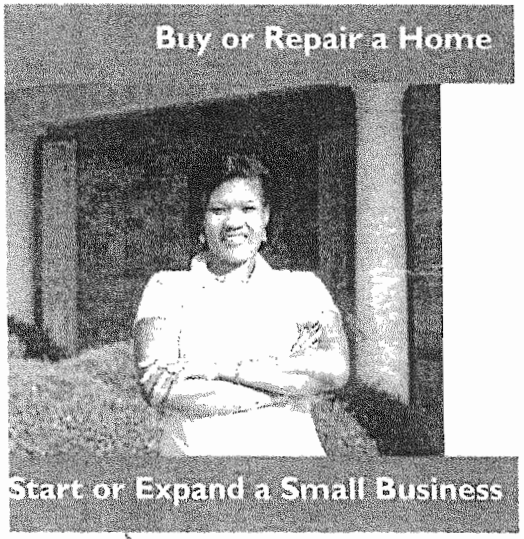
You will also have to provide:

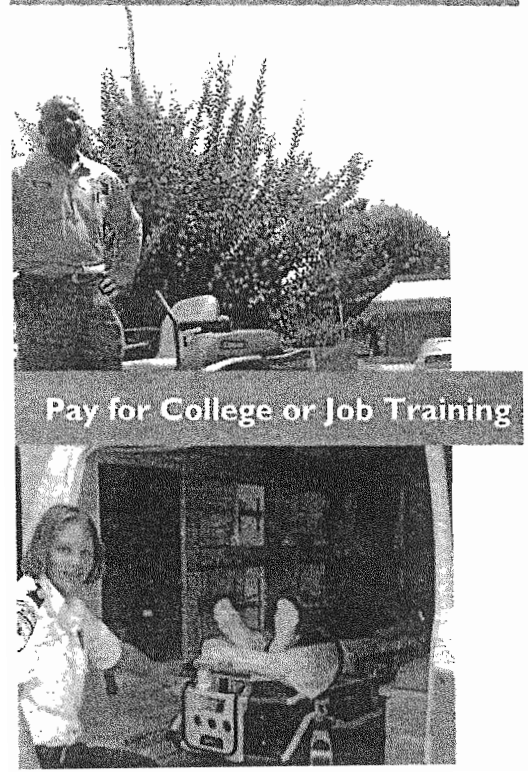
- High school diploma, GED or transcript of any completed college courses;
- Pell acceptance letter;
- Three letters of reference;
- Proof of income;
- Personal Goal statement.

Scholarship Utilization

Scholarships may be used for tuition, books, utility bills, car maintenance, childcare, or any other financial need that contributes to the recipient's success in school.

YOU CAN...





ON THE WEB

at SouthernPartners.org

VISIT US

Clarksdale
Carla Ross
carla.ross@southernpartners.org
662.624.5776 ext. 22
875 South State St.
Clarksdale, MS 38614

Helena-West Helena
Mindy Maupin
mindy.maupin@southernpartners.org
870.816.1104
502 Cherry St.
Helena, AR 72342

Matched Savings Accounts

It *does* pay to dream.

Earn $3 for every $1 you save.

Buying a home
Starting a business
Going to school
Living your dream.

It starts here.

Southern Bancorp Community Partners

WHAT IS THIS?

Matched savings accounts, also known as Individual Development Accounts (IDAs), are savings accounts that help you with home ownership, help pay for school or training, or even help start a new business.

They work by rewarding customers who save for a specific goal with a "match" of $3 for every $1 saved, and an account can be started for as little as $20.

ERE'S HOW IT WORKS.

If each month you save:	$20	$111.11
For this amount of time:	34 mos.	6 mos.
You would save:	$680	$666.67
Now add Southern's $3 for $1 Match:	$2,000	$2,000
And you've reached your goal!	**$2,680**	**$2,666.67**

WHO CAN QUALIFY?

Of course, matched savings accounts aren't just for anyone. There are some requirements to qualify. So you'll need the answers to a few questions.

1. Do you meet the income guide lines for the program?
2. Are you willing to attend an In formation Meeting near you to learn more?
3. Do you meet the asset limit requirements?
4. **Are you ready to make a positive change in your life?**



HOW DO I LEARN MORE?

The first step toward a better fu starts by attending one of th meetings.* There's no obligation, a brighter future for you and y family.

Clarksdale, Miss: 5:30p.m.
Workforce Center
510 Sunbelt Dr.

January 24	May 23	Septembe
February 21	June 19	October 1
March 21	July 18	Novembe
April 18	August 15	

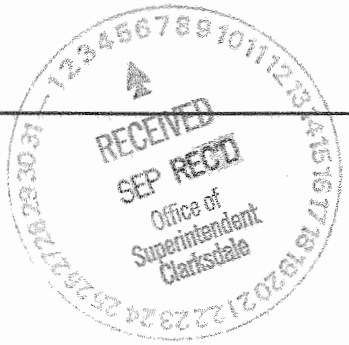
Helena-West Helena, Ark: 5:30p.m
Asset Builders
502 Cherry St.

January 10	May 9	Septembe
February 21	June 6	October 1
March 7	July 11	Novembe
April 4	August 8	

*Meetings last approx. one hour.

City of Clarksdale

City Hall
121 Sunflower Avenue
Post Office Box 940
Clarksdale, Mississippi 38614
Facsimile (662) 621-8130



Bill Luckett
Mayor
Telephone (662) 621-8164

Curtis D. Boschert
City Attorney
Telephone (662) 621-8137

Cathy Clark
City Clerk
Telephone (662) 621-8136

August 28, 2013

Mr. Dennis Dupree
P.O. Box 1088
Clarksdale, MS 38614

Mr. Dupree:

I invite you to attend an exciting informational meeting which holds great promise for the future of Clarksdale. The meeting will be held at the Cutrer Mansion, 109 Clark Street, on Tuesday, September 10 at the Coahoma County Higher Education Center at 5:30 PM. The meeting should last about an hour.

The purpose of this meeting is to hear about the William Winter Institute's Community Resources Program and to see if this is something we would like to take part in as a community. The program is designed so that individuals, organizations and communities seeking sustainable change can learn how to deal with conflicts constructively, improve their neighborhoods, reduce crime, and open up new economic possibilities. I have specifically cited you as someone who would be very valuable to this select group and to the growth and development of our community.

Please join us on Tuesday, September 10 to hear about the William Winter Institute's Community Resources Program. The program is being offered here in Clarksdale as a joint initiative between the Coahoma County Higher Education Center and the City of Clarksdale. Please contact Jen Waller at jwaller@deltastate.edu or 662-645-3555, to let her know if you plan to attend.

I hope to see you on Tuesday, September 10 at 5:30 p.m. at the Coahoma County Higher Education Center.

Sincerely,

Bill Luckett
Mayor of Clarksdale

Commissioner
Ward 1
Bo Plunk

Commissioner
Ward 2
Ken Murphey

Commissioner
Ward 3
Buster Moton

Commissioner
Ward 4
Edward Seals

APPENDIX ITEM:
Teacher Incentive Plan

Teacher Incentive Package

II.

Category	Strand I Campus Progress Award	Strand II Teacher Progress Award Meets AYP	Strand III Campus Improvement & Achievement Awards				Attendance Award	Maximum Award
			Part A Campus *Improvement* Award Growth – Meets AYP	Part B Campus *Achievement* Award Growth	Part C Campus Writing Achievement Award Writing Teachers			
					Grades 4 & 7 Writing Assessment	Other Instructional Staff		
Core Teachers Early Childhood – Grade 2	$1000	$2500	$1000	$400		$300	$500	$5,700
Core Teachers Grades 3-8 Reading/Math/ Science/Social Studies	$1000	$5000	$1000	$400	$500 *Grades 4 & 7 only*	$300	$500	$8,600 Grades 4 & 7 $8,400 Other core teachers
Special Education Teachers	$1000	$2500	$1000	$400		$200	$500	$5,600
Non-Core Teachers	$1000	$2500	$1000	$400		$200	$500	$5,600
Instructional Support Staff	$750	$500	$500	$200		n/a	$500	$2,500
Teaching Assistants	$750	$500	$500	$200		n/a	$500	$2,500
Operational Support Staff	$500	$500	$500	$200		n/a	$500	$2,200

Clarksdale Plan

TIF PBCS Model - Maximum Amt.	School Level Incentive	School Level Achievement	3rd Grade Achievement	3rd Grade Achievement Class Level - Math	3rd Grade Achievement Class Level - Lauguage	Math Class Level Growth	English Class Level Growth	Science Class Level Growth	Math Subject Area	English Subject Area	Science Subject Area	Grade Level Incentive	Team work Incentive	Total Maximum Incentive
Pre-Kindergarten	500	200	900											1,600
Kindergarten	500	200	900											1,600
1st Grade	500	200	900											1,600
2nd Grade	500	200	900											1,600
3rd Grade	500	200		900	900				200	200	200	400		3,500
4th Grade Regular Ed Self Contained	500	200				900	900		200	200	200	400		3,500
5th Grade Regular Ed Self Contained	500	200				900	900	300	200	200	200	400		3,800
6th Grade Regular Ed Self Contained	500	200				900	900		200	200	200	400		3,500
4th Grade Math	500	200				1,500			500			400		3,100
4th Grade English/Language	500	200					1,500			500		400		3,100
4th Grade Science	500	200									500	400		1,600
4th Grade Non-Assessed	500	200										400	500	1,600
5th Grade Math	500	200				1,500			500			400		3,100
5th Grade English/Language	500	200					1,500			500		400		3,100
5th Grade Science	500	200						1,500			500	400		3,100
5th Grade Non-Assessed	500	200										400	500	1,600
6th Grade Math	500	200				1,500			500			400		3,100
6th Grade English/Language	500	200					1,500			500		400		3,100
6th Grade Science	500	200									500	400		1,600
6th Grade Non-Assessed	500	200										400	500	1,600
7th Grade Math	500	200				1,500			500			400		3,100
7th Grade English/Language	500	200					1,500			500		400		3,100
7th Grade Science	500	200									500	400		1,600
7th Grade Non-Assessed Core	500	200										400	500	1,600
8th Grade Math	500	200				1,500			500			400		3,100
8th Grade English/Language	500	200					1,500			500		400		3,100
8th Grade Science	500	200						1,500			500	400		3,100
8th Grade Non-Assessed Core	500	200										400	500	1,600
Spec. Ed. With Growth Data	500	200				500	500						500	2,200
Spec. Ed. Without Growth Data	500	200											500	1,200
Non-Core Instructional	500	200											500	1,200
Non-Instructional Licensed	500	200											500	1,200
Principal	2,200	800												3,000
Assistant Principal / Master Teacher	1,500	500												2,000
Non-Licensed Instructional	500	200												700

Appendix Item 13 – Letter from Mississippi Center for Public Policy – (Page 73, Narrative)

Mississippi Center for Public Policy

Limited Government • Free Markets • Strong Traditional Families



Valarie Davis
Myrtle Hall IV Elementary
700 Fifth Street
Clarksdale, MS 38614

October 17, 2012

Dear Mrs. Davis,

Congratulations! Your school has been named an "Exceed School" by our organization. This award recognizes the top twenty highest-scoring public schools in Mississippi with poverty rates above 90%. Myrtle Hall IV Elementary earned a QDI of 167 this year, which was 14th place on our list.

I want to recognize you and Myrtle Hall IV Elementary's staff for your hard work helping students from low-income families achieve at high levels. Myrtle Hall IV Elementary is a model for what Mississippi's public schools can do to help close the achievement gap. I believe other schools serving low-income students can learn from your example.

Enclosed in this envelope, please find a certificate recognizing your achievement. We have sent a press release to the *Clarksdale Press Register* announcing your award, and a copy of this letter has been sent to your district's superintendent. The full list of Exceed Schools is available on our website at www.mspolicy.org.

Congratulations on your award and best wishes for a great school year!

Sincerely,

Forest Thigpen
President

CC: Superintendent Dennis Dupree, Sr.

Appendix 6-ESEA Annual Measurable Objective Report (Page 41, Narrative)

Federal Differentiated Accountability Quality of Distribution Index (QDI) Results
School Year 2012-2013
Clarksdale Results

	Overall QDI	Top 25 Percentile (High)	Bottom 25 Percentile (Low)	Gap
Booker T. Washington	133	216	17	199
George H. Oliver	123	213	15	198
Heidelberg	226	267	78	189
J.W. Stampley	128	225	46	179
Kirkpatrick	131	221	37	184
Myrtle Hall IV	171	234	71	163
Oakhurst	122	210	18	192
W.A. Higgins	135	210	14	196
Clarksdale High School	125	210	23	187

Mississippi Department of Education Office of Accreditation and Accountability

Proposed Recommendations for the 2012-2013 Mississippi Statewide Accountability System

The Accountability Task Force is proposing that the following be applied to the state component of the statewide accountability system for the 2012-2013 school year:

1) All Schools/Districts:

The use of A, B, C, D, and F will replace the use of Star, High Performing, Successful, Academic Watch, Low Performing, At-Risk of Failing, and Failing.

2) Schools/Districts without a 12th grade:

Apply the QDI cut points from the previous years.

QDI Cut Points	Does Not Meet Growth	Meets Growth
200-300	B	A
166-199	C	B
133-165	D	C
100-132	F	D
0-99	F	F

Growth will continue to be applied as in previous years.

3) Schools/Districts with a 12th grade:

The use of the High School Completion Index (HSCI) will be discontinued.

Growth will be calculated using the same formulas as in the 2011-2012 school year but applied as listed in the table below.

The school/district 4-year graduation rate will be converted into a point value then added to the school/district QDI for a new High School Value and applied as follows:

Example: A high school with a QDI of 205 and a 4-year graduation rate of 75% (75 points) would have a High School Value of 280. If the school does not meet Growth, it is a "B" school. If the school does meet Growth, the school is an "A" school.

High School Value

(QDI + Grad Rate)

280 – 400 B A

246 – 279 C B

213 – 245 D C

180 – 212 F D

0 – 179 F F

Does Not Meet Growth Meets Growth

4) Science 5/8 and U.S. History

In keeping with the current accountability standards and state board policies, Grades 5 and 8 Science and U.S .History will be included in the achievement component.

Appendix 16

Professional Development Calendar 2013/14

Clarksdale High School

PROFESSIONAL DEVELOPMENT CALENDAR

2013-2014

DATE	TIME	TITLE	AUDIENCE	PRESENTERS	LOCATION	DESCRIPTION
July 13, 2013	8:30 a.m. – 12:00 p.m.	New Teacher Orientation (i-TEACH Mentoring Program)	New Teachers/ Mentors	Dr. Sherry Shepard and CHS Administrative Staff	CHS	To Introduce new teacher to CHS and build relationships with mentors
July 18- 20, 2013	8:30 a.m.-3:30 p.m.	Sustainability Workshop	Site Based Leadership Team, PLC Leaders, Parents, Admin. Team	Dr. Kemp, Mr. Scott, Linda Reeves, MDE, Academic Coaches, Parent Advisory Committee President	Whispering Woods Resort, Olive Branch MS	To evaluate the sustainable practices at CHS.
Jul 24-26, 2013	8:30 a.m.-3:30 p.m.	CHS Teacher Academy	All Staff	Academic Coaches, Admin. Team	CHS	To address areas noted from the Teachers' PD Needs Assessment
August 7-9, 2013	8:30 a.m.- 3:30 p.m.	Sustaining a positive Culture of CHS	All Staff	Academic Coaches, Admin. Team	CHS	Sustaining Professional Relationships with Students and Staff
August , 2013	8:00 a.m.-4:00 p.m. (during planning periods)	Student Engagement	All Staff	Academic Coaches/Interventionist	CHS	Proven Strategies for Active Student Engagement
August, 2013	4:00 p.m.-5:30 p.m.	PLC at Work	All Staff	PLC Leaders	CHS	Goal Setting for PLC's
August, 2013	4:00 p.m.-5:30 p.m.	iTEACH Mentoring Program	New Teachers and Mentors	Mentors, Academic Coachers and Admin.	CHS	Community Relationship Building
September, 2013	1:30 p.m.-4:00 p.m.	M-STAR	All Staff	Dr. Kemp, Mr. Scott,	CHS	Train staff on the new teacher evaluation document
September, 2013	8:00 a.m.-4:00 p.m. (during planning periods)	Technology Integration	All Staff	Mr. Timothy Lee	CHS	Integrating Technology it Improve Instruction
September, 2013	8:00 a.m.-4:00 p.m. (during planning periods)	Effective Ways to Involve Parents	All Teachers	Mrs. Oberlin Marshall	CHS	Increase teacher/parent communication
September, 2013	4:00 p.m.-5:30 p.m.	iTEACH Mentoring Program	New Teachers and Mentors	Mentors, Academic Coachers and Admin.	CHS	Proven Strategies for Effective Classroom Management
September 11, 2013	9:00-10:30	District Test Coordinators' Training	Test Coordinators	Pearline M. Newell	Central Office	

September 11, 2013	1:15-3:30	MSTAR Follow Up	Teachers	Susanne Walton	KNS	
September 11th, 2013	1:15-3:30	Check Your Steps	Teachers	Sharon Montgomery	GHO	Teachers will work on RTI Folders
September 11, 2013	1:15-3:30	Research based Instructional Strategies	Instructional Staff	Mary Bush	JWS	Training will offer teachers information on how to access and utilize research-based intervention and practices effectively in the classroom in order to improve student outcomes.
September 11, 2013	1:15-3:30	Trainers of Teacher for M-STAR	Teachers	Lois Kappler	HMS Multi-Purpose Rm.	
September 11, 2013	1:15-3:30	Financial Literacy	Assistant Teachers	Dr. Dorothy Prestwich, Jen Waller, Southern Partners, & Dr. Dianne Thomas	CHS/Fine Arts Rm.	Financial Literacy
September 11, 2013	1:15-3:30	MSTAR Training	Teachers	Jennifer Lutts/Crystal Shepherd	HES Math Lab	Deconstruct or unpack M-STAR Standards 1-16
September 11, 2013	1:15-3:30	Data management	Teachers	Valencia Rhodes	OMS	Setting Goals
September 11, 2013	1:15-3:30	RTI Planning	Teachers	Courtney Van Cleve	BTW Resource Rm.	Teachers will plan and revise Intervention for Tier 2 & Tier 3 students.
September, 11, 2013	1:15-3:30	M-STAR/PLC	Teachers	Edwin Robinson	WA Higgins Band Hall	Plan Learning Communities to analyze M-Star.
September 11, 2013	1:15-3:30	Effective Mentoring	Teachers	Dr. Valerie Davis/ Mrs. Johnson	MH4 Resource Rm.	Unpacking the Standards during Curriculum Mapping
September 11, 2013	1:15-3:30	Sustaining New Teachers Through Training	New Teachers	NEA/MAE	Central Office	Classroom Management
September 11, 2013	1:15-3:30	Lunchbox software Training	Food Service	Larry Kinard/Lunchbox	Central Office	To give training on utilizing the Lunchbox software in the cafeteria.
October, 2013	4:00 p.m.-5:30 p.m.	Data Analysis	All Teachers	Data Coach/Dr. Kemp	CHS	Discussion of 1st 9wk Progress Monitoring Data
October , 2013	8:00 a.m.-4:00 p.m. (during planning periods)	Instructional Strategies	All Teachers	Interventionist	CHS	Meeting the Needs of All Students
October, 2013	4:00 p.m.-5:30 p.m.	iTEACH Mentoring Program	New Teachers and Mentors	Mentors, Academic Coachers and Admin.	CHS	Effective Lesson Planning
November, 2013	8:00 a.m.-4:00 p.m. (during planning periods)	Cooperative Learning/Differentiated Instruction	All Teachers	Academic Coaches	CHS	Creative Ways to Connect and Support Student Learning
November, 2013	8:00 a.m.-4:00 p.m. (during planning periods)	Mastering Instructional Strategies	All Teachers	Interventionist	CHS	Effective Strategies to Increase Student Achievement

November, 2013	4:00 p.m.-5:30 p.m.	iTEACH Mentoring Program	New Teachers and Mentors	Mentors, Academic Coachers and Admin.	CHS	Co-Teaching at Ease
December, 2013	8:00 a.m.-4:00 p.m. (during planning periods)	Data Coaching	All Teachers	Data Coach	CHS	Analyzing Data
December, 2013	8:00 a.m.-4:00 p.m. (during planning periods)	Pacing Guide Updates	All Teachers	PLC	CHS	Ensure teachers are on track
December, 2013	8:00 a.m.-4:00 p.m.	Cambridge Training	10th Grade Core Teachers	Cambridge International	TBD	Cambridge Curriculum Training
December, 2013	4:00 p.m.-5:30 p.m.	iTEACH Mentoring Program	New Teachers and Mentors	Mentors, Academic Coachers and Admin.	CHS	1st Semester Follow up
January, 2014	8:00 a.m.-4:00 p.m. (during planning periods)	Technology Integration	All Teachers	Technology Facilitator	CHS	Integrating Technology it Improve Instruction
January, 2014	8:00 a.m.-4:00 p.m. (during planning periods)	M-STAR	All Staff	Dr. Kemp, Mr. Scott, Mr. Smith	CHS	Follow up training on the new teacher evaluation document
January, 2014	4:00 p.m.-5:30 p.m.	iTEACH Mentoring Program	New Teachers and Mentors	Mentors, Academic Coachers and Admin.	CHS	M-STAR
January, 2014	4:00 p.m.-5:30 p.m.	Data Analysis	All Teachers	Data Coach	CHS	Discussion of 2nd 9wk Progress Monitoring Data Analyzing Data
February, 2014	4:00 p.m.-5:30 p.m.	iTEACH Mentoring Program	New Teachers and Mentors	Mentors, Academic Coachers and Admin.	CHS	Technology Integration
February, 2014	4:00 p.m.-5:30 p.m.	Graduation Seminar/College Goal Sunday	All Staff	Counselors/Graduation Coach	CHS	Creating a College Going Culture
March, 2014	8:00 a.m.-4:00 p.m. (during planning periods)	Pacing Guide Updates	All Teachers	PLC	CHS	Ensure teachers are on track
March, 2014	8:00 a.m.-4:00 p.m. (during planning periods)	Data Analysis	SATP Teachers	Data Coach	CHS	Analyzing Data
March, 2014	4:00 p.m.-5:30 p.m.	iTEACH Mentoring Program	New Teachers and Mentors	Mentors, Academic Coachers and Admin.	CHS	Differentiated Instruction
April , 2014	4:00 p.m.-5:30 p.m.	Stress Management	All Teachers	TBD	CHS	Developing a Healthy Person

April, 2014	4:00 p.m.-5:30 p.m.	Data Analysis	All Teachers	Data Coach	CHS	Discussion of 3rd 9wk Progress Monitoring Data Analyzing Data
April, 2014	4:00 p.m.-5:30 p.m.	iTEACH Mentoring Program	New Teachers and Mentors	Mentors, Academic Coachers and Admin.	CHS	End of Year Follow up
April, 2014	8:00 a.m.-4:00 p.m.	Cambridge Training	10th Grade Core Teachers	Cambridge International	TBD	Cambridge Curriculum Training
May, 2014	4:00 p.m.-5:30 p.m.	School wide Planning Process	All Teachers	Site Based Leadership Team	CHS	Planning for Success for the 2014-2015 School Year
June, 2014	8:00 a.m.-4:00 p.m.	Cambridge Training	10th Grade Core Teachers	Cambridge International	TBD	Cambridge Curriculum Training

Dates and times are subject to change.

Appendix 17

Budget Workshop PowerPoint

Clarksdale Municipal School District

Budget Workshop

Wednesday, June 20, 2013

4:00

District Maintenance Fund

- Major sources of revenue
  - MAEP: $13,746,518
  - Advalorem: $3,873,760 (up by $429,970 due to an increase in the assessed valuation)
- Major expenditure: Personnel (72%)

District Maintenance Fund

How does this compare to past years?

	2011	2012	2013*	2014
MAEP Received	$14,294,631.00	$15,569,291.00	$14,780,676.00	$13,746,518.00
Advalorem Rec'd	$ 3,259,604.00	$ 3,361,825.00	$ 3,443,790.00	$ 3,873,760.00
Personnel %	69%	71%	71%	72%

* Figures are not final because year has not closed

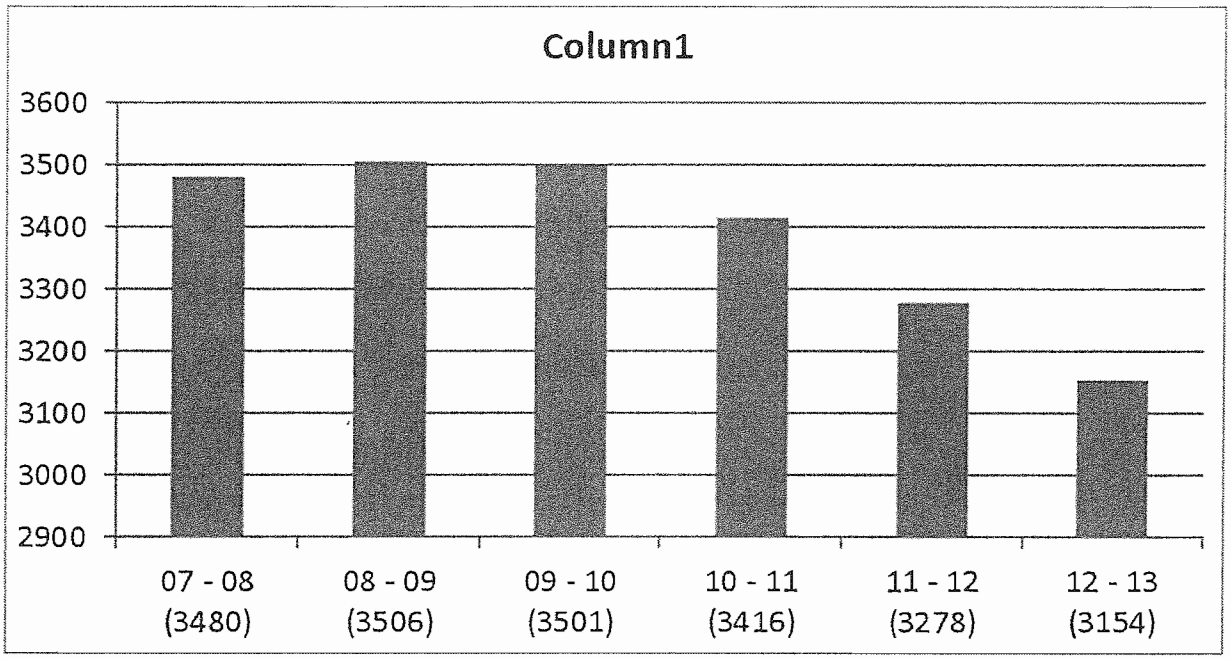
Major Points

- The largest expenditure of the District Maintenance Fund is personnel.
- Mr. Dupree, principals, and members of the Leadership Team have worked diligently in working with enrollment figures and filling only those vacancies that are absolutely necessary

Major Points

- In some instances, teachers will be "shared" between schools in order to save the district on personnel (i.e. art, strings, keyboarding, dance) (Savings of $180,500)
- MAEP decreased due to a decrease in enrollment (see next slide), although the legislative bill included an increase in MAEP in order to cover the PERS increase from 14.26% to 15.75%

Enrollment Figures



Status of Budget as of June 20, 2013

- Revenues collected: $16,817,623.00
- Expenditures paid: $17,405.173.00
- All things remaining constant, the district's fund balance should decrease by approximately $1,400,000 to $1,500,000. Actual figures will be provided when the fiscal year is closed out (Deadline to have fiscal year closed is October 15, 2013)
- For FY 2013 we anticipated dipping into fund balance in the amount of $1,697,494.55

Fund Balance Policy

Based on the Fund Balance Policy that we were required to adopt, we stated that we would maintain a fund balance equal to 7% of the General Fund revenues.

The General Fund revenues total in the FY 2014 budget is $18,063,803. Seven percent of this amount equals $1,264,466. Our fund balance is projected to be $1,433,657 at June 30, 2014 so we are in compliance.

Past Years' Fund Balance Activity

- In FY 2011 it was budgeted that expenditures would exceed revenues (decrease in fund balance) by $1,194,283.00. However, when the fiscal year was actually closed, expenditures only exceeded revenues by $432,786.00
- In FY 2012, it was budgeted that revenues would exceed expenditures (increase in fund balance) by $1,523.00. However, when the fiscal year was actually closed, revenues exceeded expenditures by $219,631.00

Special Revenue Funds

- Total Revenues: $8,366,257
- Total Expenditures: $8,512,681
- Revenues consist of Food Service (35%), Title Funds (33%), SIG Funds (15%), Federal SPED Funds (9%), Other (8%)
- The majority of these funds come from federally funded grants/projects

Debt Service Funds

- District has three pieces of debt. Two are paid with funds received from tax levies. The other one is paid with MAEP funds.
- Total revenue to be received in total for debt is $1,507,206. Total funds to be expended for debt is $1,235,760. The excess of revenue over expenditures totals $271,446 and is caused by the timing of collection and payment and will be used in the future toward debt payment.

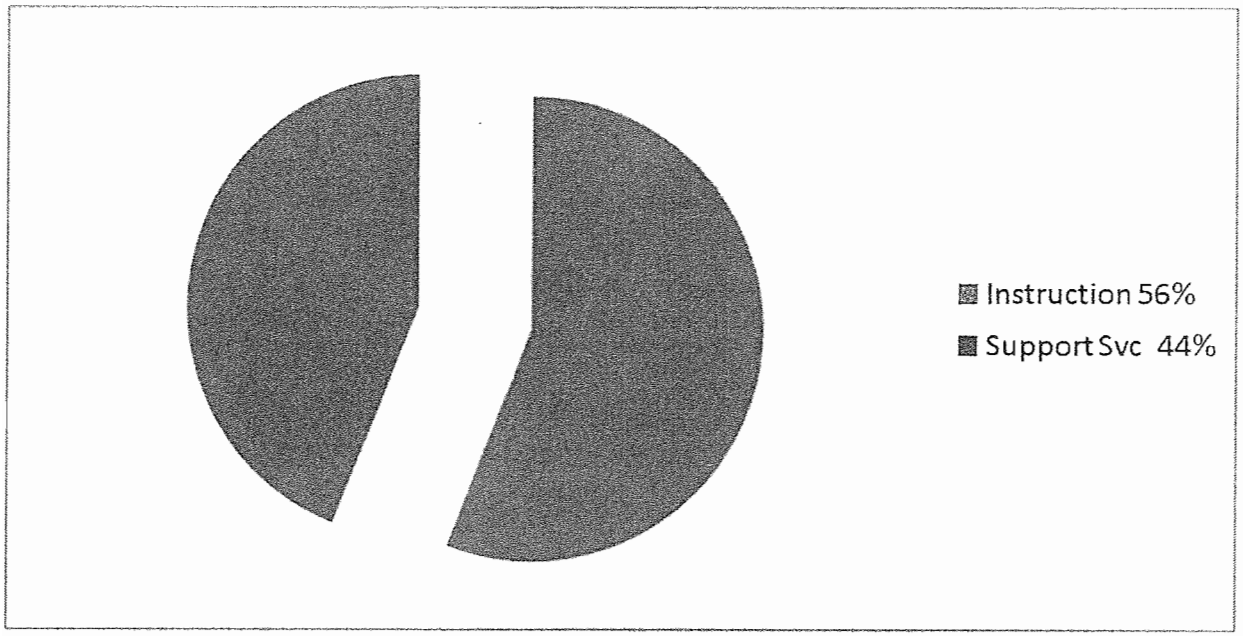
Sources of Revenue

- Federal funds make up 31% of the total budgeted revenues (i.e. Title I, Title II, SIG)
- State funds make up 52% of the total budgeted revenues (i.e. MAEP)
- Local funds make up 17% of the total budgeted revenue (i.e. Advalorem taxes)

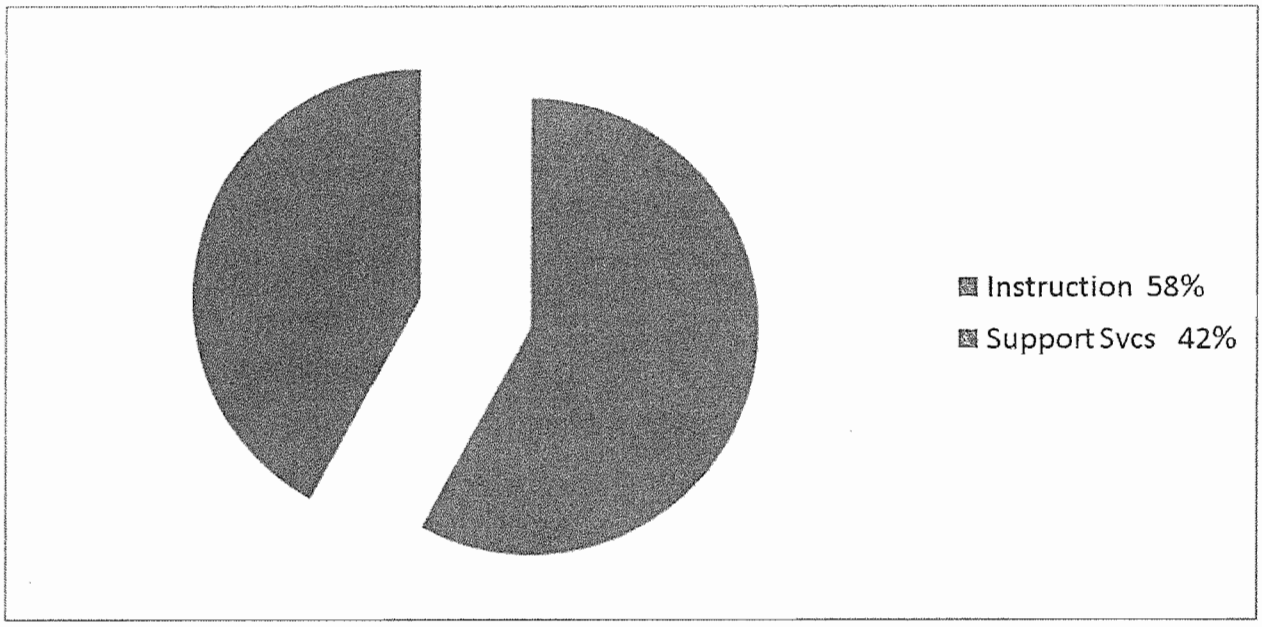
Projected Figures

	Revenues/ Other Financing Sources	Expenditures/ Other Financing Uses
General Funds	$20,924,838.00	$22,808,084.00
Special Revenue Funds	$ 9,096,691.00	$ 9,027,132.00
Debt Service	$ 1,507,206.00	$ 1,508,806.00
TOTAL	$31,528,735.00	$33,344,022.00

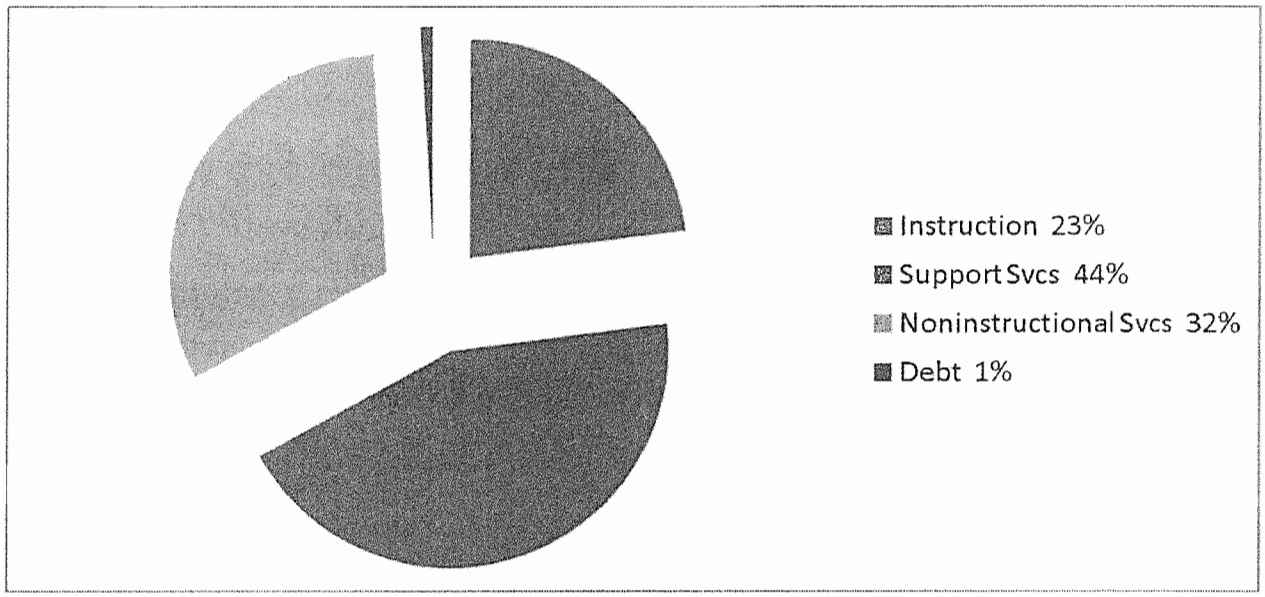
District Maintenance Expenditures



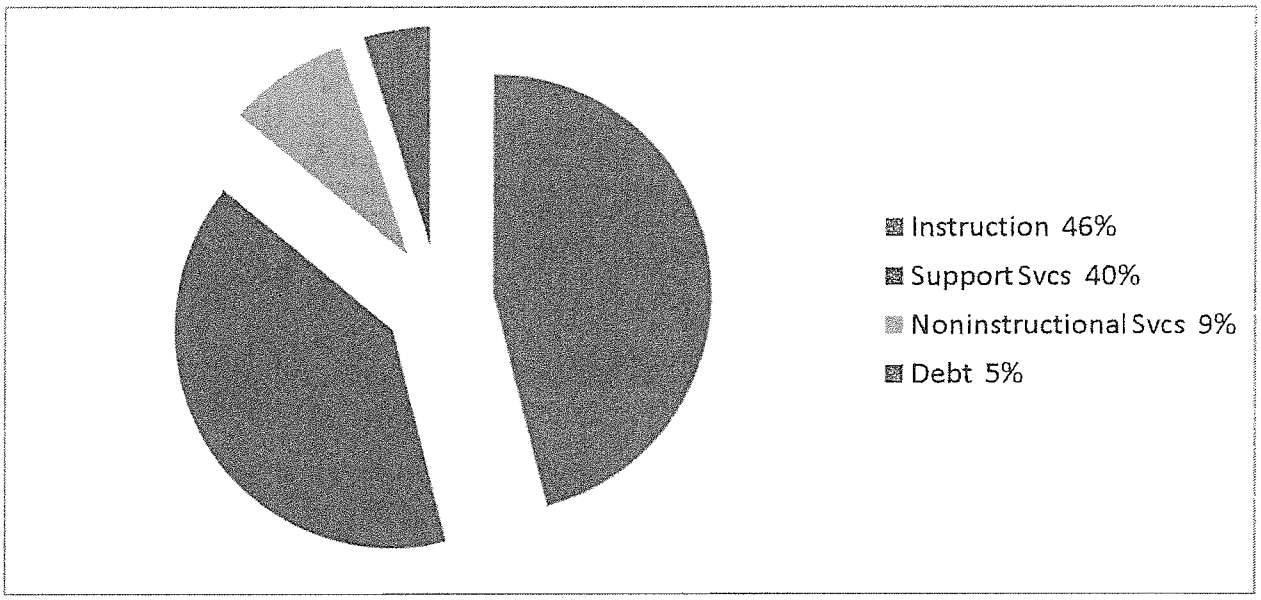
General Fund Expenditures



Special Revenue Fund Expenditures



Expenditures – All Funds



Looking Forward

Decisions will have to be made as to how the district will deal with the following issues:

- The $800,000 that was not in the FY 2013 budget due to a decline in enrollment is not likely to be recouped. $800,000 was also lost in Ed Jobs money (federal)
- At some point busses will need to be replaced
- The need to replace textbooks. Currently, we are replacing only those most needed and we are looking to digital books where possible.
- High costs spent on substitute workers

Looking Forward

Possible solutions to the abovementioned issues and other ways of possibly saving money

- Reduce the number of days worked for all employees working greater than 188 days
- Close an elementary school
- Outsource bus functions
- Limit travel to only what is necessary, limiting meal reimbursement to the extent of what is purchased, without exceeding state limitations

Looking Forward

- If all things remain constant and no changes are made it is likely that the fund balance will be depleted in 2 – 3 years.
- Articles in the news
  - Hattiesburg Schools
  - Natchez Schools
  - MAEP Underfunding

Looking Forward

- Continue to monitor purchases, buying only what is absolutely necessary

- The board will need to take a proactive approach and make decisions as to what will be done in order to sustain the district, seeing that we must continue to provide a quality education to students with less money.

2013-2014 Budget

- Advertisement for Public Hearing
- Public Hearing: July 15, 2013
- Budget Adoption: July 18, 2013

SUGGESTIONS/QUESTIONS/COMMENTS

CLARKSDALE MUNICIPAL SCHOOL DISTRICT

Combined Budget
For the year ending June 30, 2014

Original X Date Approved: 7/18/13
Amended ____ Date Approved: ____

	Governmental Fund Types					Proprietary Fund Types		
	General	Special Revenue	Capital Projects	Debt Service	Permanent Trust	Enterprise	Internal Service	Total
Revenues								
Local Sources	$3,974,285.00	$100,374.00	$0.00	$882,766.00	$0.00	$0.00	$0.00	$4,957,425.00
Intermediate Sources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
State Sources	$14,013,518.00	$608,355.79	$0.00	$624,440.00	$0.00	$0.00	$0.00	$15,246,313.79
Federal Sources	$76,000.00	$7,110,554.59	$0.00	$0.00	$0.00	$0.00	$0.00	$7,186,554.59
Sixteenth Section Sources	$0.00	$40,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,000.00
Total Revenues	$18,063,803.00	$7,859,284.38	$0.00	$1,507,206.00	$0.00	$0.00	$0.00	$27,430,293.38
Expenditures								
Instruction	$11,538,752.99	$1,979,321.57	$0.00	$0.00	$0.00	$0.00	$0.00	$13,518,074.56
Support Services	$8,235,460.58	$3,704,156.45	$0.00	$0.00	$0.00	$0.00	$0.00	$11,939,617.03
Noninstructional Services	$0.00	$2,215,921.13	$0.00	$0.00	$0.00	$0.00	$0.00	$2,215,921.13
Sixteenth Section	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Facilities Acquisition and Construction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Debt Service	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Principal	$31,788.61	$100,092.00	$0.00	$1,050,000.00	$0.00	$0.00	$0.00	$1,181,880.61
Interest	$0.00	$0.00	$0.00	$180,670.00	$0.00	$0.00	$0.00	$180,670.00
Other	$0.00	$0.00	$0.00	$5,090.00	$0.00	$0.00	$0.00	$5,090.00
Total Expenditures	$19,806,002.18	$7,999,491.15	$0.00	$1,235,760.00	$0.00	$0.00	$0.00	$29,041,253.33
Excess(Deficiency) of Revenues Over Expenditures	$(1,742,199.18)	$(140,206.77)	$0.00	$271,446.00	$0.00	$0.00	$0.00	$(1,610,959.95)

CLARKSDALE MUNICIPAL SCHOOL DISTRICT

Combined Budget
For the year ending June 30, 2014

Original X Date Approved: 7/18/13

Amended ____ Date Approved: ____

	Governmental Fund Types					Proprietary Fund Types		
	General	Special Revenue	Capital Projects	Debt Service	Permanent Trust	Enterprise	Internal Service	Total
Other Financing Sources (Uses)								
Proceeds of General Obligation Bonds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Proceeds of Refunding Bonds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Proceeds of Loan(s)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Inception of Capital Lease(s)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Insurance Loss Recoveries	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Sale of Transportation Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Sale of Other Property	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Indirect Costs	$149,846.79	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$149,846.79
Other Transfers In	$2,572,139.32	$730,434.31	$0.00	$0.00	$0.00	$0.00	$0.00	$3,302,573.63
Payments to Escrow Agent	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Miscellaneous Other Financing Sources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Indirect Costs Transfers Out	$0.00	$149,846.79	$0.00	$0.00	$0.00	$0.00	$0.00	$149,846.79
Other Transfers Out	$3,002,081.63	$300,492.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,302,573.63
Payment to Refunded Bond Escrow Agent	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Payment to Qualified Zone Academy Debt Escrow Agen:	$0.00	$0.00	$0.00	$274,996.00	$0.00	$0.00	$0.00	$274,996.00
Miscellaneous Other Financing Uses	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Other Financing Sources (Uses)	$(280,095.52)	$280,095.52	$0.00	$(274,996.00)	$0.00	$0.00	$0.00	$(274,996.00)
Net Change in Fund Balances	$(2,022,294.70)	$139,888.75	$0.00	$(3,550.00)	$0.00	$0.00	$0.00	$(1,885,955.95)

CLARKSDALE MUNICIPAL SCHOOL DISTRICT

Combined Budget
For the year ending June 30, 2014

Original X Date Approved: 07/18/2013

Amended ____ Date Approved: ____

	Governmental Fund Types					Proprietary Fund Types		
	General	Special Revenue	Capital Projects	Debt Service	Permanent Trust	Enterprise	Internal Service	Total
Fund Balances / Retained Earnings								
July 1, 2013	$3,645,557.81	$431,228.93	$0.00	$1,857,488.25	$0.00	$0.00	$0.00	$5,934,274.99
Prior Period Adjustments	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
July 1, 2013 as restated	$3,645,557.81	$431,228.93	$0.00	$1,857,488.25	$0.00	$0.00	$0.00	$5,934,274.99
Increase(Decrease) in Reserve for Inventory	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Residual equity transfer In(Out)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
June 30, 2014	$1,623,263.11	$571,117.68	$0.00	$1,853,938.25	$0.00	$0.00	$0.00	$4,048,319.04

The above Original Combined Budget Report has been approved by the school board as noted in our board minutes dated 7-18-2013

Board President: _____ (signature) Date: 7-18-2013

H. GLAY STILLIONS (printed name)

Board Secretary: _____ (signature) Date: 7-18-2013

_____ (printed name)

Received
Board Approved
Clarksdale

Printed: 07/11/2013 12:27:29PM

Appendix 19
Examples of Salaries
Posted on Website

Clarksdale Municipal School District

Transparency
Examples of Salaries Posted on Website

CLARKSDALE MUNICIPAL SCHOOL DISTRICT
BUSINESS MANAGER
12 MONTHS

WITHOUT EXPERIENCE	BEGIN	$ 66,223.85	
		STEP 1	$ 67,253.85
		STEP 2	$ 68,283.85
		STEP 3	$ 69,313.85
		STEP 4	$ 70,343.85
		STEP 5	$ 71,373.85
		STEP 6	$ 72,403.85
		STEP 7	$ 73,433.85
EXPERIENCE			$ 77,250.00

CLARKSDALE MUNICIPAL SCHOOL DISTRICT
ELEMENTARY & SECONDARY CURRICULUM DIRECTORS
12 MONTHS

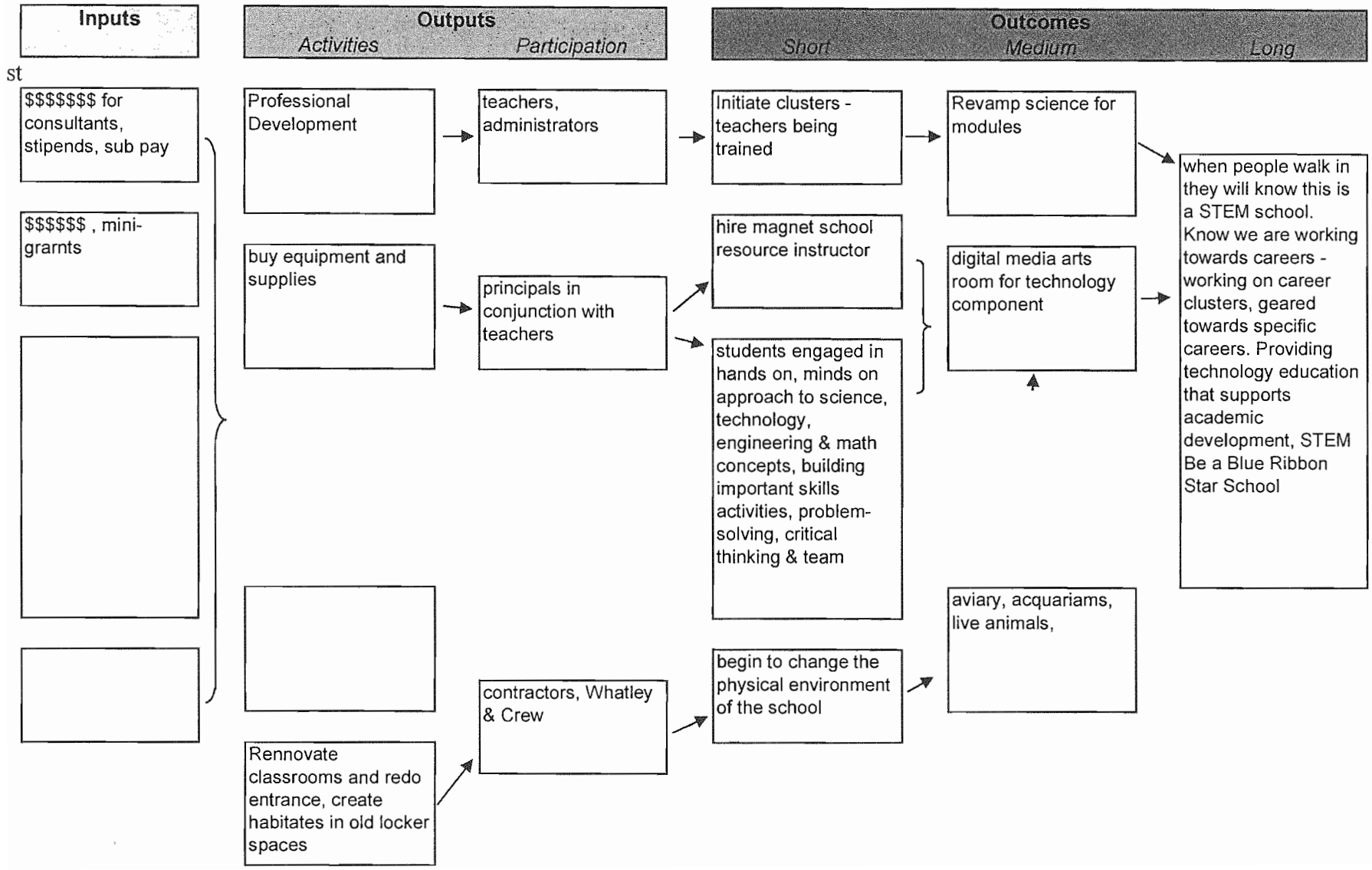
BEGIN	$ 78,280.00	
	STEP 1	$ 79,310.00
	STEP 2	$ 80,340.00
	STEP 3	$ 81,370.00
	STEP 4	$ 82,400.00

CLARKSDALE MUNICIPAL SCHOOL DISTRICT
ELEMENTARY & SECONDARY CURRICULUM DIRECTORS
12 MONTHS

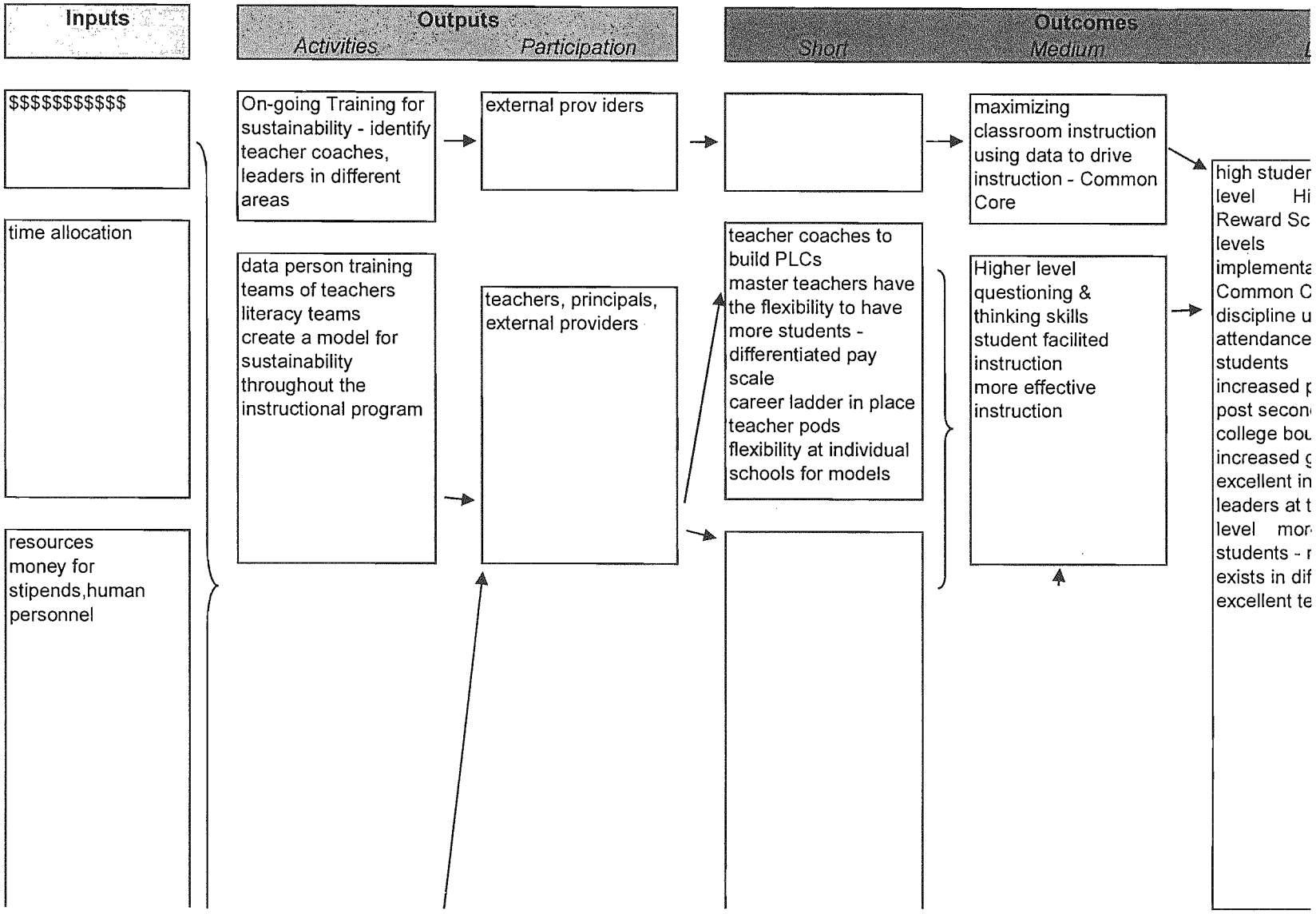
BEGIN	$ 78,280.00	
	STEP 1	$ 79,310.00
	STEP 2	$ 80,340.00
	STEP 3	$ 81,370.00
	STEP 4	$ 82,400.00

Program: Tyler-Jones
Situation: +

Logic Models



Program: Curriculum Team **Logic**
Situation:

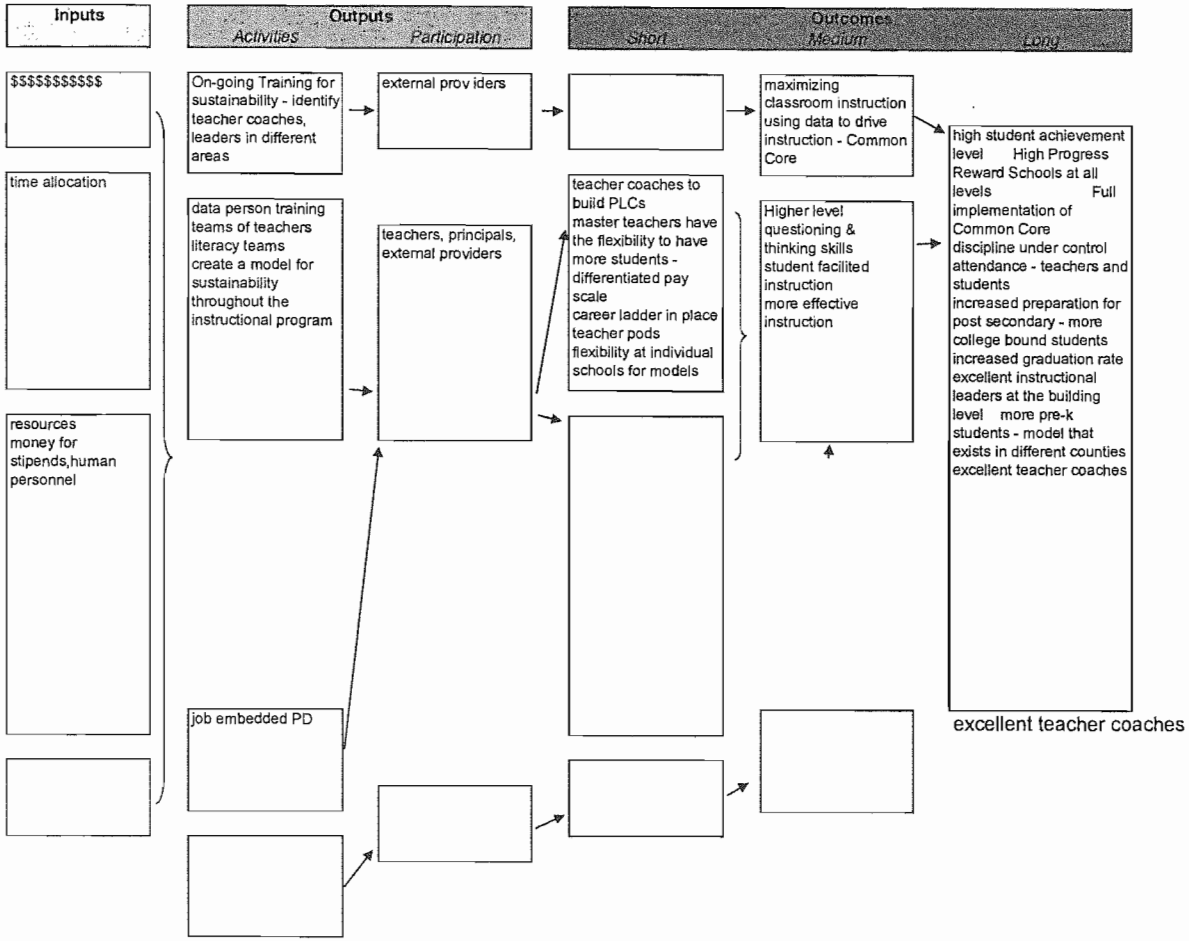


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Program: Curriculum Team **Logic**
Situation:

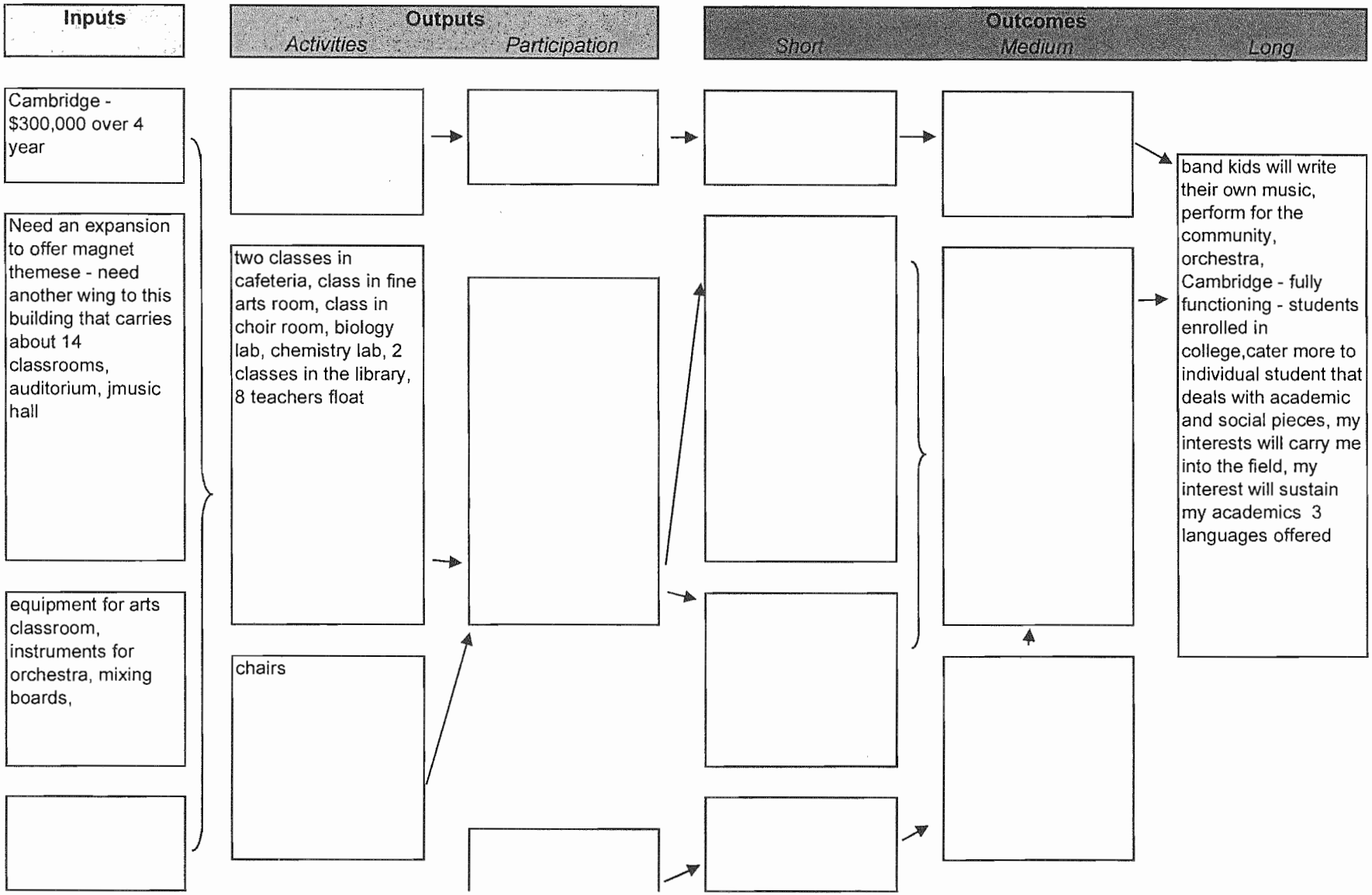


Assumptions

External Factors

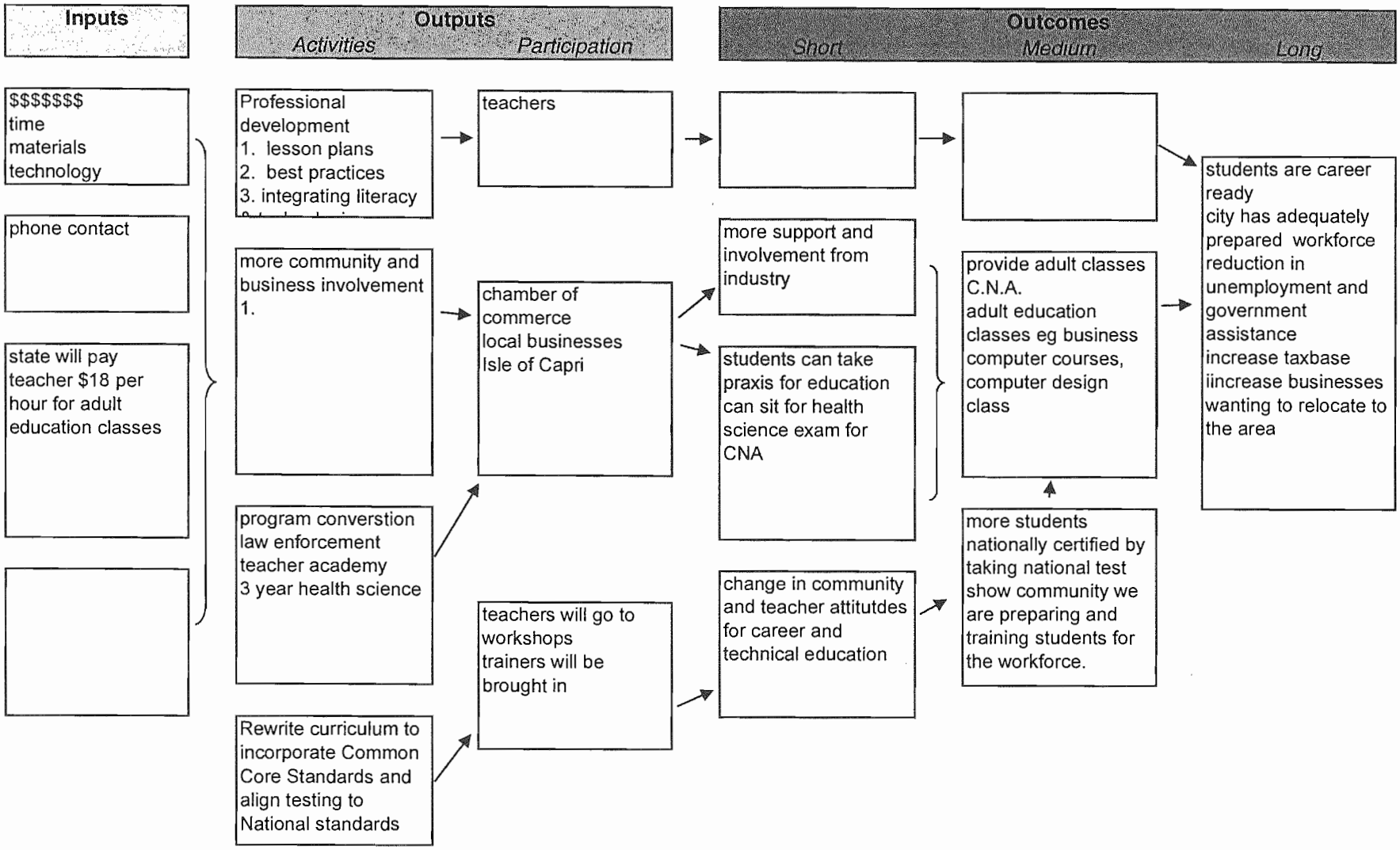
Rev. 7/09

Program: CHS **Logic Model**
Situation:



Program: Shelton **Logic Model**

Situation: Race to the Top - Clarksdale

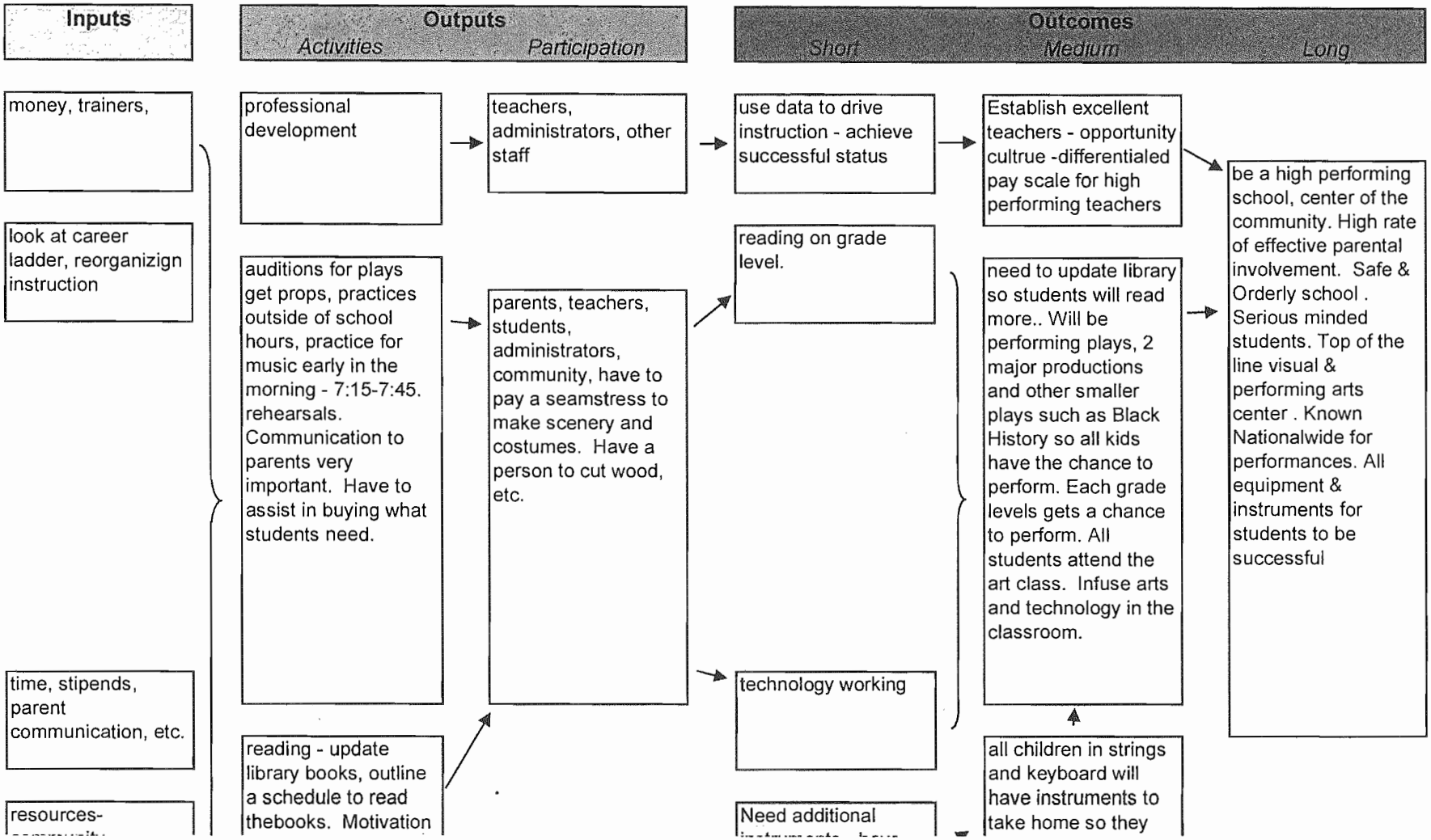


Assumptions

External Factors

Rev. 7/09

Program: Montgomery **Logic Moc**
Situation:



community involvement

to read. Book clubs, Battle of the Book.

need support staff. Literacy coach, math coaches, need extra support.

instruments - have right people in place. Auditorium outfitted for productions. Put on two plays a year. Art dept supplied. Dance shoes & costumes.

can practice.

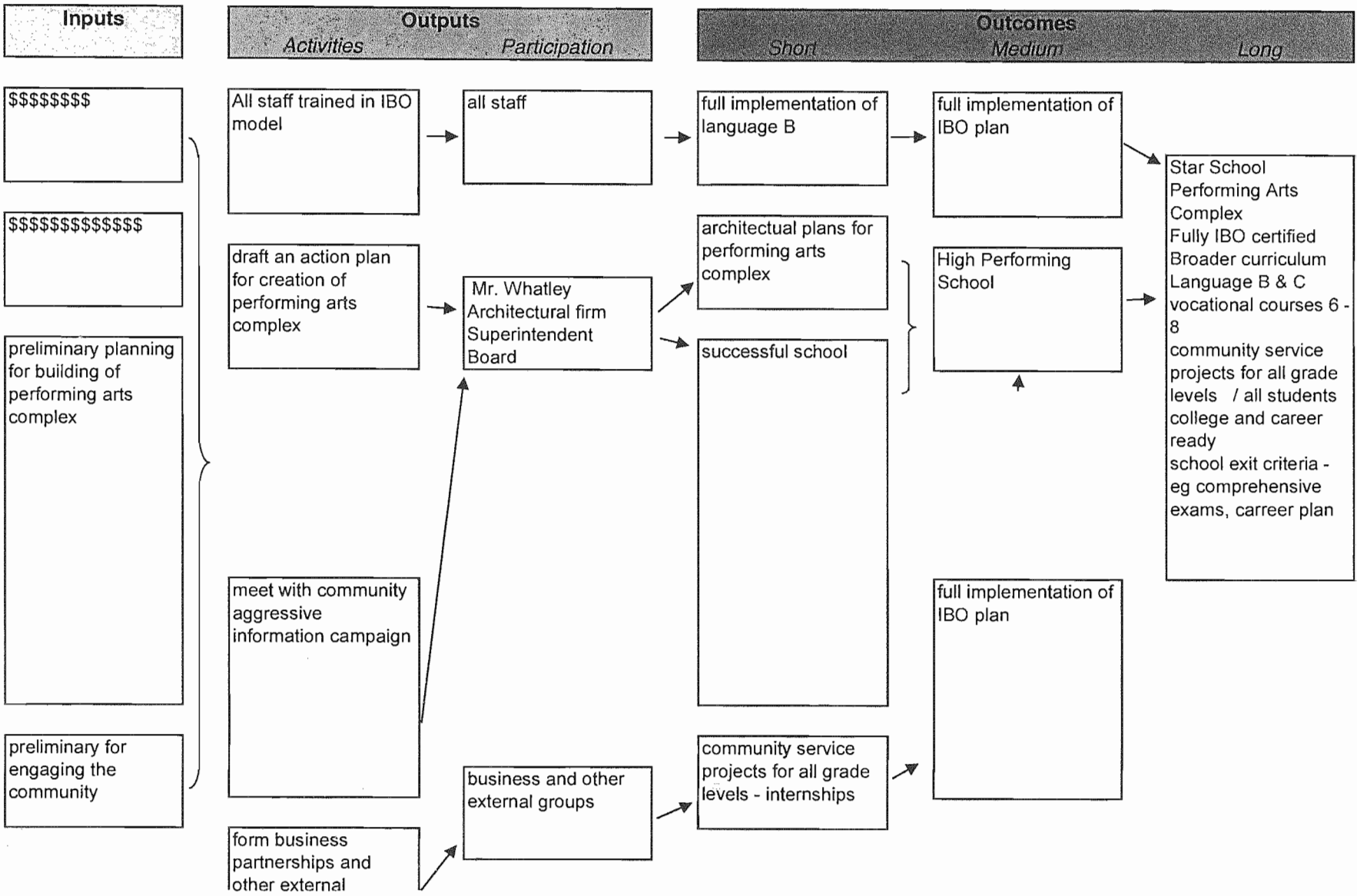
core of building - murals, decorated hallways, state of art auditorium,

Assumptions

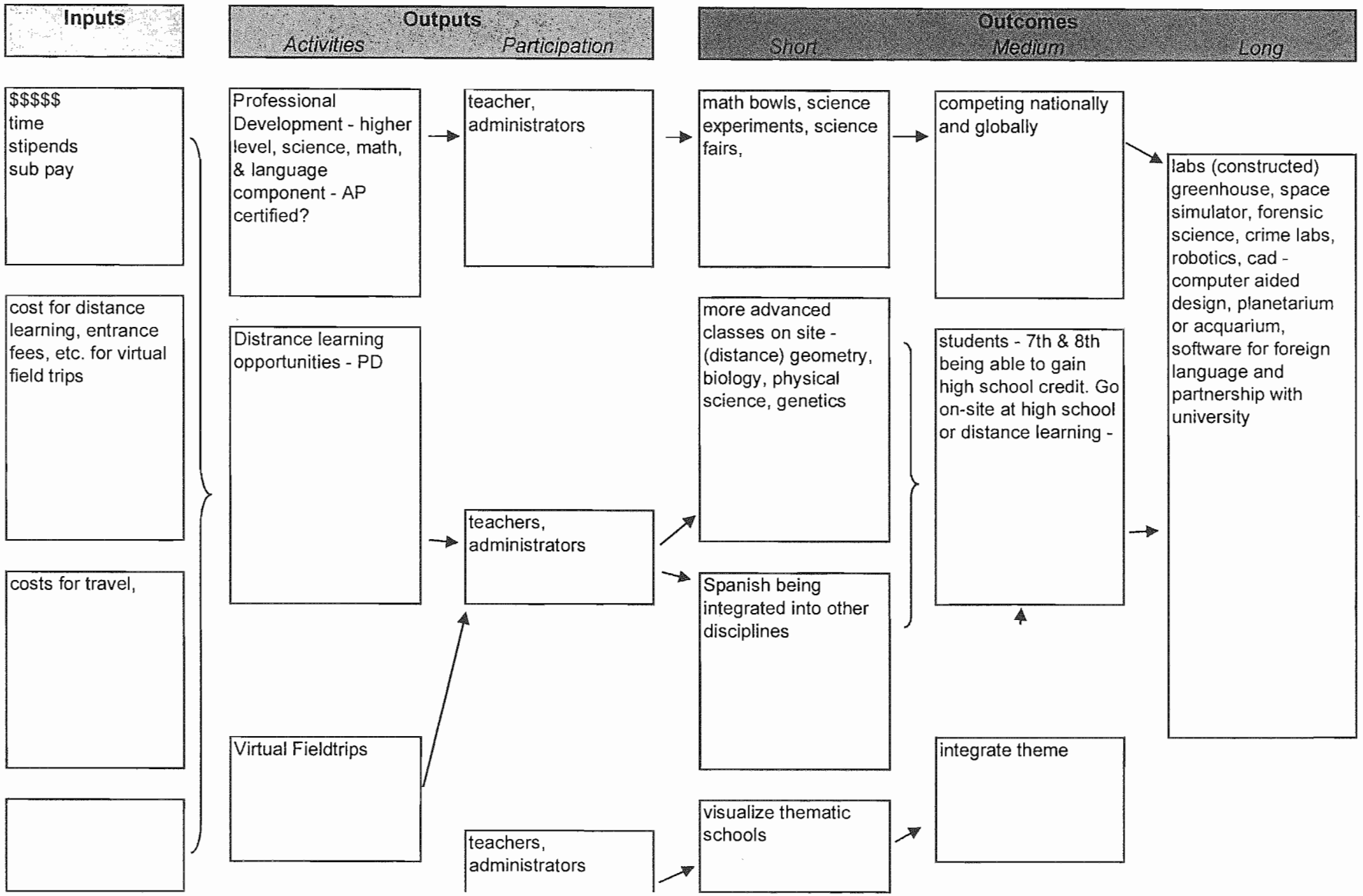
External Factors

Rev. 7/09

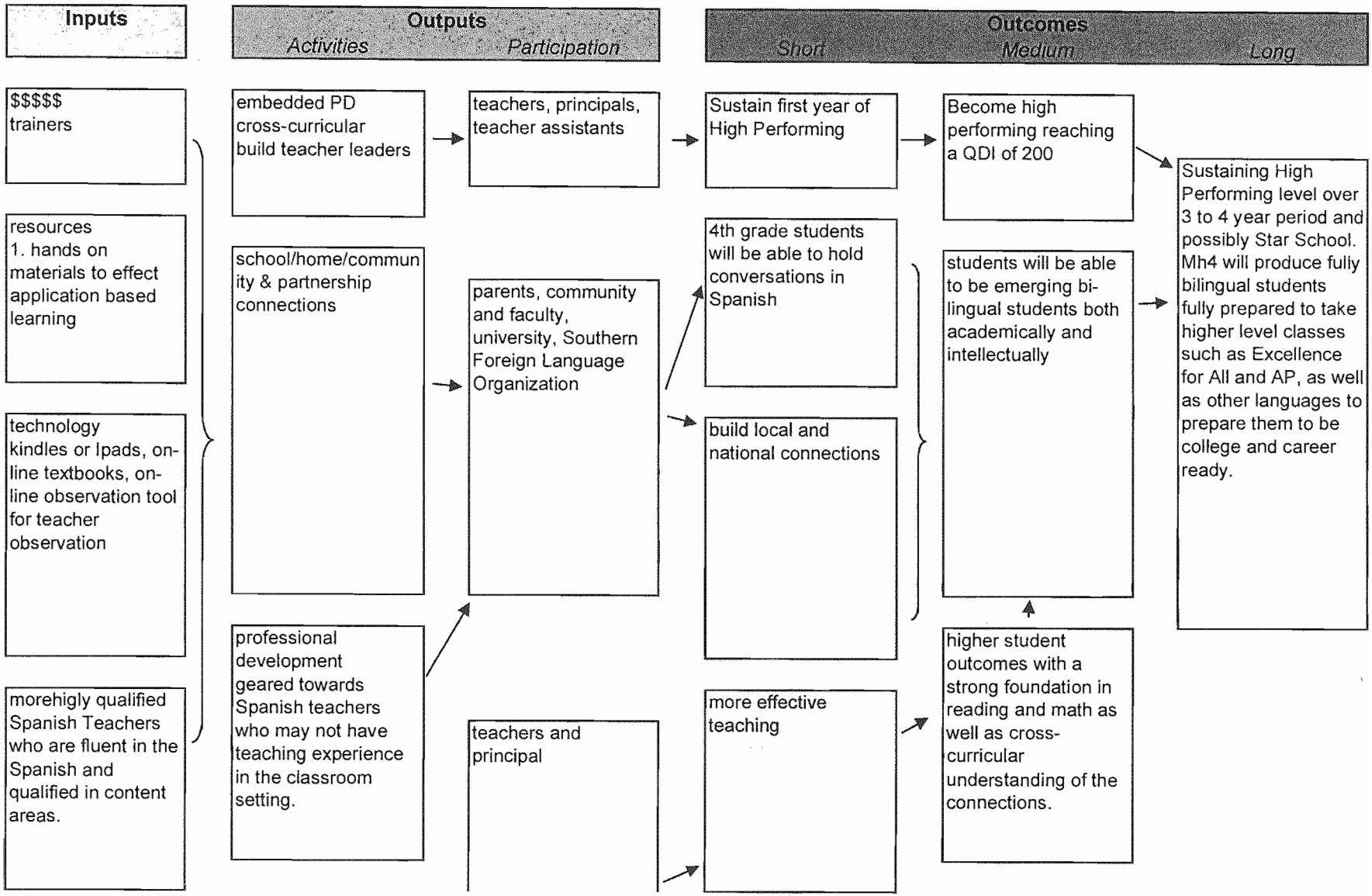
Program: Edwin Robinson **Logic M**
Situation:



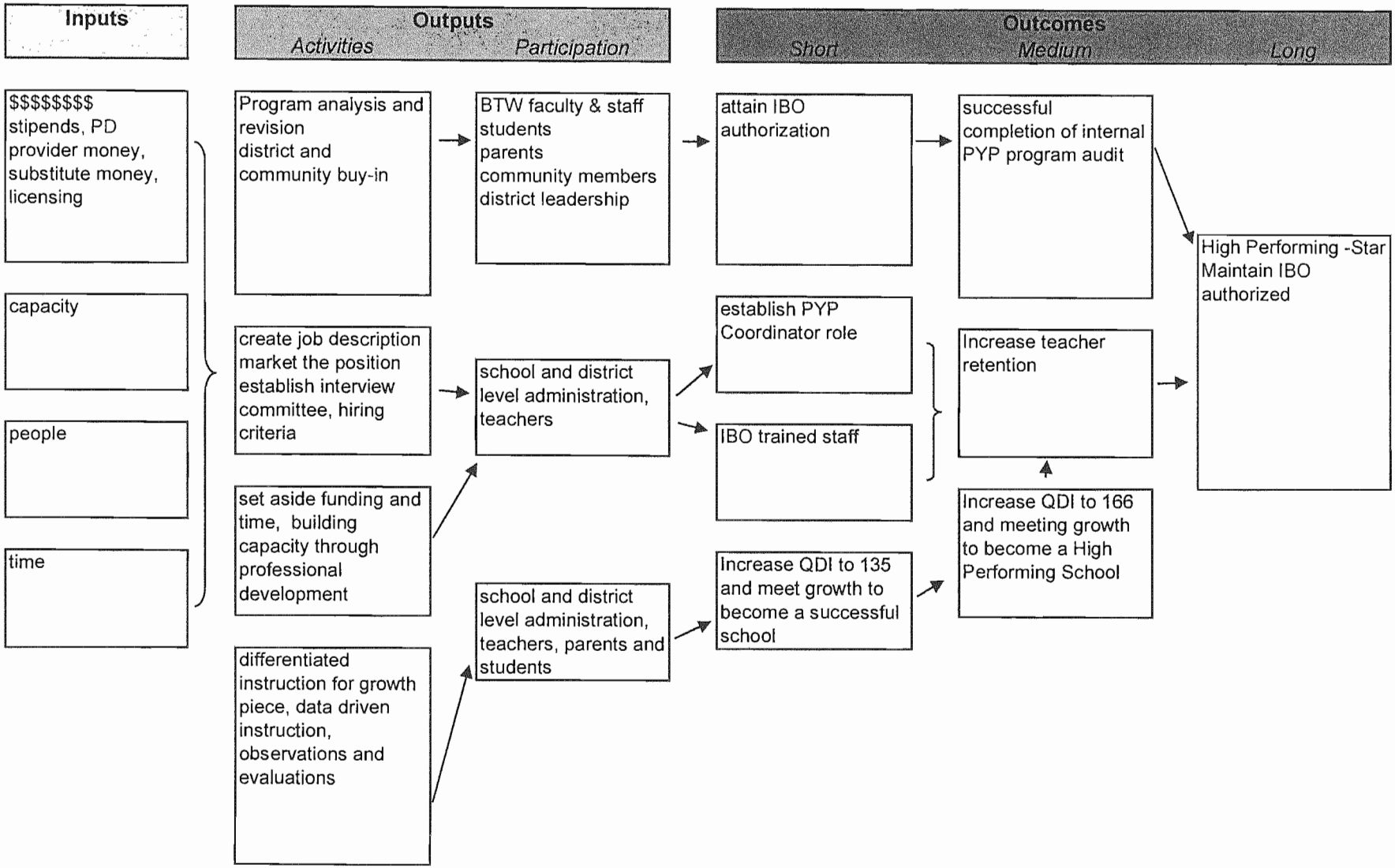
Program: Rhodes
Situation:



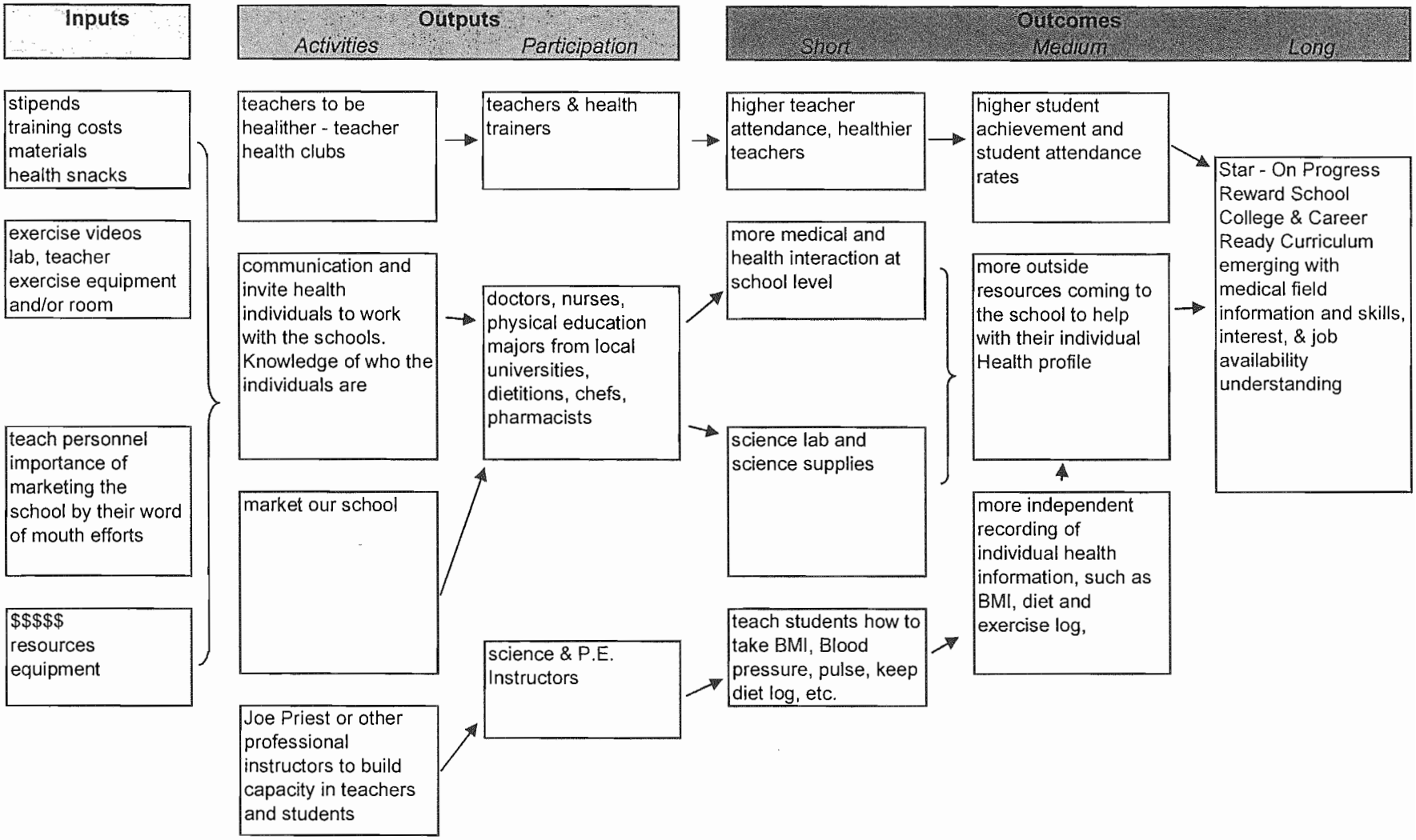
Program: V. Davis - Myrtle Hall 4
Situation:



Program: Van Cleve
Situation:



Program: Walton
Situation:



Assumptions outside resources will work with the school. Flexibility for

External Factors outside resources, can do more if we can get push from

Appendix 21

Newspaper Article Pre-Kindergarten Collaborative Effort



Xavier Jones selected as CPR's Player of the Week, See page 14

CPU looking a

Se

THE CLARKSDALE
Press Register

148th YEAR, NUMBER 70, AUGUST 30, 2013 FRIDAY 24 PAGES IN ONE SECTION CLARKSDALE, MS $ .75

County-wide collaborative effort announced to lure state pre-K funding

By JESSE WRIGHT
The Press Register

Last week community leaders met at the Cutrer Mansion to announce a county-wide collaboration between politicians, educators and daycare operators who will work together to establish the first comprehensive pre-kindergarten program in Coahoma County.

The collaboration is possible because earlier this year state legislators put $3 million toward a statewide pre-K program. That money is available to communities through grants, aimed to support the neediest communities but the grant will be a match grant, so it will be extra helpful to communities that can afford to spend more money. The grants must be submitted by a community collaboration called an "early learning collaborative" that includes input from local Head Start officials, public school officials and licensed daycare professionals as well as existing parochial pre-K programs.

The pre-kindergarten classes will be voluntary, but the idea behind the collaboration is that there will be a network of classrooms and facilities throughout the county, so

LOCAL NEWS

attendance should be easy. The state grant will go toward teacher training, staff, materials and other costs associated with the expansion of pre-K programs and the money will

See PRE-K, Page 13

Pre-K

Continued from Page 1



Submitted Photos

(From left to right) Chuck Espy, Nyra Hall, SuzAnne Walton and Dorothy Prestwich pause for a photo during the pre-K kickoff commencement held at the Cutrer Mansion last week.

be distributed through the Department of Education.

State Sen. Brice Wiggins spoke at the announcement, and he said he was pleased with the progress so far in Coahoma County. Wiggins (R- Pascagoula) pushed hard in the Senate for the bill, and he said he hoped to see some benefit from the bill in the immediate future as well as in the long-term future of Coahoma County.

"The bill sets out high standards, education for 4-year-olds," Wiggins said. "It's about community, it's about teachers and parents banding together and investing in the future. .... Our children learn better at the earlier stages and if we invest in that it'll reduce crime and lay the groundwork for future economics."

He added that the law also encourages local business leaders to invest in the collaboration.

"The state will match whatever the community puts in," he said. "Also, businesses can contribute, and they get a tax break."

He added that the more community collaboration, the better it will help the chances for the collaboration to get a state grant.

"The communities that show a commitment to early education will be in the running for these state dollars and for low performing districts, they've got a leg up because we want to spread it throughout the state."

Assistant superintendent for the city school system, Dot Prestwich, said the collaborative is "doing everything we can to get [the money.]" And State Rep. Chuck Espy expressed confidence that the collaborative here will get something, although he added he won't know anything for a couple of months yet.

Mayor Bill Luckett, who also spoke at the kickoff, added that pre-k education is not a luxury item, and the community cannot afford to let this opportunity for state funding to pass it by.

"We must do this, this is an imperative," he said. "This isn't a luxury anymore. To keep up with the South, to keep up with other parts of Mississippi and to keep up with the world, we've got to do more."

Anita Thompson, who is the director of the Mississippi Head Start Association agreed with Luckett.

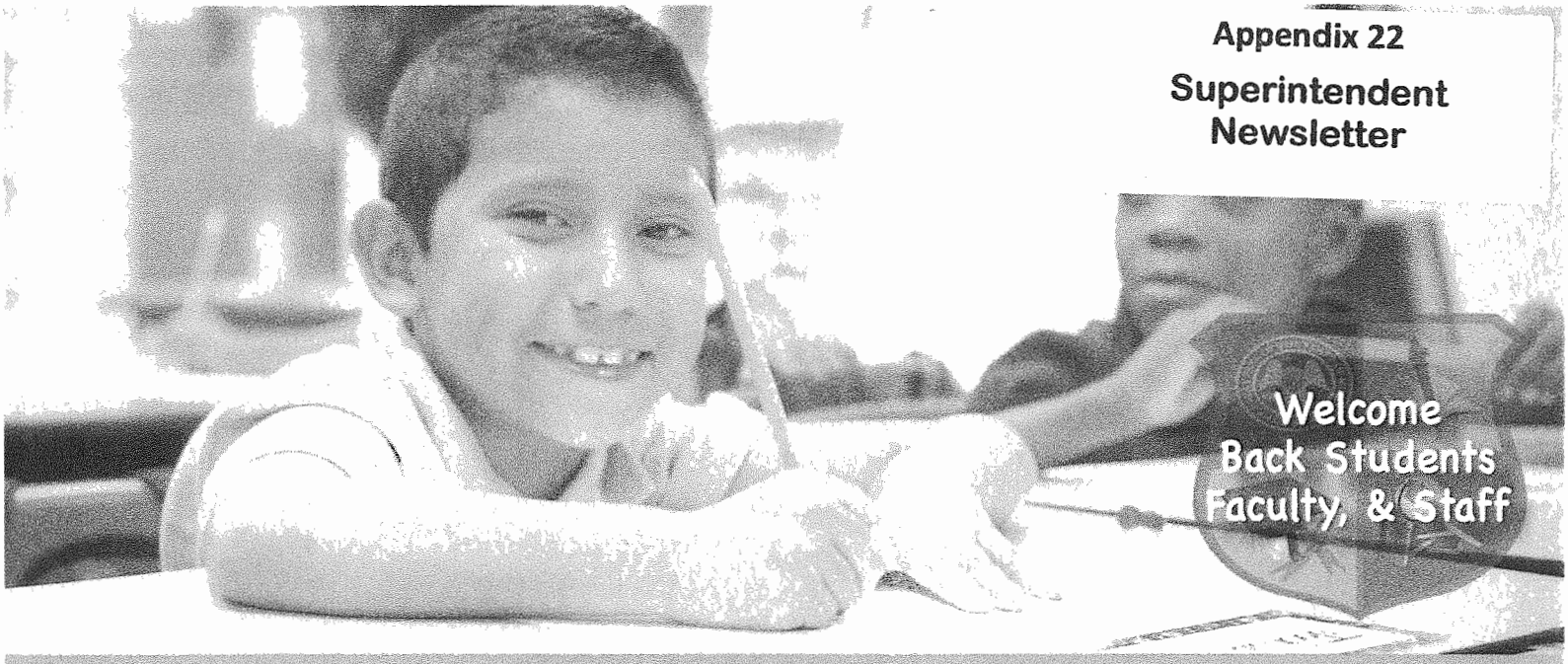
"When children fail, communities fail," she said. "There was time when we thought that in the case of infants, custodial care is all they needed. But now research tells us that learning begins at the beginning of life. ... If you can teach kids in the first years, you can make a difference in the outcome of the rest of their lives."

She said research shows that without pre-k, children are 30 percent more likely to never go to college.

Jesse Wright is a reporter for the Press Register and can be reached at 662-627-2201 or at news@press-register.com.

Appendix 22

Superintendent Newsletter



ARKSDALE MUNICIPAL SCHOOL DISTRICT August 2013 Volume VII | Issue

the SUPERINTENDENT'S Newsletter

STATE TEST RESULTS

Results from 2012-2013 state testing have been trickling in over the summer. Results information is under embargo until the state set release date passes. August 22nd is the first day that test results will be released from embargo. Once they are released, you will notice some differences. Ratings are now A –F instead of Star to Failing.

GETTING TO KNOW OUR LEADERS

e are a reorganized school district in 2013-2014. To be certain everyone knows our strict-level and school level leaders, please note the listing below:

strict

Dennis Dupree, Sr. - Superintendent
Assistant Superintendent - Dr. Dorothy Prestwich
Elementary Curriculum Director—Dr. Toya Harrell-Matthews
Secondary Curriculum Coordinator—Mrs. Linda Downing
Business Manager—Mrs. Kamilah Jones
Federal Programs Coordinator—Mrs. Pearline Newell
Personnel Coordinator—Ms. Venesia Griffin-Brown
Technology Coordinator—Mr. James Miller
Support Services Coordinator—Mr. Lewis Whatley

ecialized Projects

Coordinator of School Improvement—Dr. Beverly Divers-White
School Improvement Officer - Mr. Larry School
Transition Coordinator—Ms. Barbara Akon

hools

Booker T. Washington—Ms. Courtney Van Cleve, Principal
George H. Oliver—Mr. Sharon Montgomery, Principal
Heidelberg—Mrs. LoWanda Tyler-Jones, Principal
Kirkpatrick—Mrs. SuzAnne Walton, Principal
Myrtle Hall #4—Dr. Valerie Davis, Principal
Oakhurst—Ms. Valencia Rhodes, Principal
W.A. Higgins—Mr. Edwin Robinson, Principal
Stampley 9th Grade Acedemy—Mr. Hebert Smith, Principal
Clarksdale High –Dr. Manika Kemp, Principal
Carl Keen Career & Technical Center—Ms. Kanisha Shelton

Opening Events for 2013-2014

We officially began the 2013 –2014 school year with a 2 day Administrative Retreat where administrators from across the district met at the district office to hear a variety of speakers, including noted author, Dr. Jawanza Kunjufu, and to make plans for the year. The next event was an orientation session for our new teachers.

Our opening general convocation was hosted at George H. Oliver Elementary. There were 3 work days for teachers and staff only that included site level meetings and building preparations. On August 9th CMSD and Coahoma County hosted Larry Bell for a joint professional development.

Inside This Issue

State Testing	1
District Leaders	1
Parent Involvement	2
District Goals	2
Curriculum	2
Fall Sports	2
External Funding	3

CURRICULUM—COMMON CORE STANDARDS (A SUMMARY)

Until recently, there has never been a national effort to ensure that all students, no matter where they live, are taught the same things. That has changed with the advent of the Common Core State Standards (CCSS). The Common Core Standards have now been adopted by over 45 states in the United States, including Mississippi. The goal of this is to ensure that there is a measure that ensures every student will exit school both career- and college-ready. The Common Core Standards cover the areas of English, language arts and math.

GETTING TO KNOW OUR LEADERS (cont.)

Assistant Principals

Clarksdale High School:	Mr. Reginald Griffin
	Dr. Johnathan Page
W.A. Higgins Middle:	Ms. Delores Harris
	Mr. Rodger Fullilove
Oakhurst Intermediate:	Mr. Sandy Tillis
	Mrs. Brenda Miller

PARENT INVOLVEMENT CAN MAKE ALL THE DIFFERENCE

We usually do not have to worry about the involvement of parents in the education of our elementary-aged students. However, as children get older, the levels of parent involvement often taper off. We want to remind parents that your presence and involvement are important every year. No matter how old your child is, parental involvement is important, but especially so during the middle school and high school years. We want to have parents involved not just when we are dealing with discipline issues but in every aspect of the school. We love having parent volunteers and we cannot overstate how important it is for parents to know and understand the ever-changing landscape of education; including all of the new requirements for such things as the Common Core State Standards, minimum graduation requirements, athletics eligibility, etc.

Efforts to Secure External Funding

Funds are required to operate schools effectively. In places where there is a high local tax base, school districts do not have to worry much about funding. However in towns such as ours, where our local tax base is low, school districts are challenged to identify and apply for other sources of funding. Therefore we are always seeking external funding which can aid us in achieving our goals and our mission.

The Clarksdale Municipal School District intends to submit a grant application for the next phase of the federal Race to the Top—District funding. The final draft of the application is due in October 3, 2013. We are awaiting the results of the Magnet Schools Assistance Grant. Many members of the CMSD administrative team and instructional staff will be diligently working on drafting applications that convey our needs and that explain our vision, our goals, and long term plans. Funded grants could be valued at over $10 million dollars. We recognize that money alone will not make all the difference but adequate funding can go a long way to help. In economic times such as these, we are ever mindful of the value of combined efforts and the wise use of what we already have. We welcome the input of parents and the general public as we work on these grant applications.

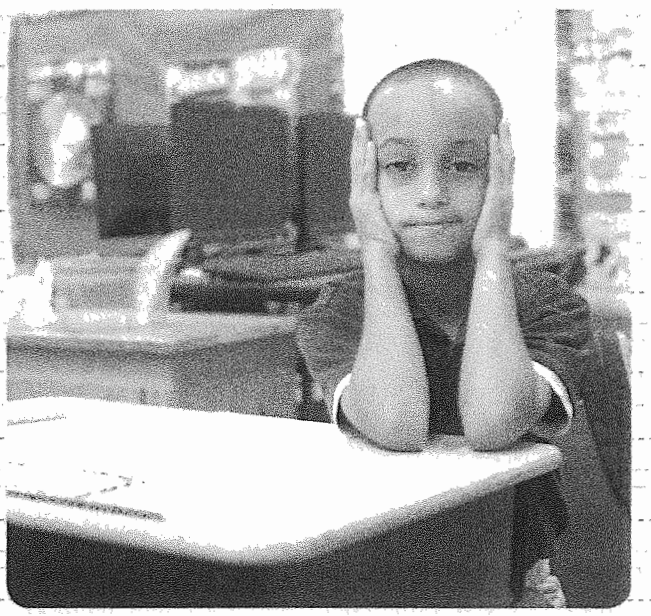


Coahoma County Schools & Clarksdale Collaborate

The Coahoma County School District and Clarksdale Municipal School District cooperated and collaborated to bring in nationally recognized motivational speak, Larry Bell on August 2nd. Teachers and administrators from both districts met together at Coahoma County High School to get energized and ready for the opening of the new school year.

Photo courtesy of Troy Catchings / Clarksdale Press Register

Curriculum - Instructional Intervention



Some students learn what we are trying to teach them very quickly. Others do not. For those students who face difficulty learning, this district and districts across the nation are engaging in a practice called Response to Intervention (RtI). RtI in our district falls under the direct supervision of principals and teachers at each site and is coordinated at the district level by Dr. Toya Harrell-Matthews. When we put it simply, RtI just means that we study what children need to learn and figure out the best way to match what needs to be taught with the way the students learn best. This means teachers have to use a variety of teaching methods. Teachers cannot rely on just teaching to a large group. Teachers must offer supplemental instruction to those student who need small group instruction. They may also need to offer some intensive individualized instruction to some students who still need more than large group and small group instruction. The individualized assistance given students is called Tier 3 intervention and works through our Teacher Support Team process. For those students found to require still more help, there are the services offered through special education. To receive special education services, a student must first be found eligible in one of the 13 eligibility categories served in special education.

Pre-Kindergarten Collaborative

Local administrators, teachers, and early childcare centers joined together to discuss improving early childhood education in Coahoma County on Tuesday, August 20, 2013 at the Cutrer Mansion. This event was sponsored by members of the Coahoma County Pre-K Collaborative Committee.

This committee consists of educators from the city and county school systems, HeadStart, parochial and private childcare centers. The purpose of this collaborative is to enable the committee to pursue grant monies from the Mississippi Department of Education through the Pre-K Grant that will be released this fall.

Collaborative members have been meeting regularly to bridge the areas of need for the children age four and under. If awarded, funds would be made available for all participating centers and allow us to help one another. Three million dollars has been appropriated for the 2014 school year. This pool of funding will greatly assist schools and childcare centers in improving the academic and social success of all students in Coahoma County.

Any person (s) interested in becoming a member of this team please contact Dr. Toya Harrell-Matthews, the elementary curriculum director, at 662.627.8500. We are looking to continue to improve the educational outcomes for children in Coahoma County.

Great Preparations, Great Expectations

Researchers in education give much advice for starting the school year right; this year, a combination of great presenters equipped county administrators with even more effective strategies to add to their arsenal. At the Clarksdale Municipal School District's Administrator's Retreat, Dr. Jawanza Kunjufu, a well-known author, educator, and lecturer, took an intellectual approach to expanding our methods of educating children in the district. CMSD administrators were left mesmerized by the wealth of information he provided. An additional dose of information came in the form of renowned educator and consultant Larry Bell. Bell's lecture was the result of a joint venture by Coahoma County and Clarksdale Municipal School Districts. Using humor to fuel his message, Mr. Bell, a master teacher, and his 12 Powerful Words, imparted on county educators the knowledge that there is more to instruction than lecturing. A good teacher has to be part parent, part instructor, and part actor in order to create an engaging learning atmosphere. You have to dance a little, sing a little, and play a little to reach your students.

With so much information going around, it's no wonder that, "Ain't no stopping us now. We're on the move." is heard around the district.

Important Dates

Calendar For The 2013-2014 School Year

July 31 - August 1	Administrative Retreat	April 2	60% Day, Students Only
August 2	New Teacher Orientation	April 18 & 21	Easter Holiday
August 6	Open Session /Staff Meetings	May 22	Last Day for Seniors
August 7, 8, & 9	Professional Development	May 26	Memorial Day Holiday
August 12	Students First Day	May 28	End 4th Nine Weeks
September 2	Labor Day Holiday	May 29 & 30	Prof. Dev / Teacher Work Days
September 11	60% Day, Students Only		
October 14 (45 days)	End 1st Nine Weeks		
November 25-29	Thanksgiving Holidays		
December 23, 2013 thru January 3, 2014	Christmas Holidays		
January 6	Professional Development		
January 7	Classes Resume		
January 14 (46 days)	End 2nd Nine Weeks		
January 20	Dr. Martin Luther King, Jr. Day Holiday		
February 17	President's Day (Snow Day if needed)		
March 10 thru 14	Spring Holidays		
March 20 (45 days)	End 3rd Nine Weeks		

Total Student Days - 181 Days
Total Teacher Days - 188 Days

60% Days*
September 11, 2013
April 10, 2013

*Elementary schools dismiss at 12:00.
Secondary schools dismiss at 1:00.

CLARKSDALE MUNICIPAL SCHOOL DISTRICT

Gycelle Tynes Educational Services Center
101 McGuire Street
P.O. Box 1088
Clarksdale, MS 38614

Phone: 662-627-8500
Fax: 662-627-8542
Supt.'s E-mail: ddupree@cmsd.k12.ms.us

WE'RE ON THE WEB
WWW.CMSD.K12.MS.US

Regular Board Meetings
Our school board has its regular meetings on the 3rd Thursday of each month, 5:00 p.m. at Central Office. Board meetings are open to the public.

School Safety



SRO Officers (from right to left): Titus Young, Earnest Moore, Oliver Mitchell, Derrell Washington, Chief Napleon Brewer

The safety of our students is a priority for our district. We are committed to providing safe and orderly school environments that are conducive to learning. Our district employs five full-time School Resource Officers who are assigned to schools throughout the district. We have made a large investment of funds into surveillance cameras in our buildings and on our school buses. Additionally, safety and safety precautions are a focus of our staff training efforts. Throughout the year we practice emergency drills for all types of potential incidents so our students and our staff will know what to do in case an emergency occurs.

Our District Goals

The CMSD Board of Trustees adopted the following goals for our school district in September 2012. The goals are:

- Goal #1 Provide the opportunity for all citizens in Coahoma County to contribute to the educational process of all children.
- Goal #2 The Clarksdale Municipal School District will increase parental and community involvement.
- Goal #3 All school environments will promote learning.
- Goal #4 The Clarksdale Municipal School District will communicate effectively both internally and externally.

These goals are our targets for continuing improvement. Everything that we do and every expenditure of funds that we make will be made with these goals uppermost in our minds.

(Appendix Item No. – Personnel Recruitment & Retention Plan

CLARKSDALE
Education of Our Children: TOP PRIORITY!

Personnel Recruitment and Retention Plan
2010 -- 2012

Activity	Implementing Step	Lead	Time Frame	Expected Outcome
Develop Budget	- Determine quantity of recruitment - Design/produce recruitment materials - Determine the recruitment promotion products	Dupree, V. Brown, Jones	Each March	-Identify recruiting strategies - Develop ongoing activities - Identify vacancies
Conduct recruitment needs assessment	- Meet to discuss needs - Inventory/Review staff - Determine specific knowledge and skills to meet need - Review position descriptions - Revise forms	Dupree, V. Brown, Principals	Each May	- Identify the gaps in preparedness - Plan for meeting gaps - Identify targeted persons

Activity	Implementing Step	Lead	Time Frame	Expected Outcome
Develop a marketing/promotion strategy to inform	- Develop brochures, letters, flyer, etc - Send e-mails - Develop website and bulletin boards (online applications) - Plan events	Brown	Ongoing	- Maintain ongoing communications - Promote school district - Increase public awareness - Recruit targeted persons - Plan calendar
Aggressively Recruit	- Participate in a minimum of three career fairs each fall/spring within MS - Hold meet/greet activities - Tap insiders - Use external agencies - Expand communication channels - Connect with the community	Dupree, Principals, Brown	Ongoing	- Recruit specialized/targeted persons - Increase quality hires - Prepare for staff turnover (projected # vacancies) - On-hand inventory (applicant waiting list) - Involvement in plans - Determine if adequate space

Activity	Implementing Step	Lead	Time Frame	Expected Outcome
Interview and place applicants	- Finalize job description/duties - Screen resumes - Interview top candidates - Interview method - Make selection - Negotiate employment agreement - Fingerprint/paperwork	Dupree, Brown, Jones, and Business Department	Ongoing	- Enhanced coordination - Hire best candidate - Effective/efficient process - Provide professional experiences
Retain the best People "Most Valuable Resource"	- Orientation - Offer support to beginning teachers - Retrain current staff - Recruit new mentors - Appreciation events - Provide resources and opportunities for professional growth	Dupree, Prestwich, Brown, Newell, Matthews, Downing, and Principals	Ongoing	- Establish rapport and make welcome - Develop recommendations for future activities - Know employees as people - Enhance staff relations - Establish high expectations - Increase student achievement

Activity	Implementing Step	Lead	Time Frame	Expected Outcome
Evaluate recruitment and retention effectiveness	- Survey Principals - Analyze results/outcome of recruitment - Track process and make changes	Brown	Each August Each June June 2011/12	- Improve future recruitment/retention efforts - Know the vacancy rate - Know yield ratio

REGION ONE MENTAL HEALTH CENTER
1742 Cheryl Street Clarksdale, MS
662.627.7267

September 2, 2013

Dear United States Department of Education:

On behalf of Region I Mental Health Children Service Programs, we would like to verify our support of Clarksdale Municipal School District's pursuit of The Race to the Top District Grant.

Region I Mental Health Center has had an ongoing relationship with Clarksdale Municipal School District for many years. As we work in the schools on a daily bases, we are impressed with the various measures Clarksdale Municipal School District has implemented to improve the quality of education for the students of Clarksdale.

Through the media correspondence we are aware of the tremendous federal and state level cuts in the funds for education. Lack of funds can prevents the districts from providing many services that will enhance the learning of our students. Pursuing this grant will allow Clarksdale Municipal School District to continue to implement educational program that will prepare our students for college and beyond.

As stated, in previous years we have worked diligently with this district. We will continue to work with Clarksdale Municipal School District in all of its future endeavors.

Sincerely,

Diane Youngblood

Director of Children Services for Region I Mental Health Center

Wilma H. Wade, Ed. D.
10891 Highway 322 Bellview Road
Clarksdale, Mississippi 38614

Dr. Dorothy Prestwhich, Assistant Superintendent
Clarksdale Municipal School District
P. O. Box 1088
Clarksdale, Mississippi 38614

Dear Dr. Prestwhich:

This letter confirms my support for activities proposed in Clarksdale Municipal School District's "Race to the Top" grant application. I am a retired educator with more than 30 years of experience in education. I taught science for 26 years and would be willing to volunteer my service in promoting science related initiatives described in this grant application. I will also work collaboratively with other partners and supporters to ensure implementation of activities proposed in this grant application.

I highly commend Clarksdale Municipal School District for seeking alternative methods to enhance the education of students. The District is committed to providing educational opportunities to meet the needs of all students.

Please feel free to contact me via phone at (662) 627-1496 or via email at wwjeanwade@gmail.com if there additional questions or concerns.

Sincerely,

Wilma H. Wade

Wilma H. Wade, Retired Superintendent
Clarksdale Municipal School District

Southern Bancorp
Community Partners

September 10, 2013

Dear Mr. Dupree:

On behalf of southern Bancorp Community Partners, I strongly support the application submitted by the Clarksdale Municipal School District to pursue the Race to the Top Grant. I commend the district on the strides being made to close the achievement gaps for the students educated in Clarksdale Municipal School district. The present economic condition of our nation has resulted in tremendous cuts in funds for education. These cuts prevent districts from providing many services that will enhance the learning our students. This grant will allow for continued success as we make sure that No Child is Left Behind.

Our company pledges to support Clarksdale Municipal School District in whatever avenues are needed to assure the educational success of the students of Clarksdale. In fact, we look forward to working with the district on an ongoing base to make sure that this occurs.

Sincerely,

Lois B. Erwin

Lois B. Erwin

Senior Community Development Officer.

875 South State Street • Clarksdale, MS 38614 • Phone 662.624.5776 • Fax 662.621.1631
www.southernpartners.org



P. O. Box 909
300 Issaquena Ave.
Clarksdale, MS 38614

September 9, 2013

To Whom It May Concern:

The Clarksdale Revitalization Inc.'s Board of Directors strongly supports the application submitted by Clarksdale Municipal School District to pursue the **Race to the Top District Grant**. Clarksdale Municipal School District is working on many innovative strategies to close the achievement gap for the students educated in this district and preparing them to succeed in college and the workplace and to compete in the global economy.

Clarksdale is one of the poorest region and one of the poorest states in the nation, and funding is very scarce. Federal and State revenue is constantly being depleted in the area of education. This grant will allow for additional funds to flow into Clarksdale Municipal School District.

Part of CRI's mission is to facilitate collaboration, promote and support community efforts to enhance the quality of life of our citizens and the education of our children is a vital part of that enhancement and future of Clarksdale.

The Clarksdale Revitalization Inc. pledges to support the administration, staff, and most importantly students of Clarksdale in whatever way that we can.

Sincerely,

Lela Keys, LSW
Board President, Clarksdale Revitalization, Inc.
662-621-8004
lbkeys2@yahoo.com

New Jerusalem Missionary Baptist Church
835 Florida Street, Clarksdale MS 38614

August 30, 2013

To Whom It May Concern:

On behalf of New Jerusalem Missionary Church, I strongly support the application submitted by Clarksdale Municipal School District to pursue The Race to the Top District Grant. The recent test scores reflect a great amount of improvement in the level of instruction provided to the students in this district. As pastor, I would like to personally commend the district on the continuous strides that they have made to close the achievement gaps for the students educated in Clarksdale Municipal School District.

The present economic condition of our nation has caused tremendous cuts in funds for education. These cuts prevent districts from providing many services that will enhance the learning of our students. This grant will allow for continued success as we make sure that No Child is Left Behind in Clarksdale Municipal School District.

As in previous years, New Jerusalem Missionary Baptist Church pledges to support Clarksdale Municipal School District in whatever avenues needed to assure the educational success of the students of Clarkdale. In fact, we look forward to working with the district on an ongoing base to make sure that this occurs.

Sincerely,

Jimmy Glasper

Jimmy Glasper, Pastor of New Jerusalem Missionary Baptist Church

Delta Arts Alliance
PO Box 763
Cleveland, MS 38732
(662) 843.3344

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has."
■ Margaret Mead

To whom it may concern:

I am the Educational Coordinator for Delta Arts Alliance. I oversee an artist in residence program for public schools in five counties in the Mississippi Delta.

Three years ago Dr. Prestwich, Assistant Superintendent of Clarksdale Municipal School District, called and asked for help in providing the arts for the students in the magnet schools. Delta Arts Alliance places artists in residence in all magnet schools with the exception of The Visual and Performing Arts School. As I visit the schools I am impressed with the cooperative attitudes of the principals, teachers and staff.

DAA has received several federally funded grants and one of the keys to success is the presence of strong leaders who are willing to do anything that is required. Superintendent Dupree has proven leadership skills. Dr. Prestwich is an exemplary leader who inspires those around her to commit to excellence in educational reform. She is qualified and willing to put in the extra hours required to adopt standards and assessments and to work with teachers and principals in improving instruction in the CMSD.

The parents and community members in the district want the best education possible for all children. However, the majority of the parents are not financially able to provide the additional resources required to transform the CMSD making it a model for other schools in the state to adopt. With your help and the dedication and commitment of strong leaders such as Mr. Dupree and Dr. Prestwich, CMSD will become the trailblazer in the state of Mississippi.

Sincerely,

Lenagene Waldrup

Lenagene Waldrup, EdD.

King's Temple M.B. Church

'A Church Where Everybody Is Somebody'

Deacons & Trustees
Bro. Brad Terry
Bro. Roosevelt Howard
Bro. Boyice James, Sr.,
Bro. Tommy Mitchell, Jr.,
Sis. Gloria Mitchell
Sis. Eva Gorman

EDWARD S. THOMAS
SENIOR PASTOR

Associate Ministers
Min. Joe Anthony, Sr.
Min. Bobby Butler
Min. I. D. Thompson
Sis. Zondra Vasser, Y. Director

With An Extended Hand
And A Joyful Heart,
We Welcome You.

September 12, 2013

To Whom It May Concern:

On behalf of King's Temple Missionary Baptist Church, I fully support the application submitted by the Clarksdale Municipal School District to pursue The Race to the Top District Grant. The recent test scores reflect a great amount of improvement in the level of instruction provided to the students in the district. As both a parent and pastor of children that are in the Clarksdale Municipal School, I am keenly aware of the benefit that the Race to the Top District Grant would provide. Furthermore, I would like to personally commend the district on the continuous strides that they may have made to close the achievement gaps for the students educated in Clarksdale Municipal School District.

The present economic condition of our nation has caused tremendous cuts in funds for education. These cuts prevent districts from providing many services that will enhance the learning of our students. This grant will allow for continued success as we make sure that No child is Left Behind in Clarksdale Municipal School District.

The King's Temple Missionary Baptist Church pledges to support Clarksdale Municipal School District in whatever positive avenues needed to assure the educational success of the students of Clarksdale. In fact we look forward to working more with the district on an ongoing basis to make sure that this occurs.

Sincerely,

Rev. Edward S Thomas

Bro. Edward S. Thomas, Senior Pastor of King's Temple Missionary Baptist Church

1402 Lyon Avenue • Post Office Box 642 • Clarksdale, Mississippi 38614
Phone: 662-627-3864 • Fax: 662-627-3864

September 10, 2013

To Whom It May Concern:

I am currently employed as the School Improvement Officer for the Clarksdale Municipal School District. I came to the district after retiring from both the educational and philanthropic sectors and beginning my own consultant business. I agreed to serve in the Clarksdale Municipal School District because of the visionary leadership of the superintendent, Mr. Dennis Dupree, and the commitment of the administrators, faculty and community leaders to making a difference in the lives of the children in Clarksdale. Every school in the district is a magnet school, giving parents at the elementary level (K-4) a choice for their children. During 2012-2013, the board approved the superintendent's recommendation to re-structure the schools , effective with the 2013-2014 school year, with the belief that this re-structuring will enable the district to improve academic outcomes.

The district has received funds for one year to implement a pre-kindergarten program and plans to access state funding for the continuation of this educational opportunity. The 9th Grade Academy and Clarksdale High School are a part of the Cambridge Program, an innovative educational model that ensures that students are well prepared for post-secondary education. Although there are the ongoing challenges of an educational system in the Delta of Mississippi- high unemployment levels, high poverty levels, and the social ills that emanate from an environment without a well established economic base, there is a determination by the leadership that the students in the Clarksdale Municipal School District will be "educated to excellence."

The administrators in the district stress the importance of data-driven decision making, rigor in the instructional process, high student engagement, and parental and community involvement in the education of its most important resource- the children. The district has to rely on Teach for America and Teacher Corp for many of its faculty members. This reliance has created a void in the consistency in instruction. The district has begun a mentoring program for new faculty with support available at both

the central office and building levels. It is partnering with an educational support program to "grow its own" faculty from within the system (community). To develop future leaders for administrative positions, the district has begun an "aspiring administrators" program. With limited resources, the administrators have been committed to ongoing professional development of the faculty members. In addition, the district has established partnerships with higher education institutions and community organizations.

The Race to the Top grant will provide the Clarksdale Municipal School District with the funding to continue its goal: "Education of the Students in the District as Top Priority." These funds are especially important with the losses in local revenue and the reductions in federal and state funds. The Clarksdale School District needs this important resource, and I whole heartedly support the district in this effort.

I may be contacted at 501.658.1625 or via e-mail at bdwhite@cmsd.k12.ms.us for additional information.

Sincerely,

Beverly Divers-White
School Improvement Officer

CARNEGIE PUBLIC LIBRARY
P. O. BOX 280 • 114 DELTA AVENUE
CLARKSDALE, MISSISSIPPI 38614
TELEPHONE 662/624-4461
FAX 662/627-4344

September 9, 2013

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.416
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260

To Whom It May Concern:

The Carnegie Public Library of Clarksdale and Coahoma County strongly supports the Clarksdale Municipal School District's Race to the Top grant application. The school staff is working on many innovative strategies to close the achievement gaps for the students educated in Clarksdale Municipal School District. Clarksdale is in one of the poorest regions of the poorest state in the nation, and funding is scarce. This grant will allow for progress as we make sure that No Child is Left Behind.

The Carnegie Public Library has already forged ties with the Clarksdale Municipal School District and pledges to support the administration, staff, and most importantly, students of Clarksdale in whatever ways we can. Our city suffers from poverty and economic disparity, but there are many talented people striving every day to change things and make a brighter future for our children. I visited several elementary schools recently and saw kids doing word problems in Spanish, second graders working diligently on reading, and preschoolers busily and quietly paving the way to a brighter future. This grant would surely aid in turning things around for Clarksdale.

Sincerely,

Sarah Crisler-Ruskey
Director, Carnegie Public Library
Clarksdale, MS 38614
(662) 627- 4461
sruskey@cplclarksdale.lib.ms.us

Donell Harrell

922 McKinley Street
Clarksdale, Mississippi 38614

September 11, 2013

To Whom It May Concern:

On behalf of the Clarksdale Municipal School District, I strongly support their efforts to apply for the Race to the Top Grant. As a former superintendent of this district, I truly understand the value of obtaining additional resources to supplement educational programs. These funds will add great value to an already thriving program.

The magnet school implementation that has occurred in this district has had a tremendous impact on student achievement. Each of the schools has a unique theme that has been implemented and sustained for the past five (5) years. Being awarded additional funds will further enhance our student's opportunity to receive a world class education.

As a community advocate for education, I believe the Clarksdale Municipal School District will be a great recipient of these funds. I respectfully ask you to carefully consider this district for this grant.

Yours in education,

Donell Harrell

602 Catalpa St.
Clarksdale, MS 38614
September 11, 2013

To Whom It May Concern:

My name is Taylor Matthews. I am an eleven year old student of the Clarksdale Municipal School District. I am writing as a student who has benefited greatly from the programs and services of this district. I believe it would be great for us to get this grant. We deserve it because we need more resources in our schools, and this grant will help us get it. I hope you will consider my school district for this grant.

Sincerely,

Taylor Matthews

Delta State University

Delta Music Institute

To Whom It May Concern:

On behalf of the Delta Music Institute at Delta State University, I support the application submitted by Clarksdale Municipal School District to pursue The Race To The Top Grant. I commend the district on the strides made to close the achievement gaps for the students educated in Clarksdale Municipal School District. The present economic condition of our nation has caused tremendous cuts in funds for education. These cuts prevent districts from providing many services that will enhance the learning of our students. This grant will allow for continued success as we make sure that No Child is Left Behind.

Our department pledges to support Clarksdale Municipal School District through programming partnerships to assure the educational success of the students of Clarkdale. We welcome the opportunity to work with the district as our scheduling allows to make sure that this occurs.

Sincerely,

Tricia Walker

Director, Delta Music Institute

Delta State University

P.O. Box 3113 • Cleveland, MS 38733 • 662.846.4527

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.416
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260

To Whom It May Concern;

On behalf of Teach For America, I strongly support the application submitted by Clarksdale Municipal School District to pursue The Race To The Top Grant. I believe that Clarksdale is looking at various models of success and pushing for reform in a way that I don't see in many other districts in the Mississippi Delta. One of the greatest challenges in our Mississippi, which is even more prevalent in our part of the state is the issue of human capital. Delta districts like CMSD have to be more creative than ever to draw top talent to their classrooms and their budget has been cut by the state for several consecutive years. This funding would allow the districts to bring in the necessary talent from a variety of pipelines, like Teach For America, to make sure their students are getting every opportunity they deserve.

Our organization pledges to support Clarksdale Municipal School District in whatever avenues needed to assure the educational success of the students of Clarkdale. In addition to providing human talent to the district, we are looking at partnering to provide additional excellent professional development to all teachers in the district. We strongly support their application.

Yours truly,

Matthew Bengloff

Director of District & Alumni Partnerships
Teach For America: Delta
662-202-5008
matt.bengloff@teachforamerica.org

NORTHWEST MISSISSIPPI REGIONAL MEDICAL CENTER
Clarksdale, Mississippi

Dennis Dupree
Superintendent
Clarksdale Municipal School District
101 McGuire Street
Clarksdale MS 38732

Dear Mr. Dupree.

On behalf of Northwest Mississippi Regional Medical Center, I strongly support the application submitted by the Clarksdale Municipal School District to pursue The Race to the Top Grant. I commend the district on the strides made to close the achievement gaps for the students educated in Clarksdale Municipal School District. The present economic condition of our nation has caused tremendous cuts in funds for education. These cuts prevent districts from providing many services that will enhance the learning of our students. This grant will allow for continued success as we make sure that No Child is Left Behind.

Northwest Mississippi Regional Medical Center pledges to support Clarksdale Municipal School District in whatever avenues needed to assure the educational success of the students of Clarksdale. In fact, we look forward to working with the district on an ongoing basis to make sure that this occurs.

Sincerely,

Wm. G Buck

William G. Buck
Chief Executive Officer

Peggy Williams
Cable One Advertising
119 Court Street
Clarksdale, MS 38614

U. S. Department of Education
Application Control Center
Attention: CFDA Number 84,416
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260

To Whom It May Concern:

On behalf of myself, I strongly support the application submitted by Clarksdale Municipal School District to pursue "The Race to the Top Grant". I commend the district on the strides they have made to close the achievement gaps for the students educated in the Clarksdale Municipal School District. The economic condition of our nation has caused tremendous cuts to educational funds. These cuts greatly affect already impoverished areas of our country such as the Mississippi Delta and will prevent them from providing much needed services to this community. Should they receive this grant it will greatly help this school district to continue the path of success that the current educational leadership is on.

I pledge to support Clarksdale Municipal School District in whatever avenues available to me to assure the educational success of the students of Clarksdale. I have worked with the Superintendent's Round Table Committee for over three years and I look forward to working with the district on an ongoing basis to ensure that their success continues.

Sincerely,

Peggy Williams

Peggy Williams
Senior AE Cable One Advertising

CHAPEL HILL MISSIONARY BAPTIST CHURCH

Reverend Dr. Clyde E. Glenn, Pastor

BOARD OF DEACONS
Willie M. Ford, Chairman
Eugene Gooden
Jimmy Wiley
Alfred Allen
James N. Gooden

BOARD OF TRUSTEES
Joseph A. Gooden, Chairman
James Allen
Aubrey Brown
Jimmy Wiley
C. V. Veal
Willie Gregory
Cassandra L. Ellerson
Rosharwin Williams
Aaron Gunn III
Johnny Newson, Sr.

Cassandra L. Ellerson, Clerk
Jimmy L. Wiley, Treasurer

Dear _____

This letter of support is submitted on behalf of Dr. Dennis Dupree. We strongly support the efforts of Clarksdale Municipal School District to pursue 'The Race To The Top' funding. Despite the economic challenges Clarksdale faces, the district is focused on identifying ways to increase student achievement and to improve the lives of the students it serves. We pledge to support Clarksdale Municipal School District in whatever avenues needed to assure the educational success of the students of Clarksdale. In fact, we look forward to working with the district on an ongoing base to make sure that this occurs.

Sincerely,

Clyde E. Glenn

Rev., Dr. Clyde E. Glenn
Pastor of Chapel Hill Missionary Baptist Church

1057 Page Avenue • Post Office Box 1722 • Clarksdale, MS 38614 • 662-624-4406

How Technology Can Benefit the Classrooms

By: Justin Giles

Technology could widely be used in the classrooms to provide us with resources that will assist us in exceling at school. In my Cambridge class, my fellow classmates often ask several questions, and with technology students could easily go search our questions to efficiently find answers without disrupting class as much. Also in our Cambridge art class, we do a lot of drawing which would include looking at a certain picture. Technology could help our students with being more independent because they now don't have to rely on others as much. Technology could benefit the classrooms in several ways that would increase the success of the students in school.

X 

Justin Giles

September 10, 2013

To the Grantors of the Race to the Top Grant,

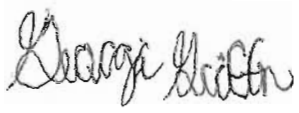
My name is Georgia Griffin, and I am a sophomore at Clarksdale High School. In my opinion, our school district is in need of this grant to close the educational gap between students here and students in other states, to improve achievement, and to provide educational enrichment of the students.

To make a successful attempt to close the educational gap, we are in need of additional laptops, classroom materials, and iPads. Our science department would greatly benefit if the individual science instructors would have their own labs with state of the art equipment. Currently, instructors share a lab. The math department would benefit from the grant by purchasing scientific calculators for each class of students. Students are responsible for getting calculators for some classes at their parents' expense. The English department would continue to advance with new computer programs in connection with our course of study.

Clarksdale High School has produced some academically successful students that have come back to give to their community, and I would like to be added to that list. Granting our school district this grant would help to close the educational gap between students here and students in other states, improve achievement, to provide educational enrichment of the students, and include Georgia S. Griffin as another success story.

Educationally yours,

Georgia S. Griffin



To the Race to the Top Advisor:

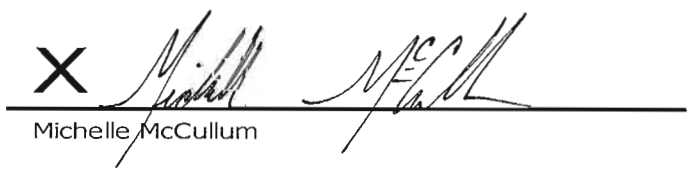
It would be greatly appreciated if you would consider giving Clarksdale High School the Race to the Top Grant. These days, with technology advancing, more workers are needed that are technologically literate. This grant will supply students with more technology so that they can get familiar with it to where, when faced with a problem, they would have a gist of how to solve it.

Some students are unable to go to the lab, and some elements and chemicals are too dangerous or too unstable to keep in a school. With more electronics in the school, we could conduct some of the more difficult labs virtually.

A lot of students have little to no access to the internet, while teachers find joy in assigning research projects. More technology in the school would aid these students by giving them the ability to do the assignments and receive full marks.

Please take Clarksdale High School, and the benefits this grant could bring to the students, into deep consideration when giving out this grant. Thank you for tour time.

Sincerely,

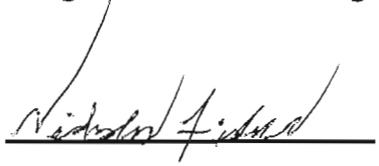
X 

Michelle McCullum

To the advisors of the Race to the Top Grant:

Technology has influenced us, the human race, in many beneficial ways. We play with technology. New innovations of gaming and leisurely activities are being produced every day, constantly keeping us happy and playful. We also work with technology. Mankind has constructed numerous breath-taking archeological feats, solved countless problems, and discovered many amazing scientific breakthroughs. Most importantly, we learn with technology. New cultures are introduced, and complex problems are made simple. All types of knowledge can be gained, applied, and rewarded with technology. Possibilities are endless; it can happen on a global scale, or in areas such as a typical high school classroom.

Technology plays an important role in the education of tomorrow's leaders. We, in this generation, use it to boost our achievement and our professional growth. First, technology increases our resources of information. Historical dates and newly discovered species are just a search engine away. Certain inventions, such as the tablet, make web browsing a personal educational aid in their studies. The internet holds more than anyone can imagine, and we learn and adapt from the data we acquire. Access to this data means more knowledge gained, and, in turn, improvement in academic achievement. Second, technology increases our efficiency in learning and application of what we learned. Basic functions can now be completed easily and instantly. Typing instead of writing brushes minutes off of completion time and maintenance. Deadlines are no longer an issue; accuracy is no longer a problem. We use computers with applications to adjust to any educational situation and work out a solution. Work effort is halved, but production is multiplied. Thirdly, technology greatly varies the ways of which we gain knowledge. It is adaptive to different learning styles, academic standings, and culture. This makes it easier for us to learn in the ways we learn best. We apply what we know from this and increase our productivity as a whole. Knowledge comes in many formats, and they are available for the choice of your liking. This grant is not a gift. It is a key to the door on which opportunity knocks. Technology is a blessing of valuable learning engagement and an expansion in potential school wide progression. With the right planning, we can use this to immensely benefit ourselves, our city, and also society. My school would greatly appreciate the gift of a new learning environment.



Technology in Class

I think technology would very much help in a Cambridge class. As a fellow student in Cambridge I know that most students focus more on their work when they can listen to music. A lot of Cambridge students are great with technology, and by mixing it with education it would make learning fun and easy. Putting technology in the classrooms would make students want to learn more.

These generations of kids are stuck on technology so by putting it in the class it would be better. The students understand and interpret more with technology. It seems as if students relate more with information when it is put into technology. It makes it easier to research information and you have a wider range to search.

Aldrekah Hill

NORTHWEST MISSISSIPPI REGIONAL MEDICAL CENTER
Clarksdale, Mississippi

Dennis Dupree
Superintendent
Clarksdale Municipal School District
101 McGuire Street
Clarksdale MS 38732

Dear Mr. Dupree.

On behalf of Northwest Mississippi Regional Medical Center, I strongly support the application submitted by the Clarksdale Municipal School District to pursue The Race to the Top Grant. I commend the district on the strides made to close the achievement gaps for the students educated in Clarksdale Municipal School District. The present economic condition of our nation has caused tremendous cuts in funds for education. These cuts prevent districts from providing many services that will enhance the learning of our students. This grant will allow for continued success as we make sure that No Child is Left Behind.

Northwest Mississippi Regional Medical Center pledges to support Clarksdale Municipal School District in whatever avenues needed to assure the educational success of the students of Clarksdale. In fact, we look forward to working with the district on an ongoing basis to make sure that this occurs.

Sincerely,

Wm. G Buck

William G. Buck
Chief Executive Officer

Education PLUS, Inc.
Dr. Ilean Richards, Program Director
510 Wildwood Drive
Greenville, MS 38701
Phone: (662) 332-8816
Mobile: (662) 347-5131

TO: Linda Downing, Curriculum Coordinator
Clarksdale Municipal School District

FROM: Ilean Richards, Program Director
Education PLUS, Inc.

I am very pleased to offer my support of the Clarksdale Municipal School District's efforts to successfully apply for Race to the Top funds for the school district. The fact that acquisition of these funds will allow the district to maximize its capacity to increase the achievement levels of the boys and girls being served makes this application effort a priority for district supporters, such as Education PLUS, Inc.

Education PLUS, Inc. is willing to work cooperatively and collaboratively with the school district in developing and implementing the goals and objectives listed in the grant application, as well as helping to communicate the grant's goals and objectives to the various stakeholders that this grant can potentially impact.

In my opinion, the district is most deserving for consideration and approval of its application. If I am needed to communicate more detailed support of the district's effort, please do not hesitate to call upon me.

THE UNIVERSITY OF
MISSISSIPPI

Department of Modern Languages
Bondurant Hall C115
University, MS 38677
Office (662) 915-7298
Fax: (662) 915-1086

To Whom It May Concern:

As Chair of the Department of Modern Languages at The University of Mississippi (the "Department"), I write to emphatically support the application for a "Race to the Top" grant currently being made by the Clarksdale (Mississippi) Municipal School District ("CMSD").

For the past year our Department and the CMSD have worked together on a number of initiatives. We are pleased and proud to work together with a public school district which is trying to make a difference by "pushing the envelope" with its innovative magnet schools and fostering student learning through the introduction of a variety of successful new learning programs and projects. Two programs in particular have drawn our attention as university educators. The first is the district's truly impressive Spanish immersion program at Myrtle Elementary School IV, presently offering students total immersion instruction in grades K through 4. I will elaborate below on several of these initiatives.

To date, Myrtle Elementary IV has hired a native speaker of Spanish to teach fourth grade straight out of our Spanish master's degree program. In the spring of this year, students from Myrtle Elementary came to the University of Mississippi to headline the annual high school foreign language fair by performing a skit in Spanish. Moreover, various members of our Department have visited and consulted with Myrtle Elementary IV Spanish teachers on curriculum and materials. This past summer, two of the Myrtle teachers were funded by our Department and the Office of Study Abroad to study for a month in Argentina. In the spring of 2013, the Department will provide all teachers of Spanish in the CMSD with workshops on language pedagogy. Finally, we are planning for students from the program to visit the University again during Hispanic Culture week next month.

Also of importance to our Department is CMSD's interest in beginning Chinese-language instruction at their high school. Clarksdale High School and our Chinese Language Flagship Program are currently laying the groundwork for the introduction of Chinese into the high school curriculum, we hope, in the fall of 2014. This past summer, a junior at the high school completed our month-long residential Mississippi *StarTalk* 6 program in intensive Chinese. This academic year, one of the students in our Flagship program commutes weekly to the CMSD to tutor two native speakers of Chinese in English as a second language. We understand that we have a lot of work to do to make Chinese a viable offering in the school district, but we are planning visits this year by our Chinese-language students to Clarksdale High School and visits by honors students from the CMSD to the University of Mississippi with the intent of familiarizing students and parents from the CMSD with the culture of China and removing negative myths about studying the language, above all, helping them to understand the value of studying this language as high school students. Our goal here is in a few years to have students from Clarksdale High School entering our Chinese Language Flagship Program and even the Croft Institute for International Studies. Both of these initiatives in fact, we believe, will be means by which the University of Mississippi can help students in the CMSD change the culture by helping students plan to go to college, one of the goals of "Race to the Top."

Given the above, it should be clear that the Department of Modern Languages at The University of Mississippi and the Clarksdale Municipal School District have developed an important relationship, once which is extremely beneficial to both entities. The two initiatives I describe above are parts of a major continuing plan being put in place to advance this school district academically and culturally, and we at The University of Mississippi strongly support this district's goals and this application for a "Race to the Top" grant.

Respectfully,



Dr. Donald L. Dyer
Chair and Professor of Modern Languages
The University of Mississippi
[mldyer@olemiss.edu]

MISSISSIPPI STATE UNIVERSITY
EXTENSION SERVICE

To whom it may concern:

As the 4-H Youth Agent II for Coahoma County, I strongly support the Clarksdale Municipal School District in their efforts to start the STEM program and expand the Pre-K program in Clarksdale, MS. I believe that CMSD is fully committed to supporting and teaching the children of Clarksdale, MS and will do a phenomenal job implementing these programs. As I have worked with CMSD, I have observed how much they love and care for their students. They have shown to me their commitment to the students of Clarksdale by doing what they need to in order to make sure that the best educational experience has been achieved for all students. They have impressed me every time that I have stepped onto their campuses and into their offices.

The STEM program is a program that I believe will help the students at CMSD to become more productive citizens of the U.S. I can see the students getting excited about the chance to have a program that will help them do well in college and in life. This world has become very technologically minded and with the STEM program the students will have a chance to be a part of that world and do well in it.

Once again I strongly recommend Clarksdale Municipal School District for the Race to the Top District Grant. I believe that awarding this grant to the CMSD will give the children in Clarksdale a chance to succeed.

Sincerely,

Shanna Taylor

Shanna Taylor
Extension 4-H Youth Agent
Coahoma County

Cooperative Extension Service • Mississippi State University
Mississippi State University, United States Department of Agriculture, Counties Cooperating
Discrimination based upon race, color, religion, sex, national origin, age, disability, or veteran's status is in violation of federal and state law and MSU policy and may not be tolerated. Information about materials or products may change without notice. Reference to commercial products or trade names does not imply endorsement by the Extension Service
Form 324 (1M-07-13)

AARON E. HENRY
COMMUNITY HEALTH SERVICES CENTER, INC.

AURELIA JONES-TAYLOR
Chief Executive Officer

WILLIAM L. BOOKER, MD
Chief Medical Officer

September 18, 2012

Beverly Divers-White, School Improvement Officer
Clarksdale Municipal School District
Gycelle Tynes Educational Services Center
101 McGuire Street
Post Office Box 1088
Clarksdale, MS 38614

Re: Letter of Support for Race to the Top Grant Application

Dear Mrs. Divers,

On behalf of Aaron E. Henry Community Health Services Center, Inc., we strongly support the application submitted by Clarksdale Municipal School District to pursue The Race to the Top Grant. I commend the district on the strides made to close the achievement gaps for the students educated in Clarksdale Municipal School District. The present economic condition of our nation has caused tremendous cuts in funds for education. These cuts prevent districts from providing many services that will enhance the learning of our students. This grant will allow for continued success as we make sure that No Child is Left Behind.

Aaron E. Henry Community Health Services Center, Inc. pledges to support Clarksdale Municipal School District in whatever avenues needed to assure the educational success of the students of Clarkdale. In fact, we look forward to working with the district on an ongoing base to make sure that this occurs.

Sincerely,

Aurelia Jones-Taylor, MBA
Chief Executive Officer

Melinda Burnett
925 Cherry
Clarksdale, MS 38614

September 11, 2013

Dear Mr. Dupree,

Thank you for sharing the information about the Race to the Top Grant Application that the Clarksdale Municipal School District is applying for. I think that this is a great opportunity for the students of the school system.

As a parent of three boys in the Clarksdale Municipal School System, I am always interested in hearing about new ways to enrich their education. I am proud to be a part of this effort of parents supporting your effort to achieve this grant.

Sincerely,

Melinda Burnett



Sandra Emerson
1215 Park Lane
Clarksdale, MS 38614

September 12, 2013

Dear Mr. Dupree,

I want you to know that I am in support of your effort to achieve the Race to the Top Grant. This sounds like a wonderful program for the students.

My child has gone to the Clarksdale Municipal School District all his life and is now at Clarksdale High School. I am glad to be a part of this effort to support what you are trying to achieve.

Sincerely,

Sandra Emerson

Sandra Emerson

Brenda Orsby
435 Catalpa
Clarksdale, MS 38614

September 12, 2013

Dear Mr. Dennis Dupree,

I want to thank you for allowing me the opportunity to support your effort to apply for the Race to the Top Grant Application. I think that this is a great opportunity for the students of the Clarksdale Municipal School District.

I know that the students will gain from the implementation of the grant. I wish you success in your endeavor to secure this grant. As a parent, I am proud to support your programs in the Clarksdale Municipal School District.

Sincerely,
Brenda Orsby
Brenda Orsby

September 1, 2013

To Whom It May Concern:

As a parent, I would like to express my support for The Race to the Top Grant for Clarksdale Municipal School District. My child has been educated in this district since elementary school and has enjoyed the exposure and the rigorous curriculum that the magnet school theme has offered. The magnet school afforded her the opportunity to be exposed to technology, speakers, and field trips that I would not have been able to afford to take her on.

This project is important to me because this will afford my child the opportunity to be exposed to more classes, activities, and field trips related to the magnet school theme. This grant will not only help my child but the school district. The district is running an excellent magnet school theme already with limited funds. I have friends in surrounding cities that have Magnet Schools and my child is learning and being exposed to pretty much the same rigorous curriculum. This tells me that Clarksdale Municipal School district could be even more dynamic if they were to receive this grant that would afford them the opportunity to provide more to the students of this district.

I am extremely grateful that the Clarksdale Municipal School District is being considered for this grant. It is my belief that this grant will help children in this low socioeconomic area be exposed to the curriculum and opportunities afforded to children in more affluent communities, thus enabling them to be able to compete globally.

Sincerely,

Dale Connor

Dale Connor

September 4, 2013

To Whom It May Concern:

As a parent, I would like to express my support for The Race to the Top Grant for Clarksdale Municipal School District. My child has been educated in this district since elementary school and enjoyed the International Studies Magnet school in her earlier grades. The magnet school afforded her the opportunity to be provided with a rigorous curriculum while being exposed to another language as well.

This project is important to me because this will afford my child the opportunity to be exposed to more classes and activities related to International Studies, Foreign Language, and Career and Technical Education. This grant will not only help my child but the community as well. This will attract more industry into Clarksdale, thus providing more jobs for the parents in the city, which would in turn increase parental involvement in the Clarksdale Municipal School District.

I am extremely grateful that the Clarksdale Municipal School District is being considered for this grant. It is my belief that this grant will help build the community, attract industry, and enable children to be successful in a district that already has the Magnet School Theme.

Sincerely,

Lakacia Bryant

Lakacia Bryant

August 20, 2013

To Whom It May Concern:

As a parent, I would like to express my strong support for The Race to the Top Grant for Clarksdale Municipal School District. My child, who is now a junior in high school, has been educated in this district since elementary school. He attended the Academy of Arts and International Studies in middle school and this afforded him the opportunity to be provided with rigourous academic teaching as well as exposure to the arts.

This project is important to me because this will afford my child the opportunity to be exposed to more classes and activities related to STEM and Career and Technical Education. This grant will not only help my child but other students in the community. This would also give the children of Clarksdale hope that inspite of their circumstances they can still feel confident in competing globally with students all over the world.

I am extremely grateful that the Clarksdale Municipal School District is being considered for this grant. It is my belief that the awarding of this grant to an already forward moving district, will help build the community, attract industry, and enable children to be exposed and successful.

Sincerely,

Angela Mitchell

Angela Mitchell

CMSD Parent Advisory Committee
503 School St
Clarksdale, MS 38614
September 12, 2013

U.S. Department of Education
Race to the Top Grant
400 Maryland Ave. S.W.
Washington, DC 20202-4260

Dear Sir/Madam:

It is our pleasure as parent of students in the Clarksdale Municipal School District to write a letter in support of the "Race to the Top" grant proposal, which is being submitted by our school district.

The funds from this grant are necessary for the purchase of equipment which will be instrumental to academic improvement in our school district. As technology upgrades, it is important that we remain up-to-date with these changes. Our student's will benefit greatly from a stronger academic program based on high achievement and technological awareness.

In conclusion, I fully support the efforts of the Clarksdale Municipal School District as they seek external funding to support a program designed for the betterment of our children. Any programs that can help steer our children toward strong achievement will benefit our students, teachers, and community at large.

Thank you in advance for your consideration

Sincerely,

Neely Metcalf

Clarksdale Municipal School District Parent Advisory Committee
Secretary

DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION

OFFICE OF THE DEAN

September 11, 2013

To Whom It May Concern:

I am encouraged that the leadership team in the Clarksdale Municipal School District is applying for a Race to the Top grant. Having visited schools in the district recently to see innovations and improvements they are striving to make, I can attest to the vision demonstrated by Mr. Dennis Dupree, Superintendent, and Dr. Dorothy Prestwich, Assistant Superintendent. It is clear that efforts are being made to build strong schools within the community and that these leaders understand the essence of the community they serve and the challenges they face in doing so.

With strong leadership in place, the capacity is present within this school district to make data-driven decisions that will improve student outcomes. Delta State University, and specifically the College of Education, offer support and resources as available and necessary in an effort to assist the Clarksdale Municipal School District staff and faculty in accomplishing their goals. Further, Delta State University, through its Clarksdale Higher Education Center, provides excellent resources for training of faculty and for their continuing education.

Faculty members at Delta State University are fully committed to improving learning for students in the Mississippi Delta region. We partner through the Delta Area Association for the Improvement of Schools to provide targeted support for schools and look forward to planning with this school district re any special needs they may have in executing the programs associated with this grant if funded.

I may be contacted at 662.846.4400 or via e-mail at lgriffin@deltastate.edu for additional information.

Sincerely,

Leslie L. Griffin, **Dean**
College of Education
Delta State University

REFLECTING HIS LIGHT BY REVEALING HIS LOVE



New Morning Star Missionary Baptist Church
1103 Espy Drive, Clarksdale, MS 38614
Phone: 662-627-2026
Brother Keith D. Powell, Pastor

To Whom It May Concern:

We the New Morning Star Missionary Baptist Church with good faith and confidence whole-heartedly support the Race to the Top application submitted by the Clarksdale Municipal School District.

Our District is vested with a visionary superintendent and staff of leaders that have the passion and experience to be exceptional stewards of contributions awarded to our district. The schools of our district are staffed with principals and assistants who embrace the leadership's vision and decision making and push our students to exceed expectations. Our classrooms are saturated with highly qualified teachers who understand the impact of their careers and realize it's more than just a job but a calling to equip our students with tools to be productive citizens. The desks of our district are occupied by students who are eager to learn and up to the challenge of exceeding expectations. Our students return from school to homes of supportive parents who also have high expectations of our school district and understand our roles as part of the team.

Although our district has the personnel components of a winning team the financial cuts to education makes it difficult to provide the additional necessities that promote and enhance the quality of our students' education.

As pastor of members who are students of the Clarksdale Municipal School District, a parent and former teacher, I understand the need for and the positive impact the Race to the Top Grant will have in our district.

We the body of believers at New Morning Star Church are supportive of the efforts of the Clarksdale Municipal School District's pursuit of the Race to the Top Grant and pledge to remain in their corner as they continue to enrich our world by educating the minds of our students.

Sincerely,

Keith D. Powell

Bro. Keith D. Powell
Pastor

Clarksdale High School
"Destination: GRADUATION!"

Dr. Manika Kemp, Principal
Reginald Griffin, Asst. Principal
Johnathan Page, Asst. Principal
Larry Scott, School Improvement Officer
Henry Johnson, Athletic Director

September 11, 2013

To Whom It May Concern:

We enthusiastically support the Clarksdale Municipal School District application for the Race to the Top Grant. At Clarksdale High School, we have entered Year III of our School Improvement Grant(SIG). As Academic Coaches supported through the SIG resources, we provide professional development to our faculty on using data to drive instructional strategies, implementing higher order skills in instruction, using technology in the classroom, and engaging students in the learning process. We have documented evidence that we have made tremendous improvements at the school. However, we still have some challenges that we must address if we are to ensure that all of our students experience academic success.

Our superintendent, Dennis Dupree, and our Board of Directors have supported innovative reform strategies for the entire district. Each school in the district has a magnet theme (without magnet school funding), and the schools in the district have been re-configured beginning with the 2013-2014 school year to better serve the needs of our students. Our 9th Grade Academy and Clarksdale High School participate in the Cambridge -Excellence for All Program model. At the high school, we are guided in our reform efforts by Dr. Manika Kemp, our superb principal and educational facilitator.

We need the funding and support that are available through the Race to the Top Grant to continue our efforts in educational reform. Our plans are ambitious, and we know they will prepare our students for success in college and the careers that demand excellence in our global economy. We thank you in advance for your consideration of the Clarksdale Municipal School District Race to the Top Grant Application.

Sincerely,

Shawanda Shaw
Shawanda Shaw
Rashunda Young
Rachel Hill
Rachel Hill
Mikeli Wilson
Mikeli Wilson

Address: 1101 Wildcat Drive
Website: www.cmsd.k12.ms.us/chs
Telephone: (662) 627-8530 | Fax: (662) 627-8549

Clarksdale High School
"Destination: GRADUATION!"

Dr. Manika Kemp, Principal
Reginald Griffin, Asst. Principal
Dr. Johnathan Page, Asst. Principal
Larry Scott, School Improvement Officer
Henry Johnson, Athletic Director

September 12, 2013

To Whom It May Concern:

I am the principal of Clarksdale High School in the Clarksdale Municipal School District (Mississippi), and I support the efforts of our district as we submit our Race to the Top grant proposal. During the 2011-2012 school year, we received a School Improvement Grant, and I am facilitating changes for our school as a transformational leader. In addition to our School Improvement Grant, our school has been selected to participate in the Cambridge – Excellence for All program model. The Cambridge model is structured to increase the proportion of high need high school students to leave high school ready to do college level work and to greatly reduce the number of students who enter college unable to move beyond the remedial courses before they drop out. Initially our model at Clarksdale High targeted a cohort of students; however, effective the 2013-2014 academic year, we are including Excellence for All as a whole-school model, beginning with our 9th grade students who matriculate at the newly-formed 9th Grade Academy and continue at the high school for grades 10-12.

Now in Year III of our School Improvement Grant, we have instituted school reform strategies using the grant resources. We have hired academic coaches and professional development consultants to assist our faculty with using data-driven instructional strategies; implementing a rigorous, aligned instructional system, with the use of technology and increased student and teacher engagement; expanding the focus on a positive school climate and culture; and increasing parent and community engagement. We have made strides in these areas; however, there are still challenges in developing the world-class high school that our students and community deserve. These challenges are especially great since we are located in a high poverty, high unemployment Mississippi Delta community. We take the same position as principal and author, Steve Perry, "Push has come to shove" as we develop our nation's most important resource-our children. The Race to the Top Grant will provide the resources needed for us to continue to close the achievement gap, to increase our graduation rate, and to continue to retain, develop and reward effective faculty members. With the grant resources, we "will be the change we aspire to be."

We thank you in advance for your assistance.

Sincerely,

Manika Kemp, Ph.D
Principal, Clarksdale High School

Address: 1101 Wildcat Drive
Website: www.cmsd.k12.ms.us/chs
Telephone: (662) 627-8530 | Fax: (662) 627-8549

Clarksdale High School
"Destination: GRADUATION!"

Dr. Manika Kemp, Principal
Reginald Griffin, Asst. Principal
Dr. Johnathan Page, Asst. Principal
Larry Scott, School Improvement Officer
Henry Johnson, Athletic Director

September 11, 2013

To Whom It May Concern:

As members of the Administrative Team at Clarksdale High School in the Clarksdale Municipal School District (Mississippi), we strongly support the application for the Race to the Top Grant submitted by our district. Or high school is completing Year III of a School Improvement Grant and year three of our participation in the Cambridge Program, a model program that prepares students for post-secondary education. We have made significant strides in the areas of student growth through a clearly articulated rigorous curriculum, data-driven decision making, school culture and climate, and expanded parent and community engagement. Our school is moving toward becoming a successful school, improving our high school graduation rate, and ensuring that our students are well prepared for success in college and the workplace and are able to compete in the global economy. All of our successes over the past three years have been under the leadership of a dynamic, turn-around principal, Dr. Manika Kemp.

The Race to the Top Grant will provide the support for our district's ongoing efforts to provide an excellent and equitable education for all of our students. The portion of the grant funds that would be allocated to our high school will enable us to continue the acceleration our school reform efforts. Our district and building leaders, parents and community members have demonstrated their support of our innovative strategies that will lead to improved academic outcomes for the students in our school and the entire Clarksdale Municipal School District.

We look forward to a successful grant award for our district, a high poverty and high unemployment Mississippi Delta community. Education is our top priority.

Sincerely,

Reginald Griffin, Assistant Principal

Dr. Johnathan Page, Assistant Principal

Dr. Clarence Hayes, Graduation Coach

Address: 1101 Wildcat Drive
Website: www.cmsd.k12.ms.us/chs
Telephone: (662) 627-8530 | Fax: (662) 627-8549

Tamara Moore-Fair
1167 Briarwood Cove
Clarksdale, MS 38614

September 12, 2013

Dear Sir or Madam:

As a proud parent of Myrtle Hall 1V Language Immersion Magnet School located in Clarksdale, MS, I am writing this letter to share my opinion as to why this school should be chosen to receive Race to the Top grant funds. Since kindergarten and now fourth grade my child has attended Myrtle Hall IV. As an active parent I have watched this school evolve not only into a magnet school but gradually and successfully implement the specific areas in which the Race to the Top grant fund identifies as areas of focus.

Residing in the Mississippi Delta our children, our schools sometimes fall short as it relates to resources, materials, funds, staff, etc, in comparison to schools in the larger more urban areas, however those shortcomings have no effect on our children's willingness and eagerness to learn and excel. In receiving needed funds our children will continue to excel and learn but they will certainly become more equipped with resources needed to become more competitive in comparison to schools and students that have access to resources that we lack on a daily and yearly basis.

Myrtle Hall IV makes all efforts, with the resources they have to "lead the way with ambitious yet achievable plans for implementing coherent, compelling and comprehensive education reform" this is reflected in the schools progress on an overall level, data that measures students growth, which is accessible to the public, staff and how they are recruited, developed, rewarded and mandated to make decisions that will prove to be beneficial only to students' learning, personal safety, self esteem and other specific areas that will enhance academic growth. Myrtle Hall IV has made tremendous strides in promoting and achieving academic excellence and it has an ultimate goal to see all of its students, race to the top! These funds will facilitate the change, the goal, the mission in which this great school stands for and promotes on a daily basis and help to open our children up to a world that can and should be theirs!

As a concerned and active parent it is with the utmost sincerity that I ask that Myrtle Hall IV become a recipient of Race to the Top grant funds.

Sincerely,

Tamara Moore-Fair

Tamara Moore-Fair

Myrtle Hall IV Elementary School
700 Fifth Street
Clarksdale, MS 38614

Wednesday, September 11, 2013

Dear Parent(s) or Guardian(s):

I am writing this letter to inform you about the Michelle Obama's "Race to the Top" grant. This grant is going to help increase parental support by exposing our children at Myrtle Hall IV to the various resources outside of Clarksdale, MS. As you know, we are living in a rural area, and there are very limited resources in the Delta area.

This grant will give our children an opportunity to go on field trips outside the state of Mississippi. It will also help to fund state of the art labs in our school which will include brand new computers and Ipads. This will give our children a chance to communicate and compete with other children globally. It will also provide more college and career readiness programs which will expand the vocabulary, and it will help with the Common Core Standards.

Please get on board with improving our children's future.

Thank You,

Mr. Manuel Lamar Hicks

Mr. Lamar Hicks
Parent of Jamison Hicks, 2nd Grade Student

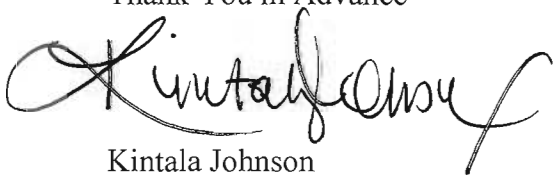
Kintala Johnson

September 12, 2013

I am writing this letter in support that we are funded the Race to the Top Grant. It is very often that our community be provided an opportunity to receive a pool of money that is set aside to help schools boost student achievement through innovation and reform ideas. This grant would mean a lot to us on many different levels, such as additional ways to enrich teachers' instructional ability, and would give our kids the opportunities we don't have in our current budget range. As a parent, I understand the importance of education and the financial crisis our schools face. The Clarksdale Municipal School District, Myrtle Hall IV, focus on providing innovative programs that meets the needs of every student. We can't do this without the funding from Race to the Top. We want to provide these students in the Mississippi Delta the same learning opportunities as prestigious inner city school.

I know that our administration will used these funds to prepare each student to master the content and skills required for college and be career ready. These funds will ensure our elementary schools are equipped with state of the arts technology labs, hands on learning material, and differentiated instructional strategies. We will also be able to create opportunities for students to identify and pursue areas of personal academic interest - all while ensuring that each student masters critical areas identified to remain on the high school graduation track. Please allow us the opportunity to distribute these funds throughout our school district. Our students are our future, we believe in them!

Thank You in Advance



Kintala Johnson

Talayshia Lee

Race to the Top

Dear, Michelle Obama
I think our School need money because So we can get new things. My idea is we need new supplies, new desks, and a new library. That's what I think we need. And I have alot more ideas like new classroom, new Floors for the halls, and new bathrooms.

And our school need new playgrounds, and I think we need new computers, and some new labs. So I think that the school need the money because to keep the school going. And we need the money so the school can build up money, and so we need the for a reason so the school can be clean, and not dirty for other people. Please Michelle Obama we need the money, and if you give it to the school the school will be thank ful.

Please Michelle Obama if you don't have no promblem our School need this money.

from Hall of Fame Academy School

Because our school have a lot of decisions to make cause I hope this school can build up. If you don't mine.

Sinserly
Talayshia Lee

To: Michelle Obama

Dear, First Lady

We hear that you are having a Race To The Top. So here's why we need the money. So that we could have music and we could expand our school. Get a new play ground now that would nice and to have more school activites and most of all more field trip.

But we have to support the basketball team. So here's some idea's. We can get new uniforms for the team. Maybe a football team and a football field and some foot ball uniforms.

Then, I hare some idea's for the school. We could hare a full time nurse and a new gym and for a new library.

That's what we could use the money for.

Sincerely,
Amaare' Simmons

Myrtle Hall IV Language Immersion School

Race to the Top

Tori Johnson

Dear, First lady Michelle Obama

We need the money so we can get our own nurse that stays at our school in case of emergency. We need the money to buy more workbooks and supplies. We need the money so we can learn new languages. We need the money so we can buy some more computers for the kids so we can get a little education online.

We need the money so we can build a new playground. We need the money so we can get music and art. We need the money the money so we can get more library books so we can be very good readers. We need the money so we can have more experices of the world and we can learn history. We need the money money so we can be high performing students and reader on a 7th grade reading level and do math on the 8th grade reading level and this will be great If we win "Race to the top"!!!

Myrtle Hall IV Language Immersion School

Race to the Top

Nadia Webb
September 11, 2013

Dear Michelle Obama

How are you doing today? I will tell you why we need the money. First we need it to buy some books to pick up our reading level. We need some supplies also. Second we need a school nurse because alot of students come to school sick and they spread germs and give it to the other students and teachers. Third we need to go on more field trips, so we can explore the world and learn about things.

We need a new playground to put new activities on it. We can add music, art, and Spanish classes. We really need the money to help our school do better. I really love this school, so I am trying to make the school better. One more thing is that we try hard in every thing we do we try to make the school better. I love you Michelle Obama.

Best wishes, Nadia Webb

Myrtle Hall IV Language Immersion School

FROM THE DESK OF:



MALAIKA HOWARD

EDUCATOR

1225 ST. GEORGE COVE

CLARKSDALE, MISSISSIPPI 38614

(662) 902-2332 howard.malaika@gmail.com

September 12, 2013

To Whom It May Concern

As a parent, I would like to express my strong support for the ***Race to the Top*** Grant Project. It is my understanding that Booker T. Washington Elementary (Clarksdale, Mississippi) is requesting this grant to enhance the individual students' learning experiences, and I support their request wholeheartedly.

The ***Race to the Top*** project is important to me for several reasons. First of all, my son is a kindergarten student here at Booker T. Washington Elementary. This is his 2nd year attending this school, and he has experienced nothing but positive learning experiences here at this school. However, with teachers that are more prepared than they have ever been professionally and new and improved learning manipulatives, I feel that my sons learning experiences could be even better.

Located in the Mississippi Delta (one of the poorest regions in the United States), Booker T. Washington is a well-respected, long-standing beacon of education here in our small town. The desire to have the resources to compete with some of the most prestigious and educationally sound primary schools in the nation is there, but access to certain materials and technology that is needed to stay current in an ever-changing society is limited due to a lack of funds.

Securing the ***Race to the Top*** grant will not only allow my son and his peers to be exposed to museums and other tools of incidental learning, but it will allow them to "see the world outside of the Mississippi Delta" and set goals that extend far beyond the cotton fields, factories and casinos, that employ many of the parents in our community.

The ***Race to the Top*** grant will enable the students of Booker T. Washington Elementary to:

- Learn fiscal responsibility through the opening and student operation of a school store (mathematics, business and technology)
- Present and participate in examples of sustainability and community unity via a school garden project (applications in both science and social studies)

To Whom It May Concern:

Hi, my name is Kyron Williams and I am a second grade student at Booker T. Washington Elementary School. I am writing this letter to show support for my school because I love my school and we need your help. My teacher always tells me that I should be the best me that I can be and that is who I am trying to be and with your help, that is exactly who I will be! But to help me and all of my friends be the best that we can be, there are some things that we need to help us learn and grow.

The Race to the Top Grant funding will help my school get materials and tools for students like me and all of the teachers, too. I am excited about learning and I want to help my school race to the top of learning.

Here is a poem that I wrote just for you:

The school year has begun.

We are going to have so much fun.

Our teachers are happy as can be,

And our principal is so excited, can't you see?

We are going on an adventure of learning, inside the classrooms and outside, too.

But we can't get there on our own, we need some help from you!

We would love to visit local colleges and the Mississippi Children's museum would be such a treat.

We could even plant a school garden, learn how vegetables grow and have fresh food to eat.

But we don't have all of the things we need right now that will help us on our way,

Some iPads, Apple apps, MacBook laptops and a large library of books would surely make our day.

I am just in second grade now and I have a long way to go before I reach the top,

But with our community, school leaders and this funding grant, Booker T. Washington can Race to the Top!!!

Thank you for helping me and my school, Kyron Williams

Kyron Williams

To Whom It May Concern,

I am a parent of first grader at Booker T Washington International Studies Magnet School. I am very excited about the Top Grant, I feel that my son and his classmates can utilize the tools given in this grant.....I am a firm believer that students learn from hands in activities.....and since science and social studies seen to be but so fun subjects in the kids eye sight. ..I think when they can have access to a real live garden would be an experience of a lifetime for the students...Our world is ever-changing and technology has taken over. The student at Booker T. Washington can benefit from the computers and other gadgets this will help them keep up with the technology world around them.. Please consider Booker T. Washington International Studies Magnet School for the Top Grant funding.

Kyra Washington

Parent

To Whom It May Concern:

My name is Mrs. Latarsha Landfair Williams and I am writing this letter to express my enthusiastic support for the Race to the Top Grant funding for Booker T. Washington Elementary School. As a parent and concerned citizen of the local community and school districts, I strongly believe that this funding grant will ensure that our young students gain access to hands-on, high-skill learning experiences and knowlege-based learning opportunities that are essential for their performance and academic successes.

Currently, our students at Booker T. Washington Elementary School are faced with the challenges of achievement gaps due to the lack of materials, equipment, resources and necessary tools for them to perform at their highest standards of learning. With the collaboration of parents, educators, district leaders, community-based programs and the Race to the Top funding, each of our students will have exposure to an education that continues to prepare them for the 21st century's classroom. The funding will also provide our educators with the effective tools to do what they do best which is to educate our children.

I am optimistic that we all share a common interest in our children's successes, inside and outside of the classroom, and working to find possible solutions and alternatives to help each student succeed is our primary goal. The Race to the Top funding grant would greatly accelerate progress towards achieving our goals to meet the needs of every child on board here at Booker T. Washington Elementary School.

In efforts for our students to reach their full potential, the Race to the Top funding grant would allow our school and students the opportunities to:

-Increase student exposure to colleges and museums through field learning experiences'

-Offer hands-on Science and Social Studies instructions through a school garden

-Improve the quality and quantity of our teachers professional developments

-Increase student access to classroom technology through iPads, MacBook laptops, and Apple educational apps

-Increase the size of the school's library and the number of books available to students

At Booker T. Washington Elementary School, we pledge our commitment, cooperation and willingness to help create a high-performing learning environment to meet the needs of every child. Therefore, I ask that you highly consider this letter of support with special interest and help recognize the great collaboration efforts that are happening in our local school.

Thanks in advance for your consideration,

Mrs. Latarsha Landfair Williams

Mrs. Latarsha Landfair Williams

Hi, my name is Gerald D. Ball. I attend D.C. T. Washington International Studies Magnet School. I was glad to hear of the Race to the Top Grant knowing that it was for supporting my classmates and I for a better education. The students at my school would like visiting colleges and museums. We would like the chance to learn how to grow fresh vegetables and studying farm habitats. I would love to work on all kinds of technology instruments. I like reading books so getting more books for us would help our education advance. Anything for my peers and I. I am glad to be a supporter.

Hi, my name is Linda Ball. I am the parent of Gerald D. Ball whom attends B. T. Washington International Studies Magnet School. I was glad to hear that there was such program as Race to the Top Grant giving my child a chance to have an excellence education. I am glad the program would expose my child to colleges and museums. I like the idea that my child would be getting hands-on science and social studies instruction through a school garden. With todays technology steadily advancing its wonderful to know that the program would help my child along the way. Books are very important to my child's education so to be able to know that the grant will better the school's library and have more books available makes me proud to be a supporter.

August 29, 2013

Dear Race to the Top Grant:

Iam writing asking that you consider Booker T. Washington Elementary School as the recipient of the grant this year. Our school is in need of and upgrade in our Library offering a more variety of books, students need more exposure to community services that they can get through field trips. I also feel that our students learning will increase with the use of technology. I would like to thank you in advance for considering Booker T. Washington Elementary School as the winner of this grant.

Concern Parent,

Shirley McGregory Rounds

Dear, Race to the top
Please consider my shool Booker T Washington.
For the grant. It will really help us to do
better in our classwork. The school grade
will be good. I pads and laptops will help
us compete with other children.

SeMaje McGregory

Always do your best!



My name is Jordan H.

I love vegetables and

playing in the dirt. We

need money for seeds.

Will you help B.T.W. school

September 13, 2013

Dear Mr. Dennis Dupree Sr.

I'm elated to support the Clarksdale's Race to the Top Grant application submitted by Clarksdale Municipal School District.

By supporting this grant, this gives students the opportunity to seek higher goals that support accomplishments of future endeavors. The Race to the Top Grant will measure student growth and success which allows them to succeed in college and the workplace. This is a much needed resource for our students throughout the district. I fully support the efforts of The Race to the Top Grant external funding to support a program designed to keep our children a TOP PRIORITY.

Sincerely,

Laquita Dawson

September 12, 2013

Dear Mr. Dennis Dupree, Sr.

As a parent in the Clarksdale Municipal School District, I strongly support Clarksdale's Race to The Top Grant! It has and will afford students from kindergarten through high school the opportunity to enhance their academic skills, realize the importance of lifelong learning, and be prepared for college and careers. This is much needed, not only for my children, but for the children throughout our community. I look forward to the continued success of this program and the results it will generate.

Respectfully yours,

Robbie R. Williams

Robbie R. Williams

September 12, 2013

Dear Mr. Dennis Dupree, Sr.,

As a parent in the Clarksdale Municipal School District, I am writing this letter in support of the Clarksdale's Race to the Top Grant application submitted by the Clarksdale Municipal School District.

Our district prides itself in providing innovative and quality educational programs that focus on the individual development of every student. The Race to the Top Grant has and will afford students in pre-school through fourth grade the opportunity to indulge in the innovative and quality program offered by the district. Clarksdale Municipal School District has worked hard on reforms that can transform the district for decades to come. The Race to the Top Grant will help this district continue with ambitious and achievable plans for implementing coherent, compelling, and comprehensive educational reform.

Sincerely,

Tetra Winters

Race to the Top Grant

As a student in the Cambridge Program, I feel that more technology will be beneficial towards my educational background. The Cambridge International Examination Program is a global program; therefore, my schoolmates and I are competing against other students around the world and we must be intellectually prepared to embark upon this tenure. Moreover, achievement arises from exposure.

Technology can expose our students to ideas, cultural differences and information that we cannot typically receive from our textbooks. Technology would give us an advantage in our race to the top of the education chain while making our students would more aware of the studies in which we participate.

I also believe that technology will change the roles of students and teachers. The students would be placed in an authoritative position of their schooling rather than being knowledge bowls that are being poured into. With this leading role, students will be able to obtain and manipulate information easier. The teacher's role would be to stimulate and coach rather than directly instruct.

Technology can change lives and circumstances. I believe that more of this will motivate and inspire our students. It will give them a sense of accomplishment and power that cannot be received by being limited to resources. I believe that technology in the Cambridge program will enhance the actuality of what it means to be a good student. When you increase confidence you better the performance. This can be done at Clarksdale High School. However, we cannot complete this task alone. We must have support. We must have support from our community. We must know people truly care about our future and our present. Increased technology means increased knowledge. Increased knowledge means increased personal value. This is my personal belief and motto. If we continue to publicize this idea, then the educational world would be more stable and skilled place.

T'Keyah Burnett

September 13, 2013

To Whom It May Concern:

My child has been enrolled in the Clarksdale Public School district since first grade. He has attended George H. Oliver under Mrs. Sharon Montgomery. The Magna Schools, in my opinion has made a significant difference in our community. It has afforded the children of the community opportunities that before the Magna schools would not have been available.

George H. Oliver, which is the School of Performing Arts has numerous of opportunities for the children to freely participate in that would normally be very expensive to the parents. Since attending my son has had the opportunity to learn to read music, learn to play the violin and also the recorder. He is now in the process of learning to play the keyboard. These are things that I feel are very important when it comes to the children in a small community. The students are allowed to play in all the programs that are hosted by the school and they also played in their first recital last year at the local community college. This year the drums have also been added to the musical curriculum.

Art is another area of specialty for G.H.O. The art program is made available to all the students and allows them to express their creativity in different ways. The students art are posted in the walls on display and also during the different programs.

The dance program is also one of G.H.O most successful programs. The students who are enrolled in dance also participate in the programs and also are asked to dance outside of the school. They are taught spiritual dances, as well as hip hop and R&B. This is an opportunity that aside from G.H.O some students would not be able to have.

As a parent I can say that I am more than grateful for not only G.H.O but for all the Magna Schools. Each one has a special area of specialty as well as great academic curriculums that offers our children diversities that before the Magna Schools were not available to some. This is a great addition to our community and a blessing to all included.

Helen McNeal

Davida L. Hunt
1203 Smith Street
Clarksdale, MS 38614

To Whom It May Concern:

My daughter, Hayley, is a 1st grader at Booker T. Washington Elementary School. Ever since I decided to transition her from private school to public school, her academic and social growth are constant daily reminders of what a wise and wonderful choice I made.

Before Hayley got to Kindergarten, she could barely read. With the help of her kindergarten teacher, Ms. Emma, Hayley reads sight words, studies spelling lists, and writes short sentences. Even though she has a long way to go, she doesn't have too far to travel thanks to Booker T. Washington.

As a parent and professional educator, I am completely aware of the transformative power technology has when it comes to classroom teaching and learning. School districts throughout the country annually compete for the life-saving millions "Race to the Top" grant funding can offer to their students because they know how vital technology is to increasing student achievement, annual yearly academic growth, and optimizing student success.

If awarded "Race to the Top" funding, Booker T. Washington Elementary will not only continue to thrive but will survive by becoming one of the greatest educational assets to its local and global community by offering the best programs, the best student-learning experiences, the best teachers, but most importantly a successful community of lifelong learners who will positively impact and change this world. One of whom will be my daughter, Hayley.

Therefore, as a parent and professional educator, I fully support Booker T. Washington's efforts to not only change the classroom but to change lives including the very one I brought into this world so that she can become a positive and productive citizen of this ever-changing and global society.

Sincerely.

David L. Hunt
Proud Parent of Booker T. Washington Elementary School

September 12, 2013

To Whom It May Concern:

My name is Jakaylin Gilliam. I attend Heidelberg Elementary Mathematics and Science School. I would like for our school to receive The Race to the Top Grant. There are many things that our students need such as a new playground. We also need new air conditioners for each classroom. We also need new library books to read for each grade. Another reason that we need this grant is because we need tutors for our afterschool program. This grant can help to improve our school in many ways.

Sincerely,

Jakaylin Gilliam

Jakaylin Gilliam

September 12, 2013

To Whom It May Concern:

I'm Leatha Winters. I am a third grader at Heidelberg Elementary Mathematics and Science School. I would like for our school to receive The Race to the Top Grant in order to become a better place for us. For instance, we need new playground equipment. We also need our own P.E. teacher. We only have P.E. Class three days a week because we don't have a P.E. teacher for everyday. We also need new air conditioning throughout the building. There have been many times when it is hot in the classrooms. This grant can really help us to improve our school.

Sincerely,



Leatha Winters

September 12, 2013

To Whom It May Concern:

My name is Jaylin Curtis. I am in the 2nd grade at Heidelberg Elementary Mathmatics and Science School. I am in support of the Race to the Top Grant because it can help our school in a lot of ways. One way that it can help us is to buy more computers for the students to use in our classrooms. We also would like more Ipads to use to help us learn to read and practice our math. We can also use the grant to buy better furniture such as student desks, tables, and chairs. We can always use more school supplies such as paper, pencils, crayons, notebooks, tablets, and rulers. This grant will help our school to become the best that it can be.

Sincerely,

Jaylin curtis

Jaylin Curtis

DONALD GREEN

DELTA ACCOUNTING SERVICE
P. O. BOX 1414
CLARKSDALE MS 38614
662-627-9180 OFFICE
662-627-5675 FAX

SEPTEMBER 13, 2013

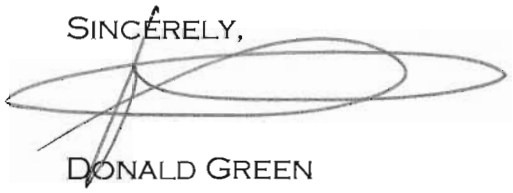
TO WHOM IT MAY CONCERN:

I HAVE BEEN A MEMBER OF THE GEORGE H. OLIVER COMMUNITY LEADERSHIP TEAM FOR MANY YEARS. I AM IN FULL SUPPORT OF THE CLARKSDALE'S RACE TO THE TOP GRANT APPLICATION.

WORKING TOGETHER WE CAN MAKE A DIFFERENCE IN THE LIVES OF OUR CHILDREN, SECURING THEIR FUTURE, AND GIVING THEM OPPORTUNITY TO SEE FAR BEYOND THEIR CAPABILITIES.

THANK YOU FOR ALL YOU DO. IF I CAN BE OF ASSISTANCE, DO NOT HESITATE TO CONTACT ME. PLEASE KNOW THAT YOU WILL ALWAYS HAVE MY SUPPORT.

SINCERELY,



DONALD GREEN

9/13/2013

To Whom it may concern,

I am writing this letter to express my support for Magnet Schools specifically, George W. Oliver Elementary School. I am a resident of Coahoma County and I feel that this school is an incredible asset not only to the children of the school district but to the community as well.

George W. Oliver offers to it's students an excellent academic curriculum with a concentration on the Arts. This program is diverse as well as innovative. My eldest son attended this school with great success. He now is presently enrolled at the 9th Grade Academy and my youngest son presently attends George W. Oliver and

is following in his footsteps. I think that they both have very promising futures. I am in total support of George H. Oliver Magnet School to serve the students of this community. I value it's motto "Education of our Children Top priority." I commend them on a job well done and wish them success in all of their future endeavors.

Sincerely,
Vinetter D. Banks
Parent

To Whom It May Concern:

My name is Julian Streeter. I attend George H. Oliver in the third grade. I love my school because I have liked beating on things making music since I was two. I have always wanted to learn to play the drums and other instruments. In music class so far I have learned to play the violin with and without the bow, play the recorder and even read musical notes. I have gotten a chance to play in all the programs at school for the holidays and also play in my first violin recital at the local community college.

I was also accepted into the gifted program called LEAD. In LEAD we are allowed to have fun and learn about things differently. We have visitors from leaders and doctors in the community and was even allowed to see a real shoe of Shaquille O'neal's in person. We also learned about dinosaurs, sharks, and lava hands on.
I love G.H.O School and the teachers too.

September 12, 2013

Dear Sir or Madam:

I am pleased to write this letter on the behalf of Clarksdale Municipal School District in support of the application packet for the Race to the Top Grant. Clarksdale Municipal School is an exemplary district.

Furthermore, it has given me the opportunity to let my light shine on lots of occasions. I am becoming a great dancer. This program allowed me this opportunity and I am happy.

Therefore, it is without hesitation that I support the district for this chance. Thank you for your consideration, and support.

Sincerely,

Darnecia Hubbard



Since becoming a magnet school George H Oliver has improved tremendously. I feel that the bar has been raised and I for once am so glad.

My Joshua has a zest for learning, and feels much more excited. I've noticed a difference in his attitude. He jumps up and likes school and when he comes home he's still excited.

The staff are great. Ms Montgomery has been a godsend. Her door is always open and I believe she has taken part in this success. She has my respect and the school is a lot different than before. The children seem to take pride in their school.

Our magnet school is terrific.

Mrs Barbara Lewis

Joshua Lewis
Sept, 12, 2013

I love my principal she is nice and let us learn she is the best princaipal. My school G.H.O is great I love art and my favorite subject is math. I just love books! My favorite book is Otis Dooda Strange but True by David heatley. My libracy is downtoon its carniegie pubic Library. The teacher are nice to me and teach me a lot of stuff. For Mrs. Mackey class on my progress report 90, 83, 97 and for Mrs. Newson class I got 87, 84. G.H.O is a clean and safe place for me to learn! That's what I love the most about my School.

September 13, 2013

To Whom It May Concern:

This letter is in support of the Clarksdale Municipal School District's Race to the Top Application. Magnet Schools in Clarksdale, Mississippi, a rural poverty stricken area is one of the greatest educational advancements that the Clarksdale Municipal School District has contributed to the community. Thanks to the Superintendent, Mr. Dennis Dupree and his administrative staff. This community was lacking diversity in the school settings; however, the Magnet Schools have provided this enrichment.

I have been employed in the district for over 30 years and the school district definitely needed a change. The Magnet Schools allow freedom of choice and the opportunity for parents to be a part of their children's learning journey. The parents can concentrate on their children's strengths by choosing the school that best fits their academic needs.

This community is growing academically and socially because the Magnet School concept has added so much cultural enrichment. It has actually attracted so many educational programs along with teachers to this area. With the infusion of the new teachers and administrators from various states, Magnet Schools are constantly keeping teachers and administrators in step with methods and concepts that constantly emerge to improve our educational system. It is a revolving door that creates educational assets for students, teachers, and parents.

The overall concept improves students and teachers ability to share, interact and be competitive for professional growth. Most important of all, it addresses subject areas that students can build on for future job placement. Magnet Schools are a necessity in this area to improve everyone's quality of life for future growth.

Thank you for your consideration and if I can be of assistance in the future, please contact me at (662) 627-8605.

Sincerely,

Pinky Johnson

Pinky Johnson

Makayla Stasker
September 12, 2013

I like Magnet School because it is fun and I love school.

Dear Mrs. Montgomery,

I am writing to let you know that I really appreciate you. This school has really benefited me. I have been learning alot. My first yearshere have been wonderful. I am truly blessed to have walked the halls of George H. Oliver Elementary School. My favorite subjects are math, Science and language arts. I love both of my teachers deeply, and truly appreciate their hardwork and dedication to me and my classmates, as well as yours, too. As our principal, you do an awesome job. I love the sockhops and dressout days, as well as all the fun things you do to reward us. Thanks again for being the best principal in the nation.

Sincerely yours,
Cimmion Ross

Dear Mrs. Montgomery,

When it comes to schools in the city of Clarksdale, George H. Oliver Elementary is one of excellence. This school of performing arts is a very critical aspect of our children's lives, as well as their classmates and the community. It has been a pleasure to have been a part of such a wonderful school. As principal, you really have shaped and molded fine young minds and future leaders at this school. I especially love how you expect nothing but the best from ALL of your students. We love you for that so dearly. We couldn't have asked for a better principal in a million years. Thanks again for all your hard work, patience, enthusiasm and compassion. May God continue to smile upon you and bless you.

Sincerely,

Mr. + Mrs. Henry Ross Jr.

P. O. Box 873
1015 Barnes Avenue
Clarksdale, MS 38614
September 11, 2013

Mr. Dennis Dupree, Superintendent
Mrs. Sharon Montgomery, Principal
Clarksdale Municipal School District Board

The past four years that have focused on the Magnum School themes have brought many changes in the city school system. The Magnum Schools forced each parent to take an active part in their children's education. We had to communicate with our children to make the best choice for them and not just ourselves.

The Performing Arts School has really been beneficial to the students as well as the community. The entire student body has benefited in some way, both academically and kinesthetically, by attending the Performing Arts School. The various holidays/special programs that involved the entire student body helped to boost the self-esteem and the morale of the students. The talented Rock Ensemble and the graceful Dance Troupe that grew out of George H. Oliver Elementary School speak volumes when they perform throughout the community. They have made us so proud to be a part of their lives.

All of the Magnum Schools have brought something unique to the Clarksdale Municipal School System. I can boast about George H. Oliver and W. A. Higgins because those are the schools where the majority of my children/grandchildren attend.

In my opinion, the Magnum Schools are the way to go. Our hats are off to Mr. Dennis Dupree for having the vision to move our schools in another direction.

Esteria Anderson, Parent/Grandparent

September 13, 2013

Dear Mr. Dennis Dupree, Sr.

Over the years being a part of the Clarksdale Municipal School District has helped me learn a lot of things. In grade 5, G.H.Oliver became one of the first magnet schools in the district to receive the Magnet School Program. This program gave many opportunities to kids in my age group the chance to express themselves in a variety of ways. The electives that were taken by every student were violin class, keyboarding, art, and dance. For example, I took violin class. In my opinion, playing the violin was my favorite way to show that I really have the talent to show my community.

This year, middle school students from Oakhurst and W.A. Higgins transitioned to the 9th grade Academy. Here at the 9th Grade Academy, every student takes Cambridge classes. This gives an opportunity to show students that every obstacle in life is not always easy. In order to get what you want, you have to work hard for it. Most students don't see that we are receiving more education than we did over the years.

To make our 9th grade year exciting, I have the idea that a music program would help kids to show off their talents. We all should take part in this program because kids don't have confidence in themselves. In this time period, most kids my age deal with bullying and peer pressure. The only way to escape these threatening issues is to open a music program so students can show their emotions, not only for the educational interest, but for their own identity. If this request can be achieved, I'm sure that not only will students be better with attitudes towards each other; they would also have the confidence to know they are smart in their own image and believe that having an education can be achieved.

Sincerely Yours,

Kaylin Bonner

September 13, 2013

Dear Mr. Dennis Dupree, Sr.

Every since 5th grade at G.H.O. Elementary School, there has been a very effective Magnet School Program. At the start of this program, it consisted of a violin class, a keyboard class, a dance studio, an art class, and a very organized rock ensemble as well. During this time when the program came, I was already in the 5th grade so I was very disappointed about leaving. Going into middle school at W.A. Higgins Academy there was choir, art and marching band there. Eventually in the 7th grade they made the school a Magnet School that made the school expand to a higher level of arts and talent. At Higgins, we now had an orchestra, a keyboard studio, a dance studio a recording studio added to band room, and a more effective choir, rock ensemble and regular marching band. I've never been more trilled about being able to have musical talent everywhere I go, so I was looking forward to having the same at the 9th Grade Freshman Academy.

For the 2013-2014 school term, I am attending the 9th Grade Freshmen Academy. I honestly think that the "Race to the Top Grant" would improve not only this school, but Clarksdale High School as well. If it was approved, the better improvements should be things that make students want to go to school and do more than the basic four main classes. I think a drama club would be a good experience in both the schools so it won't just stop at the Freshman Academy. Things dealing with music should be considered also such as orchestra, keyboard, choir, and dance. These few extra classes give people ways to express themselves not only on paper but through their extraordinary personalities.

The Cambridge Program has been inflicted in the 9th Grade Academy to better students to be ready for college. Even though I think the program challenges our critical thinking skills as well as writing creativity, I personally feel that we should have more technology added to most or all of the classes. Eventually this can be the start of students having more determination and get up and go about school and the Race to the Top Grant is a great way to start.

Sincerely Yours,

Brittney Marshall

September 13, 2013

Dear Mr. Dennis Dupree, Sr.,

If I had a voice in choosing what our money could go into dealing with supplies for our schools, I'll choose to buy more technology for our schools. At our 9th grade academy school we do not have a class set of dictionaries for our English class. If we can get at least 40 laptops for each course at all schools in the CMSD, I feel our test scores would be totally different. Our school district should ask for funds for more books and technology for our schools.

I'm flattered to be able to write about what I would like our school money to go towards. Maybe, one day the things I hope for will be accomplished by the time I'm out of high-school. I do not want to see my younger brother and sister to experience the same things I experienced in school. I want them to be able to bring their textbooks home and study, use laptops in class to help them, and learn more things outside of ordinary textbooks. Yes, I am for seeking extra funds to assist with our school in making sure every student is Top Priority.

Thank you for listening to my concerns and I look forward to having great things done and happening at CMSD.

Yours Truly,

Rayshun Logan

DONALD GREEN

DELTA ACCOUNTING SERVICE
P. O. BOX 1414
CLARKSDALE MS 38614
662-627-9180 OFFICE
662-627-5675 FAX

SEPTEMBER 13, 2013

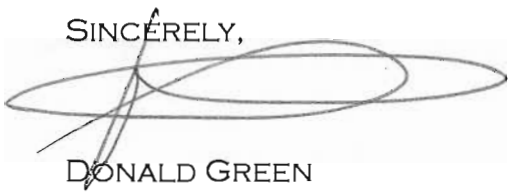
TO WHOM IT MAY CONCERN:

I HAVE BEEN A MEMBER OF THE GEORGE H. OLIVER COMMUNITY LEADERSHIP TEAM FOR MANY YEARS. I AM IN FULL SUPPORT OF THE CLARKSDALE'S RACE TO THE TOP GRANT APPLICATION.

WORKING TOGETHER WE CAN MAKE A DIFFERENCE IN THE LIVES OF OUR CHILDREN, SECURING THEIR FUTURE, AND GIVING THEM OPPORTUNITY TO SEE FAR BEYOND THEIR CAPABILITIES.

THANK YOU FOR ALL YOU DO. IF I CAN BE OF ASSISTANCE, DO NOT HESITATE TO CONTACT ME. PLEASE KNOW THAT YOU WILL ALWAYS HAVE MY SUPPORT.

SINCERELY,



DONALD GREEN

9/13/2013

To Whom it may concern,

I am writing this letter to express my support for Magnet Schools specifically, George N. Oliver Elementary School. I am a resident of Coahoma County and I feel that this school is an incredible asset not only to the children of the school district but to the community as well.

George N. Oliver offers to it's students an excellent academic curriculum with a concentration on the Arts. This program is diverse as well as innorative. My eldest son attended this school with great success. He now is presently enrolled at the 9th Grade Academy and my youngest son presently attends George N. Oliver and

is following in his footsteps. I think that they both have very promising futures. I am in total support of George H. Oliver Magnet School to serve the students of this community. I value it's motto "Education of our Children Top priority." I commend them on a job well done and wish them success in all of their future endeavors.

Sincerely,
Vinetter D. Banks
Parent

To Whom It May Concern:

My name is Julion Streeter. I attend George H. Oliver in the third grade. I love my school because I have liked beating on things making music since I was two. I have always wanted to learn to play the drums and other instruments. In music class so far I have learned to play the violin with and without the bow, play the recorder and even read musical notes. I have gotten a chance to play in all the programs at school for the holidays and also play in my first violin recital at the local community college.

I was also accepted into the gifted program called LEAD. In LEAD we are allowed to have fun and learn about things differently. We have visitors from leaders and doctors in the community and was even allowed to see a real shoe of Shaquille O'neal's in person. We also learned about dinosaurs, sharks, and lava hands on.
I love G.H.O School and the teachers too.

September 12, 2013

Dear Sir or Madam:

I am pleased to write this letter on the behalf of Clarksdale Municipal School District in support of the application packet for the Race to the Top Grant. Clarksdale Municipal School is an exemplary district.

Furthermore, it has given me the opportunity to let my light shine on lots of occasions. I am becoming a great dancer. This program allowed me this opportunity and I am happy.

Therefore, it is without hesitation that I support the district for this chance. Thank you for your consideration, and support.

Sincerely,

Darnecia Hubbard



Since becoming a magnet school George H Oliver has improved tremendously. I feel that the bar has been raised and I for once am so glad.

My Joshua has a zest for learning, and feels much more excited. I've noticed a difference in his attitude. He jumps up and likes school and when he comes home he is still excited.

The staff are great. Ms Montgomery has been a godsend. Her door is always open and I believe she has taken part in this success. She has my respect and the school is a lot different than before. The children seem to take pride in their school.

Our magnet school is terrific.

Mrs Barbara Lewis

Joshua Lewis
Sept, 12, 2013

I love my principal she is nice and let us learn she is the best princaipal. My school G.H.O is great I love art and my favorite subject. is math. I just love books! My favorite book is Otis Dooda Strange but True by David heatley. My library is downtown its carniegie pubic Library. The teacher are nice to me and teach me a lot of stuff. For Mrs. Mackey class on my progress repor+ 90, 83, 97 and for Mrs. Newson class I got 87, 84. G.H.O is a clean and safe place for me to learn! Thats what I love the most about my School.

TRI-COUNTY WORKFORCE ALLIANCE
(Bolivar, Coahoma, & Quitman)

OFFICERS:
Charles K. Barron, *Chairperson*
Elizabeth Johnson, *Treasurer*
Shirley Morgan, *Secretary*

JOSEPHINE P. RHYMES
Executive Director
tcwa@telepak.net

September 25, 2013

To Whom It May Concern:

On behalf of Tri-County Workforce Alliance, I very strongly support the application submitted by the Clarksdale Municipal School District for the Race to the Top Grant.

The Clarksdale Municipal School District has proven to be a great fit for the education of our children in that it provides choices and an opportunity for each student to reach his/her highest potential. We highly commend the District on the strides that have been made and are continuing to close the achievement gaps, to enhance college preparation and career readiness, and to continue to prepare students to be globally competitive.

Tri-County Workforce Alliance has members of its Board of Directors and staff who are educators, retired educators, health care professionals, business owners, politicians, retired veterans, and community volunteers. We are willing to share our expertise and skills with the students and to provide any technical assistance to assure the educational success of the District's endeavors.

We eagerly look forward to our continuous partnership as we work diligently to improve the education of our children and prepare them for the 21st Century workforce.

Sincerely,

Josephine P. Rhymes

Josephine P. Rhymes
Executive Director

Post Office Box 1348 • Clarksdale, Mississippi 38614 • 662-627-3011 • Fax: 662-627-3449

SUMMARY OF THE:
Clarksdale Municipal School District School System Staff Needs Assessment Survey
2013

1. 88% of teachers are certified for the area they are currently teaching.
2. More teachers (21%) feel that smaller class size, followed by emphasis on cooperation between home and school (16%), highly qualified teachers, (15%) differentiated instructions at (13%), access to computers and individualized instructions at (11%) were the top six aspect of the instructional program they feel to be most beneficial.
3. 21% of teachers said parent services and tutorial services, and 20% said counseling services and (15%) said home visited when needed were services they believed would best help students succeed in school
4. 37% of teachers said that parent involvement problems and 20% said that time for coordination of instructions were the most difficult to work with in a School-wide Title I Program
5. 65% of teachers said the paraprofessionals, particularly teacher assistants, are at most beneficial to the instructional program?
6. 75% of teachers said they have read and understand the Title I Parent-School Compact
7. 82% of teachers said they have read and understand the District's Parent Involvement Policy.
8. Computers and software is the biggest (27%) equipment needs, followed by mobile laptop computers (16%) and listening centers (16%).
9. 65% of teachers said the Title I teacher is available when they need to talk to him/her.
10. 61% of teachers said their students feel better about themselves and their reading because of assistance from the Title I teacher.
11. 53% of teachers said the Title I teacher and themselves work together so that Title I instruction complements and/or extends the regular classroom instruction.
12. 72% of teachers said that the students in their class have shown improved reading achievement.
13. 70% of teachers said their students have shown improved mathematics achievement.
14. 80% of teachers said they use disaggregated student data to inform classroom decisions and instructional practices.
15. 47% of teachers said that they need help with strategies to assist them with developing and using classroom assessments.
16. 55% of teachers said they are challenged by teaching special needs students.
17. 86% of teachers said they possess effective strategies for successful classroom management.
18. 55% of teachers said they need training in research-based strategies for closing the achievement gap between diverse groups of students.

19. 44% of teachers said N/A and 48% of teachers said they agree that they implement effective strategies in providing instruction to students with limited English proficiency to improve their language and academic skills.

Classroom Management

20. 26% of teachers said they need help with arranging their classroom for maximum student learning.
21. 51% of teachers agree and 25% said N/A that class-size reduction teachers are utilized adequately and reflect significant progress as a result of smaller classes.
22. 96% of teachers agree that children benefit from smaller classes because of more individualized attention?
23. 60% of teachers agree class size reduction allowed them more individualized student-teacher interactions to improve student learning, with 31% N/A.
24. 36% of teachers need help with keeping their students on task and engaged
25. 35% of teachers said they need help with strategies for effective classroom management.
26. 32% of teachers said they need help with maintaining high expectations for ALL students.

Curriculum and Instruction

27. 36% of teachers said that they need help with strategies to get students actively engaged in the lesson.
28. 29% of teachers said that they need help improving the knowledge and skills in their content area.
29. 28% of teachers said that they need help developing comprehensive and effective lesson plans
30. 29% of teachers said that they need help with pedagogy and implementing the components of an effective lesson.
31. 36% of teachers said that they need help with effective questioning to promote students to think critically.

Differentiated Instruction

32. 42% of teachers said that they need help with planning lessons/activities to address individual differences.
33. 43% of teachers said that they need help with developing and adjusting lessons to meet the needs of diverse learners.
34. 42% of teachers said that they need help with designing flexible groups for specific learning or behavioral needs.
35. 42% of teachers said that they need help with implementing the Teacher Support Team (TST) process.

Assessment

36. 38% of teachers said that they need help with developing appropriate assessments for varying subgroups.
37. 25% of teachers said that they need help with analyzing and interpreting student test data.

38. 25% of teachers said that they need help using state standards, objectives, sample test items, and Blueprints to develop appropriate assessments.
39. 23% of teachers said that they need help using assessment results to improve instruction.

SUMMARY OF THE:
Clarksdale Municipal School District Needs Assessment Parent Survey 2013

School Activities/Programs

1. 82% of parents have some understanding of how their child qualified for Title I Programs.
2. 89% of parents have a somewhat clear understanding of the Title I program.
3. 78% of parents say that the purpose and goals of the Title I Program is clear to them.
4. 81% of parents say that the purpose and goals of the Title I Program is clear to them.
5. 94% of parents feel mostly welcome in their child's school and of these 75% feel very much welcome.
6. 97% of parents are encouraged to be actively involved in their child's school and/or education.
7. 94% of parents have some awareness of volunteer, school planning, and the various committee opportunities at their child's school.
8. 81% received a copy of the District's Parent Involvement Plan.
9. 85% received a copy of your School's Parent Involvement Plan.
10. 90% received a copy of the School- Parent compact.
11. More parents participated in parent/teacher conferences (37%), and the parent advisory committee and the annual Title I parent meeting (both about 14%) actives this year.

Curriculum and Instruction

12. 94% of parents know what their child should know and be able to do in reading and/or mathematics for the grade level he/she is in? (Academic Content Standards)
13. 88% of parents are aware that additional help with reading and/or mathematics is available for all students in the Title 1 Program?
14. 98% of parents understand their child's report cards and MCT2/SATP test scores
15. 84% of parents have seen improvement in your child's academic performance as a result of the Title 1 program?
16. 85% of parents are aware of the Title 1 School-Parent Compact and it provides them with the necessary information on how to help their child do better in school?
17. More parent (21%) was interested in math and science innovative programs than any other, computer and information technology

next with (19%) and fine arts(visual, performing arts) (16%) rounding out the top three innovative programs parent were most interested in.

18. 95% of parents know that the Clarksdale Multiple School District has a Pre-kindergarten program?
19. 81% of parents know the purpose of Clarksdale Multiple School District Pre-kindergarten program?
20. 87% of parents feel that there is an urgent need for more access to the Pre-kindergarten Program in the Clarksdale Municipal School District.
21. 38% of parents have children who would qualify for a district Pre-kindergarten program?
22. 96% of parents are satisfied with Pre-Kindergarten Program and of that 96%, 47% are very satisfied.
23. 33% of parents have children who are currently enrolled in a daycare or Head start Program?

Communication

24. Telephone calls (29%), written notices (28%) and email (19%) are the best ways for the school to inform parent about their child and/or school activities?
25. 98% of the parents say their child's regular classroom teacher and/or Title 1 teacher is available to discuss their child's progress?
26. 94% of the parents feel that teachers for the most part are concerned and cooperative when discussing their child's academic and /or behavioral concerns?
27. 28% of the parents said that reminders sent home one week before events, 23% said calendar of events sent home regular, and 24% said evening meeting would better encourage them to attend Title 1 activities and/or programs.

Parent Workshops, Training, and Materials, etc

28. 15% of the parents said that they would be interested in attending a technology/computer, (15%) a math and language arts, (15%) health and obesity, (13%) bullying, (11%) a parenting skills/arts and crafts, and (15%) anger management workshops are the top seven types of workshops they would you be interested in attending.
29. 94% of the parents said their school makes a concerned effort to discuss ways to encourage them to work with their child at home?

30. 93% of the parents are available to come the school or to the district Parent Center to gain additional ideas on how to help their child at home?
31. 94% of parents are aware that the district has a Parent Center that is equipped with a Parent Educator to aid them in finding additional resources to help their child be successful in school?

School Partnership with Community and Businesses

32. 90% of the parents know about the additional resources offered by the school to help their child be successful in school?
33. 81% of the parents are aware of the school's referral program to community services outside of school.
34. 32% of parents would like to recommend potential businesses that would like to partner with the school district to increase the availability of resources for students.

Magnet Schools Programs

35. 29% of parents have changed their child's schools to attend a particular magnet program.
36. 83% of parents said that the programs met their family needs and expectations.

The Clarksdale Association of Educators

Appendix 26

Remarks from External Agencies
10 Dav Review Window

Joe Anthony
President

Ruth Anthony
Vice President

September 2, 2013

Dear Mr. Dennis Dupree, Sr.,

Thank you for the opportunity to work with Clarksdale Municipal School District (CMSD) in reviewing and providing input into your quest to pursue The Race To The Top Grant. CAE has a long history of partnership with CMSD in providing a variety of relevant professional development workshops for our educators and organizing family and community development action planning. Our continued collaboration and the use of quality, research based programs will elevate our status as we apply for The Race To The Top Grant.

CAE has access to professional growth training for school personnel as well as Family/School/Community Partnership strategies through the Mississippi Association of Educators (MAE) and the National Education Association (NEA).

CAE leadership looks forward to discussions on how CAE and CMSD may continue our work together. CAE is dedicated to working with CMSD during the implementation of the Race To The Top. Our partnership will work to build an even stronger CMSD ensuring success for all of our students. Should you have any questions or need additional information, contact me at any time, jdanthony@cmsd.k12.ms.us. I look forward to our continued work together.

Professionally Yours,

Joe Anthony

cc Clarksdale Association of Educators
Mississippi Association of Educators

City of Clarksdale

Bill Luckett
Mayor
Telephone (662) 621-8164

City Hall
121 Sunflower Avenue
Post Office Box 940
Clarksdale, Mississippi 38614
Facsimile (662) 621-8130

Curtis D. Boschert
City Attorney
Telephone (662) 621-8137

Cathy Clark
City Clerk
Telephone (662) 621-8136

September 27, 2013

U.S. Department of Education
Washington, D.C. 20202
OMB Number: 1894-0014

RE: Race to Top Grant Application – Clarksdale Municipal School District

On behalf of the City of Clarksdale, I am writing this letter of support for the Clarksdale Municipal School District's (the "CMSD"), Race to The Top Grant application. The CMSD Board of Trustees, along with Superintendent Dennis Dupree have adopted a strategic plan to build on the CMSD's strengths in order to face the future challenges of improving the education of our children. The CMSD is employing innovative methods like the Magnet Schools and the Excellence for All – Cambridge Program to improve the education of our students. The Race to the Top Grant will greatly assist the CMSD in meeting its goals.

Please carefully consider the application of the CMSD and then award a Race to the Top Grant to the CMSD.

Thank you for your consideration.

Sincerely,

Bill Luckett
Mayor

Commissioner
Ward 1
Bo Plunk

Commissioner
Ward 2
Ken Murphey

Commissioner
Ward 3
Buster Moton

Commissioner
Ward 4
Edward Seals

Mississippi Department of Education
Lynn J. House, Ph.D. • Interim State Superintendent of Education

Kim S. Benton, Ed.D. • Interim Deputy State Superintendent
Office of Instructional Enhancement and Internal Operations

Debbie B. Murphy • Bureau Manager

Office of Federal Programs • Tele: 601-359-3499 • Fax: 601-359-2587

September 27, 2013

Dennis J. Dupree, Superintendent
Clarksdale Municipal School District
Post Office Box 1088
Clarksdale, Mississippi 38614

Dear Dr. Dupree:

Thank you for submitting the Race to the Top-District application and executive summary to the Mississippi Department of Education (MDE) in a timely manner, affording MDE with a ten-day window to review the application and provide feedback on the proposal. Mississippi has at least eight applicants competing in this process. While the MDE must remain impartial through the United States Department of Education's evaluation of these grants, we do encourage Clarksdale School District in this national-level competition.

Clarksdale School District's application includes bold plans for whole-school reform efforts. The planned activities hold great potential to improve educational outcomes for all students.

If MDE can provide any additional assistance, particularly as relates to removing barriers for successful reform, please do not hesitate to call on us.

Sincerely,

Debbie B. Murphy

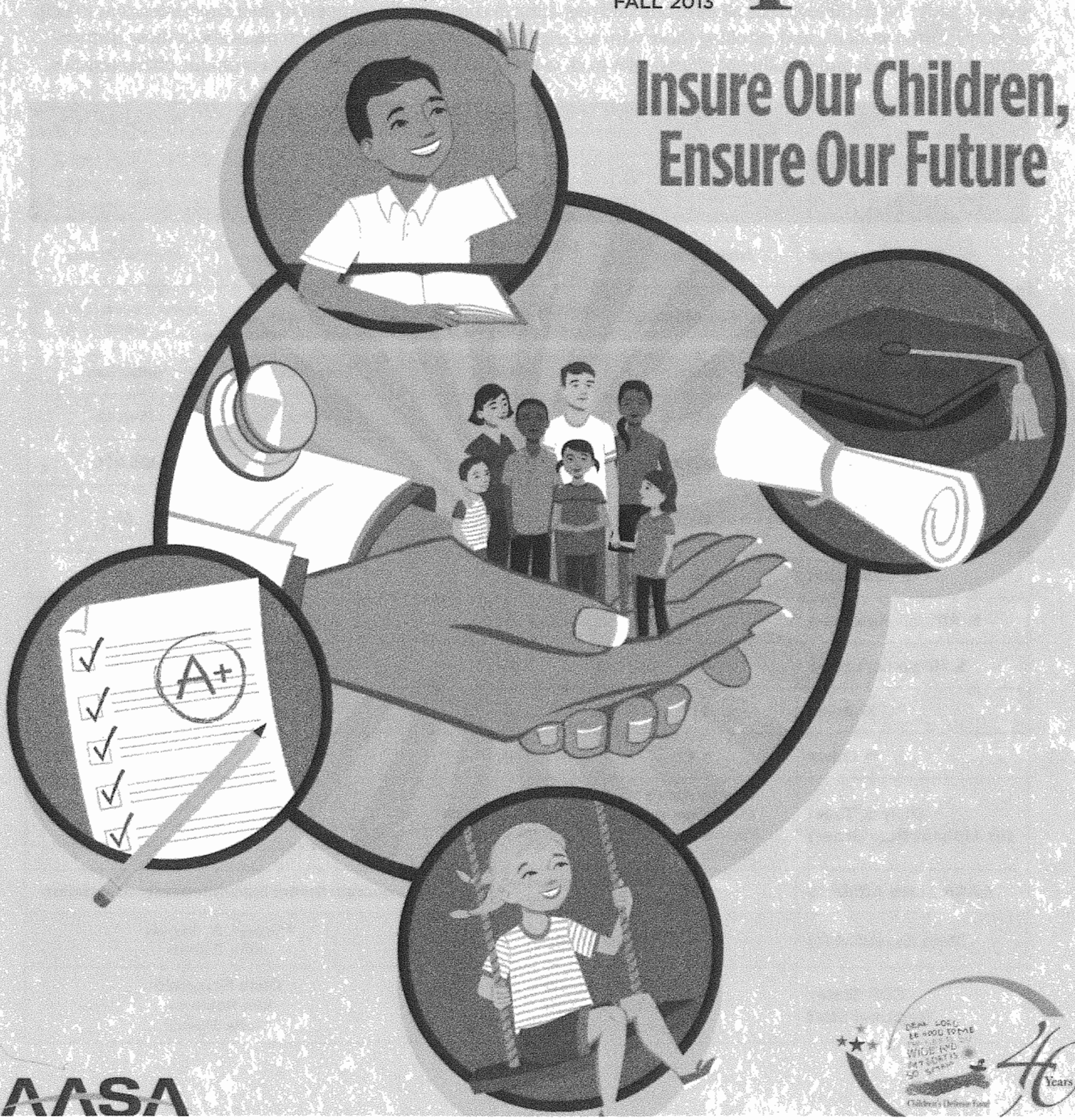
LEADERSHIP LESSONS • STRATEGIES FOR SUCCESS

SCHOOL Governance & Leadership

FALL 2013

Appendix Item #27
Community Engagement

Insure Our Children, Ensure Our Future



AASA

40 Years
Children's Defense Fund

Districts at a Glance

All eight of the superintendents who participated in this initiative willingly agreed to work with AASA and CDF on identifying their district's uninsured students and enrolling eligible children in coverage. Why? Because they knew that linking more of their students with health coverage would help them accomplish important goals — improved academic achievement and more regular attendance of their students.

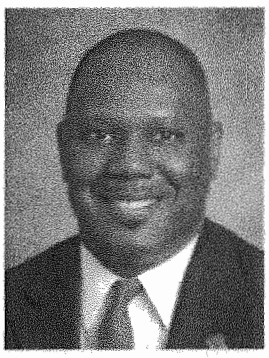
State	Louisiana		Mississippi	
School District	Jefferson Parish Public School System	Orleans Parish School Board	Clarksdale Municipal School District	Cleveland School District
Superintendent	James Meza	Stan Smith	Dennis Dupree	Jacquelyn Thigpen
Website	*www.jppss.k12.la.us*	*www.nops.k12.la.us*	*www.cmsd.k12.ms.us*	*www.cleveland.k12.ms.us*
Locale of District	Urban	Urban	Rural	Rural
Grades Served	PreK-12	PreK-12	PreK-12	PreK-12
Student Population	46,100	11,300	3,500	3,600
% Free and Reduced-Price Meal Students	78	63	80	79
% Caucasian	31	18	4	29
% African American	46	72	95	66
% Hispanic/Latino	18	2	1	3
% Asian	5	5	1	1
% Other	1	2	0	< 1
District Team (In Alphabetical Order)	Cheryl Carpenter Alida Wyler	Rosalynne Dennis Iris Haydel Michele Walker	Betty Burton James Miller Bessie Orsby-Jones Lisa Ross Susan Youngblood	Patsy Clerk Brenda Ellis Neil Gong
AASA State Affiliates	Louisiana Association of School Executives		Mississippi Association of School Administrators	
State Executive	J. Rogers Pope		Anna P. Hurt	
CDF State/Regional Staff	Mary Joseph Joyce Sidney		Oleta Fitzgerald Kim Robinson Gloria Shields	



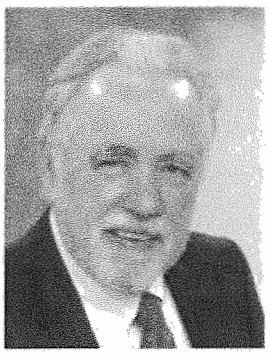
LILLIAN MALDONADO FRENCH, Superintendent, Mountain View School District



NICK SALERNO, superintendent, El Monte Union High School District



DENNIS DUPREE, superintendent, Clarksdale Municipal School District



STAN SMITH, superintendent, Orleans Parish School Board

26.4 percent of our students were eligible to receive a free or reduced-price lunch; today that figure has more than doubled to 56.6 percent. The health, safety and welfare of our students are a priority. Moreover, there is a significant body of research indicating that student health is a strong predictor of student achievement. Therefore, as superintendents we should take advantage of every opportunity to assist families with obtaining information regarding public health insurance programs.

AASA: What are the best ways in which school districts can address issues of concern for some vulnerable populations (i.e., immigrant communities) in relationship to this initiative?

LILLIAN MALDONADO FRENCH: It is important that families are connected with health outreach providers who are sensitive to the unique needs of a community. In addition to eliminating communication barriers by speaking their native language, health outreach providers can help families navigate what can appear to be a complicated health care system. They help families understand that there are health care programs available for all children. Often families are unaware that plans exist for children that do not take into consideration legal status. Superintendents can support their most vulnerable populations by partnering with health outreach providers who work within the community and understand their local context and needs. My district provides the link between families and the outreach providers as they enroll in health care programs. We continue to communicate throughout the process to ensure that families follow through with appointments and care. This ensures a safety net of support for our most at-risk students.

AASA: What strategies would you suggest in working with teens?

NICK SALERNO: All children should have access to health care, no matter their age or family income level. They are children, and we should take care of them. My district is all high school students, so the best strategy, not just for this initiative but for most, is to utilize peers to help spread the word and show the advantages. It is also important for schools to make connections for the business community so they see the benefit. If people have sick children at home, they will most likely miss work. This is costly to the employers. It is to everyone's advantage to have healthy children and families.

AASA: Why is it important to engage parents/families as part of this work?

DENNIS DUPREE: By working with the parents, we are able to help find workable solutions. We became aware that some families were not able to afford private insurance; others had no knowledge that they qualified for free health insurance. Some families had overlooked their Medicaid renewal; others struggled with the correct way to fill out much needed documents; and a vast majority assumed CHIP was the same as Medicaid. This collaboration with our parents reassured the families that they are our top priority. As superintendents, we have to be sure parents, as well as our students, understand our concern about the education needs of their families. This includes making sure we have healthy children in our schools.

AASA: How do you effectively work with charter schools on this initiative?

STAN SMITH: As superintendents, we must provide the support and encouragement to the school building leaders and the staff who work directly to enroll students in health insurance programs. In my district, the information was directly provided to our charter school leaders and follow-up was conducted in the same manner as we did with our direct-operated schools. All schools' parent liaisons were engaged in monthly sessions to address the outreach with families. Through newsletters, robocalls, PTO meetings and report-card conferences, as well as participation at citywide parent forums, all school families in our district were