

Assurances

1. The LEA annually uses the State academic assessments and other indicators described in the state plan to review the progress of each school receiving Title I funds to determine whether the school is making adequate yearly progress. The LEA shall identify for program improvement any elementary or secondary school that fails for 2 consecutive years, to make adequate yearly progress as defined in the State's plan. For schools that are targeted assistance, the LEA may choose to review the progress of only the students in the school who are served, or are eligible for services under this part before identifying the school for program improvement, corrective action or restructuring under Section 1116. For schools identified as program improvement, the LEA agrees to the following:
 - a. Year 1: Not later than the first day of the school year following identification, provide all students enrolled in the school with the option to transfer to another public school served by the LEA, which may include a public charter school, that has not been identified for program improvement. The LEA shall give priority to the lowest achieving children from low-income families. In addition, the LEA will:
 - i. assist the school in revising the school plan that shall cover a two-year period and will set aside 10% of school funds for teacher and principal professional development for the duration of the time the school is in program improvement;
 - ii. ensure provision of specified technical assistance during the development and implementation of the school plan.
 - b. Year 2: For a school that fails to make adequate yearly progress after the first year, the LEA shall continue to provide all students enrolled in the school with the option to transfer to another public school and shall make supplemental educational services available.
 - c. Year 3: For a school that fails to make adequately yearly progress after two years in program improvement, the LEA shall continue to provide all students enrolled in the school with the option to transfer to another public school; continue to provide supplemental services; and shall identify the school for corrective action and take at least one corrective action under clause (iv). The LEA shall publish and disseminate information regarding any corrective action taken.
 - d. Year 4: For a school that after one year in corrective action fails to make adequate yearly progress, the LEA shall continue to provide all students enrolled in the school with the option to transfer to another public school in the district; continue to make supplemental services available; and shall prepare a plan for alternative governance arrangements for the school as indicated in Section 1116(b)(8)(B).
 - e. Year 5: For a school that after two years in corrective action fails to make adequate yearly progress, the LEA shall implement the alternative governance arrangement plan consistent with State law and with Section 1116(b)(8)(B).

For any case described for program improvement in years 1-4 above, the LEA shall provide or shall pay for the provision of transportation for the student to the public school the student attends. Unless a lesser amount is needed, the LEA shall spend an amount equal to 20% of its allocation under subpart 2 from which the agency shall spend:

- i. *An amount equal to 5% to pay for transportation costs;*
- ii. *An amount equal to 5% to provide supplemental education services;*
- iii. *An amount equal to the remaining 10% for transportation or supplemental services or both as the agency determines.*

In any case identified in years 1-4 above, if all public schools served by the LEA to which a student may transfer are identified as program improvement, the LEA shall to the extent practicable, establish a cooperative agreement with other LEAs in the area for transfer.

If any school identified for program improvement makes adequate yearly progress for two consecutive years, the LEA shall exit the school from program improvement upon notification by the State and shall no longer subject the school to the requirements of program improvement. (Section 1116(a)(1)(A); §1116(b)(1)(A), §1116(b)(1)(E), §1116(b)(3)(A), §1116(B)(4)(A), §1116(b)(5), §1116(b)(7)(C), §1116(b)(8)(A), §1116(b)(8)(B), §1116(b)(9), §1116(b)(10), §1116(b)(11), §1116(b)(12))

2. The LEA agrees to adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all public elementary and secondary school students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year. [Section 1116(b)(3)(A)(ii)]
3. The school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the schools' teachers and principal high-quality professional development that –
 - a. directly addresses the academic achievement problems that caused the school to be identified for school improvement;
 - b. meets the requirements for professional development activities under section 1119;
 - c. is provided in a manner that affords increased opportunity for participating in that professional development. [Section 1116(b)(3)(A)(iii)]
4. Establish specific annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) and enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress as defined in section 1111(b)(2), meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year. [Section 1116(b)(3)(A)(v)]
5. Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year. [Section 1116(b)(3)(A)(ix)]
6. The local educational agency, within 45 days of receiving a school plan, shall—
 - i. establish a peer review process to assist with review of the school plan; and
 - ii. promptly review the school plan, work with the school as necessary, and approve the school plan if the plan meets the requirements of this paragraph. [Section 1116(b)(3)(E)(i) and (ii)]
7. The LEA/grantee adheres to the applicable provisions of the Education Department General Administrative Regulations (EDGAR): 34 CFR Subtitle A, Parts 1-99.
8. The LEA/grantee adheres to the applicable regulations of the Office for Civil Rights, U.S. Department of Education: 34 CFR Subtitle B, Parts 100-199.
9. The LEA/grantee adheres to Office of Management and Budget (OMB) Circular A-87 (Cost Principles for State, Local, and Indian Tribal Governments).
10. The LEA/grantee assures that salary and wage charges will be supported by proper time reporting documentation that meets the requirements of OMB Circular A-87.

Required Signatures:

<u>Dean Shaw</u>		<u>January 26, 2010</u>
Superintendent (Printed Name)	Signature	Date
<u>Edward Stubbs</u>		<u>January 26, 2010</u>
LEA Board President (Printed Name)	Signature	Date
<u>Frank McCardle</u>		<u>January 26, 2010</u>
Federal Program Coordinator (Printed Name)	Signature	Date
<u>James Williams</u>		<u>January 26, 2010</u>
School Principal (Printed Name)	Signature	Date
<u>Lisa Penton</u>		<u>January 26, 2010</u>
**Business Manager (Printed Name)	Signature	Date

**** The Business Manager further certifies that the budget pages attached have been reviewed and reconciled with the district's primary accounting records.**

MDE SCHOOL IMPROVEMENT PLAN
Action Plan for Language Arts (Definitions, Characteristics, and Examples)
Note: Must complete if missed Adequate Yearly Progress (AYP) for Language Arts

Annual Measurable Objectives:

Students will increase achievement in grade **(7TH grade level)** from **(57%)** meeting or exceeding proficiency standard at the end of SY2008 to **(63%)** meeting or exceeding proficiency standard at the end of SY2009 as measured by the MCT2 or the SATP with a minimum of 95% participation rate for all subgroups.

Use test data and check all deficient areas for the above grade level:

Language Arts: Vocabulary Reading Writing Grammar

Use district report card and check all subgroups that scored below proficient:

Subgroups: All Non-Disabled Only Disabled Only Male
 Female Black White Asian Hispanic Native American English Learners Economically Disadvantaged

Performance Targeted Competency/Objective	Scientifically Based Research Actions/Strategies/Interventions	Budgeted Resources (aligned to budget page)	Means of Evaluation (be specific)	Timeline (be specific)
<p>**Continuation and revision of current plan with specific attention to:</p> <p>Competency Three: Application of Standard English to Communicate:</p> <p>Applying Vocabulary, Reading And Grammar to compose and edit poetry, narrative essays, and paragraphs.</p> <p>Students will compose and edit Poetry, essays, and paragraphs to practice and improve writing and Grammar skills.</p> <p>**All Language Arts categories will be addressed during the year.**</p>	<p>Analysis of yearly MCT2 data.</p> <p>MSSPMS: State monitoring System used to identify progress of Student achievement by grade level and teacher.</p> <p>Revision of 7th grade English Curriculum calendar to better align with MS curriculum and meet the needs of students per district assessments.</p> <p>Fast ForWord Lab-based remedial program instruction and training. (2 lab aides salaries and benefits for two school years 2010/2011 and 011/2012)</p> <p>Employ one teacher to provide remedial services to students identified through PLD's as low achieving on state and district assessments.</p>	<p>No cost</p> <p>No Cost</p> <p>No Cost</p> <p>\$87,802.09 (SI funds)</p> <p>\$50,371.78 (SI funds)</p>	<p>Comparison of classroom, district, and state assessments.</p> <p>English instructional staff and administration will compare results of MCT2.</p> <p>Yearly comparison of student progress by instructional staff and administration.</p> <p>Data analysis.</p> <p>Title I yearly evaluation.</p> <p>Teacher and workbook assessments.</p>	<p>Continuation of previous plan on file with MDE. Ongoing plan to be implemented in 2010/2011 and 2011/2012 as approved by MDE, Office of Innovative Support.</p>

	<p>Continued use of EZ Tracker to identify progress of student achievement by teacher and by grade level.</p>	<p>No Cost</p>		
	<p>Implementation and follow-up of “Thinking Maps” in all subject areas by Dr. Marjann Ball</p>	<p>No Cost</p>		
	<p>Employ one Sped paraprofessional provide remediation services to SPED students targeted through PLD’s. (Salary and benefits)</p>	<p>No Cost</p>		
	<p>MCT2 bellringers and weekly quizzes</p>	<p>No Cost</p>		
	<p>MCT2/USA TestPrep</p>	<p>No Cost</p>		
	<p>Use of Study Island as a web-based remediation tool to be used by students at school or at home.</p>	<p>No Cost</p>		
	<p>Summer alignment of English and Social Studies curriculum to promote greater understanding of both subjects to reading and writing.</p>	<p>No Cost</p>		<p>Summer 2010, 2011 and 2012</p>
	<p>Two document cameras to project various texts onto Promethean Boards as an additional means of instruction.</p>	<p>\$860.00 (SI funds)</p>		
	<p>English Practice Card sets to be used as a means of developing reading competency. Aligned directly to the State frameworks.</p>	<p>\$1,819.00 (SI funds)</p>		
	<p>Dictionary sets to be used in all Language Arts classes as a remediation tool.</p>	<p>\$981.00 (SI funds)</p>		

	<p>Brain Pop: Interactive website that teachers can use as a remediation tool in all curriculum areas.</p> <p>Netbooks and stands: Laptop computers dedicated to a Promethean Board to run the necessary programs as instructional tools with greater efficiency.</p> <p>USA TestPrep: Using prepared MCT2 practice tests aligned with the State frameworks as a tool to improve student scores, AYP, and Growth</p> <p>Copier paper needed for printing Fast ForWord programming</p>	<p>\$3,732.000 (SI funds)</p> <p>\$7,500.00 (SI funds)</p> <p>No Cost</p> <p>\$525.76</p>		
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MDE SCHOOL IMPROVEMENT PLAN
Action Plan for Language Arts (Definitions, Characteristics, and Examples)
Note: Must complete if missed Adequate Yearly Progress (AYP) for Language Arts

Annual Measurable Objectives:

Students will increase achievement in grade **(8TH grade level)** from **(69%)** meeting or exceeding proficiency standard at the end of SY2008 to **(76%)** meeting or exceeding proficiency standard at the end of SY2009 as measured by the MCT2 or the SATP with a minimum of 95% participation rate for all subgroups.

Use test data and check all deficient areas for the above grade level:

Language Arts: Vocabulary Reading Writing Grammar

Use district report card and check all subgroups that scored below proficient:

Subgroups: All Non-Disabled Only Disabled Only Male
 Female Black White Asian Hispanic Native American English Learners Economically Disadvantaged

Performance Targeted Competency/Objective	Scientifically Based Research Actions/Strategies/Interventions	Budgeted Resources (aligned to budget page)	Means of Evaluation (be specific)	Timeline (be specific)
<p>**Continuation and revision of current plan with specific attention to:</p> <p>Competency Three: Application of Standard English to Communicate:</p> <p>Applying Vocabulary, Reading And Grammar to compose and edit poetry, narrative essays, and paragraphs.</p> <p>Students will compose and edit Poetry, essays, and paragraphs to practice and improve writing and Grammar skills.</p> <p>**All Language Arts categories will be addressed during the year.**</p>	<p>Analysis of yearly MCT2 data.</p> <p>MSSPMS: State monitoring System used to identify progress of Student achievement by grade level and teacher.</p> <p>Revision of 8th grade English Curriculum calendar to better align with MS curriculum and meet the needs of students per district assessments.</p> <p>Fast ForWord Lab-based remedial program instruction and training. (2 lab aides salaries and benefits for two school years 2010/2011 and 011/2012)</p> <p>Employ one teacher to provide remedial services to students identified through PLD's as low achieving on state and district assessments.</p>	<p>No cost</p> <p>No Cost</p> <p>No Cost</p> <p>\$87,802.09 (SI funds)</p> <p>\$50,371.78 (SI funds)</p>	<p>Comparison of classroom, district, and state assessments.</p> <p>English instructional staff and administration will compare results of MCT2.</p> <p>Yearly comparison of student progress by instructional staff and administration.</p> <p>Data analysis.</p> <p>Title I yearly evaluation.</p> <p>Teacher and workbook assessments.</p>	<p>Continuation of previous plan on file with MDE. Ongoing plan to be implemented in 2010/2011 and 2011/2012 as approved by MDE, Office of Innovative Support.</p>

	<p>Continued use of EZ Tracker to identify progress of student achievement by teacher and by grade level.</p>	<p>No Cost</p>		
	<p>Implementation and follow-up of “Thinking Maps” in all subject areas by Dr. Marjann Ball</p>	<p>No Cost</p>		
	<p>Employ one Sped paraprofessional to provide remediation services to SPED students targeted through PLD’s. (Salary and benefits)</p>	<p>No Cost</p>		
	<p>MCT2 bellringers and weekly quizzes</p>	<p>No Cost</p>		
	<p>MCT2/USA TestPrep</p>	<p>No Cost</p>		
	<p>Use of Study Island as a web-based remediation tool to be used by students at school or at home.</p>	<p>No Cost</p>		
	<p>Summer alignment of English and Social Studies curriculum to promote greater understanding of both subjects to reading and writing.</p>	<p>No Cost</p>		<p>Summer 2010, 2011 and 2012</p>
	<p>Two document cameras to project various texts onto Promethean Boards as an additional means of instruction.</p>	<p>\$860.00 (SI funds)</p>		
	<p>English Practice Card sets to be used as a means of developing reading competency. Aligned directly to the State frameworks.</p>	<p>\$1,819.00 (SI funds)</p>		
	<p>Dictionary sets to be used in all Language Arts classes as a remediation tool.</p>	<p>\$981.00 (SI funds)</p>		

	<p>tool.</p> <p>Brain Pop: Interactive website that teachers can use as a remediation tool in all curriculum areas.</p> <p>Netbooks and stands: Laptop computers dedicated to a Promethean Board to run the necessary programs as instructional tools with greater efficiency.</p> <p>USA TestPrep: Using prepared MCT2 practice tests aligned with the State frameworks as a tool to improve student scores, AYP, and Growth</p> <p>“Reading Assistant” to be used only in 8th Social Studies classes each week to improve reading comprehension and fluency.</p> <p>20 cases of Copier paper needed for printing Fast ForWord programming with all computer-based remediation programming.</p>	<p>\$3,732.000 (SI funds)</p> <p>\$7,500.00 (SI funds)</p> <p>No cost</p> <p>No cost</p> <p>\$525.76</p>		
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MDE SCHOOL IMPROVEMENT PLAN
Action Plan for Mathematics (Definitions, Characteristics, and Examples)

Note: Must complete if missed AYP for Mathematics

Annual Measurable Objectives:

Students will increase achievement in grade (7th Grade Level) from (60 %) meeting or exceeding proficiency standard at the end of SY2008 to (66%) meeting or exceeding proficiency standard at the end of SY2009 as measured by the MCT2 or the SATP with a minimum of 95% participation rate for all subgroups.

Use test data and check all deficient areas for the above grade level:

Mathematics: Number and Operations Algebra Geometry Measurement Data Analysis & Probability

Use district report card and check all subgroups that scored below proficient:

Subgroups: All Non-Disabled Only Disabled Only Male
 Female Black White Asian Hispanic Native American English Learners Economically Disadvantaged

Performance Targeted Competency/Objective	Scientifically Based Research Actions/Strategies/Interventions	Budgeted Resources (aligned to budget page)	Means of Evaluation (be specific)	Timeline (be specific)
All mathematics categories will be addressed during the year.	Analysis of MCT2 data to determine at-risk students who should be targeted for remediation.	No cost	Review and comparison of classroom, district, and state assessments.	Continuation of previous plan on file with MDE. Ongoing plan to be implemented in 2010/2011 and 2011/2012 as approved by MDE, Office of Innovative Support.
Number and Operations: Apply concepts of rational numbers and perform basic operations emphasizing the concepts of ratio, proportion, and percent with or without the use of calculators.	MSSPMS: State monitoring System used to identify progress of Student achievement by grade level and teacher.	No Cost	Math instructional staff and administration will review and compare results of MCT2.	
Algebra: Develop and apply the basic operations of rational numbers to algebraic and numerical tasks. Create and apply algebraic expressions and equations.	Revision of 7 th grade Mathematics Curriculum calendar to better align with MS curriculum and meet the needs of students per district assessments.	No Cost	Yearly evaluation of student progress by instructional staff and administration. Title I yearly evaluation.	
Geometry: Apply geometric relationships	Fast ForWord Lab-based remediation program instruction and training. (2 lab aides salaries and benefits for two school years 2010/2011 and 011/2012)	\$87,802.09 (SI funds)		
	Employ one teacher to provide	\$50,371.78 (SI funds)		

<p>of angles, two and three dimensional shapes and transformations.</p> <p>Measurement: Apply appropriate techniques tools, and formulas to determine measurements with a focus on real-world problems. Recognize that formulas in mathematics are generalized statements about rules, equations, principles, or other logical mathematical relationships.</p> <p>Data Analysis and Probability Organize and interpret data. Analyze data to make predictions.</p>	<p>remedial services to students identified through PLD's as low achieving on state and district assessments.</p> <p>Continued use of EZ Tracker to identify progress of student achievement by teacher and by grade level.</p> <p>Implementation and follow-up of "Thinking Maps" in all subject areas by Dr. Marjann Ball</p> <p>Employ one Sped paraprofessional to provide remediation services to SPED students targeted through PLD's. (Salary and benefits)</p> <p>MCT2 bellringers and weekly quizzes</p> <p>MCT2/USA TestPrep</p> <p>Use of Study Island as a web-based remediation tool to be used by students at school or at home.</p> <p>Summer alignment of Mathematics and Science curriculum to promote greater understanding of both subjects using basic skills applicable to each.</p> <p>Two document cameras to project various texts onto Promethean Boards as an additional means of instruction.</p> <p>Brain Pop: Interactive website that</p>	<p>No Cost</p> <p>No Cost</p> <p>No Cost</p> <p>No Cost</p> <p>No Cost</p> <p>No Cost</p> <p>No Cost</p> <p>No Cost</p> <p>\$860.00 (SI funds)</p> <p>\$3,732.000 (SI funds)</p>		<p>Summer 2010, 2011 and 2012</p>
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	<p>teachers can use as a remediation in all curriculum areas.</p> <p>Netbooks and stands: Laptop computers dedicated to a Promethean Board to run the necessary programs as instructional tools with greater efficiency.</p> <p>USA TestPrep: Using prepared MCT2 practice tests aligned with the State frameworks as a tool to improve student scores, AYP, and Growth</p> <p>“Problem Solving Workbooks”- Pearson used to help students prepare to better answer word problems on the math portion of t MCT2</p> <p>Copier paper needed for printing ForWord programming with all computer-based remediation programming.</p>	<p>\$7,500.00 (SI funds)</p> <p>No cost</p> <p>\$3,102.00</p> <p>No Cost</p>		
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MDE SCHOOL IMPROVEMENT PLAN
Action Plan for Mathematics (Definitions, Characteristics, and Examples)
Note: Must complete if missed AYP for Mathematics

Annual Measurable Objectives:

Students will increase achievement in grade **(8th Grade Level)** from **(69 %)** meeting or exceeding proficiency standard at the end of SY2008 to **(76%)** meeting or exceeding proficiency standard at the end of SY2009 as measured by the MCT2 or the SATP with a minimum of 95% participation rate for all subgroups.

Use test data and check all deficient areas for the above grade level:

Mathematics: Number and Operations Algebra Geometry Measurement Data Analysis & Probability

Use district report card and check all subgroups that scored below proficient:

Subgroups: All Non-Disabled Only Disabled Only Male
 Female Black White Asian Hispanic Native American English Learners Economically Disadvantaged

Performance Targeted Competency/Objective	Scientifically Based Research Actions/Strategies/Interventions	Budgeted Resources (aligned to budget page)	Means of Evaluation (be specific)	Timeline (be specific)
All mathematics categories will be addressed during the year.	Analysis of MCT2 data to determine at-risk students who should be targeted for remediation.	No cost	Review and comparison of classroom, district, and state assessments.	Continuation of previous plan on file with MDE. Ongoing plan to be implemented in 2010/2011 and 2011/2012 as approved by MDE, Office of Innovative Support.
Number and Operations: Apply concepts of rational numbers and perform basic operations emphasizing the concepts of ratio, proportion, and percent with or without the use of calculators.	MSSPMS: State monitoring System used to identify progress of Student achievement by grade level and teacher.	No Cost	Math instructional staff and administration will review and compare results of MCT2.	
Algebra: Develop and apply the basic operations of rational numbers to algebraic and numerical tasks. Create and apply algebraic expressions and equations.	Revision of 8 th grade Mathematics Curriculum calendar to better align with MS curriculum and meet the needs of students per district assessments.	No Cost	Yearly evaluation of student progress by instructional staff and administration. Title I yearly evaluation.	
Geometry: Apply geometric relationships	Fast ForWord Lab-based remediation program instruction and training. (2 lab aides salaries and benefits for two school years 2010/2011 and 011/2012)	\$87,802.09 (SI funds)		
	Employ one teacher to provide	\$50,371.78 (SI funds)		

<p>of angles, two and three dimensional shapes and transformations.</p> <p>Measurement: Apply appropriate techniques tools, and formulas to determine measurements with a focus on real-world problems. Recognize that formulas in mathematics are generalized statements about rules, equations, principles, or other logical mathematical relationships.</p> <p>Data Analysis and Probability Organize and interpret data. Analyze data to make predictions.</p>	<p>remedial services to students identified through PLD's as low achieving on state and district assessments.</p> <p>Continued use of EZ Tracker to identify progress of student achievement by teacher and by grade level.</p> <p>Implementation and follow-up of "Thinking Maps" in all subject areas by Dr. Marjann Ball</p> <p>Employ one Sped paraprofessional to provide remediation services to SPED students targeted through PLD's. (Salary and benefits)</p> <p>MCT2 bellringers and weekly quizzes</p> <p>MCT2/USA TestPrep</p> <p>Use of Study Island as a web-based remediation tool to be used by students at school or at home.</p> <p>Summer alignment of Mathematics and Science curriculum to promote greater understanding of both subjects using basic skills applicable to each.</p> <p>Two document cameras to project various texts onto Promethean Boards as an additional means of instruction.</p> <p>Brain Pop: Interactive website that</p>	<p>No Cost</p> <p>No Cost</p> <p>No Cost</p> <p>No Cost</p> <p>No Cost</p> <p>No Cost</p> <p>No Cost</p> <p>No Cost</p> <p>\$860.00 (SI funds)</p> <p>\$3,732.000 (SI funds)</p>		<p>Summer 2010, 2011 and 2012</p>
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	<p>teachers can use as a remediation in all curriculum areas.</p> <p>Netbooks and stands: Laptop computers dedicated to a Promethean Board to run the necessary programs as instructional tools with greater efficiency.</p> <p>USA TestPrep: Using prepared MCT2 practice tests aligned with the State frameworks as a tool to improve student scores, AYP, and Growth</p> <p>“Problem Solving Workbooks”- Pearson used to help students prepare to better answer word problems on the math portion of t MCT2</p> <p>Copier paper needed for printing ForWord programming with all computer-based remediation programming.</p>	<p>\$7,500.00 (SI funds)</p> <p>No cost</p> <p>\$3,102.00</p> <p>No Cost</p>		
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MDE SCHOOL IMPROVEMENT PLAN
Action Plan for Participation Rate (Definitions, Characteristics, and Examples)
Note: Must complete if participation rate is below 95% for any subgroup

Annual Measurable Objective(s): Not Applicable-Participation Rate Met

Students will increase participation on State Mandated Assessments used to determine AYP in grade(s) (enter grade configuration for school) from (use district report card to enter percent of participation) % participation at the end of SY 2008 to a minimum of 95% participation for all subgroups at the end of SY 2009.

Use district report card and check all subgroups that tested less than 95%:

Subgroups: ___ All ___ Non-Disabled Only ___ Disabled Only ___ Male
 ___ Female ___ Black ___ White ___ Asian ___ Hispanic ___ Native American ___ English Learners ___ Economically Disadvantaged

Performance Targeted Competency/Objective	Scientifically Based Research Actions/Strategies/Interventions	Budgeted Resources (aligned to budget page)	Means of Evaluation (be specific)

MDE SCHOOL IMPROVEMENT PLAN

Action Plan for Attendance Rate (Definitions, Characteristics, and Examples)

Note: Attendance Rate is the Other Academic Indicator for elementary or middle schools

Must complete if elementary or middle school attendance rate is below 93%

Annual Measurable Objective(s): Not applicable-Attendance Rate Met

Students will increase school attendance from a rate of (use district report card, to enter attendance rate) % at the end of SY2008 to a minimum of 93% or any increase from the previous year at the end of SY 2009.

Performance Targeted Competency/Objective	Scientifically Based Research Actions/Strategies/Interventions	Budgeted Resources (aligned to budget page)	Means of Evaluation (be specific)

MDE SCHOOL IMPROVEMENT PLAN
Action Plan for Graduation Rate (Definitions, Characteristics, and Examples)

*Note: Graduation Rate is the Other Academic Indicator for high schools
 Must complete if high school graduation rate is below 72%*

Annual Measurable Objective(s): Not Applicable: This is a junior high school.

High School graduation rate will increase from a rate of (use district report card to enter graduation rate) % at the end of SY 2008 to a minimum of 72% or any increase from the previous year at the end of SY 2009.

Performance Targeted Competency/Objective	Scientifically Based Research Actions/Strategies/Interventions	Budgeted Resources (aligned to budget page)	Means of Evaluation (be specific)

MDE SCHOOL IMPROVEMENT PLAN
Action Plan for Professional Development (Definitions, Characteristics, and Examples)

Note: Must complete for all plans

Ten percent of the school's Title I funds (\$21,715.00) must be set aside for Professional Development. Professional development should directly address the academic achievement problems that caused the school to be identified and will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, especially in core academic subjects, and the alignment of classroom activities with academic content standards and assessments. Another example of useful professional development includes training teachers to analyze classroom and school-level data in order to inform their instruction. The professional development detailed in the school improvement plan must be provided in a manner that affords increased opportunity for teachers to participate and must incorporate teacher mentoring activities or programs. [Section C-9 of the LEA and School Improvement Non-Regulatory Guidance]

Performance Targeted Competency/Objective	Scientifically Based Research Actions/Strategies/Interventions	Budgeted Resources (aligned to budget page)	Means of Evaluation (be specific)	Timeline (be specific)
<p>Competency Three: Application of Standard English to Communicate:</p> <p>Applying Vocabulary, Reading And Grammar to compose and edit poetry, narrative essays, and paragraphs.</p> <p>**All Language Arts categories will be addressed during the year.**</p> <p>Number and Operations: Apply concepts of rational numbers and perform basic operations emphasizing the concepts of ratio, proportion, and percent with or without the use of calculators.</p> <p>Algebra: Develop and apply the basic operations of rational numbers to algebraic and</p>	<p>Summer 2010 Jostens Renaissance National Conference.</p> <p>July 2010 Orlando, Florida</p> <p>Utilizing positive behavior interventions and support program to improve academics, attendance and to reduce discipline.</p> <p>To develop and institute interventions school-wide that will promote student participation as a means for meeting AYP and yearl growth for all academic areas and student subgroups.</p> <p>A combination of (8) administrators, teachers, staff, parents , and/or students to continue the development of a positive school climate.</p>	<p>\$21,715.00</p> <p>(Off-the-top 10% SI funds from 2009/2010 Title I, Part A application.)</p>	<p>Review and comparison of local, district, and state Assessments and the evaluation and yearly comparison of attendance and discipline.</p>	<p>All year</p>

<p>numerical tasks. Create and apply algebraic expressions and equations.</p> <p>Geometry: Apply geometric relationships of angles, two and three dimensional shapes and transformations.</p> <p>Measurement: Apply appropriate techniques, tools, and formulas to determine measurements with a focus on real-world problems. Recognize that formulas in mathematics are generalized statements about rules, equations, principles, or other logical mathematical relationships.</p> <p>Data Analysis and Probability Organize and interpret data. Analyze data to make predictions.</p>				
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MDE SCHOOL IMPROVEMENT PLAN
Action Plan for Teacher Mentoring (Definitions, Characteristics, and Examples)
Note: Must complete for all plans

The professional development detailed in the school improvement plan must incorporate teacher mentoring activities to recruit, hire, and retain highly qualified teachers. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. High quality, structured mentoring programs have a positive effect on the retention of qualified teachers. [Section C-10 LEA and School Improvement Non-Regulatory Guidance]

Performance Targeted Competency/Objective	Scientifically Based Research Actions/Strategies/Interventions	Budgeted Resources (aligned to budget page)	Means of Evaluation (be specific)	Timeline (be specific)
<p>Competency Three: Application of Standard English to Communicate:</p> <p>Applying Vocabulary, Reading And Grammar to compose and edit poetry, narrative essays, and paragraphs.</p> <p>**All Language Arts categories will be addressed during the year.**</p> <p>Number and Operations: Apply concepts of rational numbers and perform basic operations emphasizing the concepts of ratio, proportion, and percent with or without the use of calculators.</p> <p>Algebra: Develop and apply the basic operations of rational numbers to algebraic and numerical tasks. Create and apply algebraic expressions and equations.</p>	<p>Teachers with less than one year experience will be paired with an experienced teacher who will provide support, direction, and encouragement per guidelines of the MS Beginning Teacher Support Program.</p> <p>Activities to include, but not limited to:</p> <ol style="list-style-type: none"> 1. Faculty meetings 2. Common planning periods 3. Before and after school planning sessions 4. Assigned to duties 5. School-level professional development opportunities 6. District-level professional development opportunities 7. Student Discipline 8. Student Attendance 9. Parent Conferences 10. Informal observations 11. Formal evaluations 	<p>No Cost</p>	<p>Review of the district's yearly mentoring and induction plan requiring 90 contact hours with mentor and mentee.</p> <p>Informal observations on a weekly and monthly by mentor teacher, department chair, and building supervisor.</p> <p>Yearly formal assessments.</p>	<p>All year</p>

<p>Geometry: Apply geometric relationships of angles, two and three dimensional shapes and transformations.</p> <p>Measurement: Apply appropriate techniques tools, and formulas to determine measurements with a focus on real-world problems. Recognize that formulas in mathematics are generalized statements about rules, equations, principles, or other logical mathematical relationships.</p> <p>Data Analysis and Probability Organize and interpret data. Analyze data to make predictions.</p>				
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**MDE School Improvement Plan SY 2009-2011
BUDGET NARRATIVE**

Note: Must complete for all plans

District: PICAYUNE

School: PICAYUNE JUNIOR HIGH SCHOOL

Indicate the use of funds.

The following categories should be used: **Supplies, Travel, Contractual, Salaries / Benefits, Administration, Equipment.** Use the **Description** column to detail the computations used to arrive at the total amount indicated for each category. This information should include a detailed description of the costs and a clear, concise description of the computations used to arrive at the total amounts indicated. A sample budget is provided on the following page.

CATEGORY	AMOUNT	DESCRIPTION
SUPPLIES	\$1,819.00	English Practice Cards (Language Arts remediation tool which promotes reading competency and is aligned directly to the MS Frameworks.)
	\$981.00	English Dictionary Class sets (Language Arts remediation)
	\$3,732.00	Brain Pop 5 year Subscription (Language Arts and Mathematics teacher and student interactive website to be used for remediation)
	\$3,102.00	Problem Solving Workbooks – Pearson (Mathematic workbooks to be used as remediation for practicing word problems found on the MCT2.)
	\$525.76	20 cases of white paper @ \$26.29 per case.
TRAVEL	\$0.00	None
CONTRACTUAL	\$0.00	None
SALARIES / BENEFITS	\$138,173.87	Salary and benefits for two (2) Fast ForWord Lab Aides for two school years. Salary and benefits for one remediation teacher for one year. (2010/2011 (2) Fast ForWord Lab Aides salaries and benefits)

		<p>Total Salary @ \$14,362.00 x 2 aides =(\$28,724.00) Total Benefits @ \$28,724.00 x 7.65% FICA = \$2,197.39, \$28,724.00 x 13.56% RET = \$3,920.83, \$28,724.00 x .50% Worker Comp. = \$143.62, Health Ins.= \$8,664.00, and Life Ins. = \$88.00 (\$15,013.83) (2011/2012 (2) Fast ForWord Lab Aides salaries and benefits) Total Salary @ \$14,496.00 x 2 aides =(\$28,992.00) Total Benefits @ \$28,992.00 x 7.65% FICA = \$2,217.89, \$28,992.00 x 13.56% RET = \$3,957.41, \$28,992.00 x .50% Worker Comp. = \$144.96, Health Ins.= \$8,664.00, and Life Ins. = \$88.00 (\$15,072.26)</p> <p>(2010/2011 Remediation Teacher salary and benefits)</p> <p>Total Salary @ \$37,710.00 Total Benefits @ \$12,661.78 Salary @ \$37,710.00 x (7.65% FICA = \$2,884.82), x (13.56% RET = \$5,147.42), x(.50% Worker Comp. = \$188.55), (Health Ins. \$4,332.00), and (Life Ins. = \$109.00)</p>
ADMINISTRATION	\$0.00	None
EQUIPMENT	\$7,500.00 \$1,720.00	<p>Netbooks and Stands: 15 @ \$500.00 = \$7,500.00 (Laptop computer needed for the proper operation of Promethean Boards)</p> <p>Document cameras: 4 @ \$430.00 (Equipment which projects different instructional text onto Promethean Boards for better student instruction.</p>
SUBTOTAL (this page)	\$157,553.63	
GRANT TOTAL	\$157,553.63	

SALARIES / BENEFITS	\$0.00	None
ADMINISTRATION	\$0.00	None
EQUIPMENT	\$0.00	None
SUBTOTAL (this page)	\$21,715.00	
GRANT TOTAL	\$21,715.00	

Preparing a School Corrective Action Plan

Corrective Action **Not Applicable to Picayune Junior High School**

Corrective action is a significant intervention in a school that is designed to remedy the school's persistent inability to make adequate progress toward all students becoming proficient in reading and mathematics. (LEA/School Improvement Guidance, F-1) An LEA must impose corrective action in any Title I school that fails to make AYP by the end of the second full school year after identification for school improvement (usually after four consecutive years of not meeting AYP). This identification signifies that the application of traditional school improvement methods and strategies has been unsuccessful, and that more radical action is needed to improve the learning conditions for all students. A school receiving Title I funds must ensure notification of parents and teachers of the school's status by the beginning of the academic school year and must continue to offer public school choice options and Supplemental Educational Services (SES). In addition, the LEA shall ensure the provision of technical assistance as the school develops and implements the school improvement plan throughout the plan's duration. It is crucial that the LEA align its assistance with the school improvement plan being developed by the school.

Corrective Action Requirements [Title I Fin. Regs. 200.42(b)(4)(I-v)]:

The *No Child Left Behind* (NCLB) statute describes six potential corrective actions, at least one of which must be taken. The LEA may take additional actions that are not on this list but must take at least one of the following actions:

- Replace school staff relevant to the school's failure to make AYP.
- Institute and fully implement a new curriculum, including the provision of appropriate professional development for all relevant staff, that is based on scientifically based research and which offers substantial promise of improving the educational achievement for low achieving students and enabling the school to make AYP.
- Significantly decrease the management authority at the school level.
- Appoint one or more outside experts to advise the school on revising and implementing its school improvement plan.
- Extend the length of the school day or year.
- Restructure the internal organization of the school.

Notice to Public and to Parents

The LEA must publish and disseminate information regarding any corrective action the LEA decides to take in a Title I school. The information must be sent to the public and to parents of each student enrolled in the school subject to the corrective action. The information should be sent through such means as the Internet, the media and public agencies.

PLAN DEVELOPMENT, REVIEW AND IMPLEMENTATION

Not Applicable to Picayune Junior High School

Schools cannot do it alone. Indeed, the success of school improvement efforts depends on the *partnership* between each school and its district as well as between the school/district and community stakeholders. Below, list the names of the Corrective Action Team members and their working Titles or Position, ensuring the involvement of all necessary stakeholders.

<u>Corrective Action Team</u>	<u>Title or Position</u>
_____	Principal
_____	District Personnel
_____	District Personnel
_____	Parent
_____	_____
_____	_____
_____	_____

SCHOOL CORRECTIVE ACTION PLAN

Description of the School's Plan for Corrective Action (*Use additional sheets if necessary and attach*)

Not Applicable to Picayune Junior High School

Corrective Action Plan

Not Applicable to Picayune Junior High School

School: _____ District: _____

Superintendent: _____

Superintendent Office Address: _____

Phone: _____ Fax: _____

e-mail: _____ Date: _____

A. Indicate the AYP status of the school: _____

B. Indicate below the actions the school plans to or has taken to improve teaching and learning: (*check all that apply*)

- Replaced School Staff
- Extended Day/Year programs
- Public School Choice
- New Curriculum
- Private Management Company
- Supplemental Educational Services
- School Management Change
- State Takeover
- Outside Expert Appointment/Assistance
- Change in Governance

Preparing a School Restructuring Plan

Restructuring Plan Not Applicable to Picayune Junior High School

A school that misses Adequate Yearly Progress (AYP) for five or more years is identified for restructuring. Restructuring is a two-step process. In the first step, the LEA must prepare a restructuring plan and make arrangements to implement the plan if a school does not meet its AYP targets after one full year of corrective action (fifth year of not meeting AYP). The second step occurs if, during the year in which the LEA is developing the restructuring plan, the school does not make AYP for a sixth year. In this case, the LEA must implement the restructuring plan no later than the beginning of the following school year. (LEA/School Improvement Guidance, G-1 and G-3) The district is responsible for overseeing the School Restructuring Plan as well as other school requirements set forth in federal or state law that address school improvement. A school receiving Title I funds must ensure notification of parents and teachers of the school's status by the beginning of the academic school year and must continue to offer public school choice options and Supplemental Educational Services (SES) while preparing a plan to make the necessary arrangements to carry out one of the alternative governance arrangements.

Alternative Governance Arrangements [NCLB 1116 (b)(8)(B)(I-v)]:

- Reopen the school as a public charter school.
- Replace all or most of the school staff, which may include the principal, who are relevant to the school not making AYP.
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school
- Turn the operation of the school over to the state, if permitted under state law and agreed to by the state.
- Carry out any other major restructuring of the school's governance arrangements that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve academic achievement in the school. The actions must have substantial promise of enabling the school to make AYP.

Examples of “other major restructuring of the school’s governance” efforts may include:

- Changing the governance structure of the school in a significant manner that either diminishes school-based management and decision-making or increases control, monitoring and oversight of the school's operations and educational program by the LEA;
- Closing the school and reopening it as a focus or theme school with new staff or staff skilled in the focus area (for instance, math and science, dual language, communication arts);

- Reconstituting the school into smaller autonomous learning communities (such as school-within-a-school model, learning academics, etc.);
- Dissolving the school and assigning students to other schools in the district;
- Pairing the school in restructuring with a higher performing school so that grades K-3 from both schools are together and grades 4-5 from both schools are together; and
- Expanding or narrowing the grades served, for example, narrowing a K-8 school to a K-5 elementary school. (LEA/School Improvement Guidance, G-8)

PLAN DEVELOPMENT, REVIEW AND IMPLEMENTATION

Schools cannot do it alone. Indeed, the success of school improvement efforts depends on the *partnership* between each school and its district as well as between the school/district and community stakeholders. Below, list the names of the Restructuring Planning Team members and their working Titles or Position, ensuring the involvement of all necessary stakeholders.

<u>Restructuring Planning Team</u>	<u>Title or Position</u>
_____	Principal
_____	District Personnel
_____	District Personnel
_____	Parent
_____	_____
_____	_____
_____	_____
_____	_____

Review of Restructuring Plan

A team selected by the district will conduct a review of the restructuring plan. Team members might include representatives from other schools within or outside the district, as mutually agreed upon by the superintendent and school board. The Mississippi Department of Education (MDE) School Support Teams or other trained, highly skilled professionals may be part of the planning review team also.

The purpose of the planning review team is to provide an independent assessment of the likelihood that the restructuring plan will be effective in raising student achievement and improving educational practices at the school. The planning review team may recommend changes for the district to consider, as needed. When the restructuring plan is completed, the planning review team recommends approval to the superintendent.

The district superintendent recommends approval of the restructuring plan to the local school board, and this recommendation reflects the district’s confidence that the restructuring plan has met all state and federal requirements and contains strong educational practices that have a high probability of improving the school’s academic performance. The restructuring plan is then adopted by resolution of the local school board at a public meeting of the board after which the superintendent and the board notify MDE in writing that:

- The restructuring plan meets all requirements and standards for approval;
- The educational practices found in the restructuring plan are sound and contain local support at all levels to ensure successful implementation;
- The restructuring plan has a high probability of improving student achievement and meeting improvement targets.

Below, list the names of the *Planning Review Team* members and their working Titles or Position. The first two required members (*team should have at least 4*) titles are listed for you.

Planning Review Team

Title or Position

Superintendent of Schools
School Board Representative

Restructuring Plan Not Applicable to Picayune Junior High School

School: _____ District: _____

Superintendent: _____

Superintendent Office Address: _____

Phone: _____ Fax: _____

e-mail: _____ Date: _____

A. Indicate the AYP status of the school: _____

B. Indicate below the actions the school plans to or has taken to improve teaching and learning: (*check all that apply*)

- Replaced School Staff
- Extended Day/Year programs
- Public School Choice
- New Curriculum
- Private Management Company
- Supplemental Educational Services
- School Management Change
- State Takeover
- Outside Expert Appointment/Assistance
- Change in Governance

SCHOOL RESTRUCTURING PLAN

Description of the School's Plan for Restructuring (*Use additional sheets if necessary and attach*)

Not Applicable to Picayune Junior High School