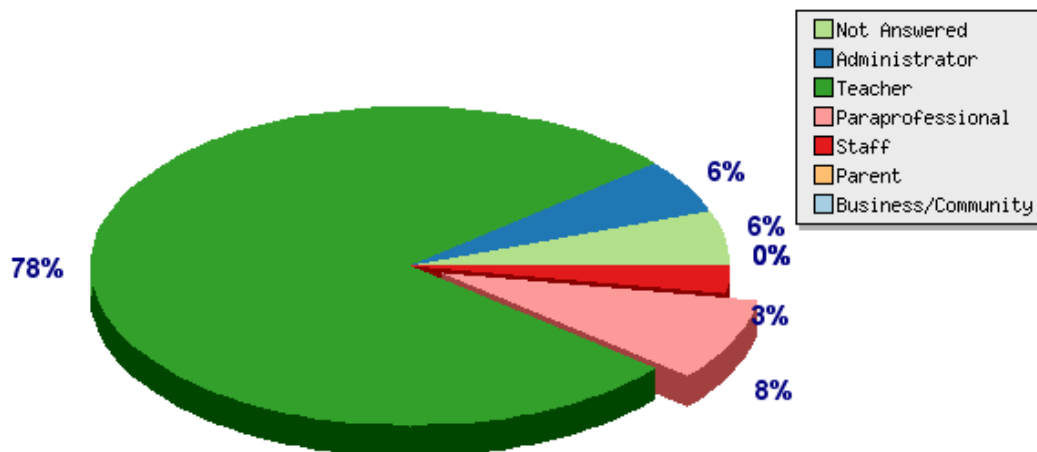


Federal Programs Comprehensive Needs Assessment Summary 2010-2011

Results for Picayune Junior High

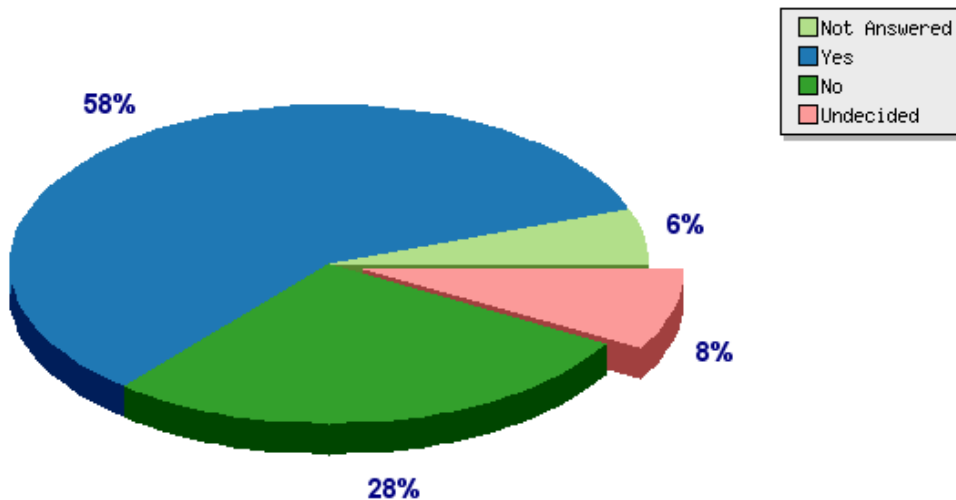
The comprehensive needs assessment will focus on five dimensions: Student Achievement, Curriculum and Instruction, Professional Development, Parent/Family and Community Involvement, and School Context/Organization.

PARTICIPATION
CATEGORY: Select the
appropriate category

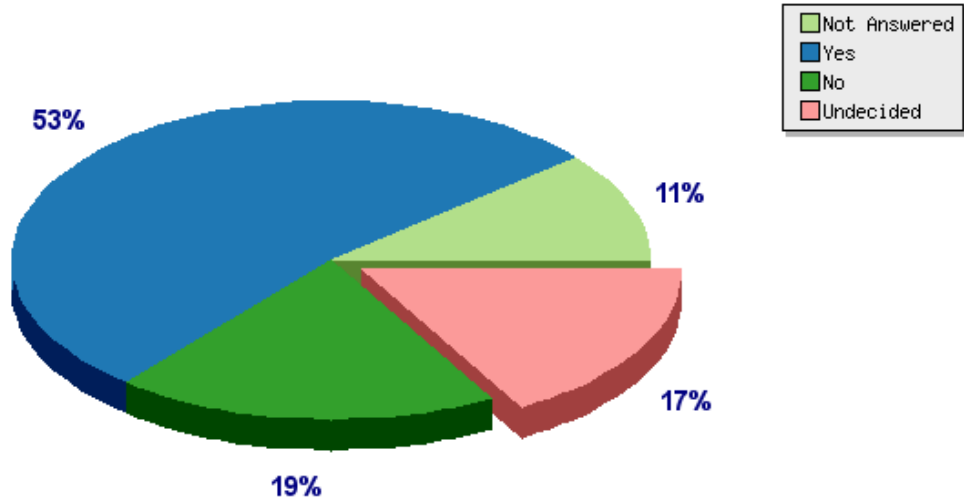


DIMENSION I: STUDENT ACHIEVEMENT

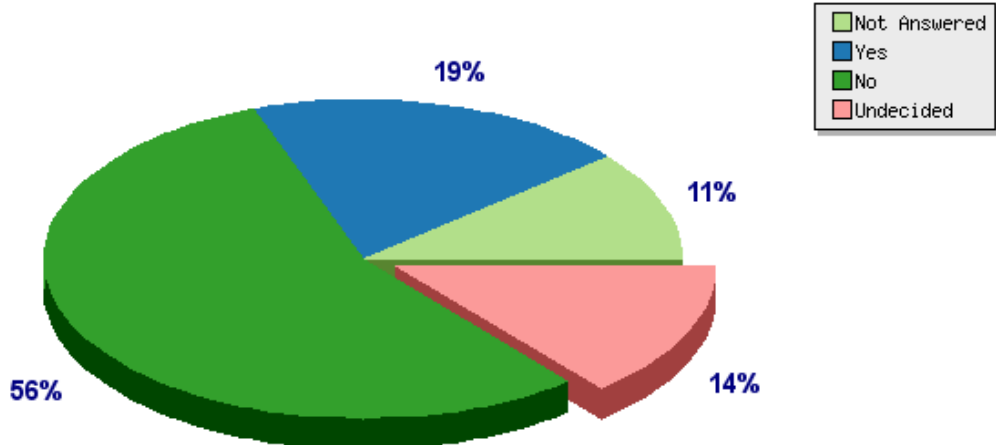
Students are attaining the
challenging academic
standards set by the State
and District/school.



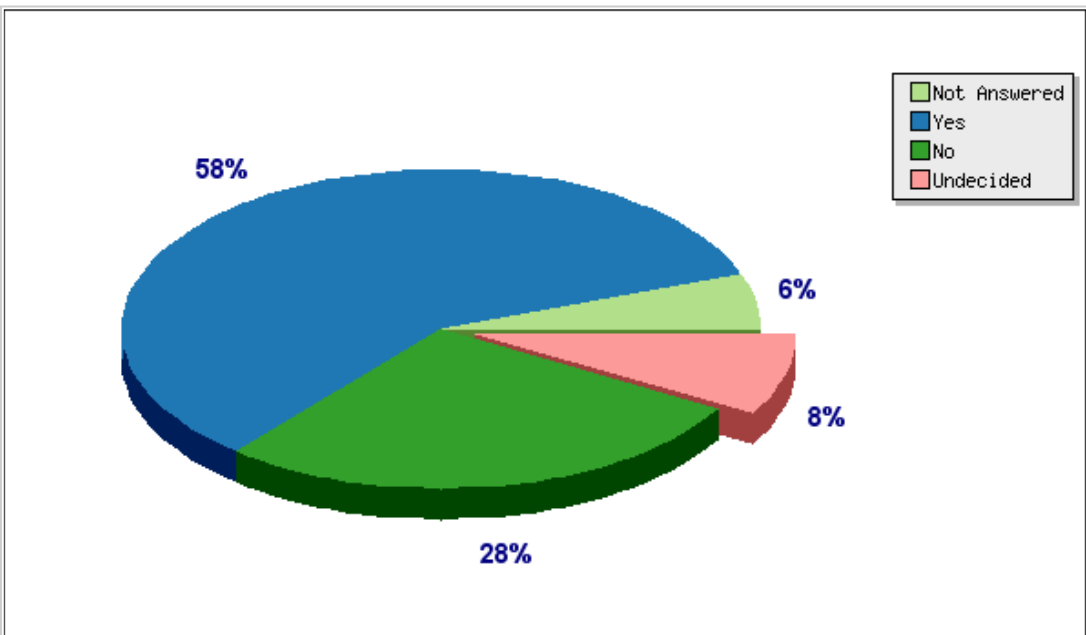
Current pass/fail rates (the number of students promoted or retained any given year) at the District/school level are acceptable.



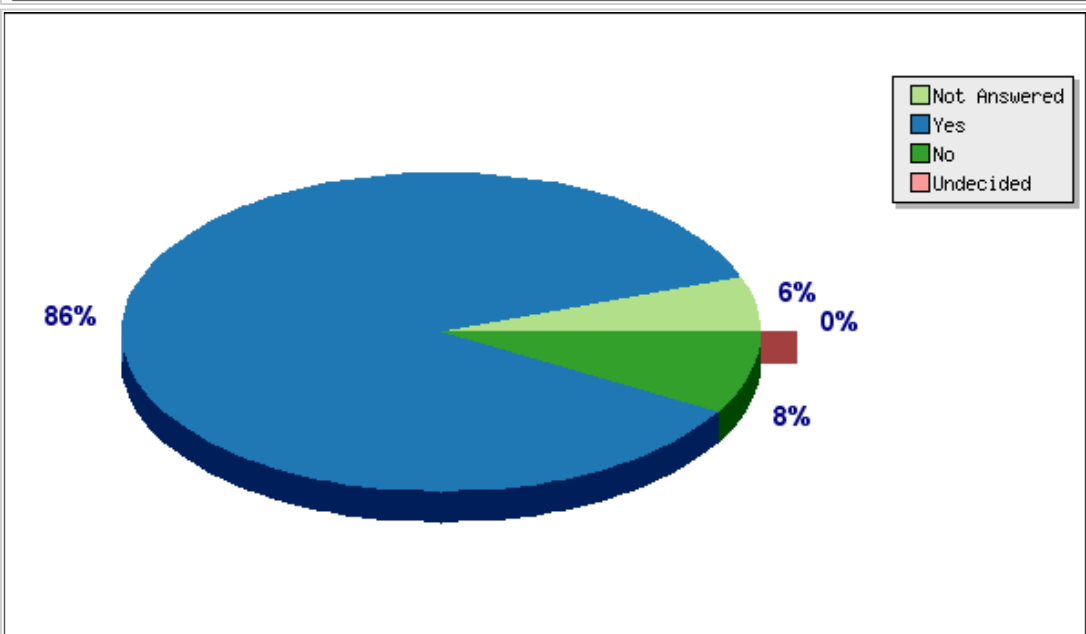
The calculated District graduation rate of 71.00% (2008/2009 school year) is acceptable as compared to the previous year of 71.00% (2007/2008 school year).



District/school students are making a smooth transition from grade to grade, school to school, and from District to college/workforce yearly.

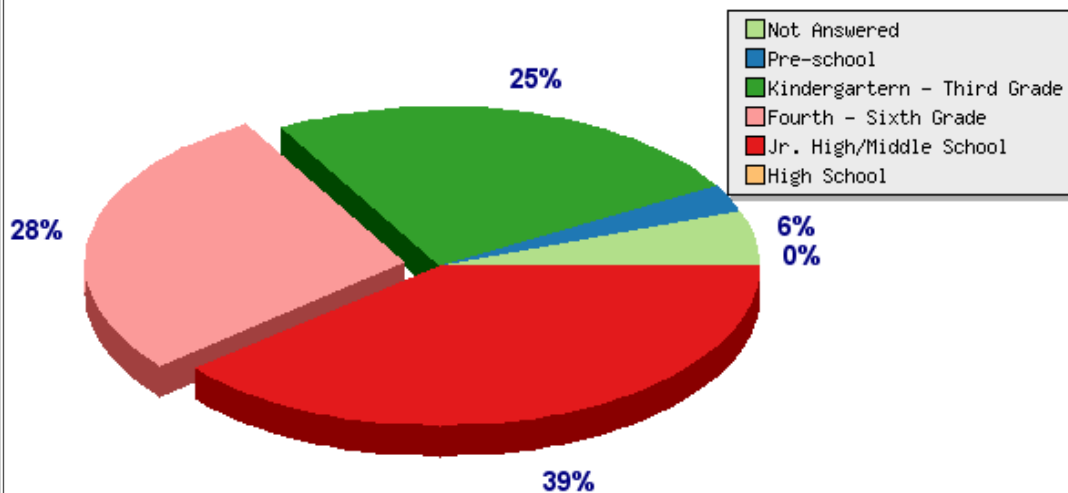


District/school is adequately providing a safe and drug-free environment which is conducive to student learning.

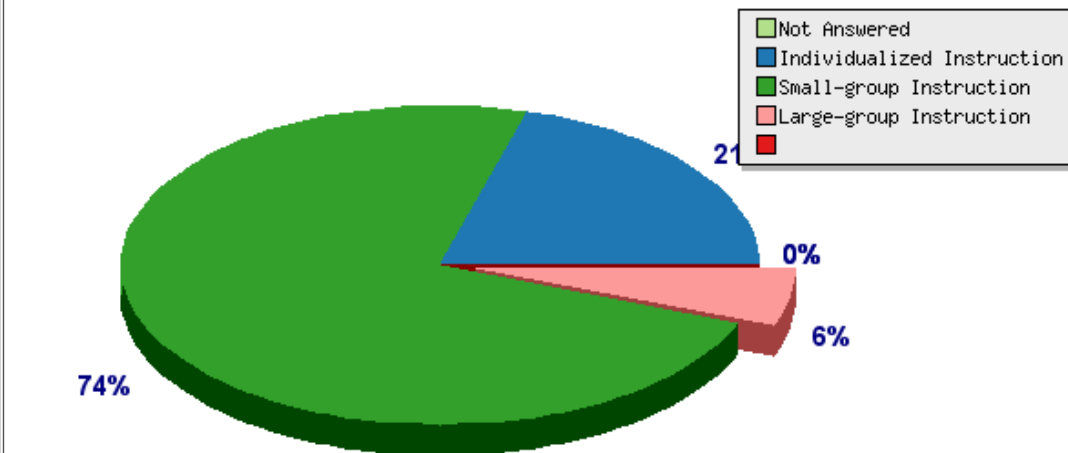


DIMENSION II: CURRICULUM AND INSTRUCTION

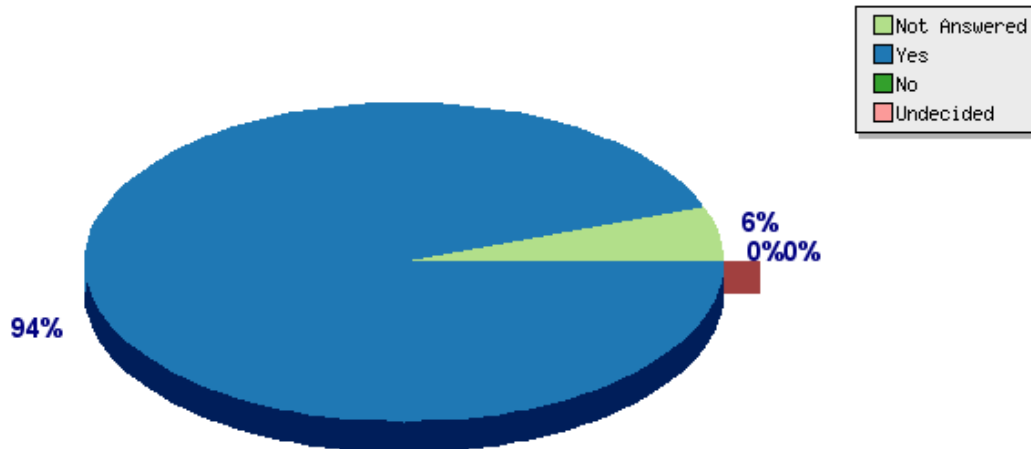
At which level should Title I Funding be utilized to provide the most effective instruction and for improving student achievement?



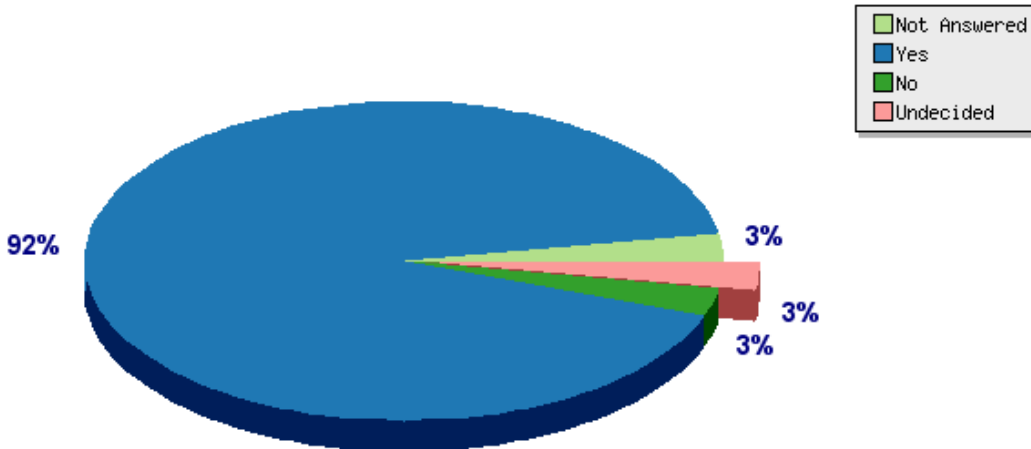
Select only one of the following types of instruction the District/school should provide with Title funding to improve instruction and student achievement.



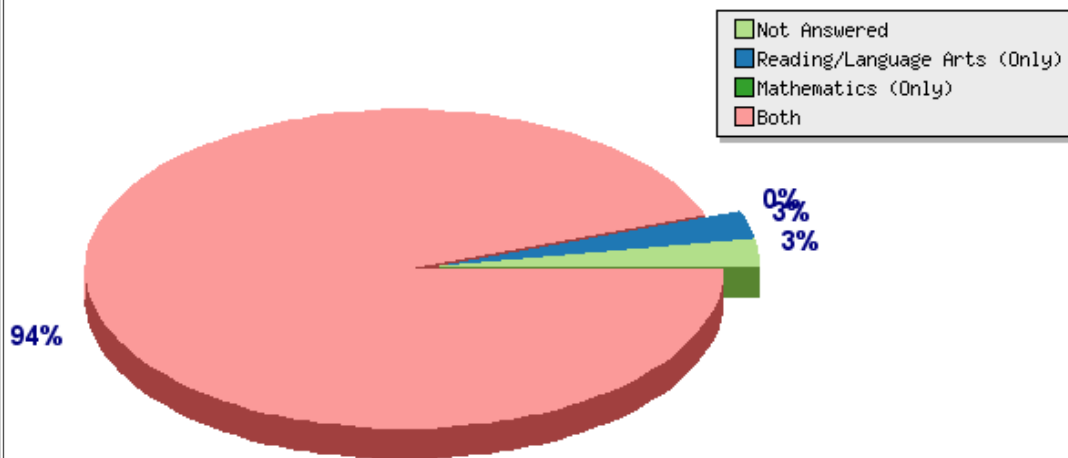
To ensure teaching methods are up-to-date and curriculum reflects state, local, and national content standards, administrators and teachers should participate in professional development opportunities and follow prescribed state and national content standards.



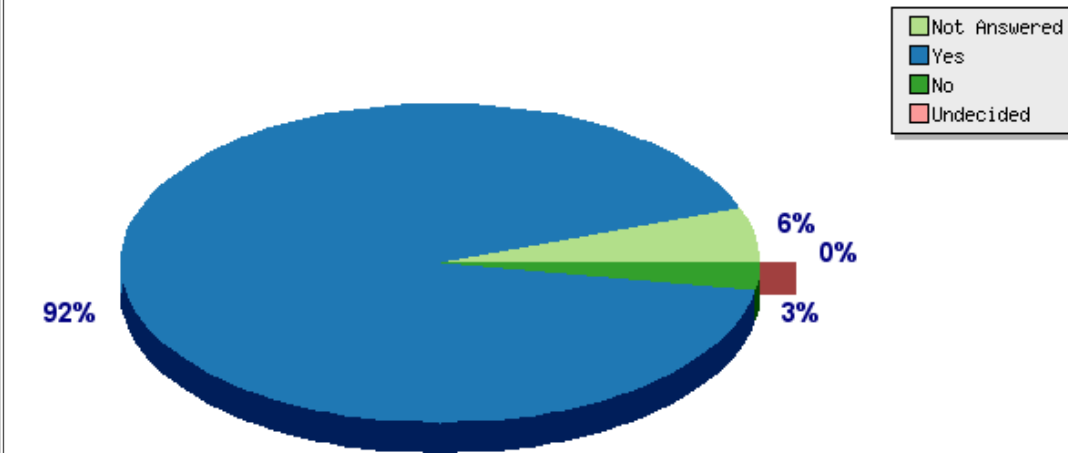
District/school should utilize Title Funding to improve curriculum, raise expectations of staff, and secure top-quality instructional materials?



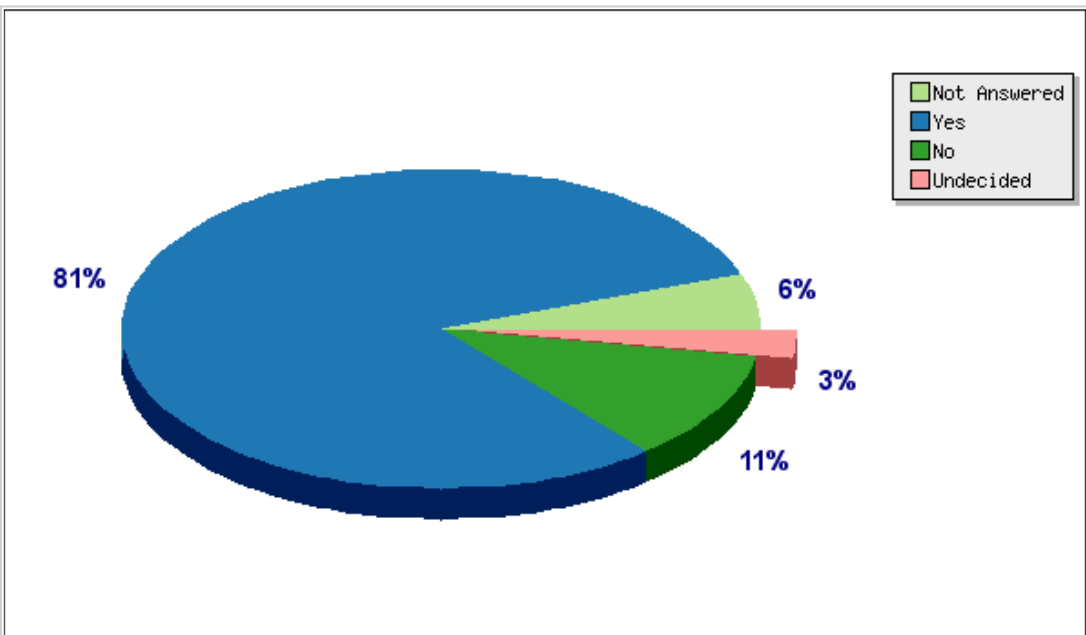
District/school should use Title funding to support:



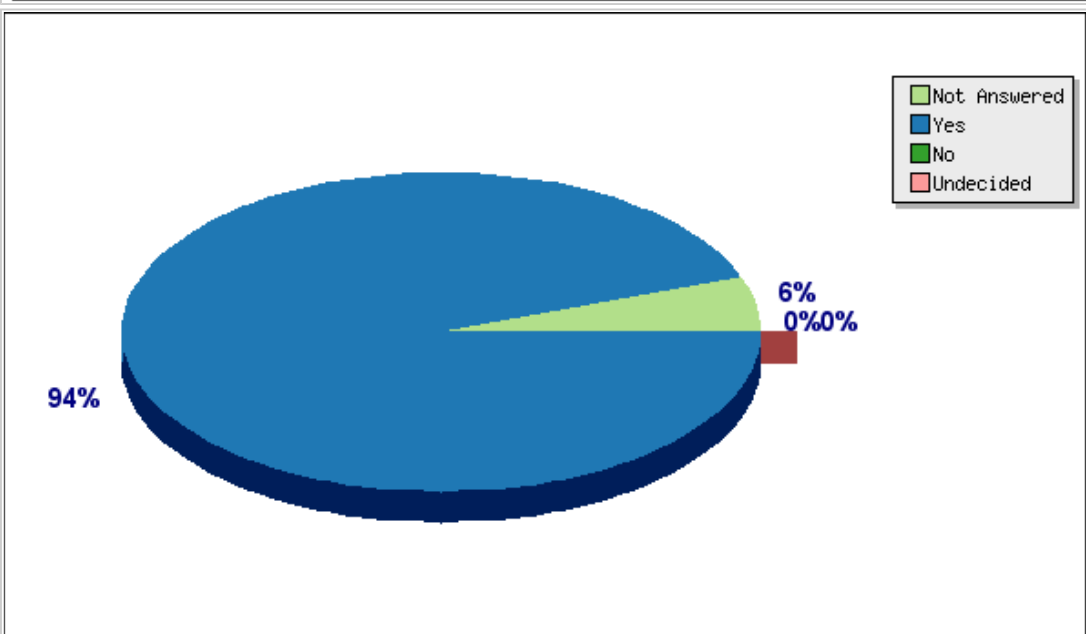
District/school should continue to use Title Funds to operate computer labs which provide remediation to improve student achievement.



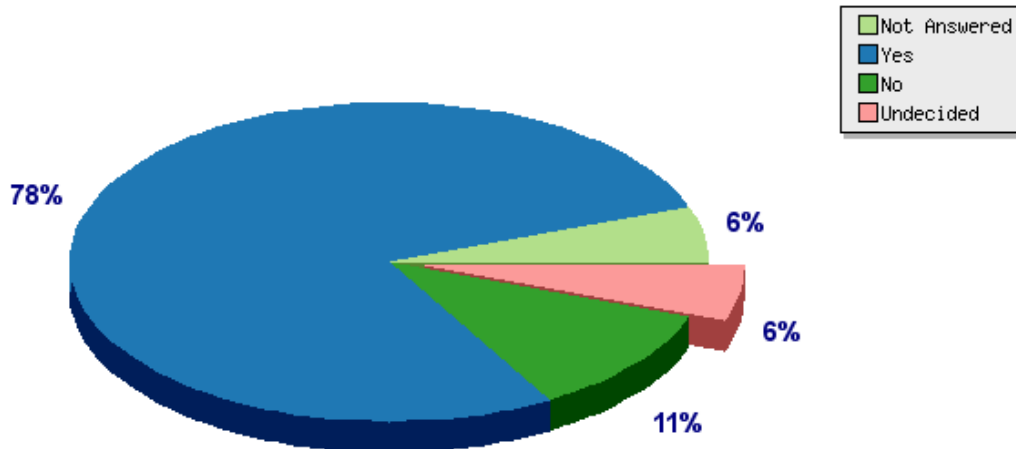
District/school should continue to use Title Funding to support extended-day and extended-year tutorial programs.



District/school should use available Title II funds to improve student achievement through the reduction of class size.

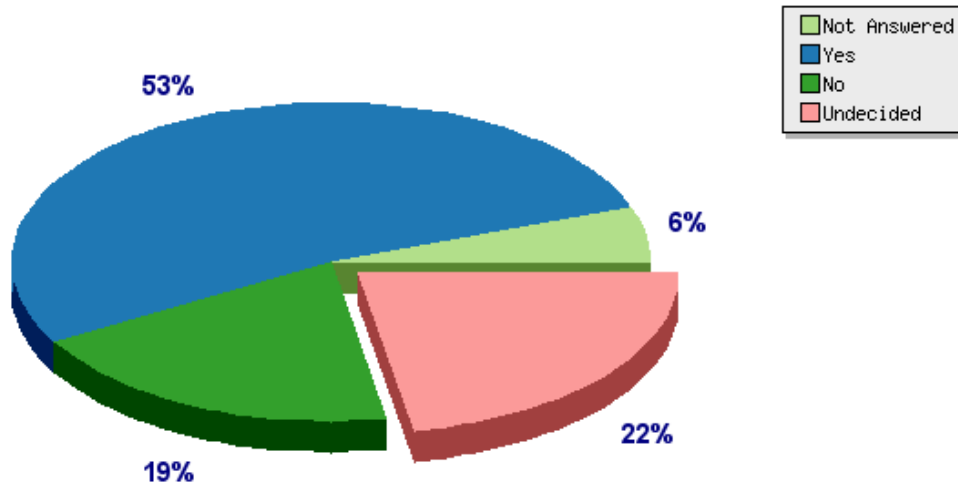


District/school should use available Title II funds to improve student achievement by providing more professional development opportunities to administrators and teachers.

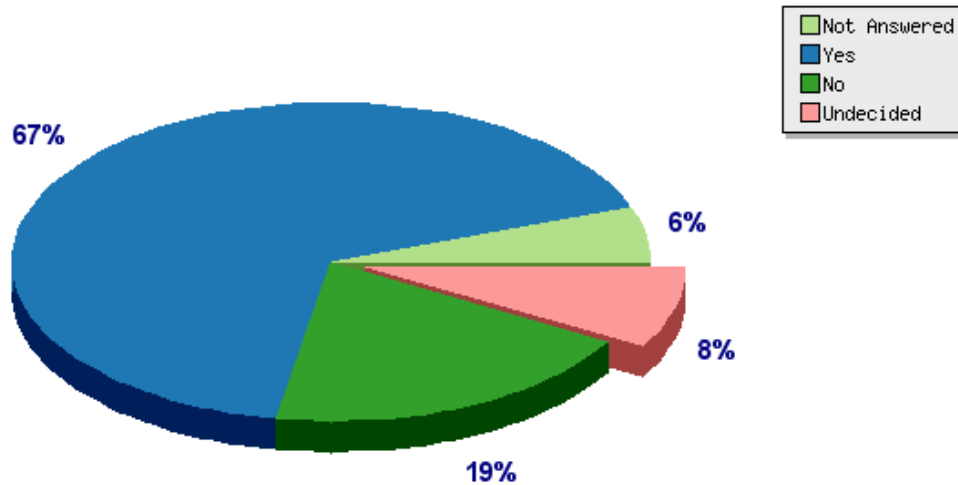


DIMENSION III: PROFESSIONAL DEVELOPMENT

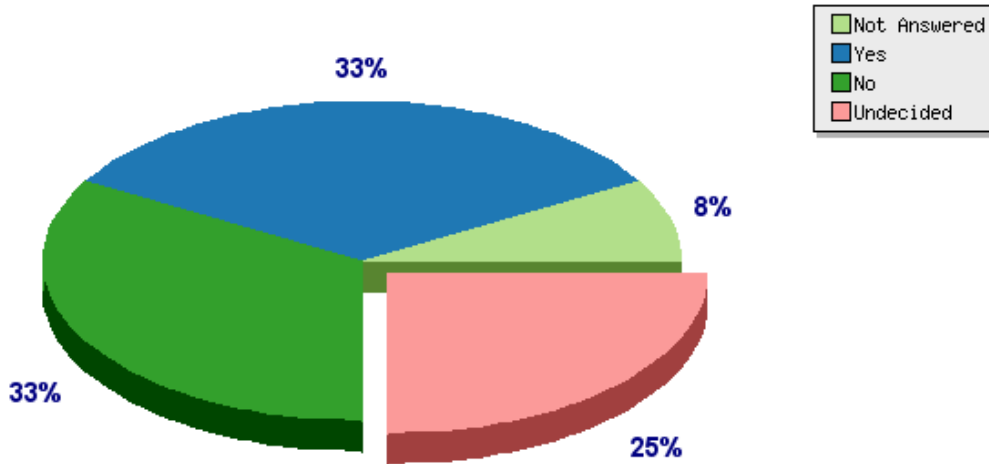
District school is providing on-the-job opportunities for teachers to participate in meaningful professional development.



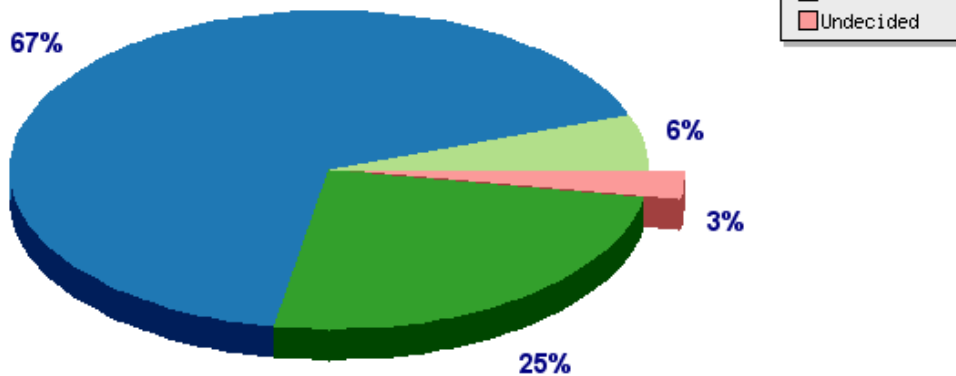
District/school allows teachers to participate in the selection of professional development opportunities provide to them.



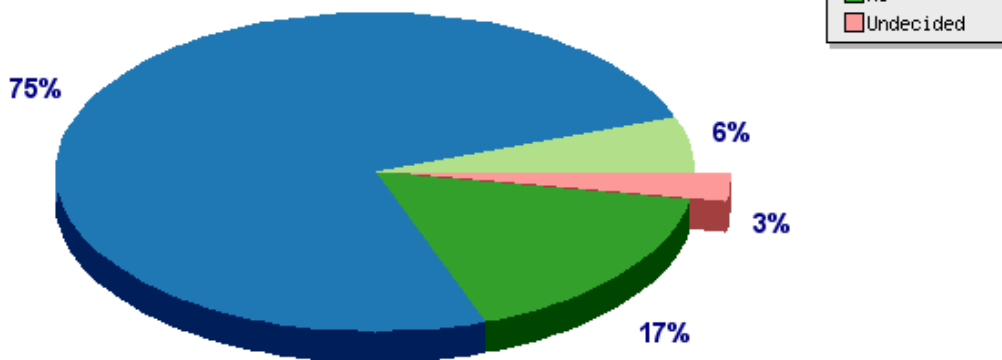
District/school is providing follow-up to professional activities in which teachers are involved.



District/school provides opportunities for collaboration and encourages it among teachers.

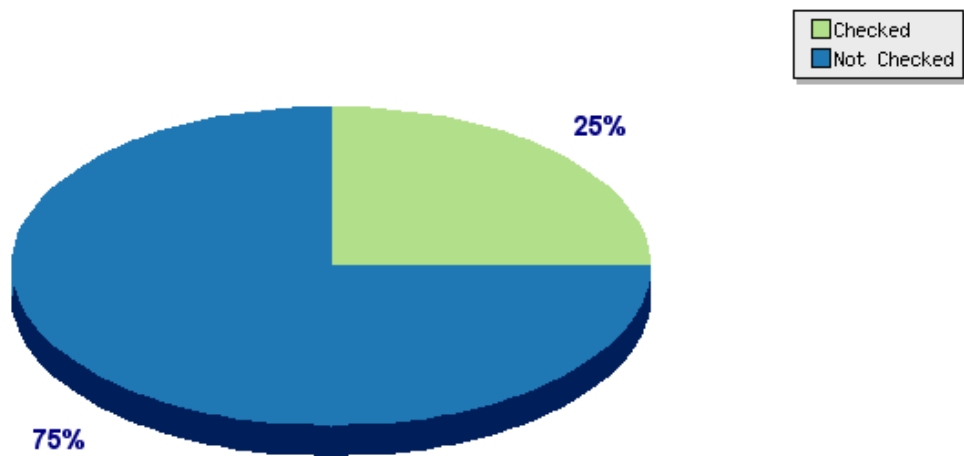


District/school provides opportunities and encourages mentoring among teachers.

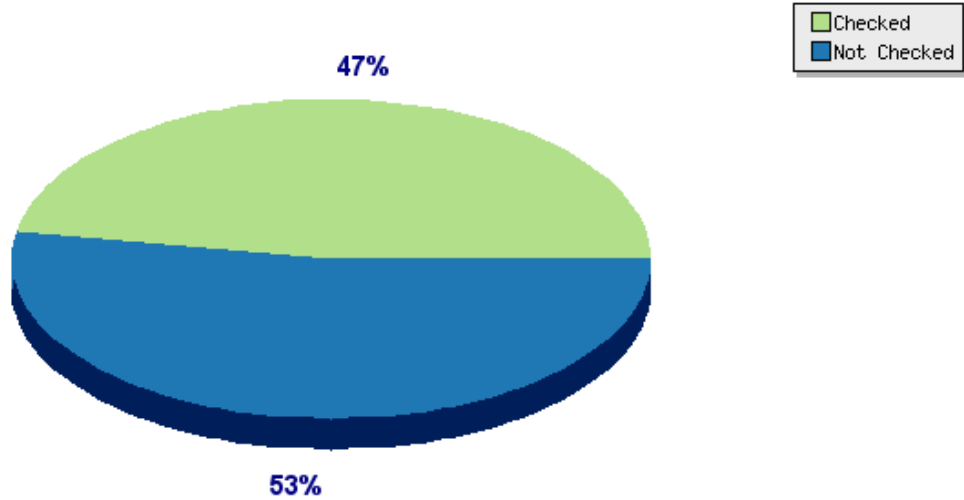


Which instrument can best assess the extent to which teachers are collaborating?

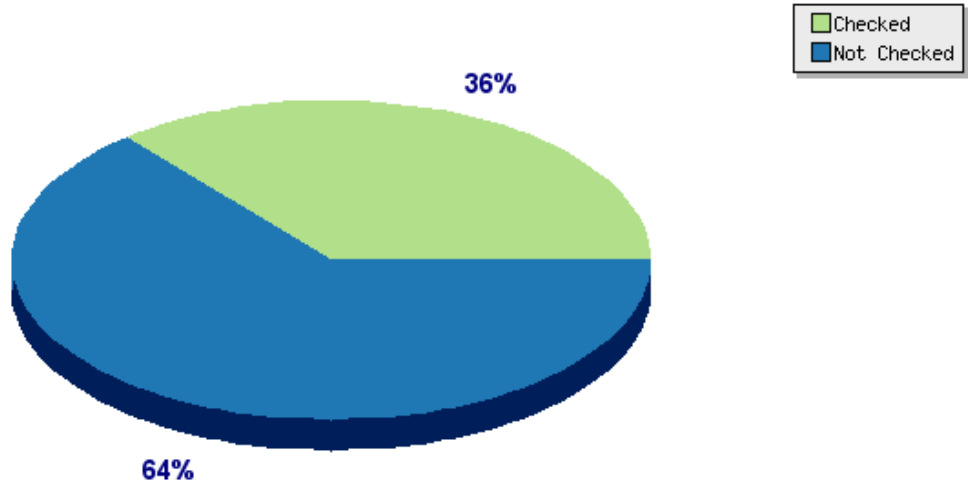
Daily/Weekly Walk-through Observation



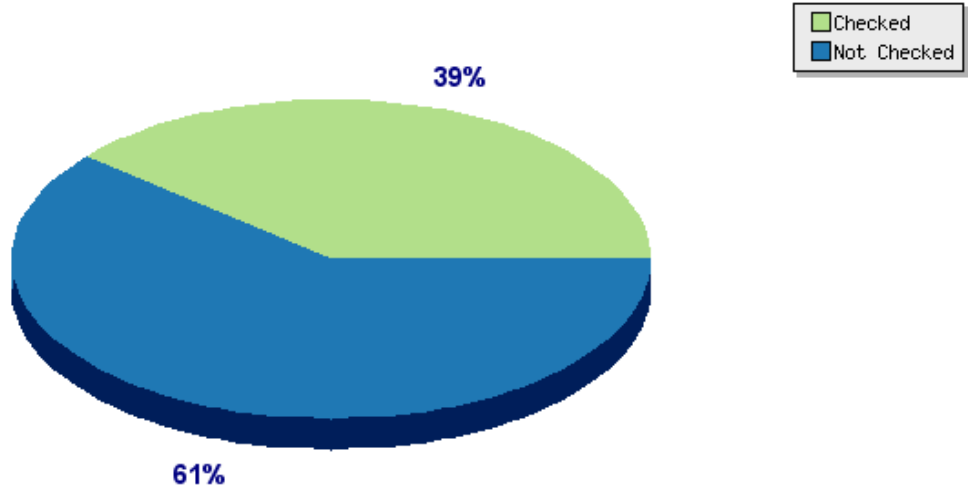
Monthly Walk-through Observation



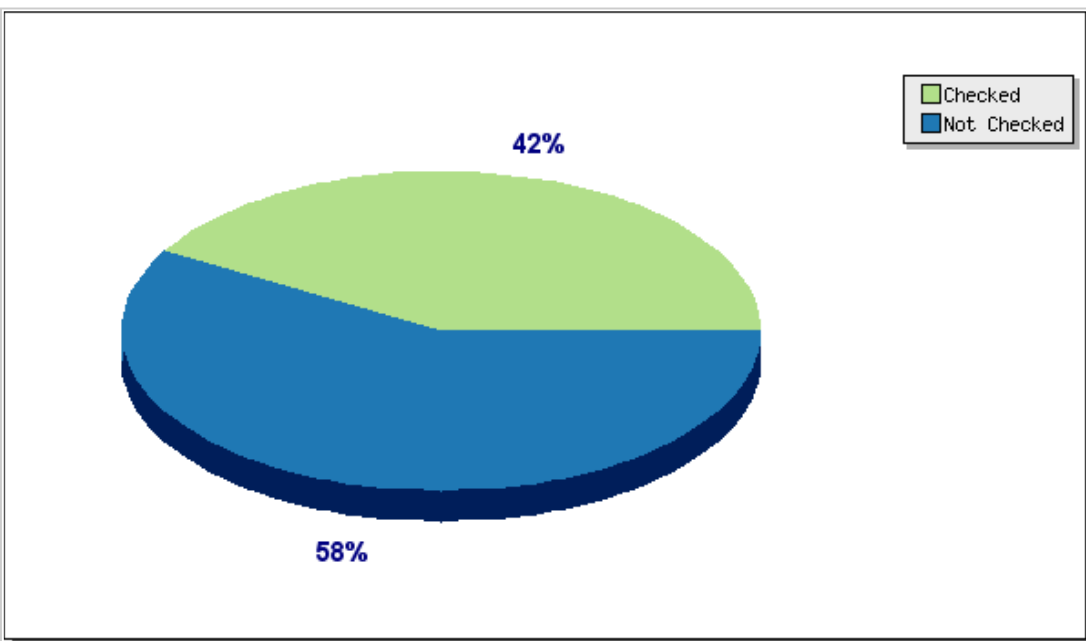
Yearly Teacher Evaluation



Teacher Self-evaluation



Peer Evaluations



Please list three types of professional development programs you feel the District/school needs to provide to administration and staff during the 2010-2011 school year.

Professional Development Program #1

- More special education awareness workshops
- more promethean board training
- use of technology in classroom
- classroom management
- Motivational Speaker
- PLD TRAINING
- Positive discipline
- reading improvement in all classes
- Induction for new teachers
- Computer Skills
- Classroom Mgmt
- Teacher Motivation
- Classroom Management
- DOK
- teacher burnout
- technology training
- Inclusion Training
- classroom management
- Depth of Knowledge
- INCLUSION COLLABORATION
- Cognitive skills
- seminars
- classroom technology
- Hands on workshops for framework
- inclusion training

Professional Development Program #2

- use of technology in teaching
- more computer training
- promoting higher level thinking skills

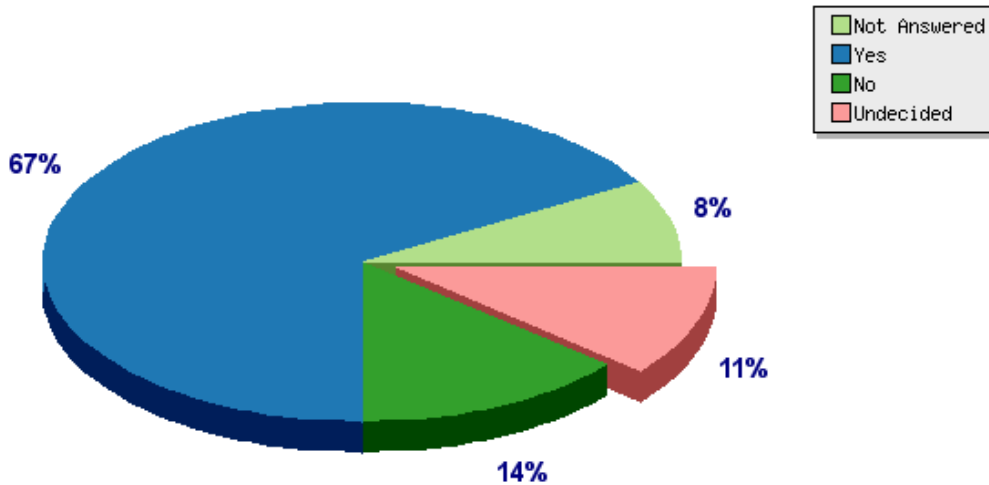
cross curriculum development
 Language Arts Workshops for all teachers
 TRAINING ON HOW CLASSES CAN SUPPORT ENGLISH AND MATH CONTENT
 positive work environment
 reaching all the students
 Specific activities for individual departments to boost moral in that department
 More on Reading Skills and levels
 Technology training
 Collaborating effectively
 Bullying Awareness and Interventions
 Inclusion
 lifting teachers up
 Differentiated instruction
 School Law
 behavior management
 Curriculum Alignment
 SPED RECOMMENDATION PROCESS
 DOK - advanced
 training courses
 individualized instruction
 technology workshops
 advanced promethean board training

Professional Development Program #3

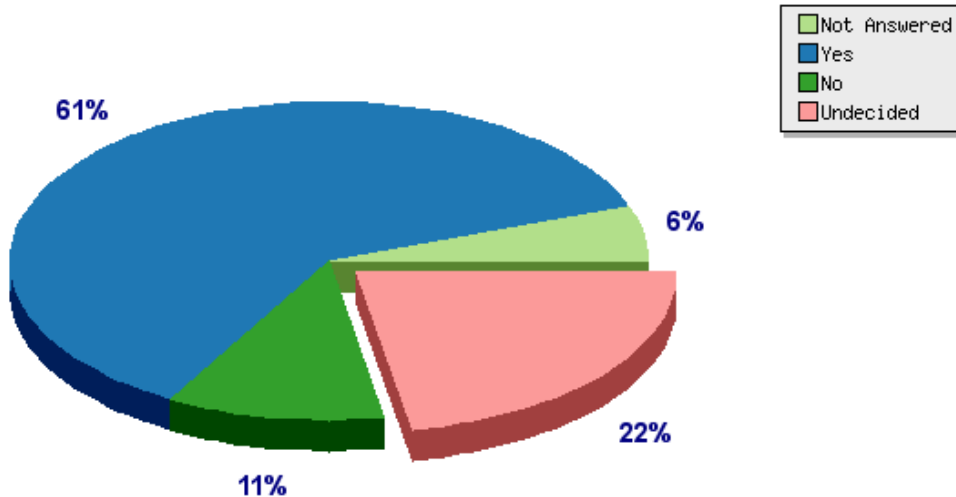
student achievement tools
 brain-based conscious discipline
 How to get our community & parents more involved & interested in their children's future.
 DIFFERENTIATED INSTRUCTION TRAINING
 how to make inclusion work
 Use of Technology to stimulate learning
 The teacher as a professional
 Teaching Strategies
 Cross Curriculum
 Effective Group Work
 Individualize Instruction Training
 working with inclusion
 Professional of teachers
 INCORPORATING TEST TAKING SKILLS IN DAILY LESSONS
 assessment issues within program
 classroom management
 technology workshops
 incorporating technology into lessons

DIMENSION IV: FAMILY AND COMMUNITY INVOLVEMENT

District/school makes family/community feel welcome and actively solicits their participation in the educational process.

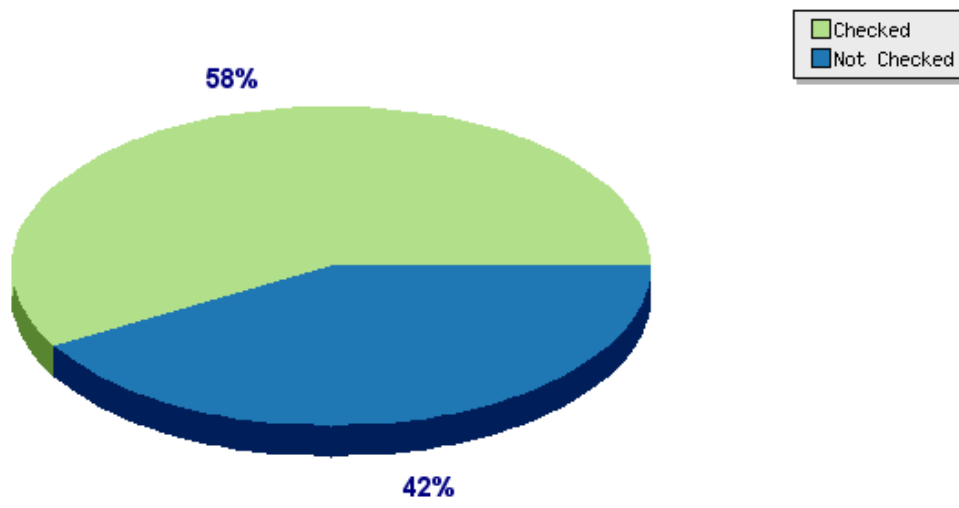


District/school is scheduling meetings/activities at flexible times and places which allow parents/community to actively participate.

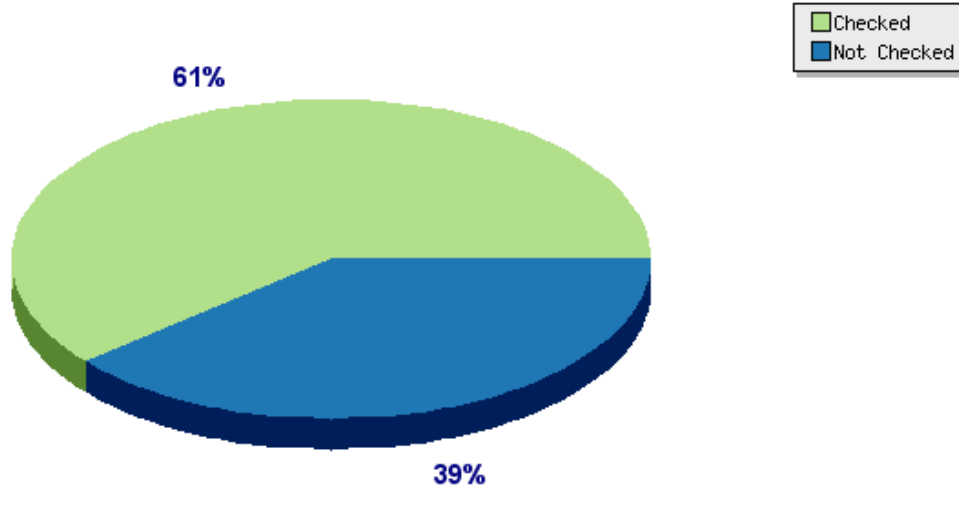


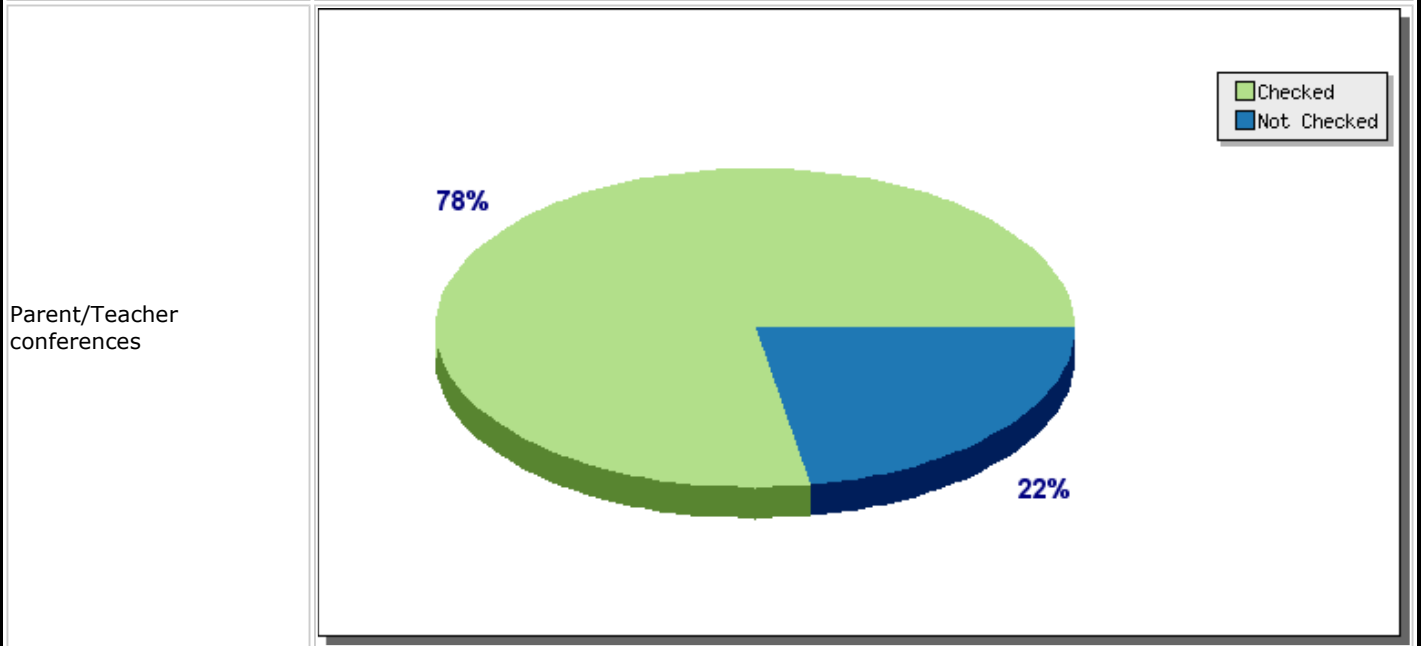
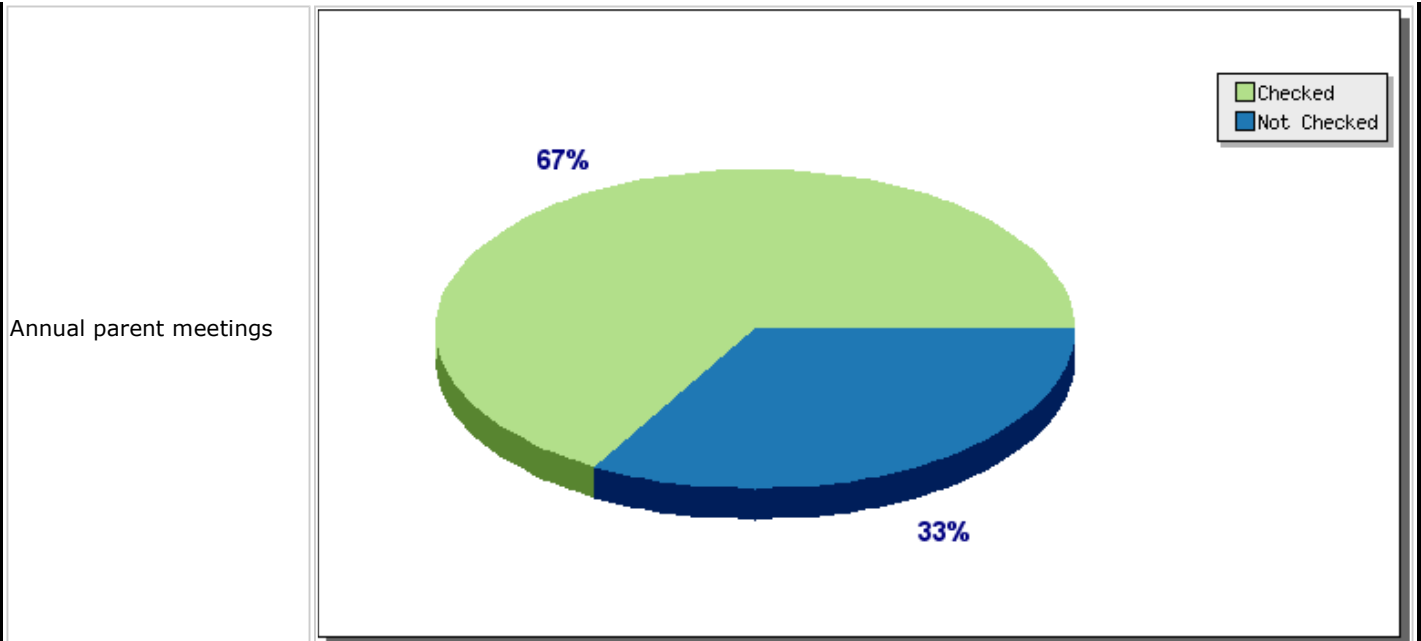
Select any of the following which should be used to engage family/community in meaningful activities which support/promote student learning.

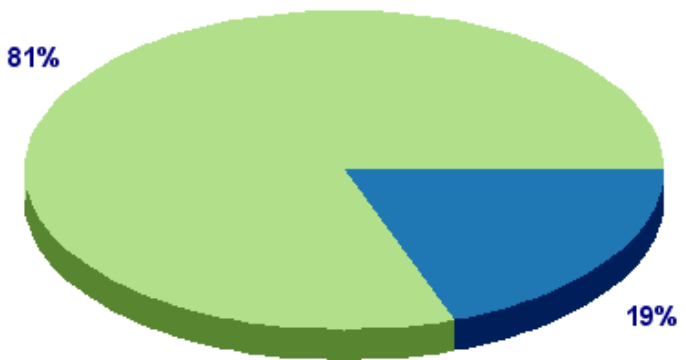
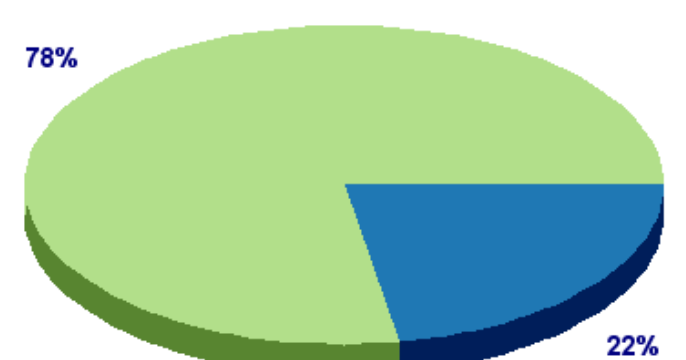
Volunteering during the instructional day activities



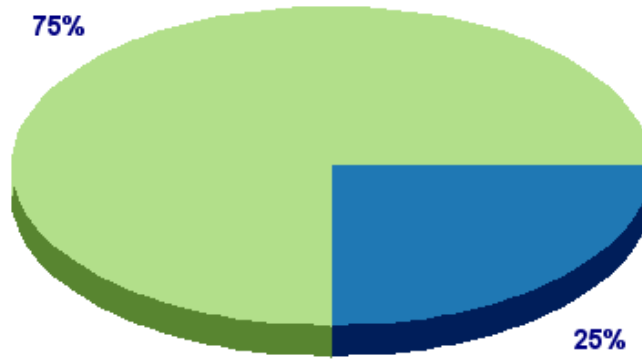
Volunteering during after school activities



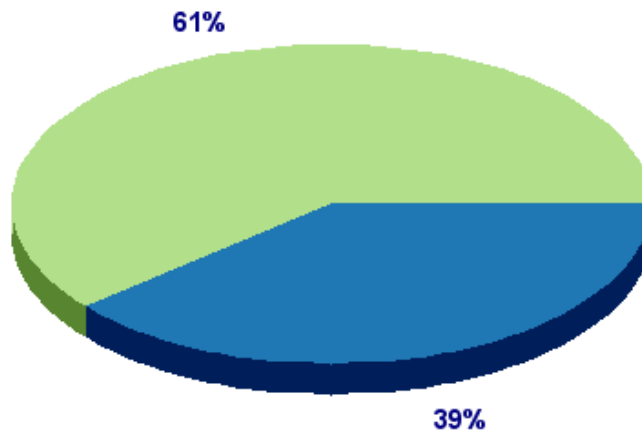


Open-house meetings	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' responses for 'Open-house meetings'. The 'Checked' category is represented by a light green slice and accounts for 81% of the total. The 'Not Checked' category is represented by a blue slice and accounts for 19% of the total. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>81%</td></tr><tr><td>Not Checked</td><td>19%</td></tr></tbody></table>	Category	Percentage	Checked	81%	Not Checked	19%
Category	Percentage						
Checked	81%						
Not Checked	19%						
Providing PTA/PTO organizations and meetings	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' responses for 'Providing PTA/PTO organizations and meetings'. The 'Checked' category is represented by a light green slice and accounts for 78% of the total. The 'Not Checked' category is represented by a blue slice and accounts for 22% of the total. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>78%</td></tr><tr><td>Not Checked</td><td>22%</td></tr></tbody></table>	Category	Percentage	Checked	78%	Not Checked	22%
Category	Percentage						
Checked	78%						
Not Checked	22%						

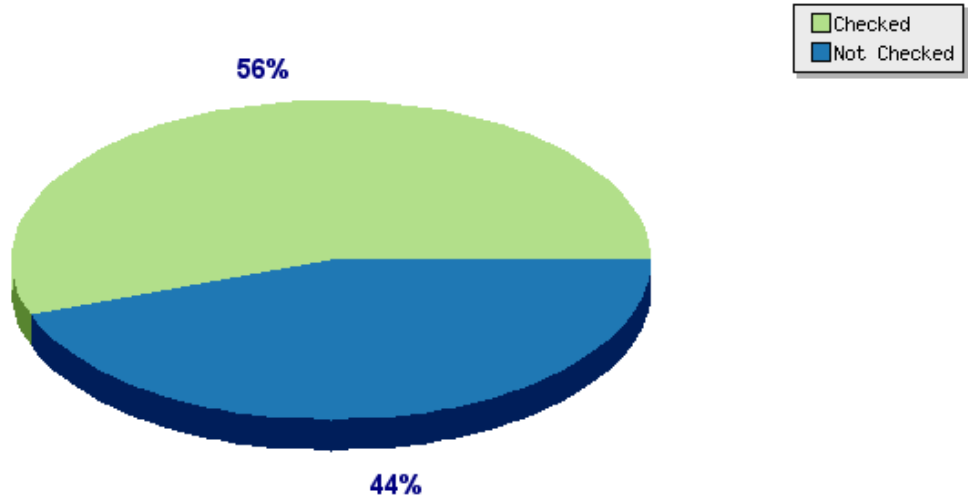
Mentoring opportunities for students



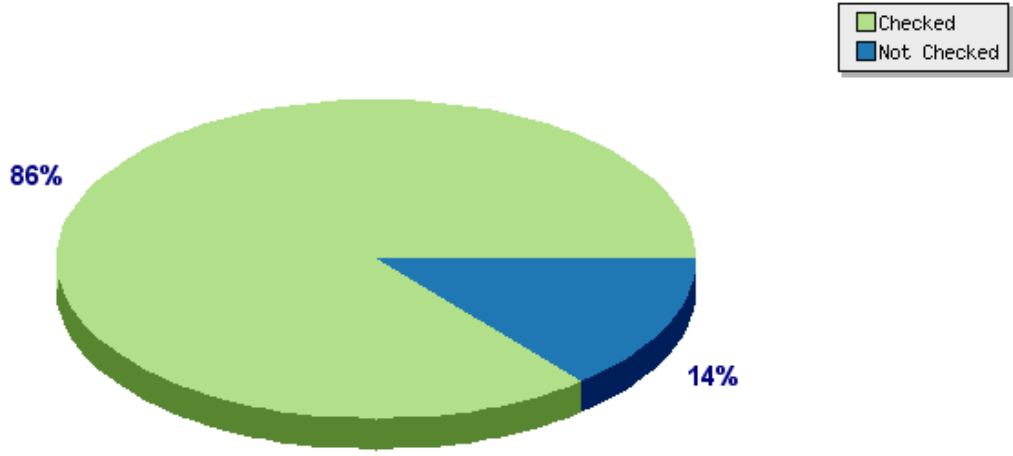
Parent/community information centers





Workshop and seminar opportunities

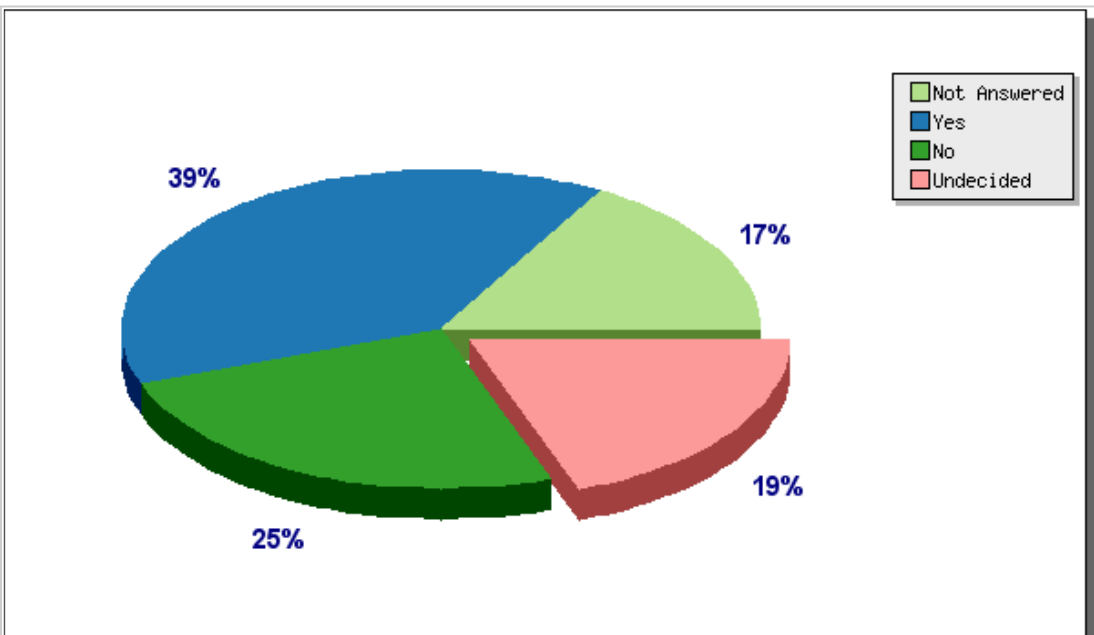


Newsletters



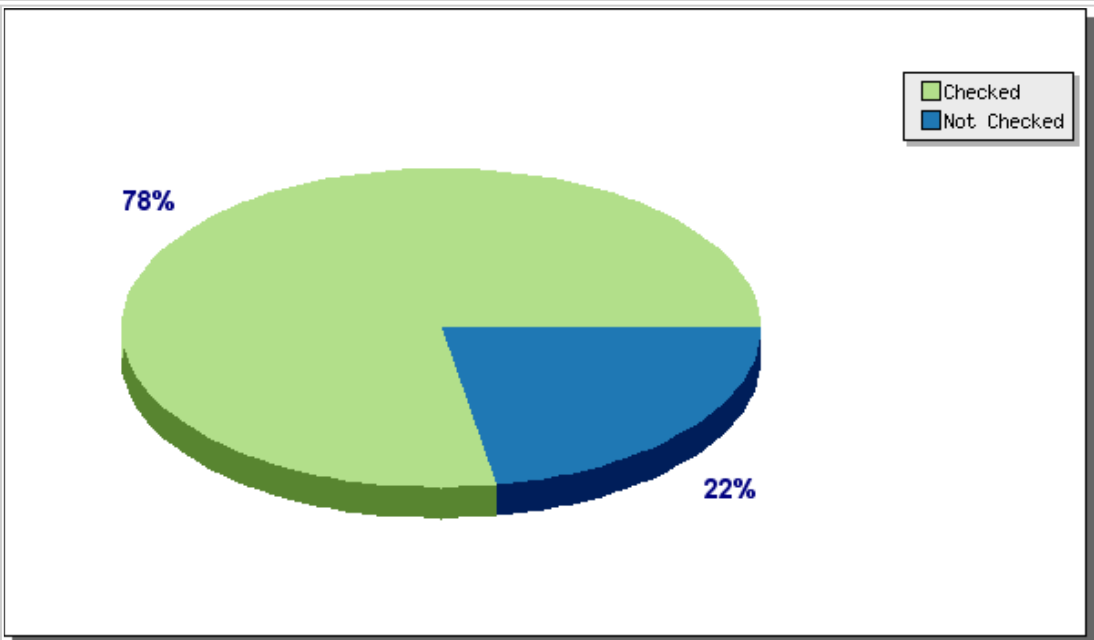
<p>School internet website</p>	 <p>83%</p> <p>17%</p> <p>Checked</p> <p>Not Checked</p>
<p>Greater involvement of family/community in the planning and use of Parental Involvement funds</p>	 <p>53%</p> <p>47%</p> <p>Checked</p> <p>Not Checked</p>
<p>Other</p>	
<p>Communication to the parents - teachers - administration</p>	

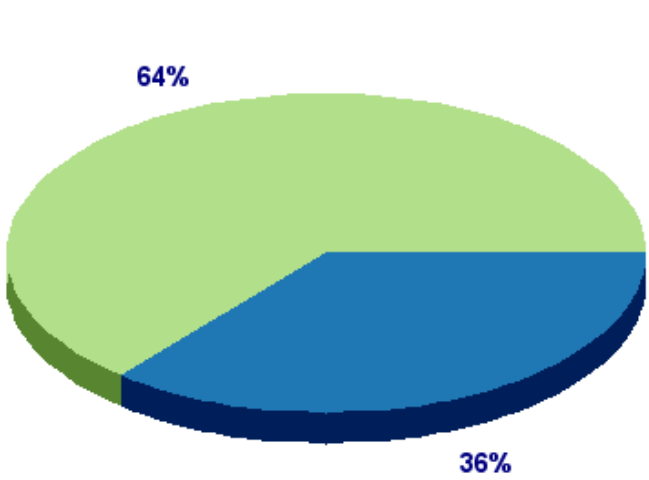
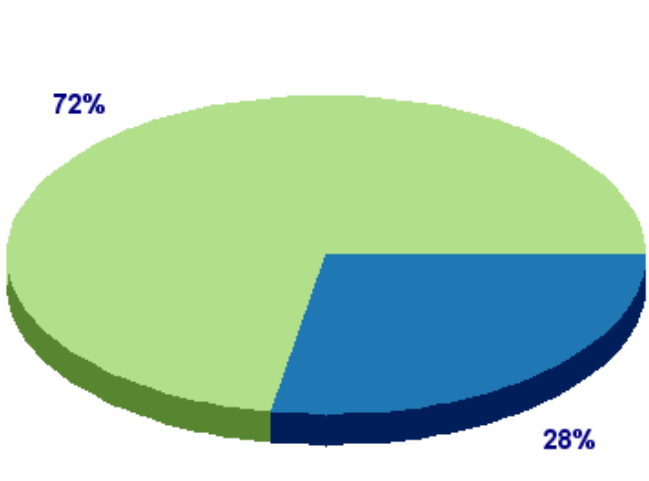
District/school provides opportunities and encourages family/community to participate in the decision-making process.



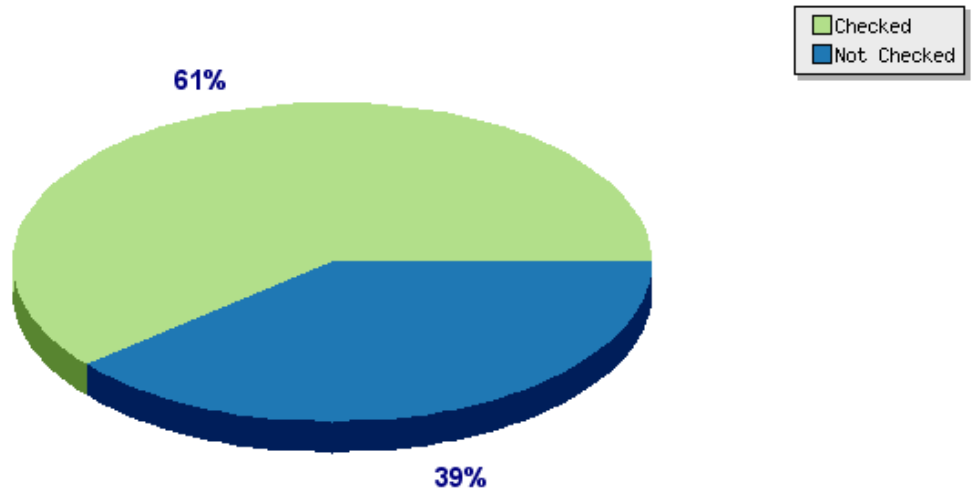
Select any of the following which District/school should use to involve family/community in the decision-making process.

Parent/teacher conferences

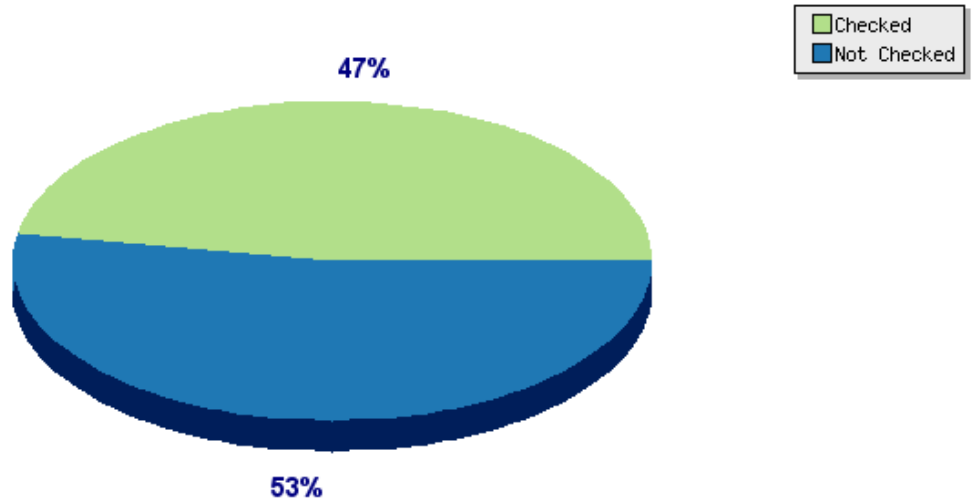


Open-house meetings	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' for 'Open-house meetings'. The 'Checked' category is represented by a light green slice, which is 64% of the total. The 'Not Checked' category is represented by a blue slice, which is 36% of the total. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>64%</td></tr><tr><td>Not Checked</td><td>36%</td></tr></tbody></table>	Category	Percentage	Checked	64%	Not Checked	36%
Category	Percentage						
Checked	64%						
Not Checked	36%						
PTA/PTO organizations	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' for 'PTA/PTO organizations'. The 'Checked' category is represented by a light green slice, which is 72% of the total. The 'Not Checked' category is represented by a blue slice, which is 28% of the total. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>72%</td></tr><tr><td>Not Checked</td><td>28%</td></tr></tbody></table>	Category	Percentage	Checked	72%	Not Checked	28%
Category	Percentage						
Checked	72%						
Not Checked	28%						

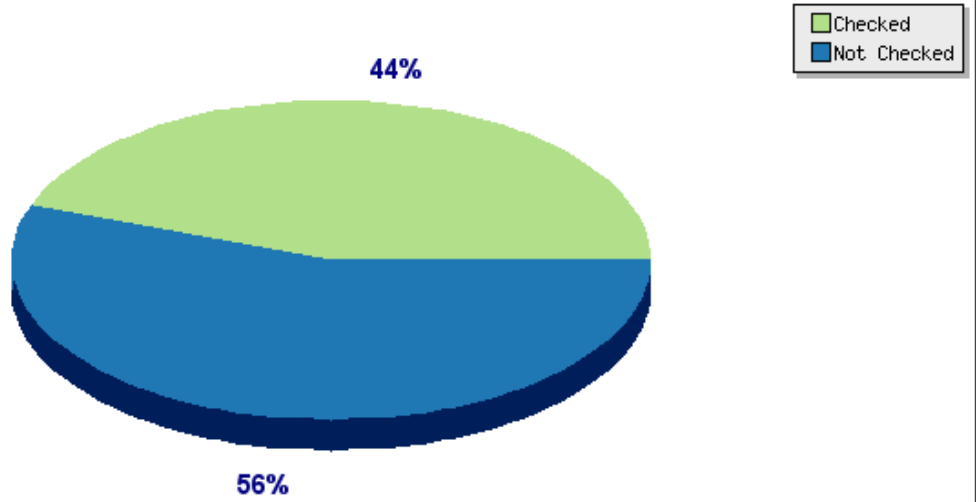
Parent information centers



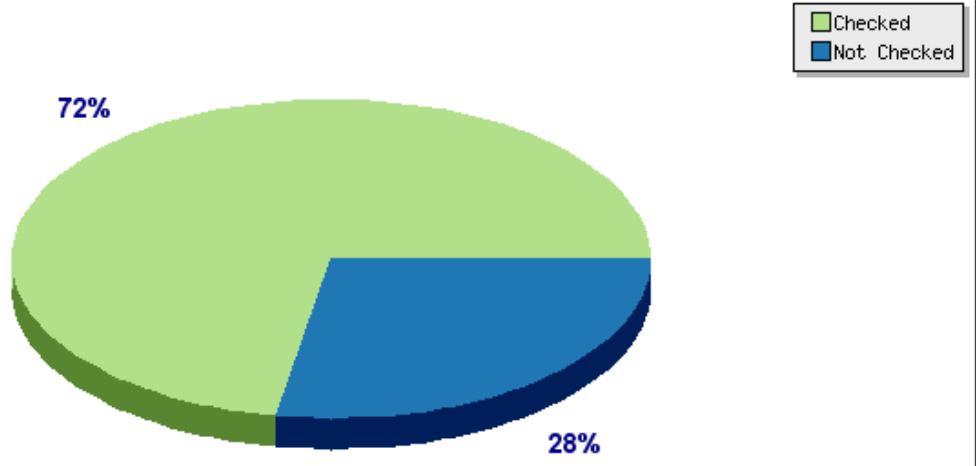
Parents-as-Teacher programs

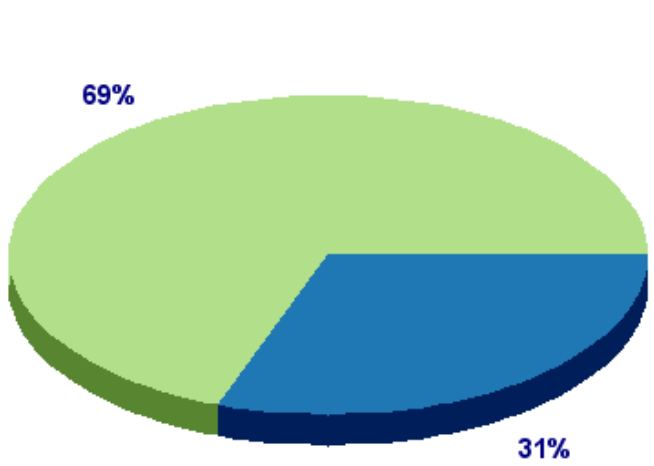
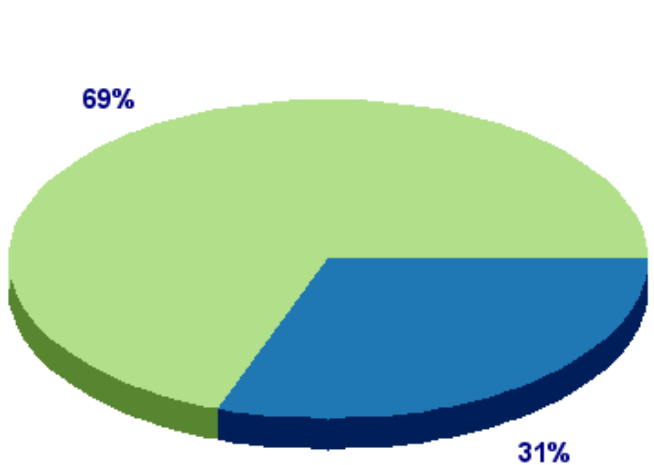


Booster clubs

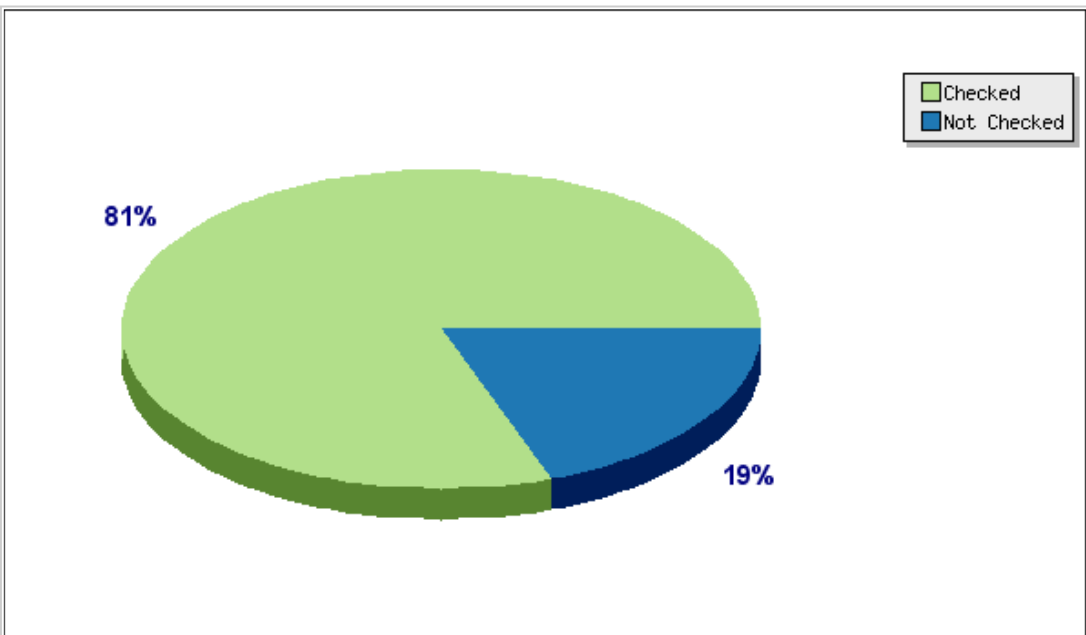


Workshops and Seminars

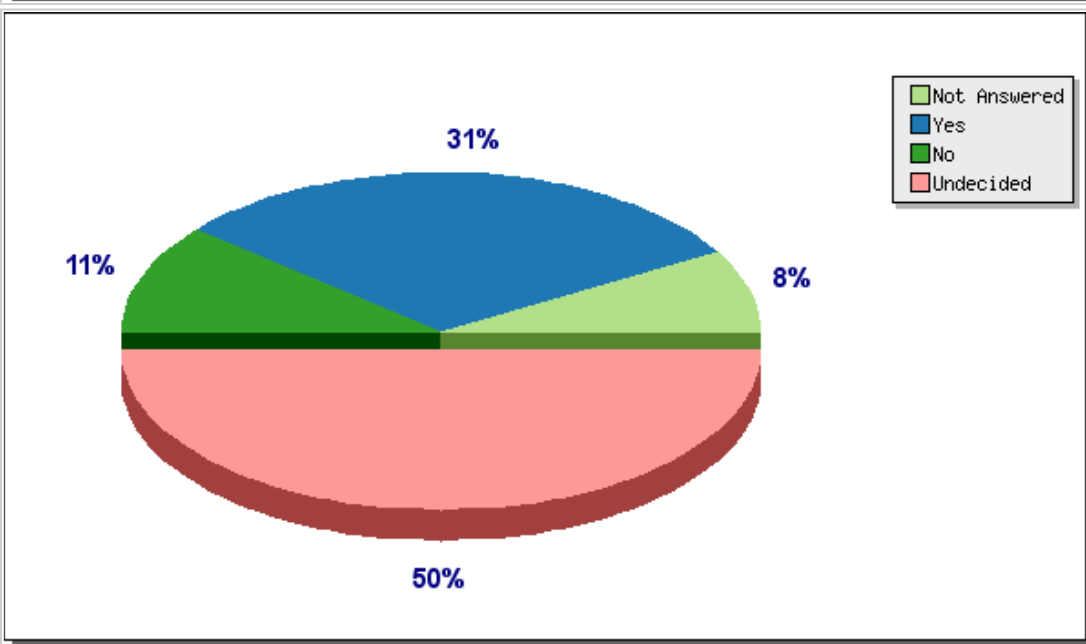


Newsletters	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' for 'Newsletters'. The 'Checked' category is represented by a light green slice, which is 69% of the total. The 'Not Checked' category is represented by a blue slice, which is 31% of the total. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>69%</td></tr><tr><td>Not Checked</td><td>31%</td></tr></tbody></table>	Category	Percentage	Checked	69%	Not Checked	31%
Category	Percentage						
Checked	69%						
Not Checked	31%						
Internet website	 <p>A 3D pie chart showing the distribution of 'Checked' and 'Not Checked' for 'Internet website'. The 'Checked' category is represented by a light green slice, which is 69% of the total. The 'Not Checked' category is represented by a blue slice, which is 31% of the total. A legend in the top right corner identifies the colors: light green for 'Checked' and blue for 'Not Checked'.</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>Checked</td><td>69%</td></tr><tr><td>Not Checked</td><td>31%</td></tr></tbody></table>	Category	Percentage	Checked	69%	Not Checked	31%
Category	Percentage						
Checked	69%						
Not Checked	31%						

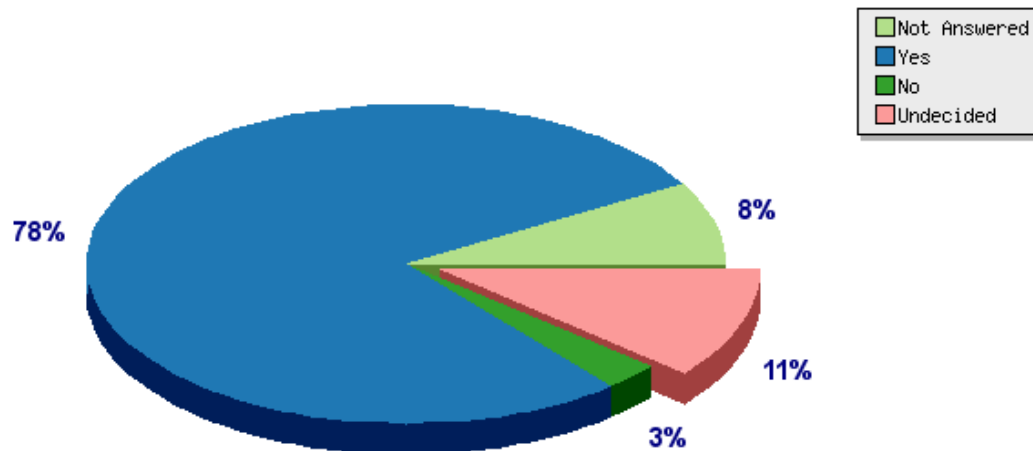
District/school planning committees



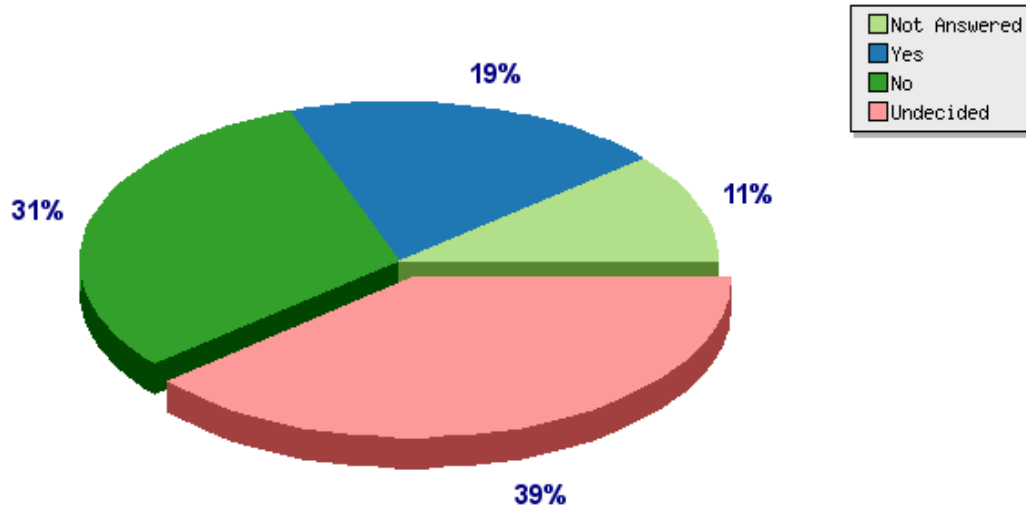
District/school is communicating with non-English speaking families in the language they speak.



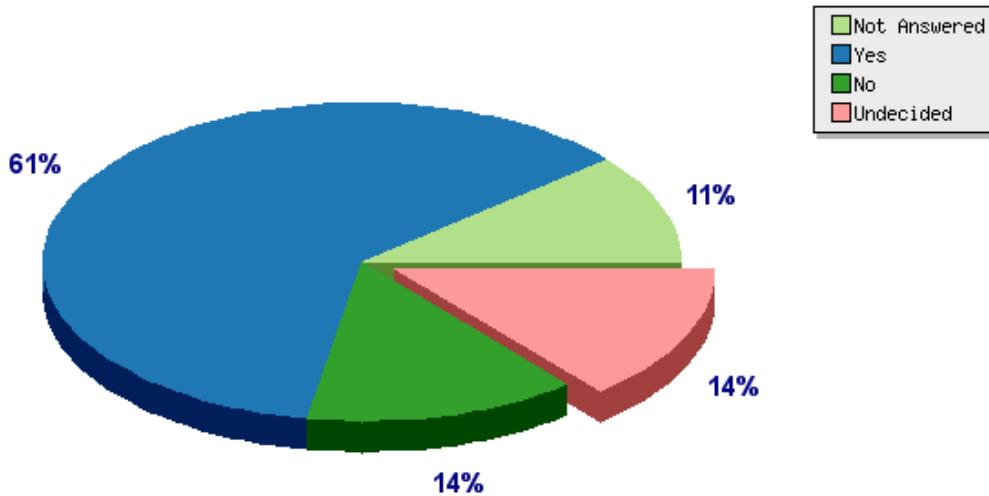
District/school is meeting the needs of students with both physical and educational disabilities.



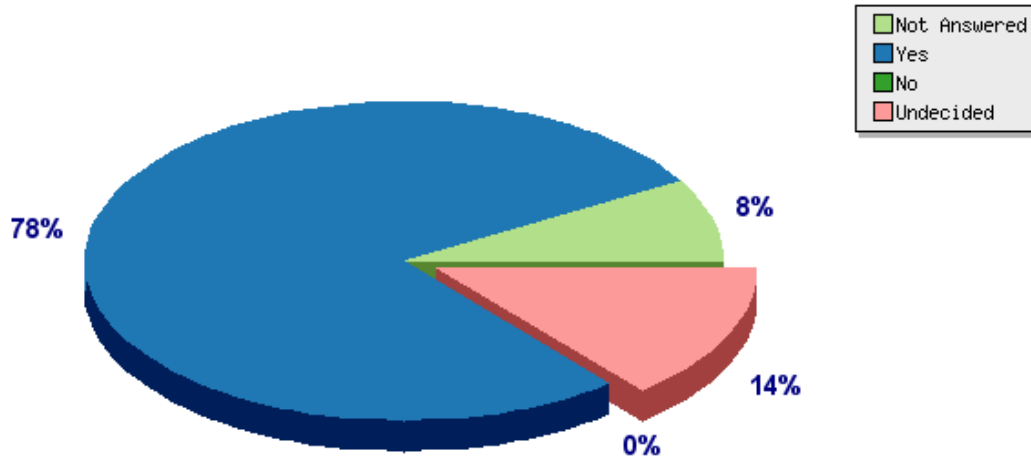
District/school is providing opportunities for parents to develop their parenting skills.



District/school is providing health and human services to support students and encourage healthy family relationships.

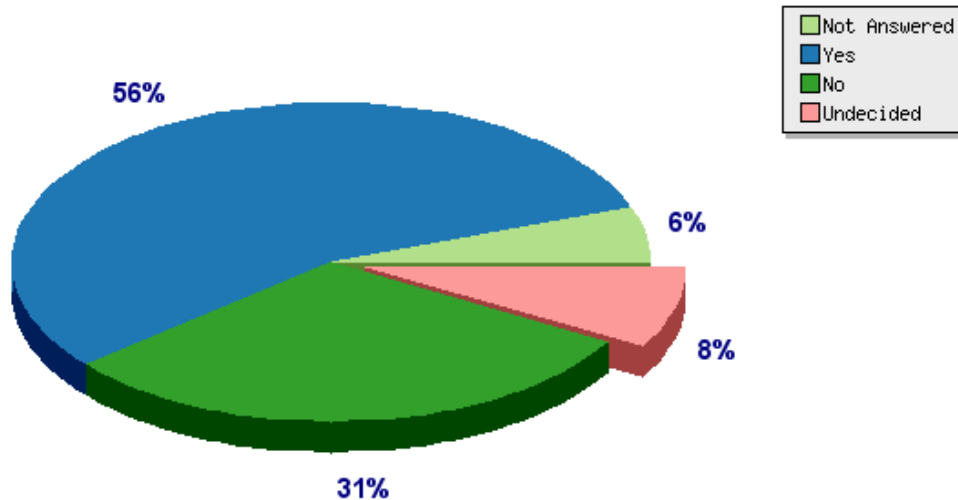


District/school is providing all students access to an education and co-curricular activities even when any of the following conditions exist: Delinquent, Homeless/Unaccompanied, Limited English Proficient, or Migrant.

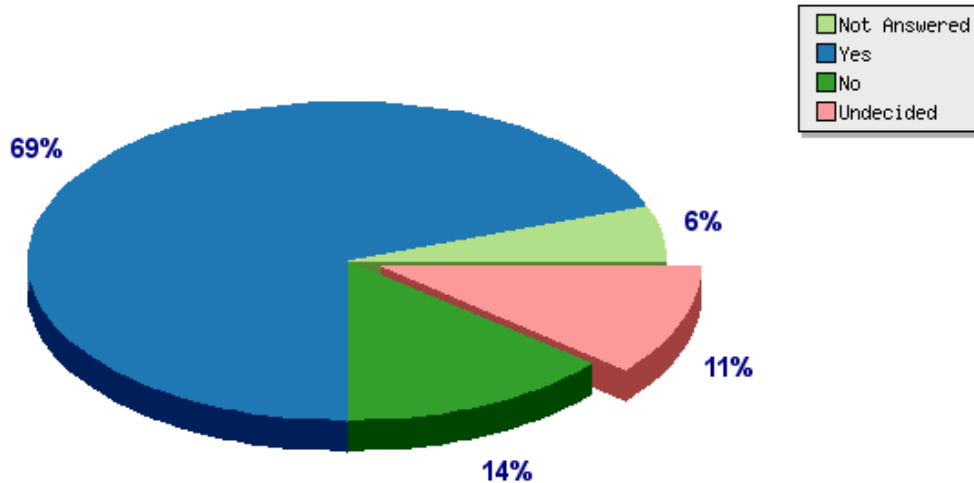


DIMENSION V: SCHOOL CONTEXT AND ORGANIZATION

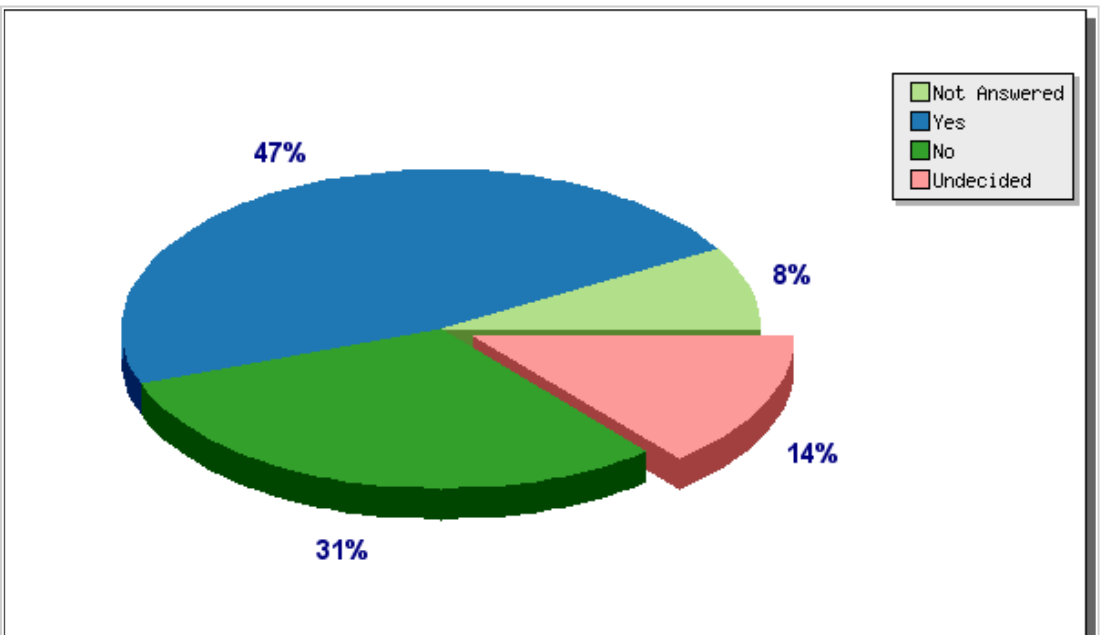
District/school class size is appropriate for providing adequate instruction and improving student achievement.



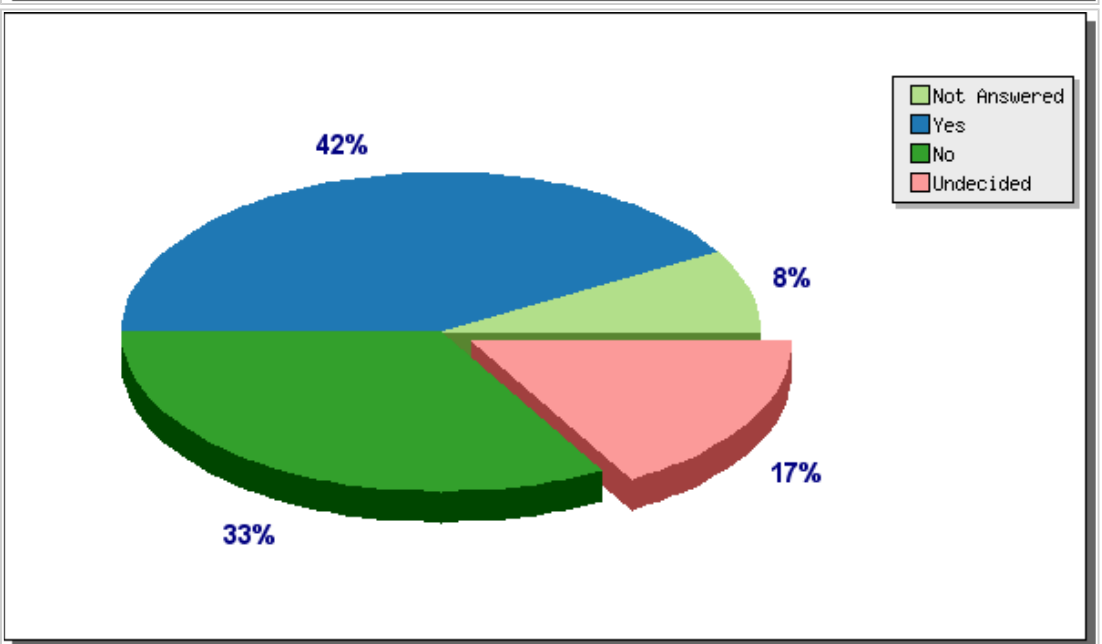
District/school provides adequate instructional time for subjects in which students perform poorly.



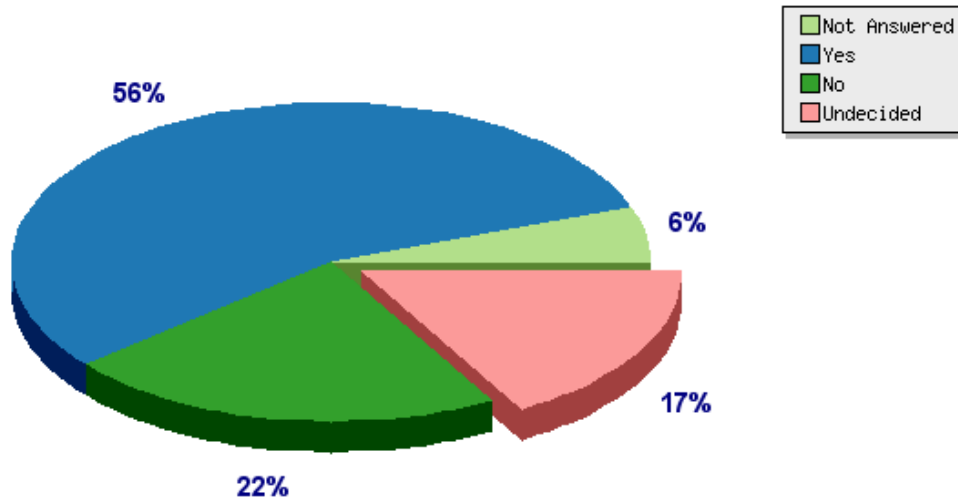
District/school allows teachers to participate in the decision making process and the development of school policies.



District/school allows teachers to play an active role in deciding which local assessments will be used to evaluate student achievement and instructional program effectiveness.



District/school encourages and provides opportunities for teacher, support staff, and parental input.



District/school encourages and provides opportunities for individuals and groups to help identify and resolve problems.

