

**Schoolwide Program Plan**  
**2010**



**Picayune School District**  
**Picayune Junior High School**

# Title I Schoolwide Program Plan

Date when Plan Implemented January 1, 2010 Plan Status: New X Revised \_\_\_\_\_

<b>School District Name:</b>	<u>Picayune</u>		
<b>Address:</b>	<u>702 Goodyear Boulevard</u>		
	<u>Picayune, MS 39466</u>		
<b>Title I Coordinator</b>	<u>Frank McCardle</u>		
<b>Phone:</b>	<u>(601)798-3230</u>	<b>FAX:</b>	<u>(601)-798-1742</u>
<b>E-Mail Address:</b>	<u>fmccardle@pcu.k12.ms.us</u>		
<b>School Principal:</b>	<u>James Williams</u>		
<b>Phone:</b>	<u>(601)798-5449</u>	<b>FAX:</b>	<u>(601)-798-5449</u>
<b>E-Mail Address:</b>	<u>jwilliams@pcu.k12.ms.us</u>		
<b>School Name:</b>	<u>Picayune Jr. High</u>		
<b>Address:</b>	<u>702 Goodyear Blvd</u>		
	<u>Picayune, MS 39466</u>		
<b>Superintendent:</b>	<u>Dean Shaw</u>		
<b>Phone:</b>	<u>(601)798-3230</u>	<b>FAX:</b>	<u>(601)-798-1742</u>
<b>E-Mail Address:</b>	<u>dshaw@pcu.k12.ms.us</u>		
<b>School Enrollment:</b>	<u>512</u>		
<b>Grade Levels:</b>	<u>7<sup>th</sup> and 8<sup>th</sup></u>		
<b>Free/Reduced Lunch %</b>	<u>70%</u>		

## Introduction

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. The schoolwide planning team should decide which focus areas are most essential to reform the school. Although additional factors may be added to the profile, those listed below significantly impact student achievement, and at a minimum, the schoolwide planning team should assess the school's current status with respect to each of them. Some questions that will help the team know what information to collect are listed after each factor. The Mississippi Department of Education considers these factors the "five dimensions."

Each dimension listed below is followed by a list of fundamental questions that must be addressed in the planning of your comprehensive needs assessment and through out the development and implementation of the schoolwide program:

- D1. **Student Achievement:** How well are students attaining the challenging academic standards set by the State and school district? What are school completions or mobility rates? How many students are making smooth transitions from one school to the next? Is there a reduction in the rate of students leaving the school, either as a result of making a voluntary transfer or because they are dropping out of the system?
- D2. **Curriculum and Instruction:** What are teachers and administrators doing to ensure that teaching methods are up-to-date and the curriculum reflects state, local, and national content standards? What opportunities are there on the job to improve the curriculum, raise expectations of staff, and secure top-quality instructional materials?
- D3. **Professional Development:** Are there on-the-job opportunities for teachers to participate in meaningful professional development? Do teachers select the professional development opportunities available to them? What topics attract the largest groups of participants? Who participates? What follow-up takes place? Are teachers working in a collaborative effort as team members and mentors? What instrument can reliably assess the extent to which teachers are collaborating? What can be done to further promote and enhance collaboration among teachers?
- D4. **Family and Community Involvement:** In what ways are parents and the community involved in meaningful activities that support student learning? How are parents and the community involved in school decisions? Are health and human services available to support students and encourage healthy family relationships? If families speak languages other than English, are school messages communicated in those languages? Do services for families include students with disabilities, both physical and educational? Can parents develop their own parenting skills or gain access to other educational opportunities through the school?

- D5. **School Context and Organization:** How large are classes? Is adequate time devoted to subjects in which students perform poorly? Do teachers have a voice in decision making and school policies? What role do teachers have in deciding what assessment will be used to evaluate individual students of the program as a whole? Do school committees and decision making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard? Are all groups apart of solutions to identified problems?

## SCHOOLWIDE PROGRAM PLANNING

### A. Planning Team

A schoolwide program is developed with the involvement of parents, licensed and non-licensed staff, administrators, and others who will carry out the plan. The planning team assumes responsibility for providing leadership during the planning and implementation of the schoolwide program. The planning team also assumes the responsibility to ensure that all stakeholders have an opportunity to provide input as the plan is developed.

Since parental involvement is a major element in Title I, parents should be included on this planning team. If the application is for a secondary school, students may be on the planning team. School and district Title I personnel must also be included.

**Note:** An existing school improvement team could assume the planning responsibilities for the schoolwide program as long as this team includes representatives from the groups listed in the chart below.

**Planning Team - List the names of people involved in developing this plan. (Each group should have at least one participant.)**

Position	Name of Team Member
Parents:	<b>Angie Leonard, Laurie Stockstill, Valerie Griggs</b>
Licensed Staff: <i>(include position)</i>	<b>Becky Dodd, Counselor Melissa Burge, Math Dept. Chair, Kim Alford, English Dept. Chair</b>
Non-Licensed Staff: <i>(include position)</i>	<b>Georgia Hale, Social Worker Mary Dukes, Social Worker</b>
Administrators: <i>(include position)</i>	<b>James Williams, Principal Diana Hawkins, Assistant Principal</b>
District Staff:	<b>Brent Harrell, Assistant Superintendent</b>
Title I Staff:	<b>Jennifer Baker Kim Cranmer</b>
Community Members <i>(include position)</i>	<b>Brandon Dukes, Pastor</b>
District Homeless Liaison:	<b>Frank McCardle, Federal Programs</b>
Others: <i>(secondary students, etc.)</i>	<b>Jackson Ledford, student Donna Rice, student</b>

**B. Schoolwide Planning Summary**

1. Briefly describe the process used to develop the schoolwide plan.

This is a new plan for 2009-2010 schoolwide plan. During the planning process, data are reviewed and meetings are held to obtain input from all stakeholders. Input has been solicited through surveys by students, parents, and staff in order to determine the needs of the school. MDE Office of Innovated Support, our school made a decision to move from target to school-wide to receive ARRA funds and to utilize this program for all students.

2. Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visits to schools, parent meetings, staff meetings where planning took place and other activities conducted during the needs assessment, inquiry process and plan development.

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings √ all columns that apply		
		plng. team	all staff	parents
12/10/2009	Planning Meeting-Tech Assistance	X		
1/12/2010	Planning Meeting	X		
1/28/2010	Faculty Meeting	X	X	
1/22/2010	Schoolwide Tech Assist Meeting	X		
2/23/2010	Department Chair Meeting	X	X	
2/25/2010	Faculty Meeting @ Schoolwide	X	X	

### C. Communication

The planning team should closely coordinate with the rest of the school community during the planning process. Regular communication contributes to the development and implementation of a schoolwide program plan that is supported by all stakeholders. In this section, describe the process used to communicate with all stakeholders and how feedback was obtained from the various stakeholders.

1. Briefly describe the methods that were used to inform the entire staff, parents, community and district of the schoolwide planning team actions.

The school website informs parents that Picayune Jr. High School is a school-wide Title One school. The parents are also informed during registration through school compacts and policies. A meeting was held to inform the entire staff. During the year information is given to staff through faculty meetings, grade level meetings, and department chair meetings.

2. Briefly describe opportunities for feedback from these groups.

Annual surveys are used to provide a means for feedback from all groups. Additional communication is welcomed and encouraged by the administration and staff through the scheduling of personal meetings at the parent's request. Our school made a decision to move from target to school-wide to receive ARRA funds and to utilize this program for all students.

3. What percentage of the stakeholders supports the completed Schoolwide Plan? 89%  
**This percentage was obtained from parents and staff who filled out a comprehensive needs assessment regarding support of the plan during the 2008/2009 school year.**

### D. Technical Assistance

Use the following table to document the technical assistance you received during the planning year.

**Supply the dates of meetings, who provided the assistance, and the type of assistance.**

Date	Provider	Type of Assistance
11/5/2009	Discussion with MDE	
3/2/2010	Planning Meeting-Milton Matthews	Review of State Template
3/23/2010	Meeting with Milton Matthews	Review of draft for final recommendation for approval by the district.
4/6/2010	Meeting with Shaw, Harrell, McCardle	District approval of the schoolwide plan

## COMPREHENSIVE NEEDS ASSESSMENT

This section summarizes the results of the comprehensive needs assessment conducted by the school planning team and staff.

1. Provide a brief description of your school and the community in which your school is located.

**The Picayune School District serves the city of Picayune. The district enrolls approximately 3655 students who are served in 9 schools. There are 5 elementary schools, 1 junior high school, 1 high school, 1 alternative school, and 1 career and technology center. The districts free and reduced lunch rate is 74%. The ethnic composition of students include 65% White, 32% Black, 3% Hispanic, less than 1% Asian, and less than 1% Native American. All elementary schools and the Junior High School are Title I schoolwide sites.**

**Picayune Junior High School (PJHS) serves approximately 528 students in grades 7th through 8<sup>th</sup>. There are 41 licensed teachers and 1 non-licensed staff to service these students. PJHS's free and reduced lunch rate is 70%. The ethnic composition of students includes 69.3% White, 28.5% Black, 1.3% Hispanic, and less than 1% Asian, less than 1% Native American. PJHS is dedicated to our students and is aware of the range of learning styles and unique qualities of every student that attends our school; therefore, teachers are skilled at planning and implementing differentiated lessons that address specific student needs. PJHS is designated as a schoolwide Title I site.**

2. Describe the process used to collect and analyze data across the five schoolwide planning dimensions: student achievement, school context & organization, professional development, curriculum and instruction, and family and community involvement.
  - **Student achievement** - data is collected from MCT2 scores, MS Science and Writing scores, district assessments, Accelerated Reading scores, STAR reports, AIMSweb reports, Fast ForWord, Reading Assistance, Edline, USA Test Prep, Study Island reports, and teacher assessments.
  - **School context** - data is collected through review by the department chairs and evaluated to determine effectiveness of school policies and procedures in the areas of student achievement, retention/promotion procedures, safety and discipline. Grade level meetings are held quarterly to discuss student's progress. Smart Track surveys by students are analyzed to determine student perception.
  - **Professional development** - data is collected through needs assessment of staff and then analyzed, and programs are planned based on needs identified.
  - **Curriculum and instruction** - data is collected through a review of student achievement, MS Science scores, AIMSweb reports, EZ Test Tracker software, teacher observations. This analysis provides information on student achievement

and the effectiveness of programs. The curriculum includes and promotes the state objectives and those areas identified as mastery skills.

- **Family and community involvement** - data is collected at annual meetings, open house, school activities, and workshops through the use of sign-in sheets, needs assessments, daily parent contacts by social workers, and surveys. The Teacher Support Team (TST) gathers information through weekly meetings with parents and students. Workshops and activities are planned from suggestions and comments from parents, students, and staff.

3. Strengths and Areas in Need of Improvement: Use this section to summarize the key findings of the comprehensive needs assessment process. This section must be based on data gathered across the five dimensions in your Comprehensive Needs Assessment.
  - a. Attach the Data Collection Worksheets and the Data Analysis Summary.
  - b. Summarize the findings of the Comprehensive Needs Assessment by describing the strengths and weaknesses of your current program.

**Strengths of the Current Program:**

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Grade level meetings</li><li>2. High % of students on honor roll</li><li>3. High teacher enthusiasm</li><li>4. High expectations for students and staff</li><li>5. Positive Behavior Intervention and Support-STARS program</li><li>6. Title/SPED support classes</li><li>7. Discipline Improvement</li></ol> |
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**Weaknesses of the Current Program:**

- |  |
|--|
| <ol style="list-style-type: none"><li>1. High student tardiness and attendance</li><li>2. Below average parent involvement</li><li>3. Over-identification of minority students for Special Education placement</li><li>4. Low MCT2 scores for Special Education students</li><li>5. Low student enthusiasm</li></ol> |
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4. Prioritization of Needs:
  - a. Briefly describe the process used to identify your highest priority areas needing improvement.

**The Title committee of PJHS reviewed results of MCT2 along with the faculty and students' input to set up a direct plan of action for 2009-2010 school year. The following table describes the areas that need to be addressed and corrected for PJHS to be successful.**

b. Use the following table to list the highest priority areas needing improvement in each dimension. Reference specific data to support the identification of priority needs. If there are no needs in one dimension, indicate by entering “None at this time.”

<b>Dimension</b>	<b>Areas of Improvement/Priority Needs</b>	<b>Data/Evidence to Support Identification of Priority Needs</b>
<b>Student Achievement</b>	Vocabulary, Grammar Structure, Comprehension, Measurement, Numbers, and Operations  Special Education Students make growth on MCT2  Over-identification of minority students for Special Education placement	MCT2 Scores  Special Education Audit
<b>Professional Development</b>	Inclusion training for regular/special education teachers  Parental Involvement  Differential Instruction Training	PD Needs Assessment
<b>School Context and Organization</b>	Implementing New School-wide Discipline Program (PBIS-STAR program)	Number of referrals
<b>Curriculum and Instruction</b>	Non tested areas support tested areas (Cross-Curriculum Instruction)  PLD training  Thinking Maps Training	Discussions with administrators and department heads
<b>Family &amp; Community Involvement</b>	Increase Parental Involvement  Increase Community Involvement	Lack of attendance at programs

## Inquiry Process

After determining the strengths and weaknesses of the current school programs, schoolwide planning requires that an inquiry process be conducted to determine what may be critical influencing factors and viable, research-based solutions to areas of weakness. In this section, summarize the school's inquiry process and findings:

1. Describe how the team and staff investigated and selected the best scientifically based-research solutions. Include a description of how the staff:
  - a. Studied and investigated best practices and research
  - b. Visited and contacted successful schools and programs

A.) The number one priority identified at our school is the need to improve SPED language arts and mathematics scores. It was determined that teachers in the school were having a difficult time meeting the needs of such a wide range of student ability. Classes were made up with students with very high academic abilities to those with academic abilities well below grade level. Grade level teachers as well as the school-wide Title I team, reviewed scientifically-based programs, through internet searches, talking with teachers from around the state and looking at sample alternate grouping strategies. Our feeder elementary schools departmentalized their 5<sup>th</sup> and 6<sup>th</sup> grade in order to better prepare the students for junior high and provide the students with a teacher who teaches one major subject to a higher standard. Lower functioning students are also being pulled for additional instructional time in language arts and mathematics.

B.) The number two priority identified at our school is the need to address the over-identification of minority students for special education programs. The Picayune School District was identified by the MDE Office of Special Education as being disproportionate and was audited in Summer 2009. Results of the previous audit indicated that too many minority students are placed in Special Education programs. Teachers reviewed the research, and recommendations were made for the purchase of STAR Reading, Study Island, USA Test Prep, Reading Assistant and Fast ForWord. Behavior modification training for teacher was implemented to address behavior problem. Consultants from these software companies provided in-district demonstrations of program effectiveness. Other schools that used these programs were contacted. Members of the PJHS faculty and administration made a visit to Pass Christian Middle School to learn what was working for their students. The Picayune School District's TST program has been examined and refined after the original audit, and this school's TST committee chairperson has attended additional training to implement new procedures.

2. Summarize how your solutions match your priority needs.

Additional remediation classes offer more time to focus on IEP students and low achieving students. The TST committee, along with grade level meetings, aid in examining strengths and weaknesses of students.

After the special education audit identified this school for disproportionality, measures were taken to rectify the over-identification of minority students referred for SPED services. Scientifically-based software programs will be implemented to assist in identifying students who have not mastered the content. Other scientifically-based software, along with additional teachers, will provide interventions for these students. Additional computers have been purchased so that each teacher will have access to these resources. Special education services are being provided by SPED money and additional services by Title I money.

## Research-Based Schoolwide Program Strategies

### A. Instructional Program

These strategies should be changes in the current instructional program that will help educationally disadvantaged students and the school population as a whole. Remember that schoolwide programs encourage systemic change. The instructional program strategies should be based on the results of the Inquiry Process and on incorporating information obtained from a review of the research literature, visits to other programs, and/or information from staff development activities and technical assistance providers. This may also mean adapting a program or a feature of a program to fit the local situation.

A schoolwide program must: *No Child Left Behind Section 1114(b)(1)(B)*

- Provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement;
- Use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program and increase the amount and quality of learning time that provides an enriched and accelerated curriculum;
- Include strategies that meet the needs of historically underserved populations
- Include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State standards who are members of the target population;
- Provide instruction by highly qualified professional staff;

- Provide timely, effective assistance to students who experience difficulty in meeting the State's standards, including taking specific steps to involve parents in helping their children meet the standards;
1. Describe the key components of the math and reading instructional programs of the school. Describe how the mathematics and reading instructional programs will be organized and delivered in your whole school.

**The language arts framework is comprised of reading, writing, speaking, listening, and viewing strands. These five strands ensure that appropriate processes are used, and important concepts are learned throughout each grade level. Phonics, decoding, and comprehension skills are taught in the context of a wide range of fiction and non-fiction. Skill development in both reading and writing is sequenced so that each skill builds upon prior knowledge. The language arts program is aligned with MDE standards. They hold monthly department meetings to discuss issues related to the curriculum and plan for upcoming tests. The language arts department also plans school-wide projects including the reading fair, which encourages students to demonstrate through writing and creative art work knowledge of a book they have read during the year.**

**The math instructional program is designed to help students develop an understanding of the important concepts, skills, procedures, and ways of thinking and reasoning in number and operations, algebra, geometry, measurement and data analysis, and probability. These five content strands provide continuity to the teaching of K-12 mathematics. Manipulatives and various instructional supporting books are available to teachers from the math resource room.**

**Computer software is available for students to take home to supplement classroom instruction in both language arts and mathematics. Students are provided opportunities for individual, whole-group, and small-group instruction. Teachers and staff are provided training in the use of textbooks, materials, and software. The language arts and math classes are ninety minutes daily for each student. Students are given incentives through the STARS (Positive Behavior Intervention System - PBIS) program to not only strive for excellent grades but to also be present for school.**

2. Describe the research-based or evidence of effectiveness that supports the strategies you have selected.
  - a. **Additional one-on-one instruction has improved district assessment results**
  - b. **Computer-assisted instruction to supplement classroom instruction (Study Island, Reading Assistant, Fast ForWord)**

- c. **Professional development- Differentiated instruction to address the needs of all learners; Performance Level Descriptors workshop, Thinking Maps training**
  - d. **Extended day activities- including before school and after school tutoring**
3. Include suggested school instructional schedule.  
**Master Schedule for 2009-2010 is attached**
  4. Describe the components of the instructional program that will meet the needs of special populations. These can be services during the school day or extended learning time opportunities.

- Describe how services will be provided for your special education students.

**Picayune Junior High School (PJHS) will serve students in special education classes ranging from self-contained to resource to full inclusion. The staff at PJHS will be scheduled in such a way that students in inclusion classes will be receiving services with a special education staff member for accommodation purposes.**

- Describe how services will be provided for your English Language Learners.

**The classroom teacher will provide timely assistance to English language learners throughout the school day. Title I certified teachers will also provide additional assistance through one-on-one or small-group remediation to those students having deficit skills. Before-school and after-school tutoring will also be available if any student needs additional services.**

- Describe how services will be provided to students that receive services from the Homeless Education program.

**The classroom teachers and school social workers will identify students who meet the homeless criteria. All educational services will be provided to these students without question as to their residential status. The school social worker will coordinate additional services through community outreach programs to provide assistance to students and their families as needed. The district will provide uniforms and school supplies if needed. Social workers will meet one-on-one to check on the student's situation.**

- Describe how timely assistance and services will be provided for your struggling learners.

**The classroom teachers will identify students who have not mastered state standards. Struggling learners will be provided assistance through remediation by certified SPED teachers, certified Title I teachers and computer-assisted instruction during the school day. A certified teacher will**

**work one-on-one or in a small-group with targeted students before, during or after school. The students of PJHS will have access to a school nurse that will provide any needed services. The Title I Parent Center will provide activity materials for parental use in the home to reinforce skills introduced and taught in the classroom. Additional instructional time will be allotted in the areas of Reading/Language Arts and Math. Parent conferences will be requested in the event a student's achievement falls below a 65 in any subject area, and the child will be offered tutoring in that subject. Once teachers have identified struggling students, he or she will refer that student to the Teacher Support Team (TST) for assistance.**

## **Directions for Developing the Action Plan**

### **B. Schoolwide Program Action Plan**

The Schoolwide Program Action Plan must be based on the results of the needs assessment and the inquiry process. The Action Plan can serve as an effective tool for integrating goals, strategies to achieve the goals, and the timeline and resources needed to accomplish the goals. It should also assist in the implementation of the schoolwide plan by clarifying who will provide leadership for each component of the plan, and how progress will be monitored and evaluated.

## MATHEMATICS IMPLEMENTATION/ACTION PLAN

**Measurable Mathematics goal:**

In the spring of 2010, the percentage of 7th grade students meeting or exceeding the State Mathematics Performance Standards will increase from 60% to 66% as measured by MCT2.

<p><b>School Profile data which relates to this goal:</b> (most recent Math MCT data used to create baseline for above academic goal) <b>Spring 2009 Mathematics MCT2</b></p>					
<p><b>Description of how student progress toward this goal will be measured:</b> (local math assessments) <b>Classroom assessment, Data Analysis of quarterly District Assessments, MCT2 practice test from MDE, AIMSWEB for inclusion classes</b></p>					
<p><b>Description of procedures for reporting student progress toward this goal to parents:</b> <b>Progress reports, report cards, Ed-Line, and parent contacts</b></p>					
<p><b><u>Strategy, Method, or Action</u></b> What will you do?</p>	<p><b><u>Who is Responsible?</u></b> Who will provide the leadership to assure that this strategy is accomplished?</p>	<p><b><u>Timeline</u></b> When will this strategy or action begin and end?</p>	<p><b><u>Resources</u></b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?</p>	<p><b><u>Evidence</u></b> What indicators will demonstrate progress in the implementation of this strategy?</p>	<p><b><u>Evaluation Method</u></b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?</p>
<p><b>Instructional Strategies</b> To Support this Goal</p>					
<p><b>All mathematics categories will be addressed during the year.</b></p>	<p><b>Math department</b></p>	<p><b>August 2009-May 2010</b></p>	<p><b>Analysis of MCT2 data to determine at-risk students who should be targeted for remediation.</b></p>	<p><b>80% mastery of state math objectives</b></p>	<p><b>Review /comparison of classroom, district, and state assessments.</b></p>
<p><b>Number and Operations:</b> 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><b>Math department</b></p>	<p><b>August 2009-May 2010</b></p>	<p><b>MSSPMS: State monitoring system used to identify progress of student achievement by grade level and teacher.</b></p>	<p><b>80% mastery of state math objectives</b></p>	<p><b>Math instructional staff and administration will review and compare results of MCT2.</b></p>

<p><b>Algebra:</b> Develop and apply the basic operations of rational numbers to algebraic and numerical tasks. Create and apply algebraic expressions and equations.</p>	Teachers and Assistants	August 2009-May 2010	Revision of 7 <sup>th</sup> grade mathematics curriculum calendar to better align with MS curriculum and meet the needs of students per district assessments.	Student completion of program	Yearly evaluation of student progress by instructional staff and administration.
<p><b>Geometry:</b> Apply geometric relationships of angles, two and three dimensional shapes and transformations.</p>	Math department	August 2009-May 2010	Fast ForWord Lab-based remedial program instruction and training.	MCT2	Title I yearly evaluation.
<p><b>Measurement:</b> Apply appropriate techniques, to 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>	Math department	August 2009-May 2010	Employ one teacher to provide remedial services to students identified through PLD's as low achieving on state and district assessments.  Continued use of EZ Tracker to identify progress of student achievement by teacher and by grade level.	District assessments  Student show gains in tested areas	Evaluation of progress by administration  Progress monitored by administration
<p><b>Data Analysis and Probability:</b> Organize and interpret data. Analyze data to make predictions.</p>	Teachers and Administration	August 2009-May 2010	MCT2 bell ringers and weekly quizzes. MCT2/USA Test Prep	MCT2	Review grades and MCT2 scores
<p><b>After-School Tutoring SPED population</b></p>	Teachers and administration	January 2010 -May 2010	Use of Study Island as a web-based remediation tool		Review MCT2 scores

<b>Professional Development</b> To support mathematics					
<b>Understanding Math Training</b>	<b>Math Department chair</b>	<b>August 2009- May 2010</b>	<b>Resources provided with training</b>	<b>Review of materials with students</b>	<b>Evaluation of district assessments</b>
<b>Algebra Readiness Training</b>	<b>Math Department chair</b>	<b>August 2009- May 2010</b>	<b>Resources provided with training</b>	<b>Implemented with students through bell ringers</b>	<b>Evaluation of district assessments</b>
<b>Texas Instruments Calculator Training</b>	<b>Math Department</b>	<b>August 2009- May 2010</b>	<b>Calculators provided</b>	<b>Implemented in the classroom with students</b>	<b>Evaluation of district assessments</b>
<b>PLD/DOK Training</b>	<b>Administration</b>	<b>August 2009- May 2010</b>	<b>State objectives</b>	<b>Implemented in the classroom with students</b>	<b>MCT2</b>
<b>Thinking Map Training</b>	<b>Math Department Chair and Administration</b>	<b>August 2009- May 2010</b>	<b>Thinking Maps</b>	<b>Comprehension improves</b>	<b>Teacher observations and tests</b>
<b>Parent Involvement Activities</b>					
<b>Awards Day</b>	<b>Administration and counselor</b>	<b>May 2010</b>	<b>PTO, PJHS budget</b>	<b>Acknowledgement of student accomplishments</b>	<b>Evaluation of student grades and attendance</b>
<b>Open House</b>	<b>Administration and PJHS staff</b>	<b>August 2009</b>	<b>PTO, Ed-line, and Parent Letter</b>	<b>Parent Attendance</b>	<b>Parents on campus and meeting the teachers</b>

<b>Teacher Support Team Meetings</b>	<b>TST Chair and committee</b>	<b>August 2009- May 2010</b>	<b>Parents, teachers, Exceptional Ed Office, and students</b>	<b>Successful interventions with students</b>	<b>Identification of students with academic needs</b>
<b>Parent Conference</b>	<b>Teacher, counselor, administration, and parents</b>	<b>August 2009- May 2010</b>	<b>Teacher, counselor, administration, parents, and students</b>	<b>Scheduled parent conferences</b>	<b>Open line of communication between all parties involved</b>
<b>PTO</b>	<b>PTO President and Administration</b>	<b>August 2009- May 2010</b>	<b>Parents, teachers, administration and community</b>	<b>Fund “STARS” program, teacher appreciation, implementation of extra events</b>	<b>Increased parental involvement and student achievements</b>
<b>Climate/Behavior “STARS” Program new discipline program positive behavior management</b>	<b>Principal Teachers</b>	<b>August 2009- May 2010</b>	<b>Workshops Training</b>	<b>Decrease in discipline referrals and more time on task</b>	<b>Classroom observations</b>

## MATHEMATICS IMPLEMENTATION/ACTION PLAN

**Measurable Mathematics goal:**

In the spring of 2010, the percentage of 8th grade students meeting or exceeding the State Mathematics Performance Standards will increase from 69% to 76% as measured by MCT2.

<p><b>School Profile data which relates to this goal:</b> (most recent Math MCT data used to create baseline for above academic goal) <b>Spring 2009 Mathematics MCT2</b></p>					
<p><b>Description of how student progress toward this goal will be measured:</b> (local math assessments) <b>Classroom assessment, Data Analysis of quarterly District Assessments, MCT2 practice test from MDE, AIMSWEB for inclusion classes</b></p>					
<p><b>Description of procedures for reporting student progress toward this goal to parents:</b> <b>Progress reports, report cards, Ed-Line, and parent contacts</b></p>					
<b>Strategy, Method, or Action</b> What will you do?	<b>Who is Responsible?</b> Who will provide the leadership to assure that this strategy is accomplished?	<b>Timeline</b> When will this strategy or action begin and end?	<b>Resources</b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b>Evidence</b> What indicators will demonstrate progress in the implementation of this strategy?	<b>Evaluation Method</b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b>Instructional Strategies</b> To Support this Goal					
<p><b>All mathematics categories will be addressed during the year.</b></p> <p><b>Number and Operations:</b> 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><b>Math department</b></p>	<p><b>August 2009-May 2010</b></p>	<p><b>Analysis of MCT2 data to determine at-risk students who should be targeted for remediation.</b></p>	<p><b>80% mastery of state math objectives</b></p>	<p><b>Review and comparison of classroom, district, and state assessments.</b></p>
	<p><b>Math department</b></p>	<p><b>August 2009-May 2010</b></p>	<p><b>MSSPMS: State monitoring system used to identify progress of student achievement by grade level and teacher.</b></p>	<p><b>80% mastery of state math objectives</b></p>	<p><b>Math instructional staff and administration will review and compare results of MCT2.</b></p>

<p><b>Algebra:</b> Develop and apply the basic operations of rational numbers to algebraic and numerical tasks. Create and apply algebraic expressions and equations.</p>	Teachers and Assistants	August 2009-May 2010	Revision of 8 <sup>th</sup> grade mathematics curriculum calendar to better align with MS curriculum and meet the needs of students per district assessments.		Yearly evaluation of student progress by instructional staff and administration.
<p><b>Geometry:</b> Apply geometric relationships of angles, two and three dimensional shapes and transformations.</p>	Math department	August 2009-May 2010	Fast ForWord Lab-based remedial program instruction and training.	Student completion of program	Title I yearly evaluation.
<p><b>Measurement:</b> Apply appropriate techniques, to 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>	Math department	August 2009-May 2010	Employ one teacher to provide remedial services to students identified through PLD's as low achieving on state and district assessments.  Continued use of EZ Tracker to identify progress of student achievement by teacher and by grade level.	MCT2  District assessments	Evaluation of progress by administration  Progress monitored by administration
<p><b>Data Analysis and Probability:</b> Organize and interpret data. Analyze data to make predictions.</p>	Teachers and Administration	August 2009-May 2010	MCT2 bell ringers and weekly quizzes. MCT2/USA Test Prep	Students show gains in tested areas	Review grades and MCT2 scores
<p><b>After-School Tutoring SPED population</b></p>	Teachers and administration	January 2010 -May 2010	Use of Study Island as a web-based remediation tool	MCT2	Review MCT2 scores

<p><b>Professional Development</b> To support mathematics</p> <p><b>Understanding Math Training</b></p> <p><b>Algebra Readiness Training</b></p> <p><b>Texas Instruments Calculator Training</b></p> <p><b>PLD/DOK Training</b></p> <p><b>Thinking Maps Training</b></p>	<p><b>Math Department chair</b></p> <p><b>Math Department chair</b></p> <p><b>Math Department</b></p> <p><b>Administration</b></p> <p><b>Math Department Chair and Administration</b></p>	<p><b>August 2009-May 2010</b></p> <p><b>August 2009-May 2010</b></p> <p><b>August 2009-May 2010</b></p> <p><b>August 2009-May 2010</b></p> <p><b>August 2009-May 2010</b></p>	<p><b>Resources provided with training</b></p> <p><b>Resources provided with training</b></p> <p><b>Calculators provided</b></p> <p><b>State objectives</b></p> <p><b>Thinking Maps</b></p>	<p><b>Review of materials with students</b></p> <p><b>Implemented with students through bellringers</b></p> <p><b>Implemented in the classroom with students</b></p> <p><b>Implemented in the classroom with students</b></p> <p><b>Comprehension improves</b></p>	<p><b>Evaluation of district assessments</b></p> <p><b>Evaluation of district assessments</b></p> <p><b>Evaluation of district assessments</b></p> <p><b>MCT2</b></p> <p><b>Teacher observations and tests</b></p>
<p><b>Parent Involvement Activities</b></p> <p><b>Awards Day</b></p> <p><b>Open House</b></p>	<p><b>Administration and counselor</b></p> <p><b>Administration and PJHS staff</b></p>	<p><b>May 2010</b></p> <p><b>August 2009</b></p>	<p><b>PTO, PJHS budget</b></p> <p><b>PTO, Ed-line, and Parent Letter</b></p>	<p><b>Acknowledgement of student accomplishments</b></p> <p><b>Parent Attendance</b></p>	<p><b>Evaluation of student grades and attendance</b></p> <p><b>Parents on campus and meeting the teachers</b></p>

<b>Teacher Support Team Meetings</b>	<b>TST Chair and committee</b>	<b>August 2009- May 2010</b>	<b>Parents, teachers, Exceptional Ed Office, and students</b>	<b>Successful interventions with students</b>	<b>Identification of students with academic needs</b>
<b>Parent Conference</b>	<b>Teacher, counselor, administration, and parents</b>	<b>August 2009- May 2010</b>	<b>Teacher, counselor, administration, parents, and students</b>	<b>Scheduled parent conferences</b>	<b>Open line of communication between all parties involved</b>
<b>PTO</b>	<b>PTO President and Administration</b>	<b>August 2009- May 2010</b>	<b>Parents, teachers, administration and community</b>	<b>Fund “STARS” program, teacher appreciation, implementation of extra events</b>	<b>Increased parental involvement and student achievements</b>
<b>Climate/Behavior “STARS” Program new discipline program positive behavior management</b>	<b>Principal Teachers</b>	<b>August 2009- May 2010</b>	<b>Workshops Training</b>	<b>Decrease in discipline referrals and more time on task</b>	<b>Classroom observations</b>

## READING IMPLEMENTATION/ACTION PLAN

**Measurable Reading Goal:**

In the spring of 2010, the percentage of 7th grade students meeting or exceeding the State Reading Performance Standards will increase from 57% to 63% as measured by MCT2 assessment.

<p><b>School Profile data which relates to this goal:</b>                  (most recent Reading MCT data used to create a baseline for above academic goal)  <b>Spring 2009 Language Arts MCT2</b></p>					
<p><b>Description of how student progress toward this goal will be measured:</b> (local reading assessments) <b>Classroom assessment, Data Analysis of quarterly District Assessments, MCT2 practice test from MDE, AIMSWEB for inclusion classes</b></p>					
<p><b>Description of procedures for reporting student progress toward this goal to parents: Progress reports, report cards, Ed-Line, and parent contacts</b></p>					
<p><b><u>Strategy, Method, or Action</u></b> What will you do?</p>	<p><b><u>Who is Responsible?</u></b> Who will provide the leadership to assure that this strategy is accomplished?</p>	<p><b><u>Timeline</u></b> When will this strategy or action begin and end?</p>	<p><b><u>Resources</u></b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?</p>	<p><b><u>Evidence</u></b> What indicators will demonstrate progress in the implementation of this strategy?</p>	<p><b><u>Evaluation Methods</u></b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?</p>
<p><b>Instructional Strategies</b> To support reading</p>					

<p><b>Application of Standard English to Communicate:</b></p> <p><b>Applying Vocabulary, Reading and Grammar to compose and edit poetry, narrative essays, and paragraphs.</b></p> <p><b>Students will compose and edit poetry, essays, and paragraphs to practice and improve writing and Grammar skills.</b></p> <p><b>**All Language Arts categories will be addressed during the year.**</b></p>	<p><b>English Department Chair and Administration</b></p> <p><b>English Teachers</b></p> <p><b>English Teachers</b></p> <p><b>English Teachers and administration</b></p>	<p><b>August 2009-May, 2010</b></p> <p><b>August 2009-May 2010</b></p>	<p><b>MSSPMS: State monitoring system used to identify progress of Student achievement by grade level and teacher.</b></p> <p><b>Revision of 7<sup>th</sup> grade English curriculum calendar to better align with MS curriculum and meet the needs of students per district assessments.</b></p> <p><b>Fast ForWord Lab-based remedial program instruction and training.</b></p> <p><b>Employ one teacher to provide remedial services to students identified through PLD's as low achieving on state and district assessments.</b></p> <p><b>Continued use of EZ Tracker to identify progress of student achievement by teacher and by grade level.</b></p>	<p><b>80% mastery of state language arts objectives</b></p> <p><b>Classroom Assessments</b></p> <p><b>District assessments</b></p> <p><b>District assessments</b></p>	<p><b>Comparison of classroom, district, and state assessments.</b></p> <p><b>English instructional staff and administration will compare results of MCT2.</b></p> <p><b>Evaluation of district assessments</b></p> <p><b>Yearly comparison of student progress by instructional staff and administration.</b></p> <p><b>Data analysis.</b></p> <p><b>Title I yearly evaluation.</b></p> <p><b>Teacher and workbook assessments.</b></p>
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<b>Professional Development</b> To support reading					
<b>Time Management Training</b>	<b>English department chair and Administration</b>	<b>August 2009-May 2010</b>	<b>Resources provided with training</b>	<b>Documentation of teachers planned use of time.</b>	<b>Teachers become more productive with time</b>
<b>Study Island Training</b>	<b>English Department</b>	<b>August 2009-May 2010</b>	<b>Computer Lab</b>	<b>Implemented with students 45 minutes per week</b>	<b>Evaluation of district assessments</b>
<b>USA Test Prep Training</b>	<b>English Department</b>	<b>August 2009-May 2010</b>	<b>Computer Lab</b>	<b>Implemented in the classroom with students</b>	<b>Evaluation of district assessments</b>
<b>PLD/DOK Training</b>	<b>Administration</b>	<b>August 2009-May 2010</b>	<b>State objectives</b>	<b>Implemented in the classroom with students</b>	<b>MCT2</b>
<b>Thinking Map Training</b>	<b>English Department Chair and Administration</b>	<b>August 2009-May 2010</b>	<b>Thinking Maps</b>	<b>Comprehension improves</b>	<b>Teacher observations and tests</b>
<b>Parent Involvement Activities</b>					
<b>Awards Day</b>	<b>Administration and counselor</b>	<b>May 2010</b>	<b>PTO, PJHS budget</b>	<b>Acknowledgement of student accomplishments</b>	<b>Evaluation of student grades and attendance</b>

<b>Open House</b>	<b>Administration and PJHS staff</b>	<b>August 2009</b>	<b>PTO, Ed-line, and Parent Letter</b>	<b>Parent Attendance</b>	<b>Parents on campus and meeting the teachers</b>
<b>Teacher Support Team Meetings</b>	<b>TST Chair and committee</b>	<b>August 2009-May 2010</b>	<b>Parents, teachers, Exceptional Ed Office, and students</b>	<b>Successful interventions with students</b>	<b>Identification of students with academic needs</b>
<b>Parent Conference</b>	<b>Teacher, counselor, administration, and parents</b>	<b>August 2009-May 2010</b>	<b>Teacher, counselor, administration, parents, and students</b>	<b>Scheduled parent conferences</b>	<b>Open line of communication between all parties involved</b>
<b>PTO</b>	<b>PTO President and Administration</b>	<b>August 2009-May 2010</b>	<b>Parents, teachers, administration and community</b>	<b>Fund “STARS” program, teacher appreciation, implementation of extra events</b>	<b>Increased parental involvement and student achievements</b>
<b>Climate/Behavior “STARS” Program new discipline program positive behavior management.</b>	<b>Principal Teachers</b>	<b>August 2009-May 2010</b>	<b>Workshops Training</b>	<b>Decrease in discipline referrals and more time on task</b>	<b>Classroom observations</b>
<b>Other: (please specify)</b>					

## READING IMPLEMENTATION/ACTION PLAN

### **Measurable Reading Goal:**

In the spring of 2010, the percentage of 8th grade students meeting or exceeding the State Reading Performance Standards will increase from 69% to 76% as measured by MCT2 assessment.

<b>School Profile data which relates to this goal:</b> (most recent Reading MCT data used to create a baseline for above academic goal) <b>Spring 2009 Language Arts MCT2</b>					
<b>Description of how student progress toward this goal will be measured:</b> (local reading assessments) <b>Classroom assessment, Data Analysis of quarterly District Assessments, MCT2 practice test from MDE, AIMSWEB for inclusion classes</b>					
<b>Description of procedures for reporting student progress toward this goal to parents:</b> <b>Progress reports, report cards, Ed-Line, and parent contacts</b>					
<b><u>Strategy, Method, or Action</u></b> What will you do?	<b><u>Who is Responsible?</u></b> Who will provide the leadership to assure that this strategy is accomplished?	<b><u>Timeline</u></b> When will this strategy or action begin and end?	<b><u>Resources</u></b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b><u>Evidence</u></b> What indicators will demonstrate progress in the implementation of this strategy?	<b><u>Evaluation Methods</u></b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b><u>Instructional Strategies</u></b> To support reading					
<b>Application of Standard English to Communicate:</b>  Applying Vocabulary, Reading and Grammar to compose and edit poetry, narrative essays, and paragraphs.  Students will compose and edit poetry, essays, and paragraphs to practice and improve writing and Grammar skills.	<b>English Department Chair and Administration</b>  <b>English Teachers</b>  <b>English Teachers</b>	<b>August 2009-May, 2010</b>  <b>August 2009-May 2010</b>  <b>August 2009-May 2010</b>	<b>MSSPMS: State monitoring system used to identify progress of student achievement by grade level and teacher.</b>  <b>Revision of 8<sup>th</sup> grade English curriculum calendar to better align with MS curriculum and meet the needs of students per district assessments.</b>  <b>Fast ForWord Lab-based remedial program instruction and training.</b>	<b>80% mastery of state language arts objectives</b>  <b>Classroom Assessments</b>  <b>District assessments</b>	<b>Comparison of classroom, district, and state assessments.</b>  <b>English instructional staff and administration will compare results of MCT2.</b>  <b>Evaluation of district assessments</b>

<p><b>**All Language Arts categories will be addressed during the year.**</b></p>	<p><b>English Teachers and administration</b></p>	<p><b>August 2009- May 2010</b></p>	<p><b>Employ one teacher to provide remedial services to students identified through PLD's as low achieving on state and district assessments. Continued use of EZ Tracker to identify progress of student achievement by teacher and by grade level.</b></p>	<p><b>District assessments and MCT2</b></p>	<p><b>Yearly comparison of student progress by instructional staff and administration. Data analysis.</b></p>
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<b>Professional Development</b> To support reading					
<b>Time Management Training</b>	<b>English department chair and Administration</b>	<b>August 2009-May 2010</b>	<b>Resources provided with training</b>	<b>Documentation of teachers planned use of time.</b>	<b>Evaluation of district assessments</b>
<b>Study Island Training</b>	<b>English Department</b>	<b>August 2009-May 2010</b>	<b>Computer Lab</b>	<b>Implemented with students 45 minutes per week</b>	<b>Evaluation of district assessments</b>
<b>USA Test Prep Training</b>	<b>English Department</b>	<b>August 2009-May 2010</b>	<b>Computer Lab</b>	<b>Implemented in the classroom with students</b>	<b>Evaluation of district assessments</b>
<b>PLD/DOK Training</b>	<b>Administration</b>	<b>August 2009-May 2010</b>	<b>State objectives</b>	<b>Implemented in the classroom with students</b>	<b>MCT2</b>
<b>Thinking Map Training</b>	<b>English Department Chair and Administration</b>	<b>August 2009-May 2010</b>	<b>Thinking Maps</b>	<b>Comprehension improves</b>	<b>Teacher observations and tests</b>
<b>Parent Involvement Activities</b>					
<b>Awards Day</b>	<b>Administration and counselor</b>	<b>May 2010</b>	<b>PTO, PJHS budget</b>	<b>Acknowledgement of student accomplishments</b>	<b>Evaluation of student grades and attendance</b>
<b>Open House</b>	<b>Administration and PJHS staff</b>	<b>August 2009</b>	<b>PTO, Ed-line, and Parent Letter</b>	<b>Parent Attendance</b>	<b>Parents on campus and meeting the teachers</b>

<b>Teacher Support Team Meetings</b>	<b>TST Chair and committee</b>	<b>August 2009- May 2010</b>	<b>Parents, teachers, Exceptional Ed Office, and students</b>	<b>Successful interventions with students</b>	<b>Identification of students with academic needs</b>
<b>Parent Conference</b>	<b>Teacher, counselor, administration, and parents</b>	<b>August 2009- May 2010</b>	<b>Teacher, counselor, administration, parents, and students</b>	<b>Scheduled parent conferences</b>	<b>Open line of communication between all parties involved</b>
<b>PTO</b>	<b>PTO President and Administration</b>	<b>August 2009- May 2010</b>	<b>Parents, teachers, administration and community</b>	<b>Fund “STARS” program, teacher appreciation, implementation of extra events</b>	<b>Increased parental involvement and student achievements</b>
<b>Climate/Behavior “STARS” Program new discipline program positive behavior management</b>	<b>Principal Teachers</b>	<b>August 2009- May 2010</b>	<b>Workshops Training</b>	<b>Decrease in discipline referrals and more time on task</b>	<b>Classroom observations</b>
<b>Other: (please specify)</b>					

### **C. Monitoring and Evaluation of Student Progress**

1. Briefly describe the uniform local assessments the school will use to monitor student academic progress during the school year for each grade level.

**Picayune Jr. High School uses progress monitoring computer programs - SPMS and Easy Tracker. Through the use of these programs, teachers can monitor students' performance. SPMS allows teachers to evaluate both student progress and their teaching effectiveness. In addition, teacher-made tests and software program assessments are used to provide more information for students' progress. Seven times a year, the teachers administer district assessments to all students at Picayune Jr. High School. The students in grades 7 and 8 also take the MCT2 in the spring along with the state writing test for 7<sup>th</sup> grade and the state science test for 8<sup>th</sup> graders.**

**In the first weeks of school, we assess all 7<sup>th</sup> graders using a pretest in Fast ForWord and using benchmark probes from AIMSWEB. Results from these initial assessments are used to guide classroom instruction. Students are assessed after the completion of Fast ForWord with a post test to evaluate academic progress.**

2. Describe how the school will identify students experiencing difficulty mastering skills and standards, so they can be provided with timely assistance and support.

**Students experiencing difficulty are identified through teacher-made tests, teacher observations, computer program diagnostics, MCT2 scores, AIMSWEB, Fast ForWord, STAR and Reading Assistant. Students experiencing difficulty are referred to the Teacher Support Team (TST) where they begin the tier process.**

### **D. High Quality Staff and Professional Development**

A schoolwide program is required:

- To provide instruction by highly qualified professional staff;
- To support intensive and sustained professional development; and
- To include teachers in decisions regarding the use of assessments in order to provide information on student performance, and how to improve students' performance and the overall instructional program.

NCLB requires that teachers and paraprofessionals who instruct in core subject areas must meet the highly qualified staff requirements or be working towards meeting the requirements.

Include the professional development plan for the entire school. Regardless of the funding source, all professional development activities should be included, because a schoolwide program is a whole-school effort.

Professional development activities should support the schoolwide program goals and activities. Teachers, paraprofessionals, specialists, and administrators should be involved in the training activities. Include a tentative training schedule, if possible.

1. List the professional development activities the school will implement to develop the schoolwide plan. If the team has created a professional development calendar, include the calendar.

**Promethean Training**  
**Thinking Maps Training**  
**Algebra Readiness**  
**Curriculum Planning**  
**Grade Quick and Edline Training**  
**Supervision of Students**  
**Understanding Math**  
**Depth of Knowledge Training and Differentiated Instruction Training**

2. Describe how each professional development activity listed above relates to the priority areas needing improvement and how these activities will assist in improving student achievement.

**Promethean Training – Student Achievement**  
**Thinking Maps Training – Student Achievement**  
**Algebra Readiness – Student Achievement**  
**Curriculum Planning – Curriculum and Instruction**  
**Grade Quick and Edline Training – Curriculum and Instruction**  
**Supervision of Students – School context and organization**  
**Understanding Math – Student Achievement**  
**Depth of Knowledge Training and Differentiated Instruction Training – Curriculum and Instruction**

3. Describe the on-going and embedded support and follow up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.

**Mentors are assigned to new teachers to provide assistance throughout the school year. Mentors and new teachers are required to meet for ninety hours over the duration of a school year. To ensure that teachers are implementing skills and strategies from professional development activities, administrators and department chairs check lesson plans, conduct walk-throughs and classroom drop-ins, as well as formal evaluations. Teachers also observe other teachers and write a reflection on their observation. To provide further follow-up, the school schedules grade level meetings as well as subject area meetings at least four times a year. Teachers and assistants who attend out-of-district seminars, workshops, and conferences are encouraged to share professional learning with colleagues.**

## **E. Parent and Family Involvement**

One of the advantages of the schoolwide program is the opportunity to use Title I resources to support activities for all parents. These activities should relate to the student academic goals as much as possible and should include activities that parents value. In exemplary parent involvement programs, parents actively participate in designing, implementing, and evaluating these activities.

The schoolwide program must:

- Create effective involvement of parents and conduct conferences with the parents of students who have not met academic standards, and
  - Incorporate use of the parent-school compact, which must be attached to this plan.
1. Describe the key strategies planned to increase meaningful parental involvement that is designed to enhance home-school partnerships and improve student learning. These strategies should also be found in the Action Plan.

**Strategies include, but are not limited to the following:**

- a. PTO involvement/open house
  - b. Parent/Teacher conferences
  - c. Open invitation to visit
  - d. Field trip chaperones
  - e. STARS Program (Positive Behavior Intervention System – PBIS)
  - f. Title I annual parent meeting
  - g. Parent involvement surveys
  - h. Edline (school website and student information area)
  - i. Awards Day – award assembly at the end of school year
  - j. Monthly TST meetings
  - k. Phone calls, email, planners, and notes home
2. Briefly describe the process used to develop and implement the Parent Compact.

**The Parent Compact was developed from input collected from the Title Team, central office representative, PTO, community, and staff. The revision process includes a review at the annual title team meeting. After any revisions are made, the team adopts the Compact. The Compact meets all the requirements for No Child Left Behind. The Compacts are distributed to parents at registration and open house. Compacts are signed by the parent(s) and student at this time. The school keeps a copy for its records.**

3. Describe the process used to meet with parents of students who have not met academic standards.

**Teachers contact parents of students experiencing difficulty with academic mastery. Teachers communicate student progress weekly through Edline. Progress report**

**are distributed every 4 weeks and report cards are distributed every 9 weeks. In addition parents and teachers schedule conferences daily. When teachers identify students in need of tutoring, teachers and the members of the counseling department notify parents of the additional tutoring services available – before and after school tutoring. When a student falls below a 65-D average, the child is placed on the appropriate tier, as prescribed by the Teacher Support Team (TST). TST meets with parents on a monthly basis to discuss academic progress and any change in interventions.**

4. Attach a copy of the school/parent compact in relevant languages. ( English/Spanish )

#### **F. Coordination**

1. Describe how the schoolwide program will coordinate transitions for preschool children into primary, where appropriate. Headstart, Pre-Kindergarten must be addressed, if applicable.

N/A

2. Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high, school to post-secondary.

#### **Elementary school to middle school**

**Sixth graders from each elementary school visit PJHS to discuss expectations of the following year, and the counseling department provides choice cards to explain what classes will be offered. On the day of orientation, sixth graders tour PJHS to become familiar with the campus. The day before school starts, students and parents are allowed to pick up schedules and tour the school to find classrooms.**

3. Describe on-going coordination with other community programs and agencies such as homeless education or neglected/delinquent programs.

**Picayune School District partners with Junior Auxiliary to provide uniforms and supplies to students who are in need of these essential items. School social workers collaborate with community agencies to provide resources for homeless students and their families.**

4. Describe district support for the schoolwide program implementation. Include activities and/or strategies for coordinating the schoolwide program with other district and school improvement efforts.

**The district strategic plan supports the schoolwide program by emphasizing student achievement as well as school and community commitment to success for all children. This commitment to excellence is evidenced by the allocation of resources and funding to promote increased student achievement. The district's key priority is to prepare all students to graduate high school and become successful adults. The district's leadership team, comprised of the superintendent, assistant**

**superintendent, special education director, federal programs director, school financial officer, and school board members, all meet and discuss issues affecting students achievement.**

**G. Evaluation and Ongoing Program Development**

1. Describe how and when the ongoing implementation of the schoolwide program will be evaluated and adjusted as needed.

**The schoolwide program will be reviewed annually and revised as needed by the Title Team.**

3. Describe the process to be used by the school and district to annually review and update the schoolwide program plan to ensure that progress is being made toward the goals of the plan.

**The school title team meets quarterly to review and revise components of the plan to ensure progress. In addition, needs assessments and surveys are also used to determine progress. Analysis of data collected from these instruments provide input for revisions.**

**Fiscal Requirements**

**Fiscal Resources**

One of the advantages of the schoolwide plan is the opportunity to combine funds and programs. Reauthorization permits schoolwide programs to incorporate funds from state, local, and other federal programs, in addition to Title I. It does not exempt schools from providing appropriate services to the children in the target population for each of these programs. To create a well-designed schoolwide plan it is imperative to know which funds are available to the school.

Schoolwide Programs are required to describe:

- How Title I funds and funds from other sources will be used to implement the schoolwide plan
- How Title I funding will supplement state and local funding

**Funding Sources**

List all federal and state sources of funds allocated to this schoolwide program. The estimated general education (building) funds and federal funds allocated to this school should be recorded on the chart below.

<b>Funding Source</b>	<b>Amount</b>	<b>Describe how funds will support Schoolwide Program goals</b>
<b>District Funds</b>	\$2,323,450.73	Salaries, Benefits, Supplies, Materials, and Equipment to support student achievement.

<b>Title I, Part A</b>	\$217,174.00	Salaries, Benefits, Supplies
<b>Title I, Part C</b>		
<b>Title II, Part A</b>		
<b>Title II, Part D</b>		
<b>Title III</b>		
<b>Title IV</b>	\$21,205.00	Salaries and Benefits
<b>Title V</b>		
<b>Title VI</b>		
<b>Other</b>		

**A. Uses of Funds**

Budget Narrative

1. Provide a brief budget narrative explaining how funds listed in the table on page 19 will be used to support the schoolwide plan.

**All Title I positions are in addition to state programs which are required by state law that will supplement the regular instructional program. All funds will be used to support salaries, benefits, teaching materials, supplies, and equipment that will be used in the classroom to enhance student achievement.**

2. Complete the Schoolwide Program Budget Summary and include with each schools' schoolwide plan. (*Please see worksheet 7 in the Budgetary Documents of the CFPA.*)

**Reminder:**

Districts are required to demonstrate: (NCLB 1120A Fiscal Requirements):

- **Maintenance of Effort** with state and local funds in schoolwide programs,
- **Supplement not Supplant** and
- **Comparable services**

## **Supporting data for the Schoolwide Plan**

- **Data Collection Sheets (samples only)**
- **Summary of Survey Data**
- **Summary of Relevant Assessment Data**
- **Prioritization of Needs**
- **School Instructional Schedule**
- **Professional Development Calendar (or schedule)**
- **School Parent Compact**
- **School Parent Involvement Policy**