



MISSISSIPPI DEPARTMENT OF EDUCATION (MDE)
Office of Innovative Support
School Improvement Plan SY 2008-2010

District PICAYUNE SCHOOL DISTRICT (5520)		
Address 706 GOODYEAR BLVD. PICAYUNE, MISSISSIPPI 39466		
Phone 601-798-3230	Fax 601-749-5973	Email fmccardle@pcu.k12.ms.us
School PICAYUNE JUNIOR HIGH SCHOOL		
Address 702 GOODYEAR BLVD. PICAYUNE, MISSISSIPPI 39466		
Phone 601-798-5449	Fax 601-799-4715	Email jwilliams@pcu.k12.ms.us
Contact Person FRANK MCCARDLE	Email fmccardle@pcu.k12.ms.us	
Allocated Amount \$93,428.84 Revised March 16, 2009 10% Set Aside from School's Title I funds for Professional Development \$ 23,047.60		

School-Wide Program: _____ Targeted Assistance: **X** Grade Level(s) Served: **7 and 8**

Indicate Year of Status:

- School Improvement/School Choice (Year One) ****PICAYUNE JUNIOR HIGH SCHOOL IS HOLDING "IMPROVEMENT YEAR ONE****
- School Improvement/School Choice/Supplemental Educational Services (Year Two)
- Corrective Action (Year Three) School Restructuring Planning (Year Four) School Restructuring Plan Implementation (Year Five)

Mississippi Department of Education – Office of Innovative Support Approval:	
_____	_____
Cathy Travis, School Improvement Director	Date Reviewed
_____	_____
Quentin Ransburg, Bureau Director	Date Approved
_____	_____
Melba Beasley, Bureau Director	Date Approved

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 13, 2009</u>
Superintendent (Printed Name)	Signature	Date
<u>GINNY DODD</u>		<u>JANUARY 13, 2009</u>
LEA Board President (Printed Name)	Signature	Date
<u>FRANK MCCARDLE</u>		<u>JANUARY 13, 2009</u>
Federal Program Coordinator (Printed Name)	Signature	Date
<u>JAMES WILLIAMS</u>		<u>JANUARY 13, 2009</u>
School Principal (Printed Name)	Signature	Date
<u>LISA PENTON</u>		<u>JANUARY 13, 2009</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

****This School Improvement Plan is intended to revise the plan submitted to and approved by the MDE in February 2008.****

Annual Measurable Objectives:

Students will increase achievement in grade (7) from (40.7%) meeting or exceeding proficiency standard at the end of SY2008 to (44.77%) 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 **XX** Writing ___ Grammar ****7th graders met or exceeded the State levels in all other Language Arts categories.****

Use district report card and check all subgroups that scored below proficient: ****All subgroups in the 7th Grade made AYP and met or exceeded State levels.****

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/Revision and 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>** 7th grade students did not meet the State percentage in the area of Writing.**</p> <p>**All Language Arts categories will be addressed during the year.**</p>	<p>Students will compose and edit poetry essays, and paragraphs to practice and improve writing skills.</p> <p>Analysis of yearly MCT2 Data</p> <p>MSPMS: State monitoring system used to identify progress of student achievement by grade level and teacher.</p> <p>Revision of 7th grade English curriculum pacing guides to better align with MS curriculum.</p> <p>Fast ForWord lab-based remedial prog instruction/Training</p>	<p>Student Involvement</p> <p>Instructional Staff</p> <p>Instructional Staff</p> <p>District funds</p> <p>Instructional Staff</p> <p>2 Computer lab aides for the continued implementation of Fast ForWord</p> <p>\$40, 230.00</p>	<p>Evaluate and comparison of classroom, district, and state assessments</p> <p>English Instructional Staff and Administration will evaluate and compare results of MCT2</p> <p>Yearly evaluation of student progress by Instructional Staff and Administration</p> <p>Review and comparison of district and state assessments</p> <p>Evaluation of student performance on district and state assessments</p>	<p>Continuation of previous plan/on-going 2009-2010</p> <p>Continuation of previous plan/on-going 2009-2010</p> <p>Continuation of previous plan/on-going 2009-2010</p> <p>Continuation of previous plan/on-going 2009-2010</p> <p>Upon 2009-2010 plan approval by MDE</p>

	<p>Continued Fast ForWord lab-based Remedial program</p> <p>Continued use of EZ Tracker to identify progress of student achievement by grade level and teacher.</p> <p>Implementation of “Thinking Maps” in all subject areas. Dr. Marjann Ball</p> <p>Continued use of after-school tutorial program.</p> <p>Words to Go: Vocabulary workbook focusing on MCT2 objectives</p> <p>Prentice Hall: Literature and Writing and Grammar Series</p>	<p>(FY09 SI Allocation)</p> <p>Fast ForWord partial site license \$55,360.66 (FY09SI Allocation)</p> <p>Instructional Staff District Maintenance Funds</p> <p>(Title I 10% Set-Aside) Improvement PD \$10,682.50</p> <p>Title I Part A and District Maintenance</p> <p>District Maintenance</p>	<p>Evaluation of student performance on district and state assessments</p> <p>Data analysis</p> <p>Evaluation of student performance on district and state assessments</p> <p>Title I yearly Evaluation</p> <p>Evaluation of student performance on district and state assessments</p> <p>Title I yearly evaluation</p> <p>Teacher and workbook assessments</p>	<p>Upon 2009-2010 plan approval by MDE</p> <p>Continuation of previous plan/on-going 2009-2010</p> <p>Upon 2009-2010 plan approval by MDE August 2009</p> <p>Continuation of previous plan/on-going 2009-2010</p> <p>Continuation of previous plan/on-going 2009-2010</p> <p>On-going 2009-2010</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

****This Improvement Plan is intended to revise the plan submitted to and approved by the MDE in February 2008.****

Annual Measurable Objectives:

Students will increase achievement in grade (8) from (46.2%) meeting or exceeding proficiency standard at the end of SY2008 to (50.82%) 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 ****8th graders met or exceeded the State levels in all Language Arts categories.****

Use district report card and check all subgroups that scored below proficient: ****All subgroups in the 8th grade made AYP and met or exceeded State levels.****

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/Revision of existing 2008-2009 plan.</p> <p>8th graders met or exceeded the State levels in all Language Arts categories.</p> <p>All Language Arts categories will be addressed during the year.**</p>	Students will identify, compose, use illustrate, analyze, etc. Vocabulary, Reading, Writing, and Grammar throughout the year to improve individual skills in all Language Art categories.	Student Involvement Instructional Staff	Evaluate and comparison of classroom, district, and state assessments	Continuation of previous plan/on-going 2009-2010
	Analysis of yearly MCT2 Data	District funds	English Instructional Staff and Administration will evaluate and compare results of MCT2	Continuation of previous plan/on-going 2009-2010
	MSPMS: State monitoring system used to identify progress of student achievement by grade level and teacher.	Instructional Staff	Yearly evaluation of student progress by Instructional Staff and Administration	Continuation of previous plan/on-going 2009-2010
	Revision of 8 th grade English curriculum pacing guides to better align with MS curriculum.	Instructional Staff	Review and comparison of district and state assessments	Continuation of previous plan/on-going 2009-2010
	Fast ForWord lab-based remedial program instruction/Training	2 Computer lab aides for the continued implementation of	Review and comparison of district and state assessments	Continuation of previous plan/on-going 2009-2010
			Evaluation of student performance on district and state assessments	Upon 2009-2010 plan approval by MDE

	<p>Continued Fast ForWord lab-based Remedial program</p> <p>Continued use of EZ Tracker to identify progress of student achievement by grade level and teacher.</p> <p>Implementation of “Thinking Maps” in all subject areas. Dr. Marjann Ball</p> <p>Continued use of after-school tutorial program.</p> <p>Words to Go: Vocabulary workbook focusing on MCT2 objectives</p> <p>Prentice Hall: Literature and Writing and Grammar Series</p>	<p>Fast ForWord \$40, 230.00 (FY09 SI Allocation)</p> <p>Fast ForWord partial site license \$55,360.66 (FY09SI Allocation)</p> <p>Instructional Staff District Maintenance Funds</p> <p>(Title I 10% Set-Aside) Improvement PD \$10,682.50</p> <p>Title I Part A and District Maintenance</p> <p>District Maintenance</p>	<p>Evaluation of student performance on district and state assessments</p> <p>Data analysis</p> <p>Evaluation of student performance on district and state assessments</p> <p>Title I yearly Evaluation</p> <p>Evaluation of student performance on district and state assessments</p> <p>Title I yearly evaluation</p> <p>Teacher and workbook assessments</p>	<p>Upon 2009-2010 plan approval by MDE</p> <p>Continuation of previous plan/on-going 2009-2010</p> <p>Upon 2009-2010 plan approval by MDE August 2009</p> <p>Continuation of previous plan/on-going 2009-2010</p> <p>Continuation of previous plan/on-going 2009-2010</p> <p>On-going 2009-2010</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

****This Improvement Plan is intended to revise the plan submitted to and approved by the MDE in February 2008.****

Annual Measurable Objectives:

Students will increase achievement in grade (7) from (37.1%) meeting or exceeding proficiency standard at the end of SY2008 to (40.81%) 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 **XX** Geometry ___ Measurement ___ Data Analysis & Probability ****7th graders met or exceeded the State levels in all other Mathematics categories.****

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

Subgroups: ___ All ___ Non-Disabled Only ___ Disabled Only ___ Male ****All subgroups in the 7th grade made AYP and met or exceeded State levels.****
 ___ 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)
Continuation/Revision and specific attention to: Geometric Concepts: Identify, Analyze, and properly apply Geometric concepts. 7th graders met or exceeded the State levels in all other Mathematics categories. All Mathematics categories will be addressed during the year.**	Students will identify, analyze, and properly apply geometric concepts and operations. Analysis of yearly MCT2 Data MSPMS: State monitoring system used to identify progress of student achievement by grade level and teacher. Revision of 8 th grade English curriculum pacing guides to better align with MS curriculum. Fast ForWord lab-based remedial program instruction/Training	Student involvement and Instructional Staff District funds Instructional Staff Instructional Staff 2 Computer lab aides for the continued implementation of Fast ForWord \$40, 230.00 (FY09 SI Allocation)	Evaluate and comparison of classroom, district, and state assessments English Instructional Staff and Administration will evaluate and compare results of MCT2 Yearly evaluation of student progress by Instructional Staff and Administration Review and comparison of district and state assessments Review and comparison of district and state assessments Evaluation of student performance on district and state assessments	Continuation of previous plan/on-going 2009-2010 Continuation of previous plan/on-going 2009-2010 Continuation of previous plan/on-going 2009-2010 Continuation of previous plan/on-going 2009-2010 Upon 2009-2010 plan approval by MDE

	<p>Continued Fast ForWord lab-based Remedial program</p> <p>Continued use of EZ Tracker to identify progress of student achievement by grade level and teacher.</p> <p>Implementation of “Thinking Maps” in all subject areas. Dr. Marjann Ball</p> <p>Continued use of after-school tutorial program.</p> <p>Understanding Math Series of Programs: Neufeld Math</p> <p>Every Day Counts - Algebra Readiness: Students will develop math concepts day-by-day</p> <p>Texas Instrument Calculator Training</p>	<p>Fast ForWord partial site license \$55,360.66 (FY09SI Allocation)</p> <p>Instructional Staff District Maintenance Funds</p> <p>(Title I 10% Set-Aside) Improvement PD \$10,682.50</p> <p>Title I Part A and District Maintenance</p> <p>(Title I 10% Set-Aside) Improvement PD 7,735.00</p> <p>(Title I 10% Set-Aside) Improvement PD \$5,040.10</p> <p>Title I Part A PD</p>	<p>Evaluation of student performance on district and state assessments</p> <p>Data analysis</p> <p>Evaluation of student performance on district and state assessments</p> <p>Evaluation of student performance on district and state assessments</p> <p>Title I yearly evaluation</p> <p>Evaluation of student performance on district and state assessments</p> <p>Evaluation of student performance on district and state assessments</p> <p>Instructional staff using daily calendars, activities, and pre/post test to account for long-term growth</p> <p>Instructional Staff</p> <p>Evaluation of student performance on district and state assessments</p>	<p>Upon 2009-2010 plan approval by MDE</p> <p>Continuation of previous plan/on-going 2009-2010</p> <p>Upon 2009-2010 plan approval by MDE August 2009</p> <p>Continuation of previous plan/on-going 2009-2010</p> <p>Continuation of previous plan/on-going 2009-2010</p> <p>Continuation of previous plan/on-going 2009-2010 August 2009</p> <p>Continuation of previous plan/on-going 2009-2010 August 2009</p> <p>Upon 2009-2010 plan approval by MDE</p> <p>Upon 2009-2010 plan approval by MDE</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

****This Improvement Plan is intended to revise the plan submitted to and approved by the MDE in February 2008.****

Annual Measurable Objectives:

Students will increase achievement in grade (8) from (42.5%) meeting or exceeding proficiency standard at the end of SY2008 to (46.75%) 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 ****8th graders met or exceeded the State levels in all categories of Mathematics.****

Use district report card and check all subgroups that scored below proficient: ****All subgroups in the 8th grade made APY and met or exceeded State Levels.****

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)
Continuation/Revision and specific attention to: 8th graders met or exceeded the State levels in all Mathematics categories. All Mathematics categories will be addressed during the year.**	Students will identify, analyze, and properly apply geometric concepts and operations.	Student involvement and Instructional Staff	Evaluate and comparison of classroom, district, and state assessments	Continuation of previous plan/on-going 2009-2010
	Analysis of yearly MCT2 Data	District funds	English Instructional Staff and Administration will evaluate and compare results of MCT2	Continuation of previous plan/on-going 2009-2010
	MSPMS: State monitoring system used to identify progress of student achievement by grade level and teacher.	Instructional Staff	Yearly evaluation of student progress by Instructional Staff and Administration	Continuation of previous plan/on-going 2009-2010
	Revision of 8 th grade English curriculum pacing guides to better align with MS curriculum.	Instructional Staff	Review and comparison of district and state assessments	Continuation of previous plan/on-going 2009-2010
	Fast ForWord lab-based remedial program instruction/Training	2 Computer lab aides for the continued implementation of Fast ForWord \$40, 230.00 (FY09 SI Allocation)	Review and comparison of district and state assessments Evaluation of student performance on district and state assessments	Upon 2009-2010 plan approval by MDE

	<p>Continued Fast ForWord lab-based Remedial program</p> <p>Continued use of EZ Tracker to identify progress of student achievement by grade level and teacher.</p> <p>Implementation of “Thinking Maps” in all subject areas. Dr. Marjann Ball</p> <p>Continued use of after-school tutorial program.</p> <p>Understanding Math Series of Programs: Neufeld Math</p> <p>Every Day Counts - Algebra Readiness: Students will develop math concepts day-by-day</p> <p>Texas Instrument Calculator Training</p>	<p>Fast ForWord partial site license \$55,360.66 (FY09SI Allocation)</p> <p>Instructional Staff District Maintenance Funds</p> <p>(Title I 10% Set-Aside) Improvement PD \$10,682.50</p> <p>Title I Part A and District Maintenance</p> <p>(Title I 10% Set-Aside) Improvement PD 7,735.00</p> <p>(Title I 10% Set-Aside) Improvement PD \$5,040.10</p> <p>Title I Part A PD</p>	<p>Evaluation of student performance on district and state assessments</p> <p>Data analysis</p> <p>Evaluation of student performance on district and state assessments</p> <p>Title I yearly Evaluation</p> <p>Evaluation of student performance on district and state assessments</p> <p>Title I yearly evaluation</p> <p>Evaluation of student performance on district and state assessments</p> <p>Evaluation of student performance on district and state assessments</p> <p>Instructional staff using daily calendars, activities, and pre/post test to account for long-term growth</p> <p>Evaluation of student performance on district and state assessments</p>	<p>Upon 2009-2010 plan approval by MDE</p> <p>Continuation of previous plan/on-going 2009-2010</p> <p>Upon 2009-2010 plan approval by MDE August 2009</p> <p>Continuation of previous plan/on-going 2009-2010</p> <p>Continuation of previous plan/on-going 2009-2010</p> <p>Continuation of previous plan/on-going 2009-2010 August 2009</p> <p>Continuation of previous plan/on-going 2009-2010 August 2009</p> <p>Upon 2009-2010 plan approval by MDE</p> <p>Upon 2009-2010 plan approval by MDE</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

****PICAYUNE JUNIOR HIGH SCHOOL MET THE REQUIRED 95% PARTICIPATION RATE IN ALL SUBGROUPS.****

Annual Measurable Objective(s):

Students will increase participation on State Mandated Assessments used to determine AYP in grade(s) (7 and 8 students with disabilities) from (91%) 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 **XX** 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%

****PICAYUNE JUNIOR HIGH SCHOOL MET THE REQUIRED ATTENDANCE RATE OF 93%.****

Annual Measurable Objective(s):

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%*

****GRADUATION RATE DOES NOT APPLY TO PICAYUNE JUNIOR HIGH SCHOOL.****

Annual Measurable Objective(s):

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

****This Improvement Plan is intended to revise the Improved Plan submitted to and approved by the MDE in February 2008.****

Ten percent of the school’s Title I funds (\$23,047.60) 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)
Teachers in all areas of Curriculum (English, Math, Social Studies, Science, and Special Education) will participate in Professional Development utilizing “Thinking Maps” within the curriculum.	“Thinking Maps” within all areas of curriculum Presenter: Dr. Marjann Ball	Title I 10% School Improvement Materials, Follow-up \$10,682.50	Local, District, and State Assessments Comparison of MCT II Scores	August 2009
7 th and 8 th Grade math teachers will be trained to use new math series and programming	“Understanding Math Series of Programs: Neufeld Math” Presenter : Brenda Morgan	Materials, Follow-up \$7,325.00	Local, District, and State Assessments Comparison of MCT II Scores	August 2009
7 th and 8 th Grade Math teachers will be trained on mathematics concepts incorporating day-by-day math calendars.	“Every Day Counts - Algebra Readiness: Students will develop math concepts day-by-day” Presenter: Geb Bull	Materials, Follow-up \$5,040.10	Local, District, and State Assessments Comparison of MCT II Scores	August 2009

MDE SCHOOL IMPROVEMENT PLAN
Action Plan for Teacher Mentoring (Definitions, Characteristics, and Examples)

Note: Must complete for all plans

****This Improvement Plan is intended to revise the Improved Plan submitted to and approved by the MDE in February 2008.****

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)
Teachers with less than one year experience will be paired with an experienced teacher who will provide support, direction, and encouragement.	Experienced teachers with a minimum three years classroom experience who have been trained in accordance with MDE policy. All mentors must complete MDE approved training : “Teacher Mentor Training”	School/district budget \$0.00 \$1,000 stipend per mentor MS State Legislature	Review of the district’s yearly Mentoring and Induction Plan requiring 90 contact hours with mentor and mentee.	2008-2009 School Year August 2008-May 2009 2009-2010 School Year August 2009-May 2010 **Dates and meetings are specific between each mentor and mentee.** The 2008-2009 District plan was approved by the MDE Teacher Resource Center and is on file.

MDE School Improvement Plan SY 2008-2010

BUDGET NARRATIVE

Note: Must complete for all plans

District: PICAYUNE SCHOOL DISTRICT (5520)

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 Fast ForWord	\$53,198.84	Balance of \$53,198.84 to be used as a partial payment for the continued implementation of Fast ForWord lab-based computer remedial/enrichment program.
TRAVEL	0.00	
CONTRACTUAL	0.00	
SALARIES / BENEFITS Two (2) lab-based computer aides	\$40,230.00	Salary and benefits for two (2) Aides to provide students with Fast ForWord lab-based computer instruction. Salary = \$13, 105.00 Health Ins = \$4,332.00 Retirement @ 12% = \$1,573.00 FICA @ 7.65% = \$1,003.00 Worker's Comp @ .44% = \$58.00 Life Insurance = \$44.00 Total per aide = \$20.115.0
ADMINISTRATION	0.00	
EQUIPMENT	0.00	
SUBTOTAL (this page)	\$93,428.84	
GRANT TOTAL	\$93,428.84	

MDE School Improvement Plan SY 2008-2010
10% Set Aside from School's Title I Funds for Professional Development
BUDGET NARRATIVE
Note: Must complete for all plans

District: PICAYUNE SCHOOL DISTRICT

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. This page may be reproduced as needed.

CATEGORY	AMOUNT	DESCRIPTION
SUPPLIES	0.00	
TRAVEL	0.00	
CONTRACTUAL	\$10,682.50	“Thinking Maps” within all areas of curriculum Presenter: Dr. Marjann Ball (August 2009)
	\$7,325.00	“Understanding Math Series of Programs” Neufeld Math Presenter: Brenda Morgan (August 2009)
	\$5,040.10	“Every Day Counts: Algebra Readiness” Great Source Presenter: Geb Bull (August 2009)
SALARIES / BENEFITS	0.00	
ADMINISTRATION	0.00	
EQUIPMENT	0.00	

SUBTOTAL (this page)	\$23,047.60	
GRANT TOTAL	\$23,047.60	

Preparing a School Corrective Action Plan

NOT APPLICABLE

Corrective Action

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

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

NOT APPLICABLE

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

NOT APPLICABLE

Corrective Action Plan

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

NOT APPLICABLE

Restructuring Plan

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

NOT APPLICABLE

Restructuring Plan

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

NOT APPLICABLE

SCHOOL RESTRUCTURING PLAN

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