

SCHOOL IMPROVEMENT PLAN SY 2007-2009

District PICAYUNE SCHOOL DISTRICT		
Address 706 GOODYEAR BLVD. PICAYUNE, MISSISSIPPI 39466		
Phone 601-798-3230	Fax 601-749-5973	Email fmccardle@mde.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@mde.k12.ms.us
Contact Person James Williams	Email jwilliams@mde.k12.ms.us	
Allocation Amount \$86,286.37		

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

No Child Left Behind Sanctions:

School Improvement Plan (Year One)
 School Choice (Year One)
 Supplemental Educational Services and School Choice (Year Two)

** At this time Picayune School District does not have the option or ability to provide "School Choice" to parents or students.**

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

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 –
 - (I) directly addresses the academic achievement problems that caused the school to be identified for school improvement;
 - (II) meets the requirements for professional development activities under section 1119;
 - (III) 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)]

Required Signatures:

Dean Shaw 12/11/07
 Superintendent (Typed Name, and Signature) Date

Harvey Miller 12/11/07
 LEA Board President (Typed Name, and Signature) Date

Frank McCardle 12/11/07
 Federal Program Coordinator (Typed Name, and Signature) Date

James Williams 12/11/07
 School Principal (Typed Name, and Signature) Date

Lisa Penton 12/11/07
 Business Manager (Typed Name, and Signature) Date

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

Local Educational Agency (LEA)/School in Improvement Template DOCUMENTATION REQUIREMENTS

The LEA/School must have a board-approved and/or recently revised LEA Improvement Plan and/or School Improvement Plan developed not later than 3 months after being identified for improvement that reflects consultation with parents, school staff, and others [Section 1116(b)(14)(c)(7)]. Submitted plans must be in narrative format and address all components.

1. Describe how the local educational agency, within 45 days of receiving a school plan, shall—establish a peer review process to assist with review of the school plan; and 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)]

Picayune School District, after notification by the MDE in early August, began the planning process to remediate Picayune Junior High School's improvement status and to effectively move it from under the classification of "In Need of Improvement" as defined by NCLB, 2001.

Currently, Picayune School District and Picayune Junior High School have put in place a peer review team consisting of district-level administration, school administration, school staff/paraprofessionals, and parents charged with the responsibility for developing a school-wide plan to effectively remediate the school in the areas of Reading/Language Arts and Mathematics. Specific attention and guidance is being provided to this committee by Picayune School District's Office of Exceptional Education to address needs of the subgroup, Students with Disabilities.

The peer review team has been working weekly to identify professional development activities/training, improved instructional practices, curriculum improvements based on scientific research, innovative scheduling, student assessment review, and Special Education Inclusion services which are directly related to student achievement.

A District, Board approved plan of improvement will be forwarded to MDE, Office of Innovative Support after Board approval scheduled for December 11, 2007.

2. The LEA/school identified for improvement should ensure that the following required components are described in the LEA Improvement Plan/School Improvement Plan and that each component is being implemented. Describe how the following will be addressed/implemented:

- a) How will the LEA/School Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes each of the components described in part F.
1. Budgeting the appropriate funds from the 2007-2008 Title I allocation as required for schools "In Need of Improvement" for professional development as a means to strengthen core academic subjects and to address specific academic issues that created a need for "Improvement" in the areas of Reading/Language Arts and Mathematics.
 2. Budgeting off-the-top Title I funds dedicated to yearly professional development as a means to strengthen core academic subjects and to address specific academic issues that created a need for "Improvement" in the areas of reading/Language Arts and Mathematics.
 3. Budgeting available School Improvement funds in the amount of \$86,286.37 to strengthen core academic subjects and to address specific academic issues that created a need for "Improvement" in the areas of Reading/Language Arts and Mathematics.
 4. Student assessment results on MCTI, MCT2, Subject Area Tests, and in local courses will be evaluated using EZ Tracker, the Student Progress Monitoring System, and consultants to evaluate, identify, isolate, and remediate the deficiencies in core academic subjects and to address the specific academic issues creating the need for "Improvement." Specific attention will be given to Student With Disabilities to identify academics deficiencies unique to this subgroup.
 5. Professional Development activities sponsored by but not limited to the Gulf Coast Education Initiative Consortium, JBHM Consulting Group, STAR, The National Writing Project, The Greater New Orleans Writing Project, Tech Prep, PREPS, The Excellence Group, Accelerated Reading, Renaissance Learning, FASTFOWARD, EDline, MDE Department Special Education, MDE, and Office of Innovative Support have been contracted with to address weaknesses in core academic subjects and to address specific academic issues that created a need for "Improvement" in the areas of Reading/Language Arts and Mathematics.
 6. Review of and adjustments to Picayune Junior High School's master schedule to provide optimum remediation of students for academic success.
 7. Review of IEP's and course selections for Students with Disabilities to properly place these students in Inclusive, Resourced, or Self-Contained academic setting for addressing their specific academic needs.

- b) Describe how the LEA/School will provide written notice about the school improvement identification to parents of each student enrolled in such, in a format and, to the extent practicable, in a language that the parents can understand.

Picayune School District provided an initial mailing to the parent/guardian of each student at Picayune Junior High School to inform them of the school's "In Need of Improvement" status. This mailing included an explanation of "Improvement" and the conditions placed on Picayune Junior High School and the District. In addition, the District's annual report card and each individual school's report card included a statement about "Improvement" and how it would be addressed. In addition, Picayune Junior High School has provided opportunities for parents and other concerned individuals to address issues associated with "Improvement." Improvement planning meetings are being held which allow parents to participate and provide input in ways for addressing "Improvement." The Federal Programs Director's office is providing assistance to Picayune Junior High when addressing concerns associated with "Improvement." Dates for scheduling parental involvement activities are, but not limited to, August 21, 2007 (Open House), November 12, 2007 (Initial School Improvement Parent Meeting), November 16, 2007 (Planning meeting for Parental Involvement Committee), January 2, 2008 tentative Parent Improvement Committee Meeting, May 23, 2008 tentative Parent Improvement Committee Meeting, August 2008 New Year Parent Improvement Committee Meeting, additional meetings to be schedule at the beginning of 2008 school year.

- c) Describe strategies to promote effective parental involvement in the school. Effective strategies will engage the parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school. [Section 1116(b)(3)(A)(vi) and (vii)]

Picayune School District and Picayune Junior High School provide, but are not limited to, the following activities to promote effective parental involvement:

1. Timely and understandable parent notifications,
2. Regularly scheduled open house nights,
3. Parent-teacher meetings,
4. Parent Teacher Organization (PTO) with regularly scheduled meetings,
5. EDline (Web based student progress/monitoring system),
6. Social Workers who address academic, disciplinary, attendance, health related, and social issues concerning students,
7. District sponsored/supported Parenting Resource Center,
8. District supported school websites and District website,
9. District-wide campus security programs with parent input, and
10. Parental participation in the yearly development /revisions of district strategic planning and Title programming.

SCHOOL IMPROVEMENT PLAN
Action Plan for Reading/Language Arts

Annual Measurable Objectives:

Students will raise achievement in grade 7th from 67 % Reading and 55 % Language Arts meeting or exceeding proficiency standard at the end of SY2007 to 68 % Reading and 65 % Language Arts meeting or exceeding proficiency standard at the end of SY2008 as measured by the MCT2 with a minimum of 95% participation rate for all subgroups. *Schools serving students in kindergarten through grade two will need to have objectives based on assessments other than MCT2.

[Schools should have more than one annual measurable objective. Data to be collected in reading/language arts could include assessment data collected at the school level related to concepts about print, phonemic awareness, letter-name knowledge, phonics, vocabulary, fluency and comprehension. Improvement plans should include details regarding how the school plans to collect data for screening, progress monitoring and outcome purposes. Plans should indicate what assessments will be utilized, when assessments will be given, who will administer assessments, etc.]

Specific academic areas within content (domains and subgroups) to address:

Reading: Context Clues Word Structure Word Patterns Vocabulary Main Idea and Details Comprehension

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

SEE CHART ON NEXT PAGE

Performance Target/Objective	Scientifically Based Research Actions/Strategies/Interventions	Resources	Means of Evaluation (Be specific)	Timeline
<p>Competency One:</p> <p>Vocabulary:</p> <p>Use word recognition and vocabulary (word meaning) skills to communicate</p> <p>Competency Two:</p> <p>Workplace Data:</p> <p>Analyze, justify, and apply strategies and skills that provide an understanding and acquisition of knowledge of workplace data</p> <p>Competency Three:</p> <p>Application of Standard English to Communicate:</p> <p>Editing: Capitalization and punctuation</p> <p>Application of standard English grammar to compose and edit poetry, narrative essays, and paragraphs</p>	<p>Analysis of yearly MCT2 Data</p> <p>Glencoe Literature and Writer's Choice Series</p> <p>Renaissance Place</p> <p>MS Student Progress Monitoring System: Use computer based programming to monitor student progress on targeted objectives</p> <p>Review of student master schedule for optimum student remediation to include Inclusive services for Students with Disabilities</p> <p>Use EZ Test Tracker (Educational Leadership Solutions) to track, compare, and analyze State and local testing data to identify needed areas of academic improvement and remediation</p> <p>Continued employment of two Title I Social Workers to provide assistance to students in greatest need concerning academics, attendance, and discipline as it relates to academic achievement and success</p>	<p>No additional cost</p> <p>District Maintenance</p> <p>District Maintenance</p> <p>No additional cost</p> <p>No additional cost</p> <p>District Maintenance</p> <p>No additional cost Salary and benefits are part of PJHS's yearly Title I budget</p>	<p>Administration and staff will review and compare yearly MCT2 scores to identify strengths and weaknesses associated with identified target objectives and competencies</p> <p>Teacher, textbook, and computer generated assessment</p> <p>Teacher, textbook, and computer generated assessment</p> <p>Principal will conduct observations and review of teacher prepared reports summarizing student progress</p> <p>Yearly comparison of student achievement on MCT2, Subject area, and in local courses</p> <p>Yearly comparison of student achievement on MCT2, Subject area, and in local courses</p> <p>Yearly comparison of testing data with local curriculum and educational practices</p> <p>Review and comparison of student grades, attendance, and discipline from local and state reports</p>	<p>Ongoing review and analysis of MCT2 Data</p> <p>August 2007-August 2010</p> <p>Ongoing review and analysis of State and local testing data</p> <p>Ongoing review and analysis of State and local testing data</p> <p>August/January of each year (2007-2010)</p> <p>At the beginning of each school semester (2007-2010)</p> <p>August 2007- ongoing</p> <p>August 2007- ongoing</p>

	EDline: continued use of EDline as a means for parent notification, input, and response to student's academic needs	School's district budget.	Yearly review and evaluation by Administration, staff, students, and parents	August 2007- ongoing
	Employing two paraprofessionals for Language Arts/Reading as facilitators for FASTFORWARD Lab	School Improvement Budget (Jan 08-July 30, 09 school year) Salary and benefits to include FICA, Retirement, Health Ins, Worker's Comp, and Life Ins \$59,620.00	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	January 2008 – July 2009
	Professional Development activities to include but not limited to:	District budgets to pick up scheduled professional development costs not funded by School Improvement Budget	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007 - ongoing
	Webb's DOK Training (Gulf Coast Education Initiative Consortium)	District Maintenance/Title I	"	June 2007 - ongoing
	MCT2 Language Arts Workshop	District Maintenance/Title I	"	June 2007 - ongoing
	Accelerated Reading Training	District Maintenance/Title I	"	June 2007 - ongoing
	EZ Test Tracker (Educational Leadership Solutions)	District Maintenance/Title I	"	June 2007 - ongoing
	Mississippi Curriculum Revised Framework Training	District Maintenance/Title I	"	June 2007 - ongoing
	Intel	District Maintenance/Title I	"	June 2007 - ongoing
	Tech Prep Training: Cross Curriculum	District Maintenance/Title I	"	June 2007 - ongoing
	New Orleans Summer Writing Program	District Maintenance/Title I	"	June 2007 - ongoing

	FASTFORWARD Training	Partial site license and training funded by School Improvement budget of \$23,516.37	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	August 2007 - ongoing
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SCHOOL IMPROVEMENT PLAN
Action Plan for Reading/Language Arts

Annual Measurable Objectives:

Students will raise achievement in grade 8th from 51 % Reading and 45 % Language Arts meeting or exceeding proficiency standard at the end of SY2007 to 65 % Reading and 64 % Language Arts meeting or exceeding proficiency standard at the end of SY2008 as measured by the MCT2 with a minimum of 95% participation rate for all subgroups. *Schools serving students in kindergarten through grade two will need to have objectives based on assessments other than MCT2.

[Schools should have more than one annual measurable objective. Data to be collected in reading/language arts could include assessment data collected at the school level related to concepts about print, phonemic awareness, letter-name knowledge, phonics, vocabulary, fluency and comprehension. Improvement plans should include details regarding how the school plans to collect data for screening, progress monitoring and outcome purposes. Plans should indicate what assessments will be utilized, when assessments will be given, who will administer assessments, etc.]

Specific academic areas within content (domains and subgroups) to address:

Reading: Context Clues Word Structure Word Patterns Vocabulary Main Idea and Details Comprehension

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

SEE CHART ON NEXT PAGE

Performance Target/Objective	Scientifically Based Research Actions/Strategies/Interventions	Resources	Means of Evaluation (Be specific)	Timeline
<p>Competency One:</p> <p>Word Structure and Vocabulary:</p> <p>Analyze and apply knowledge of roots and affixes to vocabulary words</p> <p>Competency Two:</p> <p>Sentence Structure:</p> <p>Apply knowledge of sentence structure in composing or editing to achieve purpose</p> <p>Analyze, compose, and edit the structure of sentences focusing on simple, compound, complex, compound-complex, fragments, and run-on sentences</p>	<p>Analysis of yearly MCT2 Data</p> <p>Glencoe Literature and Writer's Choice Series</p> <p>Renaissance Place</p> <p>MS Student Progress Monitoring System: Use computer based programming to monitor student progress on targeted objectives</p> <p>Review of student master schedule for optimum student remediation to include Inclusive services for Students with Disabilities</p> <p>Use EZ Test Tracker (Educational Leadership Solutions) to track, compare, and analyze State and local testing data to identify needed areas of academic improvement and remediation</p> <p>Continued employment of two Title I Social Workers to provide assistance to students in greatest need concerning academics, attendance, and discipline as it relates to academic achievement and success</p>	<p>No additional cost</p> <p>District Maintenance</p> <p>District Maintenance</p> <p>No additional cost</p> <p>No additional cost</p> <p>District Maintenance</p> <p>No additional cost Salary and benefits are part of PJHS's yearly Title I budget</p>	<p>Administration and staff will review and compare yearly MCT2 scores to identify strengths and weaknesses associated with identified target objectives and competencies</p> <p>Teacher, textbook, and computer generated assessment</p> <p>Teacher, textbook, and computer generated assessment</p> <p>Principal will conduct observations and review of teacher prepared reports summarizing student progress.</p> <p>Yearly comparison of student achievement on MCT2, Subject area, and in local courses</p> <p>Yearly comparison of student achievement on MCT2, Subject area, and in local courses</p> <p>Review and comparison of student grades, attendance, and discipline from local and state reports</p>	<p>Ongoing review and analysis of MCT2 Data</p> <p>August 2007-August 2010</p> <p>Ongoing review and analysis of State and local testing data</p> <p>On-gong review and analysis of State and local testing data</p> <p>August/January of each year (2007-2010)</p> <p>At the beginning of each school semester (2007-2010)</p> <p>August 2007- ongoing</p>

	EDline: continued use of EDline as a means for parent notification, input, and response to student's academic needs	School's district budget No additional cost	Yearly review and evaluation by Administration, staff, students, and parents	August 2007- ongoing
	Employing two paraprofessionals for Language Arts/Reading as facilitators for FASTFORWARD Lab	School Improvement Budget (Jan 08- July 30, 09 school year) Salary and benefits to include FICA, Retirement, Health Ins, Worker's Comp, and Life Ins \$59,620.00	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	January 2008 –July 2009
	Professional Development activities to include but not limited to:	District budgets to pick up scheduled professional development costs not funded by School Improvement Budget	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007 - ongoing
	Webb's DOK Training (Gulf Coast Education Initiative Consortium)	District Maintenance/Title I	"	June 2007 - ongoing
	MCT2 Language Arts Workshop	District Maintenance/Title I	"	June 2007 - ongoing
	Accelerated Reading Training	District Maintenance/Title I	"	June 2007 - ongoing
	EZ Test Tracker (Educational Leadership Solutions)	District Maintenance/Title I	"	June 2007 - ongoing
	Mississippi Curriculum Revised Framework Training	District Maintenance/Title I	"	June 2007 - ongoing
	Intel	District Maintenance/Title I	"	June 2007 - ongoing
	Tech Prep Training: Cross Curriculum	District Maintenance/Title I	"	June 2007 - ongoing
	New Orleans Summer Writing Program	District Maintenance/Title I	"	June 2007- ongoing
	FASTFORWARD Training	Partial site license and training funded by School Improvement budget of \$23,516.37	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	August 2007 - ongoing

SCHOOL IMPROVEMENT PLAN
Action Plan for Mathematics

Annual Measurable Objectives:

Students will raise achievement in grade 7th from 55% meeting or exceeding proficiency standard at the end of SY2006 to 60% meeting or exceeding proficiency standard at the end of SY2007 as measured by the MCT2 with a minimum of 95% participation rate for all subgroups. *Schools serving students in kindergarten through grade two will need to have objectives based on assessments other than MCT2.

[Schools should have more than one annual measurable objective. Data to be collected in reading/language arts could include assessment data collected at the school level related to concepts about Patterns, Algebraic Thinking, Data Analysis, Prediction, Measurement, Geometric Concepts and Number Sense. Improvement plans should include details regarding how the school plans to collect data for screening, progress monitoring and outcome purposes. Plans should indicate what assessments will be utilized, when assessments will be given, who will administer assessments, etc.]

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

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<p>Select and apply techniques and tools to accurately find length, area, volume, and angle to appropriate levels of precision</p>	<p>Review of student master schedule for optimum student remediation to include Inclusive services for Students with Disabilities</p>	<p>No additional cost</p>	<p>Yearly comparison of student achievement on MCT2, Subject area, and in local courses</p>	<p>August 2007- ongoing</p>
	<p>Use EZ Test Tracker (Educational Leadership Solutions) to track, compare, and analyze State and local testing data to identify needed areas of academic improvement and remediation</p>	<p>District Maintenance</p>	<p>Yearly comparison of student achievement on MCT2, Subject area, and in local courses</p>	<p>August 2007- ongoing</p>
	<p>Continued employment of a Title I Teacher and a Title I Aide to provide students in greatest need on the District/school Needs Assessment in Mathematics with remediation services</p>	<p>No additional cost Salary and benefits are part of PJHS's yearly Title I budget</p>	<p>Yearly comparison of testing data with local curriculum and educational practices</p>	<p>August 2007-ongoing</p>
	<p>Continued employment of two Title I Social Workers to provide assistance to students in greatest need concerning academics, attendance, and discipline as it relates to academic achievement and success.</p>	<p>No additional cost Salary and benefits are part of PJHS's yearly Title I budget</p>	<p>Review and comparison of student grades, attendance, and discipline from local and state reports</p>	<p>August 2007- ongoing</p>
	<p>EDline: continued use of EDline as a means for parent notification, input, and response to student's academic needs</p>	<p>School's district budget No additional cost</p>	<p>Yearly comparison of testing data with local curriculum and educational practices</p> <p>Review and comparison of student grades, attendance, and discipline from local and state reports</p>	<p>August 2007- ongoing</p>

	Professional Development activities to include but not limited to:	District budgets to pick up scheduled professional development costs not funded by School Improvement Budget	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007 - ongoing
	Webb's DOK Training (Gulf Coast Education Initiative Consortium)	District Maintenance/Title I	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007 - ongoing
	EZ Test Tracker (Educational Leadership Solutions)	District Maintenance/Title I	"	June 2007 - ongoing
	Riverdeep	District Maintenance/Title I	"	June 2007 - ongoing
	Mississippi Curriculum Revised Framework Training	District Maintenance/Title I	"	June 2007 - ongoing
	USM Summer Math Institute	District Maintenance/Title I	"	June 2007 - ongoing
	Making the Grade: Differentiating to achieve Math Success for all grades 3-8	District Maintenance/Title I	"	June 2007 - ongoing
	Intel	District Maintenance/Title I	"	June 2007 - ongoing
	Tech Prep Training: Cross Curriculum	District Maintenance/Title I	"	June 2007 - ongoing
	Accelerated Math Training	District Maintenance/Title I	"	June 2007- ongoing
	FASTFORWARD Training	Partial site license and training funded by School Improvement budget of \$23,516.37	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	August 2007-ongoing

SCHOOL IMPROVEMENT PLAN
Action Plan for Mathematics

Annual Measurable Objectives:

Students will raise achievement in grade 8th from 52 % meeting or exceeding proficiency standard at the end of SY2006 to 62 % meeting or exceeding proficiency standard at the end of SY2007 as measured by the MCT2 with a minimum of 95% participation rate for all subgroups. *Schools serving students in kindergarten through grade two will need to have objectives based on assessments other than MCT2.

[Schools should have more than one annual measurable objective. Data to be collected in reading/language arts could include assessment data collected at the school level related to concepts about Patterns, Algebraic Thinking, Data Analysis, Prediction, Measurement, Geometric Concepts and Number Sense. Improvement plans should include details regarding how the school plans to collect data for screening, progress monitoring and outcome purposes. Plans should indicate what assessments will be utilized, when assessments will be given, who will administer assessments, etc.]

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

SEE CHART ON NEXT PAGE

	<p>Review of student master schedule for optimum student remediation to include Inclusive services for Students with Disabilities</p> <p>Use EZ Test Tracker (Educational Leadership Solutions) to track, compare, and analyze State and local testing data to identify needed areas of academic improvement and remediation</p> <p>Continued employment of a Title I Teacher and a Title I Aide to provide students in greatest need on the District/school Needs Assessment in Mathematics with remediation services</p> <p>Continued employment of two Title I Social Workers to provide assistance to students in greatest need concerning academics, attendance, and discipline as it relates to academic achievement and success.</p> <p>EDline: continued use of EDline as a means for parent notification, input, and response to student's academic needs</p>	<p>No additional cost</p> <p>District Maintenance</p> <p>No additional cost Salary and benefits are part of PJHS's yearly Title I budget</p> <p>No additional cost. Salary and benefits are part of PJHS's yearly Title I budget</p> <p>Fees paid from school's district budget. No additional cost</p>	<p>Yearly comparison of student achievement on MCT2, Subject area, and in local courses</p> <p>Yearly comparison of student achievement on MCT2, Subject area, and in local courses</p> <p>Yearly comparison of testing data with local curriculum and educational practices</p> <p>Review and comparison of student grades, attendance, and discipline from local and state reports</p> <p>Yearly comparison of testing data with local curriculum and educational practices</p> <p>Review and comparison of student grades, attendance, and discipline from local and state reports</p> <p>Yearly review and evaluation by Administration, staff, students, and parents</p>	<p>August 2007- ongoing</p> <p>August 2007- ongoing</p> <p>August 2007-ongoing</p> <p>August 2007- ongoing</p> <p>August 2007- ongoing</p>
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	Professional Development activities to include but not limited to:	District budgets to pick up scheduled professional development costs not funded by School Improvement Budget	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007 - ongoing
	Webb's DOK Training (Gulf Coast Education Initiative Consortium)	District Maintenance/Title I	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007 - ongoing
	EZ Test Tracker (Educational Leadership Solutions)	District Maintenance/Title I	"	June 2007 - ongoing
	Riverdeep	District Maintenance/Title I	"	June 2007 - ongoing
	Mississippi Curriculum Revised Framework Training	District Maintenance/Title I	"	June 2007 - ongoing
	USM Summer Math Institute	District Maintenance/Title I	"	June 2007 - ongoing
	Making the Grade: Differentiating to achieve Math Success for all grades 3-8	District Maintenance/Title I	"	June 2007 - ongoing
	Intel	District Maintenance/Title I	"	June 2007 - ongoing
	Tech Prep Training: Cross Curriculum	District Maintenance/Title I	"	June 2007 - ongoing
	Accelerated Math Training	District Maintenance/Title I	"	June 2007- ongoing
	FASTFORWARD Training	Partial site license and training funded by School Improvement budget of \$23,516.37	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	August 2007-ongoing

Does Not Apply

Action Plan for Participation Rate

Annual Measurable Objective(s):

Students will increase participation on State Mandated Assessments used to determine AYP in grade(s) _____ from _____% participation at the end of SY 2006 to a minimum of 95% participation for all subgroups at the end of SY 2008.

NOTE: Only complete if your participation rate falls below the minimum of 95%.

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

Performance Target/Objective	Scientifically Based Research Actions/Strategies/Interventions	Resources	Means of Evaluation (Be specific)	Timeline

Does Not Apply

SCHOOL IMPROVEMENT PLAN

Action Plan for Attendance Rate

Annual Measurable Objective(s):

Students will increase school attendance from a rate of _____% at the end of SY2007 to a rate of 93% at the end of SY 2008.

NOTE: Only elementary and middle schools need to complete if your attendance rate is below 93%.

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

Performance Target/Objective	Scientifically Based Research Actions/Strategies/Interventions	Resources	Means of Evaluation (Be specific)	Timeline

Does Not Apply

SCHOOL IMPROVEMENT PLAN

Action Plan for High School Graduation Rate

Annual Measurable Objective(s):

High School graduation rate will increase from a rate of _____% at the end of SY 2007 to a rate of 72% or any increase from the previous year at the end of SY 2008.

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

Performance Target/Objective	Scientifically Based Research Actions/Strategies/Interventions	Resources	Means of Evaluation (Be specific)	Timeline

SCHOOL IMPROVEMENT PLAN

Action Plan for Professional Development

The professional development component of the school improvement plan should directly address the academic achievement problems that caused the school to be identified. The professional training 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 would be training teachers to analyze classroom and school-level data and use it 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 Target/Objective	Scientifically Based Research /Strategies/Interventions	Follow Up Coaching	Resources	Means of Evaluation (Be specific)	Timeline
Curriculum review and alignment, improved classroom activities, and assessment review	Webb's DOK Training	Weekly, monthly, and semester scheduled Staff, Departmental, small group, and mentoring meetings	District Maintenance/Title I	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007- ongoing
Curriculum review and alignment, improved classroom activities, and assessment review	MCT2 2 Language Arts Workshop	Weekly, monthly, and semester scheduled Staff, Departmental, small group, and mentoring meetings	District Maintenance/Title I	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007- ongoing
Curriculum review and alignment, improved classroom activities, and assessment review	Accelerated Reading and Mathematics Training	Weekly, monthly, and semester scheduled Staff, Departmental, small group, and mentoring meetings	District Maintenance/Title I	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007- ongoing

Performance Target/Objective	Scientifically Based Research /Strategies/Interventions	Follow Up Coaching	Resources	Means of Evaluation (Be specific)	Timeline
Analyzing student assessment	EZ Test Tracker	Weekly, monthly, and semester scheduled Staff, Departmental, small group, and mentoring meetings	District Maintenance/Title I	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007- ongoing
Curriculum review and alignment, improved classroom activities, and assessment review	Mississippi Curriculum Revised Framework Training	Weekly, monthly, and semester scheduled Staff, Departmental, small group, and mentoring meetings	No additional cost	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007- ongoing

Improved classroom instruction, classroom management, and cross curriculum implementation	Tech Prep Training	Weekly, monthly, and semester scheduled Staff, Departmental, small group, and mentoring meetings	No additional cost	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007- ongoing
Curriculum review and alignment, improved classroom activities, and assessment review	New Orleans Summer Writing Program	Weekly, monthly, and semester scheduled Staff, Departmental, small group, and mentoring meetings	District Maintenance/Title I	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007- ongoing
Improved classroom instruction through technology	Intel Training	Weekly, monthly, and semester scheduled Staff, Departmental, small group, and mentoring meetings	District Maintenance/Title I		June 2007- ongoing

Classroom management and improved classroom instruction, parental involvement	EDLine Training	Weekly, monthly, and semester scheduled Staff, Departmental, small group, and mentoring meetings	District Maintenance	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments Parental and student evaluations	June 2007- ongoing
Improved classroom instruction	FastForward Training	Weekly, monthly, and semester scheduled Staff, Departmental, small group, and mentoring meetings	School Improvement Allocation	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007- ongoing
Improved classroom instruction and analyzing student progress for Students with Disabilities	JBHM Consulting Group: Inclusion Module Training	Weekly, monthly, and semester scheduled Staff, Departmental, small group, and mentoring meetings	District Special Education Funds	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007- ongoing
Improved classroom instruction and analyzing student progress for Students with Disabilities	JBHM Consulting Group: Special Education Support Teachers Training	Weekly, monthly, and semester scheduled Staff, Departmental, small group, and mentoring meetings	District Special Education Funds	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007- ongoing
Analyzing student assessments	MS Student Progress Monitoring System Training	Weekly, monthly, and semester scheduled Staff, Departmental, small group, and mentoring meetings	School's District Budget	Review and comparison of student scores on State Assessments	June 2007- ongoing
Curriculum review and alignment, improved classroom activities, and assessment review	Riverdeep Training	Weekly, monthly, and semester scheduled Staff, Departmental, small group, and mentoring meetings	District Maintenance/Title I	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007- ongoing

Curriculum review and alignment, improved classroom activities, and assessment review	USM Summer Math Institute	Weekly, monthly, and semester scheduled Staff, Departmental, small group, and mentoring meetings	District Maintenance/Title I	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007- ongoing
Curriculum review and alignment, improved classroom activities, and assessment review	Making the Grade: Differentiating to Achieve Math Success for All grades 3-8	Weekly, monthly, and semester scheduled Staff, Departmental, small group, and mentoring meetings	District Maintenance/Title I	Yearly review and evaluation by Administration, staff, students, and comparison of scores on State and local assessments	June 2007- ongoing

SCHOOL IMPROVEMENT PLAN

Action Plan for Teacher Mentoring

The professional development detailed in the school improvement plan must incorporate teacher mentoring activities to recruit, hire and strategies to 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 Target/Objective	Scientifically Based Research /Strategies/Interventions	Follow Up Coaching	Resources	Means of Evaluation (Be specific)	Timeline
To provide experienced departmental leadership to all teachers in the areas of Language Arts/Reading, Mathematics, and Special Education (Students with Disabilities)	(4) Departmental Chairperson(s) as assigned by District and school administration to provide assistance to all teachers in the areas of Language Arts/Reading, Mathematics, and Special Education	Daily, weekly, and monthly departmental meetings as needed	Annual departmental supplements No additional cost	Administrative yearly teacher evaluations and the comparison and review of State and local assessments	August 2007 – ongoing
To provide mentors and mentoring services to all first year teachers in Language Arts/Reading, Mathematics, and Special Education	Each new teacher providing academic instruction in (2) Language Arts/Reading, (2) Mathematics, and (2) Special Education will be paired with a teacher(s) in his/her department as a means of support in academics and classroom management	Daily, weekly, and monthly meetings as assigned by administration and peer coaches	Experienced peer teachers (6) Mentor Teacher Supplements from School Improvement Budget \$350.00 x 6 x 1.5 years each = \$3,150.00 No benefits	Administrative evaluations of teacher and the evaluation/comparison of student State and local assessments.	August 2007 – May 2010

SCHOOL IMPROVEMENT PLAN

Technical Assistance Documentation

Purpose:

Technical assistance is defined in this document as activities that are intended to assist your school with continuous improvement.

Instructions:

Review the objectives in your School Improvement Plan. Technical assistance activities should be recorded below, using one form per activity. Fill in the appropriate blanks to describe activities. Record the number attending for each role listed. Check one box for each of the remaining items.

Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 6/1/2007-7/3/2007</p> <hr/> <p>Provider: The National Writing Project</p> <hr/> <p>Activity: The Great New Orleans Writing Project</p> <hr/> <p>Start Time: 9:00 a.m. Daily</p> <hr/> <p>End Time: 3:30 p.m. Daily</p> <hr/>	<p>To provide differentiation in classroom presentations focusing on reading and writing across the curriculum</p>	<p><input checked="" type="checkbox"/> Train <input type="checkbox"/> Plan <input type="checkbox"/> Monitor <input checked="" type="checkbox"/> Participate <input type="checkbox"/> Report</p> <p>Source: <input type="checkbox"/> School Team <input type="checkbox"/> District <input type="checkbox"/> MDE <input type="checkbox"/> Vendor <input type="checkbox"/> Online <input checked="" type="checkbox"/> Other UNO Staff</p>	<p><input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Language <input checked="" type="checkbox"/> Math <input type="checkbox"/> Engagement <input type="checkbox"/> Transitions <input type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Instructional Strategies <input checked="" type="checkbox"/> Statewide Assessment <input checked="" type="checkbox"/> Benchmark Assessment <input type="checkbox"/> Embedded Assessment <input type="checkbox"/> School Plan <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Classroom Management <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Data Driven Information <input type="checkbox"/> Staffing <input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Administrators <input checked="" type="checkbox"/> 1 Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Community <input type="checkbox"/> Other _____</p> <p>Group: <input type="checkbox"/> Whole <input checked="" type="checkbox"/> Small <input type="checkbox"/> Pairs <input type="checkbox"/> Individual <input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Text <input checked="" type="checkbox"/> Resource Guide <input type="checkbox"/> Internet <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Curriculum Frameworks <input checked="" type="checkbox"/> Reference Materials <input type="checkbox"/> Other _____</p> <p>Type: <input type="checkbox"/> Telephone <input type="checkbox"/> E-mail <input type="checkbox"/> On-site <input type="checkbox"/> On line <input type="checkbox"/> Interactive Technology <input type="checkbox"/> Mail <input type="checkbox"/> Fax <input checked="" type="checkbox"/> Other UNO Staff _____</p>

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 6/4/2007 – 6/29/2007</p> <hr/> <p>Provider: USM and MDE</p> <hr/> <p>Activity: Core Knowledge and Integration of Technology</p> <hr/> <p>Start Time: 8:30 a.m.</p> <hr/> <p>End Time: 12:15 p.m.</p> <hr/>	<p>To increase depth of core knowledge and with the use of technology</p>	<p><input type="checkbox"/>_ Train <input checked="" type="checkbox"/>_ Plan <input type="checkbox"/>_ Monitor <input checked="" type="checkbox"/>_ Participate <input type="checkbox"/>_ Report</p> <p>Source: <input type="checkbox"/>_ School Team <input type="checkbox"/>_ District <input checked="" type="checkbox"/>_ MDE <input type="checkbox"/>_ Vendor <input type="checkbox"/>_ Online <input checked="" type="checkbox"/>_ Other <u>USM</u></p>	<p><input type="checkbox"/>_ Reading <input type="checkbox"/>_ Language <input checked="" type="checkbox"/>_ Math <input type="checkbox"/>_ Engagement <input type="checkbox"/>_ Transitions <input type="checkbox"/>_ Parental Involvement <input checked="" type="checkbox"/>_ Instructional Strategies <input type="checkbox"/>_ Statewide Assessment <input type="checkbox"/>_ Benchmark Assessment <input type="checkbox"/>_ Embedded Assessment <input type="checkbox"/>_ School Plan <input type="checkbox"/>_ Needs Assessment <input type="checkbox"/>_ Classroom Management <input checked="" type="checkbox"/>_ Technology <input type="checkbox"/>_ Data Driven Information <input type="checkbox"/>_ Staffing <input type="checkbox"/>_ Other _____</p>	<p><input type="checkbox"/>_ Administrators <input checked="" type="checkbox"/>_ 2 Teachers <input type="checkbox"/>_ Paraprofessionals <input type="checkbox"/>_ Parents <input type="checkbox"/>_ Students <input type="checkbox"/>_ Community <input type="checkbox"/>_ Other _____</p> <p>Group: <input checked="" type="checkbox"/>_ Whole <input type="checkbox"/>_ Small <input type="checkbox"/>_ Pairs <input type="checkbox"/>_ Individual <input type="checkbox"/>_ Other _____</p>	<p><input type="checkbox"/>_ Text <input checked="" type="checkbox"/>_ Resource Guide <input type="checkbox"/>_ Internet <input checked="" type="checkbox"/>_ Technology <input checked="" type="checkbox"/>_ Curriculum Frameworks <input type="checkbox"/>_ Reference Materials <input type="checkbox"/>_ Other _____</p> <p>Type: <input type="checkbox"/>_ Telephone <input type="checkbox"/>_ E-mail <input checked="" type="checkbox"/>_ On-site <input checked="" type="checkbox"/>_ On line <input checked="" type="checkbox"/>_ Interactive Technology <input type="checkbox"/>_ Mail <input type="checkbox"/>_ Fax <input type="checkbox"/>_ Other _____</p>

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: June 2007</p> <hr/> <p>Provider: USM</p> <hr/> <p>Activity: South Mississippi Writing Project 2007</p> <hr/> <p>Start Time: 9:00 a.m.</p> <hr/> <p>End Time: 4:00 p.m</p> <hr/>	<p>To implement writing strategies in the classroom.</p>	<p><input type="checkbox"/>_x_ Train <input checked="" type="checkbox"/>_x_ Plan <input type="checkbox"/>_ Monitor <input checked="" type="checkbox"/>_x_ Participate <input type="checkbox"/>_ Report</p> <p>Source: <input type="checkbox"/>_ School Team <input type="checkbox"/>_ District <input type="checkbox"/>_ MDE <input checked="" type="checkbox"/>_x_ Vendor <input type="checkbox"/>_ Online <input checked="" type="checkbox"/>_x_ Other <u>USM</u></p>	<p><input checked="" type="checkbox"/>_x_ Reading <input checked="" type="checkbox"/>_x_ Language <input type="checkbox"/>_ Math <input checked="" type="checkbox"/>_x_ Engagement <input type="checkbox"/>_ Transitions <input type="checkbox"/>_ Parental Involvement <input checked="" type="checkbox"/>_x_ Instructional Strategies <input type="checkbox"/>_ Statewide Assessment <input type="checkbox"/>_ Benchmark Assessment <input type="checkbox"/>_ Embedded Assessment <input type="checkbox"/>_ School Plan <input type="checkbox"/>_ Needs Assessment <input type="checkbox"/>_ Classroom Management <input checked="" type="checkbox"/>_x_ Technology <input type="checkbox"/>_ Data Driven Information <input type="checkbox"/>_ Staffing <input type="checkbox"/>_ Other _____</p>	<p><input type="checkbox"/>_ Administrators <input checked="" type="checkbox"/>_ 1 Teachers <input type="checkbox"/>_ Paraprofessionals <input type="checkbox"/>_ Parents <input type="checkbox"/>_ Students <input type="checkbox"/>_ Community <input type="checkbox"/>_ Other _____</p> <p>Group: <input type="checkbox"/>_ Whole <input checked="" type="checkbox"/>_ 1 Small <input type="checkbox"/>_ Pairs <input type="checkbox"/>_ Individual <input type="checkbox"/>_ Other _____</p>	<p><input type="checkbox"/>_ Text <input checked="" type="checkbox"/>_x_ Resource Guide <input type="checkbox"/>_ Internet <input checked="" type="checkbox"/>_x_ Technology <input type="checkbox"/>_ Curriculum Frameworks <input checked="" type="checkbox"/>_x_ Reference Materials <input type="checkbox"/>_ Other _____</p> <p>Type: <input type="checkbox"/>_ Telephone <input type="checkbox"/>_ E-mail <input type="checkbox"/>_ On-site <input type="checkbox"/>_ On line <input type="checkbox"/>_ Interactive Technology <input type="checkbox"/>_ Mail <input type="checkbox"/>_ Fax <input checked="" type="checkbox"/>_x_ Other <u>USM</u></p>

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 7/19/2007-7/20/2007</p> <hr/> <p>Provider: MSU</p> <hr/> <p>Activity: MS Curriculum Revised Framework Training</p> <hr/> <p>Start Time: 8:30 a.m.</p> <hr/> <p>End Time: 4:00 p.m.</p> <hr/>	<p>To instruct teachers on revised Frameworks in reference to Depth of Knowledge</p>	<p><input type="checkbox"/>_ Train <input checked="" type="checkbox"/>_ Plan <input type="checkbox"/>_ Monitor <input checked="" type="checkbox"/>_ Participate <input type="checkbox"/>_ Report</p> <p>Source: <input type="checkbox"/>_ School Team <input type="checkbox"/>_ District <input checked="" type="checkbox"/>_ MDE <input type="checkbox"/>_ Vendor <input type="checkbox"/>_ Online <input type="checkbox"/>_ Other <u>MSU</u></p>	<p><input type="checkbox"/>_ Reading <input type="checkbox"/>_ Language <input checked="" type="checkbox"/>_ Math <input type="checkbox"/>_ Engagement <input type="checkbox"/>_ Transitions <input type="checkbox"/>_ Parental Involvement <input checked="" type="checkbox"/>_ Instructional Strategies <input checked="" type="checkbox"/>_ Statewide Assessment <input type="checkbox"/>_ Benchmark Assessment <input type="checkbox"/>_ Embedded Assessment <input type="checkbox"/>_ School Plan <input type="checkbox"/>_ Needs Assessment <input type="checkbox"/>_ Classroom Management <input type="checkbox"/>_ Technology <input type="checkbox"/>_ Data Driven Information <input type="checkbox"/>_ Staffing <input type="checkbox"/>_ Other _____</p>	<p><input type="checkbox"/>_ Administrators <input checked="" type="checkbox"/>_ 3 Teachers <input type="checkbox"/>_ Paraprofessionals <input type="checkbox"/>_ Parents <input type="checkbox"/>_ Students <input type="checkbox"/>_ Community <input type="checkbox"/>_ Other _____</p> <p>Group: <input type="checkbox"/>_ Whole <input checked="" type="checkbox"/>_ Small <input type="checkbox"/>_ Pairs <input type="checkbox"/>_ Individual <input type="checkbox"/>_ Other _____</p>	<p><input type="checkbox"/>_ Text <input type="checkbox"/>_ Resource Guide <input type="checkbox"/>_ Internet <input type="checkbox"/>_ Technology <input checked="" type="checkbox"/>_ Curriculum Frameworks <input type="checkbox"/>_ Reference Materials <input type="checkbox"/>_ Other _____</p> <p>Type: <input type="checkbox"/>_ Telephone <input type="checkbox"/>_ E-mail <input checked="" type="checkbox"/>_ On-site <input type="checkbox"/>_ On line <input type="checkbox"/>_ Interactive Technology <input type="checkbox"/>_ Mail <input type="checkbox"/>_ Fax <input type="checkbox"/>_ Other _____</p>

SCHOOL IMPROVEMENT PLAN

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 7/26/07</p> <hr/> <p>Provider: Long Beach School District</p> <hr/> <p>Activity: T1 Navigation and More</p> <hr/> <p>Start Time: 8:30 a.m.</p> <hr/> <p>End Time: 3:30 p.m.</p> <hr/>	<p>To provide training on new technology (graphing calculators and their implementation in the classroom)</p>	<p><input checked="" type="checkbox"/>_ Train <input type="checkbox"/>_ Plan <input type="checkbox"/>_ Monitor <input checked="" type="checkbox"/>_ Participate <input type="checkbox"/>_ Report</p> <p>Source: <input type="checkbox"/>_ School Team <input type="checkbox"/>_ District <input type="checkbox"/>_ MDE <input checked="" type="checkbox"/>_ Vendor <input type="checkbox"/>_ Online <input type="checkbox"/>_ Other</p>	<p><input type="checkbox"/>_ Reading <input type="checkbox"/>_ Language <input checked="" type="checkbox"/>_ Math <input type="checkbox"/>_ Engagement <input type="checkbox"/>_ Transitions <input type="checkbox"/>_ Parental Involvement <input checked="" type="checkbox"/>_ Instructional Strategies <input type="checkbox"/>_ Statewide Assessment <input type="checkbox"/>_ Benchmark Assessment <input type="checkbox"/>_ Embedded Assessment <input type="checkbox"/>_ School Plan <input type="checkbox"/>_ Needs Assessment <input type="checkbox"/>_ Classroom Management <input checked="" type="checkbox"/>_ Technology <input type="checkbox"/>_ Data Driven Information <input type="checkbox"/>_ Staffing <input type="checkbox"/>_ Other _____</p>	<p><input type="checkbox"/>_ Administrators <input checked="" type="checkbox"/>_ 2 Teachers <input type="checkbox"/>_ Paraprofessionals <input type="checkbox"/>_ Parents <input type="checkbox"/>_ Students <input type="checkbox"/>_ Community <input type="checkbox"/>_ Other _____</p> <p>Group: <input checked="" type="checkbox"/>_ Whole <input type="checkbox"/>_ Small <input type="checkbox"/>_ Pairs <input type="checkbox"/>_ Individual <input type="checkbox"/>_ Other _____</p>	<p><input type="checkbox"/>_ Text <input checked="" type="checkbox"/>_ Resource Guide <input type="checkbox"/>_ Internet <input checked="" type="checkbox"/>_ Technology <input type="checkbox"/>_ Curriculum Frameworks <input type="checkbox"/>_ Reference Materials <input type="checkbox"/>_ Other _____</p> <p>Type: <input type="checkbox"/>_ Telephone <input type="checkbox"/>_ E-mail <input checked="" type="checkbox"/>_ On-site <input type="checkbox"/>_ On line <input type="checkbox"/>_ Interactive Technology <input type="checkbox"/>_ Mail <input type="checkbox"/>_ Fax <input type="checkbox"/>_ Other _____</p>

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 8/3/07</p> <hr/> <p>Provider: Renaissance Place</p> <hr/> <p>Activity: Renaissance Place: Accelerated Reading and Mathematics</p> <hr/> <p>Start Time: 8:30 a.m.</p> <hr/> <p>End Time: 3:30 p.m.</p> <hr/>	<p>To provide training on the implementation of accelerated Reading and Mathematics to provide remediation to all students.</p>	<p><input checked="" type="checkbox"/> Train <input type="checkbox"/> Plan <input type="checkbox"/> Monitor <input checked="" type="checkbox"/> Participate <input type="checkbox"/> Report</p> <p>Source: <input type="checkbox"/> School Team <input type="checkbox"/> District <input type="checkbox"/> MDE <input checked="" type="checkbox"/> Vendor <input type="checkbox"/> Online <input type="checkbox"/> Other</p>	<p><input checked="" type="checkbox"/> Reading <input type="checkbox"/> Language <input checked="" type="checkbox"/> Math <input type="checkbox"/> Engagement <input type="checkbox"/> Transitions <input type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Instructional Strategies <input type="checkbox"/> Statewide Assessment <input checked="" type="checkbox"/> Benchmark Assessment <input type="checkbox"/> Embedded Assessment <input type="checkbox"/> School Plan <input checked="" type="checkbox"/> Needs Assessment <input type="checkbox"/> Classroom Management <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Data Driven Information <input type="checkbox"/> Staffing <input type="checkbox"/> Other</p>	<p><input type="checkbox"/> 2 Administrators <input type="checkbox"/> 18 Teachers <input type="checkbox"/> 2 Paraprofessionals <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Community <input type="checkbox"/> Other</p> <p>Group: <input checked="" type="checkbox"/> Whole <input checked="" type="checkbox"/> Small <input type="checkbox"/> Pairs <input type="checkbox"/> Individual <input type="checkbox"/> Other</p>	<p><input type="checkbox"/> Text <input checked="" type="checkbox"/> Resource Guide <input type="checkbox"/> Internet <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Curriculum Frameworks <input checked="" type="checkbox"/> Reference Materials <input type="checkbox"/> Other</p> <p>Type: <input type="checkbox"/> Telephone <input type="checkbox"/> E-mail <input checked="" type="checkbox"/> On-site <input type="checkbox"/> On line <input type="checkbox"/> Interactive Technology <input type="checkbox"/> Mail <input type="checkbox"/> Fax <input type="checkbox"/> Other</p>

SCHOOL IMPROVEMENT PLAN

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 8/2/2007</p> <hr/> <p>Provider: PMHS Administration and Computer Instructor</p> <hr/> <p>Activity: EDLine Training</p> <hr/> <p>Start Time: 9:00 a.m.</p> <hr/> <p>End Time: 10:00 a.m.</p> <hr/>	<p>To provide training on the implementation of EDLine at PJHS on a daily/yearly basis.</p>	<p><input type="checkbox"/>_Train <input checked="" type="checkbox"/>_Plan <input type="checkbox"/>_Monitor <input type="checkbox"/>_Participate <input checked="" type="checkbox"/>_Report</p> <p>Source: <input checked="" type="checkbox"/>_School Team <input type="checkbox"/>_District <input type="checkbox"/>_MDE <input type="checkbox"/>_Vendor <input type="checkbox"/>_Online <input checked="" type="checkbox"/>_Other <u>PMHS Instructor</u></p>	<p><input type="checkbox"/>_Reading <input type="checkbox"/>_Language <input type="checkbox"/>_Math <input type="checkbox"/>_Engagement <input type="checkbox"/>_Transitions <input checked="" type="checkbox"/>_Parental Involvement <input type="checkbox"/>_Instructional Strategies <input type="checkbox"/>_Statewide Assessment <input type="checkbox"/>_Benchmark Assessment <input type="checkbox"/>_Embedded Assessment <input type="checkbox"/>_School Plan <input type="checkbox"/>_Needs Assessment <input type="checkbox"/>_Classroom Management <input checked="" type="checkbox"/>_Technology <input type="checkbox"/>_Data Driven Information <input type="checkbox"/>_Staffing <input type="checkbox"/>_Other _____</p>	<p><input type="checkbox"/>_Administrators <input checked="" type="checkbox"/>_29 Teachers <input type="checkbox"/>_Paraprofessionals <input type="checkbox"/>_Parents <input type="checkbox"/>_Students <input type="checkbox"/>_Community <input type="checkbox"/>_Other _____</p> <p>Group: <input checked="" type="checkbox"/>_Whole <input type="checkbox"/>_Small <input type="checkbox"/>_Pairs <input type="checkbox"/>_Individual <input type="checkbox"/>_Other _____</p>	<p><input type="checkbox"/>_Text <input type="checkbox"/>_Resource Guide <input type="checkbox"/>_Internet <input checked="" type="checkbox"/>_Technology <input type="checkbox"/>_Curriculum Frameworks <input type="checkbox"/>_Reference Materials <input type="checkbox"/>_Other _____</p> <p>Type: <input type="checkbox"/>_Telephone <input type="checkbox"/>_E-mail <input checked="" type="checkbox"/>_On-site <input type="checkbox"/>_On line <input type="checkbox"/>_Interactive Technology <input type="checkbox"/>_Mail <input type="checkbox"/>_Fax <input type="checkbox"/>_Other _____</p>

SCHOOL IMPROVEMENT PLAN

Technical Assistance Documentation

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 8/7/2007</p> <hr/> <p>Provider: STARS/PJHS</p> <hr/> <p>Activity: Pre-Assessment of Mathematics and Reading skills</p> <hr/> <p>Start Time: 8:30 a.m.</p> <hr/> <p>End Time: 3:15 p.m.</p> <hr/>	<p>To assess student skills and Mathematics and Reading</p>	<p><input type="checkbox"/> Train <input checked="" type="checkbox"/> Plan <input checked="" type="checkbox"/> Monitor <input checked="" type="checkbox"/> Participate <input checked="" type="checkbox"/> Report</p> <p>Source: <input type="checkbox"/> School Team <input type="checkbox"/> District <input type="checkbox"/> MDE <input checked="" type="checkbox"/> Vendor <input type="checkbox"/> Online <input type="checkbox"/> Other</p>	<p><input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Language <input checked="" type="checkbox"/> Math <input type="checkbox"/> Engagement <input type="checkbox"/> Transitions <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Instructional Strategies <input type="checkbox"/> Statewide Assessment <input type="checkbox"/> Benchmark Assessment <input checked="" type="checkbox"/> Embedded Assessment <input type="checkbox"/> School Plan <input checked="" type="checkbox"/> Needs Assessment <input type="checkbox"/> Classroom Management <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Data Driven Information <input type="checkbox"/> Staffing <input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Administrators <input checked="" type="checkbox"/> 29 Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Community <input type="checkbox"/> Other _____</p> <p>Group: <input checked="" type="checkbox"/> Whole <input checked="" type="checkbox"/> Small <input type="checkbox"/> Pairs <input type="checkbox"/> Individual <input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Text <input type="checkbox"/> Resource Guide <input checked="" type="checkbox"/> Internet <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum Frameworks <input type="checkbox"/> Reference Materials <input type="checkbox"/> Other _____</p> <p>Type: <input type="checkbox"/> Telephone <input type="checkbox"/> E-mail <input checked="" type="checkbox"/> On-site <input type="checkbox"/> On line <input type="checkbox"/> Interactive Technology <input type="checkbox"/> Mail <input type="checkbox"/> Fax <input type="checkbox"/> Other _____</p>

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 8/7/2007</p> <hr/> <p>Provider: PJHS</p> <hr/> <p>Activity: MCT2 Data Breakdown and Review</p> <hr/> <p>Start Time: 8:30 a.m.</p> <hr/> <p>End Time: 3:30 p.m.</p> <hr/>	<p>To analyze individual student test scores</p>	<p><input type="checkbox"/> Train <input checked="" type="checkbox"/> Plan <input checked="" type="checkbox"/> Monitor <input type="checkbox"/> Participate <input type="checkbox"/> Report</p> <p>Source: <input checked="" type="checkbox"/> School Team <input type="checkbox"/> District <input type="checkbox"/> MDE <input type="checkbox"/> Vendor <input type="checkbox"/> Online <input type="checkbox"/> Other</p>	<p><input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Language <input checked="" type="checkbox"/> Math <input type="checkbox"/> Engagement <input type="checkbox"/> Transitions <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Instructional Strategies <input type="checkbox"/> Statewide Assessment <input checked="" type="checkbox"/> Benchmark Assessment <input checked="" type="checkbox"/> Embedded Assessment <input type="checkbox"/> School Plan <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Classroom Management <input type="checkbox"/> Technology <input type="checkbox"/> Data Driven Information <input type="checkbox"/> Staffing <input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Administrators <input checked="" type="checkbox"/> 17 Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Community <input type="checkbox"/> Other _____</p> <p>Group: <input type="checkbox"/> Whole <input checked="" type="checkbox"/> Small <input type="checkbox"/> Pairs <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Text <input type="checkbox"/> Resource Guide <input type="checkbox"/> Internet <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum Frameworks <input type="checkbox"/> Reference Materials <input checked="" type="checkbox"/> Other MCT2 Scores _____</p> <p>Type: <input type="checkbox"/> Telephone <input type="checkbox"/> E-mail <input checked="" type="checkbox"/> On-site <input type="checkbox"/> On line <input type="checkbox"/> Interactive Technology <input type="checkbox"/> Mail <input type="checkbox"/> Fax <input type="checkbox"/> Other _____</p>

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<p>Date: 8/21/2007</p> <hr/> <p>Provider: PJHS and Federal Programs Director</p> <hr/> <p>Activity: Open House and School Improvement Meeting</p> <hr/> <p>Start Time: 6:30 p.m.</p> <hr/> <p>End Time: 9:00 p.m.</p> <hr/>	<p>To provide information to parents, students, staff, and administration concerning school improvement and to host an Open House for Parents and Students</p>	<p> <input type="checkbox"/> Train <input type="checkbox"/> Plan <input type="checkbox"/> Monitor <input checked="" type="checkbox"/> Participate <input checked="" type="checkbox"/> Report </p> <p>Source:</p> <p> <input type="checkbox"/> School Team <input checked="" type="checkbox"/> District <input type="checkbox"/> MDE <input type="checkbox"/> Vendor <input type="checkbox"/> Online <input checked="" type="checkbox"/> Other <u>Federal Programs Director</u> </p>	<p> <input type="checkbox"/> Reading <input type="checkbox"/> Language <input type="checkbox"/> Math <input type="checkbox"/> Engagement <input type="checkbox"/> Transitions <input checked="" type="checkbox"/> Parental Involvement <input type="checkbox"/> Instructional Strategies <input checked="" type="checkbox"/> Statewide Assessment <input type="checkbox"/> Benchmark Assessment <input type="checkbox"/> Embedded Assessment <input type="checkbox"/> School Plan <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Classroom Management <input type="checkbox"/> Technology <input type="checkbox"/> Data Driven Information <input type="checkbox"/> Staffing <input checked="" type="checkbox"/> Other <u>General Information</u> </p>	<p> <input checked="" type="checkbox"/> Administrators <input checked="" type="checkbox"/> Teachers <input type="checkbox"/> Paraprofessionals <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/> Students <input type="checkbox"/> Community <input checked="" type="checkbox"/> Other <u>Federal Programs Dir.</u> </p> <p>Group:</p> <p> <input checked="" type="checkbox"/> Whole <input type="checkbox"/> Small <input type="checkbox"/> Pairs <input type="checkbox"/> Individual <input type="checkbox"/> Other _____ </p>	<p> <input type="checkbox"/> Text <input type="checkbox"/> Resource Guide <input type="checkbox"/> Internet <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum Frameworks <input type="checkbox"/> Reference Materials <input type="checkbox"/> Other _____ </p> <p>Type:</p> <p> <input type="checkbox"/> Telephone <input type="checkbox"/> E-mail <input checked="" type="checkbox"/> On-site <input type="checkbox"/> On line <input type="checkbox"/> Interactive Technology <input type="checkbox"/> Mail <input type="checkbox"/> Fax <input type="checkbox"/> Other _____ </p>

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<p>Date: 9/20/2007</p> <hr/> <p>Provider: PREPS</p> <hr/> <p>Activity: MCT2 Training</p> <hr/> <p>Start Time: 8:30 a.m.</p> <hr/> <p>End Time: 4:30 p.m.</p> <hr/>	<p>To provide training in preparation for MCT2 2 testing in Reading and Language Arts</p>	<p><input checked="" type="checkbox"/>_Train <input checked="" type="checkbox"/>_Plan <input type="checkbox"/>_Monitor <input type="checkbox"/>_Participate <input type="checkbox"/>_Report</p> <p>Source: <input type="checkbox"/>_School Team <input type="checkbox"/>_District <input type="checkbox"/>_MDE <input checked="" type="checkbox"/>_Vendor <input type="checkbox"/>_Online <input type="checkbox"/>_Other</p>	<p><input checked="" type="checkbox"/>_Reading <input checked="" type="checkbox"/>_Language <input type="checkbox"/>_Math <input type="checkbox"/>_Engagement <input type="checkbox"/>_Transitions <input type="checkbox"/>_Parental Involvement <input checked="" type="checkbox"/>_Instructional Strategies <input type="checkbox"/>_Statewide Assessment <input checked="" type="checkbox"/>_Benchmark Assessment <input type="checkbox"/>_Embedded Assessment <input type="checkbox"/>_School Plan <input type="checkbox"/>_Needs Assessment <input type="checkbox"/>_Classroom Management <input type="checkbox"/>_Technology <input type="checkbox"/>_Data Driven Information <input type="checkbox"/>_Staffing <input type="checkbox"/>_Other _____</p>	<p><input type="checkbox"/>_Administrators <input checked="" type="checkbox"/>_2 Teachers <input type="checkbox"/>_Paraprofessionals <input type="checkbox"/>_Parents <input type="checkbox"/>_Students <input type="checkbox"/>_Community <input type="checkbox"/>_Other _____</p> <p>Group: <input type="checkbox"/>_Whole <input checked="" type="checkbox"/>_x_Small <input type="checkbox"/>_Pairs <input type="checkbox"/>_Individual <input type="checkbox"/>_Other _____</p>	<p><input type="checkbox"/>_Text <input checked="" type="checkbox"/>_x_Resource Guide <input type="checkbox"/>_Internet <input type="checkbox"/>_Technology <input checked="" type="checkbox"/>_x_Curriculum Frameworks <input checked="" type="checkbox"/>_x_Reference Materials <input type="checkbox"/>_Other _____</p> <p>Type: <input type="checkbox"/>_Telephone <input type="checkbox"/>_E-mail <input type="checkbox"/>_On-site <input type="checkbox"/>_On line <input type="checkbox"/>_Interactive Technology <input type="checkbox"/>_Mail <input type="checkbox"/>_Fax <input checked="" type="checkbox"/>_x_Other_Natchez, MS____</p>

SCHOOL IMPROVEMENT PLAN

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 9/25/2007</p> <hr/> <p>Provider: PREPS</p> <hr/> <p>Activity: Depth of Knowledge Training</p> <hr/> <p>Start Time: 8:30 a.m.</p> <hr/> <p>End Time: 11:30 a.m.</p> <hr/>	<p>To provide training and participate in Webb's Depth of Knowledge (DOK)</p>	<p><input checked="" type="checkbox"/> Train <input type="checkbox"/> Plan <input type="checkbox"/> Monitor <input type="checkbox"/> Participate <input type="checkbox"/> Report</p> <p>Source: <input type="checkbox"/> School Team <input type="checkbox"/> District <input type="checkbox"/> MDE <input checked="" type="checkbox"/> Vendor <input type="checkbox"/> Online <input type="checkbox"/> Other</p>	<p><input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Language <input type="checkbox"/> Math <input type="checkbox"/> Engagement <input type="checkbox"/> Transitions <input type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Instructional Strategies <input type="checkbox"/> Statewide Assessment <input checked="" type="checkbox"/> Benchmark Assessment <input type="checkbox"/> Embedded Assessment <input type="checkbox"/> School Plan <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Classroom Management <input type="checkbox"/> Technology <input type="checkbox"/> Data Driven Information <input type="checkbox"/> Staffing <input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Administrators <input checked="" type="checkbox"/> 2 Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Community <input type="checkbox"/> Other _____</p> <p>Group: <input type="checkbox"/> Whole <input checked="" type="checkbox"/> Small <input type="checkbox"/> Pairs <input type="checkbox"/> Individual <input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Text <input checked="" type="checkbox"/> Resource Guide <input type="checkbox"/> Internet <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Curriculum Frameworks <input type="checkbox"/> Reference Materials <input type="checkbox"/> Other _____</p> <p>Type: <input type="checkbox"/> Telephone <input type="checkbox"/> E-mail <input type="checkbox"/> On-site <input type="checkbox"/> On line <input type="checkbox"/> Interactive Technology <input type="checkbox"/> Mail <input type="checkbox"/> Fax <input checked="" type="checkbox"/> Other <input type="checkbox"/> Hattiesburg, MS _____</p>

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<p>Date: 10/10/2007</p> <hr/> <p>Provider: PREPS</p> <hr/> <p>Activity: Classroom Management</p> <hr/> <p>Start Time: 8:30 a.m.</p> <hr/> <p>End Time: 4:30 p.m.</p> <hr/>	<p>To provide training in classroom management and disciplinary strategies to all new teachers</p>	<p><input checked="" type="checkbox"/> Train <input type="checkbox"/> Plan <input type="checkbox"/> Monitor <input checked="" type="checkbox"/> Participate <input type="checkbox"/> Report</p> <p>Source: <input type="checkbox"/> School Team <input type="checkbox"/> District <input type="checkbox"/> MDE <input checked="" type="checkbox"/> Vendor <input type="checkbox"/> Online <input type="checkbox"/> Other</p>	<p><input type="checkbox"/> Reading <input type="checkbox"/> Language <input type="checkbox"/> Math <input type="checkbox"/> Engagement <input type="checkbox"/> Transitions <input type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Instructional Strategies <input type="checkbox"/> Statewide Assessment <input type="checkbox"/> Benchmark Assessment <input type="checkbox"/> Embedded Assessment <input type="checkbox"/> School Plan <input type="checkbox"/> Needs Assessment <input checked="" type="checkbox"/> Classroom Management <input type="checkbox"/> Technology <input type="checkbox"/> Data Driven Information <input type="checkbox"/> Staffing <input type="checkbox"/> Other</p>	<p><input type="checkbox"/> Administrators <input checked="" type="checkbox"/> Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Community <input type="checkbox"/> Other</p> <p>Group: <input type="checkbox"/> Whole <input checked="" type="checkbox"/> Small <input type="checkbox"/> Pairs <input type="checkbox"/> Individual <input type="checkbox"/> Other</p>	<p><input type="checkbox"/> Text <input checked="" type="checkbox"/> Resource Guide <input type="checkbox"/> Internet <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum Frameworks <input checked="" type="checkbox"/> Reference Materials <input type="checkbox"/> Other</p> <p>Type: <input type="checkbox"/> Telephone <input type="checkbox"/> E-mail <input type="checkbox"/> On-site <input type="checkbox"/> On line <input type="checkbox"/> Interactive Technology <input type="checkbox"/> Mail <input type="checkbox"/> Fax <input checked="" type="checkbox"/> Other <input type="checkbox"/> Hattiesburg, MS</p>

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 10/12/2007 – ongoing</p> <hr/> <p>Provider: PSC District</p> <hr/> <p>Activity: Integrating technology across the curriculum</p> <hr/> <p>Start Time: 4:00 p.m.</p> <hr/> <p>End Time: 8:00 p.m.</p> <hr/>	<p>To increase an understanding and usage of depth of core knowledge with the use of technology</p>	<p><input checked="" type="checkbox"/>_x_Train <input checked="" type="checkbox"/>_x_Plan <input type="checkbox"/>_Monitor <input checked="" type="checkbox"/>_x_Participate <input type="checkbox"/>_Report</p> <p>Source: <input type="checkbox"/>_School Team <input checked="" type="checkbox"/>_x_District <input type="checkbox"/>_MDE <input type="checkbox"/>_Vendor <input type="checkbox"/>_Online <input type="checkbox"/>_Other</p>	<p><input checked="" type="checkbox"/>_x_Reading <input checked="" type="checkbox"/>_x_Language <input checked="" type="checkbox"/>_x_Math <input type="checkbox"/>_Engagement <input type="checkbox"/>_Transitions <input type="checkbox"/>_Parental Involvement <input checked="" type="checkbox"/>_x_Instructional Strategies <input type="checkbox"/>_Statewide Assessment <input type="checkbox"/>_Benchmark Assessment <input type="checkbox"/>_Embedded Assessment <input type="checkbox"/>_School Plan <input checked="" type="checkbox"/>_x_Needs Assessment <input type="checkbox"/>_Classroom Management <input checked="" type="checkbox"/>_x_Technology <input type="checkbox"/>_Data Driven Information <input type="checkbox"/>_Staffing <input type="checkbox"/>_Other _____</p>	<p><input type="checkbox"/>_Administrators <input checked="" type="checkbox"/>_10_Teachers <input type="checkbox"/>_Paraprofessionals <input type="checkbox"/>_Parents <input type="checkbox"/>_Students <input type="checkbox"/>_Community <input type="checkbox"/>_Other _____</p> <p>Group: <input checked="" type="checkbox"/>_x_Whole <input type="checkbox"/>_Small <input type="checkbox"/>_Pairs <input type="checkbox"/>_Individual <input type="checkbox"/>_Other _____</p>	<p><input type="checkbox"/>_x_Text <input type="checkbox"/>_x_Resource Guide <input type="checkbox"/>_x_Internet <input checked="" type="checkbox"/>_x_Technology <input type="checkbox"/>_Curriculum Frameworks <input type="checkbox"/>_Reference Materials <input type="checkbox"/>_Other _____</p> <p>Type: <input type="checkbox"/>_Telephone <input type="checkbox"/>_E-mail <input checked="" type="checkbox"/>_x_On-site <input type="checkbox"/>_On line <input type="checkbox"/>_Interactive Technology <input type="checkbox"/>_Mail <input type="checkbox"/>_Fax <input type="checkbox"/>_Other _____</p>

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<p>Date: 10/19/2007</p> <hr/> <p>Provider: Gulf Coast Education Initiative Consortium</p> <hr/> <p>Activity: Hands-On Workshop</p> <hr/> <p>Start Time: 8:30 a.m.</p> <hr/> <p>End Time: 3:30 p.m.</p> <hr/>	<p>To provide training in Differentiating Instruction for achieving success in Mathematics</p>	<p><input checked="" type="checkbox"/> Train <input type="checkbox"/> Plan <input type="checkbox"/> Monitor <input type="checkbox"/> Participate <input type="checkbox"/> Report</p> <p>Source: <input type="checkbox"/> School Team <input type="checkbox"/> District <input type="checkbox"/> MDE <input type="checkbox"/> Vendor <input type="checkbox"/> Online <input checked="" type="checkbox"/> Other <u>CGEIC</u></p>	<p><input type="checkbox"/> Reading <input type="checkbox"/> Language <input checked="" type="checkbox"/> Math <input type="checkbox"/> Engagement <input type="checkbox"/> Transitions <input type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Instructional Strategies <input checked="" type="checkbox"/> Statewide Assessment <input type="checkbox"/> Benchmark Assessment <input type="checkbox"/> Embedded Assessment <input type="checkbox"/> School Plan <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Classroom Management <input type="checkbox"/> Technology <input type="checkbox"/> Data Driven Information <input type="checkbox"/> Staffing <input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Administrators <input checked="" type="checkbox"/> Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Community <input type="checkbox"/> Other _____</p> <p>Group: <input checked="" type="checkbox"/> Whole <input type="checkbox"/> Small <input type="checkbox"/> Pairs <input type="checkbox"/> Individual <input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Text <input checked="" type="checkbox"/> Resource Guide <input type="checkbox"/> Internet <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Curriculum Frameworks <input type="checkbox"/> Reference Materials <input type="checkbox"/> Other _____</p> <p>Type: <input type="checkbox"/> Telephone <input type="checkbox"/> E-mail <input checked="" type="checkbox"/> On-site <input type="checkbox"/> On line <input type="checkbox"/> Interactive Technology <input type="checkbox"/> Mail <input type="checkbox"/> Fax <input type="checkbox"/> Other _____</p>

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Date: 11/3/2007 <hr/> Provider: MDE and USM <hr/> Activity: Grant Writing <hr/> Start Time: 8:30 a.m. <hr/> End Time: 3:00 p.m. <hr/>	To train teachers on “How to” write a successful grant to support the curriculum and related activities	<input type="checkbox"/> Train <input type="checkbox"/> Plan <input type="checkbox"/> Monitor <input type="checkbox"/> Participate <input type="checkbox"/> Report Source: <input type="checkbox"/> School Team <input type="checkbox"/> District <input checked="" type="checkbox"/> MDE <input type="checkbox"/> Vendor <input type="checkbox"/> Online <input checked="" type="checkbox"/> Other USM	<input type="checkbox"/> Reading <input type="checkbox"/> Language <input checked="" type="checkbox"/> Math <input type="checkbox"/> Engagement <input type="checkbox"/> Transitions <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Instructional Strategies <input type="checkbox"/> Statewide Assessment <input type="checkbox"/> Benchmark Assessment <input type="checkbox"/> Embedded Assessment <input type="checkbox"/> School Plan <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Classroom Management <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Data Driven Information <input type="checkbox"/> Staffing <input checked="" type="checkbox"/> Other grant writing	<input type="checkbox"/> Administrators <input checked="" type="checkbox"/> 1 Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Community <input type="checkbox"/> Other Group: <input type="checkbox"/> Whole <input checked="" type="checkbox"/> Small <input type="checkbox"/> Pairs <input type="checkbox"/> Individual <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Text <input checked="" type="checkbox"/> Resource Guide <input checked="" type="checkbox"/> Internet <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Curriculum Frameworks <input type="checkbox"/> Reference Materials <input type="checkbox"/> Other Type: <input type="checkbox"/> Telephone <input type="checkbox"/> E-mail <input type="checkbox"/> On-site <input checked="" type="checkbox"/> On line <input checked="" type="checkbox"/> Interactive Technology <input type="checkbox"/> Mail <input type="checkbox"/> Fax <input type="checkbox"/> Other

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 11/8/2007 – 11/9/2007</p> <hr/> <p>Provider: The Excellence Group</p> <hr/> <p>Activity: Webb's DOK Training</p> <hr/> <p>Start Time: 8:30 a.m.</p> <hr/> <p>End Time: 4:00 p.m.</p> <hr/>	<p>To provide training to teachers for implementing Depth of Knowledge in curriculum and instruction</p>	<p><input checked="" type="checkbox"/> Train <input type="checkbox"/> Plan <input type="checkbox"/> Monitor <input checked="" type="checkbox"/> Participate <input type="checkbox"/> Report</p> <p>Source: <input type="checkbox"/> School Team <input type="checkbox"/> District <input type="checkbox"/> MDE <input checked="" type="checkbox"/> Vendor <input type="checkbox"/> Online <input type="checkbox"/> Other</p>	<p><input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Language <input checked="" type="checkbox"/> Math <input type="checkbox"/> Engagement <input type="checkbox"/> Transitions <input type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Instructional Strategies <input checked="" type="checkbox"/> Statewide Assessment <input checked="" type="checkbox"/> Benchmark Assessment <input type="checkbox"/> Embedded Assessment <input type="checkbox"/> School Plan <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Classroom Management <input type="checkbox"/> Technology <input type="checkbox"/> Data Driven Information <input type="checkbox"/> Staffing <input type="checkbox"/> Other</p>	<p><input type="checkbox"/> 2 Administrators <input checked="" type="checkbox"/> 29 Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Community <input type="checkbox"/> Other</p> <p>Group: <input checked="" type="checkbox"/> Whole <input type="checkbox"/> Small <input type="checkbox"/> Pairs <input type="checkbox"/> Individual <input type="checkbox"/> Other</p>	<p><input type="checkbox"/> Text <input type="checkbox"/> Resource Guide <input type="checkbox"/> Internet <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Curriculum Frameworks <input checked="" type="checkbox"/> Reference Materials <input checked="" type="checkbox"/> Other Sample work</p> <p>Type: <input type="checkbox"/> Telephone <input type="checkbox"/> E-mail <input checked="" type="checkbox"/> On-site <input type="checkbox"/> On line <input type="checkbox"/> Interactive Technology <input type="checkbox"/> Mail <input type="checkbox"/> Fax <input type="checkbox"/> Other</p>

SCHOOL IMPROVEMENT PLAN

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 11/12/2007</p> <hr/> <p>Provider: School Improvement Committee Meeting</p> <hr/> <p>Activity: Strategic Planning</p> <hr/> <p>Start Time: 5:30 p.m.</p> <hr/> <p>End Time: 6:30 p.m.</p> <hr/>	<p>To allow participation and provide training for Parental involvement in school improvement</p>	<p><input checked="" type="checkbox"/>_Train <input checked="" type="checkbox"/>_Plan <input type="checkbox"/>_Monitor <input checked="" type="checkbox"/>_Participate <input type="checkbox"/>_Report</p> <p>Source: <input checked="" type="checkbox"/>_School Team <input type="checkbox"/>_District <input type="checkbox"/>_MDE <input type="checkbox"/>_Vendor <input type="checkbox"/>_Online <input type="checkbox"/>_Other</p>	<p><input type="checkbox"/>_Reading <input type="checkbox"/>_Language <input type="checkbox"/>_Math <input type="checkbox"/>_Engagement <input type="checkbox"/>_Transitions <input checked="" type="checkbox"/>_Parental Involvement <input type="checkbox"/>_Instructional Strategies <input type="checkbox"/>_Statewide Assessment <input type="checkbox"/>_Benchmark Assessment <input type="checkbox"/>_Embedded Assessment <input checked="" type="checkbox"/>_School Plan <input type="checkbox"/>_Needs Assessment <input type="checkbox"/>_Classroom Management <input type="checkbox"/>_Technology <input type="checkbox"/>_Data Driven Information <input type="checkbox"/>_Staffing <input type="checkbox"/>_Other _____</p>	<p><input checked="" type="checkbox"/>_Administrators <input checked="" type="checkbox"/>_6_Teachers <input type="checkbox"/>_Paraprofessionals <input checked="" type="checkbox"/>_26_Parents <input type="checkbox"/>_Students <input type="checkbox"/>_Community <input checked="" type="checkbox"/>_1_Other_Counselor_____</p> <p>Group: <input type="checkbox"/>_Whole <input checked="" type="checkbox"/>_Small <input type="checkbox"/>_Pairs <input type="checkbox"/>_Individual <input type="checkbox"/>_Other_____</p>	<p><input type="checkbox"/>_Text <input type="checkbox"/>_Resource Guide <input type="checkbox"/>_Internet <input type="checkbox"/>_Technology <input type="checkbox"/>_Curriculum Frameworks <input type="checkbox"/>_Reference Materials <input checked="" type="checkbox"/>_Other__Plan Outline_____</p> <p>Type: <input checked="" type="checkbox"/>_Telephone <input checked="" type="checkbox"/>_E-mail <input checked="" type="checkbox"/>_On-site <input type="checkbox"/>_On line <input type="checkbox"/>_Interactive Technology <input checked="" type="checkbox"/>_Mail <input type="checkbox"/>_Fax <input checked="" type="checkbox"/>_Other____Newspaper_____</p>

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 11/16/2007</p> <hr/> <p>Provider: PJHS</p> <hr/> <p>Activity: Parent Involvement Committee</p> <hr/> <p>Start Time: 8:30 a.m.</p> <hr/> <p>End Time: 3:30 p.m.</p> <hr/>	<p>To solicit help from parents in creating a Parent Committee</p>	<p><input type="checkbox"/> Train <input checked="" type="checkbox"/> Plan <input type="checkbox"/> Monitor <input type="checkbox"/> Participate <input type="checkbox"/> Report</p> <p>Source: <input checked="" type="checkbox"/> School Team <input type="checkbox"/> District <input type="checkbox"/> MDE <input type="checkbox"/> Vendor <input type="checkbox"/> Online <input type="checkbox"/> Other <u>Social Worker/Counselor</u></p>	<p><input type="checkbox"/> Reading <input type="checkbox"/> Language <input type="checkbox"/> Math <input type="checkbox"/> Engagement <input type="checkbox"/> Transitions <input checked="" type="checkbox"/> Parental Involvement <input type="checkbox"/> Instructional Strategies <input type="checkbox"/> Statewide Assessment <input type="checkbox"/> Benchmark Assessment <input type="checkbox"/> Embedded Assessment <input checked="" type="checkbox"/> School Plan <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Classroom Management <input type="checkbox"/> Technology <input type="checkbox"/> Data Driven Information <input type="checkbox"/> Staffing <input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Community <input checked="" type="checkbox"/> Other <u>Social Worker/Counselor</u></p> <p>Group: <input type="checkbox"/> Whole <input type="checkbox"/> Small <input type="checkbox"/> Pairs <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Text <input type="checkbox"/> Resource Guide <input type="checkbox"/> Internet <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum Frameworks <input type="checkbox"/> Reference Materials <input type="checkbox"/> Other _____</p> <p>Type: <input checked="" type="checkbox"/> Telephone <input type="checkbox"/> E-mail <input type="checkbox"/> On-site <input type="checkbox"/> On line <input type="checkbox"/> Interactive Technology <input type="checkbox"/> Mail <input type="checkbox"/> Fax <input type="checkbox"/> Other _____</p>

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 11/26/2007 – 11/27/2007</p> <hr/> <p>Provider: MDE</p> <hr/> <p>Activity: Tech Prep Training</p> <hr/> <p>Start Time: 8:30 a.m.</p> <hr/> <p>End Time: 3:30 p.m.</p> <hr/>	<p>To provide training for the integration of curriculum</p>	<p><input checked="" type="checkbox"/> Train <input type="checkbox"/> Plan <input type="checkbox"/> Monitor <input checked="" type="checkbox"/> Participate <input type="checkbox"/> Report</p> <p>Source: <input type="checkbox"/> School Team <input type="checkbox"/> District <input checked="" type="checkbox"/> MDE <input type="checkbox"/> Vendor <input type="checkbox"/> Online <input type="checkbox"/> Other</p>	<p><input type="checkbox"/> Reading <input type="checkbox"/> Language <input checked="" type="checkbox"/> Math <input type="checkbox"/> Engagement <input type="checkbox"/> Transitions <input type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Instructional Strategies <input type="checkbox"/> Statewide Assessment <input type="checkbox"/> Benchmark Assessment <input type="checkbox"/> Embedded Assessment <input type="checkbox"/> School Plan <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Classroom Management <input type="checkbox"/> Technology <input type="checkbox"/> Data Driven Information <input type="checkbox"/> Staffing <input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Administrators <input checked="" type="checkbox"/> Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Community <input type="checkbox"/> Other _____</p> <p>Group: <input type="checkbox"/> Whole <input checked="" type="checkbox"/> Small <input type="checkbox"/> Pairs <input type="checkbox"/> Individual <input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Text <input type="checkbox"/> Resource Guide <input type="checkbox"/> Internet <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum Frameworks <input type="checkbox"/> Reference Materials <input type="checkbox"/> Other _____</p> <p>Type: <input type="checkbox"/> Telephone <input type="checkbox"/> E-mail <input checked="" type="checkbox"/> On-site <input type="checkbox"/> On line <input type="checkbox"/> Interactive Technology <input type="checkbox"/> Mail <input type="checkbox"/> Fax <input type="checkbox"/> Other _____</p>

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 11/26/2007</p> <hr/> <p>Provider: PSD</p> <hr/> <p>Activity: Student Assessment Data Analysis</p> <hr/> <p>Start Time: 8:30 a.m.</p> <hr/> <p>End Time: 3:15 p.m.</p> <hr/>	<p>To provide test data analysis for targeting appropriate strategies in curriculum and instruction</p>	<p><input checked="" type="checkbox"/>_ Train <input checked="" type="checkbox"/>_ Plan <input type="checkbox"/>_ Monitor <input checked="" type="checkbox"/>_ Participate <input type="checkbox"/>_ Report</p> <p>Source: <input type="checkbox"/>_ School Team <input type="checkbox"/>_ District <input type="checkbox"/>_ MDE <input type="checkbox"/>_ Vendor <input type="checkbox"/>_ Online <input type="checkbox"/>_ Other <u>Consultant</u></p>	<p><input checked="" type="checkbox"/>_ Reading <input checked="" type="checkbox"/>_ Language <input checked="" type="checkbox"/>_ Math <input type="checkbox"/>_ Engagement <input type="checkbox"/>_ Transitions <input type="checkbox"/>_ Parental Involvement <input checked="" type="checkbox"/>_ Instructional Strategies <input checked="" type="checkbox"/>_ Statewide Assessment <input checked="" type="checkbox"/>_ Benchmark Assessment <input checked="" type="checkbox"/>_ Embedded Assessment <input checked="" type="checkbox"/>_ School Plan <input checked="" type="checkbox"/>_ Needs Assessment <input type="checkbox"/>_ Classroom Management <input type="checkbox"/>_ Technology <input checked="" type="checkbox"/>_ Data Driven Information <input checked="" type="checkbox"/>_ Staffing <input type="checkbox"/>_ Other _____</p>	<p><input type="checkbox"/>_1 Administrators <input type="checkbox"/>_14 Teachers <input type="checkbox"/>_ Paraprofessionals <input type="checkbox"/>_ Parents <input type="checkbox"/>_ Students <input type="checkbox"/>_ Community <input type="checkbox"/>_ Other _____</p> <p>Group: <input type="checkbox"/>_ Whole <input checked="" type="checkbox"/>_ Small <input type="checkbox"/>_ Pairs <input type="checkbox"/>_ Individual <input type="checkbox"/>_ Other _____</p>	<p><input type="checkbox"/>_ Text <input type="checkbox"/>_ Resource Guide <input type="checkbox"/>_ Internet <input type="checkbox"/>_ Technology <input checked="" type="checkbox"/>_ Curriculum Frameworks <input checked="" type="checkbox"/>_ Reference Materials <input type="checkbox"/>_ Other _____</p> <p>Type: <input type="checkbox"/>_ Telephone <input type="checkbox"/>_ E-mail <input checked="" type="checkbox"/>_ On-site <input type="checkbox"/>_ On line <input type="checkbox"/>_ Interactive Technology <input type="checkbox"/>_ Mail <input type="checkbox"/>_ Fax <input type="checkbox"/>_ Other _____</p>

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<p>Date: 12/1/2007</p> <hr/> <p>Provider: PJHS</p> <hr/> <p>Activity: Curriculum Alignment and Pacing Guides</p> <hr/> <p>Start Time: 8:00 a.m.</p> <hr/> <p>End Time: 3:30 p.m.</p> <hr/>	<p>To align curriculum with revised MS Frameworks and develop school-wide pacing guide</p>	<p> <input type="checkbox"/> Train <input checked="" type="checkbox"/> Plan <input type="checkbox"/> Monitor <input type="checkbox"/> Participate <input type="checkbox"/> Report </p> <p>Source:</p> <p> <input checked="" type="checkbox"/> School Team <input type="checkbox"/> District <input type="checkbox"/> MDE <input type="checkbox"/> Vendor <input type="checkbox"/> Online <input type="checkbox"/> Other </p>	<p> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Language <input checked="" type="checkbox"/> Math <input type="checkbox"/> Engagement <input type="checkbox"/> Transitions <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Instructional Strategies <input type="checkbox"/> Statewide Assessment <input type="checkbox"/> Benchmark Assessment <input type="checkbox"/> Embedded Assessment <input type="checkbox"/> School Plan <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Classroom Management <input type="checkbox"/> Technology <input type="checkbox"/> Data Driven Information <input type="checkbox"/> Staffing <input checked="" type="checkbox"/> Other <input type="checkbox"/> Social Studies </p>	<p> <input type="checkbox"/> 2 Administrators <input checked="" type="checkbox"/> 7 Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Community <input type="checkbox"/> Other </p> <p>Group:</p> <p> <input checked="" type="checkbox"/> Whole <input checked="" type="checkbox"/> Small <input type="checkbox"/> Pairs <input type="checkbox"/> Individual <input type="checkbox"/> Other </p>	<p> <input type="checkbox"/> Text <input checked="" type="checkbox"/> Resource Guide <input type="checkbox"/> Internet <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Curriculum Frameworks <input type="checkbox"/> Reference Materials <input type="checkbox"/> Other </p> <p>Type:</p> <p> <input type="checkbox"/> Telephone <input type="checkbox"/> E-mail <input checked="" type="checkbox"/> On-site <input type="checkbox"/> On line <input type="checkbox"/> Interactive Technology <input type="checkbox"/> Mail <input type="checkbox"/> Fax <input type="checkbox"/> Other </p>

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 1/2/2008</p> <hr/> <p>Provider: JBHM Consulting Group</p> <hr/> <p>Activity: Inclusion Module Training</p> <hr/> <p>Start Time: 8:30 a.m.</p> <hr/> <p>End Time: 3:30 p.m.</p> <hr/>	<p>To develop an awareness of models of inclusion, roles of both co-teachers, and collaborative planning strategies that will promote student access to the curriculum framework resulting in improvement in classroom performance and improved scores on State assessments.</p>	<p><input checked="" type="checkbox"/>_Train <input type="checkbox"/>_Plan <input type="checkbox"/>_Monitor <input checked="" type="checkbox"/>_Participate <input type="checkbox"/>_Report</p> <p>Source: <input type="checkbox"/>_School Team <input type="checkbox"/>_District <input type="checkbox"/>_MDE <input checked="" type="checkbox"/>_Vendor <input type="checkbox"/>_Online <input type="checkbox"/>_Other</p>	<p><input checked="" type="checkbox"/>_Reading <input checked="" type="checkbox"/>_Language <input checked="" type="checkbox"/>_Math <input type="checkbox"/>_Engagement <input type="checkbox"/>_Transitions <input type="checkbox"/>_Parental Involvement <input checked="" type="checkbox"/>_Instructional Strategies <input checked="" type="checkbox"/>_Statewide Assessment <input checked="" type="checkbox"/>_Benchmark Assessment <input type="checkbox"/>_Embedded Assessment <input type="checkbox"/>_School Plan <input type="checkbox"/>_Needs Assessment <input checked="" type="checkbox"/>_Classroom Management <input type="checkbox"/>_Technology <input type="checkbox"/>_Data Driven Information <input type="checkbox"/>_Staffing <input type="checkbox"/>_Other _____</p>	<p><input type="checkbox"/>_2 Administrators <input type="checkbox"/>_29 Teachers <input type="checkbox"/>_5 Paraprofessionals <input type="checkbox"/>_Parents <input type="checkbox"/>_Students <input type="checkbox"/>_Community <input type="checkbox"/>_Other _____</p> <p>Group: <input checked="" type="checkbox"/>_Whole <input checked="" type="checkbox"/>_Small <input type="checkbox"/>_Pairs <input type="checkbox"/>_Individual <input type="checkbox"/>_Other _____</p>	<p><input type="checkbox"/>_Text <input type="checkbox"/>_Resource Guide <input type="checkbox"/>_Internet <input type="checkbox"/>_Technology <input checked="" type="checkbox"/>_Curriculum Frameworks <input checked="" type="checkbox"/>_Reference Materials <input type="checkbox"/>_Other _____</p> <p>Type: <input type="checkbox"/>_Telephone <input type="checkbox"/>_E-mail <input checked="" type="checkbox"/>_On-site <input type="checkbox"/>_On line <input type="checkbox"/>_Interactive Technology <input type="checkbox"/>_Mail <input type="checkbox"/>_Fax <input type="checkbox"/>_Other</p>

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Technical Assistance Documentation	Objective	Purpose	Topic	Attendance	Materials
<p>Date: 1/2/2008</p> <hr/> <p>Provider: JBHM Consulting Group</p> <hr/> <p>Activity: Special Education Support Teachers Training</p> <hr/> <p>Start Time: 8:30 a.m.</p> <hr/> <p>End Time: 3:30 p.m.</p> <hr/>	<p>To analyze individual student MCT2 scores, identify strengths and weaknesses, and transfer that knowledge into the development of IEP's and planning for targeted, effective classroom instruction resulting in improvement in classroom performance and increased scores on State assessments.</p>	<p><input checked="" type="checkbox"/>_ Train <input type="checkbox"/>_ Plan <input checked="" type="checkbox"/>_ Monitor <input type="checkbox"/>_ Participate <input type="checkbox"/>_ Report</p> <p>Source: <input type="checkbox"/>_ School Team <input type="checkbox"/>_ District <input type="checkbox"/>_ MDE <input checked="" type="checkbox"/>_ Vendor <input type="checkbox"/>_ Online <input type="checkbox"/>_ Other</p>	<p><input type="checkbox"/>_ Reading <input type="checkbox"/>_ Language <input type="checkbox"/>_ Math <input type="checkbox"/>_ Engagement <input type="checkbox"/>_ Transitions <input type="checkbox"/>_ Parental Involvement <input checked="" type="checkbox"/>_ Instructional Strategies <input checked="" type="checkbox"/>_ Statewide Assessment <input checked="" type="checkbox"/>_ Benchmark Assessment <input type="checkbox"/>_ Embedded Assessment <input type="checkbox"/>_ School Plan <input type="checkbox"/>_ Needs Assessment <input checked="" type="checkbox"/>_ Classroom Management <input type="checkbox"/>_ Technology <input type="checkbox"/>_ Data Driven Information <input type="checkbox"/>_ Staffing <input type="checkbox"/>_ Other <u>Special Education Department</u></p>	<p><input type="checkbox"/>_ Administrators <input checked="" type="checkbox"/>_ 5 Teachers <input type="checkbox"/>_ Paraprofessionals <input type="checkbox"/>_ Parents <input type="checkbox"/>_ Students <input type="checkbox"/>_ Community <input type="checkbox"/>_ Other</p> <p>Group: <input checked="" type="checkbox"/>_ Whole <input checked="" type="checkbox"/>_ Small <input type="checkbox"/>_ Pairs <input type="checkbox"/>_ Individual <input type="checkbox"/>_ Other</p>	<p><input type="checkbox"/>_ Text <input type="checkbox"/>_ Resource Guide <input type="checkbox"/>_ Internet <input type="checkbox"/>_ Technology <input checked="" type="checkbox"/>_ Curriculum Frameworks <input checked="" type="checkbox"/>_ Reference Materials <input type="checkbox"/>_ Other</p> <p>Type: <input type="checkbox"/>_ Telephone <input type="checkbox"/>_ E-mail <input checked="" type="checkbox"/>_ On-site <input type="checkbox"/>_ On line <input type="checkbox"/>_ Interactive Technology <input type="checkbox"/>_ Mail <input type="checkbox"/>_ Fax <input type="checkbox"/>_ Other</p>