

History Log

CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - J Z GEORGE HIGH SCHOOL (800004) Public School - School Plan - Rev 1

Date	User	Status (S) / Comment (C)	S / C
3/21/2017 10:13:45 AM	Nanda Reed	Status changed to 'School Plan Reviewer Approved'.	S
3/21/2017 10:13:36 AM	Nanda Reed	Status changed to 'Revision Completed'.	S
1/12/2017 12:54:51 PM	Nanda Reed	Status changed to 'Revision Started'.	S

School Planning Team	
CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - J Z GEORGE HIGH SCHOOL (800004) Public School - School Plan - Rev 1	
Please identify all planning team members, including title.	
Parent: Eva Johnson Licensed Staff: Michelle Muncher, Teacher Non-Licensed Staff: Judy Mosley, Assistant Administrators: Coretta V. Green, Principal Rana Mitchell, SPED Coordinator District Staff: Rana Mitchell, Curriculum Coordinator Title I Staff: Nanda Reed, Federal Programs Coordinator Community Members: Glenda Johnson, MSU Extension Coordinator District Homeless Liasion: Nanda Reed, Federal Programs Director Others: (Secondary students): Danielle Smith, 12th Grade Student Michael Bankston, 8th Grade Student	

Please identify all planning team members, including title.

Parent: Eva Johnson
 Licensed Staff: Michelle Muncher, Teacher
 Non-Licensed Staff: Judy Mosley, Assistant
 Administrators: Coretta V. Green, Principal
 Rana Mitchell, SPED Coordinator
 District Staff: Rana Mitchell, Curriculum Coordinator
 Title I Staff: Nanda Reed, Federal Programs Coordinator
 Community Members: Glenda Johnson, MSU Extension Coordinator
 District Homeless Liasion: Nanda Reed, Federal Programs Director
 Others: (Secondary students): Danielle Smith, 12th Grade Student
 Michael Bankston, 8th Grade Student

School Planning Summary

CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - J Z GEORGE HIGH SCHOOL (800004) Public School - School Plan - Rev 1

Briefly describe the process the planning team used to develop the Schoolwide Plan.

The process for developing the school-wide plan includes the review of state test scores, analyzing the needs assessments, analyzing behavior records, analyzing teacher and student attendance reports, analyzing student, staff, and parental surveys. Ideas and suggestions were also taken an utilized from additional stakeholders such as teachers, community members, students, administrators, and parents. A separate survey was given to the faculty to determine needs for professional development. Also, observation by administrators and other district personnel also provided guidance. Teachers were divided into committees to analyze the Five Dimensions of School-wide Planning and prioritize strengths and weaknesses of the school. The teacher committees also decided on the most important goal for the school to try to meet in 2016-2017. The School-wide Planning Team met and reviewed all data to complete the School-wide Plan for 2016-2017. The team will be responsible for reviewing and making changes to the School-wide Plan as necessary throughout the school year.

CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - J Z GEORGE HIGH SCHOOL (800004) Public School - School Plan - Rev 1

Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless
2014-15	278	133	145	1	175	9	0	93	0	229	26	0	0	0	0
2015-16	289	139	150	1	179	9	0	98	2	244	28	0	0	0	0

School Data - Grid

Year	Student ADA	# of Teacher Absences	% of Highly Qualified Teachers
2014-15	253.71	208	
2015-16	271.11	148.5	

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

As of March 31, 2016, George Middle School's population was 243 with 40% white, 57% black, 1% Asian, and 3% Hispanic. The percentage of males and females was 52% males and 48% females.
85.52% of the student body received free/reduced meals.

As of March 31, 2016, J. Z. George High School's population was 283 with 35% white, 62% black, 0% Asian, and 3% Hispanic. The percentage of males and females was 52% males and 48% females.
93% of the student body received free/reduced meals.

As of July 1, 2016, George Middle School and J. Z. George High School will be consolidated into one school referred to as J. Z. George High School.

As of September 2016, J. Z. George High School's population was 545 with 56% Black, 39% White, 3% Hispanic, 1 % Asian, and 0.00% American Indian-Free/Reduced Lunch approximately 90%.

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Carroll County is located on the edge of the Mississippi River Delta. Carroll County has a population of approximately 10,385. 65.4% of the population is white and

33.3% of the population is black. Hispanics make up 1.3% of the population. Forestry and farming are major industries in the area.

The Carroll County School District serves approximately 1,035 students whose families reside in the rural communities of Carrollton, North Carrollton, and Vaiden. The Carroll County School District has a paid meal status of 8.22%, a reduced meal status of 7.93%, and a free meal status of 83.85%. There is much poverty in the area due to so few employment opportunities.

School Plan - Accountability Data

CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - J Z GEORGE HIGH SCHOOL (800004) Public School - School Plan - Rev 1

Check the box that reflects your school accountability designation

Two-Year School Accountability Designation

Year	Priority	Focus	Not meeting AMOs	Meeting AMOs	Reward
2014-15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015-16	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accountability Designation - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Elementary and Middle Schools

	Language Arts		Mathematics		Science		Participation Rate	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency	50		49		55	40		
Growth All Students								
Growth Low 25%								
	2014-15				2015-16			
Accountability Grade	C						C	
Total Points								

Elementary and Middle Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

High Schools

	English		Algebra		Biology		US History		Acceleration		Participation Rate		Graduation Rate		College & Career Readiness	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency																
Growth All Students																
Growth Low 25%																

	2014-15	2015-16
Accountability Grade	Select...	Select...
Total Points		

High Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - J Z GEORGE HIGH SCHOOL (800004) Public School - School Plan - Rev 1

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2014-15					
2015-16					

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

2014-15 Average ACT Scores for English were 15.5, for math it was 17.1, for reading it was 16.6, for Science it was 16.5 with a composite school score of 16.5

2015-16 Average ACT Scores for English were 16.1, for math it was 16.8, for reading it was 16.5, for Science it was 18.0 with a composite school score of 18.3

In previous years much emphasis had not originally been placed on ACT preparation. This may have contributed to the average scores. However, for the 2016-17 school year, ACT prep classes are in place to promote and increase student achievement in the areas of math, English, science, and reading. All ACT prep teachers meet to discuss the needs of students and develop weekly practice tests. Students take an overall benchmark test for ACT that help them and teachers determine on-going weaknesses. This allow teachers to prioritize skills in preparation for the ACT. The English teacher focuses on the English and reading sections in regular English classes and give continually give snap shot tests to increase the students' individual scores on the reading and English sections.

Student Promotion Data (% Promoted)

Year	K	1	2	3	4	5	6	7	8
2014-15									
2015-16									

Student Promotion - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

There has been more of a decline in promotion among the 6th and 7th graders due to students lacking in basic math and ELA skills. After analyzing

data of students' progress, it is determined that students struggle mainly in ELA courses. This is mostly due to poor vocabulary which contributes to low reading levels, and for some, decreased levels of comprehension. This has also had a negative effect on math, especially reading problems. More students are being identified and placed in tier two and tier three intervention. It is clear that many are not mastering those necessary basic skills prior to middle school.

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

The fifth grade students tour the jr. high school during the second semester after state testing. Each student is assigned a jr. high student to shadow for two hours. Eighth grade students are allowed to tour the high school to become familiar with how the high school is organized and operates on a daily basis. The high school counselor also conducts a meeting with all eighth grade students to assist with the transition by helping students become familiar with the types of high school courses they will be taking. The students are also given an assigned date to meeting individually with the counselor and parents to complete a course request form.

CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - J Z GEORGE HIGH SCHOOL (800004) Public School - School Plan - Rev 1**Out-of-School Suspensions**

	2014-15		2015-16	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All	433		342	
IEP	52	12.01%	44	12.87%
EL	0	0%	0	0%
Asian	0	0%	0	0%
BLK/AA	332	76.67%	225	65.79%
His/Lat	7	1.62%	3	0.88%
NAM	0	0%	0	0%
NH/PI	0	0%	0	0%
White	94	21.71%	114	33.33%

What discipline issues if any impact student achievement/growth?

Each year, the number of major referrals and tardies have been extremely high for the high school. A high percentage of suspensions contributed to the negative impact of student achievement along with students being placed in ISD not receiving quality instruction. This issue has been addressed and has slowly improved over time; however, it continues to be a problem due to limited quality instruction for those students involved. .

What safeguards does the school have in place to ensure that excessive discipline does not negatively impact academic achievement?

Each day teachers are to report to the ISD and alternative school area during the day to make sure students are receiving instruction and gain an understanding of lessons provided. Also a certified staff member is on duty in that location. Teachers are currently utilizing more positive reinforcement to promote positive behavior and implementing PBIS school-wide. The discipline status is updated each morning by the school administration to keep teachers informed.

Summarize other factors impacting climate and culture. (optional)

Factors impacting climate and culture are staff retention, communication process between teachers, parents, and administration. As for safety, cameras have been installed throughout and outside of the buildings to secure better supervision of the students, staff, and building. Other factors impacting

climate and culture are character education school-wide along with students taking a part in the morning announcements. A different student is chosen each morning to lead the school in the pledge of allegiance and student birthdays are announced each morning. Parents are notified and invited in to have meetings and dialogue with teachers, counselors, and administration whenever needed to ensure academic success. Leadership team has been developed to secure a positive link between the staff members, administration, and parents. The leadership team meets approximately twice a month. An academic competition is also put in place for all students to participate. Student teams (maroon and white) for each grade are given points based upon, attendance, weekly tests results, tutorial, academic growth, and behavior. Teams with the most points are taken on a trip to see area college basketball, football, and baseball games as a reward. Results for each grade is given every two weeks

CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - J Z GEORGE HIGH SCHOOL (800004) Public School - School Plan - Rev 1

Language Arts

Year	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	SATP2/Eng. II
2015	Select...	Select...	Select...	Select...	STAR	STAR	STAR	***SA 40
2016	Select...	Select...	Select...	Select...	STAR	STAR	STAR	***SA 30

*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

**SA - State Assessment

Language Arts - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

When analyzing ELA data, we realize that fewer students are scoring proficient and advanced in Language arts. We have noticed when students enter the 6th grade, they continue to struggle with vocabulary, grammar, and some reading comprehension. ELA teachers are having to spend much of their time reteaching several basic skills continuously throughout the school year. Teachers and administrators work to identify those struggling students and provide intervention for those students within the Tier II and Tier III stages. Those students in the bottom 30% are given STAR tests every two weeks to show growth. All students are STAR tested once a month as a grade to show academic growth. All students take part in the reading and writing academy each morning at the start of school. A different topic on which they write is given to students each day. ELA teachers review the writings and grade them according to the standard requirements, and this becomes apart of their ELA grade. A reward system is put in place for those students reading the most AR books and passing the AR tests. An academic competition is also put in place for all students to participate. Student teams(maroon and white) for each grade are given points based upon, attendance, weekly tests results, tutorial, academic growth, and behavior. Teams with the most points are taken on a trip to see area college basketball, football, and baseball games as a reward. Results for each grade is given every two weeks. After school tutorial program will start to assist students as well. ELA teachers use Compass Learning that links with STAR to provide intervention as well.

Mathematics

Year	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I
2015	Select...	Select...	Select...	Select...	STAR	STAR	STAR	Select...
2016	Select...	Select...	Select...	Select...	STAR	STAR	STAR	Select...

*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

**SA - State Assessment

Mathematics - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

When looking at the math data, we realize that we have more students proficient and advanced in math than in previous years. Like language arts, many of our 6th grade students enter with low performance in basic skills such as multiplications, subtraction, and fractions. This has really caused the teachers to start from the basics and work extremely hard to help get students to where they should be. The low-level of reading comprehension has had negative effect on students' ability to read and understand word problems. Math teachers place major emphasis on vocabulary for math as well as ELA. Teachers and administrators work to identify those struggling students and provide intervention for those students within the Tier II and Tier III stages. Those students in the bottom 30% are given STAR tests every two weeks to show growth. All students are STAR tested once a month as a grade to show academic growth. An academic competition is also put in place for all students to participate. Student teams(maroon and white) for each grade are given points based upon, attendance, weekly tests results, tutorial, academic growth, and behavior. Teams with the most points are taken on a trip to see area college basketball, football, and baseball games as a reward. Results for each grade is given every two weeks. After school tutorial program will start to assist students as well. Math teachers use Compass Learning that links with STAR to provide intervention as well.

Subject Area Data Grades 9-12

Year	Algebra		Biology		English		U. S. History	
2015	***SA	30	***SA	20	***SA	30	***SA	30
2016	***SA	19	***SA	19	***SA	40	***SA	20

**SATP2/SATP3 Assessment (% Proficient and Above)

Subject Area - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

When looking at the data for subject area classes, we find that in math, students performed poorly on universal screeners, but had a high percentage of students proficient and advanced on state tests. In biology, this school has consistently had a fewer percentage of students scoring proficient and advanced in biology. It has been determined that the instruction was not adequate and personnel changes have been made for the 2016-17 school year. In the past two years, more students are passing the state tests, but not necessarily scoring proficient and advanced in this area. The trend of poor grammar, low reading comprehension, and poor vocabulary continue to be a problem even in the high school. As for U. S. History, the past two years have been a struggle due to inadequate instruction, and personnel changes were necessary. In the end, students did perform better than expected on the state test. After school and in-school tutorials have been put in place for students to attend, participate, perform, and be successful. Teachers and administrators work to identify those struggling students and provide intervention for those students within the Tier II and Tier III stages. Those students in the bottom 30% are given STAR tests every two weeks to show growth. All students are STAR tested once a month as a grade to show academic growth. An academic competition is also put in place for all students to participate. Student teams (maroon and white) for each grade are given points based upon, attendance, weekly tests results, tutorial, academic growth, and behavior. Teams with the most points are taken on a trip to see area college basketball, football, and baseball games as a reward. Results for each grade is given every two weeks. The ELA and math teachers use Compass Learning that links with STAR to provide intervention as well. USA Test Prep has been put in place to assist biology students with proficiency, and ELS snap shot practice tests are in place to assist U. S. History students. All subjects will be given the ELS benchmark testing.

ESEA Annual Measurable Objectives

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						
Blk/AA						
His/Lat						
NH/PI						
Multi-Racial						
White						
Female						
Male						
ED						
LEP						

CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - J Z GEORGE HIGH SCHOOL (800004) Public School - School Plan - Rev 1

Teacher Retention Trends

Year	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
	#	%	#	%	#	%	#	%
2014-15								
2015-16								

Highly Qualified & Effective Teachers – Describe how you recruit, retain and evaluate teachers.

Someone from the district will travel to colleges on teacher recruiting days.

We advertise in the newspaper, on the MDE website, and by word of mouth in our area.

The district office documents efforts to recruit highly qualified candidates for core teaching positions and keeps on file applications and resumes received as well as notes from interviewing and selecting teachers for employment.

We always partner new teachers with a high performing mentor in order to give new teachers a sounding board for their first year.

New teachers are provided with professional development by using webinars, Harry Wong materials, etc. throughout their first year of teaching.

New teachers are evaluated according to the requirements of MDE and the district. They are also observed on a regular basis by the principal even more than the more seasoned teachers are observed..

Administrators provide feedback to the new teachers by meeting with them, providing them with professional development materials, providing peer instruction and observation, etc.

Highly Qualified & Effective Teachers – Describe how the requirements of Section 1119 qualifications for teachers and paraprofessionals are met.

Section 1119 requires that teachers and paraprofessionals meet certain standards prior to employment by the school district.

Teachers must be highly-qualified in the area in which they are teaching. The district incorporates the state's procedures If a teacher does not meet this requirement. An Interim license EC or IC will be obtained by the district superintendent for teachers working towards highly-qualified status.

Non-highly-qualified teachers must work with the school principal to develop a plan that will enable him/her to get highly qualified within a certain timeframe set by the district.

<p>The following steps are incorporated in obtaining the HQT status: (a) Passing the Praxis II Specialty Area assessment in the teacher's teaching area, or (b) completing a master's degree in the core academic subject area in which the teacher teaches, or (c) Completing 21 hours of coursework in the teacher's teaching area, or (d) Obtaining National Board Certification in an area in which the teacher is not currently endorsed.</p> <p>The district completes a district-wide Highly Qualified Teacher plan annually. A district committee is formed to establish the plan, and it is submitted to MDE.</p> <p>MSIS will be used to analyze personnel data files, and a report documenting the teacher's highly qualified status and where the teacher is assigned to teach will be sent to the district.</p> <p>Schools are required by state board policy to complete individualized HQT plans in collaboration with teachers who are not highly qualified. The plan must indicate specific strategies and techniques that will be utilized to assist teachers in obtaining the HQT status in an established timeframe.</p> <p>Paraprofessionals on the Title I federal programs staff must have the following: (a) Completion of two years of study at an institution of higher learning, or (b) an associate's (or higher) degree, or (c) Meet a rigorous standard of quality that demonstrates, through a formal assessment, knowledge of and the ability to assist in reading, writing, and mathematics instruction or reading, writing, and mathematics readiness.</p> <p>The district uses the ACT WorkKeys Test which is administered at Holmes Community College in Grenada, MS as the test for formal assessment for reading, writing, and mathematics instruction.</p> <p>All paraprofessions in schools supported by Title I funds must have a secondary high school diploma or its equivalent, and provide instruction under the direct supervision of a teacher.</p> <p>The Federal Programs Director will monitor the Highly Qualified status of paraprofessionals.</p>	<p>Describe how the school uses its curriculum and staff to provide accelerated, high quality instruction.</p> <p>J. Z. George High School uses its curriculum and staff to provide accelerated, high quality instruction through a variety of professional development opportunities.</p> <p>(a) Title II funds are used to send selected teachers to attend conferences or workshops provided away from the school campus. These teachers are expected to lead their peer teachers in professional development activities upon their return to the district.</p> <p>(b) Professional Learning Communities (PLC) have been established to include all teachers in weekly workshops held on the school campus. The presenters for these meetings range from professionals brought to the campus to teach teachers, district teachers who excel in certain skills/techniques also teach their peers, administrators meet with teachers to develop ideas for improved instructional strategies, administrators observe and evaluate all teachers and meet with them individually to plan for improvement where it is needed.</p> <p>(c) Webinars offered by MDE or other groups of educators are often used to develop knowledge of software programs that are utilized at the school.</p>
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Identify current supplemental instructional resources and describe their use and impact on student achievement in your school.

- (a) Accelerated Reading is utilized to improve the reading skills of students from grade 6-10. All students check out books from the school library, read their books, and are tested by AR on computers for comprehension. This program has enabled the students and teachers and parents to see where students are weak and strong. Although J. Z. George High School continues to show weakness in the area of reading, the teachers and administration feel that this program has built a stronger base for reading. Steps are being taken to enrich this program and monitor student progress even more closely.
- (b) STAR Reading and STAR Math are programs used for district screening of students(6-8). Students are tested at least four times a year to determine growth or lack of growth throughout the school year. This universal screener has proven to be a tremendous help for placing students in differentiated reading and math groups for more individualized instruction.
- (c) Compass Learning is an additional supplemental instructional resource that has recently been incorporated into our school instructional program. This program is especially utilized by at-risk students who need additional instructional in their weak areas. This program is new for the FY16 year and will be monitored and evaluated regularly throughout the school year.
- (d) USA Test Prep is also a supplemental tool that is used in the state-tested areas and for ACT prep. Students and teachers feel that this program is responsible for helping students get additional practice for the state tests and for ACT.

Describe the school's instructional plan and how the plan is based on scientific/evidence based research and strengthens the core academic program of the school.

J. Z. George High School's instructional plan is based on scientific/evidence based research and provides a variety of instructional strategies that are all student centered based on individual screening results.

- (a) Large group instruction is incorporated by all the classes to provide group participation in learning experiences.
- (b) Small group instruction is also incorporated by all the classes to provide more individualized instruction based on screening test scores throughout the year.
- (c) Special instruction is provided by special needs students through inclusion on special education students into regular classrooms. Special education teachers team teach with regular classroom teachers at all levels.
- (d) Regular monitoring of classroom instruction and required evaluations are performed by administrators throughout the year to determine changes that may need to be made.
- (e) A variety of supplemental programs (technology) are employed at all the teaching levels to provide differentiated instruction and enrichment. The middle school will be consolidated with the high school in 2016-2017. This should allow all students from grades 6-12 to have more access to technology, media center, extra-curricular activities, etc. J. Z. George High School will serve students in regular education, special education, and ELL.

<p>During 2015-2016 at the middle school, students were taught in large blocks in math and language arts in order to provide better opportunities for application of learning. This same plan of instruction for grades 6-8 will be utilized in 2016-2017 when the middle school is consolidated with the high school. Again, data analysis is used to differentiate student assignments and instruction. They also receive instruction in science and social studies. Also, band students have the opportunity to apply their skills in the music area. A computer lab serves all students. A media center serves both middle and high school students. The middle school has an eight-period day.</p> <p>High school, students can vary their classes according to their future plans. The standard classes of math, English, science, and social studies are a part of all student instruction. Vocational classes give students an opportunity to expand their knowledge in career-centered activities. Band and art give a well-rounded approach to these cultural areas. A media center with computer lab serves both middle and high school students. The high school has an eight-period day.</p>
<p>Will federal funds be used to extend learning time? If yes, please explain.</p> <p>No federal funds will be used to extend learning time at J. Z. George High School. In the years prior, the school has had after-school tutoring and extended school year in the summer. Due to a cut in Federal funding, FY17 will not be able to continue those programs.</p>
<p>Describe how teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school.</p> <p>The administration and the faculty and staff meet on a regular basis to discuss student achievement and ways in which they feel deficiencies should be addressed.</p> <p>Surveys of the staff are taken annually (Comprehensive Needs Assessment) in order to establish which needs are more important to the teachers.</p> <p>Teachers are asked to evaluate all supplemental and basic programs being utilized in our school in order to determine how to best spend funds every year. Some programs are added while some are deleted as a result of teacher input.</p> <p>Academic assessments are evaluated by teacher teams in order to determine their importance in the instructional program.</p> <p>Teachers are sent to workshops/conferences to confer with other teachers about the assessment procedures used in other schools in the area.</p>

CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - J Z GEORGE HIGH SCHOOL (800004) Public School - School Plan - Rev 1

Professional Development Planning

Identified Priority Needs	Data Sources
Differentiated Instructional Techniques	Comprehensive Needs Assessment/PD Survey
Vertical/Horizontal Planning	Comprehensive Needs Assessment/PD Survey
Improved PLC Meetings	Comprehensive Needs Assessment/PD Survey

Professional Development – Describe how your professional development plan focuses on improving instruction and aligns to the learning forward standards - (learningforward.org).

Learning Forward standards focus on the whole picture of achievement. They involve teachers, students, community, administrators, and data--just to name a few. Carroll County School District also focuses on the whole picture by developing a professional development plan that aids in improving instruction. The professional development is divided into several components: district professional development; building (school) professional development; grade (horizontal) professional development; vertical professional development; individual professional development.

a. District professional development

1. Organizations who have teams of professional developers (data coaches) (LETRS) (PREPS) (DAAIS)
2. Administrators/teachers/community leaders conducting professional development to the entire district

b. Building (school) professional development

1. Professional Learning Communities (PLCs) sharing teaching strategies
2. Principal/teachers/community leaders leading teachers in successful teaching strategies
3. Mentoring of new teachers by those who are familiar with policies and procedures

c. Grade (horizontal) professional development

1. Teachers meeting as a grade-level group to plan for instruction (pacing guides)
2. Peer-teachers assisting with teaching/discipline plans

d. Vertical professional development

1. Teachers meeting as subject area teachers from grade 1 through grade 12 to plan, pace, and strategize for better instruction in their area of expertise
2. Teachers sharing and coaching new teachers in their subject area

<p>e. Individual professional development</p> <p>1. Teachers attending professional meetings away from campus</p>	
<p>Professional Development – Describe how activities will be based on a review of scientifically based research and why the activities are expected to improve student outcomes.</p>	<p>Professional development activities will be based on:</p> <ol style="list-style-type: none">1. Data analysis--Data coaches will instruct and guide teachers and administrators in the analysis of formative, benchmark, and summative data as the year progresses2. Peer instruction--Lead teachers will guide and instruct peers concerning teaching strategies/discipline that has been proved to work3. Mentors--Mentors will assist new teachers on various aspects of policies and procedures as well as instruction and discipline techniques4. Individuals--Individual teachers who attend professional development will share with the faculty what they learned at meetings/conferences <p>Professional development activities will serve primarily as a way to bring teachers together in order to analyze individual student reports on formative testing throughout the school year. This information will include reports from reading, math, science, social studies, ACT programs that are funded by Title funds. Opportunities for travel to conferences are expected to result in teachers bringing back information that can be shared with the entire staff and promote achievement.</p>
<p>Professional Development – Describe the activities and how they are aligned with challenging state standards and how the activities will have substantial, measurable and positive impact on student outcomes and help eliminate the achievement gap that separates low-income and minority students from other students.</p>	<p>Teachers have an opportunity to dissect data and target instruction. Programs and curriculum will be implemented to target student needs.</p> <ol style="list-style-type: none">1. Data coaches will lead teachers in examining the achievement gap that separates low-income and minority students from other students. The teachers will be taught how to differentiate their instruction more to assist in closing that gap.2. Mentor teachers and peer teachers will share activities and line them up with state standards so that all teachers will have role models to follow when planning for their individual classrooms. This should provide more differentiated instruction and thus help eliminate the achievement gap between students.3. New ideas brought in by teachers attending conferences will guide peer teachers in pacing, using technology, etc. to become better in the classroom. Better use of technology is essential to helping children from all types of environments. Professional development will be aimed at making teachers feel more comfortable in their use of technology in the classroom.4. Graphing progress using formative tests will enable students, teachers, parents, and community members to actually see where gaps are in time for something to be done for improvement.5. Professional development focusing on special education and regular education teachers team teaching will enable both types of teachers to work together for the students' achievement. Students with special needs such as special education and ELL must be included in all classrooms. Again, this is

an essential element of professional development in Carroll County Schools.

How will the school evaluate the improvement of its instructional and leadership practices?

As principals evaluate teachers with drop-in evaluations, planned evaluations, etc., they will record their impressions of the teaching/discipline in the classrooms in M-STAR. Their discussions with their teachers after evaluations will provide opportunities for both teachers and administrators to discuss the "good, the bad, and the ugly". Ideas that come out of these meetings will be shared with the rest of the faculty if appropriate in order to improve instructional practices.

PLC meetings will be held on a weekly basis in order to enable teachers and administrators to share pertinent information with each other. Lead teachers will provide professional development to peers, teachers who have been to conferences will also address their peers, etc. At the close of each PLC meeting, teachers will be asked to evaluate the instruction they received. This will provide lead teachers and principals with relative information that will enable adjustments to made to PLC meetings over time.

Data analysts will be funded to work with teachers both as groups and individually. A survey will be answered by all participants of these meetings in order to secure information about the consulting groups that provide these analysts. This will enable the administration to determine the impact of the analysts as they work to improve instructional practices in the classrooms.

CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - J Z GEORGE HIGH SCHOOL (800004) Public School - School Plan - Rev 1

Family and Community Involvement

Identified Priority Needs	Data Sources
More Parental Involvement	Comprehensive Needs Assessment/ Parent Survey
Educational Opportunities for Parents	Comprehensive Needs Assessment/Parent Survey

Family and Community Involvement – Describe the strengths and challenges around family, parental and community involvement.

he district has a PTO that consists of parents and teachers involved in both schools. This organization meets monthly to discuss ways to improve the opportunities offered to students and parents. Attendance at these meetings is usually low. This is primarily because many parents are limited in their attendance due to no child care, transportation difficulties, etc.

Open House in the fall is well attended by parents and the community.

Parents pick up report cards after each nine-weeks period of instruction. Attendance is relatively high. These pick-up times give teachers and parents opportunities to discuss students on a personal level.

Parents and community members are part of the Schoolwide Planning Teams at the schools. Again, it is difficult to get parents to participate in planning activities that require several meetings during the school year. Each school tries to secure five parents to participate.

The rural area presents challenges to family, parental, and community involvement. It is difficult for many people to come to the schools on a regular basis to serve as mentors, reading assistants, etc.

Poverty in the area also is a challenge in promoting parental participation.

Many children are brought up in one-parent homes, where the mother/grandmother is the primary caregiver. Grandmothers find it difficult to get away from home to attend meetings in many instances. Mother are often the sole provider for their families and must work.

Educational opportunities for parents are very rare due to the lack of participation in the past. During the 2016-2017 school year, principals plan to have meetings with parents to teach them more about how to use the website for Carroll County Schools in order to know about the school activities. They also want to show parents how to use the on-line system that shows student grades, homework, activities, etc.

Family and Community Involvement – How do you analyze and communicate assessment results to stakeholders?

Test scores are sent home on a regular basis, and parents are asked to come in for parent conferences.

End of the year assessment results are analyzed by a team of District Administrators when the results are sent out in late June or early July.

The teaching staff analyzes the results during some of the Professional Development Days for teachers at the beginning of the school year.

Assessment results from Spring State Testing are sent home to parents as soon as the schools are permitted to send them. Parents can make appointments with teachers to discuss test results if desired.

Parents who request a meeting with teachers are granted a meeting to review the test results and make recommendations for improvement.

Local newspapers prepare articles dealing with the results of state assessments and Federal Programs meetings with the parents and the public.

Carroll County School District's website has articles concerning state assessments.

Each nine-weeks period, parents are required to come to the schools to receive student Report Cards. At that time, parents can make an appointment to meet with teachers for private consultations.

Parents are encouraged to visit the schools and to assist the staff in as many ways possible.

A communication tool (automated phone calls) that allows school/parent contacts to be made on a regular basis is funded by Title VI.

Family and Community Involvement – Briefly describe the process used to develop and implement the Parent Compact.

The Parent Compact is developed by the school staff, parents, and students.

(a) An annual meeting is held by the Federal Programs Department that encourages the participation of parents and community members in outlining plans for the students.

(b) Prior to this meeting, surveys are taken by staff, students, parents, and community members to ascertain the strengths and weaknesses of the school district.

(c) At the annual meeting, the Federal Programs Director presents the results of these surveys at each school level.

(d) Parents, teachers, and students from each school are grouped together and discuss the survey results. They make recommendations for the Parent Compact during this group time and base their decisions on the input of all stakeholders.

(e) The Parent/Student/Teacher Compact is prepared by a committee from the school and sent to all stakeholders at the school registration in the fall.

(f) Teachers, parents, and students are required to sign the Compact and return it to the school office to be filed in their cumulative folders.

CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - J Z GEORGE HIGH SCHOOL (800004) Public School - School Plan - Rev 1

Pupil/Teacher Ratios (Enter response in the format x : y or 25 : 1 for example)

Year	K	1	2	3	4	5	6	7	8
2014-15									
2015-16									

Stakeholder Decision Making

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	<input type="checkbox"/> Yes	
Teachers have a role in deciding what assessments will be used to evaluate individual students or the program as a whole.	<input type="checkbox"/> Yes	
School committees and other decision-making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard.	<input type="checkbox"/> Yes	
Stakeholders take part in developing solutions to identified problems.	<input type="checkbox"/> Yes	

Describe the need for class size reduction teachers.

Over the past several years, class size reduction teachers have been employed as needed at the elementary school level, but none were employed at the middle/high school. In 2014-2015, however, no class size reduction teachers were employed. In 2015-2016, no class size reduction teachers were employed. In 2016-2017, no class size reduction teachers will be employed in the district.

Summarize what's working in your school and why?

ANALYSIS OF TALLY SHEET OF STAFF COMPREHENSIVE NEEDS ASSESSMENT

PLANNING FOR 2016-2017

CURRICULUM/INSTRUCTION

Percentages on the Comprehensive Needs Assessment completed by the staff indicated satisfaction with the following:

- a. Curriculum is aligned with national and state standards.
- b. Administration and staff evaluate and renew the curriculum on a regular basis.
- c. Staff members prepare themselves to thoroughly teach the assigned curriculum.
- d. Teachers use classroom management and instructional methods that support a safe/orderly environment.
- e. Staff members are knowledgeable and have teaching skills necessary to deliver high-quality instruction.
- f. Teachers use data and recent research in classroom teaching.
- g. Teachers have high expectations for all students.

STUDENT ACHIEVEMENT

Percentages on the Comprehensive Needs Assessment completed by the staff indicated satisfaction with the following:

- a. Students and teachers are involved in setting goals for achievement.
- b. Teachers develop fair student assessments that are based on the established curriculum.
- c. Teachers realize the importance of classroom management as regards student achievement.
- d. Special needs students (SPED, homeless, migrant, ELL) are provided with resources that help promote achievement.
- e. Teachers use a variety of assessment techniques to determine the knowledge/skills acquired by students.
- f. Data is analyzed on a regular basis to determine achievement and develop differentiation.

PROFESSIONAL DEVELOPMENT

Percentages on the Comprehensive Needs Assessment completed by the staff indicated satisfaction with the following:

- a. Teachers have opportunities to participate in meaningful professional development on campus and in conferences away from campus.
- b. New faculty members are provided with mentor teachers who offer support and guidance.
- c. Teachers collaborate with fellow teachers to enrich their instructional techniques. (PLCs)

- d. Professional development is meaningful and builds teamwork among staff members.
- e. Teachers provide peer-instruction to their fellow staff members.

FAMILY/COMMUNITY

Percentages on the Comprehensive Needs Assessment completed by the staff indicated satisfaction with the following:

- a. The schools have an active PTO supported by parents and teachers.
- b. School messages are communicated in languages other than English when necessary.
- c. The schools have developed plans for serving ELL, homeless, migrant students.
- d. Community services such as health and human services are available to support students and their families.

SCHOOL ORGANIZATION

Percentages on the Comprehensive Needs Assessment completed by staff indicated satisfaction with the following:

- a. The district develops a shared vision, beliefs, and mission.
- b. Adequate time is devoted to subjects in which students perform poorly.
- c. The administration and staff develop schoolwide plans for improvement.
- d. Duty rosters are prepared fairly to ensure that all staff share the responsibilities of monitoring students.
- e. School activities adhere to the master schedule to ensure that students receive a well-rounded education.
- f. Extracurricular activities, after school programs, etc., are a part of students' educational opportunities.
- g. On the whole, the schools are organized for success for students and teachers.

The positive percentages indicate that the majority of the staff in Carroll County Schools feel that the district is providing a high-quality, safe learning environment for students. Adequate planning, committed

administrators, quality professional development, teamwork, cooperative parents, disciplined students all make for schools that are a pride of the community.

Summarize what's not working in your school and why?

ANALYSIS OF TALLY SHEET OF STAFF COMPREHENSIVE NEEDS ASSESSMENT

PLANNING FOR 2016-2017

CURRICULUM/INSTRUCTION

Percentages indicated a need for improvement in the following:

- a. Top-quality instructional materials are purchased to support the curriculum. (Primarily on the high school level)
- b. Students are actively engaged in their own learning. (Primarily on the high school level)
- c. The district uses data-driven instructional decision-making to guide instructional decisions. (Primarily on the high school level)

STUDENT ACHIEVEMENT

Percentages indicated a need for improvement in the following:

- a. Students are attaining the challenging academic standards set by the state and school district.
- b. Teachers communicate regularly with parents of at-risk students to encourage achievement. (Primarily on the high school level)

PROFESSIONAL DEVELOPMENT

Percentages indicated a need for improvement in the following:

- a. Teachers have opportunities to participate in meaningful professional development on campus and in conferences away from campus. (Primarily on the elementary and middle school levels)
- b. Teachers have a voice in selecting professional development opportunities available to them. (Primarily on the elementary and middle school levels)
- c. There is widespread support for professional development among administration, teachers, parents, etc. (Primarily on the elementary and middle school levels)
- d. Follow-up takes place after professional development. (Primarily on the high school level)
- e. Professional development occurs at the horizontal level (teachers who teach the same students collaborate regularly). (Primarily on the high school level)
- f. Professional development occurs at the vertical level (teachers who teach the same subjects but on different levels collaborate regularly). (Primarily on the high school level)
- g. Professional learning communities (PLCs) (teachers collaborating as groups to make decisions concerning educational programs) meet on a regular basis. (Primarily on the high school level)

FAMILY/COMMUNITY

Percentages indicated a need for improvement in the following:

- a. Parents are involved in preparing the Schoolwide Plan. (Primarily on the high school level)
- b. Parents and teachers collaborate in guiding students to success in school. (Primarily on the middle and high school level)
- c. Educational opportunities are available to parents through the school.
- d. Community leaders are a part of planning educational opportunities for students. (Primarily on the middle and high school level)

SCHOOL ORGANIZATION

Percentages indicated need for improvement in the following:

- a. Classes are adequately sized for student achievement. (Primarily on the elementary school level)

- b. The staff is involved with decision-making in order to increase their ownership of planning educational opportunities for students. (Primarily on the high school level)
- c. Communication between the principal and staff promotes success for the school and the students. (Primarily on the elementary school level)

List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies.

The areas of need prioritization:

1. Student achievement levels at both schools--focusing on reading/language arts.

List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies.

Among the top needs are:

- (a) Funding to purchase more technology such as computers/SmartBoards
- (b) Funding for more top-quality professional development
- (c) More parental involvement

All three of these areas need improvement in order for us to provide better instruction that results in higher test scores on state tests.

Plan Items ()

G 1) District-Level: Reading/Language Arts/Additional Personnel for Reading/Language Arts Classes - School-Level: Reading/Language Arts/Additional Personnel for Reading/Language Arts Classes

Description:

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts. Achievement results of students taking the MCT2 and SATP2 in the Carroll County School District have consistently revealed a weakness in reading/language arts; and, in the past two years, AMOs have not been met at Marshall Elementary School and George Middle School. The goal set will be as follows: In the spring of 2017, the percentage of students in grades 3-8 attaining proficiency or better in reading/language arts will increase from an average of 53% (2013-14 using MCT2 as assessment tool) to an average of 60% as measured by the Mississippi Assessment Program (MAP). In addition, third grade students taking the required End-Of-The-Year Reading Test (MKAS), had a percentage of 89% passing as first time test takers in 2015-2016. The goal set for that assessment will be 95% passing as first time test takers in the spring of 2017..

Performance Measure:

District-Level: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).) 2015-2016 assessment results are not available as of 6/20/16.

S 1.1) District-Level: Address district or school achievement issues

Description:

District-Level: Address the Annual Measurable Objectives and specific gaps in achievement among subgroups causing the district to be identified as District in Need of Improvement/Subgroup Improvement or school to miss Annual Measurable Objectives or be identified as Priority or Focus. In order to succeed in meeting AMOs at both schools, highly-qualified paraprofessionals will be funded by Title I in 2016-2017. Five paraprofessionals will work with teachers in grades K-5 at Marshall Elementary School to assist teachers--particularly in the area of reading and language arts instruction. Having trained individuals to work in the classrooms during reading and language arts class time will increase individualization of teaching and monitoring. This will also promote differentiation of instruction throughout the school. Additionally, one paraprofessional will be funded with Title I funds to assist teachers and students in the computer lab at J. Z. George High School with supplemental reading/language arts instructional software programs. An additional paraprofessional will be funded with Title I funds at J. Z. George High School to assist the librarian with media center activities. A during-school tutor (retired teacher) will also be funded with Title I funds to provide individualized instruction for at-risk students at Marshall Elementary School for 2016-2017.

G 2) District-Level: Reading/Language Arts/Pre-K

Description:

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts. Achievement results of students taking the MCT2 in the Carroll County School District have consistently revealed a weakness in reading/language arts; and, in the past two years, AMOs have not been met at Marshall Elementary School and George Middle School. The goal set will be as follows: In the spring of 2015, the third grade students taking the required End-Of-The-Year Reading Test (MKAS) had thirteen failures out of sixty-nine first-time test takers (19%). In the spring of 2016, the third grade students taking the required End-Of-The Year Reading Test had ten failures out of eighty-nine first-time test takers (11%). These 2015-2016 third graders were the first class to have Pre-K instruction provided for forty four-year-olds in the Carroll County School District. Therefore, this goal will involve raising the level of proficiency on MKAS by building a stronger base for learning starting with instruction for 4-year-olds. By starting earlier working with reading and language arts instruction, AMOs will be met at Marshall Elementary over the next several years. It is felt that Pre-K for four-year-olds is essential for success. Failures at the third grade level should consistently drop due to this early preparation.

Performance Measure:

District-Level: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).) 2015-2016 assessment results are not available as of 6/20/16.

S 2.1) District-Level: Policies to Improve Results

Description:

District-Level: Develop policies that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact student achievement. The Carroll County School District will fund a Pre-Kindergarten program primarily with Title funds. Two highly-qualified teachers and two highly-qualified para-professionals will be funded by Title I to serve 40 four-year-old students. The students will follow the MDE curriculum for Pre-K and will attend Marshall Elementary School from 7:30-3:00, Monday through Friday. Students will be regularly assessed in a formative manner throughout the year.

G 3) District-Level: Reading/Language Arts/Additional Books for Media Centers - **School-Level: Reading/Language Arts/Additional Books for Media Centers**

Description:

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts. Achievement results of students taking the MCT2 and SATP2 in the Carroll County School District have consistently revealed a weakness in reading/language arts; and, in the past two years, AMOs have not been met at Marshall Elementary School and George Middle School. The goal set will be as follows: In the spring of 2017, the percentage of students in grades 3-8 attaining proficiency or better in reading/language arts will increase from an average of 53% (2013-14 using MCT2 as assessment tool) to an average of 60% as measured by the Mississippi Assessment Program (MAP).

In addition, third grade students taking the required End-Of-The-Year Reading Test (MKAS), had a percentage of 89% passing as first time test takers in 2015-2016. The goal set for that assessment will be 95% passing as first time test takers in the spring of 2017.. In order to help achieve this goal, the Media Centers at both Marshall Elementary School and J.Z. George High School will be funded to increase the numbers of books available to students.

Performance Measure:

District-Level: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).) 2015-2016 assessment results are not available as of 6/20/16.

[S] 3.1) District-Level: Instructional & Educational Materials

Description:

District-Level: Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. Additional books will be purchased using Title funds to increase the number of books available to students at Marshall Elementary School and J.Z. George High School.

[G] 4) District-Level: Highly Qualified Teachers- Professional Development - School-Level: Highly Qualified Teachers- Professional Development

Description:

District-Level: All students will be taught by 'highly qualified' teachers receiving high quality professional development. Professional Development will be provided in several ways to teachers in the Carroll County School District. 1. Professionals will be funded by Federal Programs to come into the schools and work with teachers in groups and individually to improve their data analysis and teaching strategies. 2. Teachers will have professional development regularly in Professional Learning Communities at the school level. 3. Lead teachers will guide their peers in differentiation techniques and other teaching strategies. 4. Individual teachers will attend conferences/workshops away from their school campus in order to learn more about newly developed teaching methods. They will share their information with their peers upon their return to school.

Performance Measure:

District-Level: The percentage of teachers receiving high-quality professional development. Professional development on the school campus will be mandated by the administration in order to have all teachers receive quality instruction for professional leaders and from their peers. Sign-in sheets will document attendance. The percentage of teachers receiving professional development will be high (95% or more).

[S] 4.1) District-Level: High quality professional development of instructional staff

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results. Surveys of the school staffs revealed a need for more professional instruction on differentiated instruction

techniques in their classrooms. Also, teachers requested professional development on classroom management, inclusion of special education students, vertical/horizontal planning, and improved PLC meetings. State test results indicated that additional professional development for teachers would assist them in providing better quality instruction for students.

G 5) District-Level: Administrative costs to increase performance in reading/language arts

Description:

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

Performance Measure:

District-Level: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).)

S 5.1) District-Level: Address district or school achievement issues

Description:

District-Level: Address the Annual Measurable Objectives and specific gaps in achievement among subgroups causing the district to be identified as District in Need of Improvement/Subgroup Improvement or school to miss Annual Measurable Objectives or be identified as Priority or Focus.

G 6) District-Level: Administrative costs to promote high quality professional development

Description:

District-Level: All students will be taught by 'highly qualified' teachers receiving high quality professional development. Title II funds will be utilized at the administrative level with indirect costs to promote high quality professional development of all teachers/administrators.

Performance Measure:

District-Level: The percentage of teachers receiving high-quality professional development. The Carroll County School District coordinates funds from the district and Special Education with funds from Federal Programs in order to assure that high-quality professional development is provided for 100% of the teachers. Indirect costs from Title II are a part of the funds utilized for this.

S 6.1) District-Level: High quality professional development of instructional staff

Description:

District-Level: Indirect costs from Title II will be utilized to ensure that teachers/administrators receive opportunities to obtain high quality professional development.

G 7) District-Level: Title VI funds will be utilized to purchase educational technology programs to enrich the students' studies in reading/language arts. - **School-Level: Title VI funds will be utilized to purchase educational technology programs to enrich the students' studies in reading/language arts.**

Description:

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts. Surveys of staff, students, parents, and community revealed that more funds should be allocated to expanding the use of technological programs in the classrooms at both schools. Title VI funds will be the primary funding source for these technological increases.

Performance Measure:

District-Level: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).) By developing teacher skills and student skills through using the purchased software programs, the goal set by the Carroll County School District is an increase of at least 5% in MAP test scores, SATP test scores, and ACT test scores by spring 2017.

S 7.1) District-Level: Technology that Impacts Teaching & Learning

Description:

District-Level: Use technology to impact the quality, content and structure of teaching and learning focused on results. Title VI funds will primarily fund the purchases of technological software programs that will enrich the teaching of students at both schools. Reading enrichment, Power Point Lessons and other enrichment teaching techniques, Test Prep for SATP and ACT, Computerized test bank, etc., will be provided by the programs.

G 8) District-Level: Reading/Language Arts--Increasing Parental Involvement - **School-Level: Reading/Language Arts--Increasing Parental Involvement**

Description:

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts. The Carroll County School District strives to better include parents and community members in the education of all students in the district--especially in the area of reading/language arts. Test scores and surveys of staff, students, parents, and community have shown the need for increased school/parent /community communication.

Performance Measure:

District-Level: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).) By increasing school/parent/community communication, the Carroll County School District expects to increase

parental/community involvement by at least 5% in FY17.

§ 8.1) District-Level: Parent Education Involvement (Reading & Mathematics) - School-Level: Parent Education Involvement (Reading & Mathematics)

Description:

District-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children improve in reading and mathematics. Title VI funds will be utilized to purchase a phone communication system that will enable the schools to notify parents/community of activities at the schools, meetings with parents/community, etc. Title VI funds will be utilized to purchase advertising for Federal Programs programs/activities by using radio and newspapers.

School-wide Plan		
CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - J Z GEORGE HIGH SCHOOL (800004) Public School - School Plan - Rev 1		
Required Items [Expand All] [Collapse All]		Component Met
<p>1) Needs Assessment Include a needs assessment of entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to Mississippi College-And Career-Ready Standards.</p> <p>Explanation According to the needs assessment and data analysis, the greatest need is to address weaknesses in Language Arts and Reading, Mathematics, and SATP high school courses. Major focus is placed on these areas to help meet AMO. The Needs Assessments also indicate that there is a greater need for top quality instructional materials to support the curriculum and that students are actively engaged in their own learning. As for student achievement, the needs assessment revealed that students and teachers all play a part in setting goals for achievement and working to attain the challenging academic standards set by the state and school district.</p>		<input type="checkbox"/>
<p>2) School-wide Reform Strategies Describe school-wide reform strategies to improve achievement in the lowest achieving students. Include strategies to provide opportunities for all children to meet proficiency; strengthen the core academic program; increase the amount and quality of learning time, before- and after-school and summer program opportunities and a rich and accelerated curriculum; strategies to meet needs of historically underserved populations; services which might include counseling, pupil services, mentoring services, college and career awareness and preparation, integration of career and technical education programs. Address how the school will determine if such needs have been met and are consistent with the state and LEA plans. Describe how services will be provided to students that receive services from the Homeless Education and Migrant Education programs. Sec.1114(b)(1)(B)</p> <p>Explanation When identifying at risk students by analyzing course grades, statewide assessments, and diagnostic testing in ELS and Star Testing. Teachers address individual students through highly qualified instruction and through after school tutoring. Student progress is tracked through the use of Star Reading and Star Math.</p>		<input type="checkbox"/>
<p>3) Timely Assistance Describe how timely assistance will be given to struggling students. Address effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must</p>		<input type="checkbox"/>

	be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.	
	Explanation Mrs. Mosley works with our teachers daily to develop activities and strategies. She works to provide intense intervention for the bottom 30% students.	
4)	Instruction by Highly Qualified Staff Address instruction by highly qualified staff (and effectiveness in MS).	<input type="checkbox"/>
	Explanation Instruction by highly qualified staff is essential to the success of our students. Our teachers continue to find new strategies to reach our students.	
5)	Attracting High Quality/Effective Teachers Address strategies to attract high quality/effective teachers to high needs schools.	<input type="checkbox"/>
	Explanation Representatives from the school and district participate in career fairs at local colleges and universities to recruit high quality new teachers. The principal also uses educational contacts to identify available high quality applicants to fill available positions.	
6)	Professional Development Address high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.	<input type="checkbox"/>
	Explanation Professional development is scheduled based upon the needs of teachers. Administration and leadership team members work together to develop professional development sessions based upon data from classroom observations, evaluations, and teacher interests. Teachers are scheduled throughout the week to train across curriculum so that all teachers help cover the standards. Teachers are also given opportunities to participate in webinars and off campus training.	
7)	Increase Parental Involvement Address strategies to increase effective parental involvement through means such as family literacy services.	<input type="checkbox"/>
	Explanation J. Z. George High School has established a booster club that include planning activities such as fundraisers and events for all sports	

	and student organizations throughout the schools. Parents are invited out each nine weeks to pick up report cards and meet with teachers, and attend PTO meetings each month. Parents are inclusive in preparing the school-wide plan, and parents assists in instruction within the classrooms and with school-wide projects.	
8)	<p>Coordination of Programs Describe how federal, state, and local programs are coordinated. Address coordination and integration of federal, state, and local resources, services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training.</p> <p>Explanation As we take a closer look at our federal, state, and locally sponsored programs, our ultimate goal is to help students reach their full potential. We have partnered with Holmes Community College to help provide dual enrollment courses that link juniors and seniors to college. Our Career and Technical Education courses assists students in identifying areas of interest and determining which direction he or she will go after high school, and at the same time linking our CTE courses to the subject area courses. We have seen major interest in the programs, and students seem motivated to participate and look forward to graduation which will increase the graduation rate.</p>	<input type="checkbox"/>
9)	<p>Transitioning Preschool Students Address plans for assisting preschool children in the transition from early childhood programs, such as Head Start or a public school preschool program to local elementary school programs.</p> <p>Explanation NA</p>	<input type="checkbox"/>
10)	<p>Use of Assessments for Improving Performance How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction? Address measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p> <p>Explanation Teachers and administration meet during the summer months to discuss state test results and plan instructional units and assessments through formulating pacing guides to meet the academic needs of our students.</p>	<input type="checkbox"/>

Targeted Assistance Plan

CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - J Z GEORGE HIGH SCHOOL (800004) Public School - School Plan - Rev 1

Required Items [Expand All] [Collapse All]		Component Met
1) Plan for Identified Students Ensure that planning for participating students is incorporated into existing school planning.	Explanation <div></div>	<input type="checkbox"/>
2) Resources for Identified Students Address use Title I, Part A resources to help participating children meet the State's student performance standards expected for all children.	Explanation <div></div>	<input type="checkbox"/>
3) Effective Instructional Strategies Address instructional strategies which give primary consideration to providing extended learning time such as extended school year, before- and after-school, and summer programs and opportunities; help provide an accelerated, high-quality curriculum; minimize pull-outs removing children from the regular classroom during regular school hours for Title I, Part A instruction.	Explanation <div></div>	<input type="checkbox"/>
4) Coordination with Regular Education Program Address coordination with and support of the regular education program which may include, counseling, mentoring and other pupil services; college and career awareness and preparation; services to prepare students for the transition from school to work; and services to assist preschool children's transition to elementary school.	Explanation <div></div>	<input type="checkbox"/>

<p>5) Instruction by Highly Qualified Staff Address instruction by highly qualified staff (and effectiveness in MS).</p> <p>Explanation</p> <div></div>	<input type="checkbox"/>
<p>6) Professional Development Provide professional development opportunities with Title I, Part A resources, and other resources, to the extent feasible, for administrators, teachers, and other school staff who work with participating students.</p> <p>Explanation</p> <div></div>	<input type="checkbox"/>
<p>7) Increase Parental Involvement Provide strategies to increase parental involvement such as family literacy services.</p> <p>Explanation</p> <div></div>	<input type="checkbox"/>
<p>8) Effective Implementation How you will know the programs for identified students are being implemented effectively? Address effective means for improving achievement for children.</p> <p>Explanation</p> <div></div>	<input type="checkbox"/>

Preschool Programs

CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - J Z GEORGE HIGH SCHOOL (800004) Public School - School Plan - Rev 1

1. Provide a clear and concise statement of the goals and underlying philosophy of the LEA's proposed preschool program.

2. Describe how the preschool program will be coordinated and integrated with other preschool education services.

3. Describe the curriculum to be used and how it achieves a balance between large group, small group, and individual activities.

4. List the LEA's multiple educationally related, objective screening criteria developed to select children for its pre-kindergarten program.

5. Describe the LEA's provisions for ensuring the preschool participation of children who were: (a) enrolled in Head Start or migrant education programs in the previous two years; or (b) are homeless or (c) neglected or delinquent.

6. Describe how the LEA will comply with Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children

7. Describe how the progress of preschool program children will be monitored, how often, and how results will be used.

8. Describe how support and professional development will be provided to parents and how this support will enable parents to be involved in the education of their children and how often the support will be provided.

9. Describe how preschool activities will be linked, coordinated with Head Start including children's records, system of communication, and meetings to discuss the development and other needs of individual children.

10. Describe the transition of children from preschool programs, including Head Start, to elementary school and how training will be provided to ensure smooth transition.

Schools Not Meeting AMOs

CARROLL COUNTY SCHOOL DIST (800) Public District - FY 2017 - J Z GEORGE HIGH SCHOOL (800004) Public School - School Plan - Rev 1

2 1. How many years has the school not met AMOs?

2. Has the school leadership established a sense of urgency and shared accountability for meeting school improvement objectives? Explain process.

J.Z. George High school did not meet AMO in SY 2014-15. We have not received the official AMO status for the 2015-16 school year at this point.

3. Has the LEA and school aligned professional development and evaluation systems to improve instructions? Explain process.

4. Does LEA and school monitor and respond to benchmark/interim data, including all leading and lagging indicators? Explain process with specific timelines.

5. Does the LEA and school align allocation of resources (money, time, personnel, etc.) to school improvement goals? Explain.

Required Documents

This page is currently not accepting Related Documents.