

Mississippi Department of Education
Office of Federal Programs

FY 2012 Consolidated Federal Programs Application



April 2011

Grant Period: July 1, 2011 – September 30, 2013

FY 2012 Consolidated Federal Programs Application

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Mississippi Department of Education

FY 2012 Consolidated Federal Programs Application

I. Introduction

Annually, the Mississippi Department of Education (MDE) requires Local education agencies (LEA) receiving Title I funds to submit, for approval, a consolidated application, as required by the *No Child Left Behind (NCLB) Act of 2001, SEC 1112*. This document is designed to help school districts properly utilize allocated federal dollars to positively impact academic improvement by helping low-achieving children meet challenging academic achievement standards in every school across the state. (Section 1001)

II. Program Design

The FY 2012 Consolidated Federal Programs Application (SY 2011-2012) is an electronic document comprised of four major components: Consolidated Plan, Budgetary Document, Schoolwide Plan Template, and Targeted Assistance Plan Template. LEAs are required to submit applicable components, depending on the program design. The four components are generally described below:

- a. *Consolidated Plan* – The Consolidated Plan is a **Word document** that contains legal assurances and key federal program data. This section is designed to collect and evaluate areas of compliance for **Titles I and II**. LEAs must collect and compile all data from local schools as it relates to each area within this section.
- b. *Budgetary Document* – The Budgetary Document is an **Excel file** entitled “**FY12 CFPA Budget.**” This file contains eight (8) Excel worksheets. The worksheets are pre-set to automatically transfer data throughout the file. (i.e. When the LEA’s name is entered in cell C2 of the “Cover Page,” the entered name will show automatically on all worksheets.) Worksheets are designed with specific instructions noted in comment boxes.
- c. *Schoolwide Plan (SWP) Template* – This template is an instrument used to aid in the development of schoolwide plans to improve the academic success of **all** students.
- d. *Targeted Assistance Plan Template* – This template is an instrument used to aid in the development of targeted assistance plans to improve the academic success of **identified eligible** students.

III. Pre-Award Cost

LEAs may incur pre-award costs for Title I Grants to LEAs. Attachment B, paragraph 32 of OMB Circular A-87 states that pre-award costs are allowable only to the extent that they would have been allowable if incurred after the date of the award. In the event that the Office of Federal Programs makes a determination that an activity paid for by the LEA prior to the date of the award was not allowable, then the LEA may not reimburse itself for the cost of the activity.

IV. Substantially Approvable Form

EDGAR Section 76.708(a) requires all state agencies to *substantially approve* LEA plans prior to LEA obligation of federal funds. The MDE considers the submission of each LEA's Consolidated Plan and Budgetary Documents, based on the preliminary allocations, as *substantially approvable* when the MDE staff has determined the LEA's overall consolidated plan and detailed budget are generally in compliance with allowable usage(s) of federal funds. The MDE staff will further ensure all expenditures are supplemental in nature; however, the responsibility to ensure all expenditures are supplemental remains with the LEA. Upon verification of compliance, an official letter of approval, from the Office of Federal Programs granting spending authority will be issued. Any unallowable expenditures charged to Title funds will result in reimbursement from LEA funds. Once final allocations have been released, all LEAs are required to officially amend plans and budgets in accordance to the Mississippi Department of Education's Federal Programs Amendment procedures. Schoolwide and Targeted Assistance Plans will be submitted with verification of LEA approval during each LEA's full onsite monitoring visit.

V. Submission Process

The FY 2012 Consolidated Federal Programs Application (CFPA) is a comprehensive series of documents published by the Mississippi Department of Education. Documents are **not** to be altered or changed in format. The FY11 CFPA must be received in the Office of Federal Programs **on or before May 31, 2011**. **Failure to submit the completed application in its entirety by the established deadline may delay the approval of your application and the disbursement of funds to your district.** We are requesting that each LEA submit an **original and a copy** at the time of submission. The application should be mailed or delivered to:

**Mississippi Department of Education
Office of Federal Programs
Attention: Debbie B. Murphy
359 North West Street
P.O. Box 771
Jackson, MS 39205-0771**

Section I: General Assurances

This Consolidated Federal Programs Application (CFPA) is for Local Educational Agency (LEA) use in requesting LEA funds for covered programs under the *No Child Left Behind Act of 2001*. Each question in the application is directed by the legislation, and the parenthetical citation with each question indicates the section of legislation that requires the item to be addressed in this application.

The legislative purpose of these federal funds is to improve teaching and learning to meet student needs effectively. Ongoing broad-based planning and shared decision-making are essential for quality programming. This CFPA supports Mississippi LEAs in looking at increasing student learning and achievement through effective programming, professional development, parent and community involvement, and provision of a safe, orderly climate conducive to our teachers teaching and our students learning.

LEA Statement of Assurances

The School Board of **PICAYUNE SCHOOL DISTRICT** approved and recorded in its minutes the single set of assurances stated below at a meeting held on **MAY 24, 2011** and further authorized the Superintendent to sign such single set of assurances as required by Section 9306 and to submit an application to the Mississippi Department of Education as required by Section 9305 to receive grants under stated Titles of the *No Child Left Behind Act of 2001* and other applicable Federal programs. ***Please note the school board approval of these assurances includes the Schoolwide and/or Targeted Assistance Plan and Budget.***

General Assurances

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964. A statement of compliance with Title VI of the Civil Rights Act of 1964 should be filed with the Superintendent.
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972.
3. Each program or activity conducted by the LEA will be conducted in compliance with the provisions of Chapter 2, Prohibition of Discrimination on the Basis of Sex, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the Individuals with Disabilities Education Act. (*34 CFR 300, 303, and 504 of the Rehabilitation Act of 1973*)
6. When federal funds are made available, they will be used to supplement and, to the extent practical, increase the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds.
7. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (*34 CFR 200.44, 298.23*)
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant educational agency in its administration of each program.
8. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, state and federal funds paid to that educational agency under each program. (*34 CFR 200.20(a)(9)*)
9. The LEA will make reports to the state educational agency or board and to the Secretary of Education as may reasonably be necessary to enable the state educational agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state educational agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used,

the share of that cost provided from other resources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42)

10. Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.
11. Auditable records of each participating school program will be maintained on file. (34 CFR 80.42(e))
12. The school site administrators are an integral part of collecting and reporting all school crime data to ensure that the Mississippi's Unsafe School Choice Option (USCO) Policy is accurately and consistently completed. The LEA shall submit individual incident data to the state educational agency. The reporting of individual incident data, rather than summary data, will enable more comprehensive and in-depth trend analyses of school crime, both at the local and statewide level.
13. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
14. The LEA has complied with the certification requirements under 34 CFR Part 85 regarding debarment, suspension, and other responsibility matters.
15. The LEA provides reasonable opportunity for public comment on the application and considers the comments. (Section 14306(a)(7))
16. The LEA will adopt and use proper methods of administering each program including:
 - a. enforcement of any obligations imposed by law on agencies responsible for carrying out programs and
 - b. correction of deficiencies in program operations identified through audits, etc. (Section 14306(a)(3)(B))
17. The LEA adheres to the applicable provision of the Education Department General Administrative Regulations (EDGAR): 34 CFR Parts 76, 77, 79, 80, 81, 82, 85, and 86.
18. The LEA adheres to *OMB Circular-87* (the Cost Principles for State, Local, and Indian Tribal Governments.)
19. The LEA assures the salary and wage charges will be supported by proper time reporting documentation that meets the requirements of *OMB A-87*.

Constitutionally Protected School Prayer

20. As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001* (NCLB), the LEA hereby certifies that no policy of

the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

Comparability

21. The LEA has established and implemented a district-wide salary schedule; has a policy to ensure equivalence among schools in teachers, administrators, and other staff; and has a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (Section 1120A(c)(2)(i,ii,iii))

Suspension and Debarment

22. The LEA assures that neither it, nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any Federal department or agency. (34 CFR §85.225)

Title I, Part A General Assurances

23. Each LEA will use the results of the student academic assessments required under Section 1111(b)(3) to ensure that all students meet the State's proficient level of achievement. The LEA will ensure that the results from the academic assessments are provided to parents and teachers as soon as it is practically possible. (Section 1112(c)(1)(M,N))
24. Each LEA receiving Title I funds is allocating time and resources to facilitate, coordinate, and integrate services with the regular program for students most at risk of failing and who may be an English Learner (also known as LEP), Individuals with Special Needs, homeless, migrant, American Indian, and neglected and delinquent students along with other health and welfare agencies, if appropriate. (Section 1112(b)(1)(E)(ii))
25. School eligibility is determined by District wide criteria for Title I Section 1112(b)(1)(G).
26. Each Title I participant in a Targeted Assistance Program is identified as being most in need using consistently applied multiple objective educational criteria established by the LEA and supplemented by the school, except that children from preschool through grade two shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and developmentally appropriate measures. (Section 1115(b)(1,2,3))

27. The LEA will:

- a. If applicable use Title I, Part A as funds to provide early childhood development services to low income children and shall ensure that the services comply with the performance standards of Head Start, Reading First, Early Reading First, Even Start, and other Preschool programs. *(Section 1112(b)(1)(E)(i))*
- b. Work in conjunction with schools as the schools develop the schoolwide plans and implement SWP and Targeted Assistance programs. *(Section 1112(c)(1)(C))*
- c. Provide for services to current and eligible former students from migrant families. *(Section 1112(b)(1)(E)(ii))*
- d. Implement programs and early intervention for the educationally disadvantaged students based on scientifically based research. *(Section 1112(c)(1)(E,F)) (§1001(9))*
- e. Coordinate and collaborate as determined necessary with other agencies providing services to children, youth and families including health and social services. *(Section 1112(c)(1)(K))*
- f. Inform eligible schools and parents of schoolwide program authority. *(Section 1112(c)(1)(A))*
- g. Ensure that schools that operate schoolwide programs meet the Title I criteria. *(Section 1114)*
- h. Spend, at a minimum, a per child amount of the state and local funds, excluding amounts for state compensatory, as was present during the preceding fiscal year. *(Section 1120A(a))*

28. 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. *(Section 1116(b)(7)(c))*
 - 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))

- 29. The LEA is maintaining fiscal efforts on behalf of eligible children to ensure that these funds supplement the regular program and not the local efforts to educate eligible children. (*Section 6322(A), Section 1120(A)*).
- 30. The LEA agrees to implement programs, activities, and procedures for the involvement of parents in programs assisted under and consistent with Title I Part A requirements. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each LEA shall develop jointly with, agree on with, and distribute to parents of participating children, a written parental involvement policy. The policy shall be incorporated into the LEA local plan and describe how the LEA will:
 - a. Involve parents in the joint development of the local plan and the process of school review for program improvement schools under Section 1116;
 - b. Help schools to plan and implement effective parental involvement activities to

improve student academic achievement and school performance;

- c. Build the schools' and parents' capacity for strong parental involvement;
 - d. Coordinate and integrate parental involvement strategies under Part A and under other programs as specified;
 - e. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings of the evaluation to design more effective parental involvement; and
 - f. Involve parents in the activities of the Title I schools. (*Section 1118(a)(2)*)
- 31. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
 - 32. To ensure effective involvement of parents each LEA shall provide:
 - a. Assistance to parents of children served by the school or LEA, in understanding topics such as the State's content standards and academic assessments, the parental involvement requirements of Section 1118, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - b. Training to teachers, counselors, principals and other staff in how to reach out to, communicate with, and work with parents as equal partner.
 - c. Ensure to the extent feasible, the coordination and integration of various parental involvement programs.
 - d. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
 - e. Other reasonable support for parental involvement activities as parents may request. (*Section 1118(e)(1,2,3,4,5,14)*)
 - 33. The LEA may also involve parents in activities as specified in Section 1118(e)(6)-(13). In carrying out the parental involvement requirements the LEA, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 in format and, to the extent practicable, in a language such parents understand. (*Section 1118(f)*)

34. No later than the beginning of the 2002-2003 school year, the LEA will present in an understandable and uniform format and language that the parents can understand, the Annual LEA Report Cards. (*Section 1111(h)(2)*)
35. The LEA shall provide high-quality professional development to enable teachers to become highly qualified and successful classroom teachers. (*Section 1119(a)(1)(B)*) The LEA shall develop strategies for providing professional development for paraprofessionals, parents and other staff. (*Section 1119(b-h)*)
36. Each LEA shall establish annual measurable objectives that include an annual increase in the percentage of highly qualified teachers at each LEA and school, to ensure that all teachers teaching in core academic subjects in each public elementary and secondary school are highly qualified not later than the end of the 2005-2006 school year. The LEA shall annually increase the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers. The LEA may include such other measures as the State educational agency determines to be appropriate to increase teacher qualifications. (*Section 1119(a)(2)(3)*)
37. Classroom teachers who are being assisted by instructional aides retain their responsibility for the instruction and supervision of the pupils in their charge.
38. All paraprofessionals hired after the date of enactment of the *No Child Left Behind Act of 2001* and working in a program supported with funds under Title I shall have: completed at least two years of study in an institution of higher education; obtained an associate's (or higher) degree; met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment; have knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. The LEA shall ensure that all paraprofessionals hired before the date of enactment of the *No Child Left Behind Act of 2001*, and working in a program supported with funds under this part shall, not later than 4 years after the date of enactment satisfy the requirements of subsection (c) New Paraprofessionals. (*Section 1119 (c) and (d)*)
39. A local education agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children and children in local institutions or community day school programs for neglected children. (*Section 1113(c)(3)(A-C)*)
40. The LEA has maintained fiscal effort - the combined fiscal effort per student or the aggregate expenditures of the LEA from State and local funds for free public education for the preceding year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding year. (*20 U.S.C. §8891*), (*PL 107-110, Title XIV. §14101 (10)*, and *§14501(a)*)
41. The LEA has developed and implemented procedures for compliance with the comparability requirements and the compliance documents are updated biannually. (*Section 1120A*)

Title I, Part A – Reference Section 1114(b) (Schoolwide Programs)

42. The school services an eligible school attendance area in which not less than 40 percent of the children are from low-income families. (*Section 1114(b)*)
43. The school has received high quality technical assistance and support from providers of assistance such as comprehensive technical center, regional laboratories, institutions of higher education, educational service agencies, or other local consortia. (*Section 1114(b)*)
44. A participating school shall use funds only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school. (*Section 1114(b)*)
45. A schoolwide program shall include these components:
- a. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in Sec. 1309(2)) that is based on information, which includes the achievement of children in relation to the State academic content standards, and the State student academic achievement standards described in Section 1111(b)(1)(A).
 - b. Schoolwide reform strategies that –
 - i. Provide opportunities for all children to meet the State's proficient and advanced levels of student performance described in Section 1111(b)(1)(D).
 - ii. Use effective methods of instructional strategies, that are based on scientifically based research, that:
 1. strengthen the core academic program in the school;
 2. increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and

- accelerated curriculum;
and
3. include strategies for meeting the educational needs of historically underserved populations;
 4. include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program which may include—
 - a. counseling, pupil services, and mentoring services;
 - b. college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 5. the integration of vocational and technical education; and address how the school will determine if such needs have been met; and
 - a. are consistent with, and are designed to implement, the State and local improvement plans, if any. (*Section 114(b)(1)(A) and (B)*)
- c. Instruction by highly qualified teachers. In accordance with Section 1119), 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’s student academic achievement standards. (*Section 1114(b)(1)(D)*)
- d. Strategies to attract highly qualified teachers to high-need schools. (*Section 1114(b)(1)(E)*)
 - e. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services. (*Section 1114(b)(1)(F)*)
 - f. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, to local elementary school programs. (*Section 114(b)(1)(G)*)
 - g. Measures to include teachers in the decisions regarding the use of assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. (*Section 114(b)(1)(H)*)
 - h. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. (*Section 114(b)(1)(I)*)
 - i. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. (*Section 1114(b)(1)(J)*)
46. A participating school in consultation with the LEA and its technical assistance provider shall develop a comprehensive plan for reforming the total instructional program in the school. (*Section 1117*)
 47. The school maintains a schoolwide process of developing improvement plans that are broadly reflective of the socio-economic composition of the school attendance area, principals, teachers, other school personnel, parents, and members of the community in the development of school improvement plans (including taking into account the needs of migratory children as defined in section 1909(2)). The school plan describes improvement

efforts related to instruction, auxiliary services, school environment, and organization. (*Section 1114(b)(1)*)

Title I, Part A, Reference Section 1112(b)(1)

48. The LEA will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 303(b)(2) of the National Assessment of Educational Progress Authorization Act. (*Section 1112(b)(1)(F)*)

Title I, Part A, Reference Section 1112(c)(1)

The LEA will:

49. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;
50. Provide technical assistance and support to schoolwide programs;
51. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress (AYP) toward meeting the State student academic achievement standards;
52. Fulfill such educational agency's school improvement responsibilities under Section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b) (which discuss corrective action or even restructuring of low-performing schools);
53. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services; additionally, the LEA authorizes participation in and Title I funds to be released for Cooperative projects and accepts administrative responsibility for the project or designates another LEA as the administrative and fiscal educational agency;
54. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
55. In the case of a LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act; (*Section 1112(c)(1)(G)*)
56. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
57. Comply with the requirements of Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
58. Inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;
59. Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under Section 1116 if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school;
60. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
61. Use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the educational agency, to review annually the progress of each school served by the educational agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii);
62. Ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
63. Assist each school served by the educational agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D).

Title I, Part A (Education of Homeless Children and Youth)

64. The LEA will reserve Title I, Part A funds to provide comparable services to homeless children to ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. (*Section 1113(c)(3)(A)*)
65. LEAs need to satisfy the requirements of this section and coordinate with the McKinney-Vento Homeless Assistance Act. (*Section 1111(a)(1)*)

66. LEAs in the State will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless. (*PL 107-110, §722(g)(J)(i)*)
67. LEAs will designate an appropriate staff person, as a LEA liaison for homeless children and youths, to ensure equal access to the same free, appropriate public education. (*PL 107-110, §722(g)(J)(ii)*)
68. LEAs will adopt policies and practices to ensure that transportation is provided to homeless children and youths, at the request of the parent or guardian, to and from the school of origin. (*PL 107-110, §722(g)(J)(iii)*)

Title I, Part A

Private Non-Profit School Participation

69. The LEA shall, after timely and meaningful consultation with appropriate private school officials, provide to those children and their teachers or other educational personnel, on an equitable basis, special education services or other benefits that address their needs under the following programs:
 - a. Title I, Part A
 - b. Title II, Part A and D
 - c. Title III, Part A
 - d. Title IV, Part B
70. Educational services for private school children, teachers and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner. (*PL 107-110, §9501(a)(3)*)

Title I, Part A

Participation of Private Non-Profit School Students

71. The LEA will provide services to eligible children attending private elementary and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services. (*Section 1112(c)(1)(F)*)
72. Title I services for private school students are on an equitable basis with public school students, taking into account the number of students served and the special educational needs of such students. The expenditures are equal to the per pupil expenditures of the public schools. (*Section 1120(a)*)
73. Private school representative(s) were consulted by public school officials during the planning of the compensatory education program regarding selection of participants, identification of needs, provision of services, program evaluation, capital expenses reimbursement, and preparation of the application. (*Section 1120; 34 CFR 200.51*)
74. The selection criteria for private school participants are the same as those for public school participants. (*Section 1120(b)(1)(A-E); 34 CFR 200.31*)

75. Public school personnel providing services to private school students are not involved in the internal administration of the private schools nor are private school personnel given any control or authority over the internal decisions of the public school district's implementation of Title I programs for private school students. (*Section 1120(c)(1)-(3); 34 CFR 200.50*)
76. LEAs receiving reimbursement for capital expenses under ESEA Title I will use such funds to serve eligible children in public and private schools who were adversely effected by the LEA's expenditure of these funds. (*Section 1120(e)(B)(3),(4); 34 CFR 200.58*)
77. Title I services or other benefits, including materials and equipment, shall be secular, neutral, and non-ideological. (*Section 1120(a)(2)*)
78. The LEA maintains and will provide upon request to the State educational agency a written affirmation signed by officials of each participating private school that the consultation required by Section 1120(b) of the *No Child Left Behind (NCLB) Act of 2001* has occurred. (*Section 1120(b)*)

Title I, Part A and Part D

Neglected or Delinquent Students Program

79. An LEA, serves each student who has been identified for funding purposes from 5 to 17 years of age and in a local neglected or delinquent institution program for a minimum of 20 hours per week. (*Section 1412(a)(1)(A)(ii)*)
80. The needs of students are assessed upon enrollment and periodically thereafter, to identify students at risk of failing to meet State standards. Assessment results for students are on file at each participating site and/or custodial agency. (*Section 1112(b)(1), §1416, §1431*)

Title II, Part A, Reference Section 2122(b)

The LEA will:

81. Target funds to schools within the jurisdiction of the local educational agency that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under Section 1116(b);
82. Comply with Section 9501 (regarding participation by private school children and teachers).
83. The LEA conducted a comprehensive and collaborative needs assessment that involved teachers, paraprofessionals, principals, parents and other relevant school personnel. The results are used to create a plan that increases the number of highly qualified teachers in every classroom in core academic subjects, increase the percentage of teachers participating in high quality professional development including training on effective instructional strategies, and in use of State academic content standards and assessments. (*Section 2122(c)*)

- 84. The LEA developed a plan for the use of Title II, Part A funds based on the needs assessment and that the plan demonstrates the integration of other relevant Federal, State and local program funds. *(Section 2122(b)(1)(B)(3)(4))*
- 85. The LEA developed and incorporated in their plan an assessment that provides for annual yearly progress that objectively measures the impact of authorized activities such as professional development, teacher and principal incentives, class size reduction, recruitment and training of teachers, and how it results in significantly closing the achievement gap of low-income and minority students from other students. *(Section 1119(b)(1)(A))*
- 86. The LEA plan, and authorized activities, gives priority of resources for professional development and authorized activities to teachers in low-performing schools. *(Section 2122(3)(c))*
- 87. The LEA will use funds to meet the requirements contained in Title II, Part A, and all other applicable provisions of the ESEA Reauthorization of 2001 and will submit necessary documentation of compliance with requirements upon request. *(Section 2121)*
- 88. The LEA assures that neither it, nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any Federal department or agency. *(34 CFR 85.225)*

Title IV, Part A, Reference Section 4114(d)

The LEA will:

- 89. Fund activities or programs that comply with the principles of effectiveness described in Section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
- 90. Use funds under this subpart (Title IV, Part A) to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
- 91. That the LEA is in compliance with the State law required by subsection (b) 107. requiring LEAs to expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of LEAs in that State, except that such State law shall allow the chief administering officer of an LEA to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing. *(Section 4141(b)(1))*

The following people have read the above assurances and will adhere to them for the implementation of the federal programs included in this application. The signatures below indicate approval of the expenditures and assurances described, including the budget pages:

Required Signatures:

<u>DEAN SHAW</u>	<u>MAY 24, 2011</u>	<u>dshaw@pcu.k12.ms.us</u>
Superintendent (Typed Name and Signature)	Date	E-mail address
<u>Tony Smith</u>	<u>May 24, 2011</u>	
LEA Board President (Typed Name and Signature)	Date	E-mail address
<u>Frank McCardle</u>	<u>May 24, 2011</u>	<u>fmccardle@pcu.k12.ms.us</u>
Title I Director/Coordinator (Typed Name and Signature)	Date	E-mail address

MISSISSIPPI CONSOLIDATED APPLICATION CONTENTS
ESEA Goals, ESEA Indicators, State Performance Targets

Accountability, especially as it is reflected in student achievement results, drives the consolidated application’s contents. The following Elementary and Secondary Education Act (ESEA) performance goals and indicators cut across the ESEA programs included in the application and reflect the key *No Child Left Behind Act of 2001* goal of improved achievement for all students.

The Mississippi Department of Education adopts the following five goals and the corresponding indicators and agrees to submit targets and baseline data related to the goals and indicators identified in the application. The Mississippi Department of Education must report performance targets for each indicator and baseline data for the targets to the United States Department of Education (USDE) as a part of the Consolidated State Performance Report. Please see [U.S. Department of Education Accountability Workbook: Mississippi](#) Reading/Language Arts (page 27) and Mathematics (page 29) for Annual Measureable Objectives.

Performance Goals and Indicators
Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
1.1 Performance Indicator: 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).)
1.2 Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics 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).)
1.3 Performance Indicator: The percentage of Title I schools that make adequate yearly progress.
Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2.1 Performance Indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
2.2 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State’s assessment, as reported for performance indicator 1.1.
2.3 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.
Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
3.1 Performance Indicator: The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
3.2 Performance Indicator: The percentage of teachers receiving high-quality professional development (as the term, “professional development,” is defined in Section 9101(34) of the ESEA).
3.3 Performance Indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in Section 1119(c) and (d).)
Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
4.1 Performance Indicator: The number of persistently dangerous schools, as defined by the State.
Performance Goal 5: All students will graduate from high school.
5.1 Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma, --disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.
5.2 Performance Indicator: The percentage of students who drop out of school, --disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

Section II: Local Education Agency (LEA) Title I Plan

The descriptions should be specific and written in a manner that the users of the plan (LEA and school personnel, parents, as well as MDE and federal monitors) are able to understand, implement, and monitor the LEA's Title I plan.

A. **Describe** student academic assessments, if any, that are in addition to the state required academic assessments used: *(Section 1112(b)(1)(A)(i)(ii)(iii)(iv))*

A.1 to determine the success of children in meeting the State student academic achievement standards, and to provide progress toward meeting the State student standards;

A.2 to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students served with Title I, Part A funds to meet State student achievement academic standards and do well in the local curriculum;

A.3 to determine what revisions are needed to projects funded with Title I, Part A funds so that children meet the State student academic achievement standards; and

A.4 to identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

In addition to the yearly state academic assessments, Picayune School District will use the ***Children's Progress Academic Assessment (CPAA)*** to assess achievement in Reading/Language Arts and Mathematics for all students grades K-3. The ***Early Literacy Assessment*** will be used in grades K-3 to identify student success in Reading and Language Arts. Grades 1-8 will use ***STAR Reading*** and ***STAR Math*** to assess students each grading period. District common assessments will be used each grading period to assess all students in grades 1-12. Individual teacher-made assessments will be given weekly in grades 1-12. In grades 3-12, ***MCT II*** practice tests will be administered during March 2012 as a means to prepare students for all state assessments.

The District's Curriculum and Testing Office will coordinate the analysis of student achievement data by tracking individual student results on all District and teacher-made assessments. Assessment logs maintain data that show positive and/or negative gains students make on specific objectives and performance level descriptors in Reading/Language Arts and Mathematics. The objectives and performance level descriptors in the core subject areas are aligned with subject area pacing guides. In turn, all pacing guides are aligned with the ***State Curriculum Frameworks***. Teachers will use these results to determine the specific objectives students are having difficulty with throughout the year. Teachers can then identify the most effective instruction that will remediate student deficiencies. Reviewing student

academic success on a regular basis will help teachers identify specific weaknesses students are having with academic subject matter and or instruction.

The District will use the ***EZ Test Tracker Progress Monitor, Educational Leadership Solutions (ELS)*** to collect student achievement data. The ***EZ Test Tracker*** correlates student academic schedules and assessment results and ties this information directly to those academic teachers who provide instruction. Administrators and teachers can compare current and previous years' data to determine the overall strengths and weaknesses of students and teachers in each academic area. This management of data will give administration and staff direction as to the specific programs and instruction that need to be implemented in each academic area. In addition, Title I, Part A school-wide planning committees at each school will be able to use this information to better determine specific needs and give direction to the development and implementation of the schools' school-wide programs.

- B. **Describe** how additional educational assistance will be provided to individual students assessed as needing help in meeting the State standards. (*Section 1112(b)(1)(C)*)

Picayune is committed to implementing strategies and programs designed to help students meet and exceed State academic standards. Title I, Part A funded school-wide programs will use 80% of allocated funds to pay salaries and benefits for personnel who provide instruction in the areas of Reading/Language Arts and Mathematics. Paraprofessionals and teachers funded by Title I, Part A will provide specific instruction to students who are the lowest performing in Reading/Language Arts and Mathematics. Title II, Part A funds will be used to lower class size in elementary school-wide programs which have the highest poverty, largest class size, and the largest number of low achieving students on State assessments. Remaining Title II, Part A funds, not used to fund salaries and benefits of Class Size Reduction teachers, will be used to provide additional professional development opportunities to teachers, paraprofessionals, and administrators across the District. The District anticipates funding seven class size reduction positions at the elementary level. Three class size reduction positions will be located at Nicholson Elementary, two positions will be located at South Side Lower Elementary, and one position each will be located at Roseland Park Elementary and West Side Elementary.

Picayune School District will operate six Title I, Part A school-wide programs. These programs will be located at each elementary school (***Nicholson Elementary, Roseland Park Elementary, South Side Elementary, South Side Lower Elementary, and West Side Elementary***), and the junior high school (***Picayune Junior High School***). Title I, Part A funds will be used to support instructional programming by hiring needed personnel, purchasing supplies and equipment, providing professional development opportunities to staff and administration, providing involvement activities and opportunities to parents for participating in the education process, supporting students who are identified as, but not limited to, being delinquent/neglected, English Limited Learners, homeless, migrant, or handicapped with mental/physical needs. The District will coordinate and provide support to all schools identified for school improvement.

As funding permits, the District will operate tutorial programs. Tutorial programs will be scheduled in a manner which is most conducive to learning. Tutorial may be operated during the day in addition to regular academic instruction, after school as part of an extended-day

program, or during the summer as part of an extended-year program. Tutorial programming will be offered to grades K-8 as funding allows. Tutorial programming will be offered to grades 9-12 as additional district and special funding become available. The District will continue to operate summer programs for secondary students as a means of recovering academic credit lost during the regular school year. Students in grades 7-8 will be assigned remediation classes during the day to run concurrently with academic scheduling to help guarantee optimum student performance on State assessments. Students scoring minimal on State assessments will be required to participate in remediation classes aligned with areas of academic instruction.

The District will continue using ***Fast ForWord*** as a remediation tool to help students develop processing skills in Reading and Language Arts. ***Study Island*** will be used in grades K-8 to help individualize student needs as they relate to the State curriculum frameworks and objectives. ***Reading Assistant*** will be used in grades 1-6 to help emerging readers build fluency skills. ***USA Test Prep*** will be used in grades 7-8 to address individual skills-based content in Reading/Language Arts and Mathematics.

- C. **Describe** how the district will coordinate programs under Title I, Part A and Title II to provide professional development for teachers and principals, and if appropriate, pupil services personnel, administrators, parents, and other staff, including local LEA level staff. (*Sections 1118 & 1119*) (*Section 1112(b)(1)(D)*)

Picayune School District is committed to providing the best possible education programming and instruction to students. This will be achieved by providing teachers, staff, and administrators professional development opportunities.

Each school-wide program will utilize its proration of the mandatory CFPA 5% set-aside to provide professional development opportunities to instructional staff and administration. Each school-wide program will receive its portion of the CFPA 5% set-aside on a per student cost. Professional development opportunities are scheduled as identified by the student needs assessment, comprehensive needs assessment, professional development needs assessment, and yearly evaluation conducted during the yearly planning process. Administration, staff, teachers, parents, students, and the community have the opportunity to participate in all planning opportunities.

Picayune School District uses the ***Title I Needs Assessment (TINA)***, ***OWL Educational Services*** for conducting an on-line and hard-copy comprehensive needs assessment. This year's needs assessment was administered during February and March 2011.

89% of all respondents stated that professional development opportunities and activities should be made available to administrators and teachers. In addition, 81% of the responses suggested that professional development activities address improvement of curriculum, use of top-quality instructional materials, and the increased expectations for all staff. 92% of all responses indicated that professional development opportunities address improving Reading/Language Arts and Mathematics.

The District will use the entire 5% Title, I Part A professional development set-aside of \$70,186 to address identified professional development needs in its school-wide programs.

The District has two private schools located within its service area. Both private schools, Roseland Park Baptist Church Academy and St. Charles Borromeo Catholic Elementary School, have chosen not to participate in any federally funded programs during 2011-2012. A revised cost per student will be calculated once the District has received its final Title I, Part A allocation from the MDE, Office of Federal Programs.

All participants were given the opportunity to identify three specific areas or topics for addressing professional development during 2011-2012. Once the needs were ascertained, they were prioritized for each school-wide program and the District. Professional development opportunities will be published in the yearly professional development plan. The results are:

District-wide Professional Development Needs

- Classroom Management
- Behavior Management
- Common Core Standards Training
- Curriculum Development
- Differentiated Instruction
- Inclusion Training
- Reading/Language Arts and Mathematics Comprehension skills
- Data Driven instruction
- Understanding and using MCT II test data
- Conscious Discipline
- Technology Training
- Team building training
- Teacher Collaboration
- Tier II and Tier III intervention strategies
- Student Motivation

Title I, Part A School-wide Program Professional Development Needs (5% Reservation \$70,187)

Nicholson Elementary (\$13,611.40)

- Depth of Knowledge – Stephanie McCullough
- MCT2 Test Strategies
Contract with Star Brown to conduct workshop for teachers and paraprofessionals (\$1,200 per day)
- Writing Meaningful Lesson Plan
Contract with Star Brown to conduct workshop for certified teachers (\$1,200 per day)
- Alignment of Curriculum
Curriculum alignment among the “Activity” classes – Contract with Star Brown (\$600 per day)
- Alignment of Curriculum
Common Core Standards contract with JBHM for conducting training (\$700 per day)

- Alignment of Curriculum
Common Core Training for teachers of Kindergarten, First grade, and Second grade (\$7,500)
- Conference on Bullying
“Breaking the Silence on Bullying – Jackson Convention Complex
3 staff member to attend (\$417.00)
- Staff Summer
Text to be determined approximate cost (\$1,000)
- Travel associated with Professional Development (\$569.40)
- Supplies associated with Professional Development (\$300)
- Dues and fees associated with Professional Development (\$125)

Professional development opportunities as identified by Dimension III, 2011-2012 Comprehensive Needs Assessment:

South Side Lower Elementary (\$6,482.90)

- Common Core Standards
JHBH Consultant for three days (\$4140.00)
- Hands-On Mathematics/Science Instructional Strategies
Partnership for Learning consultant \$800 per day for two days \$1600)
- Travel associated with Professional Development (742.90)

Professional development opportunities as identified by Dimension III, 2011-2012 Comprehensive Needs Assessment:

South Side Elementary (\$8,043.10)

- Casey Blau – Motivational Speaker (\$2,000)
Improving Test Scores II
- Summer 2011 Curriculum Development (\$3,200)
Disaggregated Data Analysis
- Supplies associated with Professional Development (\$2,843.10)
To included but not limited to: Binders, paper, study guides, “Seven Simple Secrets-
What the Best Teachers Know and Do”

Professional development opportunities as identified by Dimension III, 2011-2012 Comprehensive Needs Assessment:

Roseland Park Elementary (\$13,772.80)

- Guided Reading: Best First Teaching (\$1550.000)
- Using Word Walls to Strengthen Student’s Reading and Writing at the Emergent Level K-1 and Using Word Walls to Strengthen Students’ Reading and Writing at the Early/Fluent Levels K-3 (\$595)
- Region I SEF Teacher Workshop (\$10.00)
- Action Based Learning (\$60.00)

- Walker Brothers – Science Workshop (\$1,600)
- MS Early Childhood Association Conference (\$450)
- The Attention Deficit Hyperactivity Disorder Conference (\$680)
- Using Six Trait Model to Strengthen Students’ Writing K-2 (\$595)
- Using Six Trait Mini-Lessons to Strengthen Your Students’ Writing 3-6 (\$379)
- MS Conference for Kindergarten Teachers (\$1,047)
- Differentiated Instruction (\$2,621)
- Travel associated with Professional Development (\$4,185.80)

Professional development opportunities as identified by Dimension III, 2011-2012 Comprehensive Needs Assessment:

West Side Elementary (\$13,154.10)

- Starr Brown- Review of MCT II spring test results – disaggregated data of student performance and instructional needs, Madeline Hunter Model of Instructional Practices, and Test Taking Strategies \$1,200 per day @ six days (\$7,200)
- Casey Blau – Motivational Speaker
Improving Test Scores II – Quest Educational Systems (\$2,500)
- Travel associated with Professional Development (\$154.10)
- Supplies associate with Professional Development to include but not limited to:
Professional books and DVD’s for book study groups (\$3,300)
How to Teach and Reach All Students
What Do You Say When?
What Great Teachers Do Differently
10 Days to Maximize Teaching Success

Professional development opportunities as identified by Dimension III, 2011-2012 Comprehensive Needs Assessment:

Picayune Junior High School (\$15,121.70)
10% School Improvement Set-Aside (\$19,469.80)

- Elizabeth Breaux – Education Speakers Group (\$5,800)
Classroom Management, Inclusion, and Differentiated Instruction
- Jim Wright – Intervention Central (\$5,000)
Performance Level Descriptors, Improved Reading Strategies, and RTI
- 2012 Jostens’ Renaissance National Conference (\$19,000.00)
Inclusion, Instructional Technology, Classroom Management, Improved Reading Strategies, and PBIS
- Travel associated with Professional Development (\$4,791.50)

Professional development opportunities as identified by Dimension III, 2011-2012 Comprehensive Needs Assessment:

Professional development activities will be addressed as Title I, Part A funding permits. In addition, District and available grant funding will be used to provide professional development opportunities.

The Comprehensive Needs Assessment is also used to evaluate the overall effectiveness of professional development opportunities and activities provided during 2011-2012. 73% of all responses suggest that the District is providing administrators and staff with opportunities to participate in meaningful professional development. It should be noted that 91% of all responses suggest that the District is providing some type of comprehensive follow-up to professional development opportunities offered.

Traditionally, Picayune School District uses Title II, Part A funds to reduce class size in grades K-6. The District maintains a yearly worksheet which shows the total number of enrolled students in grades K-6, the specific number of students enrolled at each school in grades K-6, the projected number of students to be promoted, the projected number of students to be retained, and the projected enrollment to enter kindergarten for the new school year. Data associated with teacher quality and instruction and responses to the Comprehensive Needs Assessment, give the District direction as to how Title II, Part A funds will be used. Overwhelmingly, 92% of the responses suggest that the District use Title II, Part A funds for reducing class size rather than funding additional professional development opportunities for the instructional staff and administration.

Current levels of Title II, Part A funding predict a shortfall during 2011-2012 for salaries and benefits. In the event funding remains constant, no Title II, Part A funds will be available to fund professional development opportunities. If Title II, Part A funding matches or exceeds 2010-2011 levels, then Title II, Part A remaining after salaries and benefits have been funded will be applied to professional development activities. In addition, Mississippi requires that teachers be certified to teach in their assigned academic areas. Because of this mandate, the use of Title II funds by districts for meeting the ***Elementary and Secondary Education Act, (ESEA)*** highly qualified status would be a presumption of supplanting. Therefore, Picayune School District does not use Title II funds to help teachers acquire their teaching certificates. Subsequently, Picayune School District employs teachers who meet the ***Elementary and Secondary Education Act, (ESEA)*** highly qualified status or who have been assigned a certificate as outlined and approved by the MDE, Office of Educator Licensure.

During 2011-2012, the Title II, Part A allocation of \$296,206 will be used to employ seven class size reduction teachers in grades K-6. Preliminary figures show that three CSR's will be employed at Nicholson Elementary in grades K, 5, and 6. Two CSR's will be employed at South Side Lower Elementary in grades K and 2. One CSR will be employed at both West Side Elementary and Roseland Park Elementary in grade 6. If Title II, Part A funding does not increase or exceed 2010-2011 levels, then funds will be insufficient to adequately fund current Title II, Part A instructional staff.

The District has two private schools located within its service area. Both private schools, Roseland Park Baptist Church Academy and St. Charles Borromeo Catholic Elementary, have chosen not to participate in any federal funded programs during 2011-2012.

D. **Describe** how the district will coordinate and integrate services provided with other educational services such as:

D.1 Even Start, Head Start and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and

D.2 Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Picayune School District is committed to providing a comprehensive education to all students. The District is committed to providing seamless services from birth through graduation. The District is a leader among Mississippi's school districts when it comes to providing early childhood education. All pre-school programs are eligible to receive Title I, Part A services. Picayune School District has been awarded two **Early Head Start** program grants. The programs provide services to students and parents from birth through age three. The District uses Title I, Part A funds to support a district pre-school initiative. During 2011-2012, the District will apply funds to the district pre-school director's salary and benefits.

During 2011-2012, 112 pre-school students will be provided services in the Early Head Start programs. Ten expecting mothers will be enrolled in classes and provided services to prepare them for the birth of their children. Twenty newborns will be provided home-based services which oversee the early stages of their development. Ten percent of the total available student slots are reserved for students identified with disabilities. Identical services are provided to students and adults at each of the District's Early Head Start Programs.

Three year old students are typically transitioned from both programs to a local community-based Head Start Program operated by **Mississippi Action for Progress, (MAP)**. In the event this program is full, students are transitioned to one of two pre-school programs operated at Nicholson Elementary and South Side Lower Elementary. These students later enroll in Kindergarten when they reach age five. Yearly, the District has over 100 students waiting to be accepted to the District's pre-school program. 45 students will be served in this program during 2011-2012.

Picayune School District has signed a **"Memorandum of Understanding"** with **Mississippi Action for Progress, (MAP)** which coordinates all activities identifying students for services. In addition, the memorandum outlines screening and evaluative services the District provides to students served by **MAP**.

Picayune School District has policies and procedures in place which guarantee all students equal access to educational services. Services are provided to students who have been identified as: English limited learners, disabled, migrant, neglected or delinquent, Native Americans, homeless, and immigrant. The District is careful to coordinate all services to increase program effectiveness and to reduce fragmentation eliminating the duplication of services.

Picayune School District has experienced a growth in its ESL population since 2005. The largest non-English speaking category within the District is Spanish. Approximately 1% of the

total student population speaks Spanish in addition to English. A large number of Spanish-speaking immigrants moved to Picayune to help with the rebuilding efforts after Hurricane Katrina. Due to the extensive amount of damage and the amount of time needed for rebuilding to take place, these families have made Picayune their permanent home. In recent years, many of these families have moved extended family members to the district.

The District continues to test students annually using **WIDA** to ascertain their English speaking/writing proficiency. All students identified as in-need of ESL services are provided services at their home schools. Students are assigned to remedial classes to improve their speaking and writing skills. **Fast ForWord** is used in grades K-8 as the main remediation tool for reaching English proficiency. If a student has severely limited English skills, a tutor is assigned to give on-on-one remediation. In addition, ESL students are provided assistance in each Title I, Part A school-wide program. When available, Title VI funds are used to employ one computer lab aide at Picayune Memorial High School to provide remedial services to secondary students.

Picayune School District's Office of Exceptional Education is responsible for identifying and providing services to students with disabilities. Services are provided to students in grades K-12 based on their **Individualized Education Plan, (IEP)**. Picayune School District operates a pre-school program specifically designed for students who are developmentally delayed. Services provided to students in this program are coordinated with the Child Development Program operated at the District's Career and Technology Center. High school students enrolled in this vocational program provide interactive services to pre-school students in a child care setting.

During any given year, the District does not have an identifiable population of migrant, neglected/delinquent, or Native American students. If students are identified in any of these categories, they are given access to all educational and extra-curricular services provided by the District. Students are identified at registration by a parent/student survey as a means of providing appropriate services. The District operates a Parenting Center staffed with two Title I, Part A social workers, one district-funded elementary counselor, and one district-funded nurse who coordinate all counseling, medical, and social services.

Homeless students comprise the largest identifiable group of students in need of additional services throughout the District. Homeless students are also identified through the use of a parent/student survey administered during registration. The District is in compliance with all **McKinney-Vento** legislation and provides appropriate guidance and services to students when needed. All homeless students are eligible to receive services through the District's Title I, Part A school-wide programs on an equal basis with other students. District funds are blended with available Title I, Part A homeless set-aside funds to provide services to homeless students attending schools not operating a Title I, Part A school-wide program. The District's Parenting Center is a clearing house for families identified in-need of homeless services.

- E. **Describe** the poverty criteria that will be used to select school attendance areas by indicating the source of data and the method of collection. If school(s) eligible for services are bypassed then, they must submit along with the CFPA, documentation that meets the requirements of *Section 1113(b)(1)(D)(i)(ii)(iii)*.

Picayune School District uses the free and reduced lunch count as calculated by the Director of Food Services for determining which schools will be funded. All families have an opportunity to complete a free and reduced lunch application during registration or throughout the year as necessary. Free and reduced lunch applications are updated by the Department of Food Services as they are received from each school. The Director of Food Services is responsible for preparing the District's yearly free and reduced lunch count. This year's count was prepared on March 2, 2011 and submitted to the Office of Federal Programs to be included in this application.

Picayune School District operates Title I, Part A school-wide programs at five elementary schools and one junior high school. The District's free and reduced status is currently 79%. The percentage for each of the five elementary schools ranges from a high of 90% to a low of 80%. Picayune Junior High School has a free and reduced status of 77%. Picayune Memorial High has a 71% free and reduced lunch count and will not be served during 2011-2012.

Picayune School District will meet all MDE Process Standards before applying federal funds to support any program as an effort to supplement and not supplant.

The District has two private schools located within its service area. Both private schools, Roseland Park Baptist Church Academy and St. Charles Borromeo Catholic Elementary School, have chosen not to participate in any federally funded programs during 2011-2012.

It should be noted that Picayune School District is in the process of redistricting. If construction is completed prior to the new year, enrollment at Nicholson Elementary, Roseland Park Elementary, and West Side Elementary will be decreased. Subsequently, the enrollments at South Side Elementary and South Side Lower Elementary will be increased. When this occurs, free and reduced lunch percentages at each school will need to be recalculated to ensure each school receives equitable funding through Title I, Part A. This action will necessitate an amendment to the CFPA if not completed prior receiving final FY12 CFPA allocations.

- F. **Describe** the schoolwide and/or targeted assistance programs to be conducted in the LEA's schools and where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs. (*Section 1112(b)(1)(H) and (I)*) and (*Sections 1114 & 1115*)

Picayune School District will operate six school-wide programs funded by the Title I, Part A. A school-wide program will be operated at each of the District's five elementary schools. A Title I, Part A school-wide program will also be operated at Picayune Junior High School. All Title I, Part A school-wide programs are operated in a similar manner district-wide. The majority of Title I, Part A funds are expended each year to fund the salaries and benefits of instructional staff. Title I, Part A teachers and paraprofessionals are responsible for providing instructional services to students which compliment regular scheduled academic instruction. Paraprofessionals provide services in pull-out or small-group settings as prescribed by the programs needs assessment. Title I, Part A funded aides must meet the standards of "highly qualified" at the time of employment. Title I, Part A funded aides are assigned to one or more

certified teachers. The administrative and instructional staff develops a schedule of instruction for students which is complimentary to regular academic instruction.

Title I, Part A funded teachers provide instruction to students in a replacement class setting. All Title I, Part A funded teachers are certified by the MDE, Office of Educator Licensure and meet the standards of "highly qualified." All required minimum student teacher ratios, as prescribed by the MDE, Office of Accreditation, are maintained in order to supplement and not supplant.

Title I, Part A funded paraprofessionals are employed in several of the elementary programs to operate computer labs that provide remedial instruction to students. ***Fast ForWord, Study Island, Accelerated Reading, and Accelerated Mathematics*** are examples of computer programming used to improve academic achievement of students.

Picayune School District does not have a facility for delinquent or neglected students located within its service area. The District does not receive federal funding for this type facility. However, in the event District students are assigned to one of these facilities, appropriate records and documentation concerning accommodations will be transferred to the facility as prescribed by the MDE. The ***Mississippi Student Information System, (MSIS)*** will be used to report accountability for these students.

- G. **Describe** how the district will ensure that migratory children and formerly migratory children who are eligible to receive services are selected to receive such services on the same basis as other children who are selected to receive services under Title I. (*Section 1112(b)(1)(J)*)

Picayune School District does not have an identifiable population of migratory children. The District has in place policy and procedures which provide equal access to educational opportunities for all students. Migratory students participate in a parent/student survey at registration. The survey is used by administration and the instructional staff to identify and provide these students with appropriate services and academic instruction.

A list of all identifiable groups, homeless, neglected and delinquent, immigrant, Native American, and migrant is maintained by each school. Once identified, this information is entered in to the ***Mississippi Student Information System, (MSIS)*** for referencing and accountability. All identified students are provided services for the current calendar year. The list is revised at the beginning of each year. Students are either added or removed from a school's list at that time.

- H. **Describe** how the LEA will use funds under Title I to support preschool programs such as Head Start and Even Start (if appropriate). (*Section 112(b)(1)(K)*)

Picayune School District is committed to providing a comprehensive education to all students. The District is a leader in Mississippi providing early childhood educational strategies and interventions. All pre-school programs are eligible to receive Title I, Part A services. Picayune School District operates two Early Head Start programs. The programs became fully operational in December, 2002, and have been recently expanded with the second program becoming fully operational in April, 2011. The District will apply \$50,000 toward the Early Head Start director's salary and benefits. The Early Head Start Director is responsible for

overseeing the daily operation and coordination of services for pre-school aged children living in the District's service area.

During the 2011-2012, approximately 112 pre-school students will be provided services by the Picayune School District Early Head Start. Typically the program has provided early child development classes to ten mothers each year. This will increase to twenty. Forty newborns will be provided home-based services during their early childhood development years. Ten percent of the total available student slots are reserved for students with disabilities. Three year old students transition from the District's Early Head Start to a Head Start program operated by **Mississippi Action for Progress (MAP)**. In the event this program is full, Picayune School District operates three additional pre-school classes. Two classes are operated at Nicholson Elementary and one class is operated at South Side Lower Elementary. 45 students are provided services. The District has over 100 students on a waiting list for 2011-2012. These schools serve the largest number of poverty students. These campuses provided the most suitable setting for instruction at this age level.

Picayune School District has signed a "**Memorandum of Understanding**" with **Mississippi Action for Progress, (MAP)** which coordinates all activities identifying students for services. In addition, the memorandum outlines screening and evaluative services the District will provided to students served by **(MAP)**.

- I. **Describe** actions the LEA will take to assist its low-achieving schools identified under Section 1116 as in need of improvement. *(Section 1112(b)(1)(L))*

Picayune School District will provide the required assistance to any Title I, Part A funded school when it is identified for improvement. The District has one school currently identified for improvement. Picayune Junior High School is currently in **Year One Improvement, Holding**. Improvement status for Picayune Junior High School for 2011-2012 cannot be determined by the due date of this application. The District and Picayune Junior High School will continue efforts improving academic achievement for all students.

Based on 2009-2010 student assessment results, Picayune Junior High School met AYP for all students in all academic areas. Picayune Junior High School, with assistance from the District and the MDE, Office of Federal Programs, developed and submitted a School Improvement Plan. The Plan was approved by the MDE, Office of Federal Programs as of January 2011.

Improvement strategies specifically address instructional needs as identified by the school's planning team and improvement needs assessment. Specific attention was given to the subgroup, "Students with Disabilities." Appropriate strategies and interventions have been put in place to remediate student academic achievement, curriculum development, and instructional services. All required set-asides for school improvement have been addressed. The District will revise the FY12 CFPA and Picayune Junior High School's school-wide plan to accurately reflect results of the 2010-2011 student assessments later this summer.

- J. **Describe** how the LEA plans to implement, if necessary, public school choice and supplemental education services (SES). *(Section 1112(b)(1)(M))*

Picayune School District has policy and procedures in place which address public school choice and supplemental education services. At the writing of the FY12 CFPA, the District has one school identified for improvement. Currently, Picayune Junior High School is in Improvement Year One, Holding. Picayune Junior High School provides educational services to students in grades 7-8. The District does not operate another school which provides services to students in these grades. Public school choice related to improvement is not an option for students attending this school. In addition, Picayune School District has received official notice from neighboring school districts refusing to accept students transferring due improvement. All Title I, Part A funded elementary school programs have made AYP for the current year. No elementary school is in danger of being identified for improvement and having to provide school choice. Public school choice will be addressed in the future as it presents itself.

Supplemental Education Services, (SES) will not be provided to students at Picayune Junior High School. Supplemental education services do not have to be offered by school programs identified for Improvement Year One, Holding. It is anticipated that Picayune Junior High School will exit improvement once final assessment results, AYP, and Growth have been determined by the MDE, Office of Research and Statistics. In the future, supplemental education services will be offered by the District and identified schools as required by the ESEA.

- K. **Describe** the steps the LEA has taken or will take to ensure that all teachers and paraprofessionals are highly qualified. (*Section 1119*) and (*Section 1112(b)(1)(N)*)

Picayune School District employs teachers and paraprofessionals who meet the “highly qualified” standards as defined by the **Elementary and Secondary Education Act, (ESEA)**. Principals and directors recommend to the District’s Board of Trustees teachers and paraprofessionals who possess the specific qualifications required to fill vacancies.

As directed by the MDE, Superintendent of Education, Picayune School District will not request the Office of Educator Licensure to extend less-than-standard certificates expiring on June 30, 2011. However, due to the continued teacher shortage in key academic areas, the District will continue to employ teachers who have completed approved alternate route programs and possess appropriate licenses issued by the MDE, Office of Educator Licensure. All state approved alternate route programs have less-than-standard licenses issued to prospective teachers. In addition, the District will also consider employing teachers who possess standard certificates, but are needed to teach outside of their endorsed academic area. If this occurs, the District will request the necessary emergency certificates from the MDE, Office of Educator Licensure.

Picayune School District does not provide assistance or incentives to teachers or paraprofessionals to meet “highly qualified” standards. The District does not expend local or federal funds to aid teachers and paraprofessionals in obtaining their credentials. It is the responsibility of all staff to be “highly qualified” upon recommendation for employment. In the event the District makes an involuntary transfer of instructional personnel, the District will then provide assistance to the individual in order to secure required credentials.

The comprehensive needs assessment completed by each Title I, Part A school-wide program addresses professional development found in Dimension III of the document. All responses to

professional development are prioritized and become part of the District's yearly professional development plan. Professional development opportunities and activities are addressed as local and federal funds permit.

- L. **Describe** your LEA's policy on how it will provide services to homeless children including funds reserved to provide services comparable to homeless children who do not attend participating Title I schools including related support services to children in shelters and other locations where children may live. *(Section 1112(b)(1)(O)) (1113(c)(3)(A))*

Picayune School District has policy and procedures in place which address homelessness and provide identified students with equal access to educational instruction and all District services.

The District has experienced a significant increase in the number of identified homeless students since Hurricane Katrina. During 2011-2012, the District will be reviewing all students currently served to ascertain the need for a continuation of services.

Picayune School District identifies homeless students and families at registration with a parent/student survey. Each school maintains a list of all students receiving homeless services. The homeless rosters at each school are updated whenever students are identified. Once identified, students receive services through the remainder of the year. All homeless lists are updated at the beginning of the new school year. At that time, students are added or deleted from each school's list.

Picayune School District operates a Parenting Center staffed by a district-funded elementary counselor, two Title I, Part funded social workers, and one district-funded nurse coordinator. The staff provides guidance and services to identified students and families. The Parenting Center coordinates efforts between the District and different agencies which help students and families overcome their particular state of homelessness. The Parenting Center operates on a strict basis of confidentiality.

The District's Federal Program Director is designated as the Homeless Liaison. The Homeless Liaison is responsible for arbitrating disputes that arise concerning homeless students.

Picayune School District will set aside \$5,000 Title I, Part A funds to address homeless issues for students not attending Title I, Part A funded schools. These funds will be used to address and eliminate the barriers which traditionally prevent identified students from being enrolled and successful in school. Due to limited funding, the District will not use funds to pay rent, utilities, or other costs associated with maintaining a household.

- M. **Describe** how the LEA uses funds under Title I to support after school, before school, and summer school programs. *(Section 1112(b)(1)(Q))*

Picayune School District is committed to providing students with a comprehensive education to include academic instruction designed to provide students with additional help as heeded. Title I, Part A funds are blended with local funds to support before school, after school, and summer programs when available. Typically, Title I, Part A funds allocated to the District's

elementary and secondary school-wide programs are exhausted each year supporting salaries and benefits. Remaining funds are used to purchase necessary supplies and equipment.

Picayune School District uses available Title VI, Rural and Low Income funds to support extended-day and extended-year programs. The District's current Title VI application was written and approved by MDE, Office of Federal Programs to provide tutorial services to students. Tutorial services were conducted during the regular school day in a pull-out setting. Students are provided tutorial services after completing regular academic instruction. Title VI funds were budgeted to pay the salaries and benefits of tutors. The District employed retired teachers and paraprofessionals to provide tutorial services. Tutorial services were provided from January 2011 until the first week in May 2011. If Title VI funds are available, a similar program will provide tutorial services during 2011-2012.

N. **Describe** the identified needs, including the baseline data, which will be addressed through Title I, Part A funds.

Picayune School District uses annual State and local assessment, student needs assessment, and comprehensive needs assessment results to identify programmatic and instructional needs to be addressed with Title I, Part A funds. All students, grades K-8, are assessed in the spring with a multi-criteria needs assessment. The needs assessment contains State assessment results, teacher recommendations, student achievement, discipline, attendance, medical and socialization records, Tier I-III interventions, and other identifying factors that explain overall student performance during the current year. The results of the student needs assessment are then compiled to determine strengths and weaknesses of students, academic programs, and instruction. District results are used to guide the overall identification of needs when writing the CFPA. Individual school results are used to identify specific needs, strengths, and weaknesses which help to revise existing school-wide plans.

District results from the spring 2011 student needs assessment suggest that 74% of students in grades K-8 are on or above expected grade level in Reading and Language Arts. Results also suggest that approximately 80% of students in grades K-8 are on or above expected grade level in Mathematics. Common factors influencing student performance are poor attendance 41% and excessive discipline referrals 14%.

Teachers who assessed students suggested that specific factors have a strong influence on student performance in Reading and Language Arts. Some of these factors are: poor reasoning skills 16%, poor comprehension skills 18%, weak phonetic and structural analysis skills 21%, poor reading skills 20%, difficulty reading content 28%, and failing one or more grading periods 26%.

Teachers who assessed students suggested that specific factors have a strong influence on student performance in Mathematics. Some of these factors are: difficulty with basic facts 17%, weak computation skills 24%, poor reading skills 19%, poor comprehension skills 15%, and failing one or more grading periods 12%.

Results from the most recent State MCTII assessments show that 60% of students in grades K-8 score proficient or advanced in Mathematics and 54% score proficient or advanced in Reading and Language Arts. Results from the 2011 State assessments will be compared and

used to revise school-wide programming once they have been received. Based on preliminary information, the District and Title I, Part A funded school-wide programs will apply available Title I, Part A funds to ramping-up instruction and programming in both Reading/Language Arts and Mathematics.

- O. **Describe** the strategies and/or actions for meeting each identified performance goal and indicator that the LEA will be using with Title I, Part A funds. Fund usage will be driven by identified needs.

During 2011-2012, Picayune School District will commit available funds and resources to meeting Performance Goal 1 and Performance Indicators 1.2, 1.3, and 1.4 through its Title I, Part A school-wide programs. Title I, Part A funds will be allocated to six schools operating school-wide programs. A school-wide program will be operated at each of the District's five elementary schools and one junior high school. Each school-wide program will use the majority of its allocated Title I, Part A funds to fund the salaries and benefits for paraprofessionals or teachers who provided instructional services to students in Reading/Language Arts and Mathematics. Instruction will take place in addition to regular scheduled academic instruction. Instruction will take place in small-group, large-group, and individualized settings. The principal and staff at each school will determine the most appropriate instructional setting for students in either academic program.

In addition to the funding of salaries and benefits for instructional staff, school-wide programs will use remaining Title I, Part A funds to support strategies that will compliment instruction. All school-wide programs will use **Study Island** to identify individual academic needs of students, aligned with the State's curriculum framework and objectives. **Fast ForWord** will be used in each school-wide program as a remediation tool to improve students' processing skills in Reading/Language Arts and Mathematics. The elementary school-wide programs will use **Reading Assistant** as a means of building reading fluency. Picayune Junior High School will use **US Test Prep** to address content skills.

In addition to District funded support staff, Picayune Junior High School will employ one Title I, Part A funded social worker and guidance counselor. This staff will implement strategies that will improve student attendance, discipline, socialization, and ancillary issues directly related to student achievement.

Title I, Part A set-asides dedicated to professional development opportunities will be allocated to each school-wide program on a per pupil basis. A comprehensive needs assessment is used to determine the most effective professional development opportunities offered to the instructional staff and administration in each school-wide program.

Title I, Part A set-asides dedicated to parent involvement activities will be allocated to each school-wide program on a per pupil basis. A comprehensive needs assessment is used to determine which activities and strategies will be provided to parents throughout the year.

Title I, Part A set-asides which address improvement will be followed. Picayune Junior High School is currently the only school within the District identified for improvement. The CFPA will be revised after the District has received official improvement notification from the MDE, Office of Research and Statistics.

Tutorial programs will be offered as funds become available. Each program has the ability to provide students with academic remediation in a computer lab-based environment. Each school-wide program operates ***Fast ForWord*** labs that provide academic remediation.

Title I, Part A elementary school-wide programs meet during the summer to align curriculum and to develop pacing guides for the coming year.

All school-wide programs will meet during the year to develop common district assessments.

Title I, Part A - Parental Involvement

MUST BE FULLY completed.

1. An LEA must reserve funds for parental involvement activities for parents of private school children who participate in Title I, Part A activities from the amount the LEA has reserved for parental involvement. These funds must be reserved by the LEA before any allocation of funds to its respective school attendance areas and schools. The amount of funds reserved for these activities must be proportionate to the number of private school children from low-income families residing in participating public school attendance areas. Please **describe** the process used to determine the set aside amount for **private schools, if applicable**. (*Sections 200.65 and 200.77 of the Title I Regulations*)

Section Not Applicable to Picayune School District

Picayune School District has two private schools which operate within its service area. However, both private schools, St. Charles Borromeo Catholic Elementary School and Roseland Park Baptist Church Academy, have chosen not to participate in any program funded by the Federal government. Documentation and signatures related to refusal of services are part of this application.

2. Section 1118(a)(3)(A) requires an LEA to reserve not less than one percent of its Title I, Part A allocation to carry out parental involvement programs, activities, and procedures. This requirement does not apply if one percent of such allocation is \$5,000 or less. Section 1118(a)(3)(B) requires LEAs to involve parents in the decisions regarding how funds reserved under Section 1118(a)(3)(A) are allotted for parental involvement activities. **Describe** how the school has involved parents in the decisions regarding how funds reserved under Section 1118(a)(3)(A) are allotted for parental involvement activities.

Picayune School District develops and plans Title I, Part A school-wide programs through a coordinated effort of all stakeholders. Planning teams consist of administrators, teachers, staff, parents, and community members. All members are asked to complete a Comprehensive Needs Assessment. The Comprehensive Needs Assessment addresses five dimensions. Dimension IV addresses Family and Community Involvement. Results from the Comprehensive Needs Assessment are used by planning teams to identify needs which will be addressed during the coming year. In addition to the Comprehensive Needs Assessment, all parents have the opportunity to complete an evaluation of current programs and a parental involvement survey. These results are used to address needs of parents with the intent of improving academic achievement of all students.

Picayune School District reserves 1% of its Title I, Part A allocation for addressing parental involvement needs. 1% of this year's allocation is approximately \$14,037. This is based on 85% of the current FY11 CFPA allocation of \$1,403,727. This amount will be revised after the District receives its FY12 CFPA final allocation. Each school-wide program will receive

a per pupil cost of approximately \$5.38. Nicholson Elementary = \$2,722.28, South Side Lower Elementary = \$1,296.58, South Side Elementary = \$1,608.62, Roseland Park Elementary = \$2,754.56, West Side Elementary = \$2,630.82, and Picayune Junior High School = \$3,024.14.

After each school receives its parental involvement allocation, planning teams use the results of the Comprehensive Needs Assessment, Parental Involvement Survey, and Federal Programs evaluation to plan activities and strategies for the coming year.

Prior to Board approval, the completed CFPA is advertised on the District's webpage and through the local media, *The Picayune Item*, to allow all stakeholders the opportunity to review and suggest revisions.

3. Please **describe** the strategies and programs the **LEA** uses to implement effective parental involvement in programs assisted under Title I, Part A as required in Section 1118. (**Attach a copy of the LEA's Parental Involvement Policy**)

Information taken from the Comprehensive Needs Assessment suggests that 79% of parents believe that the District is inviting and welcome their participation. 81% of the results suggest that the District is providing a flexible schedule for meetings and conferences. Parents indicated that the following activities be used for promoting parental involvement and improving student achievement: family interactive homework time 60%, family read nights 71%, parenting information centers 72%, volunteering during school 72%, volunteering after school 49%, annual parent meetings 71%, parent/teacher conferences 86%, open-house meetings 83%, organized PTA/PTO meetings 77%, mentoring students 78%, provide parental workshops/seminars 62%, newsletters 76%, and school internet website 77%.

In addition to these activities, 52% of responses suggest the District is communicating effectively with parents of ESL students. 83% of responses suggest the District is meeting the needs of students with disabilities. 56% of responses suggest the District is providing the needed health and human services to encourage healthy family relationships.

Responses to the parental involvement survey and Dimension IV, which specifically addresses parental involvement activities, were prioritized. The following will be addressed during 2011-2012 as funding permits:

Title I, Part A school-wide Parental Involvement Activities/Strategies

Nicholson Elementary: \$2,722.28

- Parental Involvement Magnetic Calendars (\$725)
- General Supplies for Parental Involvement meetings (\$800)
Flyers, printing, pencils, pens, refreshments (\$450)
- Student/Parent Homework Assignment Books (\$747.28)

South Side Lower Elementary: \$1,296.58

- Math and Science Family Night Activities – Partnership for Learning Consultant (\$371.38)

- Supplies associated with Parental Involvement Activities (\$925.20)
School to Home Folders, Colored copier paper for newsletters/calendars, parent/visitor badges, copier supplies

South Side Elementary: \$1,608.62

- Classroom Connection assignment/date books (\$1,608.62)

Roseland Park Elementary: \$2,754.56

- Using Paired Reading to Help Your Students Become Better Readers, Grades 1-6: A Training Program for Parents and Classroom Volunteers. (\$325.00)
- Supplies associated with Parental Involvement (\$2,429.56)
Home and School Connection/Planners
Parent/School Communicator
Academic Home Planner/Date Books
Copy paper, ink, toner

West Side Elementary: \$2,630.82

- “Parents’ Training Night” for Spalding, The Writing Road to Reading (\$2,030.82)
- Supplies associated with Parental Involvement activities (1,8230.82)
Pens, markers, copier paper, Kindergarten Reading Notebooks, “Home to School,” newsletter publication

Picayune Junior High School: \$3,024.14

- Planners for students (\$2,500)
- Supplies for quarterly parental involvement meetings (\$524.14)

**Title I, Part A - Parental Involvement
Entire Reserved Amount**

To be completed by LEAs who have private schools and/or reserve over the obligated 1%

Name of LEA Picayune School District

Entire Reserved Amount \$14,037.00

(See Reservation of Funds Worksheet item 4 column 4)

Section 1118(a)(3)(C) of ESEA

	Proposed Activities	Description of Activity	Amount of Reservation
Private Reservation	Parental Involvement Activities for Private School Children		0.00
	Other Proposed Activities		0.00
LEA Level Parental Involvement	LEA Parental Involvement Activities		0.00
	Family Literacy and Parenting Skills		0.00
	Parental Involvement Activities for School Improvement (only for LEA with schools that have been identified for improvement)		0.00
	95% of 1% Allocated to Schools		\$14,037.00
	Other Proposed Expenditures		0.00
	Other Proposed Expenditures		0.00
Total	Must equal <u>entire</u> Title I, Part A Parental Involvement reservation:		\$14,037.00

**Title I, Part A - Parental Involvement
1% Reservation Only
To be completed by ALL LEAs**

Name of LEA Picayune School District

LEA 1% Obligation \$14,037.00

(See Reservation of Funds Worksheet item 4 column 4)

LEA 1% Obligation less Private School Portion \$14,037.00

Public Schools' Portion: \$14,037.00

This amount must be 95% of the LEAs obligated (1%) reservation.

LEAs' Portion: \$0.00

This amount may be 5% of the LEAs obligated (1%) reservation.

Section 1118(a)(3)(C) of ESEA

	Proposed Activities	Description of activity	Amount of Reservation
LEAs Portion up to 5%	LEA Parental Involvement Activities	All activities are implemented at the school level.	0.00
	Other Proposed Activities		
Schools Portion 95%	Family Literacy and Parenting Skills		
	Parental Involvement Activities for School Improvement (only for LEA with schools that have been identified for improvement)	Picayune Junior High School Planners for students (\$2,500) Supplies for quarterly parental involvement meetings (\$524.14)	\$3,024.14
	95% of 1% Allocated to Schools	100% of 1% is allocated to schools. Picayune School District does not retain any portion of the 1% for central office usage.	
	Other Proposed Activities	Nicholson Elementary: Parental Involvement Magnetic Calendars (\$725) General Supplies for Parental Involvement meetings (\$800) Flyers, printing, pencils, pens, refreshments (\$450) Student/Parent Homework Assignment Books (\$747.28)	\$2,722.28

	Other Proposed Activities	South Side Lower Elementary: Math and Science Family Night Activities – Partnership for Learning Consultant (\$371.38) Supplies associated with Parental Involvement Activities (\$925.20) School to Home Folders, Colored copier paper for newsletters/calendars, parent/visitor badges, copier supplies	\$1,296.58
	Other Proposed Activities	South Side Elementary: Classroom Connection assignment/date books (\$1,608.62)	\$1,608.62
	Other Proposed Activities	Roseland Park Elementary: Using Paired Reading to Help Your Students Become Better Readers, Grades 1-6: A Training Program for Parents and Classroom Volunteers. (\$325.00) Supplies associated with Parental Involvement (\$2,429.56) Home and School Connection/Planners Parent/School Communicator Academic Home Planner/Date Books Copy paper, ink, toner	\$2,754.56
	Other Proposed Activities	West Side Elementary “Parents’ Training Night” for Spalding, The Writing Road to Reading (\$2,030.82)	\$2,630.82
Total	Must equal Title I, Part A Parental Involvement 1% reservation obligation:		\$14,037.00

PRIVATE/NON-PUBLIC SCHOOL PARTICIPATION FORM 2011-2012

Section 1120(b) of the *No Child Left Behind Act* and Section 200.63 of the Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decisions that affect the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act. In addition, LEAs shall continue consultation throughout the implementation and assessment of activities under this section. This form should be completed by the public school officials and presented to private/non-public school officials for documenting *Timely and Meaningful Consultation*. The private school administrator is required to sign this form. The Needs Assessment/Program Planning and Program Timelines are additional recommended documents for LEAs with participating private/non-public schools. These documents can be located at http://www.mde.k12.ms.us/innovative_support/TitleIBasic_private_school.html. Please note: **All LEAs are required to obtain counts for private/non-public school students from low-income families as of April 30 annually.**

The following topics must be discussed during the ongoing consultation process:

- how the LEA will identify the needs of eligible private school children;
- what services the LEA will offer to eligible private school children;
- how and when the LEA will make decisions about the delivery of services;
- how, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;
- how the LEA will assess academically, the services eligible private school children receive in accordance with §200.10 and how the LEA will use the results of that assessment to improve Title I services;
- the size and scope of the equitable services that the LEA will provide to eligible private school children and in accordance with §200.64, and the process used to proportion the funds and determine the amount of funds that will be allocated to provide these services;
- the method or sources of best available data that the LEA and the private school officials will use under §200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas;
- the equitable services the LEA will provide to teachers and families of participating private school children;
- the provision of a copy of the Title I application to private school officials, if requested;
- if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private school with the reasons, in writing, as to why the LEA chooses not to use a contractor.

Participation Information *(Check the appropriate box.)*

	Title I, A Basic	Title II, A Teacher Quality	Title III English Language Learners	Other: Please List
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
(Or) Declining Services	<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> No

Name of Public School Official		Name of Private School Administrator	
Frank McCardle		Gralan Lee	
Public School Official Signature	Date Signed	Private School Administrator Signature	Date Signed
Local Educational Agency (LEA)		Private School Name	
PICAYUNE SCHOOL DISTRICT		ROSELAND PARK BAPTIST CHURCH ACADEMY	

PRIVATE/NON-PUBLIC SCHOOL PARTICIPATION FORM 2011-2012

Section 1120(b) of the *No Child Left Behind Act* and Section 200.63 of the Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decisions that affect the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act. In addition, LEAs shall continue consultation throughout the implementation and assessment of activities under this section. This form should be completed by the public school officials and presented to private/non-public school officials for documenting *Timely and Meaningful Consultation*. The private school administrator is required to sign this form. The Needs Assessment/Program Planning and Program Timelines are additional recommended documents for LEAs with participating private/non-public schools. These documents can be located at http://www.mde.k12.ms.us/innovative_support/TitleBasic_private_school.html. Please note: **All LEAs are required to obtain counts for private/non-public school students from low-income families as of April 30 annually.**

The following topics must be discussed during the ongoing consultation process:

- how the LEA will identify the needs of eligible private school children;
- what services the LEA will offer to eligible private school children;
- how and when the LEA will make decisions about the delivery of services;
- how, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;
- how the LEA will assess academically, the services eligible private school children receive in accordance with §200.10 and how the LEA will use the results of that assessment to improve Title I services;
- the size and scope of the equitable services that the LEA will provide to eligible private school children and in accordance with §200.64, and the process used to proportion the funds and determine the amount of funds that will be allocated to provide these services;
- the method or sources of best available data that the LEA and the private school officials will use under §200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas;
- the equitable services the LEA will provide to teachers and families of participating private school children;
- the provision of a copy of the Title I application to private school officials, if requested;
- if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private school with the reasons, in writing, as to why the LEA chooses not to use a contractor.

Participation Information **(Check the appropriate box.)**

	Title I, A Basic	Title II, A Teacher Quality	Title III English Language Learners	Other: Please List
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
(Or) Declining Services	<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> No

Name of Public School Official		Name of Private School Administrator	
Frank McCardle		Ellen Loper	
Public School Official Signature	Date Signed	Private School Administrator Signature	Date Signed
Local Educational Agency (LEA)		Private School Name	
PICAYUNE SCHOOL DISTRICT		ST. CHARLES BORROMEEO CATHOLIC ELEMENTARY SCHOOL	

**Title I Plan
Districtwide
BUDGET NARRATIVE**

District: **PICAYUNE SCHOOL DISTRICT**

Indicate the use of funds.

The following categories should be used: Supplies, Travel, Contractual, Salaries/Benefits, Administration, Equipment, and Other. Use the description column to detail the computations used to arrive at the total amount indicated for each category. This information should include a detailed description of the costs and a clear, concise description of the computations used to arrive at the total amounts indicated. A sample budget is provided on the previous page. ***Expenditures should reflect cost district wide (to include Central Office and all schools).***

CATEGORY	AMOUNT	DESCRIPTION
SUPPLIES	\$1,779.00 \$1,513.88 \$14,750.60 \$22,504.21	General supplies (pencils, crayons, construction paper, laminating film, file folders, colored paper)(SSL) General supplies (colored paper, headphones with microphones, HP Office Jen Ink multiple colors)(SSU) Printer ink, copy paper, project boards, pencils, Buckle Down(RP) Notebook paper, copier paper, Marble notebooks, pencils, index cards, construction paper, pencil sharpeners, bulletin board paper and borders, office supplies (WS)
TRAVEL	\$500.00 \$19,469.80	Travel associated with professional development (WS) 10% Set-aside School Improvement Professional Development 2012 Jostens' Renaissance National Conference (PJHS)
CONTRACTUAL	\$400.00 \$11,200.00	Dr. Owens-coordination CEU process (SSL) Starr Brown, AEC Consultant \$2,400, Summer 2011 Curriculum Development \$8,800 (WS)

SALARIES / BENEFITS	\$204,075.00 \$92,425.15 \$115,037.12 \$154,033.48 \$115,276.44 \$175,228.20	Salaries/benefits for 1 teacher and 9 paraprofessionals (NIC) Salaries/benefits for 4 paraprofessionals (SSL) Salaries/benefits for 5 paraprofessionals (SS) Salaries/benefits for 1 teacher and 5 paraprofessionals (RP) Salaries/benefits for 5 paraprofessionals (WS) Salaries/benefits for 2 teachers, 1 counselor, 1 social worker, and 1 paraprofessional (PJHS)
ADMINISTRATION	\$50,000.00 \$219,685.78 \$70,186.00 \$5,000.00 \$14,037.00 \$61,059.22	Salaries/benefits for 1 district pre-school director Salaries/benefits for 2 social workers, 1 Federal Program Secretary, 1 pre-school Title I office aide, 50% Federal Program Director 5% District set-aside for Professional Development Nicholson = \$13,611.40 South Side Lower = \$6,482.90 South Side = \$8,043.10 Roseland Park = \$13,772.80 West Side = \$13,154.10 PJHS = \$15,121.70 Homeless District set-aside 1% District set-aside for Parental Involvement 100% to be expended at schools Nicholson = \$2,722.28 South Side Lower = \$1,296.58 South Side = \$1,608.62 Roseland Park = \$2,754.56 West Side = \$2,630.82 PJHS = \$3,024.14 Operation of District office: Parenting Center Social Workers: Travel \$3,000, supplies \$7,000, dues/fees \$1,000 Health Services: Travel \$1,000, supplies \$5,000, dues/fees \$2,000 Federal Programs Office: Professional Development \$12,279.61, copier \$2,000, travel \$10,000, supplies \$12,279.91, property/equipment \$3,000, dues/fees \$2,500.00
EQUIPMENT	\$1,167.30 \$12,770.00 \$11,825.00	2 Aver Vision Document Camera and 5 Student Computer tables Student Computer tables (SSL) 5 computers, presentation lectern, 10 MIMIOS, 10 headphones with microphones, and 10 computer desks (RP) 6 computers \$4,800, 3 overhead projectors \$1,800, 3 ELMO \$2,400, 50 headphones \$450, 2 MIMIOS \$1,000, Overhead projector bulbs \$1,375 (WS)
OTHER	\$1,130.55 \$1,500.00 \$13,429.92 \$1,143.35 \$12,600.00	Copier usage and repair (SSL) Copier usage and repair (RP) Yearly subscription to ALEKS \$1,875, Glogster \$99, Reading Assistant \$2,640.92, Renaissance Learning \$5,196, Study Island \$3,619 (RP) Copier usage and repair (WS) NAESP and International Reading Association dues \$600, Computer subscriptions Education City \$4,000, Study Island \$4,000, Accelerated Reading and Math \$4,000 (WS)
TOTAL	\$1,403,727.00	85% of Final FY11 Total Allocation = \$1,651,443.00

Title I, Part A, Neglected Activities and Expenditures

An LEA that receives Title I, Part A funds for Neglected children must provide services to children that reside in their Local attendance area and are defined as “neglected.” If applicable, each LEA must provide below specific descriptions and costs of proposed activities in the following approved categories as defined by *Section 1112(b)(1)(E)(ii)* and *Section 1424*.

Allowable Category	Proposed Activity	Cost
Tutoring Activities	NA	0.00
Alcohol and Drug Counseling	NA	0.00
Evaluation of health and social services designed to improve the likelihood that at-risk students will complete their education	NA	0.00
Special activities to meet the unique needs of participating students (i.e. Speech Therapist, and/or Anger Management)	NA	0.00
Activities for mentoring and peer mediation	NA	0.00
Career Counseling	NA	0.00
Supplies and Materials	NA	0.00
Other (please describe)	NA	0.00
TOTAL MUST EQUAL Allocation for Neglected Services: <i>(The Neglected allocation is a portion of the total Title I, Part A allocation)</i>		0.00

Title II, Part A – Teacher and Principal Training and Recruiting

MUST BE FULLY completed.

(A response is required to each item whether or not Title II, Part A funds are used to implement the activity. Use additional sheet(s) if necessary)

1. Provide a **descriptive** summary of your comprehensive needs assessment highlighting leading factors surrounding professional development activities and the need for class size reduction teachers. (*Section 2122(b)(8)*)

Picayune School District uses a Comprehensive Needs Assessment to determine the use of federal funds. A Federal Programs evaluation is also conducted annually to determine the effectiveness of strategies and activities supported by federal funds.

Responses to the 2010-2011 Federal Programs Evaluation suggest **Class Size Reduction (CSR)** efforts in grades K-6 are effective. 66% of all responses support the District's initiative to reduce class size during 2011-2012. In addition, 92% of all responses on the Comprehensive Needs Assessment suggest the District continue its efforts supporting achievement in both academic areas of Reading/Language Arts and Mathematics. Additionally, 83% of all responses suggest the District concentrate its class size reduction efforts in Kindergarten through sixth grade. 71% of all responses to the Comprehensive Needs Assessment suggest that professional development opportunities and activities funded by Title I, Part A are sufficient. Title II, Part A funds should be expended for funding additional professional development opportunities and activities only after class size has been adequately reduced in grades K-6.

2. **Describe** the activities to be carried out and how they are aligned with challenging state standards. (*Section 2122(b)(1)(A)(i)*)

Picayune School District will meet all MDE Process Standards prior to expending federal funds to support any educational program in order to supplement and not supplant.

Picayune School District will again reduce class size in grades K-6 during 2011-2012. After MDE Process Standard #34, minimum student/teacher ratios in grades K-6, has been met, the District will use available Title II, Part A funds to reduce class size. Based on preliminary figures, Picayune School District will be able to reduce class size in seven classes. The District based this calculation on the schools operating school-wide programs, serving the highest poverty level, and having the largest average class size serving grades K-6.

Class size reduction teachers are certified by the MDE, Office of Educator Licensure and meet the definition of "highly qualified" as defined by the **Elementary and Secondary Education Act, (ESEA)**. Class size reduction teachers provide academic instruction to students. Remaining Title II, Part A funds will be used to provide professional development opportunities and activities to administration and instructional staff.

3. Provide a **description** of how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement. *(Section 2122(b)(1)(B))*

The District's Title II, Part A allocation will be used to fund seven class size reduction teaching units in grades K-6. Class size reduction is an allowable expenditure as prescribed by Title II, Part A of the ***Elementary and Secondary Education Act, ESEA***. Title II, Part A funds not used for class size reduction teachers' salaries and benefits will be used to provide professional development opportunities to instructional staff and administration.

Although arguments can be made for and/or against the use of class size reduction efforts, any increase in student achievement as a result of implementing class size reduction strategies should be considered worthwhile, allowable, and productive.

4. Provide a **description** of how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students. *(Section 2122(b)(2))*

Picayune School District will reduce class size in grades K-6. Identifying students with academic needs at the earliest moment is a significant and powerful way to improve the academic achievement of students. By focusing class size reduction efforts in the schools with the largest average class size and with the highest poverty level, the District will be addressing head-on the need to eliminate the achievement gap that separates low-income and minority students from other student groups. Nicholson Elementary and South Side Lower Elementary have the highest identifiable poverty levels in the District. Nicholson Elementary and South Side Lower Elementary each serve a student population that is approximately 90% free or reduced in grades K-6. Nicholson Elementary will reduce class size in Kindergarten, first, and sixth grade. South Side Lower Elementary will reduce class size in Kindergarten and first grade. Roseland Park Elementary and West Side Elementary will reduce class size in grade six as funding permits.

5. **Describe** how the LEA will coordinate professional development activities authorized under Title II, Part A with professional development activities provided through other Federal, State, and local programs. *(Section 2122(b)(4))*

Title II, Part A funds will be used to provide professional development activities to instructional staff and administrators only after class size has been reduced in grades K-6.

6. Provide a **description** of the professional development activities that will be made available to teachers and principals under Title II, Part A and how the LEA will ensure that the professional development needs of teachers and principals will be met using the Title II, Part A funds. *(Section 2122(b)(5))*

Title II, Part A funds will be used to provide professional development activities to instructional staff and administrators only after class size has been reduced in grades K-6. Professional development activities will include, but are not limited to:

- Curriculum Alignment in Reading/Language Arts and Mathematics

- State and Local Assessment review and evaluation
- NAEP Test Bank Development
- Mathematics, Carla Kirkland
- Life Oak Writing Institution
- Common Core Standards training

7. **Describe** how funds under Title II, Part A will be integrated with funds received under Title II, Part D (E2T2) that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy. *(Section 2122(b)(6))*

Title II, Part A funds will not be integrated with funds received under Title II, Part D to provide professional development activities to teachers and administrators.

8. **Describe** how the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of activities to be carried out under Title II, Part A and in the preparation of the application. *(Section 2122(b)(7))*

Each year, the District and Title I, Part A funded elementary school-wide programs conduct meetings and complete a Comprehensive Needs Assessment. The Comprehensive Needs Assessment addresses professional development and class size reduction activities. Administrators, teachers, staff, parents, and community member participate in the identification and prioritization of professional development needs and class size reduction efforts for each school-wide program. The Comprehensive Needs Assessment is also used as a tool for measuring the overall effectiveness of current professional development activities and strategies.

Picayune School District and all Title I, Part A school-wide programs use the Title I Needs Assessment (TINA), OWL Educational Services for conducting an on-line and hard-copy assessment. This year the assessment was administered during February and March 2011. The Comprehensive Needs Assessment is posted on-line allowing all stakeholders an opportunity to participate in its completion.

9. Provide a **description** of how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency: improve student behavior in the classroom and identify early and appropriate interventions to help students learn; involve parents in their child's education; and understand and use data and assessments to improve classroom practices and student learning. *(Section 2122(b)(9)(A)(B)(C)(D))*

All professional development opportunities and activities will be funded with a combination of Title I, Part A funds, District funds, and Special Education funds. Title II, Part A will be used to provide professional development activities to instructional staff and administrators only after class size reduction efforts have been fully realized.

10. Provide a **description** of how the LEA will use Title II, Part A funds to meet the requirements of Section 1119 qualifications for teachers and paraprofessionals. (*Section 2122(b)(10)*)

Remaining Title II, Part A funds will be used to provide professional development activities to instructional staff and administration only after the District's class size reduction efforts have been realized.

Teachers employed by Picayune School District must possess a teaching certificate issued by the MDE, Office of Educator Licensure. In the event the District is unable to employ a teacher with the necessary endorsements, the District will exercise any option made available to it by the MDE, Office of Educator Licensure. The District will continue to follow the rules regarding "highly qualified" to the every extent possible and practical.

Date of Submission: ___ / ___ / ___ / ___
Effective Date of the Transfer: ___ / ___ / ___ / ___

LEA Transferability Authority
For State Formula Grants under
Title II, Part A and Title II, Part D
of the Elementary And Secondary Education Act
as amended by the

No Child Left Behind Act of 2001

Name of Local Educational Agency (LEA) submitting this notice:

Address:

Person to contact about this notice:

Name:

Telephone:

Fax:

e-mail:

Programs from which funds will be transferred and to which the funds will be transferred:

Please check one:

From: ___ Title II, Part A

To: ___ Title I, Part A ___ Title II, Part D

Amount of funds to be transferred:

\$

Federal fiscal year of transferred funds:

Please circle one:

FY 10 11 12

MDE Approval _____ Date _____