

Schoolwide Program Plan



Nicholson Elementary School Picayune School District

Title I Schoolwide Program Plan

Date when Plan Implemented 1-4-10 Plan Status: New x Revised _____

School District Name: <u>Picayune School District</u>
Address: <u>706 Goodyear Blvd.</u>

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School Principal:	Patrick Rutherford
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School Name:	Nicholson Elementary
Address:	P.O. Box 919 (1887 Highway 11 South)
	Nicholson, Mississippi 39463
Superintendent:	Dean Shaw
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School Enrollment:	512
Grade Levels:	K - 6
Free/Reduced Lunch %	91%

Introduction

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

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

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

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

SCHOOLWIDE PROGRAM PLANNING

A. Planning Team

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

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

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

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

Position	Name of Team Member
Parents:	Tesa Crawford Mike Tynes Janice Bates
Licensed Staff: <i>(include position)</i>	Kerri Snider 6th grade teacher, Bernice Davis 3rd grade teacher, Judy Dean 1st grade teacher, Michelle Carter Librarian, Betty Wood 2nd grade teacher
Non-Licensed Staff: <i>(include position)</i>	Tina Washington Assistant Kindergarten teacher
Administrators: <i>(include position)</i>	Patrick Rutherford Mary Williams
District Staff:	Brent Harrell, Frank McCardle, Vera Beech
Title I Staff:	Pam Belkin Kristina Foss
Community Members <i>(include position)</i>	Kim Stuart Former Business Owner Ismael Quiroz Pearl River County Sheriff's Dept. Rusty Kuhn, Minister
District Homeless Liaison:	Frank McCardle

Others: (secondary students, etc.)	
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B. Schoolwide Planning Summary

- Briefly describe the process used to develop the schoolwide plan.
On November 5, 2009 a phone conference was held to discuss moving the District from Title I Target to Schoolwide Title I program. The meeting was at 2 p.m. and the following individuals were included in the phone conference:
Frank McCardle, Federal Program Director
Brent Harrell, assistant Superintendent
Jennifer Clanton, Office of Federal Financial Management, MDE
Marcus Cheeks, Director Title I, MDE
Betina White, Title I Specialist, MDE
Michael Gibbons, Office of Federal Financial Management, MDE
Jan. 12, 2010 Planning meeting to discuss the switch from Targeted to Schoolwide
Feb. 23, 2010 1st Schoolwide Team Committee Meeting
March 17, 2010 2nd Schoolwide Team Committee Meeting
- Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visits to schools, parent meetings, staff meetings where planning took place and other activities conducted during the needs assessment, inquiry process and plan development.

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings √ all columns that apply		
		plng. team	all staff	parents
11-5-09	Phone conference State Dept & District			
1-4-10	Schoolwide start up date			
1-12-10	Planning meeting to discuss switch from Targeted to Schoolwide CO Office Staff and Mr. Milton Matthews			
1-4-10	Official date for Schoolwide to start		X	
1-6-10	Faculty Meeting – briefly discussed change from Targeted to Schoolwide			
1-27-10	Grade Level Meetings – discussed Title I change to SchoolWide that staff members would be asked to be part of the planning team	X	X	
2-25-10	Planning Team Meeting for Schoolwide			X
3-9-10	PTO Meeting Some staff & parents attended the meeting. During the meeting School Wide Plan announced			X

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C. Communication

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

1. Briefly describe the methods that were used to inform the entire staff, parents, community and district of the schoolwide planning team actions.
 Staff meeting on Jan. 6 to inform the entire staff – Parents were informed at the March PTO meeting (March 9, 2010), Community were surveyed April 2010. A flyer was Sent home school wide informing parents and students of school wide (after planning Meeting). Information was posted on school web site and also posted in our District Parent/Student handbook.

2. Briefly describe opportunities for feedback from these groups
 Nicholson Elementary Staff will completed a survey. Parents also completed a survey. Staff will continue to be provided feedback through ongoing staff meetings. Parent’s will be kept current on the schoolwided plan through regularly scheduled PTO meetings. Parent letters will also be used to provide parents with the opportunities for feedback.

3. What percentage of the stakeholders supports the completed Schoolwide Plan?
 _85_____%

D. Technical Assistance

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

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

Date	Provider	Type of Assistance
12/10/09	Frank McCardle	Provided with School Wide Documentation
1/12/10	CO Staff & Mr. Milton Matthews	Workshop on the Steps of planning for School Wide
3/2/10	Mr. Milton Matthew	Planning/Consulting & review of state template & assessing
3/23/10	Mr. Milton Matthew	Review of schoolwide plan draft for ultimate approval by the district administration.

COMPREHENSIVE NEEDS ASSESSMENT

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

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

Nicholson Elementary serves approximately 521 students in grades Kindergarten through 6th grade. We have 85 staff members – teachers, paraprofessionals, assistant teachers, secretaries, custodians, & cafeteria workers to service our students. Nicholson Elementary current free and reduced lunch rate is 92%. The ethnic composition of students includes White 57%, Black 34%, and Hispanic 9%. Nicholson Elementary accreditation by the Mississippi Department of Education is Academic Watch. Nicholson Elementary was a Targeted Title I School and has moved to SchoolWide. Due to the low economic area and the diverse population that Nicholson Elementary serves our teachers have had to be specific in their planning to include differentiated lessons which help to address specific student needs.

2. Describe the process used to collect and analyze data across the five schoolwide planning dimensions: student achievement, school context & organization, professional development, curriculum and instruction, and family and community involvement.

- Student achievement – Nicholson Elementary collects data from quarterly District Test, MCT2 scores, Accelerated Math & Reading scores, STAR reports, and teacher assessment. Staff is trained and provided time to analyze MCT2 data in order to determine strengths and weaknesses of each child and the instruction being given.
- School Context – Data are collected through review by the District Curriculum Director and evaluated to assist in determining the effectiveness of school policies. This data is then shared with teachers to assist in the areas of student achievement, retention/promotion procedures, safety and discipline.
- Professional Development – data are collected through needs assessment of staff. These data are analyzed and programs are planned based on needs identified.

- Curriculum and Instruction – data are collected through a review of student achievement, EZ Test Tracker software, teacher observations, and analysis of District Grade Level Curriculum Mapping. The curriculum includes and promotes the state objectives and those areas identified as mastery skills.
 - Family and community involvement – data are collected at annual meetings, school activities, and through the use of sign-in sheets, needs assessments, parent contacts, and surveys. Activities are planned from suggestions and comments from parents and staff.
3. **Strengths and Areas in Need of Improvement:** Use this section to summarize the key findings of the comprehensive needs assessment process. This section must be based on data gathered across the five dimensions in your Comprehensive Needs Assessment.
- a. Attach the Data Collection Worksheets and the Data Analysis Summary.
 - b. Summarize the findings of the Comprehensive Needs Assessment by describing the strengths and weaknesses of your current program.

Strengths of the Current Program:

1. Positive attitude from staff
2. High percentage of students on the 9 week honor roll list
3. Student attendance good overall
4. Professional development training ongoing for staff
5. 100% highly qualified staff
6. Expectations set high for students & staff
7. Growth in Fast Forward program schoolwide

Weaknesses of the Current Program:

1. Student readiness skills upon arrival to school
2. Very low parent involvement
3. Growth in ELL Population
4. Community pride low

4. Prioritization of Needs:
 - a. Briefly describe the process used to identify your highest priority areas needing improvement.

Nicholson Elementary has placed as one of its number one emphasis to improve student achievement. Teachers review student achievement data (MCT2 scores, District Quarterly Test, STAR reports) and selects the achievement areas that need improvement. Also other data is reviewed to identify connections to student achievement. Each grade level meets after quarterly district assessment to review itemized data analysis of each question and objective to look for strengths and weaknesses to plan remediation and enrichment.

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

Dimension	Areas of Improvement/Priority Needs	Data/Evidence to Support Identification of Priority Needs
Student Achievement	Math scores	MCT2
Professional Development	Differentiated Instruction – August 2009 Depth of Knowledge – August 2009 Performance Level Descriptors – 1 st semester 2009	Professional Development Needs Assessment
School Context and Organization	School Safety – SRO member of District Safety Committee Continued implementation of Discipline Check in/Check out program	Accident reports Number of referrals
Curriculum and Instruction	Increase use of Reading Assist Program Instructional Time Increase Math instruction time	Administration Observation Schedule
Family & Community Involvement	Increase parental involvement Increase Hispanic parental involvement Increase community involvement	Lack of attendance at programs

Inquiry Process

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

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

The number one priority identified at our school is the need to improve math scores. It was determined that all teachers in the school were not using the same curricular materials. Grade level teachers, administrators, and District Curriculum Director reviewed scientifically-based programs and talked with teachers from around the state, and looking at sample math materials. Several math series were reviewed for ease of use and coordination with the state curriculum framework. The Envision Math series was selected for teachers to more closely review. An Envision Math consultant visited the district to provide information and research about the program. Due to cost constraints Envision Math was purchased and implemented 2nd semester for only grades 3 through 6 and we are anxious to review test results to see if improvements were made. All grades are using the Fast Forward program, which is Scientifically Based on research.

2. Summarize how your solutions match your priority needs.

The adoption of Envision Math Curricular materials, professional development provided to all teachers to ensure a common focus for all staff in the school. The common focus did ensure that all students in grades 3 through 6 receive the same scientifically-based, research –proven math curriculum throughout grades 3 through 6. Plans are to purchase for the upcoming year the Envision Math series for kindergarten through 2nd grade to assure continuity throughout all the grades.

Schoolwide Program Strategies

A. Instructional Program

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

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

- Provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement;
 - Use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program and increase the amount and quality of learning time that provides an enriched and accelerated curriculum;
 - Include strategies that meet the needs of historically underserved populations
 - Include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State standards who are members of the target population;
 - Provide instruction by highly qualified professional staff;
 - Provide timely, effective assistance to students who experience difficulty in meeting the State's standards, including taking specific steps to involve parents in helping their children meet the standards;
1. Describe the key components of the math and reading instructional programs of the school. Describe how the mathematics and reading instructional programs will be organized and delivered in your whole school.
The language arts program at Nicholson Elementary is aligned with the Mississippi Department of Education standards. Nicholson Elementary incorporates the strands of reading, writing, speaking, and listening. In hopes that using these strands will ensure that appropriate processes are used and specific concepts are learned throughout each grade level. Skills (phonics, decoding, & comprehension) are taught through a wide range of fiction and non-fiction. Student's prior knowledge is utilized in building skills through sequencing in developing reading and writing. Students are also exposed to computer software that enhances the above mentioned strands in the classroom setting as well as in computer labs. Students also participate in pre & post

district test for language arts and math. Teachers use this data to determine success as well as what areas need to be re-taught and emphasized. Teachers have the opportunity to meet in grade levels to discuss strategies and best practices.

The math instructional program at Nicholson Elementary has been designed to provide continuity in kindergarten through sixth grade. Through focusing on understanding of important concepts, skills, different ways of thinking, and reasoning in areas of number and operations, geometry, measurement, algebra, and probability will provide the needed continuity to mathematics in kindergarten through sixth grade.

Students are also exposed to different computer software programs to enhance their classroom instruction both in the classroom and in lab settings. Student instruction is provided in whole-group, small-group, and individual instruction. They have access to learning centers and different manipulative to increase learning.

Classrooms are set up either as self-contained (grades k-3) or departmentalized (grades 4-6). Training is provided for teachers and paraprofessionals in the use of textbooks, materials, and software. Students receive daily approximately 60 minutes of instruction in math and approximately 120 minutes of instruction in language arts.

2. Describe the research based or evidence of effectiveness that supports the strategies you have selected.
 - Fast ForWord – computer assisted instruction
 - Scientific Learning Reading Assistant (Fluency Vocabulary & Comprehension) – software program
 - Study Island – software program aligned with Mississippi Department of Education standards in math & language arts
 - Professional Development – Differentiated Instruction – addressing the needs of all learners, (Tomlinson, 2000)
 - Extended School Day

3. Include suggested school instructional schedule.

Curriculum Map developed an revised grades Kindergarten through grade 6. Grades 4, 5, & 6 are departmentalized to allow teachers to have more focus on subject matter. All students participate in the Fast Forword, researched based program, for a minimum of 30 minutes per day.

4. Describe the components of the instructional program that will meet the needs of special populations. These can be services during the school day or extended learning time opportunities.
- Describe how services will be provided for your special education students. Nicholson Elementary serves students in special education class ranging from resource to full inclusion. Students in inclusion classes are receiving services with a special education staff member throughout the day with emphasis placed on student's individual accommodation. Students also have the opportunity to be pulled into a resource class as needed for individual or small group instruction. The goal is for each student to be in their least restricted environment.
 - Describe how services will be provided for your English Language Learners. General services are provided through the classroom teacher and paraprofessionals throughout the school day with small-group and one-on-one remediation with skill deficits. Also students are pulled daily by the ESL teacher to work on remediation through tutoring, in-class assistance, small-group assistance, and computer-assisted instruction. Students and parents are also given the opportunity for after school tutoring. Students may also experience total immersion.
 - Describe how services will be provided to students that receive services from the Homeless Education program. These students receive the same instructional services as everyone else. The district has a Parent Resource Center that supplies school uniforms to those students who have been identified as homeless. A local church and a service organization provides a contribution to use for purchasing school supplies for students who are homeless or who, otherwise, cannot afford them.
 - Describe how timely assistance and services will be provided for your struggling learners. Students who have not mastered state standards are identified by their classroom teacher. Remediation is provided by the classroom teacher, paraprofessionals, and through computer assisted instruction during the school day. Through our Parenting Center students that are at risk are provided with High School Seniors as mentors as well as retired teachers. Students are also given the opportunity to participate in the Extended School Day program. Parents also have the opportunity to utilize the Title I Parent Center which provides materials for use in the home to reinforce skills introduced and taught in the classroom. Teachers also have the opportunity to refer as needed the struggling student to the Teacher Support Team (TST) for assistance.

Directions for Developing the Action Plan

B. Schoolwide Program Action Plan

The Schoolwide Program Action Plan must be based on the results of the needs assessment and the inquiry process. The Action Plan can serve as an effective tool for integrating goals,

strategies to achieve the goals, and the timeline and resources needed to accomplish the goals. It should also assist in the implementation of the schoolwide plan by clarifying who will provide leadership for each component of the plan, and how progress will be monitored and evaluated.

MATHEMATICS IMPLEMENTATION/ACTION PLAN

Measurable Mathematics goal:

In the spring of 2010__, the percentage of 3-6____ grade students meeting or exceeding the State Mathematics Performance Standards will increase from ___% to ___% as measured by MCT2.

Grade 3 from 50% to 55%, Grade 4 52% to 57%, Grade 5 39% to 44%, Grade 6 48% to 53%

School Profile data which relates to this goal: (most recent Math MCT data used to create baseline for above academic goal) Spring 2009 Math MCT2					
Description of how student progress toward this goal will be measured: (local math assessments) Classroom assessment, Quarterly District Test, MCT2 practice test from MDE, STAR Math					
Description of procedures for reporting student progress toward this goal to parents: <u>Parent conferences – Progress Reports – Report Cards -</u>					
Strategy, Method, or Action What will you do?	Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress in the implementation of this strategy?	Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Instructional Strategies To Support this Goal					
Teacher instruction Remediation by paraprofessional Extended School Day Tutors Mentors Computer assisted instruction <u>Additional time</u>	Teacher Paraprofessionals Principal	Jan. 2010- May 2010	Envision Math Accelerated Math Study Island Time daily in computer labs	District Test Classroom test 80% mastery of state math objectives STAR Math Schedules Report Cards Grade level mtgs. Parent meetings	SPMS STAR Math Teacher test Report cards K-3 Assessment (CPAA)

Strategy, Method, or Action What will you do?	Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress in the implementation of This strategy?	Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Professional Development To support mathematics Workshops District Training DOK Training Differentiated Learning training Curriculum Map	Principal Assistant Principal Teachers Grade level chair Curriculum Director	July 2009- July 2010	District Federal Funds School Budget	Classroom implementation	Classroom Observations Teacher Evaluations District Test scores MCT@
Parent Involvement Activities To support mathematics Curriculum nights Parenting Center Parent Newsletter Open House Grandparents Day Book Fair DARE Graduation	Principal Assistant Principal Curriculum Director Teachers Parent Center	August 2009- June 2010	Parent Center Materials	Parent conferences	Sign In Sheets Evaluations
Other: (please specify)					

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READING IMPLEMENTATION/ACTION PLAN

Measurable Reading Goal:

In the spring of 2010__, the percentage of 3-6__ grade students meeting or exceeding the State Reading Performance Standards will increase from __% to __% as measured by MCT2 assessment.

Grade 3 35% to 40 %, Grade 4 47% to 52%, Grade 5 44% to 49%, Grade 6 45% to 50%

School Profile data which relates to this goal: (most recent Reading MCT data used to create a baseline for above academic goal)					
Spring 2009 Reading MCT2					
Description of how student progress toward this goal will be measured: (local reading assessments) Classroom Assessment, Accelerated Reading STAR, District Test					
Description of procedures for reporting student progress toward this goal to parents: Parent conferences, Progress Reports, Report Cards					
<u>Strategy, Method, or Action</u> What will you do?	<u>Who is Responsible?</u> Who will provide the leadership to assure that this strategy is accomplished?	<u>Timeline</u> When will this strategy or action begin and end?	<u>Resources</u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?	<u>Evaluation Methods</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Instructional Strategies To support reading					
Teacher Instruction Paraprofessional Remediation of students Computer assisted Instruction Extended School Day	Teachers Paraprofessionals	August 2009- May 2010	Fast ForWord Reading Assist Accelerated RDG. Study Island	District Test Teacher Test STAR 80 % Mastery of state Reading objectives	SPMS STAR

Strategy, Method, or Action What will you do?	Who is Responsible? Who will provide the <u>leadership</u> to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress in the implementation of this strategy?	Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Professional Development To support reading District Training Workshops Grade level meetings District Planning curriculum map	Principal Assistant Principal Teachers Curriculum Director	July 2009- May 2010	District Federal funds School Budget	Classroom Implementation	Classroom Observations Teacher evals District Test STAR
Parent Involvement To support reading Curriculum Nights Reading Fair	Principal Assistant Principal Teachers Parent Center	August 2009- May 2010	Parent Center Materials Teacher/Parent Made materials	Parent conferences	Parent Evaluations Meeting Attendance Sheets
Organization/Scheduling Strategies To support reading Flexible Scheduling	Principal Assistant Principal Teachers	August 2009- 2010	District & State guidelines	Schedule Fast Forward Schedule	Observations Lesson Plans MCT2 Teacher made
Climate/Behavior Strategies To support reading Classroom Management	Principal Assistant Principal	August 2009- 2010	Training Workshops	Decrease in Discipline referrals	Classroom observations
Other: (please specify)					

C. Monitoring and Evaluation of Student Progress

1. Briefly describe the uniform local assessments the school will use to monitor student academic progress during the school year for each grade level
Nicholson Elementary uses the School Progress Monitoring System (SPMS) program. This program allows teachers to monitor quarterly the progress that students are making on the state objectives through District Testing (grades 1-6). Teachers are able to monitor both student progress and their teaching effectiveness. Also teacher made tests and software program assessments are used to provide more information for student progress. Kindergarten students are assessed the first week of school to determine their readiness. Also this year we will use three times during the year from the State the Children's Progress Academic Assessment (CPAA) as a pilot.
2. Describe how the school will identify students experiencing difficulty mastering skills and standards, so they can be provided with timely assistance and support.
Students that are experiencing difficulty mastering skills are identified through teacher made tests, teacher observation, MCT2 scores, STAR, and computer program diagnostics. Any student that is experiencing difficulty will be referred to the Teacher Support Team. 3 Tier process

D. High Quality Staff and Professional Development

A schoolwide program is required:

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

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

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

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

1. List the professional development activities the school will implement to develop the schoolwide plan. If the team has created a professional development calendar, include the calendar.
 - Differentiated Instruction
 - Depth of Knowledge
 - Paraprofessionals 5 strands of Reading & Math strategies

- Data Analysis – Promoting Accountability
 - Increase Parental Involvement
 - Discipline Plan School wide
2. Describe how each professional development activity listed above relates to the priority areas needing improvement and how these activities will assist in improving student achievement.
- Differentiated Instruction – Student Achievement
 - Depth of Knowledge – Student Achievement Statewide Assessment
 - Paraprofessionals 5 strands of Reading & Math Strategies – relation to Statewide Assessments
 - Data Analysis – Compare test scores from previous years & from quarterly District Testing-Data used to adjust curriculum needs
 - Increase Parental Involvement – staff meet with committee to discuss activities to involve parents
 - Discipline Plan Schoolwide – basic discipline plan for classrooms and schoolwide
3. Describe the on-going and embedded support and follow up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.

The District Curriculum Director coordinates District training to assist new and veteran teachers. The Picayune School District is also a member of the Gulf Coast Consortium which offers Professional Development during the school year. New teachers are assigned mentors to provide assistance throughout the school year. Principals check lesson plans, conduct walk through, and classroom drop-ins, along with formal evaluations to ensure that teachers are implementing skills and strategies from professional development activities. When a staff member attends a workshop out of district they are encouraged to share the knowledge that they have obtained. Teachers also have the opportunity to meet in grade level meetings throughout the year to share. At least twice a year the different elementary schools meet by grade to discuss different strategies.

E. Parent and Family Involvement

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

The schoolwide program must:

- Create effective involvement of parents and conduct conferences with the parents of students who have not met academic standards, and
 - Incorporate use of the parent-school compact, which must be attached to this plan.
1. Describe the key strategies planned to increase meaningful parental involvement that is designed to enhance home-school partnerships and improve student learning. These strategies should also be found in the Action Plan.
 - PTO Meetings
 - Open House
 - Parent surveys
 - Friday Lunch with students
 - Family Reading Night
 - Fall Festival
 - Science Night
 - Book Fairs
 - Field Day Volunteers
 - Title I Annual Parent Meeting
 - Assembly meetings for awards
 - Memos/Flyers/Newsletters sent home
 - Classroom Volunteers
 - Parent phone calls – Parent conferences –
 2. Briefly describe the process used to develop and implement the Parent Compact.

The Parent Compact was developed from input collected from staff members, parents, and community members. The Compacts are distributed to parents in the fall as well as the spring. Compacts are signed by the parent at this time.
 3. Describe the process used to meet with parents of students who have not met academic standards.

Teachers communicate student progress frequently to parents. When students are experiencing difficulty with academic mastery parents are contacted for a conference. The conferences are designed to promote team work with the home and school. Teachers also meet periodically with parents during TST conferences. Parents are notified of different resources that they may receive from the Parenting Center. The Picayune School District employs a full time school counselor and school social worker that will meet with students and parents to recommend community services as the need arises.
 4. Attach a copy of the school/parent compact in relevant languages.

F. Coordination

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

Parents of Head Start students are encouraged to accompany their child on a visit to the school during the spring prior to enrollment. In August the kindergarten staff holds Kindergarten Initiation Week., an Open House/Orientation for parents of kindergarten students. During this time a small group of students come to school accompanied by their parents. The kindergarten teacher, assistant teachers, and the principal discuss and orient the parents and students to the curriculum, expectations, the school, and answer any questions or concerns from the parents or students. During the visit parents are given introductory materials which include school readiness, school procedures, and district information.

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

Elementary School to Junior High School

Students and teachers in six-grade have an opportunity to visit the Junior High School in late April for an orientation. During this visit students tour the school and receive information on class choices. Students also hear from Student Council Members from the Junior High as well as the school counselor and the Junior High Principal.

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

Community Programs

Junior Auxiliary supplies needs such as food, uniforms, & scoliosis screening.

Local Dentist presents the Bippo the Hippo Program. DHS through a grant supplied a Healthy Eating Program for grade 3.

Nicholson Elementary students in second grade and six grade receive instruction from the Pearl River County Sheriff Department in their DARE Program.

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

The Picayune School District supports the school-wide program by emphasizing student achievement. The District leaders begin with our School Board, Superintendent, Assistant Superintendent, Director of Finance, Director of Federal Programs, Exceptional Education Director, and Curriculum Director. Together they work to assure that each of the schools receive the needed resources in order to be successful in student achievement.

G. Evaluation and Ongoing Program Development

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

The Schoolwide Program is reviewed annually and revised as needed by the team.

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

The schoolwide team will meet quarterly to review the program components and revise as needed to ensure progress. We will also send out needs assessments and surveys to

help determine our progress. We will then take analysis of this data to provide input for revisions.

Fiscal Requirements

Fiscal Resources

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

Schoolwide Programs are required to describe:

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

Funding Sources

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

Funding Source	Amount	Describe how funds will support Schoolwide Program goals
District Funds		Salaries, Benefits, Supplies, Materials, and Equipment to support student achievement
Title I, Part A		Salaries, Benefits, Supplies, Materials, and Equipment to support student achievement
Title I, Part C	None	
Title II, Part A	Class size reduction	Salaries, Benefits, Supplies, Materials, and Equipment to support student achievement
Title II, Part D	N/A	
Title III	None	Salaries, Benefits, Supplies, Materials, and Equipment to support student achievement

Title IV	N/A	Supplies and materials to support safe and orderly schools and student achievement
Title V	N/A	Supplies, materials, and equipment to support student achievement
Title VI	N/A	
Other		

A. Uses of Funds

Budget Narrative

1. Provide a brief budget narrative explaining how funds listed in the table on page 19 will be used to support the schoolwide plan.
The federal positions will be in addition to those required by state law, and will supplement the instructional program. Funds will be used to provide salaries and benefits, supplies, teaching materials, and equipment that will be used to improve student achievement.
State funds support the basic instructional program that all schools must provide to students.
Title II Class Size Reduction teachers are in addition to those required by state accreditation standards.
2. Complete the Schoolwide Program Budget Summary and include with each schools' schoolwide plan. *(Please see worksheet 7 in the Budgetary Documents of the CFPA.)*

Reminder:

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

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

Supporting data for the Schoolwide Plan

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