

**2008-2009 SCHOOL IMPROVEMENT FUNDS APPLICATION**  
*Section 1003(g)*

District <b>PICAYUNE SCHOOL DISTRICT</b>		
Address <b>706 Goodyear Blvd. Picayune, Mississippi 39466</b>		
Phone <b>1-601-798-3230</b>	Fax <b>1-601-749-5973</b>	Email <b>fmccardle@pcu.k12.ms.us</b>
School <b>Picayune Junior High School</b>		
Address <b>702 Goodyear Blvd. Picayune, Mississippi 39466</b>		
Phone <b>1-601-798-5449</b>	Fax <b>1-601-799-4715</b>	Email <b>jwilliams@pcu.k12.ms.us</b>
Contact Person <b>Frank McCardle</b>	Email <b>fmccardle@pcu.k12.ms.us</b>	
Allocation Amount <b>\$85,285.68</b>		<b>Revised March 16, 2009</b>

- School Improvement (Year One)
- School Improvement (Year Two)
- Corrective Action (Year Three)
- School Restructuring Planning (Year Four)
- School Restructuring Plan Implementation (Year Five)

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

## Assurances

1. The LEA annually uses the State academic assessments and other indicators described in the state plan to review the progress of each school receiving Title I funds to determine whether the school is making adequate yearly progress. The LEA shall identify for program improvement any elementary or secondary school that fails for 2 consecutive years, to make adequate yearly progress as defined in the State's plan. For schools that are targeted assistance, the LEA may choose to review the progress of only the students in the school who are served, or are eligible for services under this part before identifying the school for program improvement, corrective action or restructuring under Section 1116.

*If any school identified for program improvement makes adequate yearly progress for two consecutive years, the LEA shall exit the school from program improvement upon notification by the State and shall no longer subject the school to the requirements of program improvement. (Section 1116(a)(1)(A); §1116(b)(1)(A), §1116(b)(1)(E), §1116(b)(3)(A), §1116(B)(4)(A), §1116(b)(5), §1116(b)(7)(C), §1116(b)(8)(A), §1116(b)(8)(B), §1116(b)(9), §1116(b)(10), §1116(b)(11), §1116(b)(12))*

2. The LEA agrees to provide extensive expert professional development to school leaders and school staff through participation in professional development activities that have shown a proven record of effectiveness.
3. The LEA agrees to provide extensive extended day/year programs to students attending identified schools.
4. The LEA/grantee adheres to the applicable provisions of the Education Department General Administrative Regulations (EDGAR): 34 CFR Subtitle A, Parts 1-99.
5. The LEA/grantee adheres to the applicable regulations of the Office of Civil Rights, U.S. Department of Education: 34 CFR Subtitle B, Parts 100-199.
6. The LEA/grantee adheres to the Office of Management and Budget (OMB) Circular A-87 (Cost Principles for State, Local and Indian Tribal Governments)
7. The LEA/Grantee assures that salary and wage charges will be supported by proper time reporting documentation that meets the requirements of OMB Circular A-87.

### Required Signatures:

Dean Shaw March 10, 2009  
Superintendent (Typed Name, and Signature) Date

Edward Stubbs March 10, 2009  
LEA Board President (Typed Name, and Signature) Date

Frank McCardle March 10, 2009  
Federal Program Coordinator (Typed Name, and Signature) Date

James Williams March 10, 2009  
School Principal (Typed Name, and Signature) Date

Lisa Penton March 10, 2009  
Business Manager (Typed Name, and Signature) Date

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

# **The Mississippi Department of Education**

## **Office of Innovative Support**

### **Section 1003(g) School Improvement Funds**

#### **PURPOSE:**

Improving schools is a joint responsibility for schools, local educational agencies (LEAs), and state educational agencies (SEAs). Section 1003(g) of Title I of the Elementary and Secondary Education Act (ESEA), also known as the School Improvement Funds, authorizes funds to help SEAs and LEAs address the needs of schools in improvement, corrective action, and restructuring in order to improve student achievement. In conjunction with funds reserved under Section 1003(a), School Improvement Funds are to be used to leverage change and improve technical assistance under Sections 1116 and 1117 of Title I, Part A through SEAs and LEAs targeting activities towards measurable outcomes. Expected results from the use of these funds include improving student proficiency, increasing the number of schools that make adequate yearly progress, using data to inform decisions, and creating a system of continuous feedback and improvement.

Section 1003(g) of the ESEA authorizes formula grants to SEAs to assist schools identified for improvement, corrective action and restructuring. SEAs are required to subgrant at least 95 percent of their allocations to LEAs with schools in improvement, corrective action and restructuring to support technical assistance to such schools and to make available additional resources to implement school improvement activities.

The Mississippi Department of Education places extensive efforts on achieving its vision of creating a world-class educational system. The achievement of this goal relies on the growth within several factors, which includes the rigor of the curriculum and assessment, the quantity and quality of teachers and administrators, the value of education within our culture, and the redesign of education for the 21<sup>st</sup> Century workforce. In conjunction with these efforts, School Improvement initiatives have been geared toward improving the performance of our schools through effective leadership and student performance. School improvement initiatives focus on providing technical assistance and high quality professional development for teachers and administrators in order to raise student achievement, as well as by providing additional tutorial services to students through extended day/year programs.

## **OVERVIEW OF APPLICATION:**

In accordance with this effort of the state, funds awarded by Section 1003(g) are to be utilized in a consolidated manner with Section 1003(a) funds to ensure an increase in the quantity and quality of school leaders and teachers. In this effort, identified schools are to ensure that both school leaders and teachers are being provided extensive professional development in the areas of Leadership Development, Curriculum Instruction and Assessment, School Improvement and Student Achievement and by providing additional tutorial services to students that attend these identified schools.

To receive Section 1003(g) School Improvement Funds, an LEA must submit a completed application and detailed budget narrative that complies with the provisions within. Section 1003(g) funds are intended to support high-quality; sustainable school improvement activities that increase the likelihood that students learn challenging academic content and achieve proficiency. LEAs that receive funds must implement one or both of the school improvement initiatives outlined within this application in an effort to aid in building LEA and school capacity to improve student achievement and positively impact the following measurable outcomes.

## **MEASURABLE OUTCOMES:**

1. The number and percentage of students who score proficient in reading/language arts and mathematics, as measured by the SEA's assessments given annually in grades 3-8 and once in high schools, increase in LEA's and schools receiving School Improvement Funds.
2. LEAs and schools receiving School Improvement Funds that makes adequate yearly progress and move out of improvement status.
3. LEAs and schools receiving School Improvement Funds that make decisions regarding the use of these funds based on data and create systems of continuous feedback and improvement.

## **STRATEGIES:**

Each SEA and LEA that receives School Improvement Funds must implement one or more of the following strategies.

1. Provide extensive professional development to school leaders and teachers.
2. Provide additional afterschool tutorial services to students that attend identified schools through extended day/year programs.

## **School Improvement Initiatives:**

This application will be evaluated based on the extent to which you clearly describe the specific strategy(s) you choose to implement in your identified school improvement, corrective action or restructuring school. Strategies include:

- (a.) Providing extensive professional development to school leaders and teachers.
- (b.) Providing extended day/year services to students that attend identified schools.

In narrative form, describe in detail the strategy(s) you plan to implement in your school, how the implemented strategy(s) will contribute to achieving the goals necessary to exit school improvement, corrective action or restructuring, as well as how you plan to monitor and evaluate the effectiveness of each strategy implemented. (This page may be reproduced as needed)

Picayune School District has one (1) school identified for "School Improvement." Based on state assessments given during the 2005/2006 and 2006/2007 school years, Picayune Junior High School failed to make AYP in both Language Arts/Reading and Mathematics. Students identified in the IEP subgroup were also identified as failing to make AYP. In the fall of 2007, Picayune Junior High School was identified for "Improvement."

After being notified by the MDE in the fall of 2007, Picayune Junior High School undertook the development of a school improvement plan. This plan was submitted and approved by the MDE to be implemented during the 2008/2009 and 2009/2010 school years. However, the school improvement planning committee at Picayune Junior High school decided to begin improvement activities immediately. Improvement activities were implemented during the spring semester of the 2007/2008 school year.

Prior to the improvement plan's final approval in February 2008, the District incurred the cost for all improvement activities and strategies. After MDE approval, school improvement funds began to be expended. Subsequently, early efforts by the school and district paid off. The activities and strategies identified in the first improvement plan were effective. At the end of the 2007/2008 assessment period, Picayune Junior High School made the necessary gains for making AYP.

During the fall semester of the 2008/2009 school year, the District was notified that Picayune Junior High School made AYP and is now in "Improvement year one and holding." Again, the school improvement planning committee went to work writing the second improvement plan. The planning committee decided to continue implementing the basic activities and strategies used during the spring semester of 2008 but made changes and revisions to further improvement efforts. The planning committee did not want to undo

improvement efforts which were responsible for Picayune Junior High School making AYP that year.

Both improvement plans developed by Picayune Junior High School have earmarked improvement funds for two things: the purchasing and implementation of Fast ForWord. The Fast ForWord remediation program was purchased from Scientific Learning and is based on scientific research which meets the rigorous standards set by “NCLB.” Two paraprofessionals were hired to operate two existing computer labs needed to provide this remediation to students. The District and Picayune Junior High School each invested funds in professional development programs which helped prepare the administration and instructional staff to meet the goals of improvement. In addition, the master student schedule for 2007/2008 and 2008/2009 were revised to include a period in which students were assigned to remediation services using Fast ForWord. Picayune Junior High School is also providing extended-day and extended-year services to continue remediation services utilizing the Fast ForWord programming. The District and Picayune Junior High School are anticipating positive student assessment results for the 2008/2009 school year.

In planning to utilize available 1003(g) School Improvement Funds, the school improvement planning team participated in a brainstorming session. The outcome was one in which all participants agreed that the funds need to be expended in the most efficient manner in order to provide services to the greatest number of students. In addition, this decision was based on the underlying assumption that Picayune Junior High School would make AYP this year and would be exiting “improvement” during the fall of 2009, which would in effect bring school improvement funding to an end. This cessation of funding furthered the argument that available 1003(g) funds should be expended in a manner which could address future remediation needs of the student body. This having been said, the planning team has budgeted the available 1003(g) funds in the following manner:

- Plan I: One additional computer lab to offer more computer time for the implementation of Fast ForWord. In addition, funds will be used to purchase a subscription to Fast ForWord’s language arts component, Reading Assistant. Picayune Junior High School does not have enough available computers to reach all students through Fast ForWord programming. A tutorial lab with twenty five (25) student computer centers and one (1) teacher center will provide this assistance. In addition, the lab will be equipped with Smart Board technology and teachers will be provided with the related professional development for properly using Smart Board technology. The appropriate reconfiguration of the lab to include, but not limited to electrical, networking, furniture, and storage upgrades will help meet the remediation needs of the existing student body and students promoting

to the school in the future. This lab can either be used by teachers on a check-out basis, by a lab aide to provide pull-out remediation services to students, or by staff providing extended-day and extended-year tutorial services. Many more students will be provided remedial services throughout the year. Once the needs identified in Plan I have been met, remaining 1003(g) funds will be expended to meet Plan II and then Plan III.

- Plan II: Remaining 1003(g) funds will be used to continue remediation efforts throughout Picayune Junior High School. Plan I calls for the purchasing on Reading Assistant. Reading Assistant will be used to help improve and remediate students in reading. That having been said, 1003(g) funds in Plan II will be used to purchase Smart Board technology for eight math classrooms. Students failed to meet AYP in mathematics for two years. Teachers will be provided with related professional development to properly use this equipment. In addition to the professional development which applies to Smart Board technology, teachers in the mathematics department will be provided the necessary training to properly use scientific and graphing calculators. This equipment and training will help the math department reach additional students through remediation and tutorial services.
- Plan III: Remaining 1003(g) funds will be expended to equip four English classrooms with Smart Board technology. Again, teachers will be provided the necessary professional development to properly use this equipment.

In the event funds are available after the funding of Plan I , Plan II, and Plan III, Picayune Junior High School will upgrade as many existing computers throughout the building to utilize Fast ForWord programming and Reading Assistant. Fast ForWord does not run properly on computers using operating systems older than Windows 2000. Upgrading the operating systems in these computers will allow many more students access to this proven remediation tool.

Districts and schools identified for “improvement” have the important task of providing their students and staff with the best possible resources to reach desired improvement goals. Picayune Junior High School has written two improvement plans which utilize available funding for implementing programs and training. Programs become less effective if the appropriate equipment and technology are not in place. Picayune Junior High School feels strongly about using available 1003(g) funds for funding additional equipment and technology which will further its improvement efforts.

# 2008-2009 SCHOOL IMPROVEMENT FUNDS

## Section 1003(g)

### Budget Narrative

District: PICAYUNE SCHOOL DISTRICT

School: PICAYUNE JUNIOR HIGH SCHOOL

**Indicate the use of funds.**

The following categories should be used: Supplies, Travel, Contractual, Salaries / Benefits, Administration, Equipment. Use the "**Description**" column to detail the computations used to arrive at the total amount indicated for each category. This information should include a detailed description of the costs and a clear, concise description of the computations used to arrive at the total amounts indicated. This page may be reproduced as needed.

CATEGORY	AMOUNT	DESCRIPTION
SUPPLIES		
TRAVEL		
CONTRACTUAL		
SALARIES / BENEFITS		
ADMINISTRATION		
EQUIPMENT	<b>\$85,285.68</b>	<p>Plan I: Computer lab modifications and equipment for better implementation of Fast ForWord and the Reading Assistant component to include but not limited to the following: (1) instructor computer station and computer, (25) student computer stations with Pentium 4 or better computers and installation, (1) Smart Board, installation and related training. Computer lab furniture and storage. Electrical and Networking configurations. Total @ \$44,702.00</p> <p>Plan II: Remaining funds to be used for equipping eight math classrooms with Smart Boards, installation, and related training. Total @ \$27,200.00</p> <p>Plan III: Remaining funds to be used for equipping four English classrooms with Smart Boards, installation, and related training. Total @ \$13,383.68</p>
<b>SUBTOTAL (this page)</b>	<b>\$85,285.68</b>	
<b>GRANT TOTAL</b>	<b>\$85,285.68</b>	