

Schoolwide Program Plan 2010



Picayune School District Roseland Park Elementary

Title I Schoolwide Program Plan

Date when Plan Implemented January 4, 2010 Plan Status: New X Revised _____

School District Name: <u>Picayune School District</u>
Address: <u>706 Goodyear Boulevard</u>
<u>Picayune, MS 39466</u>

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School Name:	<u>Roseland Park Elementary School</u>
Address:	<u>1610 Gilcrease Avenue</u>
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Superintendent:	<u>Dean Shaw</u>
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School Enrollment:	<u>505</u>
Grade Levels:	<u>K - 6</u>
Free/Reduced Lunch %	<u>69%</u>

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:	Lisa Larsen Cherie Andries
Licensed Staff: <i>(include position)</i>	Linda Hancock, Fifth Grade Kimberly Balli, First Grade Christy Boudreaux, Kindergarten
Non-Licensed Staff: <i>(include position)</i>	Kim Authement, Assistant Teacher Debra Raines, SPED Assistant
Administrators: <i>(include position)</i>	Vicki Vaughn, Principal Kerri Wilder, Assistant Principal
District Staff:	Vera Beech, District Curriculum Coordinator/District Test Coordinator Cecilia Richards, Social Worker
Title I Staff:	Jade Carpenter, Title I Teacher Linda Taylor, Title I Aide
Community Members <i>(include position)</i>	Barbara Lofton, President, Delta Kappa Gamma
District Homeless Liaison:	Frank McCardle, Director of Federal Programs

Others: <i>(secondary students, etc.)</i>	Not Applicable
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B. Schoolwide Planning Summary

1. Briefly describe the process used to develop the schoolwide plan.

On November 5, 2009, at 2:00 P.M., Picayune School District Administrators, Frank McCardle, Director of Federal Programs, and Brent Harrell, Assistant Superintendent, held a technical assistance telephone conference with the Mississippi Department of Education regarding the receipt and spending of Title I, Part A ARRA funds. The following MDE individuals participated in the telephone conference: Jennifer Clanton, Office of Federal Financial Management; Marcus Cheeks, Director Title I; Betina White, Title I Specialist; and Michael Gibbons, Office of Federal Financial Management. As a result, the MDE members advised the Picayune School District to move to a Schoolwide Title I program so that the District could receive and spend Title I, Part A ARRA funds.

On December 10, 2009, an Administrator’s Meeting was held to discuss a Title I Overview for the Picayune School District and the changes that will be required.

On January 12, 2010, administrators met with Milton Matthews, Consultant for Title I Schoolwide Programs, and Frank McCardle, Picayune School District Director of Federal Programs, for training in the development of the schoolwide plan.

On January 13, 2010, during a faculty meeting, the Roseland Park staff was informed of the upcoming transition from a Title I Targeted Assistance Plan to a Schoolwide Title I Plan.

On February 22, 2010, a staff meeting was held at Roseland Park to discuss the development and implementation of a Schoolwide Title I Plan.

On March 2, 2010, administrators met with Milton Matthews, Consultant for Title I Schoolwide Programs and Frank McCardle, Picayune School District Director of Federal Programs, for a review of the schoolwide plan being developed.

On March 5, 2010, parents were notified by letter of the Title I changes taking place and were invited to a Title I Parent Meeting scheduled for March 11, 2010.

On March 11, 2010, a Parent Meeting was held to present information to parents on the reason for changing from a Targeted Assistance Title I School Program to a Schoolwide Title I Program. They were also informed of the process necessary to make the change. Their role in the process was discussed as well. Questions related to the Schoolwide Title I program were answered.

Additional meetings for all interested parties were scheduled for the remainder of the 2009-2010 school year.

2. 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
11/05/09	Telephone Conference with MDE re need for Picayune School District to move to a Schoolwide Title I program	PSD: Frank McCardle, Fed. Prog. Director Brent Harrell, Assistant Supertendent MDE: Jennifer Clanton, Office of Fed. Fin. Mgmnt Marcus Cheeks, Director Title I Betina White, Title I Specialist Michael Gibbons, Office of Fed. Fin. Mgmnt		
01/13/10	Faculty Meeting: Informed staff of upcoming transition from TA to SW		X	
02/22/10	Staff Meeting: Discuss the reasons for change from Targeted Assistance Title I Program (TA) to Schoolwide Title I Program (SW). Discuss SW vs TA, core elements of SW, process of SW plan development. Solicit comments/suggestions/recommendation s/ strategies/interventions.		X	
03/02/10	Review of State Template for plan development and assessing progress to date	(Matthews, McCardle, Vaughn, other administrators)		
03/06/10	Schoolwide Title I Planning Team Meeting: Steps to create a SWP	(Vaughn and Lofton)		
03/10/10	Schoolwide Title I Planning Team Meeting: Steps to create a SWP	X		
03/11/10	Schoolwide Title I Planning Team Meeting: Steps to create a SWP	(Vaughn, Lofton and Boudreaux)		

03/11/10	Parent Title I informational meeting: SWP vs TAP (Designing a Quality Schoolwide Program)	(Vaughn, Larson and Wilder)		X
03/18/10	Schoolwide Title I Planning Team Meeting: Review and Revision of SWP	X		
03/20/10	Schoolwide Title I Planning Team Meeting: Review and Revision of SWP	(Vaughn and Lofton)		
03/23/10	Schoolwide Title I Plan Review and finalization	(Vaughn) and Milton Matthews		

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.

The entire staff, parents, community, and district were informed of the action to change to a Schoolwide Title I Program through a staff meeting, a parent meeting, the school website, and parent letters.

2. Briefly describe opportunities for feedback from these groups.

Feedback opportunities for all groups were provided through the use of surveys, conferences, and meetings.

3. What percentage of the stakeholders supports the completed Schoolwide Plan? 90%

Briefly describe how this level of support was determined.

This percentage was obtained from parents and staff who filled out a survey regarding support of the implementation of a Schoolwide Title I Plan.

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	Title I Overview documents
01/12/10	Milton Matthews	Schoolwide Plan Technical Assistance Training
01/13/10	Frank McCardle	Email update of MDE Technical Assistance telephone conference re SW Program
02/22/10	Frank McCardle	Telephone conference re highly qualified teacher status
02/23/10	Frank McCardle	Discussion of Needs Assessment
02/25/10	Frank McCardle	Discussion of Needs Assessment, Evaluations, Requirements for Audit
02/25/10	Vera Beech	Study Island Assessment results
03/02/10	Milton Matthews	Review of State Template for plan development and assessing progress to date

03/17/10	Frank McCardle	Explanation of the 2009-2010 Federal Program Evaluation Survey for teachers, parents, and Title I Planning Team and the 2011 Federal Programs Student Needs Assessment
03/21/10	Vera Beech	Provided MCT2 data necessary for SWP
03/23/10	Milton Matthews	Review of SWP draft for 01/10 through 05/10
04/06/10	Messr. Shaw, Harrell, McCardle	Review SWP for final approval by the district.

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.

Roseland Park Elementary School is a fully accredited, public elementary school serving grades K through 6 in the Picayune School District in the city of Picayune, Mississippi. Because of Picayune’s strategic proximity to New Orleans, Louisiana, and the Mississippi Gulf Coast, Roseland Park Elementary has been provided with students who come from a wide range of backgrounds and experiences. These differences and the differences these two aspects promote – intelligence, language, behavior, attitude, values, culture, etc. – affect student learning and play a major role in the decision-making process at Roseland Park Elementary. Because of a transient population, the enrollment at Roseland Park Elementary fluctuates between 425 and 550. As of October 2009, the enrollment at Roseland Park Elementary was 505.

At Roseland Park Elementary (RPE), there are 32 licensed teachers, 3 licensed teachers working as paraprofessionals, and 23 non-licensed staff to serve students in Grades K-6. Six of the licensed teachers are National Board certified, and two others are currently working on National Board certification. RPE’s free and reduced lunch rate is 69%. The ethnic composition of students at RPE includes White 79 %, Black 20 %, and other 1 %.

The 2008-2009 testing period shows that RPE Met AYP in all categories and is not identified for improvement. In addition, RPE’s state accountability status is “Academic Watch” with a QDI of 157 and having Not Met growth. At the beginning of the 2009-2010 academic year, RPE was designated as a Targeted Assistance Title I school site, but is in the process of developing a Schoolwide Title I plan.

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:

After the administration of teacher-made tests, quarterly District Assessments, Fast ForWord assessments, Early Literacy assessments, Reading Assistant assessments, Accelerated Reading and Math assessments, CPAA assessments, Study Island assessments, the Mississippi Curriculum Test - second edition (MCT2), and the MS Fourth Grade Writing Assessment, reports and score data were collected. Staff members were trained and provided time to analyze the data in order to determine the strengths and weaknesses of each child and the instruction each child receives.

A Federal Programs Comprehensive Needs Assessment and Programmatic Evaluation was also distributed to school staff and parents and completed during the 2009 Spring semester. Both of the instruments focused on Student Achievement which is one of the five schoolwide planning dimensions. One hundred percent of the responses from the Spring 2009 Comprehensive Needs Assessment suggested Roseland Park Elementary is providing adequate instructional programming to meet federal, state, and local standards for achieving desired AYP and growth rates and that supplemental instructional programs are helping students meet the challenging academic standards set by the state, district, and school.

****See attached Federal Programs Comprehensive Needs Assessment and Programmatic Evaluation.****

SCHOOL CONTEXT & ORGANIZATION:

The distribution and completion of the Federal Programs Comprehensive Needs Assessment and Programmatic Evaluation during the 2009 Spring semester by school staff and parents of Roseland Park Elementary provided feedback related to the dimension of School Context & Organization. Once the needs assessments and evaluations were collected and analyzed by the Federal Programs Director, results were discussed with the RPE principal. District and school administrators then made the results available to parents and staff.

**** See attached Federal Programs Comprehensive Needs Assessment and Programmatic Evaluation.****

PROFESSIONAL DEVELOPMENT

The distribution and completion of the Federal Programs Comprehensive Needs Assessment and Programmatic Evaluation during the Spring semester by school staff and parents of Roseland Park Elementary provided feedback related to the dimension of Professional Development. Once the needs assessments and evaluations were collected and analyzed by the Federal Programs Director, results were discussed with the RPE principal. School administrators then analyzed and used the results to develop a high-quality and

ongoing staff development based on scientifically based research and the needs of RPE. This plan was then submitted to and compiled by the Central Office.

****See attached Federal Programs Comprehensive Needs Assessment and Programmatic Evaluation.****

****See attached District/School Professional Development Plans.****

CURRICULUM AND INSTRUCTION

Roseland Park Elementary used the Picayune School District Curriculum that is based on the Mississippi Frameworks and followed the Picayune School District Pacing Guide in its instruction. Students were taught with the use of published reading, math, and language programs from Scott Foresman, SRA, and Houghton Mifflin. Computerized programs that help with instruction in reading, math, and language included Fast ForWord, Reading Assistant, Accelerated Reading and Math, SPMS, and Study Island. Data collected from all of these programs and teacher observations were analyzed to determine student achievement and the effectiveness of the programs. Adjustments in instruction are made as necessary.

The distribution and completion of the Federal Programs Comprehensive Needs Assessment and Programmatic Evaluation during the Spring semester by school staff and parents of Roseland Park Elementary provided feedback related to the dimension of Curriculum and Instruction. Once the needs assessments and evaluations were collected and analyzed by the Federal Programs Director, results were discussed with the RPE principal. School administrators, teachers, and paraprofessionals then analyzed and used the results to adjust instructional materials and strategies to better meet the needs of the students.

****See the attached Federal Programs Comprehensive Needs Assessment and Programmatic Evaluation.****

FAMILY AND COMMUNITY INVOLVEMENT

The distribution and completion of the Federal Programs Comprehensive Needs Assessment and Programmatic Evaluation and the Title I Parental Involvement Needs Assessment Survey and Evaluation Instrument during the Spring Semester by school staff and parents of Roseland Park Elementary provided feedback related to the dimension of Family and Community Involvement. Once the needs assessments and evaluations were collected and analyzed by the Federal Programs Director, results were discussed with the RPE principal. School administrators, teachers, paraprofessionals, and parents then analyzed the data in a effort to develop a better Parental Involvement Policy for Roseland Park School. Results from the Spring 2009 needs assessment and evaluation resulted in the

development of a more comprehensive Picayune School District Parent Involvement Policy. The district policy and the results of the Title I Parental Involvement Needs Assessment Survey were used to develop the Roseland Park Elementary Parental Involvement Policy.

****See attached Federal Programs Comprehensive Needs Assessment and Programmatic Evaluation.****

****See attached Picayune School District Parent Involvement Policy.****

****See attached Roseland Park Elementary Parental Involvement Policy.****

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:

STUDENT ACHIEVEMENT

1. Adequate instructional programming
2. Adequate supplemental instructional programming
3. Met AYP in all categories

SCHOOL CONTEXT & ORGANIZATION

1. 75% of needs assessment responses suggested that current class size is meeting the required standard
2. 75% of needs assessment responses suggested that teachers have a voice in decision making and school policy development.
3. 75% of needs assessment responses suggested that RPE allows input from teachers, parents, paraprofessionals, support staff, and students when making decisions.

PROFESSIONAL DEVELOPMENT

1. High quality, ongoing, scientifically based professional development
2. Collaborative, mentoring staff members

CURRICULUM & INSTRUCTION

1. Computer assisted instruction
2. Extended-Day tutorial program
3. 100% of teachers are highly qualified (determined by central office staff)

FAMILY AND COMMUNITY INVOLVEMENT

1. Provides services to families to meet the physical and educational needs of students with disabilities
2. Parental involvement activities
3. Provides educational services and support for homeless students
4. Open door policy for parents and community
5. User-friendly atmosphere for parents/community
6. Provides guidance, training, supplies and opportunities for improvement of parenting skills
7. Encourages healthy family relationships

Weaknesses of the Current Program:

STUDENT ACHIEVEMENT

1. **75% of the responses suggested that the Title I program is not adequately addressing the academic needs of the students.**

SCHOOL CONTEXT & ORGANIZATION

1. **75% of responses suggested that there is not enough adequate time being devoted to subjects in which students perform poorly.**
2. **50% of responses suggested that teachers do not play an active role in deciding which district/local assessments will be used to evaluate individual students in the instructional program as a whole.**
3. **75% of responses suggested that he district/school does not allow all individuals/groups to participate in the identification and resolution of problems.**

PROFESSIONAL DEVELOPMENT

1. **Follow-up after each professional development opportunity**

CURRICULUM & INSTRUCTION

1. **Providing instruction to adequately address student needs related to a safe and drug-free educational environment**

FAMILY & COMMUNITY INVOLVEMENT

1. **50% of responses suggested that there is a lack of parental and community involvement in district/school decision making.**
2. **50% of responses suggested that the district/school does not provided parents with the means for improving parenting skills and meeting other needed educational opportunities.**

**** See attached Federal Programs Comprehensive Needs Assessment and Programmatic Evaluation Results****

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

Student achievement is the highest priority improvement need at Roseland Park Elementary. The District Curriculum Coordinator/Test Coordinator, school administrators, and teachers review and analyze student achievement data (MCT2, Fast ForWord, Accelerated Reading and Math, District Assessments, MS Fourth Grade Writing Assessment, Reading Assistant, Study Island, CPAA, etc.) and then identify the achievement areas that need improvement. In addition to the review of achievement data, these personnel also review other data that may be connected to student achievement (attendance, health issues, disabilities, family issues, peer issues, student motivation, etc.). The District Curriculum Director/Test Coordinator meets quarterly with RPE administrators, who, in turn, meet with teachers to review and analyze data related to District Assessments. District Assessment test questions and objectives are reviewed for strengths and weaknesses and to plan for remediation and enrichment. Teachers are required to develop an Academic Classroom Improvement Plan each quarter.

- 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	Language Arts Scores Math Scores Number of students in Proficient/Advanced category	MCT 2 District Assessments
Professional Development	Inclusion Differentiated Instruction DOK	PD Needs Assessment
School Context and Organization	Not a priority at this time	Not a priority at this time
Curriculum and Instruction	Instructional Time Use of Instructional Time Adhering to Curriculum Pacing Guide Questioning Techniques Differentiated Instruction	Schedules Teacher Observations Lesson Plans
Family & Community Involvement	Increase Parent Involvement Increase Community Involvement	PTO Membership PTO Sign-in Sheets

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

1a.

Student achievement is the highest priority improvement need at Roseland Park Elementary. There is a need to improve language, math, reading, and writing scores. District personnel met with RPE administrators to discuss ways in which to make improvements. Through observations, staff meetings, and grade level meetings, it was determined that all teachers at RPE were not using the same curricular materials or a common vocabulary. Teachers were asked to review scientifically-based programs through internet searches.

1b.

Select teachers were sent to textbook publisher meetings to listen to presentations and to review textbook materials in Jackson and Hattiesburg, Mississippi. The principal visited Bonne Ecole Elementary in Slidell, Louisiana, to observe and discuss materials and programs used there. The District Curriculum Coordinator/District Test Coordinator obtained and shared information from other schools in Mississippi. Houghton Mifflin English and Math consultants and Scott Foresman Reading and enVision math consultants visited the district to provide research and information about their programs. Computer assisted instructional program consultants were contacted by email and telephone. Consultants from Scientific Learning, Accelerated Reading/Math and Achieve 3000 visited the district to provide research and information about their computer programs. RPE administrators and computer lab coaches have attended National Scientific Learning Conferences in Orlando, Florida, San Antonio, Texas, and Las Vegas, Nevada. Teachers have attended and participated in meetings at the University of Southern Mississippi in Hattiesburg, Mississippi, related to a new Scott Foresman reading program to help decide if this program will meet state standards and objectives. Internet research continues in an effort to find a writing program that will be useful in developing better writing skills.

2. Summarize how your solutions match your priority needs.

The adoption of the Houghton Mifflin English program and the Scott Foresman enVision Math program, each of which is to be used schoolwide, and professional development sessions provided to all K-6 language and math teachers have ensured a common focus for all language and math teachers at RPE, as well as students and parents. The common focus has ensured that all students receive the same scientifically-based, research-proven language and math curriculum throughout RPE. The purchase of Accelerated Reading and Math for supplemental instruction has provided opportunities for teacher directed and individualized instruction to help improve reading and math skills in grades 1-6. The purchase of Study Island for supplemental instruction has provided opportunities for teacher directed and individualized reading, language, and math instruction in grades 3-6. The purchase of the Scientific Learning computer programs of Fast ForWord (used with all K-6 students) and Reading Assistant (used with students in grades 2-6) has resulted in these two programs becoming integral parts of the overall reading program at RPE.

Internet research continues in an effort to find a new, scientifically based reading program and a writing program that will enhance student achievement and the curriculum at RPE.

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.

Grades K-4 at Roseland Park Elementary consist of self-contained classes. Grades 5-6 are departmentalized. Grades 4-5 have team teaching components for math and language arts. Teachers/staff are provided training in the use of textbooks, materials, and software.

The math instructional program at Roseland Park Elementary is designed to help students develop an understanding of the important concepts, skills, procedures, and ways of thinking and reasoning in number and operations, algebra, geometry, measurement, and data analysis and probability. These content strands provide continuity to the teaching of K-12 mathematics.

Computer software is available for use in the classrooms, as well as the computer labs. Manipulatives are available to enhance the use of learning centers. Students are provided opportunities for individual, whole-group, and small-group instruction.

The language arts framework is comprised of reading, writing, speaking, listening, and viewing strands. These strands ensure the appropriate processes are used and important concepts are learned throughout each grade level. Phonics, decoding, and comprehension skills are taught in the context of a wide range of fiction and non-fiction. Skill development in both reading and writing is sequenced so that each skill builds upon prior knowledge. The language arts program is aligned with MDE standards.

2. Describe the research based or evidence of effectiveness that supports the strategies you have selected.

Math Instruction:

enVision Math - It provides visual learning strategies that deepen conceptual understanding. Bar diagrams help students be better problem solvers. Daily data-driven differentiated instruction ensures success for every student. Two national studies from 2004-2006 conducted by an external, independent educational research firm provided key findings that were incorporated into the 2009 enVision Math program.

Accelerated Math - It has received the highest possible rating of “Convincing Direct Evidence” in five out of six categories for progress monitoring tools for the National Center on Response to Intervention. It functions as a Mastery Measure, which NCRTI defines as a system of tracking a student’s successive mastery of a hierarchy of objectives.

Study Island – It is an online program specifically designed to help students master the content specified in the Mississippi Curriculum Frameworks. Its focus on the Frameworks enables students to improve their performance in all skill areas tested on the MCT2 in grades 2-6. It allows students to move through the program step-by-step and provides a pre-test and a post-test. Provided topics consist of questions, answers, explanations, and lessons that address the specific skills required in order to master the Curriculum Frameworks. Research has shown that the program is effective in increasing student learning and achievement.

Language Arts Instruction:

Scotts Foresman Reading – A three-phase Scott Foresman Validation Research Model/Study shows that the program complies with State Curriculum guidelines and frameworks; provides a solid support for teachers in the classroom; and enables all children to learn. Phase I documents the program’s academic Research base; Phase II tests lesson designs, specific lesson content, and assessment instruments in actual classroom settings; and Phase III includes the pretest-posttest scores that documents the performance of the program during normal usage for a full academic year. The third phase is the most sought after evidence of program success.

Accelerated Reader - Research suggests that high scores on Accelerated Reading Practice Quizzes are associated with large gains in reading achievement. Students who maintain an average of at least 85% correct on the quizzes help to define a student’s zone of proximal development or the book-level range within which a student can score 85% or higher. However, students who gain the most in reading ability have an even higher average. The students who score over 90% signifies that a student understands the key points of a book and it also motivates the student to read more.

Study Island Reading/Language– It is an online program specifically designed to help students master the content specified in the Mississippi Curriculum Frameworks. Its focus on the Frameworks enables students to improve their performance in all skill areas tested on the MCT2 in grades 2-6. It allows students to move through the program step-by-step and provides a pre-test and a post-test. Provided topics consist of questions, answers, explanations, and lessons that address the specific skills required in order to master the Curriculum Frameworks. Research has shown that the program is effective in increasing student learning and achievement.

Fast ForWord – This program has been developed on cumulative breakthroughs in neuroscience research revealing that the human brain can continue to develop and improve the efficiency of its processing throughout life. Research shows that it helps students accelerate their learning by developing their brains to process more efficiently, and that it helps students to be more motivated to learn and have a better self-esteem.

Reading Assistant – This program consists of guided oral reading through advanced speech-recognition. This program helps even reluctant readers strengthen their vocabulary, fluency, and comprehension to become proficient, confident readers. As the students work through the program, the system makes records of what, how much, and how well they have read, reporting on problem-words, fluency, comprehension, and usage.

Houghton Mifflin English - This program helps to strengthen students' writing and promote independence by the use of developmentally appropriate lessons that concentrate on grammar, usage, and mechanics skills, as well as 6-traits writing. Comprehensive instructional and planning tools provide lesson objectives and teaching language that focuses on instruction, practice, and application.

Reading Instruction: Include suggested school instructional schedule.

****See 2009-2010 Master Schedule.****

3. 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.

Special Education students at Roseland Park Elementary (RPE) will be served in classes ranging from self-contained to resource to full inclusion. The RPE staff are scheduled so that students in inclusion classes are receiving services with a special education teacher or assistant for

accommodation purposes. Based on IEPs, extended-day and extended-year programs are also offered to special education students.

- Describe how services will be provided for your English Language Learners.

The classroom teacher provides timely assistance to English Language Learners throughout the school day. Assistant teachers also work closely to provide one-on-one and small group remediation to students having deficit skills. Community and high school tutors also help with remediation for the ELL students. These students are also included in computer-assisted and teacher -directed instruction during after-school tutoring.

- Describe how services will be provided to students that receive services from the Homeless Education programs.

The Picayune School District did not receive grant funding for the Homeless Education program for 2009-2010. Therefore, students who would receive this service are served the same as all other students.

Even though the district did not receive McKinney-Vento funds, the needs of homeless children are addressed in schoolwide programs. All children receive the same instructional services.

The district's Parent Resource Center provides students who cannot afford them with uniforms. School supplies are also provided to students who may be homeless. Service and faith-based organizations in the district also provide support for students through assistance with uniforms and school supplies.

- Describe how timely assistance and services will be provided for your struggling learners.

Through the use of assessment data, the classroom teacher will identify students who have not mastered state standards. Struggling learners will be provided assistance through remediation by assistant teachers, Title I aides, and computer-assisted instruction before school and during the school day. Volunteers and tutors work individually with targeted students during and after the school day. An after-school tutoring program is also offered to struggling students. High school and community mentors are assigned to struggling students. An Elementary Counselor, a School Nurse, and a Title I Social Worker are also available to help meet the needs of struggling students. An in-school Title I Parenting Center provides materials for parents to use at home to reinforce skills introduced and taught in the classroom. Once teachers have identified struggling students, the students are referred to the Teacher Support Team (TST) for assistance. Once a student has been referred to the TST, the student's teacher/s is/are

responsible for implementing the recommended interventions for the student.

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 by **5%** as measured by MCT2.

- 3rd Grade: 34% to 39% Proficient
16% to 21% Advanced**
- 4th Grade: 37% to 42% Proficient
3% to 8% Advanced**
- 5th Grade: 56% to 61% Proficient
10% to 15% Advanced**
- 6th Grade: 51% to 56% Proficient
15% to 20% Advanced**

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 assessments, Data Analysis of Quarterly District Math Assessments, Accelerated Math assessments, Study Island Math assessments, SPMS assessments, and MDE State MCT2 Math Practice Tests

Description of procedures for reporting student progress toward this goal to parents:

Parent/Teacher conferences, daily/weekly communicators, daily student planners, progress reports, TST meetings, and report cards

<u>Strategy, Method, or Action</u>	<u>Who is Responsible?</u>	<u>Timeline</u>	<u>Resources</u>	<u>Evidence</u>	<u>Evaluation Methods</u>
What will you do?	Who will provide the leadership to assure that this strategy is accomplished?	When will this strategy or action begin and end?	What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	What indicators will demonstrate progress in the implementation of this strategy?	How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Instructional Strategies To Support this Goal					

Differentiated Instruction Individual/small group intervention sessions After School Tutoring Computer Assisted Instruction	Principal Assistant Principal Classroom teachers Title I teacher Paraprofessionals	January 2010- May 2010	MS Frameworks PSD Pacing Guide enVision Math Accelerated Math Study Island After-School Tutoring	Lesson Plans Schedule PSD Pacing Guide Checklist Data collected from Math Assessments Classroom Observations	Teacher logs and test grades Accelerated Math reports Study Island Reports District Math Assessment Reports MCT2 Math Score Reports
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<u>Strategy, Method, or Action</u> What will you do?					
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<p>Professional Development To support mathematics</p> <p>Algebra Training</p> <p>Math and Numeration Training</p> <p>Depth of Knowledge and Differentiation for Math Workshop</p> <p>enVision Math Training</p> <p>Math PLD Training</p>	<p>District/School Administration</p>	<p>January 2010 - May 2010</p>	<p>Professional Development Needs Assessment</p> <p>Training Time</p> <p>Outside Trainers</p> <p>In-house Trainers</p> <p>Professional Development materials</p>	<p>Professional Development Schedule</p> <p>Record of meeting times and attendees</p>	<p>End of year survey/needs assessment</p> <p>MCT2 Math scores</p> <p>AYP</p> <p>Growth Met</p>
<p>Parent Involvement Activities To support mathematics</p> <p>1. Informational letters/newsletters sent home in English and Spanish</p> <p>2. Update RPE's website</p> <p>3. Informational Parent Meeting</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Math Teachers</p>	<p>January 2010 - May 2010</p>	<p>Newsletters</p> <p>Interpreter</p> <p>Translator program</p> <p>Personnel</p>	<p>Newsletters</p> <p>Updated website</p> <p>In-house Parent Resource Center Location</p>	<p>Annual Title I Evaluation</p> <p>Parent Survey results</p>

<p>4. In-house Parent Resource Center</p>			<p>Parent Resource Center materials</p>		
<p>Organization/Scheduling Strategies to support mathematics</p> <p>Review and refine master schedule and student placement process</p> <p>Create/develop a prioritized list of classroom and schoolwide practices which can be used by all staff</p> <p>Inventory available math materials</p>	<p><u>Who is Responsible?</u> Who will provide the leadership to assure that this strategy is accomplished?</p> <p>Principal</p> <p>Assistant Principal</p> <p>Grade Level Chairs</p> <p>TST members</p> <p>SWP team</p>	<p><u>Timeline</u> When will this strategy of action begin and end?</p> <p>January 2010 – May 2010</p>	<p><u>Resources</u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?</p> <p>Schedules</p> <p>Demographic data</p> <p>Classroom and school wide procedures</p> <p>MCT2 data</p> <p>MSIS</p> <p>SWP Plan</p> <p>Inventories</p> <p>TST Plans</p>	<p><u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?</p> <p>Revised schedules</p> <p>Updated class rosters</p> <p>Refined TST plan</p> <p>Revised classroom and school wide procedures</p> <p>Completed math materials inventory</p>	<p><u>Evaluation Methods</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?</p> <p>Revised schedules</p> <p>Staff, parent, student survey</p> <p>Demographic data</p>
<p>Climate/Behavior Strategies</p>	<p><u>Who is Responsible?</u> Who will provide the leadership to assure</p>	<p><u>Timeline</u> When will this strategy of action</p>	<p><u>Resources</u> What existing resources, (or resources you will</p>	<p><u>Evidence</u> What indicators will demonstrate progress in</p>	<p><u>Evaluation Methods</u> How will you gather the evidence needed to</p>

	that this strategy is accomplished?	begin and end?	have as you implement this plan) will you use to accomplish this strategy?	the implementation of this strategy	demonstrate progress and achievement of this strategy?
To support mathematics Review, refine, and post and consequences classroom rules, rewards Display School Wide General Procedures Other (please specify)	Principal Assistant Principal Teachers	January 2010 – May 2010	Three-Tier Instructional Process School/Classroom Rules	Student Attendance MSIS Reports TST Minutes Discipline Reports	MSIS Reports TST Minutes Teacher Logs Discipline Reports

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 by **5%** as measured by MCT2 assessment.

- 3rd Grade: 31% to 36% Proficient**
20% to 25% Advanced
- 4th Grade: 41% to 46% Proficient**
8% to 13% Advanced
- 5th Grade: 39% to 44% Proficient**
6% to 11% Advanced
- 6th Grade: 56% to 61% Proficient**
6% to 11% Advanced

<p>School Profile data which relates to this goal: (most recent Reading MCT data used to create a baseline for above academic goal) Spring 2009 Language Arts MCT2</p>					
<p>Description of how student progress toward this goal will be measured: (local reading assessments) Classroom reading assessments, Quarterly analysis of District Quarterly Reading Assessments, Reading Assistant assessments, SPMS Reading assessments, Accelerated Reading assessments, Study Island Reading assessments, MDE State MCT2 Reading Practice Test</p>					
<p>Description of procedures for reporting student progress toward this goal to parents: Parent/Teacher conferences, Daily/Weekly Communicators, daily student planners, Progress Reports, Report Cards, TST meetings</p>					
<p><u>Strategy, Method, or Action</u> What will you do?</p>	<p><u>Who is Responsible?</u> Who will provide the leadership to assure that this strategy is accomplished?</p>	<p><u>Timeline</u> When will this strategy or action begin and end?</p>	<p><u>Resources</u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?</p>	<p><u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?</p>	<p><u>Evaluation Methods</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?</p>
<p>Instructional Strategies To support reading</p>					
<p>Differentiated Instruction Individual/small group intervention sessions After-school tutoring Computer Assisted Instruction</p>	<p>Principal Assistant Principal Reading Teachers Paraprofessionals</p>	<p>January 2010 – May 2010</p>	<p>MS Framework PSD Pacing Guide Scott Foresman Reading SRA Reading Accelerated Reading Reading Assistant Fast ForWord</p>	<p>Lesson Plans PSD Pacing Guide Checklist Data collected from Reading Assessments Classroom Observations</p>	<p>Teacher logs and test grades Accelerated Reading Scores District Reading Assessment Scores Study Island Scores Fast ForWord Scores Reading Assistant Scores</p>

			Study Island Reading		MCT2 Reading Score Reports
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<u>Strategy, Method, or Action</u> What will you do?	<u>Who is Responsible?</u> Who will provide the <u>leadership</u> 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?
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<p>Professional Development To support reading</p> <p>Depth of Knowledge (DOK)/Differentiated Instruction (DI) for Reading Workshop</p> <p>Fast ForWord Training</p> <p>Reading Assistant Training</p> <p>Reading PLD Training</p> <p>MS Assistant Teacher Reading Academy</p> <p>Phonemic Awareness</p>	<p>District/School Administration</p>	<p>January 2010 – May 2010</p>	<p>Professional Development Needs Assessment</p> <p>Training Time</p> <p>Outside Trainers</p> <p>In-house Trainers</p> <p>Professional Development materials</p>	<p>Professional Development Schedule</p> <p>Record of meeting times and attendees</p>	<p>End of year survey/needs assessment</p> <p>MCT2 Math scores</p> <p>AYP</p> <p>Growth Met</p>
<p>Parent Involvement To support reading</p> <p>1. Informational letters/newsletters sent home in English and Spanish</p> <p>2. Update RPE's website</p> <p>3. Informational Parent Meeting</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Teachers</p>	<p>January 2010 – May 2010</p>	<p>Newsletters</p> <p>Interpreter</p> <p>Translator program</p> <p>Personnel</p> <p>Parent Resource</p>	<p>Newsletters</p> <p>Updated website</p> <p>In-house Parent Resource Center Location</p>	<p>Annual Title I Evaluation</p> <p>Parent Survey results</p>

4. In-house Parent Resource Center			Center materials		

<p>Parent Involvement Activities To support mathematics</p> <ol style="list-style-type: none"> 1. Informational letters/newsletters sent home in English and Spanish 2. Update RPE's website 3. Informational Parent Meeting 4. In-house Parent Resource Center 	<p>Principal Assistant Principal Math Teachers</p>	<p>January 2010 - May 2010</p>	<p>Newsletters Interpreter Translator program Personnel Parent Resource Center materials</p>	<p>Newsletters Updated website In-house Parent Resource Center Location</p>	<p>Annual Title I Evaluation Parent Survey results</p>
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<p>Organization/Scheduling Strategies to support reading</p> <p>Review and refine master schedule and student placement process</p> <p>Protect and use instructional time to the maximum</p> <p>Common Grade Level Planning</p> <p>Create/develop a prioritized list of classroom and schoolwide practices which can be used by all staff</p> <p>Inventory available reading programs and materials</p>	<p><u>Who is Responsible?</u> Who will provide the leadership to assure that this strategy is accomplished?</p> <p>Principal</p> <p>Assistant Principal</p> <p>Title I Teacher</p> <p>Grade Level Chairs</p> <p>TST members</p>	<p><u>Timeline</u> When will this strategy of action begin and end?</p> <p>January 2010 – May 2010</p>	<p><u>Resources</u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?</p> <p>Schedules</p> <p>Demographic data</p> <p>Classroom and school wide procedures</p> <p>MCT2 data</p> <p>MSIS</p> <p>SWP Plan</p> <p>Inventories</p> <p>TST Plans</p>	<p><u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?</p> <p>Revised schedules</p> <p>Updated class rosters</p> <p>Refined TST plan</p> <p>Revised classroom and school wide procedures</p> <p>Completed math materials inventory</p>	<p><u>Evaluation Methods</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?</p> <p>Revised schedules</p> <p>Staff, parent, student survey</p> <p>Demographic data</p> <p>Completed inventory</p>
<p>Climate/Behavior Strategies to support reading</p> <p>Review, refine, and post</p>	<p><u>Who is Responsible?</u> Who will provide the leadership to assure that this strategy is accomplished?</p> <p>Principal</p>	<p><u>Timeline</u> When will this strategy of action begin and end?</p> <p>January</p>	<p><u>Resources</u> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?</p> <p>Three-Tier</p>	<p><u>Evidence</u> What indicators will demonstrate progress in the implementation of this strategy?</p> <p>Student</p>	<p><u>Evaluation Methods</u> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?</p> <p>MSIS Reports</p>

<p>and consequences classroom rules, rewards</p> <p>Display School Wide General Procedures</p>	<p>Assistant Principal</p> <p>Teachers</p>	<p>2010 – May 2010</p>	<p>Instructional Process</p> <p>School/Classroom Rules</p>	<p>Attendance</p> <p>MSIS Reports</p> <p>TST Minutes</p> <p>Discipline Reports</p>	<p>TST Minutes</p> <p>Teacher Logs</p> <p>Discipline Reports</p>
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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.

At Roseland Park Elementary the uniform local assessments that will be used to monitor student academic progress during the school year for each grade level are as follows:

Grade K: CPAA, Early Literacy, Teacher-made Tests, Fast ForWord

Grade 1: CPAA, Early Literacy, Teacher-made Tests, Accelerated Reading/Math, District Assessments, Fast ForWord

Grades 2-3: CPAA, STAR Reading/Math, Accelerated Reading/Math, Teacher-made Tests, District Assessments, Study Island, Fast ForWord, Reading Assistant, SPMS

Grades 4-6: STAR Reading/Math, Accelerated Reading/Math, Reading Assistant, Study Island, Fast ForWord, District Assessments, Teacher-made tests, SPMS

Grades K-6: District Grading Scale

Each of the above assessment resources help monitor progress in language arts and/or math.

The TST Three Tier Process used at Roseland Park Elementary will also be used to monitor students academic progress for students who are on Tier II and Tier III.

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 experiencing difficulty mastering skills and standards at Roseland Park Elementary are identified by reviewing the results of teacher-made tests, District Assessments, computer program diagnostics, MCT2 scores, and teacher observation. Once students are identified, teachers develop and implement classroom accommodations and interventions. Teachers also refer struggling students to the Teacher Support Team and then implement accommodations and interventions developed by the TST.

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.

****See attached Picayune School District Professional Development Calendar.****

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.

Student achievement is the highest priority improvement need at Roseland Park Elementary. Some of the professional development activities listed in the Roseland Park Elementary section of the Picayune School District Professional Development Calendar relate to language arts, math, inclusion, differentiated instruction, depth of knowledge, Accelerated Math Training, Algebra Readiness, Understanding Math and Numeration Training.

The intent of each professional development session is targeted toward those areas that need improvement. The impact of the sessions are evaluated through on-site work with teachers and classroom observations by the school administrators.

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 Picayune School District Curriculum Department offers training to help new and veteran teachers. Mentors are assigned to new and veteran (if applicable) teachers to provide assistance throughout the school year. To ensure that teachers are implementing skills and strategies from professional development activities, administrators check lesson plans, conduct walk-

throughs and classroom drop-ins, as well as formal evaluations. To provide further follow-up the district and Roseland Park Elementary schedules grade level meetings as well as subject area meetings during the school year. Teachers and paraprofessionals who attend out-of-district seminars, workshops, and conferences are encouraged to share professional learning with colleagues, as well as make presentations to RPE and other district staff members.

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 parents 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.

Newsletters, calendars, and memos will be sent home to parents, on at least a monthly basis, notifying them of school activities and events. This information will also be posted on the school's website. As much as possible, a translator will be provided to help Spanish speaking parents understand what is happening at Roseland Park Elementary. The in-school Parent Resource Center will provide additional materials in English and Spanish for parents. These materials will offer suggestions to parents on how they can help their children become more successful at school. Parent Informational Meetings will offer the parents an opportunity to discover the expectations of their child and to interact with their child in day to day activities that take place at Roseland Park Elementary. Teachers will communicate with parents regularly about their child's success or lack of success through notes, telephone calls, conferences, daily planners, daily/weekly communicators, progress reports, and report cards. Teachers will also offer suggestions as to what the parents can do at home that might make a difference in their child's academic success.

2. Briefly describe the process used to develop and implement the Parent Compact.

Research of Parent Compacts from school districts across the nation was conducted. Using these compacts as a guide, a draft of a Roseland Park Elementary

School/Parent/Student Compact was developed. The draft was distributed to school staff and parents to review and to make revisions as necessary. From the feedback received, a final School Compact was developed. That compact was then sent home with students for all parents to review, sign, and return to school. Parents were expected to review the Student Responsibility section with their child. The School Compact will be evaluated annually at the initial Title I Parent Meeting held each fall. It will be revised as necessary.

3. Describe the process used to meet with parents of students who have not met academic standards.

Teachers contact parents of students who are experiencing difficulty with academic mastery. Teachers communicate student progress frequently through telephone calls, parent/teacher conferences, emails, written notes/letters, daily/weekly reports, progress reports, and report cards. When struggling students are identified, parents are notified of the availability of the after-school tutoring program, and, with parent permission, are assigned to the program. Teachers meet periodically with parents during Teacher Support Team conferences. Roseland Park Elementary staff recommends the use of the in-house Parenting Center to those who are experiencing academic difficulties. Roseland Park Elementary has an elementary school counselor and social worker who regularly share available community services with parents.

4. Attach a copy of the school/parent compact in relevant languages.

****See attached Picayune School District Title I, Part A School-Parent Compact.****

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.

The Picayune School District operates an Early Head Start Program serving students, birth through age three. It is the goal of the PSD to provide uninterrupted services to students until graduation. In addition to the PSD Early Head Start Program, the PSD also operates two Head Start classes. Again, it is the goal of the PSD to provide seamless academic instruction for students of all ages. The PSD also operates a pre-school program for developmentally delayed students. These students are provided instruction and speech services to help remediate them as a means for helping them enter kindergarten on par with their peers.

None of these programs are located on the Roseland Park Elementary campus. However, the transition of the students from these programs to RPE makes it a necessary component in the educational process of future RPE students. During the Spring semester, those students from the Early Head Start and the Developmentally Delayed programs who will attend RPE in the fall, are brought to RPE, welcomed

by the kindergarten teachers, and taken on a tour of the school. This process helps provide a smoother transition for the students.

In August, the kindergarten staff holds a Meet and Greet Open House for the parents of kindergarten students.

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.

Roseland Park Elementary only serves students in grades K-6. Because the sixth grade students must transition to the only Picayune School District Junior High School, activities that will help in that transition take place. Picayune Junior High School student organizations often visit RPE to share information related to school policies, organizations, and activities with the RPE sixth graders. During each Spring semester, RPE sixth graders are transported to the Picayune Junior High School and are taken on a tour of the school. Information about PJHS, its classes and teachers, and the PJHS registration process is sent home to parents during the Spring semester.

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

Some of the greatest strengths of Roseland Park Elementary are its location in a small, progressive community, close proximity to major metropolitan areas, and the willingness to build partnerships among parents, families, and the community while working toward common goals. Roseland Park Elementary coordinates with the following community programs and agencies: Kiwanis Club, Lions Club, Rotary Club, Daughters of the American Revolution, Stennis Space Center, Picayune Police Department, Picayune SPCA, Community Food Pantry, Crosby Arboretum, Gulf Coast Mental Health, Gulfport Behavioral Memorial Health, Pine Grove, Department of Human Services, Pearl River County Health Department, Dental Services, Vision Services, Civic Woman's Club, Delta Kappa Gamma, Alpha Delta Kappa, Junior Auxillary, Coca Cola Bottling Company, Mississippi Power Association, Coast Electric Association, Picayune Fire Department, Gideons, Catholic Charities, American Heart Association, American Lung Association, Mississippi Welcome Center, Winn Dixie, and Picayune Nursing Home, to name a few. Each of these organizations provides services/activities that help students with educational and character building opportunities.

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 Strategic Plan supports the Title I Schoolwide Program implementation. The strategic plan is reviewed and/or revised annually as a means of providing the greatest services to the PSD's students, parents, and

community. The PSD's commitment to excellence is evidenced by allocation of resources and funding to promote increased student achievement. Central Office personnel meet regularly to prioritize needs and discuss issues affecting 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.

Annually, during the Spring semester, a Federal Programs Comprehensive Needs Assessment and Programmatic Evaluation and a Title I Parental Involvement Needs Assessment Survey will be distributed to Roseland Park Elementary's staff and parents. The returned assessments and evaluations will be analyzed and the resulting data will be reviewed and needed revisions made by RPE's Schoolwide Planning 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.

Roseland Park Elementary's Schoolwide Planning Team has met to review and revise components of the plan to ensure progress. Surveys, needs assessments, and evaluations were used to determine progress. Analysis of data collected from these instruments will provide input for the 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	\$ 2,240,120.37	Basic instructional programs
Title I, Part A	\$ 186,609.00	Salaries, benefits, supplies, & property to support student achievement
Title I, Part C	Not Applicable	
Title II, Part A	-0-	
Title II, Part D	Not Applicable	
Title III	Not Applicable	
Title IV	Not Applicable	
Title V	-0-	
Title VI	Paid through central office	Extended-day tutorial program to support student achievement
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.

State and local funds support the educational program that meets the accreditation standards of the state. Federal funds are in addition to these funds.

All federally funded positions are in addition to those required by state law and will supplement the instructional program. Title I Part A funds will be used to provide salaries, benefits, supplies, teaching materials, equipment, and property that will be used to improve student achievement. Title VI funds will be used to fund and support an extended-day tutorial program.

2. Complete the Schoolwide Program Budget Summary and include with each school's schoolwide plan. (*Please see worksheet 7 in the Budgetary Documents of the CFP.*)

****See attached budgetary documents.****

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**

