

Schoolwide Program Plan



Picayune School District

South Side Elementary

Title I Schoolwide Program Plan

Date when Plan Implemented January 1, 2010 Plan Status: New X Revised _____

School District Name:	<u>Picayune School District</u>
Address:	<u>706 Goodyear Blvd.</u>
	<u>Picayune, MS 39466</u>
Title I Coordinator	<u>Frank McCardle</u>

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School Name:	South Side Elementary		
Address:	1500 Rosa Street		
	Picayune, MS 39466		
Superintendent:	Dean Shaw		
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School Enrollment:	270		
Grade Levels:	3-6		
Free/Reduced Lunch %	74%		

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:	Rachel Hunter Brandi Piazza Dawn Wilbanks Katy Canulette
	Kimberly Massengale, Teacher Kristy Wheat, Teacher Niki Wilson, LSC, SPED Teacher
Non-Licensed Staff: <i>(include position)</i>	Tina Chochran, Assistant Teacher
Administrators: <i>(include position)</i>	Debra Smith, Principal
District Staff:	Brent Harrell, Assistant Superintendent
Title I Staff:	Keisha Smith, School Counselor Yolanda Lindsey, School Social Worker
Community Members <i>(include position)</i>	Karen Cheremie, Retired Teacher
District Homeless Liaison:	Frank McCardle
Others: <i>(secondary students, etc.)</i>	

B. Schoolwide Planning Summary

1. Briefly describe the process used to develop the schoolwide plan.
A meeting was held with MDE concerning the need for the Picayune School District to move to a schoolwide Title I program. This decision was made so the District could receive and spend Title I, Part A, ARRA funds.

After the decision was made to incorporate Title I funds into a schoolwide approach, meetings were held in the district to discuss requirements and how the targeted assistance program differed from the schoolwide program. Planning teams were named and work began on developing the schoolwide approach.

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
1/5/2009	MDE informed Picayune School District about a need for a School Wide Program in order to receive and spend Title I, Part A ARRA funds. The following individuals were included in a phone conference: Frank McCardle, Federal Programs 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			
1/12/2010	Planning School Wide Program Moving from Targeted Assistance to School Wide Program with Presenter: Milton Matthews			
1/13/2010	Faculty meeting – Informed faculty and staff of plan to transition from Targeted Assistance to School Wide Program		√	
1/28/2010	Parent Meeting	√		√
3/11/2010	Planning Committee meeting to finalize plan.	√		

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 school website informs parents that South Side Elementary School is a School Wide Title I School. The parents are also informed through school compacts and policies. During the year information is given to staff through faculty meetings, grade level meetings, and emails. Parents are informed of decisions and actions through newsletters, calendars, and parent meeting.

2. Briefly describe opportunities for feedback from these groups.

Annual surveys are used to provide feedback from all groups and an opportunity for input into our program. Additional communication is welcomed and encouraged by the administration and staff through the scheduling of personal meetings at the parent's request.

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

This percentage was obtained from parents and staff who completed a survey during the 2009 school year.

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
12/10/2009	Frank McCardle	Informed of transition from Targeted Assistance to School Wide Program
1/12/2010	Milton Matthews	School Wide Plan Technical Assistance Training
3/2/2010	Milton Matthews	School Wide Plan Technical Assistant Training
3/23/2010	Milton Matthews	School Wide Plan Technical Assistant Training
4/6/10	Dean Shaw, Supt. Brent Harrell, Assist. Supt. Frank McCardle, Federal Programs	Review of final schoolwide plan draft to approve the plan.

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.

South Side Elementary School serves approximately 270 students in grades 3 through 6. We also have 1 self-contained Exceptional Education Class with 14 students. There are 19 licensed certified teachers and 13 classified non-licensed staff members to serve these students. South Side’s free and reduced lunch rate is 74%. The ethnic composition of students includes White 59%, Black 39%, Hispanic <1%, Asian <1 %, and Native America <1%. South Side’s state accountability status is “Academic Watch” with a QDI of 128 and having met growth. South Side is located across the street from the Picayune Public Housing Project. Because of this diversity and the knowledge that students learn in different ways and at varied rates, our teachers are very skilled at planning and implementing differentiated lessons which 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 – data is collected from MCT2 scores, State Science and Writing scores, district assessments, STAR Reading and Math reports, and teacher assessments. Staff are trained and provided time to analyze data in order to determine strengths and weaknesses of each child and the instruction being given.

School context and organization – data is collected through review by the School Data Team and evaluated to determine effectiveness of school policies and procedures in the areas of student achievement, retention / promotion procedures, safety, and discipline. Smart Track surveys by students are analyzed to determine common trends and are used for planning purposes.

Professional Development –data is collected through needs assessments of staff. This data is analyzed and programs are planned based on needs identified by faculty and staff.

Curriculum and Instruction – data is collected through a review of student achievement, test scores, EZ Test Tracker Software, teacher observation, and analysis of curriculum objectives. Curriculum and instruction analysis provide information on student achievement and effectiveness of programs. The curriculum includes and promotes the state objectives and those areas identified as mastery skills.

Family and Community Involvement – data is collected at annual meetings, school activities, and workshops through the use of sign-in sheets, needs assessments, monthly parent contacts, calendars, newsletters, and surveys. Workshops and 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. **100% highly qualified teachers**
2. **High teacher enthusiasm**
3. **High expectations for students and staff**
4. **Material availability**

Weaknesses of the Current Program:

1. **High student tardiness**
2. **Low student attendance**
3. **Low parental support**
4. **Wide range of instructional levels in each class**

4. **Prioritization of Needs:**

- a. Briefly describe the process used to identify your highest priority areas needing improvement.

Student achievement is the highest priority in our district. The emphasis on improving student achievement takes precedence over all other needs. The School Data Team reviews student achievement data (MCT2 scores, report cards, STAR reports, district test reports) and selects areas that need improvement. In addition to the review of achievement data, each grade level meets after quarterly district assessments 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	Reading/Language Arts (made AYP) Mathematics (did not make AYP for 2008/2009)	MCT2 Scores PSD Test Scores STAR Reading / Math Scores Report Cards Fast ForWord Data CPPA
Professional Development	Differentiated Instruction Depth of Knowledge Understanding Mathematics	PSD Needs Assessment
School Context and Organization	Implementing Departmentalization in grades 3 – 6	Wide range of instructional levels in each class
Curriculum and Instruction	Curriculum Alignment - Pacing Guide – District Test – MCT2 Using Data collected to guide instruction	Data Analysis of District Test Scores MCT2
Family & Community Involvement	Increase Parental Involvement	Lack of attendance at programs

Inquiry Process

After determining the strengths and weaknesses of the current school programs, school wide 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 at our school is the need to improve language arts and mathematics scores. It was determined that teachers were having a difficult time meeting the needs of such a wide range of instructional levels in their classrooms. Students within the same class ranged from advanced levels to well below grade level. Grade level teams reviewed scientifically-based programs through an internet search, talking with teachers from other schools, and looking at sample alternate grouping strategies. Several schools in the district used instructional level grouping at different grade levels in the past with good success on MCT2 scores. After speaking with principals, teachers, and curriculum coordinators in the district, we are implementing instructional grouping in a departmentalized schedule in order for our teachers to teach one major subject to a higher standard at an instructional level that meets the needs of all of our students.

2. Summarize how your solutions match your priority needs.

The change in scheduling and philosophy has afforded teachers the ability to focus more on a specific need in each subject and more closely target individual student's needs. Materials and other resources can be pooled in larger concentration in order to saturate students with a variety of ways to learn needed academic skills. Teachers are able to spend more time planning effectively and researching new proven methods to meet student's needs.

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 and mathematics programs are aligned with MDE standards. Our teachers follow a pacing guide designed by the teachers to ensure that all standards are covered in a given time frame. Grades 3 – 6 are departmentalized and each class is instructionally grouped. Students are provided opportunities for whole group, small group, and individual instruction. Teachers/staff are provided training in the use of new textbooks, materials, and software. Computer programs are available for use in individual classrooms, as well as two computer labs to enhance teaching and learning.

The language arts framework is comprised of reading, writing, speaking, listening, and viewing strands. These five strands ensure that appropriate processes are used and certain 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 reading block of time is 120 minutes daily. The language block of time is 90 minutes daily.

The math instructional program is designed to help students develop an understanding of concepts, skills, procedures, and ways of thinking and reasoning in numbers and operations, algebra, geometry, measurement, and data analysis and probability. These five strands provide continuity to the teaching of K-12 mathematics. The math block of time is 90 minutes daily.

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

South Side Elementary School will provide instruction in reading/language arts and mathematics. Instruction will include the Mississippi Curriculum Frameworks, Scott Foresman Reading, SRA Corrective Reading, Houghton Mifflin Language, and InVision Math. Computer – assisted instruction will be provided to supplement classroom instruction – Fast ForWord, Reading Assistant, Accelerated Reading, Accelerated Math, Study Island, and SPMS.

3. Include suggested school instructional schedule.

Attachment: South Side School Instructional Schedule

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.

South Side has one self-contained SPED class where students receive assistance from a certified teacher and one assistant teacher. All other SPED students are resourced into the regular education class for particular subjects or they are considered full inclusion students where they receive services from a SPED teacher, a regular education teacher, and/or an assistant teacher.

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

All ELL are provided immediate access to all available programs to include Special education, transportation, and extra-curricular activities. The classroom teacher provides timely assistance to English language learners throughout the school day. Assistant teachers also provide one-on-one and small group instruction to students having deficit skills. Services are provided to these students by itinerant staff based upon the English proficiency of the student. These services include tutoring, in-class assistance, small-group assistance, and computer assisted instruction. Extended learning opportunities include after-school tutoring and summer school.

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

Students considered homeless are provided immediate access to all available programs to include Special education, transportation, and extra-curricular activities. The classroom teacher and the social worker identify students who meet the homeless criteria. All educational services are provided to these students without question as to their residential status. The school social worker coordinates additional services through community outreach programs to provide assistance to students and their families.

The district's Parent Resource Center maintains a uniform closet. Homeless students are provided uniforms through this center.

Community outreach organizations include The Junior Auxiliary, Saint Charles Borromeo Catholic Church, Masonic Lodge #562, Picayune Swim Team,. These organizations also provide assistance with uniforms, underclothing, shoes, and school supplies. The Picayune Police Department and The Picayune Fire Department provides visits and services to our schools. Our district nurse, local physicians, and student nurses also provides services to our students.

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

Struggling learners are provided immediate access to all available programs to include Special education, transportation, and extra-curricular activities. The classroom teacher identifies students who have not mastered state standards. Struggling learners are provided assistance through remediation by assistant teachers and computer-assisted instruction during the school day. Extended learning opportunities include after-school tutoring and summer school. The Parenting Center provides material for parental use in the home to reinforce skills introduced and taught in the classroom. Once teachers have identified struggling learners, he or she will refer that student to the Teacher Support Team (TST) for assistance. Parent conferences are scheduled as soon as the teacher realizes that a student is struggling.

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 62% to 67% as measured by MCT2.

<p>School Profile data which relates to this goal: (most recent Math MCT data used to create baseline for above academic goal)</p> <p>Spring 2009 Mathematics MCT2</p>					
<p>Description of how student progress toward this goal will be measured: (local math assessments) Classroom Assessment, Data Analysis of Quarterly District Assessments, MCT2 Practice Test, STAR Math Reports, Study Island Reports.</p>					
<p>Description of procedures for reporting student progress toward this goal to parents: Progress Reports, Report Cards, Parent/Teacher Conferences</p>					
<p>Strategy, Method, or Action What will you do?</p>	<p>Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished?</p>	<p>Timeline When will this strategy or action begin and end?</p>	<p>Resources What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?</p>	<p>Evidence What indicators will demonstrate progress in the implementation of this strategy?</p>	<p>Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement of this strategy?</p>
<p>Instructional Strategies To Support this Goal</p>					
<p>Classroom instruction</p> <p>Computer-assisted instruction</p> <p>After-school tutoring</p> <p>Remediation by assistant teachers</p>	<p>Principal</p> <p>Teachers</p> <p>Assistant teachers</p>	<p>January 2010</p> <p>May 2010</p>	<p>Envision Math</p> <p>Accelerated Math</p> <p>Study Island</p>	<p>Mastery of State Math Objectives</p>	<p>Data analysis of:</p> <p>District Assessment</p> <p>STAR Math Reports</p> <p>Study Island Reports</p>

<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?
Professional Development To support mathematics Specific Skill Training District Training Workshops	Principal Grade Level Chairs Central Office Personnel	August 2009 May 2010	District School Federal Funds	Implementation in the classroom	Classroom observations Teacher evaluations Test scores
Parent Involvement Activities To support mathematics Parent Orientation Math & Science Curriculum Night Resources to check out Materials PTO Meetings	Principal Teachers Parenting Center	August 2009 May 2010	Orientation Packets Math and Science Activities Parent Resources at Parenting Center	Parent participation Parent Contacts	Sign-In Sheets Parent Surveys
Organization/Scheduling To support mathematics Alternate scheduling options	Principal Teachers	January 2010 May 2010	State/District guidelines	Schedule	Classroom observation Lesson plans

Climate/Behavior Strategies to support Mathematics	Principal Teachers	January 2010 May 2010	Observation Reports	Decrease in Discipline Referrals	Classroom Observations
Classroom Management			Other Teachers' Classrooms		
Other: (please specify)					

READING/LANGUAGE ARTS IMPLEMENTATION/ACTION PLAN

Measurable Reading Goal:

In the spring of 2010, the percentage of 3-6 grade students meeting or exceeding the State Language Arts Performance Standards will increase from 65% to 70% as measured by MCT2 assessment.

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					
Description of how student progress toward this goal will be measured: (local reading/language arts assessments) Classroom Assessments, Data Analysis of Quarterly District Assessments, MCT2 Practice Test, STAR Reading Reports, Fast ForWord Reports, Reading Assistant Reports, Study Island Reports					
Description of procedures for reporting student progress toward this goal to parents: Progress Reports, Report Cards, Parent/Teacher Conferences					
<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?
<u>Instructional Strategies</u> To support reading/language arts					
Classroom instruction Computer-assisted Instruction After-school tutoring Remediation by Assistant teachers	Principal Teachers Assistant teachers	January 2010 May 2010	Scott Foresman Reading Houghton Mifflin Language Fast ForWord Reading Assistant Accelerated Reading Study Island SPMS	Mastery of State Language Arts Objectives	Data analysis of: District Assessments STAR Reading Reports Fast ForWord Reports Reading Assistant Reports Study Island Reports

<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?
Professional Development To support language arts Specific Skill Training District Training Workshops	Principal Grade Level Chairs Central Office Personnel	August 2009 May 2010	District School Federal Funds	Implementation in the classroom	Classroom observations Teacher evaluations Test scores
Parent Involvement To support Language Arts Parent Orientation Family Read Night Resources to check out Materials PTO Meetings	Principal Teachers Parenting Center	August 2009 May 2010	Orientation Packets Reading/Language Activities Parent Resources at Parenting Center	Parent participation Parent Contacts	Sign-In Sheets Parent Surveys
Organization/Scheduling To support language arts Alternate scheduling options	Principal Teachers	January 2010 May 2010	State/District guidelines	Schedule	Classroom observation Lesson plans

Climate/Behavior Strategies to support language arts	Principal Teachers	August 2009 May 2010	Observation Reports	Decrease in Discipline Referrals	Classroom Observations
Classroom Management			Other Teachers' Classrooms		
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.

The Picayune School District uses Grade Quick to record student grades and schedules. South Side administers a District Pretest and Posttest to all students quarterly. STAR Reading and Math is also administered to all students. CPAA is administered to grade 3 students. In addition, teacher-made test and software program assessments are used to provide additional information for student progress. The following grading scale is used by the Picayune School District:

- A 90 – 100**
- B 80 – 89**
- C 70 – 79**
- D 65 – 69**
- F 64 and below**

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 are identified by teacher-made test, teacher observations, district test, MCT2 scores, CPAA, and computer program diagnostics. Students experiencing difficulty are referred to the Teacher Support Team.

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.

Attachment: Picayune School District's Professional Development Plan

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.

All professional development activities are related to data analysis of student assessments and the use of that information for improving student achievement.

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.

New teachers to the Picayune School District are assigned a mentor for their first year to provide assistance throughout the year. In addition, our school and district offers various trainings to help new and veteran teachers. As a follow up to some of the trainings, participants share information/strategies learned are workshops with the faculty and staff during focused faculty meetings. In addition, lesson plans are checked and class room observations are done by the principal to monitor the implementation of strategies from professional development activities. At least twice a year, our district also holds grade level meetings for sharing best practices as well as to update the district level pacing guides.

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.
 - a. **PTO Meetings/Open House**
 - b. **Grade Level Orientations**
 - c. **Family Math/Science Night**
 - d. **Reading Fair**
 - e. **Parents for lunch on Fridays**
 - f. **Knowledge Day Celebration**
 - g. **Field Trip Chaperones**
 - h. **Santa Secret Shop Volunteers**
 - i. **Holiday Parties**
 - j. **Grandparents Day**
 - k. **Title I Annual Meeting**
 - l. **Planning Committee Volunteers**
 - m. **Notes/Newsletters/Calendars sent home**
 - n. **Current School Website**
 - o. **Surveys**
 - p. **Parent Conferences**
 - q. **Phone Calls**
 - r. **Awards Program**

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

The Parent Compact was developed with input from the parents, Title I Planning Committee, faculty and staff. There is an annual Title I Planning Meeting to revise out compact as needed. Current Parent Compacts are sent home at the beginning of the school year and the signed copies are kept on file at school. Compacts meet the requirements for No Child Left Behind.

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

Teachers contact parents who are not mastering academic goals. Regular communication between the home and school occurs thru the use of Daily Student Planners. Parent/teacher conferences are held to discuss academic concerns and to get input from the parent. If the student does not show improvement they are referred to the Teacher Support Team where interventions are put into places. The teacher may also refer the student for After School Tutoring Services. We also have various educational reading material available to parents in the office lobby.

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.

Not Applicable.

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.

Second grade students attending South Side Lower have the opportunity to utilize South Side's Music Keyboard Lab once a week second semester. Six grade students will visit Picayune Junior High School in April for a tour and they will be given information concerning attendance at the Jr. High. Teachers from the Jr. High will visit students at South Side in order to help them complete their schedules for the upcoming school year. An open house/orientation is held at the beginning of each new school year.

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

The Picayune School District has a Parenting Center staffed by two social workers and the elementary counselor. They coordinate available services when needed by a parent/family. The Picayune Junior Auxilary provides school uniforms for needy students. Our school is used during the summer for the Picayune Police Camp. The district nurse coordinated local physicians and college nursing students to administer flu shots for students.

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 schoowide program by emphasizing student achievement as well as school and community commitment to success for all children. This commitment to excellence is evidenced by allocation of resources and funding to promote increased student achievement. There are regular meetings

between our district leadership team to prioritize needs and discuss issues affecting student achievement. District initiatives are coordinated and duplication is eliminated.

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 will be reviewed annually and revised as needed by the school planning committee.

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.

Grade level meetings will be held at the end of each nine weeks to review student data and revise components of the plan as needed. Needs Assessments and surveys will be used to monitor progress.

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	\$1,134,744.94	Salaries, Benefits, Supplies, Materials, and equipment to support student achievement.

Title I, Part A	\$115,826	Salaries and Benefits
Title I, Part C	Not Applicable	
Title II, Part A	Not Applicable	Salaries, Benefits, Supplies, Materials, and Equipment to support student achievement.
Title II, Part D	Not Applicable	
Title III	Not Applicable	
Title IV	Not Applicable	
Title V	Not Applicable	
Title VI	Not Applicable	
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 provide personnel and support to meet state accreditation requirements.

All federal positions are 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.

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**