

# Schoolwide Program Plan



## Picayune School District

### South Side Lower Elementary

#### Title I Schoolwide Program Plan

Date when Plan Implemented 1/4/10 Plan Status: New X Revised \_\_\_\_\_

<b>School District Name:</b> <u>Picayune School District</u>
<b>Address:</b> <u>706 Goodyear Blvd.</u>
<u>Picayune, MS 39466</u>

<b>Title I Coordinator</b>	Frank McCardle
<b>Phone:</b>	(601) 798-3230
<b>FAX:</b>	(601) 749-5973
<b>E-Mail Address:</b>	fmccardle@pcu.k12.ms.us
<b>School Principal:</b>	Joan Lee
<b>Phone:</b>	(601) 799-0683
<b>FAX:</b>	(601) 798-6371
<b>E-Mail Address:</b>	jlee@pcu.k12.ms.us
<b>School Name:</b>	South Side Lower Elementary
<b>Address:</b>	400 South Beech Street
	Picayune, MS 39466
<b>Superintendent:</b>	Dean Shaw
<b>Phone:</b>	(601) 798-3230
<b>FAX:</b>	(601) 798-4721
<b>E-Mail Address:</b>	dshaw@pcu.k12.ms.us
<b>School Enrollment:</b>	235
<b>Grade Levels:</b>	K-2
<b>Free/Reduced Lunch %</b>	88%

## 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:	<b>Catherine Canulette Rita Williams</b>
Licensed Staff: <i>(include position)</i>	<b>Susan Spiers, Gifted Teacher Teresa Stafford, First Grade Teacher</b>
Non-Licensed Staff: <i>(include position)</i>	<b>Stracey Furr, Computer Lab Aide</b>
Administrators: <i>(include position)</i>	<b>Joan Lee, Principal</b>
District Staff:	<b>Keasha Smith, District Elementary Counselor Yolanda Lindsey, District Social Worker</b>
Title I Staff:	<b>Nancy Baucum, Title I Aide Audrey Williams, Title I Aide</b>
Community Members <i>(include position)</i>	<b>Ginger Bennett, Picayune Police Department Community Liason</b>
District Homeless Liaison:	<b>Frank McCardle, Federal Programs Director</b>

Others: (secondary students, etc.)	
------------------------------------	--

**B. Schoolwide Planning Summary**

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

**The district in collaboration with the MS State Department of Education’s Office of Innovative Support made the decision in November 2009 to change from a Targeted Title I Program to a Schoolwide Title I Program. District administrators met with Mr. Frank McCardle, Picayune School District’s Federal Programs Director, on December 10, 2009 to review the necessary procedures for making this transition. An initial meeting was held on January 12, 2010 to review the Schoolwide Title I Program planning document. From there, South Side Lower Elementary meetings were scheduled to obtain school data and input from various stakeholders. Surveys by parents and staff along with input from the community and school data were used to determine the needs of our school.**

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
11/5/09	Phone Conference was held with Office of Innovative Support and Picayune Central Office Administrators to discuss changing to a Schoolwide Title I Program.			
12/10/09	District Administrators Meeting was held to discuss the transition to Schoolwide Title I Program.			
12/16/09	Initial Meeting with South Side Lower Faculty and Staff concerning the change to a Schoolwide Title I Program.		√	
1/12/10	Schoolwide Title I Planning Meeting for Administrators at Central Office with Mr. Milton Matthews.			
2/4/10	Planning Team Meeting at South Side Lower.	√		
3/2/10	Technical Assistance Meeting for Administrators and Mr. Matthews			
3/18/10	SSL Planning Team Meeting	√		
3/23/10	Technical Assistance Meeting with Mr. Milton Matthews			
4/8/10	Parent Teacher Organization Meetings (one a.m. one p.m.)			√

**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.

**Parent newsletters, faculty meetings, an article in the local newspaper, and our school website contained information about the Schoolwide Title I planning process.**

2. Briefly describe opportunities for feedback from these groups.

**Surveys and planning meetings offer opportunities for feedback from these groups. Meetings are always listed on our school calendar and website.**

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

**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.**

<b>Date</b>	<b>Provider</b>	<b>Type of Assistance</b>
<b>12/10/10</b>	<b>Frank McCardle</b>	<b>Review of detailed Schoolwide Title I Plan Notebook.</b>
<b>1/12/10</b>	<b>Milton Matthews</b>	<b>Review of Schoolwide Title I planning process.</b>
<b>3/2/10</b>	<b>Milton Matthews Frank McCardle</b>	<b>Review of state template for the development of plan and accessing progress to date.</b>
<b>3/23/10</b>	<b>Milton Matthews</b>	<b>Review of final draft South Side Lower Schoolwide Title I Plan.</b>
<b>4/6/10</b>	<b>Dean Shaw, Supt. Brent Harrell, Assist. Supt. Frank McCardle, Federal Programs Director</b>	<b>Discussion of and final review of the schoolwide plan.</b>

## 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.

**The Picayune School District is located in Pearl River County. The district enrolls approximately 3000 students who are served by 9 schools. We have 5 elementary schools, 1 middle school, 1 high school, 1 alternative school and the Career and Technology Center. We also have a Head Start program which is located at 2 of the elementary schools. The Mississippi Department of Education currently has 9 level rankings which range from Failing to Star School. The district as well as the majority of schools in the district are not in school improvement. However, the Middle School is in school improvement. The elementary and Middle School schools are moving from targeted assistance to schoolwide Title I Schools.**

**South Side Lower Elementary (SSL) serves approximately 235 students in grades Kindergarten through 2<sup>nd</sup> grade. We have 19 certified teachers and 20 non-certified staff to serve our students. SSL's free and reduced lunch rate is 88%. The ethnic composition of students includes White 56%, Black 40 %, and Hispanic less than 1%. SSL's last accreditation level by the Mississippi Department of Education was Academic Watch. SSL is designated as a Schoolwide Title I School.**

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 are collected from quarterly district assessments, STAR Early Literacy, STAR Reading, STAR Math, State K-3 Assessment (Children's Progress), AIMS web probes, and teacher assessments. Classroom teachers are trained and provided time both on site and at district grade level meetings to

analyze data in order to identify strengths and weaknesses of each student and the interventions/accommodations needed.

School context & organization-data are collected through the annual Title I Planning Meeting, P.T.O. Meetings, District Safety Committee and faculty surveys to determine the effectiveness of school procedures in the areas of parental information, school safety, student achievement and discipline.

Professional development-data are collected through an annual staff professional needs assessment survey. This data is used to determine the professional staff development plan for the next year.

Curriculum and instruction- data are collected through review of the Mississippi State Objectives, district grade level pacing guides and performance level descriptors. Student achievement data are also reviewed to analyze the effectiveness of instruction. Our teachers have been trained to plan and implement differentiated lessons which address the specific need of the diverse needs of our students.

Family and community involvement-data are collected at annual meetings, school activities, and workshops through sign-in sheets, needs assessments, monthly parent contacts, and surveys.

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. **High student attendance**
2. **100% highly qualified teachers and staff**
3. **High faculty/staff enthusiasm**
4. **High expectations for students and staff**
5. **Strong Teacher Support Team**
6. **Small class size**

**Weaknesses of the Current Program:**

1. **Below average parental involvement**
2. **Low student achievement in Math**
3. **Time management in order to schedule computer lab time**

4. **Prioritization of Needs:**

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

**Student Achievement is the number one priority in the Picayune School District as well as at South Side Lower. Therefore, grade level teachers' meetings are held with the principal to review student data (district nine weeks grade level assessments, report card grades, State K-2 Assessments, Early Literacy, and STAR Math and Reading scores) and identify achievement areas that need improvement. Progress monitoring data is also reviewed on a regular basis to adjust interventions/enrichment as needed.**

- 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."

<b>Dimension</b>	<b>Areas of Improvement/Priority Needs</b>	<b>Data/Evidence to Support Identification of Priority Needs</b>
<b>Student Achievement</b>	Writing, Measurement, Numbers and Operations, Data Analysis and Probability	2008-09 MCT2 Scores  District Grade Level Assessments
<b>Professional Development</b>	Instructional Interventions Math and Language Instruction	PD Needs Assessment
<b>School Context and Organization</b>	None at this time.	
<b>Curriculum and Instruction</b>	Instructional Time to schedule computer lab  Using specific student data to meet individual instructional needs.	Schedule  Lesson Plans and Classroom Observation
<b>Family &amp; Community Involvement</b>	Increase Parental Involvement	Lack of attendance at programs

## Inquiry Process

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

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

**Our number one priority at our school is the need to improve math scores. It was determined that money, measurement and time were the weakest areas on District Math Tests as well as on the 3<sup>rd</sup> Grade MCT2 Math scores. (SSL serves grades K-2. MCT2 data are obtained from South Side serving grades 3-6.) Grade level teachers met and reviewed our district pacing guide as well as the objective scores from district tests on SPMS and universal screeners. Problem areas were identified. We added a time for 2<sup>nd</sup> Graders to be tutored on the specific math objectives identified through our evaluation of data. We have also added opportunities for Math practice by adding things to measure on our walls near and even in the bathrooms where students wait in line as well as along our hallways. A time was scheduled for each First and Second Grade Class to use a small computer lab for the Math Facts In A Flash web based program in addition to time in their classrooms. The teachers and principal reviewed other scientifically based programs and materials through an Internet search, talking with other school personnel, and reviewing new Math Textbook Series. South Side Lower has ordered a new scientifically based Math Series after in- district demonstrations of program effectiveness.**

**The number two priority identified at our school is the need to maximize student learning time through better time management. This need was identified through classroom observations as well as grade level teachers' meetings. Our school uses several scientifically based computer programs such as Fast For Word, Accelerated Reader, Reading Assistant and Math Facts in a Flash to enhance student learning. However, as good as these researched based programs are, "getting it all in" was becoming overwhelming for the faculty as well as the students. Other schools that use these programs were contacted as well as the Fast For Word/Reading Assistant consultants to review ways to better schedule these programs. An additional small computer lab was created to offer more time options for First and Second Grades.**

2. Summarize how your solutions match your priority needs.

**By creating a small computer lab to be used just for enrichment/intervention computer programs, we were able to be more flexible in scheduling Math computer activities. Not only did this new lab open up additional time slots for Math practice for the students but it helped ease some of the stress for teachers in scheduling.**

## 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 mathematics program includes the following key components: geometry, measurement, algebra, reasoning, and computation. Teachers use these themed strands to ensure that all students are taught those key components. Mathematics is taught a minimum of 60 minutes daily.**

**The language arts framework is comprised of reading, writing, speaking, listening, and viewing strands. Reading instruction is scheduled for 90 minutes daily. These five strands ensure that the appropriate processes are being used and important concepts are mastered throughout each grade level. Through our district pacing guide, skill development in both reading and writing is sequenced so that each skill builds on prior knowledge. Our language arts program is aligned with the MDE standards.**

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

**Fast For Word, Reading Assistant, Math Facts in a Flash, and Accelerated Reader Program are scientifically based computer programs which support and reinforce academic strategies. Progress monitoring within these programs assists in determining the effectiveness of the strategies.**

3. Include suggested school instructional schedule.

**A copy of the 2009-2010 Master Schedule is attached.**

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 Lower Elementary serves students in special education classes ranging from self-contained to resource to full inclusion. (All district EMR and TMR self-contained classes are taught at this school.) Our instructional staff is scheduled in a way that students in inclusion classes are receiving services from a special education staff member for accommodation purposes. All services are based on individual students' I.E.P. Plans.**

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

**English Language Learners services are provided cooperatively with Nicholson Elementary.**

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

**The Picayune School District has a homeless questionnaire as part of our enrollment packet which helps to identify students who meet the homeless criteria. During the school year, classroom teachers, the social worker and the principal work together to identify students whose home dynamics might have changed and the student would meet the homeless criteria. The school social worker coordinates needed services through community outreach programs to assist students and their families as needed. Homeless students receive the same services as any other students at SSL. The Junior Auxiliary and a church club provide uniforms, underclothing as well as some school supplies for homeless students.**

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

**The classroom teacher identifies students who have not mastered the state standards. These students are provided instructional support through remediation by assistant teachers, Title I aides, and computer-assisted instruction during the school day. Students who have been identified as most needy per grade level are assigned to our Transitional Classes in grades Kindergarten thru Second. These classes have a lower student/teacher ratio. In addition, we have 5 High School Mentors who volunteer to work with targeted students throughout the school year. The Parent Center offers materials and supplies for parental use in the home to reinforce skills taught in the classroom. SSL's website has the pacing guides available for our grade levels to help inform parents of the academic requirements for each**

grade level. Parent conferences are held throughout the year to review student data/academic needs. Students who continue to struggle are referred to our Teacher Support Team for interventions and assistance.

## Directions for Developing the Action Plan

### **B. Schoolwide Program Action Plan**

The Schoolwide Program Action Plan must be based on the results of the needs assessment and the inquiry process. The Action Plan can serve as an effective tool for integrating goals, strategies to achieve the goals, and the timeline and resources needed to accomplish the goals. It should also assist in the implementation of the schoolwide plan by clarifying who will provide leadership for each component of the plan, and how progress will be monitored and evaluated.

## MATHEMATICS IMPLEMENTATION/ACTION PLAN

**Measurable Mathematics goal:**

In the spring of 2010, the percentage of   K   grade students meeting or exceeding the State Mathematics Performance Standards will increase by   5  % as measured by the CPAA.

<p><b>School Profile data which relates to this goal:</b>                  (most recent Math CPAA data used to create baseline for above academic goal)                  CPAA (K-3 STATE ASSESSMENT)</p>					
<p><b>Description of how student progress toward this goal will be measured:</b> (local math assessments)</p> <p>Classroom Assessment, K-3 State Assessment</p>					
<p><b>Description of procedures for reporting student progress toward this goal to parents:</b></p> <p>Progress Reports, report cards, parent conferences, state K-3 Assessment</p>					
<b><u>Strategy, Method, or Action</u></b> What will you do?	<b><u>Who is Responsible?</u></b> Who will provide the leadership to assure that this strategy is accomplished?	<b><u>Timeline</u></b> When will this strategy or action begin and end?	<b><u>Resources</u></b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b><u>Evidence</u></b> What indicators will demonstrate progress in the implementation of this strategy?	<b><u>Evaluation Methods</u></b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b>Instructional Strategies</b> To Support this Goal					
<ul style="list-style-type: none"> <li>• Classroom instruction</li> <li>• Computer – assisted instruction</li> <li>• Remediation by teachers and asst. teachers</li> <li>• Title I aides</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Asst. Teachers</li> <li>• Title Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• March 2010 – May 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton-Mifflin Math</li> <li>• Teacher made materials</li> <li>• Math computer games</li> </ul>	80% mastery of state math objectives	<ul style="list-style-type: none"> <li>• Classroom Assessments</li> <li>• K-3 Assessment</li> <li>• Immediate remediation will be provided for student non-mastery</li> </ul>

<b><u>Strategy, Method, or Action</u></b> What will you do?	<b><u>Who is Responsible?</u></b> Who will provide the leadership to assure that this strategy is accomplished?	<b><u>Timeline</u></b> When will this strategy or action begin and end?	<b><u>Resources</u></b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b><u>Evidence</u></b> What indicators will demonstrate progress in the implementation of this strategy?	<b><u>Evaluation Methods</u></b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b>Professional Development</b> To support mathematics <ul style="list-style-type: none"> <li>•Envision Math Training</li> <li>•Workshops</li> <li>•District Training</li> <li>•District Grade Level</li> <li>•Curriculum Planning</li> <li>•School Grade Level Planning</li> </ul>	<ul style="list-style-type: none"> <li>•Principal</li> <li>•Curriculum/Testing Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• March 2010-May 2010</li> </ul>	<ul style="list-style-type: none"> <li>• District, School and Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>•Lesson Plans</li> <li>•Implementation in the classroom</li> <li>•District Grade level pacing guide</li> </ul>	<ul style="list-style-type: none"> <li>•Classroom observations</li> <li>•Teacher evaluations</li> <li>•District test scores</li> </ul>
<b>Parent Involvement Activities</b> To support mathematics <ul style="list-style-type: none"> <li>•Math Curriculum Night(PTO)</li> <li>•List of Web sites</li> <li>•Homework Study Guides</li> <li>•Resources available at request</li> <li>•Teacher Success Team(TST)</li> </ul>	<ul style="list-style-type: none"> <li>•Principal</li> <li>•Teachers</li> <li>•Parent Center</li> <li>•Team Coordinator</li> <li>•Social Worker</li> <li>•Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• March 2010-May 2010</li> </ul>	<ul style="list-style-type: none"> <li>•Math Web Sites</li> <li>•Material at Parent Center</li> </ul>	<ul style="list-style-type: none"> <li>•Completed Homework</li> <li>•Parent Contacts</li> </ul>	<ul style="list-style-type: none"> <li>•Attendance Sheet</li> <li>•Parent/Teacher Conference Records</li> <li>•T.S.T .Records</li> </ul>
<b>Other: (please specify)</b>					

--	--	--	--	--	--

**READING IMPLEMENTATION/ACTION PLAN**

**Measurable Reading Goal:**

In the spring of 2010, the percentage of   K   grade students meeting or exceeding the State Reading Performance Standards will increase   5  % as measured by the CPAA .

<b>School Profile data which relates to this goal:</b> (most recent Reading CPAA data used to create a baseline for above academic goal) District Assessment Early Literacy					
<b>Description of how student progress toward this goal will be measured:</b> (local reading assessments)  Principal Viewer, Classroom Assessment, Teacher Made District Assess					
<b>Description of procedures for reporting student progress toward this goal to parents:</b>  Progress Reports, Report Cards, Parent Conference, Quart Assess Reports					
<b><u>Strategy, Method, or Action</u></b> What will you do?	<b><u>Who is Responsible?</u></b> Who will provide the leadership to assure that this strategy is accomplished?	<b><u>Timeline</u></b> When will this strategy or action begin and end?	<b><u>Resources</u></b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b><u>Evidence</u></b> What indicators will demonstrate progress in the implementation of this strategy?	<b><u>Evaluation Methods</u></b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b><u>Instructional Strategies</u></b> To support reading					
<ul style="list-style-type: none"> <li>•Remediation of Assistant and Teacher</li> <li>•Ability grouping with the classroom</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher</li> <li>•Teacher Assistant</li> </ul>	<ul style="list-style-type: none"> <li>•Spring 2010</li> <li>March - May</li> </ul>	<ul style="list-style-type: none"> <li>•Starfall</li> <li>•Computer based reading games</li> <li>•Fast For Word</li> <li>•Open Court Reading Series</li> </ul>	<ul style="list-style-type: none"> <li>•At minimum approaching At Expectation on K-3 Asst.</li> <li>•Classroom Assessment</li> <li>•Star Early Literacy</li> </ul>	<ul style="list-style-type: none"> <li>•Teachers will review test score data</li> <li>•Immediate remediation will be provided for students failing to meet the goal.</li> </ul>

--	--	--	--	--	--

<b><u>Strategy, Method, or Action</u></b> What will you do?	<b><u>Who is Responsible?</u></b> Who will provide the leadership to assure that this strategy is accomplished?	<b><u>Timeline</u></b> When will this strategy or action begin and end?	<b><u>Resources</u></b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b><u>Evidence</u></b> What indicators will demonstrate progress in the implementation of this strategy?	<b><u>Evaluation Methods</u></b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b>Professional Development</b> To support reading •Conferences •Workshops •District Training •Specific Skill Training •District Grade Level Meetings	•Principal •Teachers •Grade Level Teachers	•Spring 2010 March - May	•District •School •Federal Funds	•Grade Level Pacing Guide •Implementation in the classroom •Lesson Plans	•Classroom •Observation Teacher Evaluations •K-3 Assessment
<b>Parent Involvement</b> To support reading •Family Reading Night •TST-Parent Conferences •Parent Center for checking out material	•Social Worker •Principal •Teachers •TST Team •Librarian •Parent Center	•Spring 2010 March - May	•School Library Material at Parent Center •Starfall home connection	•TST Records •Parent Conf. form sign-in sheets from family	•Attendance Sheets
<b>Organization/Scheduling Strategies</b> To support reading  •Flexible scheduling options	•Principal •Teachers •Teachers Assistant		•Pacing Guides •State District Curriculum Coordinator	•Master Schedule	•Test Scores •Lesson Plans •Observations
<b>Climate/Behavior Strategies</b> To support reading •Classroom Management	•Principal •TST •Teacher •T Asst. •Behavior Coordinator •Counselor		•Behavior Coordinator •Counselor	•Decrease in discipline referrals •More Time on Task	•Classrooms Observation •Behavior Calendar
<b>Other: (please specify)</b>					

**MATHEMATICS IMPLEMENTATION/ACTION PLAN**

**Measurable Mathematics goal:**

In the spring of 2010, the percentage of 1st grade students meeting or exceeding the State Mathematics Performance Standards will increase from 5% as measured by CPAA.

<b>School Profile data which relates to this goal:</b> (most recent Math CPAA data used to create baseline for above academic goal) District Math 9 Weeks Assessments					
<b>Description of how student progress toward this goal will be measured:</b> (local math assessments)  Classroom Assessment, District Math 9 Weeks Assessments, STAR Math, Math Facts In A Flash					
<b>Description of procedures for reporting student progress toward this goal to parents:</b>  Progress Reports, report cards, parent conferences, District Math 9 Weeks Assessment Results					
<b><u>Strategy, Method, or Action</u></b> What will you do?	<b><u>Who is Responsible?</u></b> Who will provide the leadership to assure that this strategy is accomplished?	<b><u>Timeline</u></b> When will this strategy or action begin and end?	<b><u>Resources</u></b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b><u>Evidence</u></b> What indicators will demonstrate progress in the implementation of this strategy?	<b><u>Evaluation Methods</u></b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b><u>Instructional Strategies</u></b> To Support this Goal					
<ul style="list-style-type: none"> <li>•Classroom instruction</li> <li>•Computer – assisted instruction</li> <li>•Remediation by teachers and assistant teachers</li> </ul>	<ul style="list-style-type: none"> <li>•Teachers</li> <li>•Asst. Teachers</li> <li>•Title Teachers</li> </ul>	<ul style="list-style-type: none"> <li>•March 2010 – May 2010</li> </ul>	<ul style="list-style-type: none"> <li>•Houghton-Mifflin Math</li> <li>•Saxon Math</li> <li>•Math Facts in a Flash</li> <li>•Envision Math</li> </ul>	80% mastery of state math objectives	<ul style="list-style-type: none"> <li>•Classroom Assessments</li> <li>•District 9 Wks. Assessments</li> <li>•STAR Math</li> <li>•K-3 Assessment</li> <li>•Immediate remediation will be provided for student non-mastery</li> </ul>

<b><u>Strategy, Method, or Action</u></b> What will you do?	<b><u>Who is Responsible?</u></b> Who will provide the leadership to assure that this strategy is accomplished?	<b><u>Timeline</u></b> When will this strategy or action begin and end?	<b><u>Resources</u></b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b><u>Evidence</u></b> What indicators will demonstrate progress in the implementation of this strategy?	<b><u>Evaluation Methods</u></b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b>Professional Development</b> To support mathematics <ul style="list-style-type: none"> <li>•Envision Math Training</li> <li>•Workshops</li> <li>•District Training</li> <li>•District Grade Level</li> <li>•Curriculum Planning</li> <li>•School Grade Level Planning</li> </ul>	<ul style="list-style-type: none"> <li>•Principal</li> <li>•Curriculum/Testing Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>•March 2010-May 2010</li> </ul>	<ul style="list-style-type: none"> <li>• District</li> <li>• School</li> <li>• Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>•Lesson Plans</li> <li>•Implementation in the classroom</li> <li>•District Grade level pacing guide</li> </ul>	<ul style="list-style-type: none"> <li>•Classroom observations</li> <li>•Teacher evaluations</li> <li>•District test scores</li> </ul>
<b>Parent Involvement Activities</b> To support mathematics <ul style="list-style-type: none"> <li>•Math Curriculum Night(PTO)</li> <li>•List of Web sites</li> <li>•Homework Study Guides</li> <li>•Resources available at request</li> <li>•Teacher Success Team(TST)</li> </ul>	<ul style="list-style-type: none"> <li>•Principal</li> <li>•Teachers</li> <li>•Parent Center</li> <li>•Team Coordinator</li> <li>•Social Worker</li> <li>•Counselor</li> </ul>	<ul style="list-style-type: none"> <li>•March 2010-May 2010</li> </ul>	<ul style="list-style-type: none"> <li>•Math Web Sites</li> <li>•Material at Parent Center</li> </ul>	<ul style="list-style-type: none"> <li>•Completed Homework</li> <li>•Parent Contacts</li> </ul>	<ul style="list-style-type: none"> <li>•Attendance Sheet</li> <li>•Parent/Teacher Conference Records</li> <li>•T.S.T .Records</li> </ul>
<b>Other: (please specify)</b>					

--	--	--	--	--	--

## READING IMPLEMENTATION/ACTION PLAN

**Measurable Reading Goal:**

In the spring of 2010, the percentage of 1st grade students meeting or exceeding the State Reading Performance Standards will increase from 5% as measured by CPAA.

<b>School Profile data which relates to this goal:</b> (most recent Reading CPAA data used to create a baseline for above academic goal) Fall CPAA 2009 Reading scores and District Assessments					
<b>Description of how student progress toward this goal will be measured:</b> (local reading assessments)  Classroom Assessments, Data Analysis of District Assessments, STAR Reading Tests					
<b>Description of procedures for reporting student progress toward this goal to parents:</b>  Progress Reports, Reports Cards, Annual Assessment Reports and Parent Conferences					
<b><u>Strategy, Method, or Action</u></b> What will you do?	<b><u>Who is Responsible?</u></b> Who will provide the leadership to assure that this strategy is accomplished?	<b><u>Timeline</u></b> When will this strategy or action begin and end?	<b><u>Resources</u></b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b><u>Evidence</u></b> What indicators will demonstrate progress in the implementation of this strategy?	<b><u>Evaluation Methods</u></b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b><u>Instructional Strategies</u></b> To support reading					
<ul style="list-style-type: none"> <li>•Remediation by Teachers and Assistant Teachers</li> <li>•Ability Grouping within Classroom</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher</li> <li>•Assistant Teacher</li> </ul>	<ul style="list-style-type: none"> <li>•Spring 2010 March - May</li> </ul>	<ul style="list-style-type: none"> <li>•STARFALL Program</li> <li>•Head Sprout</li> <li>•Fast For Word</li> <li>•Open Court Reading</li> <li>•Reading Assistance Program</li> <li>•Accelerated Reading</li> </ul>	<ul style="list-style-type: none"> <li>•80% Mastery of District Assessment</li> <li>•Classroom Assessments</li> <li>•STAR Scores</li> <li>•STAR Early Literacy Scores</li> </ul>	<ul style="list-style-type: none"> <li>•Teachers will review test score Data</li> <li>•Immediate remediation will be provided for student who fail to meet the goal</li> </ul>

--	--	--	--	--	--

<b><u>Strategy, Method, or Action</u></b> What will you do?	<b><u>Who is Responsible?</u></b> Who will provide the leadership to assure that this strategy is accomplished?	<b><u>Timeline</u></b> When will this strategy or action begin and end?	<b><u>Resources</u></b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b><u>Evidence</u></b> What indicators will demonstrate progress in the implementation of this strategy?	<b><u>Evaluation Methods</u></b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b>Professional Development</b> To support reading <ul style="list-style-type: none"> <li>•Workshops</li> <li>•District Training</li> <li>•Specific Skill Training</li> <li>•Conferences/Seminars</li> <li>•District Grade Level Meeting</li> </ul>	<ul style="list-style-type: none"> <li>•Principal</li> <li>•Teachers</li> <li>•Grade Level Chairperson</li> </ul>	<ul style="list-style-type: none"> <li>•Spring 2010 March - May</li> </ul>	<ul style="list-style-type: none"> <li>•District</li> <li>•School</li> <li>•Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>•Grade Level</li> <li>•Pacing Guide</li> <li>•Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>•Classroom Observations</li> <li>•Teacher Evaluations</li> <li>•District Assessments</li> </ul>
<b>Parent Involvement</b> To support reading <ul style="list-style-type: none"> <li>•Family Read Night</li> <li>•Parenting Center</li> <li>•TST</li> <li>•Parent Conferences</li> </ul>	<ul style="list-style-type: none"> <li>•Librarian</li> <li>•TST</li> <li>•Social Worker</li> <li>•Principal</li> <li>•Counselor</li> </ul>	<ul style="list-style-type: none"> <li>•Spring 2010 March - May</li> </ul>	<ul style="list-style-type: none"> <li>•Parenting Resources</li> <li>•School Library</li> </ul>	<ul style="list-style-type: none"> <li>•TST Records</li> <li>•Parent Conference Form</li> <li>•Sign-in Sheet from Family Read Night</li> </ul>	<ul style="list-style-type: none"> <li>•Attendance Sheets</li> <li>•Parent Evaluation Forms</li> </ul>
<b>Organization/Scheduling Strategies</b> To support reading <ul style="list-style-type: none"> <li>•Maximize student learning</li> <li>•Flexible Scheduling Options</li> </ul>	<ul style="list-style-type: none"> <li>•Principal</li> <li>•Teachers</li> <li>•Teacher Assistants</li> </ul>	<ul style="list-style-type: none"> <li>•Spring 2010 March - May</li> </ul>	<ul style="list-style-type: none"> <li>•Pacing Guides</li> <li>•Benchmarks</li> <li>•State/District Curriculum</li> <li>•Curriculum coordinator</li> </ul>	<ul style="list-style-type: none"> <li>•Master Schedule</li> </ul>	<ul style="list-style-type: none"> <li>•Test Scores</li> <li>•Lesson Plans</li> <li>•Classroom Observations</li> </ul>
<b>Climate/Behavior Strategies</b> To support reading <ul style="list-style-type: none"> <li>•Classroom Management</li> </ul>	<ul style="list-style-type: none"> <li>•Teachers</li> <li>•Principal</li> <li>•Teacher Assistants</li> <li>•Behavioral Specialist</li> <li>•Counselor</li> <li>•TST</li> </ul>	<ul style="list-style-type: none"> <li>•Spring 2010 March - May</li> </ul>	<ul style="list-style-type: none"> <li>•Counselor</li> <li>•Behavioral Specialist</li> <li>•Workshops</li> <li>•Training</li> </ul>	<ul style="list-style-type: none"> <li>•Decrease in discipline referrals</li> <li>•Time-on-Task</li> </ul>	<ul style="list-style-type: none"> <li>•Classroom Observations</li> <li>•Discipline Records</li> </ul>
<b>Other: (please specify)</b>					

**MATHEMATICS IMPLEMENTATION/ACTION PLAN**

**Measurable Mathematics goal:**

In the spring of 2010, the percentage of 2<sup>nd</sup> grade students meeting or exceeding the State Mathematics Performance Standards will increase from 5% as measured by CPAA.

**School Profile data which relates to this goal:**

(most recent Math CPAA data used to create baseline for above academic goal)  
 Fall 2009 – Mathematics CPAA, District Mathematics 9 Week Assessment

**Description of how student progress toward this goal will be measured:** (local math assessments)

Classroom assessment, District Mathematic 9-Week Assessment and CPAA progress monitoring

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

Progress Reports, Report Cards, Parent Conferences, District Mathematics 9-Week Assessment Results, State K-3 Assessment Results, STAR Math Report

<b>Strategy, Method, or Action</b> What will you do?	<b>Who is Responsible?</b> Who will provide the leadership to assure that this strategy is accomplished?	<b>Timeline</b> When will this strategy or action begin and end?	<b>Resources</b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b>Evidence</b> What indicators will demonstrate progress in the implementation of this strategy?	<b>Evaluation Methods</b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b>Instructional Strategies</b> To Support this Goal					
<ul style="list-style-type: none"> <li>•Classroom Instruction</li> <li>•Computer-Assisted Instruction</li> <li>•Remediation by Teacher and Assistant Teachers</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher</li> <li>•Assistant Teachers</li> <li>•Title Aides</li> </ul>	<ul style="list-style-type: none"> <li>•March 2010- May 2010</li> </ul>	<ul style="list-style-type: none"> <li>•Houghton Mifflin Math</li> <li>•Saxon Math</li> <li>•Envisions Math</li> <li>•Math Facts in a Flash</li> </ul>	80% Mastery of State Math Objectives	<ul style="list-style-type: none"> <li>•Classroom Assessments</li> <li>•District 9-Week Assessments</li> <li>•State Math K-3 Assessments</li> <li>•Immediate remediation will be provided for student non-mastery</li> </ul>

<b>Strategy, Method, or Action</b> What will you do?	<b>Who is Responsible?</b> Who will provide the leadership to assure that this strategy is accomplished?	<b>Timeline</b> When will this strategy or action begin and end?	<b>Resources</b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b>Evidence</b> What indicators will demonstrate progress in the implementation of this strategy?	<b>Evaluation Methods</b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b>Professional Development</b> To support mathematics  <ul style="list-style-type: none"> <li>•Envision Math Training</li> <li>•Workshops</li> <li>•District Training</li> <li>•District Grade Level Curriculum Planning</li> <li>•Conferences/Seminars</li> <li>•School Grade Level Planning</li> </ul>	<ul style="list-style-type: none"> <li>•Principal</li> <li>•Curriculum/Testing Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>•March 2010-May 2010</li> </ul>	<ul style="list-style-type: none"> <li>•District</li> <li>•School</li> <li>•Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>•Lesson Plans</li> <li>•Implementation in the Classroom</li> <li>•District Grade Level Pacing Guide</li> </ul>	<ul style="list-style-type: none"> <li>•Classroom Observations</li> <li>•Teacher Evaluations</li> <li>•District Test Scores</li> </ul>
<b>Parent Involvement Activities</b> To support mathematics <ul style="list-style-type: none"> <li>•Math Curriculum Night (PTO)</li> <li>•List of Web Sites</li> <li>•Homework Study Guides</li> <li>•Resources available at request</li> <li>•Teacher Success Team(TST)</li> </ul>	<ul style="list-style-type: none"> <li>•Principal</li> <li>•Teachers</li> <li>•Parenting Center</li> <li>•Team Coordinator</li> <li>•Social Worker</li> <li>•Counselor</li> </ul>	<ul style="list-style-type: none"> <li>•March 2010-May 2010</li> </ul>	<ul style="list-style-type: none"> <li>•Math Web Sites</li> <li>•Materials at Parenting Center</li> </ul>	<ul style="list-style-type: none"> <li>•Completed Homework</li> <li>•Parent Contacts</li> </ul>	<ul style="list-style-type: none"> <li>•Attendance Sheet</li> <li>•Parent/Teacher Conference Records</li> <li>•TST Records</li> </ul>
<b>Other: (please specify)</b>					

## READING IMPLEMENTATION/ACTION PLAN

**Measurable Reading Goal:**

In the spring of 2010, the percentage of 2<sup>nd</sup> grade students meeting or exceeding the State Reading Performance Standards will increase from 5% as measured by CPAA.

<b>School Profile data which relates to this goal:</b> (most recent Reading CPAA scores used to create a baseline for above academic goal) Fall 2009 Reading CPAA and District Assessment					
<b>Description of how student progress toward this goal will be measured:</b> (local reading assessments)					
<b>District grade level tests and CPAA progress monitoring</b>					
<b>Description of procedures for reporting student progress toward this goal to parents:</b>  Report Cards, Parent Conference and Annual Assessment Report					
<b><u>Strategy, Method, or Action</u></b> What will you do?	<b><u>Who is Responsible?</u></b> Who will provide the leadership to assure that this strategy is accomplished?	<b><u>Timeline</u></b> When will this strategy or action begin and end?	<b><u>Resources</u></b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b><u>Evidence</u></b> What indicators will demonstrate progress in the implementation of this strategy?	<b><u>Evaluation Methods</u></b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b><u>Instructional Strategies</u></b> To support reading					
<ul style="list-style-type: none"> <li>•Remediation by teacher and assistant</li> <li>•Levelized Language Arts Instructions</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher Assistants</li> <li>•Teachers</li> </ul>	<ul style="list-style-type: none"> <li>•Spring 2009 (March-May)</li> </ul>	<ul style="list-style-type: none"> <li>•Starfall</li> <li>•Accelerated Reader</li> <li>•Fast For Word</li> <li>•Reading Assistant</li> <li>•Open Court</li> <li>•Scott Foresman</li> </ul>	<ul style="list-style-type: none"> <li>•80% Mastery of District Assessment</li> <li>•STAR Reading</li> <li>•STAR Early Literacy</li> <li>•K-3 Assessment (minimal approaching at expectation level)</li> <li>•District</li> </ul>	<ul style="list-style-type: none"> <li>•Teachers will review test score data</li> <li>•Immediate remediation will be provided for students who fail to meet the goal</li> </ul>

<b>Strategy, Method, or Action</b> What will you do?	<b>Who is Responsible?</b> Who will provide the <u>leadership</u> to assure that this strategy is accomplished?	<b>Timeline</b> When will this strategy or action begin and end?	<b>Resources</b> What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	<b>Evidence</b> What indicators will demonstrate progress in the implementation of this strategy?	<b>Evaluation Methods</b> How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<b>Professional Development</b> To support reading <ul style="list-style-type: none"> <li>•Workshops</li> <li>•District Training</li> <li>•Specific Skill Training</li> </ul>	<ul style="list-style-type: none"> <li>•Principal</li> <li>•Teachers</li> <li>•Grade Level Teacher</li> </ul>	<ul style="list-style-type: none"> <li>•Spring 2010 (March-May)</li> </ul>	<ul style="list-style-type: none"> <li>•District</li> <li>•School</li> <li>•Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>•Lesson Plans</li> <li>•Implementation in the Classroom</li> <li>•District Grade Level Planning (Pacing Guide)</li> </ul>	<ul style="list-style-type: none"> <li>•Classroom Observation</li> <li>•Teacher Evaluations</li> <li>•K-3 Assessment</li> </ul>
<b>Parent Involvement</b> To support reading <ul style="list-style-type: none"> <li>•Family Reading Night</li> <li>•TST</li> <li>•Parenting Center</li> <li>•Parent Conferences</li> </ul>	<ul style="list-style-type: none"> <li>•TST</li> <li>•Librarian</li> <li>•Teachers</li> <li>•Principals</li> <li>•Social Workers</li> <li>•Counselors</li> </ul>	<ul style="list-style-type: none"> <li>•Spring 2010 (March-May)</li> </ul>	<ul style="list-style-type: none"> <li>•Parenting Center</li> <li>•School Library</li> </ul>	<ul style="list-style-type: none"> <li>•TST Conference</li> <li>•Parent Conference Forms</li> <li>•Sign-in Sheet from Family Reading Night</li> </ul>	<ul style="list-style-type: none"> <li>•Attendance Sheets</li> <li>•Parent Evaluation Forms</li> </ul>
<b>Organization/Scheduling Strategies</b> To support reading <ul style="list-style-type: none"> <li>•Flexible Scheduling Options</li> </ul>	<ul style="list-style-type: none"> <li>•Principal</li> <li>•Teachers</li> <li>•Teacher Assistants</li> </ul>	<ul style="list-style-type: none"> <li>•Spring 2010 (March-May)</li> </ul>	<ul style="list-style-type: none"> <li>•Pacing Guides</li> <li>•State and District Curriculum</li> <li>•Curriculum Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>•Master Schedule</li> </ul>	<ul style="list-style-type: none"> <li>•Lesson Plans</li> <li>•Observations</li> <li>•Test Scores</li> </ul>
<b>Climate/Behavior Strategies</b> To support reading <ul style="list-style-type: none"> <li>•Classroom Management</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher</li> <li>•TST</li> <li>•Principal</li> <li>•Teacher Assistants</li> <li>•Counselor</li> <li>•Behavior Specialist</li> </ul>	<ul style="list-style-type: none"> <li>•Spring 2010 (March-May)</li> </ul>	<ul style="list-style-type: none"> <li>•Workshops</li> <li>•Trainings</li> <li>•Counselor</li> <li>•Behavior Specialist</li> </ul>	<ul style="list-style-type: none"> <li>•Decrease in discipline referrals</li> <li>•More time on task</li> </ul>	<ul style="list-style-type: none"> <li>•Discipline Records</li> </ul>
<b>Other: (please specify)</b>					

### **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 does grade level district tests for grades 1<sup>st</sup> thru 6<sup>th</sup>. These assessments are done at the beginning and the end of the nine weeks and serve as a pre and post assessments. Each elementary school in our district also administers the STAR Reading and Math Assessments, Early Literacy Assessment and the state K-3 assessment three times a year. This data serves as a means to monitor students' progress and assist in planning for students' academic needs.**

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 who are experiencing difficulty in mastering skills and standards will be identified through the district assessments as stated above. In addition to these district tests being given at the beginning and end of the first three nine weeks, SSL uses AimsWeb for progress monitoring within the nine weeks for students on TIER 2 or TIER 3.**

### **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.

**State K-3 Assessment Training**  
**Depth of Knowledge**  
**Differentiated Instruction**  
**District Grade Level Teachers' Meetings**  
**Software Workshops**  
**Increasing Parental Involvement**

**Teacher Expectations and Student Achievement Training is held on the first Thursday of the month for all new teachers and classified instructional personnel.**

#### **Copy of District Staff 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.

**State K-3 Assessment Training – Student Achievement**  
**Depth of Knowledge – Student Achievement**  
**Differentiated Instruction – Student Achievement**  
**District Grade Level Teachers' Meetings – Student Achievement**  
**Software Workshops – Student Achievement**  
**Increasing Parental Involvement – Family & Community Involvement**  
**TESA Training – 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 at workshops with the faculty and staff during focused faculty meetings. In addition, lesson plans are checked and classroom 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 district wide grade level meetings for the sharing of best practices as well as to update the district's grade 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. **Family Math/Science Night**
- c. **Reading Fair**
- d. **Field Trip Chaperones**
- e. **Parents for Lunch on Fridays**
- f. **Santa Secret Shop Volunteers**
- g. **Field Day Volunteers**
- h. **Planning Committee Volunteers**
- i. **Title I Annual Meeting**
- j. **Notes/Newsletters/Monthly Calendars sent home**
- k. **Current School Website**
- l. **Surveys**
- m. **Holiday Parties**
- n. **Phone Calls**
- o. **Awards Programs**

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

**The Parent Compact was developed with input from parents, Title I Planning Committee, faculty and staff. There is an annual Title I Planning Meeting to revise our 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 of students who are not mastering academic goals. Regular communication between the home and school occurs thru the use of a “traveling folder” that goes home daily in Kindergarten and First Grade and weekly in Second Grade. Parent/ Teacher conferences are held to discuss academic concerns and to get parent input. If necessary, phone conferences are also held. If a student is referred to TST, the parent is always invited to attend these meetings. We also have a holder by our office door where parents can pick up brochures concerning various educational topics.**

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.

**South Side Lower has a Pre-School Program for 3 and 4 year olds. These pre-school students are served in our Library and Music Programs. The state kindergarten objectives have also been shared with local pre-schools. At the end of the school year, Head Start students are brought to our school for a tour of our Kindergarten Classes and parents are sent information about Kindergarten registration and the pre-assessment for Kindergarten students. Speech services are also provided to students in pre-schools.**

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.

**Since South Side Lower is a K-2 school, there is a transition from second grade to third grade. Second graders are introduced to South Side’s campus when they go to South Side’s Music Keyboard Lab once a week during the second semester.**

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. These personnel coordinate available services when needed by a parent/family. The Picayune Junior Auxiliary and a local church club provides school uniforms for needy students. Our school is used over 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.

**Student achievement is the focus of the Picayune School District's strategic plan as well as our Schoolwide Title I Plan. Parental, school and community involvement are necessary components to support student achievement. There is coordination of services between our Central Office personnel and Special Education Department through regular meetings.**

#### **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 suggest revisions of the schoolwide 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.

<b>Funding Source</b>	<b>Amount</b>	<b>Describe how funds will support Schoolwide Program goals</b>
<b>District Funds</b>	\$ 1,280,987.96	Salaries, Benefits, Supplies, Materials, and Equipment to support student achievement.
<b>Title I, Part A</b>	\$111,713.30	Salaries and Benefits
<b>Title I, Part C</b>	Not Applicable	
<b>Title II, Part A</b>	\$141,089.54	Salaries, Benefits, Supplies, Materials, and Equipment to support student achievement.
<b>Title II, Part D</b>	Not Applicable	
<b>Title III</b>	Not Applicable	
<b>Title IV</b>	Not Applicable	
<b>Title V</b>	Not Applicable	
<b>Title VI</b>	Not Applicable	
<b>Other</b>		

**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.

**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.**

**State and local funds provide the basic instructional program required by the state. All federal funds, as noted above, are supplementary to state and local funds.**

**Title II funds provide for three class size reduction teachers who are in addition to the number required by state standards.**

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

*A copy of the Schoolwide Program Budget Summary is attached.*

**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**