

# Schoolwide Program Plan



## West Side Elementary 2009-2010

### Picayune School District

## Title I Schoolwide Program Plan

Date when Plan Implemented 1-04-2010 Plan Status: New X Revised \_\_\_\_\_

<b>School District Name:</b> <u>Picayune Public Schools</u>
<b>Address:</b> <u>607 Goodyear Boulevard</u>

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<b>School Enrollment:</b>	450
<b>Grade Levels:</b>	K-6
<b>Free/Reduced Lunch %</b>	68.22%

## 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>Monica Morrison, Kim Ramsey, Darlene Farrell, Melissa Heath</b>
Licensed Staff: <i>(include position)</i>	<b>Cathy Henley, Music Teacher and Technology Associate; Dianne DuPont, Kindergarten; Pat Taucer, 6<sup>th</sup> grade, class-size reduction</b>
Non-Licensed Staff: <i>(include position)</i>	<b>Hope Weems, Assistant Teacher; Frances Storey, Title I Assistant</b>
Administrators: <i>(include position)</i>	<b>Pamela Pigott, Principal Anita Dana, Assistant Principal</b>
District Staff:	<b>Kristi Mitchell, High School Biology Teacher; Brent Harrell, Assistant Superintendent</b>
Title I Staff:	<b>Keasha Smith, Elementary Counselor; Ashley Haspel, Certified Title I Teacher</b>
Community Members <i>(include position)</i>	<b>Valerie Griggs, Kostmayer Construction, Inc.;</b> <b>Thad Henley, Henley Title Company;</b> <b>Kristi Warden, First Baptist Church Pastor's Wife</b>
District Homeless Liaison:	<b>Yolanda Lindsey, School Social Worker</b>

Others: <i>(secondary students, etc.)</i>	
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**B. Schoolwide Planning Summary**

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

Through a phone consultation with MDE, Frank McCardle (Title I Coordinator) and Brent Harrell (Assistant Superintendent) were advised to move Picayune School District from Targeted Assistance to Schoolwide Title I from the office of Michael Gibbons: Jennifer Clanton, Marcus Cheeks, and Betina White. An administrative meeting was called on December 10, 2009, to discuss the move from Title I Targeted Assistance to Schoolwide Title I. Notebooks were given to administrators that outlined the protocol for Schoolwide programs. At the school level, planning teams were formed to include parents, community members, and school personnel. The faculty and staff were informed on January 13, 2010, at a faculty meeting that we would be making the move to Schoolwide and the first parent/community meeting was held on January 26, 2010. Discussions were held at subsequent meetings to solicit suggestions and incorporate those into the Schoolwide program. These planning meeting will be ongoing throughout the year in order to better serve children and allow for parent input.

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
Nov. 5, 2009	District decision to move from Targeted Assistance to Schoolwide Title I (Technical Assistance Meeting)	X (Central Office Team)		
December 15, 2009	Principal's meeting to discuss move from Title I Targeted Assistance to Schoolwide Title I Program (received notebook)	X (Principals)		
Jan. 12, 2010	Meeting with Milton Matthews Title I Schoolwide Training Session	X (Principals)		
Jan. 13, 2010	West Side Faculty Meeting Informed faculty/staff of the plan to move from a Targeted Assistance School to a title I Schoolwide Program		X	
Jan. 26, 2010	West Side meeting with parents to discuss Title I Targeted School Program and plans to change to Schoolwide Program			X
March 2, 2010	Meeting with Milton Matthews Title I Schoolwide Planning Meeting; working session	X (Principals)		

### 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.
  - **Grade Level Registration**
  - **Grade Level Syllabus**
  - **Brochure at Registration**
  - **Meet the Teacher**
  - **Parent Orientation Night**
  - **Family Read Night**
  - **School Website**
  - **PTO Newsletters**
  - **Faculty Meetings**
  - **Collaborative Planning/Grade Level Meetings**
  - **Calendars**
  - **Memos**
  - **Parent Conferences**
  - **Parent Classroom Observations**
  - **Emails**
  
2. Briefly describe opportunities for feedback from these groups.

**Staff and parents are able to use email and phone conferences as open lines of feedback and input. Additional communication is welcomed and encouraged by the administration and staff through the scheduling of personal conferences at the parent's request and through the scheduling of classroom observations at the parent's or teacher's request. "Meet the Teacher", Parent Orientation Night (K-6), and Family Read Night are opportunities to communicate with parents and receive feedback. Parents are sent paper surveys and response forms that are designed to provide feedback about programs. Also, the school website provides a link through which parents and staff can provide feedback on any topic desired.**

3. What percentage of the stakeholders supports the completed Schoolwide Plan?  
95 %  
**(This is the percentage of stakeholders who supports the Targeted Assistance Plan. This is the percentage who said that federally funded Language Arts/Reading and Mathematics programs are adequately addressing the academic needs of students in the district/school, Comprehensive Needs Assessment, Dimension I, Evaluation #1.)**

**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>11-10-09</b>	<b>Jennifer Clanton – Federal Financial Management</b>	<b>Consultation with MDE</b>
<b>11-05-09</b>	<b>Marcus Cheeks, MS. Title I Director Betina White, District Title I Specialist Michael Gibbons, Federal Financial Management</b>	<b>Advised by State Department of Education to move from Title I Targeted Assistance to Schoolwide Program</b>
<b>12-10-09</b>	<b>Frank McCardle, Director of Federal Programs</b>	<b>Introduction to Schoolwide Title I program and received Schoolwide Program Plan notebook from MDE Office of Innovative Support</b>
<b>01-12-10</b>	<b>Milton Mathews</b>	<b>Title I Workshop – moving from Targeted Assistance to Schoolwide Program</b>
<b>03-02-10</b>	<b>Milton Matthews</b>	<b>Review Schoolwide Plan, training</b>
<b>03-23-10</b>	<b>Milton Matthews</b>	<b>Finalize Schoolwide Plan, training</b>
<b>04-06-10</b>	<b>Meeting with Messrs. Shaw, Harrell, and McCardle</b>	<b>Review and final approval of 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 serves Picayune and the rural areas of Henleyfield and the community of Nicholson. There are five elementary schools, one junior high, one senior high, an alternative education school, one career and technology school, and an early head start (birth – 3 years). The ethnic population of West Side Elementary is 70.2% white, 27.1% black, 1.3% Hispanic, 0.4% Asian, and 0.8% Native American. We have a highly transient student population. Approximately 30% of our families are single parent homes. We have a great deal of families living in subsidized, low-income, and federal housing projects. Schools are accredited by the Mississippi Department of Education. West Side's last accreditation by the MDE is Academic Watch.**

**West Side Elementary currently serve s approximately 450 students in grades K-6. There are 29 licensed teachers and 17 paraprofessional staff members to serve our students. All of our teachers and paraprofessionals are Highly Qualified. The free and reduced lunch rate is 68.22%. Teachers have completed extensive training on differentiated instruction practices in order to meet the needs of West Side's diverse student population. Specific student needs can be met through Reading Assistant computer program, Accelerated Reader and Accelerated Math computer programs, Spalding Language Arts program, SRA labs, Education City computer program, Study Island computer program, IEP's, and flexible instructional groups.**

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, GLTP Science and Writing scores, District pre- and post-assessments per nine weeks grading period, STAR Math and STAR Reading scores, CPAA scores for grades K-3, STAR Early Literacy, AIMSWEB Probes. Staff is trained in analyzing data from MCT2 and other assessment tools. Analysis is done during collaborative planning meetings.**

**School Context and Organization: Data is collected and reviewed by the School Data Committee, consisting of administration and grade level chairpersons, to determine effectiveness of school policies and procedures in the areas of student achievement, instructional strengths and weaknesses on state tests, safety, discipline patterns, policies, and procedures. Staff reviewed our stance on procedures vs. rules,**

establishing that discipline is required in the breaking of rules but practice of procedures is required in assuring consistent follow-through of school-wide procedures, both instructional and behavioral. Motivational strategies were also initiated to enhance our academic environment and to encourage consistency in positive choices. Staff also reviewed the instructional time-frame for the school day with regard to maximizing time-on-task and teaching bell-to-bell.

**Professional Development:** Data is routinely collected on paper needs assessment of faculty and staff. Grade-level collaborative planning sessions often result in specific training needs requests. Needs Assessments and additional training requests are analyzed and training is planned based on the needs identified.

**Curriculum and Instruction:** In order to review student achievement, data is collected from MCT2 scores, GLTP Science scores, 4<sup>th</sup> Grade Writing Test, K-3 CPAA, District Pre- and Post-Assessment Curriculum Tests, STAR Reading, STAR Math, STAR Early Literacy, EZ Tracker, Study Island, Education City, Fast ForWord, Teacher observations, and tests. Data is reviewed continually to analyze student achievement and determine the effectiveness of instructional programs.

**Family and Community Involvement:** Data is collected at special school events and activities such as “Meet the Teacher”, Parent Orientation Night, Family Read Night, PTO Meetings, and “Play Day” through sign-in sheets. Needs assessments, parent phone contacts and conferences, and the monthly calendar provide information for home and school. Activities are planned from suggestions from parents.

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:**

- **100% Highly Qualified Teachers**
- **High expectations for students and staff**
- **Quality, research-based professional development for teachers**
- **Research-based curriculum and technology programs**
- **Strong PTO and volunteer program**
- **Class-size reduction**
- **Title I Certified Teacher**
- **Clean and well-maintained buildings and campus**
- **Campus enclosed by fence with age-appropriate playground equipment**

**Weaknesses of the Current Program:**

- **Impact of poverty upon student learning readiness**
- **Transient student population**
- **Late arrivals and early dismissals of students**
- **Erratic parental involvement**
- **School location is in an area with busy traffic**
- **Additional classroom computers are needed**
- **Larger stand-alone library and additional classrooms are needed to provide student opportunities for research and computer-assisted instruction**

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. In grade-level collaboration meetings (School Data Committee and grade-level teachers), data from MCT2 scores, STAR Reading and Math reports, Fast ForWord scores, CPAA scores, report card averages, progress report averages, District Pre- and Post-Assessment scores, STAR Early Literacy reports, is noted in order to remediate or provide 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.”

<b>Dimension</b>	<b>Areas of Improvement/Priority Needs</b>	<b>Data/Evidence to Support Identification of Priority Needs</b>
<b>Student Achievement</b>	<b>Testing strategies, test vocabulary, grammar, sentence structure, “not” questions, specific details vs. main idea, vivid language, numbered lines and numbered sentences, measurement, reading strategies for math problems, questioning techniques, building test endurance during spring, connect all instruction to the MCT2, differentiation of practice tests to focus on needed objectives</b>	<b>MCT2 Scores May 2009</b>

<p><b>Professional Development</b></p>	<p><b>Depth of Knowledge Training</b></p> <p><b>Depth of Knowledge Follow-up</b></p> <p><b>Differentiated Learning Training</b></p> <p><b>Differentiated Learning Follow-up</b></p> <p><b>CPAA Training – K-3 Assessment</b></p> <p><b>Assistant Teacher Training</b></p> <p><b>Reading Strategies Training</b></p> <p><b>Book Study: <u>7 Simple Secrets</u> by Annette Breaux</b></p> <p><b>Pacing Guide Discussion/Revision And District Assessments</b></p> <p><b>Infuse Writing into Reading Training</b></p>	<p><b>Professional Development for Needs Assessment</b></p>
<p><b>School Context and Organization</b></p>	<p><b>Uniformity in Schoolwide Behavior Expectations and Over-all Procedures vs. Rules</b></p> <p><b>Tighten up daily schedules to maximize instructional time</b></p> <p><b>Revision of grade level and subject area syllabi</b></p>	<p><b>Discipline referrals reflecting an infraction of a procedure rather than established school rule (talking out without raising hand)</b></p> <p><b>MCT2 Scores</b></p> <p><b>MCT2 Scores</b></p>
<p><b>Curriculum and Instruction</b></p>	<p><b>Instructional Time/Schedules maximized to support teaching and learning</b></p> <p><b>Connect all instruction to the MCT2</b></p>	<p><b>Schedules</b></p> <p><b>Teacher Observations</b></p> <p><b>Teacher Requests</b></p> <p><b>MCT2 Scores</b></p>

<p><b>Family &amp; Community Involvement</b></p>	<p><b>Increase Parental and Community involvement</b></p>	<p><b>School programs reflect a parent/community participation rate of approximately 30%</b></p>
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**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

**a. Instruction is based on the content and principles of instruction promoted by the MDE and flows from the content standards of the Mississippi Curriculum Frameworks. The frameworks serve as a basis for curriculum development for each content area of the curriculum and provide an outline of what students should know and do through competencies and objectives. The frameworks are accompanied with curriculum guides that include teaching strategies, student activities, vertical alignments, and assessment methods aligned to the strategies. The Picayune School District pacing guides are based on MS Curriculum Frameworks. Occasionally objectives require an extension of knowledge and broader application of skills (DOK) thereby assuring the alignment of expectations for student learning with various subject levels and grade levels.**

**It has been our practice to create instructional groups utilizing a variety of assessment tools such as: MCT2, STAR Reading, STAR Math, Psychological Corporation K-2 Assessment, teacher-made placement tests, and subject area assessment inventories. It has also been our practice to departmentalize grades 4-6 to enable our teachers to concentrate their efforts on one or two subject areas in order to better meet student needs. Due to the success of our 4-6 grades with departmentalization, our third grade implemented a departmentalized schedule in the year 2009-2010.**

**Several scientifically-based software programs were reviewed and recommendations were made for purchase including: Education City, Reading Assistant, Fast ForWord, STAR**

**Reading, STAR Math, STAR Early Literacy, CPAA, AIMS-Web, and Study Island. Consultants and in-house trainers provided in-district demonstrations of each program's effectiveness.**

**b. Teachers collaborated with others across the state and region through workshops and conferences, allowing for shared best practices. We have worked extensively with the Gulf Coast Educational Initiative Consortium to provide additional training on pertinent educational topics. Educational Consultant Starr Brown, from the JBHM Group Consortium and curriculum coordinator of the Pontotoc County School District, provided staff development and grade-level consultation on differentiated learning, depth of knowledge, and test-taking skills. Collaboration with Singing River Elementary provided suggestions for successful implementation of a Schoolwide Title I Program. West Side follows the MS Reading Reform Model and implements the Three Tier Model Right to Intervention.**

2. Summarize how your solutions match your priority needs.

**The tightening of the instructional schedule has afforded more time on task for students and goal-oriented planning by the teachers. The analysis of the data from technological programs allows teachers to target specific objectives for improvement in both language arts and mathematics. Implementing departmentalization has allowed for school resources to be driven more directly and efficiently to specific subject area needs. Vertical Alignment collaboration across the grade levels has provided meaningful and needed insights, thus allowing teachers the impetus to insure mastery of basic objectives.**

## **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.

**Classroom instruction is built upon differentiated learning in small groups that follow the MS Curriculum Frameworks and the District Pacing Guides. Technology based instruction is supported through the use of software, ELMO, and projectors. A strong base of Spalding: The Writing Road to Reading underlies our Language Arts program along with Thinking Maps, Write from the Beginning, and Write for the Future. SRA labs provide individualized instruction, both remediation and enrichment, on specific reading skills and comprehension. Subject-area meetings across grade levels have been held so we can see how the curriculum develops vertically, noting the “givens” of each grade level and the new objectives of each grade level. A new math program has been implemented using Envision Math which features diagnostic tools, technology, enrichment, and RTI (three-tier process). We have implemented Inclusion throughout the school so that our Exceptional Education students are in their least restrictive environment throughout their school day, allowing them to reach their highest potential. Kindergarten is self-contained; grades 1-6 use flexible instructional groups which are organized based on test scores; grades 3-6 are departmentalized with flexible instructional groups. Grades 3 – 6 have an average of 90 minutes scheduled for reading instruction, 90 minutes scheduled for language instruction, and 90 minutes scheduled for math instruction. Science and social studies are taught using reading skills, thus increasing our reading instruction beyond the average 90 minutes. Spelling is also given at least 30 minutes daily, again increasing beyond the average of 90 minutes. Grades K-2 have an average of 120 minutes for language arts instruction with an additional 30 minutes of spelling instruction. Each homeroom begins instruction at 7:45 a.m. even though students are not tardy until 8:00 a.m. This gives extra focus time on curriculum. 6<sup>th</sup> grade enjoys a class-size reduction teacher and grades 4 and 5 are enhanced through a Title I Certified teacher who gives academic support to those students in greatest need. Interruptions over the**

**intercom are not allowed during instructional times. Our instructional time is guarded closely to allow for maximum time on task. After-school tutorial is utilized from February through April to further support students with greatest need and to provide further help to improve the language arts and mathematics MCT2 scores. Our special programs provide an avenue for a multi-sensory approach to learning, further enhancing our well-rounded approach to educating the whole child.**

2. Describe the research based or evidence of effectiveness that supports the strategies you have selected.
  - Spalding's The Writing Road to Reading – Arizona State University longitudinal study;
  - Brain Research through [scientificlearning.com](http://scientificlearning.com)
  - Scott Foresman, Addison Wesley, & Silver Burdett Ginn longitudinal research for improving students' math proficiency
  - Houghton Mifflin Reading Program Efficacy Studies (2002)
  - Class-size reduction – Tennessee STAR study (1985-1989)
  - Computer-assisted Instruction to Supplement Classroom Instruction – Stennett, 1985; Dalton & Hannafin, 1985
  - Professional development – Differentiated instruction to address the needs of all learners (Tomlinson, 2000; Vygotsky, 1978)
  - Extended day activities (R. Rothstein, 2004)

3. Include suggested school instructional schedule.

**Master Schedule for 2009-2010 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.

**West Side Elementary serves students with a special education IEP through inclusion in the regular classroom. Certified Exceptional Education teachers and assistants are scheduled in such a way as to provide support to each inclusion student in the regular education classrooms daily. Exceptional Education teachers and assistants help all students while they are in the classroom, not just students with an IEP. However, they do insure that students with an IEP are meeting their goals as stated on the IEP. There are no self-contained special education classes at West Side Elementary.**

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

**All ELL students attending West Side Elementary have attained proficiency in the English language. This is supported by data from their MCT2 scores and the WIDA English Language Fluency Test administered by Mr. Morrison Smith. Settings for Reading Assistant selections allow for the use of either Spanish or English. We have a teacher on staff who is fluent in Spanish and a custodian whose native language is Spanish. All of these resources would provide needed support for future ELL students who may enroll. Services are provided cooperatively for one student who is on our roll but who attends classes at South Side Lower Elementary; this student is also an Exceptional Education student.**

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

**The classroom teacher and school social worker identify students who meet the homeless criteria: students who live with grandparents, etc. 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 as needed. All Homeless/Unaccompanied youth are provided immediate access to all available programs to include special education, transportation, and extra-curricular activities.**

**In addition, service clubs and faith-based organizations support homeless students through providing uniforms, underclothing, and school supplies.**

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

The Grade Level Collaborative teams identify students who have not mastered state standards. Students who are considered at-risk of failing, based on data analysis of aforementioned assessments and teacher observation, are referred to the Teacher Success Team where appropriate interventions are recommended and state guidelines are followed in order to insure the needs of the student are met in a timely fashion and appropriate support is given to enable the student to progress. Struggling learners are provided assistance through remediation by assistant teachers, Title I aids, and computer-assisted instruction during the school day. Our elementary school counselor and our school social worker both provide services as needed or assist in making referrals to other agencies. Fast ForWord is attended by all students in grade K-6 and is a recognized RTI intervention. All students in grades K-6 are instructed through Spalding which is also a recognized RTI intervention. Accelerated Reading and Accelerated Math provide another avenue through which struggling learners are allowed to function on their success level. StarFall is used for remediation in kindergarten. K-6 students who are identified as at-risk of failing are referred in a timely fashion to the Teacher Success Team. Through our High School Mentoring Program, struggling students are inspired toward success through weekly support meetings. Teachers remain in close contact with parents of struggling students. Parents are encouraged to schedule parent-teacher conferences as needed and also to observe classrooms as desired. Parents of struggling students have access to the Parenting Center of the Picayune School District for support materials and counseling services.

## Directions for Developing the Action Plan

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

The Schoolwide Program Action Plan is based upon evaluation of a variety of assessments and surveys. These formal and informal means of gathering information facilitate strategic planning for implementation of programs, assignment of personnel, and expenditure of available resources to maximize the success of our students.

## MATHEMATICS IMPLEMENTATION/ACTION PLAN

### **Measurable Mathematics goal:**

In the spring of 2010, the percentage of 3<sup>rd</sup> grade students meeting or exceeding the State Mathematics Performance Standards will increase from 44 % to 47% as measured by MCT2.

In the spring of 2010, the percentage of 4<sup>th</sup> grade students meeting or exceeding the State Mathematics Performance Standards will increase from 44 % to 47% as measured by MCT2.

In the spring of 2010, the percentage of 5<sup>th</sup> grade students meeting or exceeding the State Mathematics Performance Standards will increase from 44 % to 47% as measured by MCT2.

In the spring of 2010, the percentage of 6<sup>th</sup> grade students meeting or exceeding the State Mathematics Performance Standards will increase from 70 % to 73% as measured by MCT2.

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

(most recent Math MCT data used to create baseline for above academic goal)

**Spring 2009 Math MCT2 Scores**

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

**Classroom Assessment, District Pre-and Post-Assessments, District Assessment of “Givens”, STAR Math Assessment, CPAA, MCT2 practice test from the MDE, Study Island data, Education City data**

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

**Progress reports, report cards, and parent contacts**

<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					
<b>Classroom instruction</b> <b>Computer-assisted Instruction</b> <b>After-school tutoring</b>	<b>Teacher</b> <b>Assistant Teachers</b> <b>Title I Aides</b>	<b>August 2009-</b> <b>May 2010</b>	<b>Accelerated Math</b> <b>enVision Math</b> <b>Math MCT2</b>	<b>70% mastery of</b> <b>state math</b> <b>objectives</b>	<b>Immediate</b> <b>remediation will</b> <b>be provided for</b>

<b>Remediation by assistant Teachers Remediation by Title I Aides Flexible Instructional Groups Departmentalized instruction</b>	<b>Special Subject Teachers</b>		<b>Coach Math Buckle Down District Pacing Guides MS Curriculum Frameworks</b>	<b>District Assessments Classroom Assessments</b>	<b>student non-mastery Teacher Observation Data Analysis</b>
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<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?
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<p><b>Professional Development</b> To support mathematics</p> <p><b>Workshops</b> <b>Conferences</b> <b>enVision Math Workshop</b> <b>District Collaborative Workshops</b> <b>Schoolwide Collaborative Workshops</b> <b>Consultations/Demonstrations</b></p>	<p><b>Principal</b> <b>Assist. Principal</b> <b>Teachers</b> <b>Gulf Coast Educational Initiative Consortium</b> <b>Starr Brown, Consultant</b> <b>Department Chairs</b> <b>Vera Beech, District Test Coordinator</b> <b>Rucks Robinson, Consultant</b> <b>Jimmy Boswell, Consultant</b></p>	<p><b>June 2009 – July 2010</b></p>	<p><b>District, school, and federal funds</b></p>	<p><b>Observation of implementation in the classroom</b></p>	<p><b>Classroom observations</b> <b>Teacher evaluations</b> <b>MCT2 Scores</b> <b>Data analysis</b></p>
<p><b>Parent Involvement Activities</b> To support mathematics</p>	<p><b>Principal</b> <b>Assist. Principal</b> <b>Teachers</b> <b>Parent Center</b> <b>PTO</b> <b>Tech Support</b></p>	<p><b>August 2009- May 2010</b></p>	<p><b>Parent Center Materials</b> <b>Teacher supplementary materials</b></p>	<p><b>Sign-In Sheets</b> <b>Parent Contacts</b> <b>Feedback and suggestions from website</b></p>	<p><b>Analysis of feedback and attendance data</b> <b>Parent/Staff Discussions at events</b></p>

<p> <b>Meet the Teacher Night</b>  <b>Resources to check out</b>  <b>Feedback and Suggestions</b>  <b>Link on School Website</b>  <b>Regular PTO meetings</b>  <b>Classroom volunteers</b>  <b>Science Fair/Reading Fair</b>  <b>TST Meetings</b>  <b>Grandparents/Veterans Day Program</b>  <b>Field Trip Chaperones</b>  <b>Family Read Night</b>  <b>Book Fairs</b>  <b>Open Invitation to Visit</b>  <b>Field Day</b>  <b>Workers/Volunteers</b>  <b>Title I Annual Parent Meeting</b>  <b>Parent Curriculum Nights</b>  <b>Memos/Newsletters sent home</b>  <b>Surveys</b>  <b>Holiday Parties</b>  <b>Phone calls, email, notes</b>  <b>home, school calendar,</b>  <b>and newsletters</b>  <b>Assembly meetings for</b>  <b>awards</b>  <b>Brochure display</b> </p>					
<p> <u><b>Strategy, Method, or Action</b></u>          What will you do?       </p>	<p> <u><b>Who is Responsible?</b></u>          Who will provide the leadership to assure that this strategy is accomplished?       </p>	<p> <u><b>Timeline</b></u>          When will this strategy or action begin and end?       </p>	<p> <u><b>Resources</b></u>          What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this       </p>	<p> <u><b>Evidence</b></u>          What indicators will demonstrate progress in the implementation of this strategy?       </p>	<p> <u><b>Evaluation Methods</b></u>          How will you gather the evidence needed to demonstrate progress and achievement of this strategy?       </p>

			strategy?		
<b>Organization/Scheduling Strategies</b> To support mathematics  <b>Flexible Instructional Groups</b> <b>Alternative Scheduling Options</b> <b>90 Minutes of Math Instruction</b>	<b>Principal</b> <b>Assist. Principal</b> <b>Teachers</b> <b>Special Subject</b> <b>Teachers</b>	<b>August 2009-</b> <b>May 2010</b>	<b>MCT2 Scores</b> <b>STAR Math</b> <b>Psychological</b> <b>Corporation</b> <b>K-2</b> <b>Assessment</b> <b>CPAA</b> <b>Teacher-made</b> <b>Placement</b> <b>Tests</b> <b>Subject-area</b> <b>Assessment</b> <b>Inventories</b>	<b>Schedules</b> <b>Class Rolls of</b> <b>Flexible</b> <b>Instructional</b> <b>Groups</b>	<b>Administrative</b> <b>Observation</b> <b>Teacher</b> <b>Observation</b>
<b>Climate/Behavior Strategies</b> To support mathematics  <b>Classroom Management</b> <b>(Rules vs. Procedures)</b> <b>Behavior Motivators</b> <b>Professional Development</b>	<b>Principal</b> <b>Assist. Principal</b> <b>Teachers</b> <b>Assist. Teachers</b> <b>Title I Aides</b> <b>Special Subject</b> <b>Teachers</b>	<b>August 2009-</b> <b>May 2010</b>	<b><u>7 Simple Secrets</u></b> <b>by Annette</b> <b>Breaux</b> <b>Various Gators</b> <b>and awards</b>	<b>Office Referrals</b> <b>GATOR Board</b> <b>GATOR</b> <b>Announcements</b>	<b>Administrative</b> <b>Observation</b> <b>Teacher</b> <b>Observation</b>
<b>Other: (please specify)</b>  <b>Attendance Motivators</b>	<b>Principal</b> <b>Assist. Principal</b> <b>Teachers</b>	<b>August 2009-</b> <b>May 2010</b>	<b>Various Daily</b> <b>Perfect</b> <b>Attendance</b>	<b>Daily Perfect</b> <b>Attendance</b> <b>Recognition</b>	<b>Analysis of</b> <b>Attendance</b> <b>Records</b>

	<b>Special Subject Teachers</b>		<b>Signs Various awards</b>		<b>Administrative Observation Teacher Observation</b>
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## LANGUAGE ARTS IMPLEMENTATION/ACTION PLAN

### **Measurable Language Arts Goal:**

In the spring of 2010, the percentage of 3<sup>rd</sup> grade students meeting or exceeding the State Language Arts Performance Standards will increase from 42% to 45% as measured by MCT2 assessment.

In the spring of 2010, the percentage of 4<sup>th</sup> grade students meeting or exceeding the State Language Arts Performance Standards will increase from 59% to 62% as measured by MCT2 assessment.

In the spring of 2010, the percentage of 5<sup>th</sup> grade students meeting or exceeding the State Language Arts Performance Standards will increase from 45% to 48% as measured by MCT2 assessment.

In the spring of 2010, the percentage of 6<sup>th</sup> grade students meeting or exceeding the State Language Arts Performance Standards will increase from 59% to 62% as measured by MCT2 assessment.

<b>School Profile data which relates to this goal:</b> (most recent Reading MCT data used to create a baseline for above academic goal) <b>Spring 2009 Language Arts MCT2 Scores</b>					
<b>Description of how student progress toward this goal will be measured:</b> (local reading assessments) <b>Classroom Assessment, District Pre-and Post-Assessments, District Assessment of “Givens”, STAR Reading Assessment, CPAA, MCT2 practice test from the MDE, Study Island data, Education City data</b>					
<b>Description of procedures for reporting student progress toward this goal to parents:</b> <b>Progress reports, report cards, and parent contacts</b>					
<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 language arts					
<b>Classroom instruction</b> <b>Computer-assisted Instruction</b> <b>After-school tutoring</b>	<b>Teacher</b> <b>Assistant Teachers</b> <b>Title I Aides</b> <b>Special Subject</b>	<b>August 2009-</b> <b>May 2010</b>	<b>Accelerated Reading Spalding: <u>The Writing Road to Reading</u></b>	<b>70% mastery of state language arts objectives</b>	<b>Immediate remediation will be provided for student</b>

<b>Remediation by assistant Teachers</b> <b>Remediation by Title I Aides</b> <b>Flexible Instructional Groups</b> <b>Departmentalized instruction</b>	<b>Teachers</b>		<b>Four Square Writing</b> <b>Thinking Maps</b> <b>SRA</b> <b>Write from the Beginning</b> <b>Write for the Future</b> <b>Language Arts</b> <b>MCT2 Coach</b> <b>Language Arts</b> <b>Buckle Down</b> <b>District Pacing Guides</b> <b>MS Curriculum Frameworks</b>	<b>District Assessments</b> <b>Classroom Assessments</b>	<b>non-mastery Teacher Observation</b> <b>Data Analysis</b>
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<b><u>Strategy, Method, or Action</u></b>	<b><u>Who is Responsible?</u></b>	<b><u>Timeline</u></b>	<b><u>Resources</u></b>	<b><u>Evidence</u></b>	<b><u>Evaluation Methods</u></b>
What will you do?	Who will provide the <u>leadership</u> to assure that this strategy is accomplished?	When will this strategy or action begin and end?	What existing resources, (or resources you will have as you implement this plan) will you use to accomplish this strategy?	What indicators will demonstrate progress in the implementation of this strategy?	How will you gather the evidence needed to demonstrate progress and achievement of this strategy?

<p><b>Professional Development</b> To support language arts</p> <p><b>Workshops</b> <b>Conferences</b> <b>District Collaborative Workshops</b> <b>Schoolwide Collaborative Workshops</b> <b>Consultations/Demonstrations</b></p>	<p><b>Principal</b> <b>Assist. Principal</b> <b>Teachers</b> <b>Gulf Coast Educational Initiative Consortium</b> <b>Starr Brown, Consultant</b> <b>Department Chairs</b> <b>Vera Beech, District Test Coordinator</b> <b>Jimmy Boswell, Consultant</b> <b>Rucks Robinson, Consultant</b></p>	<p><b>June 2009 – July 2010</b></p>	<p><b>District, school, and federal funds</b></p>	<p><b>Observation of implementation in the classroom</b></p>	<p><b>Classroom observations</b> <b>Teacher evaluations</b> <b>MCT2 Scores</b> <b>Data analysis</b></p>
<p><b>Parent Involvement Activities</b> To support language arts</p> <p><b>Meet the Teacher Night</b> <b>Resources to check out</b> <b>Feedback and Suggestions</b> <b>Link on School Website</b> <b>Regular PTO meetings</b> <b>Classroom volunteers</b> <b>Science Fair/Reading Fair</b> <b>TST Meetings</b> <b>Grandparents/Veterans Day Program</b> <b>Field Trip Chaperones</b></p>	<p><b>Principal</b> <b>Assist. Principal</b> <b>Teachers</b> <b>Parent Center</b> <b>PTO</b> <b>Tech Support</b></p>	<p><b>August 2009- May 2010</b></p>	<p><b>Parent Center</b> <b>Materials</b> <b>Teacher</b></p> <p><b>Supplementary materials</b></p>	<p><b>Sign-In Sheets</b> <b>Parent Contacts</b> <b>Feedback and suggestions from website</b></p>	<p><b>Analysis of feedback and attendance data</b> <b>Parent/Staff discussions at events</b></p>

<p><b>Family Read Night</b>  <b>Book Fairs</b>  <b>Open Invitation to Visit</b>  <b>Field Day</b>  <b>Workers/Volunteers</b>  <b>Title I Annual Parent Meeting</b>  <b>Parent Curriculum Nights</b>  <b>Memos/Newsletters sent home</b>  <b>Surveys</b>  <b>Holiday Parties</b>  <b>Phone calls, email, notes</b>  <b>home, school calendar,</b>  <b>and newsletters</b>  <b>Assembly meetings for</b>  <b>awards</b>  <b>Brochure display</b></p>					
<p><b>Organization/Scheduling</b>  <b>Strategies</b>  To support language arts</p> <p><b>Flexible Instructional Groups</b>  <b>Alternative Scheduling Options</b>  <b>90 Minutes of Reading</b>  <b>Instruction</b>  <b>90 Minutes of Language</b>  <b>Instruction</b></p>	<p><b>Principal</b>  <b>Assist. Principal</b>  <b>Teachers</b>  <b>Special Subject</b>  <b>Teachers</b></p>	<p><b>August 2009-</b>  <b>May 2010</b></p>	<p><b>MCT2 Scores</b>  <b>STAR Reading</b>  <b>Psychological</b>  <b>Corporation</b>  <b>K-2</b>  <b>Assessment</b>  <b>CPAA</b>  <b>Teacher-made</b>  <b>Placement</b>  <b>Tests</b>  <b>Subject-area</b></p>	<p><b>Schedules</b>  <b>Class Rolls of</b>  <b>Flexible</b>  <b>Instructional</b>  <b>Groups</b></p>	<p><b>Administrative</b>  <b>Observation</b>  <b>Teacher</b>  <b>Observation</b></p>

			<b>Assessment Inventories</b>		
<b>Climate/Behavior Strategies</b> <b>To support language arts</b>  <b>Classroom Management</b> <b>(Rules vs. Procedures)</b> <b>Behavior Motivators</b> <b>Professional Development</b>	<b>Principal</b> <b>Assist. Principal</b> <b>Teachers</b> <b>Assist. Teachers</b> <b>Title I Aides</b> <b>Special Subject</b> <b>Teachers</b>	<b>August 2009-</b> <b>May 2010</b>	<u><b>7 Simple</b></u> <u><b>Secrets</b></u> <b>by Annette</b> <b>Breaux</b> <b>Various Gators</b> <b>and awards</b>	<b>Office Referrals</b> <b>GATOR Board</b> <b>GATOR</b> <b>Announcements</b>	<b>Administrative</b> <b>Observation</b> <b>Teacher</b> <b>Observation</b>
<b>Other: (please specify)</b>  <b>Attendance Motivators</b>	<b>Principal</b> <b>Assist. Principal</b> <b>Teachers</b> <b>Special Subject</b> <b>Teachers</b>	<b>August 2009-</b> <b>May 2010</b>	<b>Various Daily</b> <b>Perfect</b> <b>Attendance</b> <b>Signs</b> <b>Various</b> <b>awards</b>	<b>Daily Perfect</b> <b>Attendance</b> <b>Recognition</b>	<b>Analysis of</b> <b>Attendance</b> <b>Records</b> <b>Administrative</b> <b>Observation</b> <b>Teacher</b> <b>Observation</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.
  - **Kindergarten:** STAR Reading, STAR Math, CPAA, Scientific Learning Progress Tracker, (Psychological Corporation K-2 Assessment as needed), MCT2
  - **Grades 1 – 2:** STAR Reading, STAR Math, CPAA, Scientific Learning Progress Tracker, District Pre- and Post-Assessments, (Psychological Corporation K-2 Assessment, as needed), MCT2
  - **Grade 3:** STAR Reading, STAR Math, CPAA, Scientific Learning Progress Tracker, District Pre- and Post-Assessments, MCT2
  - **Grades 4 – 6:** STAR Reading, STAR Math, Scientific Learning Progress Tracker, District Pre- and Post-Assessments, MCT2
  - **The uniform local grading scale is as follows:**
    - 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.

**The Grade Level Collaborative teams identify students who have not mastered state standards. Students who are considered at-risk of failing, based on data analysis of aforementioned assessments and teacher observation, are referred to the Teacher Success Team where appropriate interventions are recommended and state guidelines are followed in order to insure the needs of the student are met in a timely fashion and appropriate support is given to enable the student to progress. Struggling learners are provided assistance through remediation by assistant teachers, Title I aids, and computer-assisted instruction during the school day. Our elementary school counselor and our school social worker both provide services as needed or assist in making referrals to other agencies. Fast ForWord is attended by all students in grade K-6 and is a recognized RTI intervention. All students in grades K-6 are instructed through Spalding which is also a recognized RTI intervention. Accelerated Reading and Accelerated Math provide another avenue through which struggling learners are allowed to function on their success level. StarFall is used for remediation in kindergarten. K-6 students who are identified as at-risk of failing are referred in a timely fashion to the Teacher Success Team. Through our High School Mentoring Program, struggling students are inspired toward success through weekly support meetings. Teachers remain in close contact with parents of struggling students. Parents are encouraged to schedule parent-teacher conferences as needed and also to observe classrooms as desired. Parents of struggling students**

have access to the Parenting Center of the Picayune School District for support materials and counseling services.

#### **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.
  - **7 Simple Secrets by Annette Breaux**
  - **Starr Brown – Consultation on Differentiated Learning, DOK, Testing Strategies, and Classroom Observations**
  - **Kay Lucovich - Scientific Learning Progress Tracker Data Analysis**
  - **CPAA Teacher Training**
  - **Reading Assistant Training**
  - **District Subject Area Collaborative Planning**
  - **School Test Coordinator – Training for administering the state writing test (grade 4), state science (grade 5), and the MCT2 (grades 3-6)**
  - **Rucks Robinson – Consultant; reviewing disaggregated data and test prep**
  - **Jimmy Boswell – Training for implementation of the enVision math program through Pearson, Scott Foresman-Addison Wesley**
  - **Casey Blau – Motivational Speaker; scoring high on the MCT2**
  - **See Professional Development Booklet**

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.
- **7 Simple Secrets – Practicing procedures rather than disciplining for not following procedures allows students to remain in classroom and cuts down on office referrals, thus protecting instructional time on task**
  - **Starr Brown – Language Arts and Mathematics insights to help students perform more successfully on MCT2; instruction on DOK for more rigorous instruction in the classrooms to enable students to be more successful on the MCT2; instruction on differentiated learning to meet needs of students and enabling them to be more successful on the MCT2**
  - **Kay Lucovich – Provided training, consultation, and follow-up with Fast ForWord coaches and with teachers on Reading Assistant. Provided extensive training and recommended helpful links from the Scientific Learning site for both parents and teachers. Her analysis of data in Fast ForWord helps in providing appropriate interventions for reading, language, auditory processing, decoding, and vocabulary. Her guidance with Reading Assistant has aided our students in comprehension and fluency.**
  - **CPAA Teacher Training – Provided teachers with an understanding of the new K-3 state assessment so they would be able to better identify the strengths and weaknesses of students and so that teachers would understand the variety of ways in which the data and activities provided by CPAA can be used as interventions to meet student needs in a timely manner.**
  - **Reading Assistant Training – enabled teachers, Title I Aides, and teacher assistants to better implement the program; provided insights to teachers about use of data and how the program can aid them in meeting the needs of students and increasing fluency levels.**
  - **District Subject Area Collaborative Planning – provided a productive arena for subject-area teachers to investigate the district pacing guide and the MS Curriculum Frameworks and to develop district assessments that would provide data for analysis concerning student progress throughout the year.**
  - **School Test Coordinator – Training for administering the state writing test (grade 4), state science (grade 5), and the MCT2 (grades 3-6): Insured proper adherence to specifications and regulations of the writing test, science test, and MCT2.**
  - **Rucks Robinson – Analysis of disaggregated data aided in identifying strengths and weaknesses of student body to include of sub-groups, and subject-area-specific skills (strengths and weaknesses)**
  - **Jimmy Boswell - Training for the implementation of the enVision Math program through Pearson, Scott Foresman-Addison Wesley enabling teachers to successfully upgrade math instruction with added emphasis of technology**

- **Casey Blau – Provided teachers with motivational techniques and strategies and suggestions for incentives for improving MCT2 test scores**
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.
- **Starr Brown provided staff development in 2008-2009 and has returned to follow-up in 2009 – 2010 providing additional support through observations and teacher question/suggestion sessions.**
  - **Rucks Robinson has been with us three years, providing encouragement to move to the next step in building toward student progress on MCT2 and meeting growth.**
  - **Collaborative Planning**
  - **Shared Support Handouts on scientifically-based research**
  - **Professional Journals and Magazines**
  - **Administrative and Consultant Observations in Classrooms**

## **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.

- **Meet the Teacher Night**
- **Resources to check out**
- **Feedback and Suggestions Link on School website**
- **Regular PTO Meetings**
- **Classroom volunteers**
- **Science Fair/Reading Fair**
- **TST Meetings**
- **Grandparents/Veterans Day Program**
- **Field Trip Chaperones**
- **Family Read Night**
- **Book Fairs**
- **Open Invitation to Visit**
- **Field Day Workers/Volunteers**
- **Title I Annual Parent Meeting**
- **Parent Curriculum Nights**
- **Memos/Newsletters sent home**
- **Surveys**
- **Holiday Parties**
- **Phone calls, email, notes home, school calendar, and newsletters**
- **Assembly meetings for awards**
- **Brochure display**

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

**The Parent Compact will be developed from input collected from administration and grade level chairs and Schoolwide Planning Team. Revisions will take place over the summer months guided by the administration with input from the Schoolwide Planning Team and other parents and community members. The Parent Compact will meet all requirements for No Child Left Behind. The Parent Compacts will be distributed to all parents at registration. Parent Compacts will be signed by the parent and the student at this time. When students are assigned to a homeroom teacher, the teacher will also sign the Parent Compact. The parent copy will be sent home, and the school will keep the original for its records.**

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

**Teachers contact parents of students experiencing difficulty with academic mastery. Teachers communicate student progress frequently. Parent/Teacher conferences are scheduled to promote parent and teacher dialogue. During the second semester, students of greatest need are placed in the after-school tutoring program. These students are identified by test scores (MCT2 and District Pre- and Post-Assessments), teacher recommendations, parent requests, and analysis of computer-based instructional data. Students are also identified by teachers when subject averages are N or U on Progress Reports or fall below 70 C on Report Cards. Parent/Teacher conferences are requested upon receipt of these reports. K-6 students who are identified as at-risk of failing are referred in a timely fashion to the Teacher Success Team. Teachers and staff recommend the use of the Parenting Center to those that are experiencing difficulty with academic objectives. The Picayune School District employs a full-time licensed elementary school counselor and social workers that will meet with students and parents to recommend community services as the need arises.**

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

#### **F. Coordination**

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

**Each year, pre-K children from our zone enjoy an introductory tour day which includes: observing a 1<sup>st</sup> grade language arts lesson, observing a kindergarten language arts lesson, visiting the school library and receiving a book, eating lunch in the cafeteria, and enjoying “recess” on the playground.**

**These pre-K children are generally in attendance at various preschool programs in the district including Headstart and church-based programs.**

**Our school district allows for the Kindergarteners to begin school one week later than the other grades. This provides an opportunity for individual assessments by the Kindergarten teachers to determine academic and social readiness, an opportunity for parents to meet all of the Kindergarten teachers, for student health screenings by the school nurse and speech pathologist, and for consultations with district social workers concerning available resources at the Parenting Center. The district transportation department also provides a school bus to help ease the transition of preschool children into primary.**

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.

**Presently, sixth grade band students receive instruction by the junior high school band director and are bussed to the junior high school for their band classes. Also, in the spring sixth grade students are provided the opportunity to participate in week-long trainings and tryouts for the junior high cheer squad and for the Junior Pride of the Tide dance team. In April, sixth grade students are transported to the junior high school for an introductory orientation session. At this session, students are introduced to the Principal, Assistant Principal, and the PJHS Student Council. Rules and procedures are discussed, and students receive instructions about choosing their classes for their seventh grade year. This opportunity provides sixth students needed information to make their transition to junior high a more pleasant experience.**

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

**Bank Plus personnel give a presentation on the importance of saving to second and third grade students. First National Bank helps in sponsoring our Track and Field Meet in which all district elementary school participate. Their financial support aids in providing the t-shirts that participants from West Side Elementary wear at the event. The Picayune Rotary Club donates student-dictionaries to each third grader. The Picayune Junior Auxiliary provides coats and uniforms for needy children. District social workers and school counselors coordinate efforts for homeless, neglected, or abused children. Our school resource officer is available for safety and security presentation and is available to counsel with parents and students as needed. Our resource officer is made available through our district's coordination with the Picayune Police Department. To further connect with the**

**community, West Side auditorium is used for a variety of community events, including the Boy Scout and Girl Scout organizations.**

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 district strategic plan supports the schoolwide 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. The Central Office administrators and program directors, along with building principals, meet regularly after school board meetings to collaborate and prioritize student and program needs and to discuss issues affecting student achievement and well-being. In this way, district initiatives are coordinated and implemented in a most efficient manner.**

#### **G. Evaluation and Ongoing Program Development**

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

**The schoolwide program is reviewed annually and revised as needed on the district level and the building level. Our Planning Team will meet and assess the implementation of our schoolwide program as an ongoing process.**

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.

**In grade level collaborative meetings, the following data are analyzed quarterly or as soon as the data is available:**

- **Kindergarten:** STAR Reading, STAR Math, CPAA, Scientific Learning Progress Tracker, (Psychological Corporation K-2 Assessment as needed), MCT2
- **Grades 1 – 2:** STAR Reading, STAR Math, CPAA, Scientific Learning Progress Tracker, District Pre- and Post-Assessments, (Psychological Corporation K-2 Assessment, as needed), MCT2
- **Grade 3:** STAR Reading, STAR Math, CPAA, Scientific Learning Progress Tracker, District Pre- and Post-Assessments, MCT2
- **Grades 4 – 6:** STAR Reading, STAR Math, Scientific Learning Progress Tracker, District Pre- and Post-Assessments, MCT2

**The administrative team reviews the above-posted data to ensure that progress is indeed being made toward the goals of improving student achievement and teacher effectiveness. This evaluation is ongoing.**

- 3. On the district level, the Central Office administrators and program directors, along with building principals, continually review the schoolwide program plan to ensure that progress is being made toward the goals of the plan.**

## 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
<b>District Funds</b>	<b>\$1,941,365.78</b>	
<b>Title I, Part A</b>	<b>\$164,623.00</b>	<b>Materials and equipment</b>
<b>Title I, Part C</b>	<b>N/A</b>	
<b>Title II, Part A</b>	<b>\$43,830.19</b>	<b>Class-size reduction, reducing teacher/pupil ratio</b>
<b>Title II, Part D</b>	<b>N/A</b>	
<b>Title III</b>	<b>N/A</b>	
<b>Title IV</b>	<b>N/A</b>	
<b>Title V</b>	<b>N/A</b>	
<b>Title VI</b>	<b>-0-</b>	<b>After-school tutoring</b>
<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.

**State and local funds support basic instruction in keeping with the state's accreditation requirements.**

**Title II funds support one class size reduction teacher assigned to 6<sup>th</sup> grade.**

**All federal positions are in addition to those required by state law and will supplement the instructional program. Funds are to be used to provide salaries, benefits, supplies, teaching supplies, and equipment that will be used to stimulate student achievement.**

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