

Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children
2020-21																		
2021-22																		
2022-23																		

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2020-21		
2021-22		
2022-23		

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Our school district is labeled as a "Rural" school district. Picayune School District has qualified and participates in the Community Eligibility Program which provides free breakfasts and lunches to all Picayune School District students. Our district also participates in the Summer Food Service Program and the Fresh Fruit and Vegetable Program. This means that West Side Elementary School's population is 100% free lunch. We qualified for these programs due to the high rate of poverty in our community. Our student enrollment breakdown is 63.2% White, 26.7% Black, 2.9% Asian, 7% Hispanic, 0.2% Pacific Islander, and 0% American Indian. We currently serve 435 students. West Side Elementary school is located in downtown Picayune, is surrounded by residential areas and businesses, and has a fence-enclosed campus. Our students who walk to school have sidewalks to use to make their way to and from school more safe. We have approximately 150 students who are transported by bus, about 200 transported by car, and 60 who walk. We also experience a high degree of transiency within our district as students relocate within the city and move from school to school. The MS/LA border is about 5 miles from our school. This amount of relocation continues throughout the year as well. When the first of the month comes, there is a lot of moving within the district.

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

With a 2023 population of 11,965, Picayune is the 39th largest city in Mississippi. Picayune is currently showing an annual decline in population. However, its population has increased by 0.06% since the most recent census, which recorded a population of 10,878 in 2010. Picayune reached its highest population of 11,637 in 2011. Spanning over 18 miles, Picayune has a population density of 603 people per square mile.

The average household income in Picayune is \$46,810 with a poverty rate of 27.75%. The median rental costs in recent years comes to \$762 per month, and the median house value is \$117,000. The median age in Picayune is 34.9 years, 31.3 years for males, and 39.3 years for females.

Picayune School District is the largest employer in Picayune, MS.

According to the most recent ACS, the racial composition of Picayune was:

- White: 58.66%
- Black or African American: 36.90%
- Two or more races: 2.72%

- Other race: 1.22%
- Asian: 0.49%
- Native American: 0.00%
- Native Hawaiian or Pacific Islander: 0.00%

Based on 2016 data, of the 4131 households, 53.7% families own their homes, 58% of Black families, 41% of White families, and 0.6% of Hispanic families are living in poverty. The most common industries in Picayune, MS are retail trade (18.7%) and health/social assistance (15.1%). Prevalent health concerns are adult smoking (19.6%) and diabetes (12.7%).

Other areas of concern include:

*in the spring of 2019, in Pearl River County, arrests were made of 30 members of the Latin Kings Street Gang, which has its origins in Chicago, Illinois, and there have been a large number of arrests made in our county for use of meth and cocaine and there has been a rise in deaths due to use of heroin laced with fentanyl.

Check the box that reflects your school accountability designation

Three-Year School Accountability Designation	Year	CSI	TSI	ATSI
2020-21		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2021-22		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2022-23		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency	<input type="checkbox"/>											
Growth All Students	<input type="checkbox"/>											
Growth Low 25%	<input type="checkbox"/>											
Accountability Grade	<input type="checkbox"/>											
Total Points	<input type="checkbox"/>											

	Biology			US History			Acceleration			Participation Rate			College & Career Readiness		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
Growth All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
Growth Low 25%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
Accountability Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
Total Points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												

	Select...			Select...			Select...			Select...			Select...		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Accountability Grade	<input type="checkbox"/>														
Total Points	<input type="checkbox"/>														

High Schools

	English			Algebra			Biology			US History			Acceleration		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency	<input type="checkbox"/>														
Growth All Students	<input type="checkbox"/>														
Growth Low 25%	<input type="checkbox"/>														
Accountability Grade	<input type="checkbox"/>														
Total Points	<input type="checkbox"/>														

	Select...			Select...			Select...			Select...			Select...		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Accountability Grade	<input type="checkbox"/>														
Total Points	<input type="checkbox"/>														

School Plan - Student Achievement (School's Performance)**PICAYUNE SCHOOL DIST (5520) Public District - FY 2024 - WEST SIDE ELEMENTARY SCHOOL (5520028) Public School - School Plan - Rev 0****Reading/Language Arts/Literacy (Progress Monitoring Instrument)**

Please provide the percentage of students for each administration that did **NOT** meet at/or above the benchmark. If there are no grade levels represented by the school, please leave the appropriate box blank.

Name of assessment tool used:

iReady

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2020-21	25.00		17.00		12.00	
2021-22	0.00	0.00	7.00	2.00	26.00	8.00
2022-23	0.00	0.00	1.00	0.00	19.00	7.00

* BOY means Beginning of the Year and EOY means End of the Year

English/Language Arts (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English II
2020-21	74.80	62.40	60.50	64.90			
2021-22	73.00	53.00	66.00	53.00			
2022-23	68.00	48.00	48.00	60.00			

Mathematics (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I

2020-21	81.30	81.60	69.80	64.90
2021-22	83.00	72.00	81.00	57.00
2022-23	79.00	52.00	69.00	68.00

Special Subject Areas (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2020-21				
2021-22		67.20		
2022-23		54.30		

After analyzing data for all students, provide a summary of the progress and challenges and identify underlying causes for each. Cite specific examples and address racial/ethnic groups and other subgroups where relevant, such as, gender, ethnicity, EL, homeless, migrant, students with disabilities, military or foster children. Include all local data analyzed as part of the comprehensive needs assessment.

For 2023-2024, we have continued to focus on our unit plans in both ELA and Math rather than weekly plans in order to focus on: pre-tests/post-tests, differentiated lessons, including computer-based activities as gap fillers for lower performing students and as enrichment for the higher performing students (including instructional workbook lessons to increase vocabulary and rigor and use of technology), and also in Math, we plan to focus on the use of all Mathematical Practices throughout the units.

*Professional Development for teachers is individualized through the use of a free online resource. Teachers earn CEUs as they accumulate 5 or more hours of professional development in their chosen areas of need or interest.

*Grade Level Meetings continue to occur once a month involving TST Tuesdays for meetings and sharing information they have learned from their professional development videos.

*We first identified students who would start in the Tier process by noting any autopopulated students based upon retention. We specifically focused on students in the Bottom Quartile of 25% on our Universal Screener as those who would need Tier 3 in grades K-3. We did consider other points of data in order to not over identify students for Tier 3 (classroom performance, teacher observation, past performance). In Kindergarten, we looked mainly at the fall MKAS2 scores and then followed up with a STAR Early Literacy Assessment each month to see who needed to participate in Tier 3 interventions. We did also consider classroom performance and teacher observation for students who simply may not have the technology skills or focus-ability to perform well on the computer assessments and diagnostics.

*Concerning growth of our EL students: We have begun to see growth in our EL population. We improved the interventions given to our EL students in 2021-2022. We also improved our weekly progress monitoring, measuring our EL students as they progress in speaking, listening, reading, and writing. For 2020-2021, PSD provided a tutor to come to our school to work with our EL students. For 2020-2021, our EL students are receiving their services and interventions through the classroom teacher. We have continued the improved weekly progress monitoring in order to better prepare our EL students for their spring ELPT.

Describe the evidence-based strategies that will be implemented to provide opportunities for all children, including each of the subgroups of students (as defined in section 111(c)(2)) to meet the challenging State academic standards. How will the identified challenges be addressed to ensure that students meet the challenging State academic standards? Section 1114(b)(7)(A)(i-ii)

*MTSS is a strong resource at West Side, particularly for our general education Tier 3 students who require an intensive intervention (students who scored in the Bottom Quartile on our Universal Screener or students who were retained), our EL students who require proper planning of and proper implementation of their Language Support Plan, our Exceptional Education students who require an intensive intervention for areas that are connected to their disability, and our Gifted students who may need an intensive intervention. We find that students who are homeless or who are in foster care often are in the arena of needing intensive interventions, and we seek to provide all that we can for these students while they are in our care. We do use Title I Aides and other paraprofessionals to implement many of our Tier 3 intensive interventions for students who require them and to implement Language Support Plans of EL students. After reviewing data from the Universal Screener, other computer-based programs, classroom performance, teacher observation, and other available data, if a student is showing signs of struggle, we give parents notification that their child is receiving Tier 2 or Tier 3 interventions and meetings are held regularly with a high level of parental input.

By following the time requirements of MDE for the MTSS process, students are moved through the process in a timely manner so that after a cumulative review of the student's data, a final decision can be made to reflect the success made or the lack of progress made. The decision may be made to return the student to Tier 1, continue with or move student to Tier 2 or Tier 3, or to refer the student to the MET in order to consider if the student would benefit from a comprehensive evaluation due to a suspicion of a disability. We are putting a high level of emphasis on attendance and on the students giving their best effort and taking charge of their academic progress. As a standing intervention for students who have an IEP through Exceptional Education in grades 4 - 6, after-school or before-school tutoring is offered from the fall through mid-spring as an extra intervention. Within the MTSS arena, under IDEA, students with an Individualized Education Plan or a 504 Plan are provided accommodations and modifications that allow them to more readily access the quality education that is being offered to them so that they may master College and Career Readiness Standards. Through MTSS, their goals and interventions are tracked to review their progress based upon

progress monitoring data. We not only track academic interventions but also behavior interventions that may include behavior support plans, motivation plans, or focus plans, or the more intensive Behavior Intervention Plans. Parents are an integral part of MTSS, and we seek to have them involved throughout the process. The assistant principal serves as the MTSS Chair, and the principal serves as an important consultant, resource, and advisor, as well as the main Agency Representative for most of the academic IEP meetings. We have implemented the use of shared online calendars as the means by which we schedule all MTSS meetings, including Tier 3, IEP, EL, MET, 504, and parent meetings. We are able to keep all student support personnel included in the scheduling of these meetings by sharing these calendars or by sending invitations through email. These student support personnel would be including, but not limited to, school secretary and administrative assistant, the teachers, the Gifted teacher, the MTSS Chair/Administrative Principal, the Principal, the Assessment Team Coordinator, the Positive Behavior Specialist, the Exceptional Education Director, the Speech Therapist, and the Speech-Language Pathologist. This has made our scheduling much more efficient. We use a very successful program as a screener to drill down to the specific skills on which students need intensive reading interventions for those K-3 students who qualify. This screener/placement test does focus on the 5 foundational areas of ELA instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Students then participate in an intensive reading intervention that is targeted on the skills shown as areas of deficiency on this screener. Title I para-professionals and/or Teacher Assistants provide extra assistance to struggling students.

(From the Effective Practices/Research Briefs and Evidence Rating from the Center on Innovations and Learning -
-EFFECTIVE PRACTICE 1: Provide a tiered system of instructional and behavioral supports and interventions
-Practice guides developed and available through What Works Clearinghouse suggest the effectiveness of Response to Intervention approaches for elementary reading and math (Gerstron, 2009) have a STRONG effectiveness rating. In addition, recent effect sizes by John Hattie (2016) are high (1.07). These studies were conducted with elementary school students and their effect on student achievement is strong. EFFECTIVE PRACTICE 2: Maintain sound classroom management: the following article from the What Works Clearinghouse suggests that explicit vocabulary instruction, direct and explicit comprehension strategy instruction, and an intensive and/or individualized intervention for struggling reading students that is provided by trained personnel has a STRONG effectiveness rating, thus having a strong effect on improved student achievement.) (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf.)

***We have purchased a scientific-based computer program that provides prescriptive lessons to meet individual needs of students at a level of self-pacing. A teacher or a para accompanies students in grades K-6 to our computer labs and students use this program in the classrooms using the new Chromebooks or classroom computers. This practice enables teachers in interacting with the data on a regular basis and in intervening with struggling students. Computer Science takes place in the classroom for 60 minutes per week. (From the Effective Practices/Research Briefs and Evidence Rating from the Center on Innovations and Learning -
-EFFECTIVE PRACTICE: Mix traditional classroom instruction with online delivery of instruction and content, including learning activities completed outside the school, granting the student a degree of control over time, place, pace, and/or path. See Brodersen and Melluzzo, February 2017, "Summary of research on online and blended learning options," published on What Works Clearinghouse site which suggests that the effectiveness rating is MODERATE due to the fact that many studies have been done on college students but not as many have been

done for elementary students. "To ensure fidelity of implementation, schools must consider available technology and how low-income students' needs will be supported, and allow for extensive professional learning opportunities for teachers."

School Plan - College and Career Readiness

PICAYUNE SCHOOL DIST (5520) Public District - FY 2024 - WEST SIDE ELEMENTARY SCHOOL (5520028) Public School - School Plan - Rev 0

Not Applicable

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2020-21					
2021-22					
2022-23					

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Describe how the school will address those challenges.

Not Applicable

Postsecondary Preparation Opportunities for Students

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
2020-21					
2021-22					
2022-23					

From the data in the above charts, how has the school addressed these areas ensuring that all students are prepared for and aware of opportunities for postsecondary education and the workforce. This may include career and technical education programs and programs that broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools). Section 1114(b)(7)(A)(iii)(II)

Out-of-School Suspensions

	2020-21		2021-22		2022-23	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All						
IEP						
EL						
Asian						
BLK/AA						
His/Lat						
NAM						
NHPI						
White						

1. What specific discipline issues, if any, impact student achievement/growth?

Most of our discipline issues that impact student achievement and growth at West Side center around 3 issues: lack of motivation, lack of ability to focus, or deficient social skills. More severe behaviors involve a smaller number of students, but they also impact student achievement and growth. The resulting distraction in the classrooms definitely has a negative impact on student achievement and growth. Students who have behavioral and emotional issues (with or without a diagnosis) and who are functioning without appropriate parental or medical support or who are going through changes of medication often have their achievement and growth impacted by those issues whether it is a long-term impact or a short-term impact. The rate of transient students who move from school to school often results in students who may not fit into the school culture and who may feel the need to prove themselves. Also, due to COVID-19 guidelines to be followed, we have worked hard to get 100% of our parents on the educational app to facilitate better communication between school and home.

*In 2019-2020, the number of students with 4 or more office referrals for behavior on our campus was 18. A total of 21 students had an Out-of-School Suspension. Of the 21 students with Out-of-School Suspensions, their OSS did not occur before the 4th referral unless it involved fighting, hurting another student, possession of a weapon, or a serious threat. Of those 21 with Out-of-School Suspensions, only 7 of them had multiple events of Out-of-School Suspensions.

*In 2020-2021, the number of students with 4 or more office referrals for behavior on our campus was 13. Of those 13 students, only 8 had Out-of-School Suspensions. Of the 8 who had Out-of-School Suspensions, their OSS did not occur before the 4th referral unless it involved fighting, hurting another student, possession of a weapon, or a serious threat. Of those 8 students with Out-of-School Suspensions, 6 had multiple Out-of-School Suspensions. Of those 6 students with multiple Out-of-School Suspensions, 3 went into the Behavior Modification Program. The other 3 were able to remain in their regular class.

*In 2021-2022, the number of students with 4 or more office referrals for behavior on our campus was 12. Of those 12 students, only 10 had Out-of-School Suspensions. Of the 10 who had Out-of-School Suspensions, their OSS did not occur before the 4th referral unless it involved fighting, hurting another student, possession of a weapon, or a serious threat. Of those 10 with OSS, only 2 had multiple OSSs. Of those 2 with multiple OSSs, both went into the

Behavior Modification Program. The student who went into Behavior Modification Program and remained on our campus had a very successful rest of the school year. The smaller environment allowed him to have less stimuli to filter through, allowing him to focus on his academics.

In 2022-2023, 2 students have had 3 or more Office referrals for behavior on our campus. Of those 3 students, 2 have had multiple OSSs. Of those 2 with multiple OSSs, 1 is in the Behavior Modification Program. The other student is on a Tier 3 Behavior Intervention Plan and his Functional Behavior Assessment is in process of being completed by the Positive Behavior Specialist. In 2022-2023, 5 students had 3 or more Office referrals for behavior on campus. Of those 5 student, 3 have had multiple OSS's, 2 are in the Behavior Modification program. The other two students are on the Tier 3 behavior support plan.

The trend is toward less office referrals and less Out-of-School Suspensions, which is a good thing since the student needs to be in attendance in order to learn all that he/she has to learn. Also, with this trend toward less office referrals, this allows more focus on academics in the classroom and tends to provide high student achievement/growth in academics. This trend toward less office referrals started after we began our focus on a positive school climate and culture as we began to strengthen our culture, students have thrived with the culture of recognition and positivity. The school has analyzed all chronic absenteeism and discipline data to provide a detailed description of the progress and challenges.

2. Name specific steps to be taken to reduce the loss of instructional time. Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

We have taken the following steps at West Side to reduce the loss of instructional time:

- *Implementation of a schoolwide program that is proactive in nature to encourage all students to behave with their best behavior, to perform to their best ability academically, and to attend school regularly,
- *purchase of an electronic system used by teachers to award Gator Bucks to award and recognize students for their positive behaviors, their academic successes, and their exhibition of having the character traits emphasized each month; Gator Bucks can be redeemed by students for prizes in the Gator Store bi monthly

*after-school detention has been used and has been seen as a good deterrent for misbehavior, thus keeping more students in class and at school, *Tier 2 motivation plans, effort plans, focus plans, and behavior plans have been used to reduce the amount of class disruption caused by students who are not attending to their instruction or the task at hand,

*Tier 3 Behavior Intervention Plans have been used to reduce the amount of class disruption caused by students who are not attending to their instruction or the task at hand and who have a history of misbehaving with more extreme behaviors, *students in grades K - 6 who have behavior plans of any kind meet with their teacher at the end of the day to answer for their behavior and to be rewarded if they met their goal,

*our counselor and social worker are regularly used to help students deal with their social/emotional/behavioral struggles whether they are school-based, home-based, peer-based or self-based,

*social worker is used to go into classrooms and give character development/behavior classes to assist classes of students who demonstrate a deficiency in social skills and there are conflicts occurring,

*take-home folders and daily planners are used to complete the circle of communication between school and home,

*teachers communicate with parents regularly through notes home or phone calls or through an educational app when a student begins displaying behaviors that may have a negative impact on academic achievement; due to COVID-19 guidelines to be followed, we have worked hard to get 100% of our parents on the educational app to facilitate better communication between school and home.

We use Parent Square as the outreach between home and school.

*Picayune School District's Parenting Center is an outreach center for all students and families and houses the Title I social workers, elementary school counselors, and the district nurse. A list of community resources and agencies are kept on file in order to help parents with further assistance, including but not limited to counseling services, school supplies, uniforms, and shoes. All of this goes toward ensuring students are able to be in attendance in order to access their education.

3. Describe the implementation of a schoolwide tiered model and/or early intervening services to prevent and address problem behavior coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

At West Side, we have implemented a schoolwide program that is proactive in nature to encourage all students to behave with their best behavior, to perform to their best ability academically, and to attend school regularly. Through professional development with Josten's Renaissance, we developed a positive behavior/positive school culture program that addresses behavior, academics (at their instructional level and on their grade level), and attendance; that

rewards every student in some way; that inspires students to academic success while celebrating moments that matter through many small ways and through some innovative celebrations. We do use Title I funds to purchase some awards for our students (lanyards that do not say West Side and pins to go on the team work and belonging for all students, all staffulty, and all stakeholders). Our Leadership Team develops a theme and all things West Side reflect that theme to develop a sense of our parents on the educational app to facilitate better communication between school and home. We're focusing on character development and recognizing those students who demonstrate positive character traits as they go through their days at West Side. Gator Bucks are used to encourage students to do their best in every aspect of their student life. Students then get to spend their Gator Bucks at the Gator Store, which is kept stocked (by our wonderful PTO) with school supplies, free dress coupons, coupons from local merchants, toys, etc. Items range in cost from 1 Gator Buck to 500 Gator Bucks. Students who achieve Hall of Fame status (based upon their data in attendance, academics, and behavior) are celebrated each 9 weeks (with their families) for their success across the board. All of these opportunities for recognition and reward go toward strengthening our academic program, increasing the amount and quality of learning time, and educating the whole child. This message is on our school calendars monthly as a reminder and an encouragement to strive to get into the Hall of Fame each 9 Weeks:

Earn Your Way into our Hall of Fame:

*No more than 2 absences, 2 tardies, and 2 check-outs.

*All A's &/OR B's & S's on Report Card

*No Office Referrals during the 9 Weeks Period

***Our staffulty celebrates each other to encourage each of us to give our best to our students on a daily basis for the year. Monthly, one teacher and one paraprofessional are chosen and celebrated as Staffulty Members of the Month. They are named by their peers. Our culture of constant conversation between teachers and administration, our timely Tier 2 and Tier 3 meetings, and our Leadership Team enable us to keep a current reading of the behavior needs of our students. Rather than waiting for students to receive a certain number of office referrals before looking into "next steps", we work proactively to address student

needs. These students would be considered Tier 2. Students who have a lack of motivation to give their best effort toward their work, or who may struggle with focus issues, or who may struggle to meet the behavior expectations of the school or classroom will be given a plan/chart for tracking their level of effort, their focus, or their behavior as a means of helping that student to take ownership of their choices. Those students in grades K - 6 get their charts copied each afternoon and then meet with their teacher at the end of the school day to discuss their day. Points lost are addressed; comments written on the charts are addressed; those meeting their goals are rewarded. The charts go home daily which strengthens the home-school relationship and keeps the parent abreast of how their child's days are going. Parents are requested to review the chart with their child, sign the chart, and have the child return the chart to their homeroom teacher the next morning, completing the circle of communication. This process keeps most of these students from getting office referrals. We usually see a dramatically positive change in behavior, effort given on assignments, and attempts to focus. All of this keeps the

student in the classroom more and enables them to access their education more readily. We have also used our social worker to go into classrooms and give character development/behavior classes to assist classes of students who demonstrate a deficiency in social skills. Tier 2 meetings to review data are ideally held monthly with parent involvement. If the parent cannot attend the meetings, the social worker may give them a ride to the meeting, or they are called during the meeting or after the meeting. This level of support through MTSS includes all students as needed: general education students, students in exceptional education (behavior), students with a 504 plan, EL students (behavior), and students who are in gifted. (As a general rule, although there are exceptions, Exceptional Education students, 504 students, and EL students are considered Tier 3 for academics because they are receiving intensive interventions. If there are behavior goals connected to their IEP, 504, or LSPs, we would start at the level of a regular Tier 2 plan/chart first before moving into more intensive behavior interventions unless the more intensive behavior intervention is noted to be warranted after consulting with the Positive Behavior Specialist.) Students who do not show a positive change in their behavior but who continue to get office referrals for behaviors that are disruptive to the learning environment for themselves or others are moved to Tier 3 after referring all data to and consulting with the Positive Behavior Specialist for the Elementary Schools. If the PBS is in agreement that this is warranted, an FBA is done and a BIP is developed by the PBS. TST meetings are held and data is reviewed with the involvement of the PBS and the parent. Should a student continue to receive office referrals for a pattern of behavior, that student may have a CAFAS or psychological evaluation requested or that student may be considered for placement in a behavior modification class.

At the beginning of each year, a summary of students who were involved in MTSS in each grade level is composed and given to the teachers. This provides the teachers with background knowledge of all students who have received Tier support and who may need that extra support for transitioning to the next grade level. Students who have had a behavior chart/plan are also listed and the recommendation is included (based upon the data of the past year) as to whether that child should start the year with a chart or if that child has shown enough progress to not have the chart/plan. All subgroups are allowed to participate and access the same quality instruction with the goal of mastery of State College and Career Readiness Standards.

Subgroups are provided the accommodations and modifications that allow them to freely access their education in a way that is profitable for them and in their least restrictive environment.

PICAYUNE SCHOOL DIST (5520) Public District - FY 2024 - WEST SIDE ELEMENTARY SCHOOL (5520028) Public School - School Plan - Rev 0

1. Describe the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and/or quality of learning time, and/or help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Section 1114(b)(7)(A)(ii) and Section 1115(b)(2)(B).

At West Side, we have implemented a schoolwide program that is proactive in nature to encourage all students to behave with their best behavior, to perform to their best ability academically, and to attend school regularly. Through professional development, we developed a positive behavior/positive school culture program that addresses behavior, academics (at their instructional level and on their grade level), and attendance; that rewards every student in some way; that inspires students to academic success while celebrating moments that matter through many small ways and through some innovative celebrations. We do use Title I funds to purchase some awards for our students (lanyards that do not say West Side and pins to go on the lanyards to reflect students' accomplishments). Our Leadership Team develops a theme and all things West Side reflect that theme to develop a sense of team work and belonging for all students, all staff, and all stakeholders. Due to COVID-19 guidelines to be followed, we have worked hard to get 100% of our parents on the educational app to facilitate better communication between school and home. We're focusing on character development and recognizing those students who demonstrate positive character traits as they go through their days at West Side. We have purchased an electronic system used by teachers to award Gator Bucks to award and recognize students for their positive behaviors, their academic successes, and their exhibition of having the character traits emphasized each month. ; Gator Bucks can be redeemed by students for prizes in the Gator Store monthly. The Gator Store is kept stocked (by our wonderful PTO) with school supplies, free dress coupons, coupons from local merchants, toys, etc. Items range in cost from 1 Gator Buck to 500 Gator Bucks. Students who achieve Hall of Fame status (based upon their data in attendance, academics, and behavior) are celebrated each 9 weeks (with their families) for their success across the board . All of these opportunities for recognition and reward go toward strengthening our academic program, increasing the amount and quality of learning time, and educating the whole child. This message is on our school calendars monthly as a reminder and an encouragement to strive to get into the Hall of Fame each 9 Weeks:

Earn Your Way into our Hall of Fame:
*No more than 2 absences, 2 tardies, and 2 check-outs
*All A's &/OR B's & S's on Report Card
*No Office Referrals during the 9 Weeks Period

***Our staff celebrate each other to encourage each of us to give our best to our students on a daily basis for the year. Monthly, one teacher and one paraprofessional are chosen and celebrated as Staffulty Members of the Month. They are named by their peers. . Also, our Leadership Team provides a little encouragement happy monthly to all of our staffulty to show how much each staffulty member is appreciated.

*We have fully implemented MTSS as set forth by MDE. We give parents notification that their child is receiving Tier 2 or Tier 3 interventions and meetings are held regularly with a high level of parental input. We are putting a high level of emphasis on attendance and on the students giving their best effort and taking charge of their academic progress. Students who show signs of struggle or who are at risk of failure are referred for Tier services through MTSS which involves the parent as a team member. MTSS has at its core the benefit of increasing the amount and quality of learning time and helping students to access the education being provided to them.

*We are fully implementing a reading and math computer-based program that is providing students with the ability to fill in those holes in their learning that may exist due to poor attendance in the past, poor behavior in the past, or poor retention of instruction received (whatever reason). This computer program is serving as a tremendous support for our MTSS by placing students on an individual learning path based on their diagnostic assessment, allowing them to return to areas of instruction that they need to solidify so that their grade level skills can be strengthened and required student growth can be achieved. Students who have stronger academic foundations will more readily access the quality education that is being offered to them throughout their school year, thus increasing the quality of learning

This program also allows students who have strong academic skills in ELA and Math to work at higher grade levels, resulting in them being provided an enriched and accelerated curriculum. We use a very successful program as a screener to drill down to the specific skills on which students need intensive reading interventions for those K-3 students who qualify. This screener/placement test does focus on the 5 foundational areas of ELA instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Students then participate in an intensive reading intervention that is targeted on the skills shown as areas of deficiency on this screener. Title I paraprofessionals and/or Teacher Assistants provide extra assistance to struggling students. Tutors are

also hired to assist students with instructional needs based upon data collected. Because of the individualization of these intensive interventions, the students' quality of learning time is greatly enhanced and the amount of learning time they participate in actively and productively is greatly increased.

*Our Gifted Class (FOCUS) curriculum is designed to develop and promote high level thinking and problem solving skills as well as creative and critical thinking. The purpose of our gifted services is to provide a differentiated, enriched, academic environment that enables these children to reach their full potential. Gifted students have significantly unique and varied cognitive and affective needs and are entitled to an education that provides an environment that supports those needs.

*Our after-school or before-school tutoring services for Exceptional Education students in grades 4-6 strengthens our academic program by offering these students the extra time they often require to solidify their skills and to more readily access their education that is offered during the regular school day. The Exceptional Education teacher of these students volunteers her time so that these students get this extra time of instruction.

*Students in 6th grade may join the band class which meets Mondays-Thursdays from early in the fall through late spring. These students travel to the Picayune Junior High School campus to attend band class. Often band becomes these students' niche and helps them to assimilate more readily into their junior high school years which continues through their high school years. Band becomes their opportunity to enjoy music on a more personal level, be a part of a large community of students, and to eventually attend college on a band scholarship, enabling some students to attend college who otherwise would not have been able to afford it. Students who attend band classes do not miss any core instruction of the CCRS from their teachers.

2. Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Please provide the activities to be implemented which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C).

Proactive schoolwide positive school culture program with a character development focus along with recognition for academics, attendance, and behavior (From What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/Docs/.../behavior_pg_092308.pdf, Reducing Behavior Problems in the Elementary School Classroom; **EFFECTIVE PRACTICE:** develop and implement effective prevention and intervention strategies that promote positive student behavior; has a **Moderate & Strong** effectiveness rating and it was studies among elementary students; the effect on student achievement is **Moderate & Strong** as it enables students to more readily access the quality education that is being offered to them as they adopt positive behaviors.

MTSS: After reviewing data from the Universal Screener, classroom performance, teacher observation, and other available data, if a student is showing signs of struggle, we give parents notification that their child is receiving Tier 2 or Tier 3 interventions and meetings are held regularly with a high level of parental input. We are putting a high level of emphasis on attendance and on the students giving their best effort and taking charge of their academic progress. As a standing intervention for students who have an IEP through Exceptional Education in grades 4 - 6, after-school tutoring is offered from the fall through mid-spring as an extra intervention. Within the MTSS arena, under IDEA, students with an Individualized Education Plan or a 504 Plan are provided accommodations and modifications that allow them to more readily access the quality education that is being offered to them so that they may master College and Career Readiness Standards. Through MTSS, their goals and interventions are tracked to review their progress based upon progress monitoring data. Also, we have targeted those students who were in our Bottom Quartile on MAAP Spring 2021. These students' weaker skill areas are being addressed specifically to provide these students the opportunity to grow in these areas. (From the Effective Practices/Research Briefs and Evidence Rating from the Center on Innovations and Learning - **EFFECTIVE PRACTICE 1: Provide a tiered system of instructional and behavioral supports and interventions - Practice guides developed and available through What Works Clearinghouse suggest the effectiveness of Response to Intervention approaches for elementary reading and math (Gerstrom, 2009) have a **STRONG** effectiveness rating. In addition, recent effect sizes by John Hattie (2016) are high (.107). These studies were conducted with elementary school students and their effect on student achievement is strong. **EFFECTIVE PRACTICE 2:** Maintain sound classroom management: the following article from the What Works Clearinghouse suggests that explicit vocabulary instruction, direct and explicit comprehension strategy instruction, and an intensive and/or individualized intervention for struggling reading students that is provided by trained personnel has a **STRONG** effectiveness rating, thus having a strong effect on improved student achievement.) (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf)

Computer program that places students on their own instructional learning path for both reading and math: (From the Effective Practices/Research Briefs and Evidence Rating from the Center on Innovations and Learning - **EFFECTIVE PRACTICE: Mix traditional classroom instruction with online delivery of instruction and content, including learning activities completed outside the school, granting the student a degree of control over time, place, pace, and/or path. See Brodersen and Melluzzo, February 2017, "Summary of research on online and blended learning programs that offer differentiated learning options," published on What Works Clearinghouse site which suggests that the effectiveness rating is **Moderate** due to the fact that many studies have been done on college students but not as many have been done for elementary students. "To ensure fidelity of implementation, schools must consider available technology and how low-income students' needs will be supported, and allow for extensive professional learning opportunities for teachers." - At West Side, we have this program

done at school so that low income students do have ready access to this technology, and our teachers have had extensive training on implementing this program with integrity. Because this mix of traditional classroom instruction with online delivery of instruction and content are proving to show strong results in academic improvement from the fall to the spring in the instructional level of our students, we feel that this has a STRONG level of effectiveness with elementary students.

**Use of the counselor and social worker to help our students and families with challenges they are facing that might involve social/emotional situations or family difficulties, thus allowing all of our students to more readily access their education; Use of charts/behavior plans with "check-in/check-out; mentoring of students for behavior/emotional needs: (From the Effective Practices/Research Briefs and Evidence Rating from the Center on Innovations and Learning - EFFECTIVE PRACTICE: Provide instruction, modeling, classroom norms, and caring attention that promotes students' self-respect, management of emotions, concern for others, and responsibility. See: <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=443> for a recent review of SEL programs for young children. STRONG level of effectiveness. The "School Community Council" indicators are expert-recommended strategies that offer ways to further build social/emotional competency into school contexts.)

**Under IDEA, students with an Individualized Education Plan or a 504 Plan are provided accommodations and modifications that allow them to more readily access the quality education that is being offered to them so that they may master College and Career Readiness Standards. Through MTSS, their goals and interventions are tracked so review their progress based upon progress monitoring data.

3. Describe the evidence-based strategies that will be implemented for assisting preschool children in the transition from early childhood education programs to local elementary school programs. If it is not applicable, indicate "n/a" in the text box. Section 1114(b)(7)(A)(iii)(V).

N/A

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School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Field Teachers	Number of Inexperienced Teachers (0-3 years)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2020-21									
2021-22	44	21	23		4		7.00	14.00	1.00
2022-23	45	24	21		4	1.00	5.00	17.00	0.00

1. Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

*National conference with professional consultants: members of the Leadership Team attend this conference and enjoy dynamic speakers and break-out sessions that focus on tangible strategies to improve climate and culture in such a way that all students are recognized on some level with earned rewards that are walk-aroundable, all faculty and staff are included in motivational events and recognition, and an overall positive, encouraging, and motivating culture is purposely developed and perpetuated year after year. We have not been allowed to use our Title I funds to attend this conference in the past even though the resources, ideas, and planning times we have gained from this conference have been formidable in aiding us in becoming the successful educational community that we have become. (From What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/Docs/.../behavior_pg_092308.pdf, Reducing Behavior Problems in the Elementary School Classroom; EFFECTIVE PRACTICE: develop and implement effective prevention and intervention strategies that promote positive student behavior; has a MODERATE & STRONG effectiveness rating and it was studies among elementary students; the effect on student achievement is MODERATE & STRONG as it enables students to more readily access the quality education that is being offered to them as they adopt positive behaviors.

**MTSS implementation: Discussion of MTSS/TST Forms, procedures, and expectations as described in the MTSS literature. Each teacher must be prepared to meet the individual needs of students, to recognize the struggling student, and to refer that student to MTSS on the appropriate intervention level so that the student receives the appropriate level of supports and interventions. Students with IEPs, 504s, Language Service Plans, Behavior Support Plans/Charts, Behavior Intervention Plans, students who attends Gifted classes, and struggling general education students, are all included under the umbrella of MTSS. (From the Effective Practices/Research Briefs and Evidence Rating from the Center on Innovations and Learning - EFFECTIVE PRACTICE 1: Provide a tiered system of instructional and behavioral supports and interventions - Practice guides developed and available through What Works Clearinghouse suggest the effectiveness of Response to Intervention approaches for elementary reading and math (Gerstner, 2009) have a STRONG effectiveness rating. In addition, recent effect sizes by John Hattie (2016) are high (1.07). These studies were conducted with elementary school students and their effect on student achievement is strong. EFFECTIVE PRACTICE 2: Maintain sound classroom management: the following article from the What Works Clearinghouse suggests that explicit vocabulary instruction, direct and explicit comprehension strategy instruction, and an intensive and/or individualized intervention for struggling reading students that is provided by trained personnel has a STRONG effectiveness rating, thus having a strong effect on improved student achievement.) (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf)

**Educational consultants: Consultants come multiple times through the year to work with faculty members of ELA, Math, and Science, and to work with specific faculty members who have demonstrated the need to increase their capacity to offer a more seasoned approach to the instruction in their classroom. These consultants meet with individual faculty and provide guidance based upon their observations of these teachers during instruction with their students. These educational consultants teach the teacher how to better monitor student data and how to ensure consistent and effective implementation of the planning and delivery of the state standards to be mastered. The consultants provide feedback to the teacher with whom they are working and to the administration so that training and improvement or lack of improvement can be tracked. Consultants meet with teachers and strengthen instruction using the scaffolding document,

Vertical progression guide, and unit plans that are based on the District Curriculum Calendars which set at a pace to cover all required CCRS as required by MDE. (From the Effective Practices/Research Briefs and Evidence Rating from the Center on Innovations and Learning - EFFECTIVE PRACTICE: Align Classroom Observations with Professional Development Several experimental studies have documented positive impacts of teachers receiving feedback through self, peer, and principal classroom observations (e.g., see Kane, Gehlbach, Greenberg, Quinn, & Thai, 2015; Steinberg & Sartain, 2015). Hattie's research additionally shows STRONG effect sizes for "micro-teaching", which includes teachers' reviewing their lessons for evaluation purposes. STRONG level of effectiveness: applies to teachers in elementary setting.) In this same vein, we also hire mentor teachers (retired certified teachers) to come in and work with teachers who are new to the profession or who are serving in a new academic or grade level area. They observe, model, advise, and report to the building principal about what they have observed and about the areas with which they are working with the teacher toward improvement. The number of days that the mentor works with each new teacher depends on the needs demonstrated by that teacher.

**Follow-Up on Jostens Renaissance and Building Climate & Culture for Faculty and Staff. Information Station (policies, procedures, handbook review) and Motivation Station (focuses on the theme, involves teachers in their part of the theme, motivates and inspires reflection so teachers are ready to implement the theme and are excited about involving the students in the theme, prepares teachers for making videos to communicate better with parents as a welcome for the virtual Meet the Teacher/Open House and eventually for the Virtual Parent Orientation). This year, due to COVID-19 guidelines, the Community Communication Station (Team Building activities to promote positive communication and to build continued unity and positivity), and Kick-Off Pep Rally for Staffulty (Staffulty recognition and deeper introduction to the theme for the year through excitement, team competitions, and celebrations) had to be cancelled in their regular form. However, we continue to recognize students and staffulty on a weekly basis on our "Tell Me Something Good" event that occurs every Friday afternoon, monthly Staffulty of the Month recognition, monthly gifts to teachers from the Leadership Team, monthly Gator of the Month, and daily opportunities for students and (From What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/Docs/.../behavior_pg_092308.pdf, Reducing Behavior Problems in the Elementary School Classroom; EFFECTIVE PRACTICE: develop and implement effective prevention and intervention strategies that promote positive student behavior; has a MODERATE & STRONG effectiveness rating and it was studies among elementary students; the effect on student achievement is MODERATE & STRONG as it enables students to more readily access the quality education that is being offered to them as they adopt positive behaviors.

**Support Services - Facilitated by Principal; Assistant Principal; Social Worker; District Nurse; and School Counselor. Review of forms and procedures for referring students to the nurse, social worker, counselor, etc. Discuss the different services we have access to and how they serve to support our students and their well-being and achievement. (From the Effective Practices/Research Briefs and Evidence Rating from the Center on Innovations and Learning - EFFECTIVE PRACTICE: Provide instruction, modeling, classroom norms, and caring attention that promotes students' self respect, management of emotions, concern for others, and responsibility. See: <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=443> for a recent review of SEL programs for young children. STRONG level of effectiveness. The "School Community Council" indicators are expert-recommended strategies that offer ways to further build social/ emotional competency into school contexts.)

**Computer-Based Program Training: Professional Development is offered (virtually) throughout the year to discuss strategies and techniques to improve the use of the computer-based program that we use district wide in the elementary and junior high schools. Using the program with integrity is necessary in order to fully access the individualized instruction made available to students through this program. Follow-up to these professional developments through grade-level meetings and student meetings are also necessary in order to impact student achievement to the highest degree. (From the Effective Practices/Research Briefs and Evidence Rating from the Center on Innovations and Learning - EFFECTIVE PRACTICE: Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction. Our Principal uses data from this program to regularly keep a focus on instructional improvement and student learning outcomes. Data from this program is part of what drives our positive recognition program, and it is data that our principal gathers regularly. Our principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices. Our staffulty's commitment to improved student learning comes from our principal's commitment to meeting the needs of all students. (From the Effective Practices/Research Briefs and Evidence Rating from the Center on Innovations and Learning - EFFECTIVE PRACTICE: Mix traditional classroom instruction with online delivery of instruction and content, including learning activities completed outside the school, granting the student a degree of control over time, place, pace, and/or path. See Brodersen and Melluzzo, February 2017, "Summary of research on online and blended learning options," published on What Works Clearinghouse site which suggests that the effectiveness rating is MODERATE due to the fact that many studies have been done on college students but not as many have been done for elementary students. "To ensure fidelity of implementation, schools must consider available technology and how low-income students' needs will be supported, and allow for extensive professional learning opportunities for teachers."

**edWeb.net Personalized Professional Development: This is a free professional learning network where educators can attend live or recorded edWebinars, complete personal learning plans, and earn CEU certificates towards professional development hours. (From the Effective Practices/Research Briefs and Evidence Rating from the Center on Innovations and Learning - EFFECTIVE PRACTICE: Align Classroom Observations with Professional Development Several experimental studies have documented positive impacts of teachers receiving feedback through self, peer, and principal classroom observations (e.g., see Kane, Gehlbach, Greenberg, Quinn, & Thai, 2015; Steinberg & Sartain, 2015). Hattie's research additionally shows STRONG effect sizes for "micro-teaching", which includes teachers' reviewing their lessons for evaluation purposes. STRONG level of effectiveness: applies to teachers in elementary setting.)

**Making Connections Conference (if it is held this year): Teachers/Administrators choose break-out sessions that would benefit them most. Sessions include effective teaching strategies, professional standards, improved discipline strategies, and ways to improve student achievement. MTS sessions, Exceptional Education sessions, positive behavior interventions and supports sessions all address how to go about meeting the needs of all children and those at risk of not meeting the demands of the CCRS. This conference is much like personalized professional development, allowing educators to choose sessions that cover areas in which they feel the need to show improvement. (From the Effective Practices/Research Briefs and Evidence Rating from the Center on Innovations and Learning -
EFFECTIVE PRACTICE: Align Classroom Observations with Professional Development Several experimental studies have documented positive impacts of teachers receiving feedback through self, peer, and principal classroom observations (e.g., see Kane, Gehlbach, Greenberg, Quinn, & Thai, 2015; Steinberg & Sartain, 2015). Hattie's research additionally shows STRONG effect sizes for "micro-teaching", which includes teachers' reviewing their lessons for evaluation purposes. STRONG level of effectiveness; applies to teachers in elementary setting.)
The school has provided a detailed description of the process used to review and analyze student and teacher data to determine whether low-income and minority students are being taught ineffective, inexperienced, or out of field teachers at a higher rate than other students. The school has provided more than one procedure to ensure equitable access to highly effective teachers and address identified disparities.

2. What activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

The following professional development activities will occur throughout the school year at West Side:
*Leadership Team Meetings occur regularly to discuss upcoming events, curriculum topics, building issues, grade-level meetings, classroom observations, and any other topics of interest by members.

*Due to COVID-19 guidelines, PLCs are not meeting this year; teachers are using an free online professional development site through which they can earn CEUs for professional development in the areas in which they have a weakness, need for improvement, or interest.

*Grade Level Meetings occur regularly to discuss curriculum, pacing, CCRS, best practices, use of scaffolding document for units, computer-based program data, Tier 2 referrals, and classroom observations.

*Alignment of Classroom Observations with Professional Development: Faculty at West Side are observed on numerous occasions by school administrators and central office administrators, and some are observed by consultants. There are less observations occurring this year compared to previous years due to COVID-19 guidelines regarding outside adults coming into the building and into classrooms. Faculty receive immediate feedback (usually in less than 24 hours) through email and discussion based upon the observations and feedback is encouraged. Teachers also do at least 1 formal self-assessment to reflect on their areas of strength and the areas in which they need to grow. Teachers have a computer-based professional development resource available to them through which they can seek professional development as needs are identified through observations and feedback. The post-observation conferences held after formal observations involve discussions of the teacher's self-assignment of scores on each Professional Growth System standard. Teachers are encouraged to share

why they gave themselves their score and the principal discusses the why behind the score assigned. Often the teacher has in mind an area in which professional development needs to be sought by the time this post-observation conference is over. Often the areas of improvement identified include meeting the needs of at-risk students who are struggling to meet the challenging State academic standards.
*Literacy-Based Promotion Act Training for teachers in grade s K-3: Discussion of requirements of the LBPA, and its impact on curriculum, MTSS, EL students, Exceptional Education students, General Education students, parents, promotion/retention, and Individualized Reading Plans.

*Gifted Information training: Our Gifted Teacher holds professional development meetings with teachers of grade levels 1 - 6 to discuss "What Gifted Is" and then also trains 1st grade teachers and paraprofessionals to help with the Gifted screener that is given to all 1st grade students.
Parent Orientation: Our Principal and Teachers discuss with parents the Title I Schoolwide Plan, Parent & Family Engagement Policy, Parent-School Compacts, opportunities for parents to be involved with their students' education, invite parents to be involved in important decision-making teams, and discuss grade-level specific policies and procedures. All of this goes toward helping to improve student achievement and enabling all students to more readily access their education.

As important stakeholders, we consider this to be "professional development" for our parents, and it has proven to be invaluable to a successful year for our students.

*State Test Security Training for all Paraprofessionals and Certified Teachers involved in State Assessments: All faculty members involved in State Assessments are trained on the policies and procedures of all State testing as mandated by MDE and as described in the School Test Security Plan including, but not limited to, MAAP, MKAS2, 3rd Grade Summative, MST2, LAS Links screener, LAS Links ELPT, and Universal Screeners.

*Emergency Drill training

*Infectious Disease Meeting - Facilitated by Nurse Stewart, School Nurse. Discuss infectious disease procedures and expectations.

*Title IX Sexual Harassment Informational Training - Facilitated by Director of Federal Programs

*Stop the Bleed Training - Facilitated by School Nurse - discuss procedures of how to help victims during a campus wide emergency.

*Active Shooter Training - Facilitated by Head School Resource Officer - discuss procedures during an active shooter event on campus.

3. What activities will be implemented to recruit and retain effective teachers, particularly in high-need subjects? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Picayune School District, like other districts, has a challenge of recruiting and retaining teachers. However, the District remains dedicated to employ highly effective teachers. Picayune is located approximately 50 minutes from the University of Southern Mississippi (USM) and William Carey University (WCU). The District is fortunate to have student teacher placement. In turn, principals are able to observe prospective teachers in the classroom environment for recruitment purposes.

RECRUIT: The District participates in College Recruitment Days at different colleges in the area. This gives District personnel the opportunity to build a list of perspective candidates for hire. In the Spring, the District hosts a "New Teacher Recruitment Day" on a Saturday for anyone interested in the possibility of employment within the Picayune School District. Additionally, when positions become available, they are posted on the district website. One of the advantages of our location is that Picayune School District is six miles from the Louisiana state line, so Louisiana retired teachers often come to our district to remain in the teaching field.

RETAIN: Prior to school starting, a New Teacher Academy is provided for teachers having only one to three years' experience. Also, any teacher who struggled the prior year (with a principal's recommendation) attends the Academy. After the initial training, new teachers are assigned a mentor to monitor the transition of becoming an effective instructional teacher. Picayune School District is dedicated to provide on-going support to retain and train teachers to become and remain effective teachers through the support of principals, district administrators, colleagues, and mentors. The District approves professional development in-district, at school-level PLCs, and out-of-district. These opportunities afford teachers to earn CEU's for license renewal. The District collects documentation, throughout the year, for teachers to apply for CEU credit through William Carey University (WCU). When teachers leave the district, they are required to complete an EXIT survey with their building principals. Once the surveys have been completed, the HR Director and building principals collaborate about the concerns. The concerns are then reviewed to be addressed for the current/following school year.

PICAYUNE SCHOOL DIST (5520) Public District - FY 2024 - WEST SIDE ELEMENTARY SCHOOL (5520028) Public School - School Plan - Rev 0**1. Describe how the school will involve parents and family members in the development and evaluation of this plan. Section 1116(c)(3) and Section 1115(b)(2)(E)**

West Side has a Parent & Family Engagement Plan that was developed in collaboration with the Community Planning and Title I Schoolwide Team. It is reviewed and revised annually in the spring at one of the Community Planning and Title I Schoolwide Team Meeting. This year it was presented virtually to parents at the Parent Orientation nights in the fall (this serves as our Annual Title I Parent and Family Engagement Meeting). Our plan outlines how we hold parents as an important stakeholder and welcome their input and advice. In our plan, we encourage parents to call anytime that they have questions or concerns. During this meeting, we discuss the present year's Title I Schoolwide Plan, the Parent & Family Plan, opportunities for Parent and Family involvement throughout the school year, the Parent-School Compact, any other topics that parents/families bring up, and then the teachers discuss with the parents/families the specifics about academics, homework, and expectations for their particular grade level.

Throughout the year, parents are invited to join and attend (virtually, if needed) our Community Planning and Title I Schoolwide Team Meetings that will occur at least two more times during the school year. At these meetings, parents, family members, community members, staff, faculty, and district personnel discuss data that reflects and impacts student achievement, revising according to student need as the year progresses. In the spring, the meeting is focused around reviewing and revising the Title I Schoolwide Plan as a whole, the Parent & Family Plan, opportunities for Parent and Family involvement, the Parent-School Compact, and looking toward needed changes for the next school year.

The faculty, staff, and parents of West Side Elementary School believe that it is a team effort to prepare children to achieve their maximum emotional, social, and academic growth and to prepare our children to become lifelong learners and contributing members of a changing society. Parental & Family Engagement activities, with regard to policy development at West Side Elementary School, will include the following:

* Administration of a Parent Needs Survey in the spring of each year which will provide input as to the effectiveness of the school-wide program, especially the Parental Involvement Policy.

***Data gathered from the surveys will be analyzed and compiled along with other data from the comprehensive needs assessment to determine the overall effectiveness of the Schoolwide Title I Program.

***Inclusion of parents in the annual revision of the Parental & Family Engagement Policy .

***Inclusion of parents in the annual revision of the Parent – School Compact.

The Schoolwide Title I Planning Committee is comprised of administrators, district staff, Title I staff, parents, teachers, and community members. This committee plays a fundamental role in the development/revision of the Schoolwide Title I Program which includes the Parental Involvement Policy.

***Inclusion of parents in information and decision-making through open round-table discussions at PTO meetings.

***Providing the Schoolwide Title I Plan to parents and community members, which includes the Parent & Family Engagement Policy. This policy will be maintained in the principal's office and on the school's and district's web page.

***Informing parents in the document of the Schoolwide Title I Plan and at the annual meeting that they may give input if they disagree with any of the content found in the Schoolwide Title I Plan.

2. Describe the process used to develop, implement, and evaluate parent and family engagement activities to improve student academic achievement and school performance. Section 1116(d) and Section 1115(b)(2)(E)

*Throughout the year, parents are invited to join and attend our Community Planning and Title I Schoolwide Team Meetings that will occur at least 3 times during the school year. The spring meeting is used to review and revise the Title I Schoolwide Plan as a whole, the Parent & Family Plan, opportunities for Parent and Family involvement, the Parent-School Compact, and looking toward needed changes for the next school year. This is the meeting at which we would evaluate if Parent & Family Engagement Activities need to be continued as they are, continued with some changes, or changed to something totally different. We have a very active Parent Teacher Organization (PTO) at West Side. The parents involved in PTO are very active in bringing suggestions to the administration about educational

opportunities that they feel our students would benefit from. They also discuss with administration what Parent & Family Engagement Activities they would like to see and that they would like to help support. Our PTO is very useful in encouraging other parents to get involved with different PAFE activities and in drumming up volunteers to come and help with different PAFE activities at school throughout the year. So far in 2020-2021, only the PTO Board Members

have been able to volunteer in the school. They were approved by Central Office to come and work in our Gator Store and other in-school activities. They follow the same protocol upon entering the building as other employees: germ-x and having temperature taken.

*Priority has been given this year to ensuring that we have 100% of our parents/families on our educational communication app so that we can keep parents informed and so that we can keep the home-to-school communication a priority during these days under COVID-19 guidelines.

*Concerning the Annual Title I Parent Meeting (Parent Orientation), West Side Elementary School will implement the following:
*Arrange an annual (virtual) meeting to inform parents about the Title I Schoolwide Program, Title I requirements and offerings. This is held under the title of our Virtual Annual Parent Orientation which is held at the beginning of each school year in which parents are informed of Title I and the Title I Schoolwide Program and receive details about their child's school year.

***Involve parents in the policy review and improvement of the Title I Schoolwide Program.

***Provide parents information about programs, curriculum, assessment, and achievement expectations.

***Information may be provided to parents through monthly school calendars, newsletters, school website, telephone calls, educational communication app, student handbooks, parent-teacher conferences, PTO meetings, and the Picayune item.

To ensure effective involvement of parents and to support a partnership among West Side Elementary School, parents, and community members that enhances student academic achievement, we:

***Shall provide professional development opportunities to improve student achievement for faculty and staff

***Shall maintain Parent & Family Engagement resources at the school and the Picayune School District Parenting Center

***Shall coordinate and provide educational services to EL students and parents

***Shall educate faculty and staff through in-service opportunities of the importance of working with parents as equal partners to build ties between parents and school

***Shall provide parents with opportunities to discuss student progress through virtual parent-teacher conferences, Annual Title I Parent Meeting (Virtual Parent Orientation), where teachers, district counselors, and/or district social workers explain the following: State Assessment Student Profile Reports (when we have State Assessments later this year), State School Report Card, State Academic Achievement Standards, State Curriculum, State and District Assessments/Universal Screeners, Student Progress Reports, Student Report Cards, Parent – School Compact, and Parental & Family Engagement Plan.

***Shall coordinate and integrate parent involvement programs/activities including but not limited to the following:

+Virtual Meet the Teacher (Open House)

+virtual Title I Annual Parent Meeting (Parent Orientation Meetings)

+Tutoring for Exceptional Education Students

+TST Meetings

+IEP Meetings

+Language Service Plan Meetings for EL students

+Parent Meeting for addressing the needs of their EL student
+Parent Advocacy Meeting (for Parents of Students in Gifted Class)

+Individual Reading Plans

+Read-at-Home Plans

+Parent Contact as per Literacy-Based Promotion Act Requirements

+Fall Community Festival - sponsored by PTO

+Gator of the Month Celebration

+ Hall of Fame Induction and Celebration

+Book Fairs

+Field Day Workers/Volunteers

+Community Planning and Title I Planning Committee

+ Parent Conferences

+Memos/Newsletters sent home

+Phone calls, email, notes home, and, school calendar

3. Describe how the school will provide programs that reach parents and family members at home, in the community, as well as at school. Section 1116(3)(D)(ii) and Section 1115(b)(2)(E)

Read-At-Home Plans are sent home so that parents have resources to use when working with their student who is struggling with reading in grades K-3.

*We provide transportation to parent conferences, IEP, TST, LSP meetings through our social worker.
*We send out messages on our educational app, AIM messages, newsletters, and calendars, and newsletters so stakeholders who are quarantined will remain informed of events that are happening.

*We post events in the Picayune Item so that community members are aware of events that they would be interested in attending.
*We post events on WRJW, our local radio station so that community members are kept abreast of events they may be interested in attending.

*We post events and celebrations on our web site and our YouTube channel so that parents, families, and community members are aware of the achievements of our students and events that they may be interested in attending.

*We send out scores from the Universal Screeners and future State Assessment scores to parents so that they are kept abreast of formal assessment scores of their students.

*We communicate regularly with parents through phone calls and our educational app who are unable to attend meetings so that they are kept abreast of their student's academic/behavioral progress.

*Our PTO maintains a Facebook page where they post information about events, lunch menus, celebrations, and they also field questions from the community, which they then present to administration for clarification and answers

4. Describe how the school will ensure that the schoolwide plan/targeted assistance plan is in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand. Section 1114(b)(4), Section 1116(e)(5) and Section 1115(b)(2)(E)

We review our Schoolwide Title I Plan with our parents who are on our Community Planning and Title I Schoolwide Team. They give us honest feedback on how easy it is to understand our plan document.

*There is a translation tool that parents who need a different language can click on so they can read the web site in their own language.

*In all of our meetings, we encourage parents to call the office to discuss anything they have questions about from the plan.

PICAYUNE SCHOOL DIST (5520) Public District - FY 2024 - WEST SIDE ELEMENTARY SCHOOL (5520028) Public School - School Plan - Rev 0**1. Summarize successes your school has experienced and why.**

At West Side, we have implemented a schoolwide program that is proactive in nature to encourage all students to behave with their best behavior, to perform to their best ability academically, and to attend school regularly. Through professional development with Josten's Renaissance, we developed a positive behavior/positive school culture program that addresses behavior, academics (at their instructional level and on their grade level), and attendance; that rewards every student in some way; that inspires students to academic success while celebrating moments that matter through many small ways and through some innovative celebrations. This year, we have had to get creative with virtual celebrations due to COVID-19 guidelines; however, we have been quite successful in continuing our program through virtual celebrations and virtual recognitions. We do use Title I funds to purchase some awards for our students (lanyards that do not say West Side and pins to go on the lanyards to reflect students' accomplishments). Our Leadership Team develops a theme and all things West Side reflect that theme to develop that sense of team work and belonging for all students, all staffulty, and all stakeholders. We're focusing on character development and recognizing those students who demonstrate positive character traits as they go through their days at West Side. Gator Bucks are used to encourage students to do their best in every aspect of their student life. We have purchased an electronic system used by teachers to award Gator Bucks to award and recognize students for their positive behaviors, their academic successes, and their exhibition of having the character of an ELITE Gator (Excellence, Leadership, Inclusive, Teachable, Encouraging); Gator Bucks can be redeemed by students for prizes in the Gator Store monthly. Our Gator Store is kept stocked (by our wonderful PTO)

with school supplies, free dress coupons, coupons from local merchants, toys, etc. Items range in cost from 1 Gator Buck to 500 Gator Bucks. Students who achieve Hall of Fame status (based upon their data in attendance, academics, and behavior) are celebrated each 9 weeks (videos are shared with their families) for their success across the board. All of this goes toward strengthening our academic program, increasing the amount and quality of learning time, and educating the whole child. This message is on our school calendars monthly as a reminder and an encouragement to strive to get into the Hall of Fame each 9 Weeks.

Earn Your Way into our Hall of Fame

No more than 2 absences, 2 tardies, 2 check-outs

*All A's &/OR B's & S's on Report Card

*No Office Referrals during the 9 Weeks Period

***Our Staffulty celebrates each other to encourage each of us to give our best to our students on a daily basis for the year. Monthly, one teacher and one paraprofessional is chosen and celebrated as Staffulty Member of the Month. They are named by their peers. . Also, our Leadership Team provides a little encouragement happy to all of our Staffulty to show how much each Staffulty member is appreciated.

***Our morning duty staffulty are referred to as greeters. We strive to have each student to be greeted by name, a smile, and an elbow touch or air high five. We change the name of our morning duty team each year and adjust the goals to match our yearly theme. Our afternoon duty team sends our students off to have a peaceful evening with their families after a cheerful sendoff.

***Due to COVID-19 guidelines, PLCs are not meeting this year; teachers are using an free online professional development site through which they can earn CEUs for professional development in the areas in which they have a weakness, need for improvement, or interest.

***Grade Level Meetings occur regularly to discuss curriculum, pacing, CCRS, best practices, use of scaffolding document for units, computer-based program data, Tier 2 referrals, and classroom observations.

***MTSS is a strong resource at West Side, particularly for our general education Tier 3 students who require an intensive intervention, our EL students who require proper planning of and proper implementation of their Language Support Plan, our Exceptional Education students who require an intensive intervention for areas that are connected to their disability, and our Gifted students who may need an intensive intervention. We find that students who are homeless or who are in foster care often are in the arena of needing intensive interventions, and we seek to provide all that we can for these students while that are in our care. We do use Title I Aides and other paraprofessionals to implement many of our Tier 3 intensive interventions for students who require them and to implement Language Support Plans of EL students. After reviewing data from the Universal Screener, other computer-based programs, classroom performance, teacher observation, any State assessment data, and other available data, if a student is showing signs of struggle, we give parents notification that their child is receiving Tier 2 or Tier 3 interventions and meetings are

held regularly with a high level of parental input. We are putting a high level of emphasis on attendance and on the students giving their best effort and taking charge of their academic progress. As a standing intervention for students who have an IEP through Exceptional Education in grades 4 - 6, after-school tutoring is offered from the fall through mid-spring as an extra intervention. Within the MTSS arena, under IDEA, students with an Individualized Education Plan or a 504 Plan are provided accommodations and modifications that allow them to more readily access the quality education that is being offered to them so that they may master College and Career Readiness Standards. Through MTSS, their goals and interventions are tracked to review their progress based upon progress monitoring data.

We not only track academic interventions but also behavior interventions that may include behavior support plans, motivation plans, or focus plans, or the more intensive Behavior Intervention Plans. Parents are integral part of MTSS, and we seek to have them involved throughout the process. The assistant principal serves as the MTSS Chair, and the principal serves as an important consultant, resource, and advisor, as well as the main Agency Representative for most of the academic IEP meetings. We have newly implemented the use of an online calendar as the means by which we schedule all MTSS meetings, including Tier 3, IEP, EL, MET, 504, and parent meetings. We are able to keep all student support personnel included in the scheduling of these meetings by sending invitations to them through email. These student support personnel would be including, but not limited to, school secretary and administrative assistant, the teachers, the Gifted teacher, the MTSS Chair/Assistant Principal, the Principal, the Assessment Team Coordinator, the Positive Behavior Specialist, the Exceptional Education Director, the Speech Therapist, and the Speech-Language Pathologist. This has made our scheduling much more efficient. We use a very successful program as a screener to drill down to the specific skills on which students need intensive reading interventions for those K-3 students who qualify. This screener/placement test does focus on the 5 foundational areas of ELA instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Students then participate in an intensive reading intervention that is targeted on the skills shown as areas of deficiency on this screener. Title I para-professionals and/or Teacher Assistants provide extra assistance to struggling students. Tutors are also hired to assist students with instructional needs based upon data collected. ***Tier 3 for grades 4 - 6, we purchased a program to provide intensive interventions for ELA that meet the needs of the older student who is functioning on a lower level of reading.

***Implemented Tier 2 Math progress monitoring for multiplication facts through our online academic venue.
***Concerning the growth of our Bottom Quartile; we saw a great amount of growth in our Bottom Quartile on the MAAP Spring 2023. For MAAP ELA, we saw 75.8% growth and for MAAP Math, we saw 74.7% growth. Since we are missing MAAP 2020 data, we are targeting our students who scored in the Bottom Quartile on the MOY Universal Screener; helping them to fill in the gaps in their areas of deficiency through focused tutoring by the tutors hired by the District for grades 3-6. Students in K-2 who scored in the Bottom Quartile are being targeted by tutoring through our Title I Aides.

***Implementation of our computer-based program with integrity. Our students are required to get the required number of minutes weekly for both ELA and math, as is evidenced by the movement of students from below grade level to on grade level at the MOY Universal Screener. In the year 2020-2021, the percentage of students indicating a need for Tier 3 interventions based upon the BOY Universal Screener in reading was 18% (down 6% from previous year; by the MOY, this percentage was 10% (down 3% from previous year and down 5% from BOY)). The percentage of students indicating a need for Tier 2 interventions based upon the BOY Universal Screener in reading was 53% (up 5% from previous year); by the MOY, this percentage was 30% (down 2% from previous year and down 23% from BOY). The percentage of students indicating a need for Tier 1 instruction based upon the BOY Universal Screener in reading was 32% (up 1% from previous year); by the MOY, this percentage had increased to 60% (up 5% from previous year and up 28% from BOY). Because of the extremely low numbers of students who scored proficient on the BOY of our Universal Screener in 2021-2022, we expect to see a great increase of students who score proficient on the MOY Universal Screener in both reading and math. As part of our continuing professional development, we have continued to train teachers on the proper implementation of our Universal Screener so that we can continue to see student growth in both on-grade-level skills, growth in skills from lower levels where they may have holes in their background learning, and growth on above-grade-level skills for those who require enrichment.

***Use of instructional workbooks in the classrooms for ELA and Math and 3rd, 4th, and 5th grade writing. These instructional workbooks help to strengthen the rigor of our instruction and also help to engage students' use of academic vocabulary, taking a higher level approach to the standards; these instructional workbooks help us bridge the vocabulary gap between the language of our computer-based instruction program, classroom instruction, and the College and Career Readiness Standards.

***Communication with parents and families is definitely a successful aspect of our West Side culture. We successfully communicate with parents and families through paper bought with Title I funds, through our automated phone system, our educational communication app, monthly calendars, reminder notes, night events at school, celebration of student achievement, and through our social worker and counselor. Specifically, our automated phone system has greatly improved our ability to communicate with parents and family when we need to reach them for a health event, a discipline event, a meeting event, an academic event, or for a positive event. Also, we have worked very hard to be sure that we have as close to 100% of our families on our educational communication

app. We do use Title funds to purchase student planners for students in grades 3-6 so that parents are kept aware of what is occurring on a week-by-week or day-by-day basis throughout the year. Parents know that this planner is in their student's backpack, and it can be referred to for all academic information they need to know about for the week (homework, quizzes, test topics, etc.). For students in grades K-2, we use Title funds to purchase long-lasting folders for school-to-home-to-school communication. These folders help teachers to send daily behavior reports, daily communication, or work samples home so that parents know about their child's progress regularly. The students return these on a daily basis to their teacher. We have to purchase these planners and folders before we know exact numbers of our student population for the year so we do purchase an expected number, plus we also have to purchase extra planners and folders because of the high rate of transiency that we see among our student population*

***100% of our teachers have been trained by Google to use the online platform.
***With the increase of now having 1 Chromebook for each student (through CARES ACT purchases), we will see a greater integration of technology in our classroom instruction.

2. Summarize challenges your school has experienced and why.

**While our MTSS program is very successful on the Tier 3 level with intensive interventions, we do have some challenges on the Tier 2 level. After the first review of data after the BOY Universal Screener, students who should be considered for Tier 2 and Tier 3 are identified and brought before the Tier 2 teams or the TST for Tier 3 referral. The teams are to review the data and see if they feel those students should be referred for Tier 2 or Tier 3 interventions. Once the students are referred for the appropriate level of interventions, Grade Level TST/Tier 2 Chairs schedule meetings and ensure that the Tier 2 academic interventions are being implemented with integrity. Grade level teams are to meet weekly for the purpose of reviewing data and keeping up with the Tier 2 process. The

challenge is in getting all grade levels to follow through with the appropriate level of parental or family involvement, moving through Tier 2 within the recommended time frame, and having final decisions made within the recommended time frame. The MTSS Chair/Assistant Principal oversees the behavior aspect of Tier 2 interventions. The Assistant Principal asks that Tier 2 Grade Level teams report which students have been referred for academic interventions, when meetings occur, if parents/families were involved, and when the final decision is made. However, this does not always happen in the timely manner in which it should happen. This is an area that is being focused on in 2020-2021. Using Google docs has been a strategy to help this arena.

***Another challenge associated with Tier 2 is insuring that our teachers are fully implementing the behavior, motivation, and focus plans with integrity. There are times that a student may get 2 points taken at once; there are times when a chart may not get filled out as the day goes, but it is filled out all at once at the end of the day, leaving the student unaware of his progress throughout the day, which weakens the effect of the plan/chart in supporting the student in an attempt to improve their behavior choices.

***We have good intensive interventions for ELA students in grades 4-6 who struggle with basic comprehension skills; however, effective Tier 3 intensive interventions related to foundational ELA skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension) have been lacking in grades 4-6. We have purchased a program to use for intensive interventions for ELA students in the upper grades. It is built around the 5 foundational skills but is not as elementary in appearance.

***Concerning our EL students: In recent years, we made some good changes in their interventions and in the way we were progress monitoring them. We still do not have enough EL students to have the resources of a certified EL teacher; however, these students need direct instruction that meets their needs in the areas of listening, speaking, reading, and writing. In 2019-2020, District had hired an EL tutor to serve EL students at the elementary schools. However, since our teachers had no input as to what was taught during the EL intervention time, this time was not as productive as it could have been. The District tutor only worked for 4 days; therefore, this tutor did not follow through with the progress monitoring on Fridays. Our teachers were left to progress monitor the EL students on Fridays, but they had no idea what was being covered during the intervention time. Our teachers gave progress monitoring in the areas of speaking, listening, reading, and writing like we had done the year before. However, the disconnect was evident in the lack of collaboration between the District EL Tutor and the classroom teachers. In 2020-2021, the interventions for EL students are being done by the classroom teachers in the areas of speaking, listening, reading, and writing. They are then progress monitoring these students. This has provided a more consistent and productive intervention and, hopefully, more growth will be seen in our EL students this year when the students take their ELPT. However, because this is already a difficult year with

students in class and virtual students, with Tier 2 and Tier 3 interventions, and with EL interventions, and with students having declined in their growth due to the extended school closure, the teachers are very overwhelmed with trying to meet all the needs.

***Student academic and functional vocabulary is low. We think the "why" behind this involves the lack of conversation between our students and the adults in their lives (in general). They spend more time than ever with their peers on social media or playing games online and communicating only using the gaming vocabulary. Our teachers are working to have them speaking in complete sentences, using the academic vocabulary, answering higher level questioning, and providing evidence and reasons for their answers. This area remains to be an area that needs improvement.

***Our students' writing, in general, is poor. They have had quality instruction, but they do not seem to have adjusted their writing process and made the knowledge their own to use in their writing. We have purchased instructional workbooks of a rigorous program in order to raise the rigor expectations for student writing. These are being used in grades 3, 4, & 5.

***We have had a lack of enough technology in the classrooms to enhance our use of small group instruction and lack of appropriate technology integration in the classroom to further enhance the quality of the education the students are receiving. However, in recent years, we received a grant for technology and have greatly increased the amount of technology that the following groups of students get to use: Exceptional Education students in grades K-3, Gifted students in grades 2-6, all kindergarten students, all 6th grade students, and one class of 1st grade students. Some parts of this technology grant are available for ALL students at West Side to use and have greatly enhanced our integration of technology in classrooms across the board. However, we had WiFi issues for half of the first year after receiving the grant, causing difficulty in using much of this technology. There have been improvements made so that all of the available technology is now usable. We have also purchased more technology so that students in grades 3 - 6 are able to do their computer programs in the classroom rather than having to go to the computer labs. For 2019-2020, we were looking forward to doing State assessments in less time, decreasing the amount of instructional time lost. However, due to the extended school closure and the cancellation of State assessments, we were not able to see the great effect of having more technology. In 2020-2021, we have received enough Chromebooks for each student to have one (CARES Act funds). We expect to be able to move this out of the "what is not working in your school and why" for next year.

***We do experience a high degree of transiency among our students. We have a fairly large number of students who transfer to 1 or more schools during a given school year. They may be just moving to a different elementary school in our district or they may be moving to a different district in MS or out of state. From September-December 2020 there were 20 West Side students who moved within the district or between us and the other school district in our county. This continues throughout the school year. We also had 17 students who relocated either to us from Louisiana or from us to Louisiana. The MS/LA border is about 5 miles from our school. This amount of relocation continues throughout the year as well. Another issue this year is the number of students whose parents choose to "homeschool" them at the beginning of this year, then they entered school at some point either during the 1st or 2nd 9 Week periods. A further complication we are seeing this year is with the students whose parents chose to have them do school as virtual learners to start the school year. Many of these students were not diligent to attend to their studies even though they had internet access with an acceptable device. These are elementary school students, many of whom have parents who do not have education as their top priority because they are still working. The increase of movement between homeschool, virtual learning, and then into the classroom, has further weakened the progress these students are making. Looking at those who have joined us after the first of the year and those who have moved on from us since the first of this year, we have right at 100 of our students associated with our school this year who have experienced a change in their venue of education at least once during this first semester and who have therefore had their education disrupted to a degree that certainly will affect their achievement levels.

***Not having enough time for face-to-face instruction for virtual learners due to the fact that teachers are teaching all day and cannot have a camera on them due to privacy issues. With Title I funds, we bought laptops for teachers to use at home because of the extreme number of hours that they have to work on school work at home due to having virtual learners in addition to having full class loads with on-campus students and due to having to keep up the online instructional platform to keep students adept at using it in case of another school closure.

***Lack of quality classroom technology. CARES ACT funds were used to purchase chromebooks and we used Title I funds to purchase the carts for charging them and storing them. We now have 1 chromebook for every student in our population.

***According to our Title I Needs Assessment, 39.4% of our staff feel that our district technology staff does not work to update and maintain classroom and computer labs to enhance student progress and to improve student achievement. This has been the feeling for years now.

3. List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies for (if not applicable indicate "n/a"):

a. Student Achievement Data

#2. Student Achievement: Data Collection and Analysis - Data Driven Instruction

***The extended school closure has severely affected our students' academic progress as was evident through the BOY scores on our Universal Screener.

***Want to see growth in our Bottom Quartile - We will provide support in order to see this growth through MTSS process for appropriate interventions; we used Title I funds to purchase an intensive intervention program that provides support for older students in grades 3-6 to strengthen their foundational skills that they have not mastered (phonemic awareness, phonics, fluency, vocabulary, and comprehension). This program gives us a solid resource for this need. Teachers of ELA in grades 3-6 will implement this new program in for those students who need an intensive intervention for ELA. This program would also serve as another option for those EL students who may have started in English-speaking schools around or after 2nd grade, causing them to be weak in their foundational reading skills. Grade 3 will also have the option to use the other intensive intervention program mentioned earlier in our plan that does address the 5 foundational ELA skills. It is not an appropriate intervention for students in grades 4-6. We also purchased another computer-based program that provides another data point to analyze student progress as they work through their intensive interventions. We are targeting those who show as our Bottom Quartile on our MOY Universal Screener. This should spread around our growth so that all of our struggling students are able to perform to a more successful level on their State assessment in Spring 2021 and, more importantly, in their future years as a student and as a citizen.

***Our District purchases tutors for grades in which students are tested on State assessments. Tutors will work with our Bottom quartile students; hopefully, this will contribute to these students showing growth.

***This year we have continued our focus on software that our new hardware has made available to us specifically, we have used online classroom apps to improve student knowledge in the areas of: social/emotional development (character education), research, writing, reading, and math.

***We would like to see more growth in our EL students; therefore, we are continuing to focus on the areas of speaking, listening, reading, and writing. We are also using reading interventions for those who are behind academically. The District hired a tutor to work with EL students in all the elementary schools for 2019-2020 school year. However, we did not see the growth in our EL students from the use of the District EL Tutor, as we had no input as to what this tutor covered with our students, and the tutor did not follow through with progress monitoring of these students on a weekly basis. Our teachers had to progress monitor them even though we had no indication of what was being covered during their sessions with the District EL Tutor. Our EL students are now getting their EL interventions and reading interventions through their teachers. Progress Monitoring is placed online so that the MTSS chair (Assistant Principal) can keep an eye on their progress.

*****According to our Title I Needs Assessment:** 16.7% of the staffulty disagrees that we use updated technology resources to enhance curriculum and student academic achievement, 33.3% of the staffulty disagrees that the district technology staff works to update and maintain classroom and computer labs to enhance student progress and to improve student achievement, 21.5% disagree that they have an adequate number of computers in their classroom to infuse technology into their daily instruction, 47.6% of staffulty said that their greatest equipment needs are that classroom computers need to be updated or repaired, and 33.3% of the staffulty said that their greatest need is to have more Chromebooks. Through the CARES Act funds, we now have at least 1 chromebook for each student in our population. We also ordered laptops for teachers to use so that they can use them at school and at home since they have so much online prep for virtual students and so that they can infuse more technology into their daily instruction. With all of this new technology on hand, we have removed all computers from classrooms that have had a history of continual breakdowns or that have been labeled as not able to handle the technology that is required in the classrooms and labs. We cannot control how efficient our district technology department is; however, we have taken concrete steps to communicate better among our staffulty in labs about which computers currently have a "ticket" with the district tech department and which ones have been fixed.

b. College and Career Readiness

c. School Climate and Culture

#1. School Climate and Culture

***At West Side, we have implemented a schoolwide program that is proactive in nature to encourage all students to behave with their best behavior, to perform to their best ability academically, and to attend school regularly. Through professional development with a renowned company of professional consultants, we developed a positive behavior/positive school culture program that addresses behavior, academics (at their instructional level and on their grade level), and attendance; that rewards every student in some way; that inspires students to academic success while celebrating moments that matter through many small ways and through some innovative celebrations. Members of our Leadership Team attend their national conference and enjoy dynamic speakers and break-out sessions that focus on tangible strategies to improve climate and culture in such a way that all students are recognized on some level with earned rewards that are walk-aroundable, all faculty and staff are included in motivational events and recognition, and an overall positive, encouraging, and motivating culture is purposely developed and perpetuated year after year. We have not been allowed to use our Title I funds to attend this conference in the past even though the resources, ideas, and planning times we have gained from this conference have been formidable in aiding us in becoming the successful educational community that we have become. We do use Title I funds to purchase some awards for our students (lanyards that do not say West Side and pins to go on the lanyards to reflect students' accomplishments). Our Leadership Team will continue to plan ahead to further develop this program

so that it remains fresh and inspiring for students, staff, and parents/families. This will remain a highest priority as we see this being the foundation for all else that occurs at West Side: student achievement, curriculum and instruction, professional development, Parent & Family Engagement, character education, violence prevention. Celebrating our students' achievements and accomplishments in small ways and in big, innovative ways (with Gator Bucks; with buying items from the Gator Store, by putting their pictures in the hallway as being students who have demonstrated great character; by giving rewards for attaining great levels of achievement in academics, attendance, grades, and behavior; by bringing in parents and families at least once a month to celebrate their child; by announcing great things that occurred throughout the building each Friday afternoon; and by recognizing every student and every member of our staff/family on their birthdays; and more) is key to expanding the capacity of every student and every paraprofessional and every custodian and every cafeteria worker and every administrator (and eventually every parent, we hope) to be their best for themselves and for each other! It's all about the culture and climate that encases the academic events, the Staff/family events, the Parent & Family events, the education of the whole child. We have purchased an online program to track, award, and redeem student Gator Bucks. When the school climate and culture is healthy, all else is enabled to reach its greatest potential!

***From our Comprehensive Needs Assessment, we have input from students indicating that 32% of our students state that they are "not satisfied with our school." Our goal is to increase the number of students who feel safe, secure, and welcome, to increase the number of students who have strong relationships with adults in their school and with other students so that they have a sense of belonging and well-being when they think about our school, to increase the number of students who (because of their sense of belonging, of relationship) will be able to have their capacity to perform to their best level on daily work, on classroom tests, and on State assessments. Research shows a strong correlation between stress/tension and a lack of being able to perform to one's optimum level on academics whether on daily work or on tests. By continuing to build a positive climate and culture at West Side, we are giving our best effort to increase the capacity of our students to perform to their highest potential and show the desired increase in student achievement.

***From our Comprehensive Needs Assessment, we saw that our students voiced a preference for larger playgrounds. We now have each class of K-6 playing on their own playground. They play on one playground one day, then rotate to the next on the next day, and they continue daily to rotate to each playground area. We have 5 areas of playgrounds. The playgrounds vary in size and in equipment. This allows us to keep classes from mixing with other classes (to help protect families from exposure to germs in other classes) and allows each class to have access to the variety of playground equipment available. We are under contract to get all new playground equipment this year.

d. Curriculum and Instruction

#3. Curriculum and Instruction

We have this under Curriculum and Instruction even though it could also go under Professional Development.

- A. From our Comprehensive Needs Assessment, we saw that teachers want professional development on the following 3 areas:
45.2% want professional development on successful inclusion strategies
38.1% want professional development on differentiated instruction

35.7% want professional development on use of vocabulary (verbiage) to drive standards. Because of these needs stated by our staff/family, we have purchased through District Title funds, consultants for instructional support for ELA, Math, and Science. These consultants come multiple times through the year to work with faculty members of ELA, Math, and Science, and to work with specific faculty members who have demonstrated the need to increase their capacity to offer a more seasoned approach to the instruction in their classroom. These consultants meet with individual faculty and provide guidance based upon their observations of these teachers during instruction with their students. These educational consultants teach the teacher how to better monitor student data and how to ensure consistent and effective implementation of the planning and delivery of the state standards to be mastered. The consultants provide feedback to the teacher who whom they are working and to the administration so that training and improvement or lack of improvement can be tracked. Consultants meet with teachers and strengthen instruction using the scaffolding document, vertical progression guide, and unit plans that are based on the District Curriculum Calendars which set out a pace to cover all required CCRS as required by MDE. **Topics covered will also include the following: use of vocabulary to drive standards, writing strategies, differentiated instruction, and successful inclusion strategies.** The purpose of the consultations is to improve our instruction so that we have increased student achievement. We have also had mentor teachers (retired certified teachers) come in for new teachers in ELA, Math, or Science to work with them. They observe, model, advise, and report to the building principal about what they have observed and about the areas with which they are working with the teacher toward improvement. The number of days that the mentor works with each new teacher depends on the needs demonstrated by that teacher.
B. The desire to have professional development may have to do with a personnel/personality issue. This has been dealt with by moving one of our Exceptional Education teachers from the inclusion setting to a different setting. We have hired a new teacher for the inclusion setting.

C. We also have purchased the use of an online professional development site that enables teachers to participate in professional development that is differentiated to each of their needs, whether that is self-perceived or whether that is something that administration or consultants are recommending for the teacher. There are webinars available on the inclusion strategies, differentiated instruction, and on using vocabulary to drive the standards.

***From our Comprehensive Needs Assessment, we saw that teachers wanted more help with writing strategies. We purchased instructional workbooks for ELA and Math in grades K-6, and we also purchased instructional workbooks for writing for 3rd, 4th, and 5th grades.

***We use Title Aides for direct instruction for all of our students who need that extra support: general education students, students with an IEP, EL students, Gifted students who have struggles, students who may struggle to focus or who may lack motivation, students who struggle with one standard but not all of the others. Our Title Aides are invaluable to our curriculum and instruction, and the Title funds that go toward keeping them on our staffulty are well-spent funds. When a Title I Aide is in the classroom, this releases the teacher to work with a smaller group of students, thus functioning like a class-size reduction situation even though we don't have a class-size reduction unit. Every teacher has a paraprofessional in the classroom for at least 30 minutes for reading and for at least 30 minutes for math. These paraprofessionals consist of Title I Aides or teacher assistants. From our Comprehensive Needs Assessment, we saw that teachers want smaller numbers of students in the classrooms. Our use of Title Aides is our way of addressing that need..

***From our Comprehensive Needs Assessment, we saw that teachers voiced that they were not satisfied due to not having an "adequate amount of materials and supplies to provide a variety of learning activities." When teachers were asked to clarify what they were actually wanting, they voiced that they would like materials that are helpful in teaching social studies and science that are more up-to-date. We have provided them with weekly supplemental instructional materials for social studies and science for students in grades K-6. Each year, teachers are asked to give input as to what instructional materials or resources they would like to have purchased for them to start their next year. We analyze the requests and order what is deemed important or helpful.

***From our Comprehensive Needs Assessment, we saw that teachers wanted our District Tech staff to update and maintain computers and to have more technology available to enhance instruction and to cut down on the time spent doing State assessments. To meet these needs, we have and will continue to replace old computers that are too old to fix. We have and will continue to purchase more Chromebooks in order to meet the needs of technology in the classrooms. We also have been able to cut down the time spent on State testing by half by purchasing and using more Chromebooks in our State testing. Chromebooks (purchased through CARES Act funds) will also help with this issue. We also purchased laptops for teachers so they have up-to-date technology that will run all of the required software that they need for planning their classroom instruction and for infusing technology into their daily instruction along with planning for their virtual students.

***We now have a paraprofessional assigned to each grade level to assist the teachers with their instruction, with interventions, and with insuring that students have more on-task time.

e. Professional Development

The following professional development activities will occur throughout the school year at West Side:

*Leadership Team Meetings occur regularly to discuss upcoming events, curriculum topics, building issues, grade-level meetings, classroom observations, and any other topics of interest by members.

*Due to COVID-19 guidelines, PLCs are not meeting this year; teachers are using an free online professional development site through which they can earn CEUs for professional development in the areas in which they have a weakness, need for improvement, or interest.

*Grade Level Meetings occur regularly to discuss curriculum, pacing, CCRS, best practices, use of scaffolding document for units, computer-based program data, Tier 2 referrals, and classroom observations.

*Alignment of Classroom Observations with Professional Development: Faculty at West Side are observed on numerous occasions by school administrators and central office administrators, and some are observed by consultants. There are less observations occurring this year compared to previous years due to COVID-19 guidelines regarding outside adults coming into the building and into classrooms. Faculty receive immediate feedback (usually in less than 24 hours) through email and discussion based upon the observations

and feedback is encouraged. Teachers also do at least 1 formal self-assessment to reflect on their areas of strength and the areas in which they need to grow. Teachers have a computer-based professional development resource available to them through which they can seek professional development as needs are identified through observations and feedback. The post-observation conferences held after formal observations involve discussions of the teacher's self-assessment of scores on each Professional Growth System standard and the principal's assignment of scores on each Professional Growth System standard. Teachers are encouraged to share why they gave themselves their score and the principal discusses the why behind the score assigned. Often the teacher has in mind an area in which professional development needs to be sought by the time this post-observation conference is over. Often the areas of improvement identified include meeting the needs of at-risk students who are struggling to meet the challenging State academic standards.

*Literacy-Based Promotion Act Training for teachers in grade s K-3: Discussion of requirements of the LBPA, and its impact on curriculum, MTSS, EL students, Exceptional Education students, General Education students, parents, promotion/retention, and Individualized Reading Plans.

*Gifted Information training: Our Gifted Teacher holds professional development meetings with teachers of grade levels 1 - 6 to discuss "What Gifted Is" and then also trains 1st grade teachers and paraprofessionals to help with the Gifted screener that is given to all 1st grade students.

*Virtual Parent Orientation: Our Principal and Teachers discuss with parents the Title I Schoolwide Plan, Parent & Family Engagement Policy, Parent-School Compacts, opportunities for parents to be involved with their students' education, invite parents to be involved in important decision-making teams, and discuss grade-level specific policies and procedures. All of this goes toward helping to improve student achievement and enabling all students to more readily access their education. As important stakeholders, we consider this to be "professional development" for our parents, and it has proven to be invaluable to a successful year for our students.

*Red Literacy Folders Discussions for K-3 teachers and Exceptional Education teachers: Teachers are introduced/reminded about how we use our Red Literacy Folders in the District and the requirements for upkeep. Teachers are directed periodically throughout the year to update the Red Literacy Folders.

*State Test Security Training for all Paraprofessionals and Certified Teachers involved in State Assessments: All faculty members involved in State Assessments are trained on the policies and procedures of all State testing as mandated by MDE and as described in the School Test Security Plan including, but not limited to, MAAP, MKAS2, 3rd Grade Summative, MST2, LAS Links screener, LAS Links ELPT, and Universal Screeners.

*Emergency Drill training

*Infectious Disease Meeting - Facilitated by Nurse Karl, School Nurse. Discuss infectious disease procedures and expectations.

*Title IX Sexual Harassment Informational Training - Facilitated by Director of Federal Programs

*Stop the Bleed Training - Facilitated by School Nurse - discuss procedures of how to help victims during a campus wide emergency.

*Active Shooter Training - Facilitated by Head School Resource Officer - discuss procedures during an active shooter event on campus.

f. Parent and Family Engagement

To increase Parent and Family Engagement with their students' academic achievement, we purchased planners for gr 3-6 and long-lasting folders for K-2. We also purchased colored paper on which we can better communicate with parents through our monthly calendars, newsletters, reminders, invitations to meetings and events, and handouts for Parent and Family Engagement events.

From our Comprehensive Needs Assessment, we see that teachers are concerned with a lack of Parent and Family Engagement. We have to purchase these planners and folders before we know exact numbers of our student population for the year so we do purchase an expected number, plus we also have to purchase extra planners and folders because of the high rate of transiency that we see among our student population. Use of these planners and long-lasting folders is a way to development and keep up consistent school-to-home-to school communication. Also, we purchased with Parent and Family Engagement Funds our Fall Fest craft activities for parents to complete with their children.

We have focused on getting 100% of parents/families enrolled in our educational communication app so that we have an avenue through to communicate with parents that they are familiar with in order to communicate important information, to communicate information to parents concerning academic progress or lack thereof of their student, to communicate specifics concerning work that is overdue, tests that are coming up, etc. Also, through this educational communication app, we are send out videos through YouTube to communicate special events including when we recognize students for their successes at school, events, and other important communication. We are requiring all teachers to use the same app so that parents who have multiple students in our building only have one app to deal with in order to communicate to multiple teachers about their child's education.

4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs. These programs include any supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and school improvement activities. Section 1114(b)(5) and Section 1115(b)(2)(F).

***Our Title I School's district participates in the federal program, School-Based Administrative Claiming. This is how we fund our school nurses. We have a nurse at West Side Elementary School who helps us to improve student attendance and academic achievement. We have a District SBAC Coordinator who trains our principal, assistant principal, counselor, nurse, and administrative assistant for SBAC. Trained staff may receive a Random Moment Study that we are to answer at the time that we are asked about. We are to give an answer that describes that activity in which we are involved at that exact assigned moment. They are taking these samples to ask if we are doing any activities that might involve helping any of our Title students to access any services involving Social Security. Our district receives payments as long as those in our district who receive an email about a Random Moment Study actually respond to the Random Moment Study. The Division of Medicaid, the Mississippi Department of Education, and individual schools share in the responsibility for promoting access to health care for students in the public school system, preventing costly or long-term health care problems for at-risk students, and coordinating students' health care needs with other providers. Many of the administrative and some other activities within the school health-related services program, and performed by the school staff, meet the criteria for Medicaid administrative claiming. The Medicaid School-Based Administrative Claiming (SBAC) program is a federally funded program administered by the Division of Medicaid in coordination with the Department of Education. The program allows school districts to be reimbursed for some of their costs associated with school-based health and outreach activities which are not claimable under the Medicaid School Health-Related Services "fee for service" program or under other Medicaid "fee-for-service" programs. Under the SBAC program, it is necessary to determine the amount of time school staff spend performing Medicaid administrative activities. This is captured through the use of time samples. The results of time samples are then used in a series of calculations to determine the percentage of the SBAC school districts' costs that can be claimed under SBAC. SBAC reimbursement to school districts is made from federal Medicaid funds.

***Our District participates in the Community Eligibility Provision (CEP), a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Our school provides free breakfast and lunch to all of our students at West Side, all of whom are Title students. Picayune School District has qualified and participates in the Community Eligibility Program which provides free breakfasts and lunches to all Picayune School District students.

***Our District also participates in the Fresh Fruit and Vegetable Program. Twice a week, our Title students are served a free fruit or vegetable with educational information about the fruit or vegetable being served. Mississippi is one of the original states to participate in USDA's Fresh Fruit and Vegetable Program (FFVP). The Fresh Fruit and Vegetable Program provides funds for schools to provide free servings of fresh fruits and fresh vegetables throughout the day to Mississippi students. The FFVP shows children that fresh fruits and vegetables are healthy and tasty alternatives to snacks high in fat, sugar, or salt. The goal of the FFVP is to: create healthier school environments by providing healthier food choices, expand the variety of fruits and vegetables children experience, increase children's fruit and vegetable consumption, make a difference in children's diets to impact their present and future health.

***Some of our students who are Title students participate in the Summer Food Service Program that is available in the summer. They can eat a free lunch on weekdays during the summer. Transportation is provided to the cafeteria where the lunches are served for those who need it. The Summer Food Service Program provides nutritious meals to preschool and school-age children from needy areas during extended vacation periods. SFSP is administered at the Federal level by the Food and Nutrition Service (FNS), an agency of the United States Department of Agriculture (USDA).

***Some of our students who are Title students participate in the Summer Evening Meal Program that is available in the summer. They receive a free evening meal on weekdays during the summer. The community is also allowed to participate in eating the evening meal, which is free for them as well.