

School Planning Team

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - WEST SIDE ELEMENTARY SCHOOL (5520028) Public School - School Plan - Rev 0

Please identify all school planning team members, including titles. Section 1114(b)(2)

Kim Hart, Principal
Erin Stockstill, Assistant Principal
Wendy Lee, Teacher
Julianne Davis, Paraprofessional
Rebekah Reeves, Administrative Assistant
Peyton Miller, Librarian
Kristi Champlin, Parent
Kristen Bird, School Resource Officer
Taylor Graham, Social Worker
Kim Massengale, Picayune School District Director of Federal Programs/MSIS Coordinator

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - WEST SIDE ELEMENTARY SCHOOL (5520028) Public School - School Plan - Rev 0

Briefly describe the process the planning team used to develop the Schoolwide Plan or Targeted Assistance Plan based upon a comprehensive needs assessment. Include the process that the school will use to regularly monitor and revise, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards. For a Targeted Assistance Plan, please include the process for selecting students. Section 1114(b)(1, 3 and 6) and Section 1115(b)(1)

Each year, our Community Planning and Title I Schoolwide Team will meet at the end of the school year to review data from the present school year and begin to plan how to better meet all student needs for the following school year. We review/revise the Title I Schoolwide Plan and begin developing the plan for the next year. In the fall of the next school year, we will meet at least twice. We meet in the fall to review State testing data and review what went well, what did not go well, and what we can do to further student success. We will reflect and develop our plan so that we address needs that became apparent with the return of our State testing data and with what needs are expressed in the Comprehensive Needs Assessment. We will hold our Annual Title I Parent and Family Engagement Meeting each fall under the title of Parent Orientation meetings for the grade levels. We have found that the Parent Orientation approach gets more parents to attend, resulting in more of a productive partnership in the West Side community. The first spring meeting is to review current achievement data, attendance, discipline, and our school climate and culture and to review the Title I Schoolwide Plan, Parent & Family Engagement Plan (including PAFE activities and the use of the Parent & Family Engagement Funds), and the Parent-School Compact and to revise for the next year.

We will meet at least two times in the spring and the fall semesters to continue reviewing our Schoolwide Plan, PAFE plan (including PAFE activities and the use of the PAFE funds) and the Parent-School Compact to revise for the next year. We will continue reviewing how to best meet the needs of all stakeholders of the West Side community. We will review Universal Screener data to continue to review what we can do to continue to meet student needs with the upcoming spring State testing. We will look at our attendance, discipline, and culture to see what needs to be improved upon for the next year.

School Plan - Demographics

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - WEST SIDE ELEMENTARY SCHOOL (5520028) Public School - School Plan - Rev 0

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 |
|-----------|-------------------|--------|------|-------|-------|------------------|----------|-----------------|-------|--------------|----------------------------|-----|------------------|-----------|---------|----------|-----------------|-------------------|
| 2022-2023 | 427 | 200 | 227 | 7 | 117 | | 4 | | 267 | 32 | 427 | 56 | 5 | 1 | | 8 | 3 | 4 |
| 2023-2024 | 419 | 206 | 213 | 7 | 99 | | 2 | | 274 | 37 | 419 | 60 | 7 | 4 | | 2 | 6 | 2 |
| 2024-2025 | 443 | 210 | 233 | 8 | 109 | | 35 | 2 | 266 | 23 | 294 | 85 | 14 | 6 | 2 | | | |

School Data - Grid

| Year | Students' Attendance Rate (%) | Teachers' Attendance Rate (%) |
|-----------|-------------------------------|-------------------------------|
| 2022-2023 | 392.37 | 103.5 |
| 2023-2024 | 387.97 | 0 |
| 2024-2025 | 415.03 | |

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. We currently serve 449 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 175 students who are transported by bus, about 180 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 2024 population of 12,0017 Picayune is the 33rd largest city in Mississippi. Picayune is currently is 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 \$37,810 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: 53-56%
- Black or African American: 33-39%
- Two or more races: 4.7%
- Other race: 1.22%
- Asian: 0.9%
- 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 |
| 2023-2023 | | | |
| 2023-2024 | | | |
| 2024-2028 | | | |

Elementary and Middle Schools

| | Language Arts | | | Mathematics | | | Science | | | Participation Rate | | |
|----------------------|---------------|-------|-------|-------------|-------|-------|-----------|-------|-------|--------------------|-------|--------|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Proficiency | 43.70 | 54.00 | 50.00 | 31.80 | 43.00 | 39.80 | 48.70 | 74.40 | 42.60 | | | |
| Growth All Students | 75.80 | 70.20 | 52.00 | 74.70 | 77.10 | 62.90 | | | | 88.80 | 98.80 | 100.00 |
| Growth Low 25% | 73.70 | 67.20 | 65.50 | 80.40 | 77.40 | 68.80 | | | | | | |
| Accountability Grade | 2022-2023 | | | 2023-2024 | | | 2024-2025 | | | | | |
| | B | | | A | | | C | | | | | |
| Total Points | 427.00 | | | 452.00 | | | 374.00 | | | | | |

High Schools

| | English | | | Algebra | | | Biology | | | US History | | | Acceleration | | | Participation Rate | | | Graduation Rate | | | College & Career Readiness | | | | | |
|----------------------|-----------|-------|-------|---------|-------|-------|-----------|-------|-------|------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------------|-------|-------|----------------------------|-------|-------|--|--|--|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | | | |
| Proficiency | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Growth All Students | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Growth Low 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accountability Grade | 2022-2023 | | | | | | 2023-2024 | | | | | | 2024-2025 | | | | | | | | | | | | | | |
| | Select | | | | | | Select | | | | | | Select | | | | | | | | | | | | | | |
| Total Points | | | | | | | | | | | | | | | | | | | | | | | | | | | |

School Plan - Student Achievement (School's Performance)

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - 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, Star Reading and Math, Mastery Connect

| Year | Kindergarten | | 1st Grade | | 2nd Grade | |
|-----------|--------------|------|-----------|------|-----------|------|
| | BOY* | EOY* | BOY | EOY | BOY | EOY |
| 2022-2023 | 0.00 | 0.00 | 1.00 | 0.00 | 19.00 | 7.00 |
| 2023-2024 | 1.00 | 1.00 | 1.00 | 0.00 | 14.00 | 4.00 |
| 2024-2025 | 2.00 | 1.00 | 5.00 | 2.00 | 12.00 | 3.00 |

* 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 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| 2022-2023 | 32.00 | 52.00 | 52.00 | 40.00 | | | |
| 2023-2024 | 28.00 | 24.00 | 24.00 | 27.00 | | | |
| 2024-2025 | 24.00 | 22.00 | 32.00 | 30.00 | | | |

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 |
|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | | | | | | | |

| | | | | | | | |
|-----------|-------|-------|-------|-------|--|--|--|
| 2022-2023 | 55.00 | 42.00 | 40.00 | 20.00 | | | |
| 2023-2024 | 50.00 | 30.00 | 28.00 | 16.00 | | | |
| 2024-2025 | 51.00 | 25.00 | 34.00 | 17.00 | | | |

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 |
|-----------|-------------------|-------------------|-----------|--------------|
| 2022-2023 | 54.00 | | | |
| 2023-2024 | 26.00 | | | |
| 2024-2025 | 58.00 | | | |

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 2024-2025, we have continued to focus on our unit plans in both ELA, Math, and Science 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.

Progress:

*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. Teachers also will attend on site workshops when available in their area.

*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 K Readiness scores and then followed up with a STAR Early Literacy/ Star Reading/ Star Math/ Mastery Connect three times a year 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. We have increased our strong Tier 1 direct instruction for all students then using our scaffolding document to make groups.

*Concerning growth of our EL students: We have begun to see growth in our EL population. We also improved our weekly progress monitoring, measuring our EL students as they progress in speaking, listening, reading, and writing.

Challenges:

We are in an area that is very high in transient students amongst the elementary schools. This makes it very hard to progress monitor their academics and/or behavior. We have also seen an increase in the number of foster care children. This impacts how difficult it is to receive parental contact due to the difficulty of the legalities behind it.

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 1111(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. 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/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.

(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 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." Computer Science implementation is across the board for 60 minutes per week in Grades K-6.

Not Applicable

Not Applicable

Out-of-School Suspensions

| | 2022-2023 | | 2023-2024 | | 2024-2025 | |
|---------|----------------------|---------------------------------|----------------------|---------------------------------|----------------------|---------------------------------|
| | 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 | 155 | | 124 | | 22 | |
| IEP | 29 | 0.19 | 28 | 0.23 | 2 | 0.09 |
| EL | 0 | 0 | 0 | 0 | 1 | 0.05 |
| Asian | 1 | 0.01 | 0 | 0 | | |
| BLK/AA | 81 | 0.52 | 55 | 0.44 | 12 | 0.55 |
| His/Lat | 0 | 0 | 0 | 0 | 1 | 0.05 |
| NAM | 0 | 0 | 0 | 0 | | |
| NH/PI | 0 | 0 | 0 | 0 | | |
| White | 66 | 0.43 | 57 | 0.46 | 9 | 0.41 |

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 4 issues: lack of motivation, lack of ability to focus, deficient social skills, or chronic absenteeism. 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, or have academic gaps. We have worked hard to get 100% of our parents on the educational app to facilitate better communication between school and home.

Absenteeism is addressed through our PBIS committee, using positive reinforcement to improve attendance. We reward them with a monthly perfect attendance breakfast and the presents for presence in December. We have a perfect attendance wall with the students' names on it for every month they are here. The nurse calls home after 2 consecutive days absent for a follow up. A truancy report is run on every student that has five absences, 10 absences, 15 absences, and every five after that.

*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.

Impact:

The trend has shown 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. This allows more time to focus on academics in the classroom and tends to provide high student achievement/growth in academics. It has also shown that more focus on positive school climate and culture has strengthened our culture. It has shown that students thrive with a culture of recognition and positivity.

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 three times a year.
- *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, we also have the back pack ministry
- *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 a parent communication app, we have worked hard to get 100% of our parents on the educational app to facilitate better communication between school and home.

We use a communication tool as the outreach between home and school. This enables for clear conversations between parents and teachers.

*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.

We chart our attendance by a chart displayed in the hallway for students to see their name posted in the hall. They also receive a special breakfast with donuts and waffles.

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. 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. 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 staff 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 Staff 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 2026 - 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).

*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 time. 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 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. We have three activity classes like music, library, and Physical Education to facilitate a **well rounded education**.

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 (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.)

- **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).

Transition Procedures conducted by the Early Head Start involving the LEA kindergartens.

1. Family Engagement:

- Orientation Meetings: HS holds meetings for families to discuss what to expect in kindergarten, showcasing the curriculum and daily routines.
- Personalized Support: Families receive one-on-one guidance to address their specific concerns about the transition.

2. Collaborative Relationships:

- Partnerships with Local Schools: HS collaborates with nearby elementary schools to create a seamless transition. This includes visits to the schools for both children and parents.
- Shared Information: HS and kindergarten teachers exchange information about children's development and needs to better prepare for the transition.

3. Child Assessments:

- Developmental Screenings: HS conducts assessments to understand each child's readiness for kindergarten, focusing on social, emotional, and academic skills.
- Goal Setting: Based on assessments, individualized goals are set for children to target areas that may need development before they enter kindergarten.

4. Classroom Visits:

- Transition Days: HS often organizes days where preschoolers can visit a kindergarten classroom. This helps children acclimate to the new environment and meet future teachers.
- Peer Interaction: These visits may also include interactions with current kindergarten students to foster comfort and excitement.

5. Transition Activities:

- Story Time Sessions: Reading books about starting school helps children understand and anticipate the change.
- Skills Workshops: Workshops are offered to develop essential skills, such as self-regulation, following directions, and social interactions.

6. Feedback and Follow-Up:

- Post-Transition Surveys: HS also seeks feedback from parents and teachers after the transition to assess how well children have adjusted and identify areas for improvement in future transitions.
- Ongoing Support: Continued communication with families is provided to support and resources as children settle into their new environment.

| School Year | Number of Teachers | Number of Certified Teachers | Number of Non-Certified Teachers | Number of Out of Field Teachers | Number of Inexperienced Teachers (0-3 years) | Professional Growth System Number of Teachers Scoring | | | |
|-------------|--------------------|------------------------------|----------------------------------|---------------------------------|--|---|------|-------|------|
| | | | | | | 1 | 2 | 3 | 4 |
| 2022-2023 | 45 | 21 | 24 | 0 | 4 | 2.00 | 8.00 | 10.00 | 1.00 |
| 2023-2024 | 48 | 21 | 27 | 0 | 4 | 0.00 | 6.00 | 12.00 | 3.00 |
| 2024-2025 | 46 | 24 | 22 | 0 | 3 | 2.00 | 4.00 | 17.00 | 1.00 |

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)

****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 (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.)

****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).

****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 staff'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 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."

****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.)

****Regional Education Conference** : 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. MTSS 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. The emphasis on strong Tier 1 instruction is placed on the classroom teacher.

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.

*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. 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 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.

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.

Increased Tier 1 instruction training by consultants.

Regional Education Conference was an available resource for teachers who were interested.

District led and School led Professional Learning communities amongst grade levels and subject areas.

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. We also recognize Teacher of the Year in our building in front of a monthly school board meeting. Their name will go in the contest for the District Teacher of the Year.

WSE reviews and analyzes student and teacher data to determine whether low-income and minority students are being taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students. Currently, all of our grade levels have two or three teachers. This is done to ensure that all students are receiving quality instruction from all teachers. Teachers are evaluated and monitored often to ensure effective instruction for all students through classroom observations and external coaching feedback. We ensure equitable access to highly effective teachers and address identified disparities by ensuring that all students receive quality instruction from all teachers. Each teacher is teaching students with Tier 1 instruction and then evaluating if Tier 2 interventions are needed. If a student is not successful at Tier 2, then the teacher must meet with the MTSS team to see if it is applicable to move to Tier 3. Students are heterogeneous grouped by homeroom according to their testing data to ensure there is no grouping of lower or higher clusters of students in any particular classroom. The professional development activities in prompt 2 will also address the needs of students at risk of not meeting challenging State academic standards.

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - 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. 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.

***Inclusion of parents in the annual revision of the Schoolwide Title I Program.

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.

*Priority has been given this year to ensuring that we have 100% of our parents/families on our educational communication app.

*Concerning the Annual Title I Parent Meeting (Parent Orientation), West Side Elementary School will implement the following:

***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:

+ Meet the Teacher (Open House)

+ Title I Annual Parent Meeting (Parent Orientation Meetings)

+Tutoring for Exceptional Education Students- **ACADEMIC**

+TST Meetings-**ACADEMIC**

+IEP Meetings-**ACADEMIC**

+Language Service Plan Meetings for EL students- **ACADEMIC**

+Parent Meeting for addressing the needs of their EL student- **ACADEMIC**

+Parent Advocacy Meeting (for Parents of Students in Gifted Class)- **ACADEMIC**

+Individual Reading Plans-**ACADEMIC**

+Read-at-Home Plans-**ACADEMIC**

+Parent Contact as per Literacy-Based Promotion Act Requirements- **ACADEMIC**

+Fall Community Festival - sponsored by PTO

+Gator of the Month Celebration

+ Hall of Fame Induction and Celebration- **ACADEMIC**

+Book Fairs

+Field Day Workers/Volunteers

+Community Planning and Title I Planning Committee-**ACADEMIC**

+ Parent Conferences-**ACADEMICS**
+Memos/Newsletters sent home-**ACADEMICS**
+Phone calls, email, notes home, and, school calendar-**ACADEMICS**
Positive phone call home challenge

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)

- *We provide transportation to parent conferences, IEP, TST, LSP meetings through our social worker.
- *We send out messages on our educational app, calendars, and newsletters so stakeholders who are quarantined will remain informed of events that are happening.
- *We post events and celebrations on our web site 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 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 and our school administrative assistant maintains a Facebook page where they post information about events, 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 2026 - 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.

***Our Staffuly 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 or paraprofessional is chosen and celebrated as Staffuly Member of the Month. They are named by their peers. . Also, our Leadership Team provides a little encouragement happy to all of our Staffuly to show how much each Staffuly member is appreciated.

***Our morning duty staffuly 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.

***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.

*** Tier 2 Math progress monitoring for multiplication facts through our online academic venue.

*****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. 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.

***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.

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.

***MAAP 24-25 Math growth is decreased 62.9% and ELA growth decreased 62%. WHY: The decrease was due to transiency with the elementary schools, students' absences, teacher absences, and new implementation of curriculum programs.

***Each year we get more and more Kindergarten students who are not prepared to attend school and begin learning the Kindergarten curriculum. THIS is a challenge because students are not coming to kindergarten ready for school.

***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.

***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. This amount of relocation continues throughout the year as well. This is a challenge because the progress monitoring for the students has to be transferred and started at the point that they return to school,

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

***Our District hires tutors for grades in which students are tested on State assessments. Tutors will work with our Bottom quartile students; contributing to these students showing growth.

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

b. College and Career Readiness

NA

c. School Climate and Culture

#3. School Climate and Culture

***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.

d. Curriculum and Instruction

#1. Curriculum and Instruction

Parents and staff support our ongoing efforts to improve student achievement in response to the MAAP 2024–2025 results, which indicated decreases in Math (62.9%) and ELA (62%). To address these needs, the school will intensify focused Professional Learning Communities (PLCs) that utilize data-driven instructional strategies, ongoing progress monitoring, and collaborative analysis to maximize positive outcomes for all students.

e. Professional Development

#5 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.

WSE will work to provide more support through additional professional development opportunities for professional development and coaching and consulting through internal and external resources.

f. Parent and Family Engagement

#4 From the Comprehensive Needs Assessment, teachers identified a need to strengthen Parent and Family Engagement. To address this need, the school will improve consistent school-to-home and home-to-school communication through the use of an educational communication app, student planners, and durable take-home folders.

The school has prioritized enrolling 100% of parents and families in the educational communication app to ensure a consistent and familiar method of communication. This platform will be used to share important school information, communicate students' academic progress or areas of concern, notify families of upcoming assessments, and address missing or overdue assignments.

In addition, the communication app will be used to share videos and announcements (including through linked platforms such as YouTube) to highlight student achievements, special events, and other school activities. To reduce confusion for families with multiple students, all teachers are required to use the same communication platform, allowing parents to communicate with multiple teachers through a single, consistent system.

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).

The school braids state and local funds with federal (Title) and special education funds to meet the academic needs of our students. Student needs are identified, and these needs are discussed with the District Leadership Team. Together, they determine all funds available that can be used to address these needs and improve the core academic.

***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.