

School Planning Team

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - SOUTH SIDE LOWER ELEMENTARY SCHOOL (5520026) Public School - School Plan - Rev 0

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

Lisa Howie, Principal
Patty Jackson, Lead Teacher
Dr. Brannon Johnson, Exceptional Education Coordinator
Kimberly Massengale, Federal Programs Director
Crystal Kendrick, 2nd Grade Teacher
Connie Payne, Resource Teacher
Annabelle Wise, District Social Worker
Teresa Williams, Title I Aide Para
Jay Lambert, Parent
Lisa Albritton, Parent
Officer Theresa Milar, Coordinator for the Police Department's Summer Youth Program

School Planning Summary

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - SOUTH SIDE LOWER ELEMENTARY SCHOOL (5520026) 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)

The planning team meets four times per year (once each nine weeks). We review the comprehensive needs assessment data as well as current achievement data, attendance, and discipline. The planning teams uses this information in order to update the schoolwide plan throughout the school year. Changes are made and plans revised if the team feels that our students are in need of different opportunities in order to meet the goals we have set forth.

School Plan - Demographics

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - SOUTH SIDE LOWER ELEMENTARY SCHOOL (5520026) 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	335	157	178	1	115			1	195	23	335	69	3			1	1	
2023-2024	340	157	183	1	123				191	25	340	71	8			4	1	1
2024-2025	322	154	169		100		23		184	15	250	60	5					

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2022-2023	223.05	80.5
2023-2024	224.74	0
2024-2025	386.19	

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

South Side Lower Elementary is located inside the Picayune city limits and the highest rate of poverty out of all the schools in the Picayune School District. Students attending South Side Lower live in a housing project area and a rural area located further than five miles from the city limits.

Students come from homes of varying social economic status, ranging from upper-middle class to the disadvantaged, per free and reduced lunch status.

South Side Upper Elementary is located on the same campus as South Side Lower Elementary, but function as separate schools with South Side Upper carrying on the work of the Lower school. The two schools work together to achieve the educational goals particularly in third grade although they are separate entities in daily practice.

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

Picayune School District is located near the Louisiana state line in the southwestern portion of Pearl River County, and extends into a small portion of Hancock County. NASA/Stennis Space Center is located within 12 miles of the city of Picayune 'city limits.' NASA is the largest employer for the area, with Picayune School District being the second largest employer. The estimated population for the city of Picayune is 11,862. Picayune is near the bottom of the state average in average combined household income, which is estimated at \$37,270.

The poverty level for the area is estimated at 25.8%. As a result, there is a considerable need for affordable housing in the area. Affordable rental property represents the greatest housing need for the largest segment of the residential population. This, in turn, creates a barrier for various families at the elementary schools, causing a constant shift of enrollment when parents/guardians move from location to location in an effort to find affordable housing. Additionally, this method contributes to homelessness in the area as families tend to "double-up" should such financial needs arise from rental properties.

The median home cost in Picayune is \$146,500. The average cost of living in Picayune has is 14% below the national average.

The education attainment percent for the Picayune area residents with a high school diploma or higher is 80.7%.

School Plan - Accountability Data

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - SOUTH SIDE LOWER ELEMENTARY SCHOOL (5520026) Public School - School Plan - Rev 0

Check the box that reflects your school accountability designation

Year	CSI	TSI	ATSI
2022-2023			
2023-2024			
2024-2025			

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	45.00	64.50	47.70	53.30	54.80	49.20	0.00	0.00	0.00			
Growth All Students	80.20	91.50	80.80	86.50	84.20	88.90	0.00	0.00	0.00			
Growth Low 25%	61.70	89.30	85.30	82.80	80.00	85.30	0.00	0.00	0.00			
Accountability Grade	2022-2023 B			2023-2024 A			2024-2025 A					
Total Points	394.00			456.00			448.00					

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	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Growth All Students	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Growth Low 25%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accountability Grade	2022-2023 Select						2023-2024 Select						2024-2025 Select											
Total Points	0.00						0.00						0.00											

School Plan - Student Achievement (School's Performance)

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - SOUTH SIDE LOWER ELEMENTARY SCHOOL (5520026) 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:

STAR/istation

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2022-2023	85.00	21.00	89.00	53.00	78.00	17.00
2023-2024	83.00	57.00	92.00	55.00	88.00	44.00
2024-2025	71.60	68.00	42.80	18.00	62.80	16.00

* 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	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2023-2024	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2024-2025	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2023-2024	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2024-2025	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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	0.00	0.00	0.00	0.00
2023-2024	0.00	0.00	0.00	0.00
2024-2025	0.00	0.00	0.00	0.00

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.

Attendance continues to be a problem at South Side Lower. Many incentive programs are put into place each school year to encourage student attendance. Some of the programs include: free dress on Friday and fun monthly incentives. After analyzing the success of our programs from last school year, we believed that a more wholistic PBIS system would be beneficial. Therefore, we began to celebrate five teams that represent various virtues. We are playing games in their activity periods and rewarding them points for positive performance in academics, attendance, and behavior. We believe that the more wholistic approach will pay dividends in curtailing some of our absentee issues and behavioral concerns. As we reflect on the incentives put in place last year, we recognize that we need better follow through with the incentives. We should be more consistent with the free dress days and the rewards for the students. The wholistic approach that we are using this year will enable us to be more consistent, and we believe that we will be more successful.

Formal and informal data is collected throughout the school year. This data identifies a large number of our students that score below the needed benchmarks in order to be considered on grade level. We continue to identify these students' weaknesses and use tutoring and our teacher support team to assist these students. Title I para-professionals (also known as teacher assistants) provide extra assistance to struggling students. EL students are provided an additional tutor to assist with their individual needs. We no longer have an interventionist on our campus. The tutoring that takes place on Tier II and Tier III will occur in the classroom or in a small pull out group. We will look for new ways and new insights to streamline the Tier II and Tier III process.

Teacher Support Teams (as part of the MTSS process) meet to collect data and make recommendations for further assistance with individual student needs weekly. Students in the tier process are progress monitored bi-weekly (Tier II) and weekly (Tier III). This data is analyzed so that adjustments can be made when necessary. The behavior modification specialist and teachers meet with the team when behavior issues are indicated. The MTSS committee meets to discuss the progress of each of the students that have moved to either Tier 2 or Tier 3. The committee continuously examines the work of the students to monitor the success of the student. If the interventions need to shift in order for the student to be more successful, then the committee makes such a recommendation. Tier 2 students currently make up 9% of our population, and the idea number is somewhere between 10-15%. Our Tier 3 students make up approximately 6% of the student population. The ideal number would be somewhere between 1-5%. We are hoping with the regular MTSS meetings we will be

able to reduce our Tier 3 number by moving them down one level by the end of the school year. Teachers with EL students also meet with the team to formulate LSPs (language service plans) to track progress and implement specific learning strategies for working with the EL students according to their individual needs.

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)

Monitoring of student achievement takes place three times a year. This monitoring method is defined as BOY (beginning of year), MOY (middle of year), and EOY (end of year). Differentiated grouping is incorporated in each class for ELA and Math based upon prescriptive needs of students. These assessments are given in order to determine student achievement levels and determine strengths and weaknesses of **ALL STUDENTS**. Students that are identified as not meeting the benchmark to be considered on or above grade level will be referred to the MTSS (Multi-Tiered System of Supports) process for Tier II interventions. The team consists of a classroom teacher from each grade level, MTSS Chairperson, and principal. If Tier II interventions are unsuccessful during the designated time, the student will be referred for Tier III interventions. If the Tier III interventions are unsuccessful, the student may be referred to child find, which could lead to a comprehensive evaluation to determine the need for special education services.

Computers in the classroom are set with scientific computer-based programs that provide individual prescriptive lessons to meet individual needs of students at a level of self-pacing. These programs correlates with the Mississippi College and Career Readiness Standards (MCCRS). Within the classroom students work in small group settings to complete the tasks in these programs. Data is collected for the teacher through the program, and it allows for a higher degree of differentiation in the classroom setting. Teachers and assistants are alerted to lessons that students are struggling on, and the teacher or assistant may pull a child for a tutoring group to scaffold the skill or standard. An independent review and study found that a computer instructional program used by students meet ESSA standards of moderate evidence. The Marzano validation study, published recently by Steward, Brodersen, and Chersasaro (2017), outlines the ESSA standards of evidence, and after a detailed review concludes: Page 3 Marzano Research verified the findings of statistically significant and positive effects on student achievement, which suggest that the computer program intervention has a positive impact on student achievement in reading, math, and science, as well as a positive relationship with student achievement in language arts. These programs are listed on the MDE list of evidence-based programs.

PLC's have been established at the school and district level. Teachers participate in professional learning communities by grade levels, various grade spans, and subject areas throughout the year to analyze, track, and monitor student learning achievement and growth. Data is used to inform instruction, monitor practice, promote proficiency, and meet accountability requirements.

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	28		35		7	
IEP	3	0.11	5	0.14	3	0.43
EL	5	0.18	0	0		
Asian	0	0	0	0		
BLK/AA	18	0.64	32	0.91	5	0.71
His/Lat	0	0	0	0		
NAM	0	0	0	0		
NH/PI	0	0	0	0		
White	5	0.18	3	0.09	2	0.29

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

The school has analyzed all chronic absenteeism and discipline data. The challenges we face is loss of instructional time due to absenteeism and discipline requiring immediate staff attention negatively impacts the learning environment by causing the focus to deviate from instruction. The use of support personnel like Behavior Specialists, Social Workers, and Counselors help address the complex social and emotional needs of our students. The classroom disruptions decreased from High in 2023-2024 to moderate in 2024-2025 by implementing Positive Behavioral Interventions and supports (PBIS) such as our ticket system and verbal praises. We feel this can be cited as a driver for improved climate.

Students are moving through a Tiered Model for academics, behavior, and attendance (Tier I to Tier III) which allows for increasingly intensive support.

The school has analyzed school culture data and identified a priority for providing a safe, supportive, and healthy environment. The morning drop off procedures were monitored, and changed to maintain a safe traffic flow and ensure the safety of all student entering the building every morning.

Classroom management is key to a productive learning environment. Any discipline issue that requires immediate staff attention negatively impacts the learning environment. The learning environment is interrupted which causes the focus of the classroom to deviate away from the instruction and onto the discipline issue at hand. Most of South Side Lower's disciplinary issues arise from **general classroom disruptions** such as talking, out of seat, and not keeping your hands or feet to yourself. We believe that the structure of the classroom is extremely important.

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)

The staff utilizes **PBIS strategies** to deter further disruptions. The students are positively reinforced and redirected to the lesson at hand. PBIS strategies may include: verbal praise, close proximity to teacher, and ticket system.

When students continue to be disruptive a Tier II Level Behavior Support Plan is created for that student. Parents are involved at this point in order for all concerned adults to communicate in order to achieve the best outcome for the student. If the student is not successful with Tier II Behavior Interventions, then a Tier III Behavior Intervention Plan is implemented. At Tier III level, the District Behavior Interventionist becomes involved with the administrator, teacher, parent, and student. New interventions are implemented, a functional behavior assessment may take place, and continued communication takes place in order to help the student progress academically. If the student continues to disrupt the learning environment for self and others, the student may then be placed in a Behavior Modification Class. This class is to provide an opportunity for Elementary students to learn self-control in order to transition back into the regular classroom without disrupting the learning environment. Our district employees a Behavior Specialist who oversees all Behavior Interventions/ Behavior Plans within the district.

South Side Lower also has a school counselor and social worker to provide assistance with social, emotional, and physical needs of the students and families.

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)

The school has implemented both MTSS and PBIS as described above. According to our data analysis on the interventions, PBIS data shows each nine weeks student participation has grown by at least 5%. Students are beginning to hold each other accountable. According to MTSS data, students on a behavior plan are less likely to receive an office referral and therefore, less likely to receive OSS.

The school coordinates all discipline activities and strategies with those carried out under IDEA. Whenever a student covered by IDEA encounters a disciplinary infraction that results in 9 days of OSS, a manifestation determination review is held through an IEP meeting. In addition, all IEP students' OSS dates are closely monitored to ensure the student's academic needs are being met. The IEP outlines both student academic and behavioral goals and activities. Students with ongoing behavioral and disciplinary actions have updated IEP meetings to determine the appropriate action steps.

A student is referred to the MTSS Team once a student receives a 3rd discipline referral to the principal. Behavior Interventions are implemented. The behavior interventions include a strategies, goals and a reward for meeting the goal. If a student does not continuously meet his or her goal for a minimum of 6 weeks our school behavior specialist is contacted to conduct an FBA. Once the FBA is completed a Behavior Plan is put into place. If the behavior plan reveals that the student is still unsuccessful then the student could be removed from the regular classroom and placed in a behavior modification program.

An analysis of school climate data identifies absenteeism as a priority for providing a safe, supportive, and healthy environment. The school is addressing this priority by increasing PBIS rewards/incentives and parent communication.

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - SOUTH SIDE LOWER ELEMENTARY SCHOOL (5520026) 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).

South Side Lower has **PLC's** and provides **data driven instruction** using the MS College and Career Readiness Standards, the state-level scaffolding documents, the state-level blueprints, and district-incorporated mapping instructional guides in developing units of highly effective instruction for each grade and subject area district wide. The teacher-student ratio is kept to the lowest percent as possible. In an effort to accelerate learning, we have (in-place) teacher Reading assistants in K-2, and Title I assistants to assist in providing direct instruction to students during additional instructional time outside of the classroom. As a means of support, professional learning communities (PLCs) and instructional data teams meet weekly/monthly to develop units, plan lessons, and analyze data. Performance-based assessments and progress monitoring are used to provide the data used to determine student-specific academic needs. Differentiated instruction is provided to all students to fill instructional gaps based on the collected data. Students who have proven to have mastered the required objectives are offered enrichment opportunities, while the students who are falling short of reaching the objectives/goals are then offered intervention strategies to improve students' achievement.

South Side Lower offers the students on each grade level music education, library, and physical education to provide a **well rounded** education.

South Side Lower will continue to work with the outside professional education **consultants** to improve teacher effectiveness of instruction by building more rigorous mapping for efficiency with emphasis on Math and ELA.

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).

The District Instructional Plan incorporates the alignment of mapping guides, curriculum with intensive instruction in the area of ELA and Math, progress monitoring, standards mastery, benchmark assessments, providing direct data driven differentiated instruction (<http://www.promisingpractices.net> > PPN Home.Programs That Work>Direct Instruction-high rating), RTI (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_rti_pg_rec02.pdf-high rating) to incorporate interventions for success of all students and supplemental instructional resources (Hatties, 1992 , Kohen Effect size 0.75; MS ESSA Goal #1,#3, and #4). Vocabulary Instruction and knowledge of word meanings (Stahl and Fairbanks, 1986; Kohen Effect size of 0.97) will be incorporated across the district, embedded within the curriculum, and not taught in isolation (Little, 2007).

The data collected helps determine the core academic strengths and weaknesses in combination with various social factors, which is also proven to affect overall student performance therefore, necessary to drive instructional planning and goal setting (Wise and Okey, 1983, Kohen, Effect size .48). Additional data is collected throughout the school year by means of diagnostic testing, academic assessments, progress monitoring, and state assessments. This additional data allows the instructional plan to be adjusted as needs arise for interventions, changes in differentiated instruction, remediation, further identification of at risk students, and even enrichment to challenge the advance students. Teachers develop and implement strategies based on the needs of the individual student to ensure all students perform at a level of achievement. Through the Tier Levels Interventions become part of the instructional plan to provide further assurance, the academic needs are being met for the at-risk students. Timely, varied format of error analysis is provided to students as data is collected to reinforce student ownership (Baker, Greene, and Lee, 2002) (Lysakowski and Walbery, 1982; Effect size 0.69 - 0.92) and (Hatties, 1992; Effect size 0.73) (MS ESSA Goal # 1, #3, #4).

Our students have access to PE, music, and library as part of their activity periods. Counselors are available to all students to enhance social/emotional health.

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).

NA

School Plan - Professional Development

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - SOUTH SIDE LOWER ELEMENTARY SCHOOL (5520026) Public School - School Plan - Rev 0

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	14	14	0	0	2	0.00	0.00	14.00	0.00
2023-2024	17	17	0	0	6	0.00	0.00	5.00	12.00
2024-2025	17	17	0	0	6	0.00	0.00	2.00	15.00

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)

The process for determining professional development implementation involves using data. The staff analyzes student data in an effort to provide specific professional development activities. Since student achievement is directly correlated with PD, student data analysis provides the tools to determine PD effectiveness. If students are growing academically, then the training was effective. We ensure that all activities are aligned with both LearningForward and state-content standards by referencing the appropriate standards. We also ensure that they are evidence-based by reviewing research and data, which demonstrates student academic effectiveness.

South Side Lower staff is trained and updated yearly on **Mississippi's Three Tier Instructional Model**. According to What Works Clearinghouse, with demographics similar to ours, the strategy has a moderate level of effectiveness for screening and strong evidence for intensive systematic instruction in small groups. This strategy is expected to have a positive outcome on student academic achievement. MTSS has been effective in identifying students, especially in our lower grades, in need of intensive interventions. In order to support our staff who are working with at risk students, including students who are learning English as a second language, we feel it imperative to provide professional development on the necessary steps to properly implement the policies and procedures governing the Multi-Tiered Systems of Support.

Educational **consultants** come multiple times per year to work with all staff members. These educational consultants monitor student data and ensure consistent and effective implementation of the planning and delivery of the state standards to be implemented. The consultants are experts in their field and provide classroom observations as well as one-on-one meetings for feedback.

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)

South Side Lower 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 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. Students are heterogeneous grouped by homeroom according to their data to ensure there is no grouping of lower or higher clusters of students in any particular classroom.

These professional development activities will also address the needs of students at risk of not meeting challenging State academic standards:
 Standards Alignment, Unit, & Calendar Development (Curriculum Leadership Team)
 Central Access: Parent Square (Principals/Assistant Principals/Counselors/Social Workers)

ELA and Math Training
Gifted Components (Gifted Teachers)
Picayune School District Web-Site (Website committee members)
Test Data Analysis (all teachers)
Phonics Training (all elementary teachers)
EL Strategies/Folders (all staff members involved)
Computer Diagnostic Program Training (all staff members involved in this program)
Content training -- (all staff members involved)

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).

South Side Lower will examine the credentials of each of the teachers employed by the school. We will then analyze the roster of any teacher that is found to be ineffective or inexperienced teachers. We will identify through percentages of the grade level whether or not any disadvantaged group or subgroup is identified in one of these classrooms. Each class has a balanced composition of students across socioeconomic frameworks. We will evaluate each teacher regularly with walkthroughs of the classroom. We have created a more detailed checklist for our periodic walkthroughs in order to determine if the teacher is being effective. We also have outside groups that are coming in for the purpose of evaluation and professional development.

School Plan - Parent and Family Engagement

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - SOUTH SIDE LOWER ELEMENTARY SCHOOL (5520026) 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)

Parents and family members are invited to attend our annual meeting at the beginning of each school year. This invitation is sent out on the school calendar, reminder note, and through our automated phone system. During this meeting, the prior year's plan is reviewed, and student performance data from the previous school year is shared. Parents and families participate in discussions regarding potential revisions, implementation of new strategies, and the evaluation of existing programs and services to determine their effectiveness and continuation. The plan is revised as necessary.

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)

The Title Annual Meeting is held at the beginning of each school year to discuss, evaluate, and revise strategies that are currently being used. Data is also reviewed so discussions can be held regarding concerns and revisions.

Family Read Night - This is a community wide event that focus on sharing the love for reading with all students at all levels.

During our annual Grandparents day we invite all visitors to complete the needs assessment survey in our computer labs.

Parent/School Compacts are discussed with parents. Discussions are held concerning the responsibilities of the teacher, student, and parent in regards to student attendance, behavior, communication, and involvement.

Parent conferences are held throughout the school year. An initial meeting (by phone, in person, or by letter) is held following beginning of the year assessments. Parents are informed of their child's current achievement levels as well as expectations of growth. Conferences are also held for poor progress report grades, poor report card grades, mid year assessments, and behavior and attendance issues. All of the events provide data points that help the team improve the plan.

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)

The following programs are implemented yearly:

PTO Meetings

- Open House
- Grandparents' Day
- Family Read Night **ACADEMIC**
- Field Trip Chaperones
- Parents for Lunch on Fridays
- Santa Secret Shop Volunteers
- Field Day Volunteers
- Planning Committee Volunteers **ACADEMIC**

- Title I Annual Meeting **ACADEMIC**
- Notes/Newsletters/Monthly Calendars sent home **ACADEMIC**
- School Website **ACADEMIC**
- Surveys **ACADEMIC**
- Holiday Parties
- Phone Calls **ACADEMIC**
- Awards Programs
- Daily School/Home Folders **ACADEMIC**
- Parent School Compacts **ACADEMIC**
- Online Program – Parents have asked for additional resources to help reinforce Math and Reading Skills at home. This web based computer program can be accessed from any computer with internet capability. **ACADEMIC**

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)

The school administrator will make the schoolwide plan available to all stakeholders in a easy-to-read, understandable format. A link to the school wide plan will be posted on the school's website, social media page, and parent communication app. Translated copies of the plan will also be made available online and through the parent communication app.

South side Lower has a small number of EL students. We will have meeting throughout the year to help inform and train our EL parents. A Spanish version is posted on the webpage with other translations available upon request.

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - SOUTH SIDE LOWER ELEMENTARY SCHOOL (5520026) Public School - School Plan - Rev 0

1. Summarize successes your school has experienced and why.

South Side Lower's planning and data teams continuously work together to improve instruction and strengthen students' academic skills. Grade level teams meet weekly to go over recent data, tutoring needs, and the success of instructional strategies.

SSL's Teacher Support Team meets throughout the school year to provide directions in academic achievement and growth through student accommodations and interventions. If a student is recommended to the team for behavioral support our district's positive behavior specialist is utilized in order to develop a behavior plan to address disruptions.

Our school has access to a counselor and a social worker. These individuals are on our campus multiple times a week and can be called upon to counsel and assist students in need. These individuals assist with academic barriers, in addition to meeting students' social and emotional needs. SSL also has a full-time nurse on campus. The overall goal is to prevent minor health issues from becoming a barrier for academic success.

K-2 Tutors are provided during the day in order to provide additional support in academic growth and proficiency (ELA/MATH).

2. Summarize challenges your school has experienced and why.

Student behaviors continue to disrupt our learning environment and is a complex challenge driven by several interconnected factors.

We do currently have a behavior policy in place; however, we do not see much success. We plan to implement a more detailed version of PBIS. We will use the remainder of the present school year to develop a character education program that emphasizes building and teaching character traits to students. We hope to implement the full PBIS system next school year once we receive training.

In the school year of 22-23, our school had 158 office referrals, and our school had 147 office referrals in the 23-24 school year. ODR for white females were 6, and the ODR's for black females were 6 as well. The ODR's for white males were 54, and the ODR's for black males were a total of 77. Hispanic males had 2 ODR's while Hispanic females had 2 ODR's as well. The 6 ODR's for the black females came from a behavior modification site, and 12 of the ODR's for black males were processed from a behavioral modification classroom that is off site as well. We believe that the wholistic PBIS system that we have adopted will help us reduce the number of office referrals for the 24-25 school year even more. We believe the emphasis on consistent rewards and public recognition for good behavior through our school wide program will help us reduce our ODR's by additional 2%. Therefore, we should have less than 145 ODR's for this school year.

We do currently have traditional behavior policies that we feel are insufficient for modern classroom needs. The data shows little success; therefore we have moved to a Positive Behavior Interventions and Supports (PBIS) -a system that focuses on teaching and rewarding positive traits rather than just punishing negative ones.

Attendance and punctuality play a significant role in student behavior. Chronic absenteeism prevents students from falling into a consistent routine. Tardiness and early check-outs disrupt the flow of the classroom, making it harder for students to stay engaged and follow instructions.

We implement a monthly incentives program to reward and gain awareness of the need for our students to be at school each and every day. Each class colors in the word perfect every day they have perfect attendance with no tardies or check outs. when the word is complete, the class earns a reward. Our planning-team-will continue discussing-ways-to-help improve awareness-of-attendance for our-students-as-well-as-parents-and-family members.

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

(3)Based on the beginning of the year assessments, our students' scores show a large population of students that score in the at risk category. All classrooms provide small group instruction for reading and math. Tutors are utilized throughout the school year to provide interventions and extra small group and one-on-one help to these struggling learners. The teacher support team is utilized to assist with the implementation of interventions for at risk learners. These students are progress monitored weekly and biweekly in order to provided data for the team to evaluate progress. Although we do see growth in these students we do have difficulty getting our bottom 25% to show proficiency by the end of the school year.

Our students continue to struggle with understanding of the Math College and Career Readiness Standards. Grade level teams meet each week in order to work together on strategies that can be successfully implemented in the classroom. A math consultant provides professional development for our staff twice per school year in order to assist us and answer any questions we have regarding implementation and clarification of the standards. Formal and informal assessments are used throughout the school year in order to determine the level of mastery on these standards. Teachers reteach any standard that the students are not mastering at proficiency.

b. College and Career Readiness

NA

c. School Climate and Culture

South Side Lower is fully developing the PBIS Program. What Works Clearinghouse; A State-Wide Quasi-Experimental Effectiveness Study of the Scale-Up of School-Wide Positive Behavioral Interventions and supports by Pas, Elise T.; Ryoo, Ji Hoon; Musci, Rashelle; Bradshaw, Catherine P. (2019) shows Tier 2 Moderate Effectiveness.

d. Curriculum and Instruction

NA

e. Professional Development

63.2% stated a need for professional development concerning teacher burnout or mental health. We will schedule a professional development on the challenges of the teaching career and how to cope with the growing expectations in the field of education as well.

f. Parent and Family Engagement

(1)Parents and family members participate in non academic activities throughout the school year. We have a large number of visitors on Fridays for class picnic days, grandparents day, open house, family read night, etc. However, we do not have a significant amount of participation from parents and families on academic focused events. All of these events are planned well in advance so that families can make plans to attend. We inform parents and family members in numerous ways such as monthly calendars, reminder notes, school websites, and our automated phone messaging system. Despite our efforts, parents are still not involved with their child's success at school. Our planning team will continue to brainstorm ways to involve more parents and families on academic focused events.

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 a District Leadership Team. Together, they determine all funds available that can be used to address these needs and improve the core academics.

This is how we fund our school nurses. We have a nurse at South Side Lower 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 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).