

School Planning Team

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - SOUTH SIDE ELEMENTARY SCHOOL (5520024) Public School - School Plan - Rev 0

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

**District Staff: Walt Esslinger, Assistant Superintendent
Kimberly Massengale, Federal Programs Director**

Administrator: Tarva Cook, Principal

**Title I Staff: Mrs. Shonda Davis, Counselor
Annebelle Wise, School Social Worker
Jackie Bellanger School Nurse
Jeff Lucky SRO**

**Licensed Staff:
Renda Daughdrill, Librarian, Teacher and MTSS Chair
Brittany Parker, Grade 4 Teacher in charge
Jessica O'neal, Grade 5 Teacher
Kim Thomas, Grade 6 Teacher**

**Non-Licensed Staff: Brandi Piazza, Title I Assistant Teacher
Alexis Pierce, Office Clerk**

Parents: Hailey Talley

School Planning Summary

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - SOUTH SIDE ELEMENTARY SCHOOL (5520024) 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)

South Side Elementary School's Schoolwide Plan was developed with the involvement of parents, licensed and non-licensed staff, administrators, and others who will carry out the plan. The planning team assumes responsibility for providing leadership during the planning and implementation of the schoolwide program. The planning team also assumes the responsibility to ensure that all stakeholders have an opportunity to provide input as the plan is developed. The primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. The schoolwide planning team decides which focus areas are most essential to reform the school and provides input as the plan is developed. The planning team will closely coordinate with the rest of the school community during the planning process. Regular communication contributed to the development and implementation of a schoolwide program plan that is supported by all stakeholders. The plan is reviewed/revise as necessary based on the needs of the students.

Parents and stakeholders are informed annually during Parent/School Orientation, through newsletters, calendars, parent meetings, Parent/School Compacts, Parental Involvement Policies, and on the school website that South Side Elementary School is a Schoolwide Title I School and of decisions and actions taken by the Title I Committee. This includes the services and programs provided for the students. During the year information is given to staff through faculty meetings, grade level meetings, professional learning committees, and emails. Annual surveys are used to provide feedback from all groups and an opportunity for input into our program. Additional communication is welcomed and encouraged by the administration and staff through the scheduling of personal meetings at the parent's request. SSU does not have a significant EL subgroup but each teacher provides needed help and resources for those students according to their ELPT results.

School Plan - Demographics

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - SOUTH SIDE ELEMENTARY SCHOOL (5520024) 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	298	123	175	1	100		4		180	13	298	52	7			5		
2023-2024	313	141	172	1	96		2	2	197	15	313	59	5			5		1
2024-2025	310	149	161	1	97		17	1	185	9	229	60	8					

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2022-2023	275.67	133.5
2023-2024	284.78	0
2024-2025	294.46	

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

South Side Elementary School serves approximately 316 students in grades 3 through 6. We also have 2 self-contained Exceptional Education Class with 11 students. With a count of 44 inclusion that fall under IDEA. The ethnic composition of students includes White 60%, Black 37%, Hispanic <1%, Asian <1%, and Native America <1%. South Side is located across the street from the Picayune Public Housing Project.

South Side Elementary School has a high rate of poverty and is also located inside the Picayune City Limits. Students attending South Side live in a Public Housing Project area and a rural area located further than five miles from the city limits.

South Side Elementary is located on the same campus as South Side Lower Elementary, but function as separate schools with South Side Lower students filtering to South Side Elementary once the students enter the Third Grade.

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

South Side Elementary School is located across the street from the Picayune Public Housing Project.

The Picayune School District is located near the Louisiana State Line. 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 the Picayune School District being the second largest.

The estimated population for the city of Picayune is 11,784.

In regard to average household income, Picayune is near the bottom of state average. Due to the low-income levels, there is a considerable need for affordable housing. Affordable rental property represents the largest segment of the residential population in the greatest need of affordable housing. Post-Katrina indicates nearly half of the renters are spending more than 30% of their income on rent. The average cost of purchasing a home is \$179,000-209,000.

The average combined household income is estimated at \$32,969. The average income for males is \$24,873, while the average income for females is \$16,665. The poverty level is estimated at 25.8% below compared to the county rate at 16.4% and the state average at 19.1%. cost of living in Picayune is lower than the national average with 25% less. Average income is \$37,270.

The Education Attainment percent for Picayune with a High School diploma or higher is 80.7%.

School Plan - Accountability Data

PICAYUNE SCHOOL DIST (5820) Public District - FY 2026 - SOUTH SIDE ELEMENTARY SCHOOL (5120024) Public School - School Plan - Rev 0

Check the box that reflects your school accountability designation

Three-Year 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	44.9%	6,105.00	65.8%	51.2%	63.1%	65.3%	67.1%	63.1%	71.7%			
Growth All Students	58.4%	46.1%	64.4%	66.5%	56.8%	70.9%				100.0%	100.0%	100.0%
Growth Low 10%	28.5%	66.0%	65.2%	73.7%	62.8%	61.3%						
Accountability Grade	2022-2023			2023-2024			2024-2025					
Total Points	485.00			496.00			438.00					

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 10%																											
Accountability Grade	2022-2023									2023-2024									2024-2025								
Total Points																											

School Plan - Student Achievement (School's Performance)

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - SOUTH SIDE ELEMENTARY SCHOOL (5520024) 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:

K-2 not served at this site

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2022-2023	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2023-2024	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2024-2025	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

* 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	<input type="text" value="34.00"/>	<input type="text" value="31.00"/>	<input type="text" value="25.00"/>	<input type="text" value="21.00"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2023-2024	<input type="text" value="15.00"/>	<input type="text" value="10.00"/>	<input type="text" value="10.00"/>	<input type="text" value="11.00"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2024-2025	<input type="text" value="31.00"/>	<input type="text" value="15.00"/>	<input type="text" value="15.00"/>	<input type="text" value="16.00"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2022-2023	47.00	27.00	21.00	19.00			
2023-2024	15.00	10.00	10.00	11.00			
2024-2025	33.00	6.00	10.00	6.00			

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	30.00			
2023-2024	23.00			
2024-2025	7.00			

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.

South Side Elementary is always working to meet the needs of our student population. South Side struggles with attendance which is the foundation for a good education, as a result, student achievement suffers. Initiatives have been put into place in order to combat the trickle down effect. Some of the rewards include: free dress, treats, and fun monthly incentives and celebrations are used to encourage good attendance. SSU has incorporated Present for Presents where students must have perfect attendance for the month of November to receive a Christmas gift from under the Christmas tree in December. Parent lack of support to send students to school and also rampant sickness.

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 below-grade level students. Tutors are hired to assist students with instructional needs based upon data collected. EL students are provided an additional tutor to assist with their individual needs. The reason is possible learning disabilities, and some are apathetic and lack support at home.

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. Special education teachers are included in the decision-making process to ensure that all students meet high academic growth. 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. This has been successful due to teacher consistency with interventions and data collection.

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: Monitoring of student achievement takes place three times a year. This progress 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 the classroom teacher, parent, MTSS Chairperson, school counselor, 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.

Evidence -based online programs: Computer labs are set with scientifically researched-based programs that provide individual prescriptive lessons to meet individual needs of students at a level of self-pacing. These programs correlate with the Mississippi College and Career Readiness Standards (MCCRS). Classroom teachers facilitate/monitor student progress in these labs. Assistant teachers/coaches provide skill remediation when necessary.

PLCs: Instructional data teams have been established. 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	90		71		19	
IEP	32	0.36	28	0.39	7	0.37
EL	0	0	1	0.01		
Asian	0	0	0	0		
BLK/AA	37	0.41	24	0.34	10	0.53
His/Lat	0	0	1	0.01		
NAM	0	0	0	0		
NH/PI	0	0	0	0		
White	51	0.57	46	0.65	9	0.47

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

Most of South Side's discipline issues are continued classroom disruptions, disrespect of others, physical contact with another student, or habitual absenteeism. When students are absent or when they are disruptive this causes them to fall behind along with others that are distracted.

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)

Classroom Management is the key to a productive learning environment. Student success is contingent upon attendance. If a student is suspended from school and/or absent, the learning process for that student is hindered. South Side has implemented a positive behavior plan with various steps of consequences. Each consequence is a step in providing an opportunity to students to accept responsibility for their actions before reaching the level of suspension. Students who have accumulated at least 5 unexcused absences are reported to the attendance officer.

All discipline plans focus on the positive. Rewards are established within each plan. Reward programs for attendance and good grades are a part of the positive behavior plan. South Side students are recognized each nine weeks for academic performance as well as behavior. Students also have the opportunity to earn tickets that may be used in the library store or to buy out of class once ever nine weeks to participate in an extracurricular activity. South Side students also have the opportunity to participate in a celebration party each month for the class who has the most perfect attendance days.

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.

The ultimate purpose of all discipline plans is to provide a safe and orderly environment for all students. 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 employs a Behavior Specialist who oversees all Behavior Interventions/ Behavior Plans within the district.

South Side has a school counselor and social worker to provide assistance with social, emotional, and physical needs of the students and families. They may also provide guidance to families in need of help from other local or charitable agencies. Both counselor and social worker assist students and families with needed services to overcome barriers in order to ensure all students have an equal opportunity to become successful in school.

The Picayune School District has a Parenting Center. This Center is an Outreach center for all students and families and is maintained by the school counselors, social workers, and the district nurse. Services, school supplies, uniforms, and a list of community resources and agencies are kept on file in order to assist students and parents.

Picayune School District has contracted with the Picayune Police Department to have full-time school resource officers during regular school hours as well as during after hour events for the safety and well-being of all employee and students. The Police Officers take an active and positive role in the schools. The SRO is responsible for all emergency drills practiced throughout the school year including fire, tornado, and intruder drills. Along with the school nurse, the SRO implements a Drug Awareness Program in the school as well as safety programs.

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)

South Side will follow the Multi-Tiered Systems of Support as described below:

Tier I

Implement district instructional management plan
All Students receive high quality instruction aligned with MCCRS and support for academic and behavior
Coordinate and conduct a universal screener 3 times per year
Differentiated instruction based on needs of individuals
Implement and provide PBIS
Conduct classroom observations a minimum of 3 times per year
Implement data-based PD
Provide resources needed to support interventions
Assist with scheduling intervention blocks of time
Maintain parental/family and community involvement

Tier II

All Students receive high quality instruction aligned with MCCRS and support for academic and behavior
Provide supplemental instruction for individual skill deficits

Progress monitor and ensure behavioral support plan addresses the components of PBIS
Establish and maintain School Teacher Support Team
Maintain parental/family and community involvement

Tier III

All Students receive high quality instruction aligned with MCCRS and support for academic and behavior
Provide a system of instructional support for staff
Provide intensive intervention for multiple identified skill deficits
Progress monitors instructional and behavioral interventions
Maintain communication with school leaders and families on student progress
Meet with TST to examine all documentation and if necessary, refer to the Multidisciplinary Evaluation Team (MET)

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.

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.

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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).

Teachers are teaching with rigor the curriculum through multi-faceted resources. We are utilizing an communication app to communicate with parents on their child's progress and sending home progress and report cards when scheduled. Students are identified and placed in groups based on the academic struggles. SSU students are participating in flight time the last 30-40 minutes of their class time to provide enrichment and interventions for all students.

Student achievement is our highest priority. South Side Elementary School has shifted to a data culture where both teachers and students have embraced the concept of establishing and working toward data-based individual student goals.

Benchmark Assessments are administered in the fall, winter, and spring for every student. We utilize the data to monitor the growth and to guide instructional planning for all students. All students will be participating in the MS State Assessment Program in late April and early May. Teachers use Student Goal Setting Worksheets to identify areas of strength and weakness, but also to engage each student in the process. We sit down and conference with the children one-on-one about the data. We talk about what growth looks like for that year and that grade level. This empowers students to take ownership of their learning. When they are able to see tangible numbers, it allows them to see their progress. They understand it conceptually. Every student participates in the individual goal setting process and we use the data to enrich the learning for all students.

We have expanded our use of test data to guide all levels of planning and the implementation of Professional Learning Communities providing much needed guided professional development. We aim to increase teacher collaboration and productivity while establishing vertical alignment across content areas based on the College and Career Ready State Standards. The culture we have developed is about using data to inform our instruction and to enhance what we do in the classroom. We have weekly guided grade level and monthly subject area meetings for ELA and Math in order to keep all teams focused on goals and improvement of student growth and teacher efficacy. A guiding principle at South Side is that students from all economic backgrounds can and should reach high levels of academic achievement.

As you walk through the hallways at South Side, you will see a celebration of student success displayed throughout the building. You feel the excitement gleaming from students, faculty, and staff as they speak about the motivation and success in the growth demonstrated on the latest assessments.

At the beginning of each school year, grade-level teams host an orientation night for parents to visit and learn what is expected of their child academically, socially, and behaviorally. Also at this time we review the state standards, pacing guides, state and district testing, the importance of attendance, and school rules and expectations. This gives parents an opportunity to learn how they can assist their child at home and ways that they can communicate with the teacher. Title I Computer Labs are open during this time for parents to visit and actually experience some of the programs used at South Side. Students are assigned daily planners at the beginning of the year. The purpose of this book is for students to keep up with their daily assignments, as well as, a way for parents and teachers to communicate daily. Parents and students may visit the Picayune School District Web site for upcoming events and news.

Students in grades 3 through 6 have the opportunity to participate in Reading and Science Fairs. First place winners participate in the District Reading Fair. Students who place in the Science Fair at South Side will also have an opportunity to participate in the Regional Science Fair held in Hattiesburg.

We have a superb Music Lab with a Yamaha "Music in Education" program. The lab is equipped with 18 specially designed electronic keyboards used to teach musical fundamentals. Each of the keyboards can accommodate two students using the "split" design or they can be altered to

function as regular five octave pianos. A classroom computer using software developed by Yamaha operates the entire system and actually tracks each student's work. Our music teacher works with students in grades 5 & 6 to develop a Concert Choir in addition to their regular music classes.

The National Junior Beta Club at SS strives to follow the mission statement of the organization which is *"To promote the ideals of academic achievement, character, service and leadership among elementary and secondary school students."* Students are issued a formal invitation to join this organization based upon MAAP test scores, semester grades, and exemplary conduct. Our chapter will focus on school and community leadership and improvement through service.

The Program of Research and Evaluation for Public Schools (PREPS, Inc.) recognized South Side Elementary School as a 2018 and 2019 Value Added Award recipient for exhibiting exemplary growth for the 2016-2017 and 2017-2018 school year.

South Side Elementary is fortunate to have a very supportive Parent /Teacher Organization. They have sponsored numerous projects, programs and fundraisers to enhance our student's education.

South Side Elementary faculty and staff strive to live up to our vision statement and are dedicated to enhancing the lives of our students. We are so very fortunate to have a caring community with dedicated parents, teachers, and staff.

If You Believe it -You Can Achieve It!

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).

MTSS

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.

PBIS

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.

A guiding principle at South Side is that students from all economic backgrounds can and should reach high levels of academic achievement. The following Academic Initiatives are in place:

Every student has the opportunity to reach "Eagle Status."

Eagle Status No N's or U's

Eagle 1 – All A's

Eagle 2 – A's & B's

Eagle 3 – A's, B's, & C's

Eagles soaring in the main hallway on the eagle wall.

Celebrations are held for each group every 9 weeks

PBA – Public Displays of Achievement

PBIS – Positive Behavior Initiative

Students earn tickets when positive behaviors, gestures, or leadership skills are noticed throughout the building. Tickets may be used at the school library store, freezy pops at recess, or a special buy-out of class day scheduled once every nine weeks.

Parental/Community Involvement

Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2010). Parent involvement and student academic performance: A multiple mediational analysis. *Journal of Prevention & Intervention in the Community*, 38(3), 183–197.

"A" Celebration Day for having an accountability grade of an "A". This is usually held in the month of October! Parents sign-up to volunteer to help with the different activities and concessions on campus. We also have our Santa shop, and our parents also sign up for a time slot to come help!

Students of the Month (PTO Sponsored)

Family Math/Science Night/art

Spirit Week

Grandparents' Day

End of the year Field Day (PTO Sponsored)

ONLINE PROGRAMMING

An independent review and study found that a computer instructional program used by students meets 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.

Programs that are tools we use to help identify at-risk students. We have counselors and social workers on site to address the mental health needs of our students; we also have a social-emotional program for all schools.

Teachers/Students set individual growth goals for benchmark assessments. These are posted in the hallways where students monitor their own growth and are able to see where they are compared to other students.

AR – Accelerated Reader Program – Library grades are based on AR participation and achievement. Student AR levels are posted in the hallway, displayed as eagles in flight from hatching eggs to eagles soaring to the mountain top. As students reach their goals every 9 weeks, a celebration takes place.

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.

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - SOUTH SIDE ELEMENTARY SCHOOL (5520024) 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	19	19	8	0	1	0.00	0.00	12.00	7.00
2023-2024	19	19	9	0	1	0.00	0.00	14.00	6.00
2024-2025	17	17	9	0	0	0.00	1.00	12.00	5.00

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 district will continue to monitor effectiveness of the educational performance outcomes through data driven instruction. Professional Development will be provided to teachers on the implementation of Standards Mastery for the school year. This training will allow teachers to become more skillful in the collection of data in order to plan, assess, and evaluate students more effectively. South Side will implement differentiated grouping based upon prescriptive learning goals for students. We also utilize the CNA provided by our stakeholders to look at the effectiveness of our teachers and the subject(s) they teach. very likely to work.

Professional Development will be provided for 3rd - 6th Grade teachers in E/LA and Math as a monitor, observation, confer mode for a continuation with the curriculum alignment of the College and Career Readiness Standards and the teacher effectiveness of quality instruction. Teachers will meet in grade spans to plan units of instruction together as a support system throughout the district. As a continuation teachers will be monitored, observed for effective quality teaching. Confering will take place in order to help the teacher to be a more skillful teacher in order to provide quality instruction. We also monitor all resources to make sure each classroom has what it needs from technology to consumables. Very likely to work.

Professional Learning Communities (PLC's) and Instructional Data Teams will meet at each school weekly / monthly. District PLC's will be provided during scheduled Professional Development days. Teacher are strongly encouraged to participate in collaboration and planning within their school community as well as outside. PD is done based on the needs of the teachers. Through classroom observations and the regular PLC's we are able to plan future PD. Likely to work.

Professional Development will be offered before school starts for all NEW teachers (1-3 years) and struggling teachers. This PD will provide training in order to introduce skills in helping the teachers to become a highly qualified effective instructional teacher. A mentor will be assigned to each teacher in order to monitor, share resources, and participate in teacher modeling. Teachers are reviewed every year based on in class observations and state test scores. All teachers hold and or qualified to teach the students they have been assigned. Likely to work.

Parental Involvement will improve through increase in Communication (website updates), PTO, Committee Meetings involving parents, varied time for parent meetings / activities, new district purchased Automatic Call System. Parental involvement is a vital role for increasing student achievement. The connection between school-home-community increases student academic performance due to better attendance and improved behavior. Likely to work.

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)

Data Driven Instruction has been scientifically proven to be the most effective means of quality instruction. Teachers will continue to meet together weekly in grade spans and / or subject areas for Professional Learning Communities (PLC's) and Data Instructional Teams to analyze, plan, evaluate, share resources, and reconstruct instructional plans as needed in order to meet the individual needs of all the students.

Collaborative planning of meetings throughout the district by grade levels / subjects to align curriculum to the state standards with a consistency of a time schedule will improve student performance.

A review of end of the year progress monitoring results, state testing results for MAAP and 3rd Grade Summative, Comprehensive Needs Assessment, STAR Data, and other collected data will drive instructional planning for the beginning of the school year.

Teachers will become better data - driven instructional leaders through implementation of the skills acquired in Professional Development training during the summer, beginning of the school year and throughout the school year.

Principal will become better Instructional Coach while observing and conferring with the Professional consultants while monitoring teacher effectiveness of instruction.

Paraprofessionals and other school personnel will become a better support service for students when data driven instruction is provided. They will also be a part of some trainings that involve the implementation of new programs.

An Educational Consulting Team will monitor effective implementation of the curriculum. Any questions, concerns, or feedback will be discussed with the school's Principal and Administration.

The Professional Development Consultants, Administration, and Principals will continue monitoring throughout the entire school year to ensure consistent and effective implementation of the Individual Math Units as well as the Individual ELA Units which were established during the Professional Development provided by the same consultants earlier in the school year.

A collection of data from assessments, discipline referrals, attendance, tardies, parental involvement, classroom observation, student growth reports, program evaluation and other informative data will be utilized to improve the effectiveness of instructional leadership practices.

We provide training for all staff on cultural responsiveness, how to differentiate instruction based on the needs of diverse students.

Teachers/admin. carefully look at discipline practices and make sure they are not biased are targeted. We use PBIS to help address some behavior issues, we also utilize behavior goal sheets that are sent home daily on student progress. Teachers also have a check system, and parent phone calls are frequently made. Teachers are a big part of helping address any and all root cause systemic barriers that may contribute to inequalities. They tend not to over assign homework or to give grades for homework to help students that may be at a disadvantage when assistance at home.

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)

The School District will host a Teacher Job Fair annually. Each individual school will have a station set up providing information specific to that school.

Each school within the district recognizes a Teacher of the Year and a District Teacher of the Year is chosen from that group of teachers.

Mentors are provided to work with new teachers.

South Side PTO sponsors a teacher appreciation week annually.

School Administrator conducts classroom observations throughout the school year and provide immediate feedback to teachers on areas that need improving.

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.

South Side Upper Elementary 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. 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 heterogeneously 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 - SOUTH SIDE ELEMENTARY SCHOOL (5520024) 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)

- **Open House and Meet the teacher is a strongly attended event throughout the district. Beyond the initial Open House / Meet the teacher events parental involvement is not as strong. Lack of means of communicating through technology was an area parents indicated was a weakness for our district. Communication between schools, parents, and the community is higher at the Elementary level due to the regularity of newsletters and school calendars that are sent home with students as well as the percentage of involvement and participation in school PTO activities. South Side will continue communicating with parents by sending home planners as a communication tool between home and school.**

Parents have indicated a desire for better communication through the use of online technology. There is currently an online system called Active Parent for all grade levels. The Picayune School District is actively updating the District Website as well as the individual school websites to include pertinent information regarding important dates, activities and current information for parents and students.

The Picayune School District purchased an Automatic Call System that will notify parents of any school related issues. The Automatic Call System will automatically call the primary contact number that is submitted by the parents at registration in order to inform them of important alerts, notifications, and in the event of an emergency within the Picayune school District. This system will be available not only at the district level, but at each school level as well. This will afford each school the opportunity to send out individual / specific school messages to parents.

Online registration is also available during the school year and will provide parents an online option to register their students. The online registration option will help streamline the registration process as well as provide convenience and will save valuable time for parents, students, and staff.

South Side Elementary School host several events throughout the school year to provide parents the opportunity to partnership with the school such as Open House, PTO Meetings, Grandparents Day, Veterans Day, Musical Programs, Band Concerts, Awards Programs and various other school - community events.

Through the use of technology to improve school-home communication, it is our goal to improve parental attendance with activities, but also in support of academics and student attendance in school.

Parental involvement activities, with regard to policy development and evaluation at South Side Elementary School, will include the following:

- **Administration of a Comprehensive Needs Assessment 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 Involvement Policy.**
- **Inclusion of parents in the annual revision of the Student/Parent/School Compact.**
- **Inclusion of parents in the annual revision of the school wide Title I Program.**

Parents and family members are invited to attend the annual meeting held at the beginning of each school year. Invitations are communicated through the school calendar, reminder notices, social media, and the automated phone

system. During the 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.

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 faculty, staff, and parents of South Side Elementary School believe that it is a team effort to prepare children to achieve their maximum academic, social, and emotional growth and to prepare our children to become lifelong learners and contributing members of a changing society.

Parental involvement activities, with regard to policy development at South Side Elementary School, will include the following:

- **Administration of a Comprehensive Needs Assessment 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 School wide Title I Program.**
- **Inclusion of parents in the annual revision of the Parental Involvement Policy.**
- **Inclusion of parents in the annual revision of the Student/Parent/School Compact.**
- **Inclusion of parents in the annual revision of the School wide Title I Program.**

The School wide 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 School wide 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.**
- **Provision to parents and community members of the School wide Title I Program which includes the Parental Involvement 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 School wide Title I Program and at the annual meeting that they may give input if they disagree with any of the content found in the School wide Title I Program policy.**

Parental involvement policy procedures at South Side Elementary School will include the following:

- **Parents will be notified of annual meetings concerning the School wide Title I Policy which includes the Parental Involvement Policy.**
- **Needs assessments and surveys are completed.**
- **Data from these surveys as well as data from the comprehensive needs assessment are compiled and analyzed in order to determine the overall effectiveness of the School wide Title I Policy which includes the Parental Involvement Policy.**

Concerning the Annual Title I Parent Meeting, South Side Elementary School will implement the following:

- **Arrange annual meetings to inform parents about the Title I School wide Program, Title I requirements/policies and offer an opportunity to review and revise as necessary.**
- **Involve parents in the policy review and improvement of the Title I School wide Program.**
- **Provide parents information about programs, curriculum, assessment, and achievement expectations.**
- **Information may be provided to parents through student planners, monthly school calendars, newsletters, school website, telephone calls, student handbooks, parent-teacher conferences, PTO meetings, and the Picayune Item.**

To ensure effective involvement of parents and to support a partnership between South 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 parental involvement 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 parent-teacher conferences, Annual Title I Parent Meetings, Parent Orientation, and MTSS Meetings conducted by the principal, teachers, district counselor, and/or district social worker to explain the following:

- MAAP Student Profile Reports
- State School Report Card
- College and Career Standards
- State and District Assessments
- EL Assessment Results
- Student Progress Reports
- Student Report Cards

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

- Annual Parental Involvement Meetings
- Meet the Teacher (open house)
- Parent Orientation (by grade levels)
- Family Math/Science/Read Nights
- Grandparents Day Program
- MTSS Meetings
- Title I Needs Assessments and Survey
- Title I School wide Planning Committee
- PTO Meetings
- Field Day/Play Day Volunteering
- Chaperones for Field Trips
- Science Fair/Reading Fair
- Open Invitations to Have Lunch with Child
- Feedback and Suggestions Link on School Website
- Classroom Volunteering or Mentoring
- Room Mothers/Fathers for Holiday Parties
- Assembly Meetings for Awards

Shall work with local businesses and community agencies to develop partnerships with student and school recognition programs.

May provide certain documentation to families in Spanish

May conduct workshops/seminars to train parents on parental involvement

May conduct meetings at a variety of times to maximize opportunities for parents to participate in school-related activities.

Concerning shared responsibilities for high student achievement and performance, South Side Elementary School shall:

Involve parents in the annual development/revision of a Parent-School Compact

Outline in the compact how administrators, school faculty, parents, and students will share responsibility for improved student achievement

Denote the means by which the school and parents will build a partnership to help students achieve the state's high academic standards
Provide (as practical) compacts in the languages that parents can understand
Provide compacts to parents at registration for review and for signing and keep a copy of the compact on file at school to be used during parent-teacher or student-teacher conferences

Picayune School District, to the extent practical, will provide educational services to students identified as delinquent, disabled, EL (English Language), homeless and unaccompanied, migrant, and neglected. Information will be provided in a readable format and assistance will be provided for understanding the needs and academic progress of the student.

South Side Elementary School will provide parents with documentation concerning the following:

- meetings
- program development/planning
- the continued education of their child
- the qualifications of their child's teacher as required by the ESS Act
- when their child is taught by any person who is not highly qualified as required by ESS Act
- when a substitute is not highly qualified and is employed for more than four consecutive weeks.

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 School District will host a Teacher Job Fair annually. Each individual school will have a station set up providing information specific to that school.

Each school within the district recognizes a Teacher of the Year and a District Teacher of the Year is chosen from that group of teachers.

Mentors are provided to work with new teachers.

South Side PTO sponsors a teacher appreciation week annually.

School Administrator conducts classroom observations throughout the school year and provide immediate feedback to teachers on areas that need improving.

- Annual Parental Involvement Meetings -Academic
- Meet the Teacher (open house) -Academic
- Parent Orientation (by grade levels)-
- Family Math/Science/Read Nights- academic
- Grandparents Day Program
- MTSS Meetings academic
- Title I Needs Assessments and Survey academic
- Title I School wide Planning Committee academic
- PTO Meetings
- Field Day/Play Day Volunteering
- Chaperones for Field Trips
- Science Fair/Reading Fair academic
- Open Invitations to Have Lunch with Child
- Feedback and Suggestions Link on School Website
- Classroom Volunteering or Mentoring
- Room Mothers/Fathers for Holiday Parties
- Assembly Meetings for Awards

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)

South Side Elementary School realizes the relationship between school, family, and community is critical to student success. Initial communication with families begins during registration at the beginning of each school year. Automated phone calls, the local newspaper, and the District website are tools used to inform family and community about registration dates. School buses are parked at local merchants announcing registration dates. Donations from the community are asked for students in need of supplies. The school year begins with open house and 'meet the teacher.' Although this is a well attended event at each school, it is a challenge to keep parents involved. Elementary schools engage parents and the community through newsletters. A monthly calendar is sent home with students listing events for the month. South Side utilizes a "Student Planner" as a means of daily communication with parents. There are also PTO meetings and after-school events.

State assessment results are mailed home to parents with a letter from the Superintendent, in a language they can understand. Within the letter, the content is related to specific information about the subject area tested, and how to contact the appropriate person should parents have questions/concerns regarding their child's assessment results. All parents receive a copy of the Parents Right to Know during the registration process, which explains their legal rights regarding parent conferences. If necessary, arrangements are made through district social workers to transport parents (to/from) parent/teacher conferences.

South Side invites parents to eat lunch at school on a designated day each week. The District continues to update the website as well as the individual school web-sites to include pertinent information regarding important dates, activities, and current information for parents, students, and the community. The automated phone system has proven to be a valuable tool for communication with parents for general information and information in the event of an emergency. The automated phone system can be utilized at each school site to inform parents of events specific to that school.

Schools host several events throughout the school year. Grandparents Day, Veterans Day, reading fairs, musical programs, band concerts, award programs, and other events give faculty/staff, parents, families, and the community the opportunity to interact. Field trips and/or guest speakers give students and community members the chance to engage.

The District will continue to use the identified ESSA evidence-based strategy: *Supporting programs that reach families at home, in the community, and at school.* The District has determined that parents respond well to the communications that provide helpful hints and information sent home in parent-friendly formats. In addition, the District's historical data has shown that if programs are held at different times of the day, more parents are able to be in attendance. Programs will be directed at ways parents can help their child(ren) become stronger academically.

It is the goal of South Side Elementary School, through the use of technology, school activities, media, and school staff, to create a better school-community culture by increasing communication and active involvement with parents, community, and all other stakeholders to ensure every student will succeed.

The school administration will make the schoolwide plan available to all stakeholders in an easy-to-read, understandable format. A link to the plan will be posted on the school's website, social media page, and parent communication app. Hard copies and emailed versions will be provided upon request. Translated copies of the plan will also be made available online and through the parent communication app.

PICAYUNE SCHOOL DIST (5520) Public District - FY 2026 - SOUTH SIDE ELEMENTARY SCHOOL (5520024) Public School - School Plan - Rev 0

1. Summarize successes your school has experienced and why.

South Side Upper received a "A" rating for the 2022-2023, 23-24, 24-25 school year! We attribute this success to the hard work and dedication of the teachers and staff. We also invested in some instructional resources that helped catapult our school to success.

South Side promotes teamwork to improve student achievement. Our motto is "If you believe it - You can achieve it!"

Student achievement is our highest priority. South Side Elementary School has shifted to a data culture where both teachers and students have embraced the concept of establishing and working toward data-based individual student goals.

Diagnostic Assessments are administered in the fall, winter, and spring for every student. Teachers use Student Goal Setting Worksheets to identify areas of strength and weakness, but also to engage each student in the process. We sit down and conference with the children one-on-one about the data. We talk about what growth looks like for that year and that grade level. This empowers students to take ownership of their learning. When they are able to see tangible numbers, it allows them to see their progress. They understand it conceptually. Every student participates in the individual goal setting process and we use the data to enrich the learning for all students.

We have expanded our use of test data to guide all levels of planning from individual goal setting to norm-based national comparisons and the implementation of Professional Learning Communities providing much needed guided professional development. A data room has been created by the leadership team including grade level teachers as well as subject area teachers. We aim to increase teacher collaboration and productivity while establishing vertical alignment across content areas based on the College and Career Ready State Standards. The culture we have developed is about using data to inform our instruction and to enhance what we do in the classroom. The data room consists of school wide goals, grade level goals, the most current State Assessment Data, Diagnostic Data, and Teacher Support Team Data including: demographics/behavioral/interventions/attendance. We have weekly guided grade level and monthly subject area meetings in the Data Room in order to keep all teams focused on goals and improvement of student growth and teacher efficacy. A guiding principle at South Side is that students from all economic backgrounds can and should reach high levels of academic achievement.

SSU participates in PBIS (Positive Behavior Interventions and Supports) Students are rewarded for positive behavior and attendance by collecting Eagle Bills throughout the nine weeks. to buy-out once a nine week for one hour of activity that they get to choose.

As you walk through the hallways at South Side, you will see a celebration of student success displayed throughout the building. You feel the excitement gleaming from students, faculty, and staff as they speak about the motivation and success in the growth demonstrated on the latest assessments.

South Side 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, instructional needs, tutoring needs, and the success of instructional strategies.

SS'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. SS also has a full-time nurse on campus. The overall goal is to prevent minor health issues from becoming a barrier for academic success.

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

Academic Initiatives

***Eagle Status* No N's or U's**

Eagle 1 – All A's Celebrate with Pizza with the Principal

Eagle 2 – A's & B's Breakfast with donuts

Eagle 3 – A's, B's, & C's Popsicles for recess

Eagles soaring in the main hallway on the eagle wall.

PBA – Public Displays of Achievement

Teacher/Students set individual growth goals for Diagnostic Assessments. These are posted in the hallways where students monitor their own growth and are able to see where they are compared to other students.

AR – Accelerated Reader Program – Library grades are based on AR participation and achievement. Student AR levels are posted in the hallway displayed as eagles in flight from hatching eggs to eagles soaring to the mountain top. As students reach their goals each 9 weeks, a celebration takes place.

Beta Club – Grades 5 & 6

Concert Choir – Directed by SS Music Teacher

Monthly Classroom Attendance Competition/Celebrations based on classes with the highest percentage of perfect attendance displayed in the hallway.

SSU participates in PBIS (Positive Behavior Interventions and Supports) Students are rewarded for positive behavior and attendance by collecting Eagle Bills throughout the nine weeks. to buy-out once a nine week for one hour of activity that they get to choose.

Students earn tickets when positive behaviors, gestures, or leadership skills are noticed throughout the building. Tickets may be used at the school library store, freezy pops at recess, or a special buy out of class day scheduled once during each nine weeks.

Parental/Community Involvement

Students of the Month (PTO Sponsored)

Family STEAM Night

Spirit Week

Red Ribbon Week – Drug Awareness

Grandparents' Day

End of the year Field Day (PTO Sponsored)

2. Summarize challenges your school has experienced and why.

Our most difficult challenge has been getting parents more involved in their child's academics. We hold parent conferences via in person or phone. We also utilize social media and a district contact program to reach out to parents as well. Many parents work and find it difficult to take off work to attend meetings or activities for their children. We try to accommodate parents so that they can have a voice in their child's education.

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

6)

Based on the needs assessment respondents recommended more technology for the classrooms, making class sizes smaller, and providing a resource officer for added school security.

Based on End of the Year MAAP Assessments and beginning of the year diagnostic 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 provide data for the team to evaluate progress. The last 50 min. of the day students are grouped based on assessment data where needed skills are identified and the students move to a teacher or assistant working on specific skills. We have intervention groups, on grade level groups, and enrichment groups. This also includes cross grade level groups. 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. Subject area teachers meet monthly for collaborative planning. A Math, ELA, and Science Consultant provides professional development for our staff twice per school year in order to assist 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 a proficiency level.

b. College and Career Readiness

5)

In order to improve South Side's overall growth and academic achievement and to help improve the Picayune School District accreditation level we are dedicated to follow these strategies:

A. Provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement. (based on the Performance Level Descriptors)

B. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program and increase the amount and quality of learning time that provides an enriched and accelerated curriculum.

C. Include strategies to address the needs of historically under served populations particularly the needs of low achieving children and those at risk of not meeting the State standards.

D. Provide timely, effective assistance to students who experience difficulty in meeting the State's standards, including taking specific steps to involve parents in helping their children meet the standards.

E. Follow a specific mapping guide developed for the Picayune School District based on the College and Career Readiness Standards.

c. School Climate and Culture

1)

Faculty and staff members feel that the school does a good job in welcoming students and parents to the school, working well together as a network of educators, and using data to drive instruction.

The Needs Assessment showed a need for more parental involvement in our students' education. SS has developed a social media page in order to provide the most current information to parents and the community.

In order to instill among staff, students, and parents a positive attitude about school and to increase parental involvement in their child's education we promote the following strategies:

A. Teachers are to contact each parent the first month of school and each grade level will devise a procedure to frequently contact parents throughout the school year.

B. The teacher will conduct parent/teacher conferences as needed.

C. Staff, students, and parents will be acknowledged with positive comments by peers and other staff.

D. Open House and a parent orientation will be held to inform parents and students of expectations and upcoming events.

E. Staff and parents will be given an opportunity to join our PTO and to volunteer throughout the school year.

F. Staff and parents will have an opportunity to complete a survey during the school year in regard to the school and their experiences at school.

Faculty/staff, students, and parents will demonstrate respect for each other and for the school. Our school will be a place where people want to be. A data analysis will be conducted using the survey.

Those surveyed felt we needed a stronger, more structured discipline policy. Following this report, we began researching some programs that we could implement at South Side. We currently use our teacher support team in order to address behavioral issues in the classroom. Our team felt that we could benefit from (PBIS)Positive Behavior Intervention and Support program. This program provides a positive and effective alternative to the traditional methods of discipline. We have begun using parts of the programs such as more incentives; however, we hope to implement the program in full next year once we receive the grant for training and implementation.

d. Curriculum and Instruction

4)

According to the Needs Assessment Summary, stakeholders agreed that South Side provides students and teachers with a safe, clean, well-maintained, and orderly environment for learning. The school has rules, expectations, and consistent discipline policies which allow the students to learn and the teachers to teach. In our school, students have access to a variety of academic resources to help them succeed in their learning. The programs of the school promote academic success for all students and provide additional support services for students with special needs (handicapped, learning disabled, gifted and talented, English Language Learners, homeless, and migrant students, etc.) South Side utilizes the

College and Career Readiness Standards and provides a rigorous curriculum for each grade level and/or content area. Teachers use effective, research based strategies and assessment data to modify and adjust teaching strategies to differentiate instruction to best meet the individual needs of students. Title I Assistants are beneficial in helping to provide direct instruction to meeting the individual needs of students. South Side does not have a class-size reduction teacher in grades 3-6.

In order to improve South Side's overall growth and academic achievement and to help improve the Picayune School District accreditation level we are dedicated to follow these strategies:

- A. Provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement. (based on the Performance Level Descriptors)
- B. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program and increase the amount and quality of learning time that provides enriched accelerated curriculum.
- C. Include strategies to address the needs of historically underserved populations particularly the needs of low achieving children and those at risk of not meeting the State standards.
- D. Provide timely, effective assistance to students who experience difficulty in meeting the State's standards, including taking specific steps to involve parents in helping their children meet the standards.
- E. Follow a specific mapping guide developed for the Picayune School District based on the College and Career Readiness Standards.

e. Professional Development

3)

Data is collected through a yearly needs assessment. This data is analyzed, and training opportunities are planned based on the needs identified by faculty and staff.

77% agree or strongly agree that the school uses research-based strategies and data to make instructional decisions about the type of Professional Development activities at both the classroom, school, and the district level. The needs assessment results indicated additional Professional Development needs in the areas of language arts, writing, math, science, and response to interventions including successful inclusion strategies. The Picayune School District currently provides highly qualified consultants to come into the school providing this needed Professional Development. The consultants assisted in planning and developing a District Mapping Guide to be followed throughout the Picayune School District. South Side holds monthly PLC's that allow teachers an opportunity to learn from their peers and receive training on curriculum/resources. SSU teachers also attend workshops/conferences outside of the school/district throughout the school year.

f. Parent and Family Engagement

2)

Many of those who took the Comprehensive Needs Survey stated that parent and family engagement was not satisfactory. Parents and family members participate in non academic activities throughout the school year. Grandparents day, open house, family math/science 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 app, 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. SS has developed a social media page in order to provide the most current information to parents and the community.

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

**Our Title I School's district participates in the federal program, School-Based Administrative Claiming. This is how we fund our school nurses. We have a nurse at Southside 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).

***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.

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