

# School Plan

PIGGOTT SCHOOL DISTRICT  
P.O. Box 387 Piggott, AR 72454

## Arkansas Comprehensive School Improvement Plan

2011-2012

The faculty and staff of the Piggott School District believe that all students can learn and master basic academic skills regardless of their previous academic performance, family background, socio-economic status, race, or gender. The faculty and staff accept the responsibility for providing strong instructional leadership, a positive school climate, and a safe and orderly school environment. We foster strong parent and community involvement.

Grade Span: Title I: Not Applicable School Improvement:

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**Priority 3:** Wellness

**Goal:** Piggott School District will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI score on routine annual student screening and increasing collaboration between all segments of school community in support of positive lifestyle choices.

**Priority 4:** High School in School Improvement Year 1

**Goal:** To improve student achievement in areas of Content and Literary in reading and Content and Style in writing.

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- Priority 1: To provide administrative support using state and federal funds for literacy and math. Provide professional development for staff.
1. Based on a comprehensive needs assessment that reflects an indepth analysis of 2009,2010,and 2011 student achievement. In math, open response questions continue to be a weak area, with the passage type and strand fluctuating from year to year. In literacy, content and practical open response continues to be a weak area for the three year trend, 2009,2010,and 2011. This conclusion has been obtained by studying the CRT, NRT, and intermittent assessments.
  2. K-6 Mathematics We have met AYP in all areas. The annual expected performance level for K-5 math in 2010-2011 was 77.5% proficient. We currently have two sub-groups: Caucasian and economically disadvantaged. Our performance levels include: combined population 90.2% proficient, Caucasian 90.3% proficient and economically disadvantaged 86.1% proficient. 7-12 Mathematics We are on Alert status. The annual expected performance level for 9-12 mathematics in 2010-2011 was 73.45% proficient. We currently have two sub-groups: Caucasian and economically disadvantaged. Our performance levels include: combined population 68.2% proficient, Caucasian 68.1% proficient and economically disadvantaged 58.5% proficient. K-6 Literacy We have met AYP in all areas. The annual expected performance level for K-5 literacy in 2010-2011 was 78.4% proficient. We currently have two sub-groups: Caucasian and
- Supporting Data:

economically disadvantaged. Our performance levels include: combined population 82.0% proficient, Caucasian 82.6% proficient and economically disadvantaged 75.9% proficient. 7-12 Literacy We are in School Improvement Year 1. The annual expected performance level for 9-12 literacy in 2010-2011 was 75.7% proficient. We currently have two sub-groups: Caucasian and economically disadvantaged. Our performance levels include: combined population 58.5% proficient, Caucasian 58.8% proficient, and economically disadvantaged 50.4% proficient. Intervention: Administrative

3. Graduation Rate: In 2007-2008, we met requirements with 91%. In 2008-2009, we did not meet graduation goal of 85%. Our rate was 79.6%. In 2009-2010, we did not meet graduation goal of 85%. Our rate was 84.1%.
4. National School Lunch Act (NSLA) monies have been used to help improve literacy and mathematics scores. After school tutoring is available for students in grades 7-12 in math, literacy, and science. Senior high math and literacy teachers provide this service.
5. Technology has been a key factor in student achievement for the district. Document cameras and LCD projectors have been placed in all k-12 classrooms to address the needs of visual learners. Class amplification systems have been purchased to address the needs of K-6 auditory learners. TI-73 and TI-84 calculators are in all 7-12 grade mathematics classrooms to give students a hands-on approach to learning. TI-84 calculators are in use in 7-12th grade science classrooms. Many teachers use Interwrite Tablets in the classroom as an instructional tool as well.
6. The district encourages all teachers to attend workshops here at school, at Northeast Arkansas Coop, and around the state in order to grow professionally. It is the district's mission to help each student reach his/her potential. We will continue to monitor data, and make necessary changes to accomplish our goals and make AYP.

Goal To improve academic achievement and school environment.  
 Benchmark The combined population, and each subgroup, is expected to meet the AYP target calculated by the Arkansas Department of Education.

Intervention: Administrative support				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Use district facilities and resources to support program. Action Type: Collaboration	Ed Winberry, Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> </ul>	ACTION BUDGET: \$
Provide office supplies (copy paper, binders, storage boxes for records, etc.) and a laptop or hand-held computing device (costing less than \$1000) for Federal Programs Coordinator. Action Type: Collaboration	Pamela Hickson, Federal Programs Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• None</li> </ul>	Title I - Materials & Supplies: \$2654.00 <hr/> ACTION BUDGET: \$2654

<p>Administrative costs for Federal Coordinator to attend area, state, and national meetings, and other professional development relating to Federal programs. Action Type: Professional Development</p>	<p>Pamela Hickson, Federal Programs Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<p>Title I - Purchased Services: \$4500.00 Title I - Other Objects: \$1500.00</p> <hr/> <p>ACTION BUDGET: \$6000</p>
<p>One percent of our Title I funds will be allocated to support the academic achievement of all identified homeless students in the district. Funds will be used to provide certain basic necessities for the student's academic success, such as transportation to their medical and guidance services, clothing, and appropriate materials/supplies needed to participate in required school activities. Action Type: Equity</p>	<p>Brock Swann, Homeless Liason</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<p>Title I - Materials &amp; Supplies: \$2150.00</p> <hr/> <p>ACTION BUDGET: \$2150</p>
<p>Each campus will have a parent center with a parent facilitator. Parent Coordinator will select for purchase, materials necessary to train and assist parents in helping their child improve math and reading skills. Office supplies will also be purchased for the Parent Center.</p>	<p>Mona Scott, Parent Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teaching Aids</li> </ul>	<p>Local Revenue: \$1875.00</p> <hr/> <p>ACTION BUDGET: \$1875</p>

<p>Parent Coordinator will also attend workshops such as the Arkansas Parent Center Coordinator's Conference. (Funding is in the elementary school plan.) Action Type: Parental Engagement</p>				
<p>Title I funds will be used to employ a .5 FTE Federal Programs Coordinator to maintain and implement new programs for all Title I students. Action Type: Collaboration</p>	<p>Ed Winberry, Superintendent</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<p>Title I - Employee \$11000.00 Salaries: Title I - Employee \$2666.21 Benefits: <hr/>ACTION BUDGET: \$13666.21</p>
<p>Title I funds will be used for the Coordinator and other staff members to attend conferences, workshops, and training for research-based programs. Title I funds will be used for Professional Development activities that are above the required 60 hours the state mandates. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Leean Mann, Elementary Principal, Pamela Hickson, Federal Programs Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>Title I - Purchased \$5000.00 Services: <hr/>ACTION BUDGET: \$5000</p>
<p>The ACSIP Steering Committee will meet to evaluate the progress of Title I program at the elementary school. The</p>	<p>Pamela Hickson, Leean Mann, and Barry Dehart</p>	<p>Start: 07/01/2011 End: 05/18/2012</p>		<p><hr/><hr/>ACTION BUDGET: \$</p>

<p>results of the Benchmark exams, as well as, AYP will be used to determine the success of the program. Our 2010 school year status is "Achieving" and 2011 is also achieving. We met AMO in Math (77.5) with 90.2% and Literacy (78.4) with 82%. Action Type: Program Evaluation</p>				
<p>PSD will support each building in providing assistance to parents in understanding how to monitor a child's progress using academic assessments and provide materials and training to help parents work with their children to improve academic achievement. Action Type: Equity Action Type: Parental Engagement</p>	<p>Ellen Meadows, Parent Facilitator</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>PSD will educate teachers, principals, and other staff in the importance of effective communication, and the value of their contributions of input. Licensed staff will have a minimum of 2 hours of parental involvement professional development. Administrators</p>	<p>Ellen Meadows, Parent Facilitator; Barry Dehart, Principal; Leean Mann. Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>will have a minimum of 3 hours of parental involvement professional development.  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Title I Schoolwide</p>				
<p>PSD will ensure that each school meets state and federal requirements for parental involvement including: helping parents understand how to help children succeed academically; providing materials and training to help parentw work with their children; educating staff in the importance of effective communication and to value the contributions of parents; coordinating and integrating parental involvement programs and activities; insuring that information related to schools and parent programs is sent to parents in a timely manner that is easily understood by parents to the extent practical in a language parents can understand.  Action Type:</p>	<p>Ellen Meaddows</p>	<p>Start: 07/01/2011  End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>				
<p>The district will provide annual training for volunteers who assist in an instructional program for parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Ellen Meadows, Barry Dehart, Leann Mann</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Parent-Teacher Compacts will be reviewed and filed in the office of the Federal Programs Coordinator. Building parent facilitators will keep sign-in sheets of all parental involvement activities. Action Type: Equity Action Type: Professional Development</p>	<p>Mona Scott; Pam Hickson</p>	<p>Start: 08/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Annually evaluate each buildings Parent Involvement Plan to ensure it is meeting the needs of the parents and students of our district. A Parent Coordinator will oversee this and the Parent Center. Action Type: Parental Engagement</p>	<p>Ellen Meadows; Jerri Tate; Mona Scott,</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

Action Type: Professional Development				
The ACSIP is reviewed and revised annually by the Steering Committee. The team will review and discuss all the building plans , making recommendations. Twice a year, the team will meet to determine if there are any ammendments or changes that need to be made. Sign-in sheets and building plans will document this effort. Action Type: Program Evaluation	Pamela Hickson, Barry dehart, Leean Mann	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$31345.21

Intervention: Provide technology staff development to enable teachers to better utilize the computer technology they have available for use in instruction and research. To maintain and upgrade equipment as needed and as funds are available.

Scientific Based Research: Cromwell, Sharon: Education World, Three Keys to Technology Excellence, 2000; [http://www.educationworld.com/a\\_tech/tech032.shtml](http://www.educationworld.com/a_tech/tech032.shtml)

Actions	Person Responsible	Timeline	Resources	Source of Funds
6 hours of educational technology training will be scheduled by Joseph Crittenden, District Technology Coordinator. All teachers are required to attend the training that is vital to school record keeping and parent communication. Teachers will be given the opportunity to receive training in: GradeQuick, our gradebook program that links to Edline, which is an internet based communication system for teachers to get information to parents about grades, attendance, and, assignments. Action Type: Collaboration Action Type: Professional	Joseph Crittenden Technology Coordinator, Chris Thompson, Technology Technician	Start: 06/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$



Development Action Type: Technology Inclusion				
We are using Smart Boards, iPads, scanners, document cameras, and projectors to integrate technology into the curriculum. Computers projectors, laptops, bulbs, toner, printers, and switches needed to replace and upgrade our infrastructure are needing to be replaced. Toner cartridges and drums are needed to maintain adequate operation of our computers and printers. These are budgeted at the building level. Action Type: Technology Inclusion	Joseph Crittenden, Technology Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET:           \$
The annual staff development needs assesment conducted in April, 2011, showed that teachers need training on technology equipment (ie. CPS Systems, Smart Boards, document cameras, and projectors) and integration of technology into the curriculum. In June, training was offered to teachers on the use of Smart Boards, document cameras, and projectors. During CWT, teachers demonstrate their ability to use equipment and software effectively to increase student achievement. Building level professional development committees will meet again in April, 2012, to conduct annual needs assessment, and program evaluation based on the Piggott School District Evaluation of Professional Development Activity Forms. This committee will make recommendations for future staff development activities. Action Type: Program Evaluation Action Type: Technology Inclusion	Joseph Crittenden, Barry Dehart	Start: 07/01/2011 End: 05/18/2012		<hr/> ACTION BUDGET:           \$
Total Budget:				\$0

Intervention: Alternative Learning Environment				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Use Virtual School for students who are having difficulty succeeding in the regular classroom. ADE approved courses being utilized by our students are Algebra I, US History, Physical Science, English III and IV, Anatomy and Art. These are web-based, rigorous courses taught by certified teachers. Homework assignments are completed online according to a structured schedule. Grades are posted on Edline. We are adding a symposium to the ALE classroom. (Funding is included in high school plan.)</p>	Barry Dehart. Jon Wellman	Start: 07/01/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>7th and 8th grade students are using APEX Learning Software for the first time this year. Progress reports from the management system will be the measure of effective use of APEX. "Virtual" students' progress will be tracked with the management systems; teachers will monitor these reports (both time on task &amp; progress) and will guide students in effective use of time and the resources. Graduation rate will also be compared from year to year. In 2008-2009, 27 students were enrolled in ALE. 14 were in 12th grade and 14 graduated. In 2009-2010, 56 students were enrolled in ALE. 10 were in 12th grade and 9 graduated and 1 moved out of the district. In 2010-2011, 22 were in ALE. 5 were in 12th grade and 5 graduated. Action Type: Program Evaluation</p>	Jon Wellman	Start: 08/15/2011 End: 05/18/2012		<hr/> ACTION BUDGET: \$

<p>The Piggott School District has an ALE program that is a non-punitive environment. Emphasis is placed on helping the student to attain success in the academic area of weakness. The criteria for ALE exit is varied. Some students exit the ALE program because they fail to attend school. Others exit when they graduate. Some students exit after they have successfully completed their classwork and catch up to the level they are trying to attain. Report cards indicate success or failure. Last year, there were 22 students enrolled in ALE. 11 students who exited in 2009-2010 returned in 2010-2011. 5 students in ALE were seniors who graduated; 3 students received a GED; 4 students received SPED services.</p> <p>Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Program Evaluation  Action Type: Special Education</p>	<p>Barry Dehart, Jon Wellman</p>	<p>Start: 08/15/2011  End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
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Total Budget:	\$0
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Intervention: Provide activities to ease the student's emotional and academic transition from early childhood programs to Elementary School Programs.

Scientific Based Research: <http://gse.harvard.edu/hfrp/projects/fine/resources/research.bohan.html>

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>SCHOOLWIDE: EARLY CHILDHOOD TRANSITION ACTIVITIES. Elementary School Counselors go to Head Start Meeting for presentation concerning our school and the requirements for Kindergarten.</p> <p>Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	<p>Barbara Batey</p>	<p>Start: 03/01/2012  End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

SCHOOLWIDE: Head Start, ABC, Preschool and Curtain Climbers tour our campus in the spring. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Erica Harris, Principal	Start: 04/01/2012 End: 05/18/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
SCHOOLWIDE: Pre-registration for Kindergarten is held in our elementary building. Parents can tour the building, visit with counselors, teachers, principals, or personnel. They are given materials which explain readiness skills. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Leean Mann, Principal; Amber Harrell and Barbara Batey, Counselors, and Teachers	Start: 03/01/2012 End: 05/10/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Evaluation of the effectiveness of the transition activities will continue to be done through comparison of the Qualls Early Learning Inventory and the NRT assessment. In 2009-2010, QELI indicated that an average of 30% of students were prepared to enter Kindergarten. In 2010-2011, QELI indicated that an average of 37% were prepared to enter Kindergarten. On the Metropolitan 8 assessment in 2009-2010 Kindergarten students scored in the 43rd NPR in Sound and Print and in the 50th NPR in Math. On the ITBS assessment in 2010-2011 Kindergarten students scored in the 92nd NPR in language and 74th NPR in Math. Action Type: Program Evaluation	Barbara Batey	Start: 08/15/2011 End: 10/31/2011	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: To provide the resources necessary to ensure and maintain a safe and drug-free environment that supports academic achievement.

Supporting Data: 1. In 2008-2009, at elementary, the number of bus problems decreased to

120 and insubordination increased to 38. At high school, 61 class disruptions were reported, 141 excessive tardies, and 39 bus problems. In 2009-2010, at elementary, the number of bus problems decreased to 108 and insubordination decreased to 20. At the high school, 54 class disruptions were reported, 158 excessive tardies, and 19 bus problems. In 2010-2011, at the elementary, the number of bus problems increased to 120 and insubordination increased to 21. At the high school, only 32 class disruptions were reported, only 38 excessive tardies, but 20 bus problems.

2. In 2007, the Arkansas Prevention Needs Assessment Student Survey results indicated that elevated risk factors at the elementary school included Sensation Seeking and Rebelliousness. The lowest ranking protective factor was rewards for pro social involvement. At high school, the elevated risk factors included rewards for anti-social behavior and the lowest ranking protective factor is opportunities for pro-social involvement.
3. In 2008, the Arkansas Prevention Needs Assessment Student Survey results indicated that elevated risk factors at the elementary school included Sensation Seeking and Rebelliousness. The lowest ranking protective factor was rewards for pro-social involvement. At high school, the elevated risk factor included peer rewards for anti-social behavior and interaction with anti-social peers. The lowest ranking protective factor is pro-social involvement.
4. In 2009, the Arkansas Prevention Needs Assessment Student Survey indicated that elevated risk factors at elementary school included Sensation Seeking and Low commitment to school. Lowest ranking protective factor was School Opportunity for Pro social Involvement. At the high school, the elevated risk factor was Peer Reward for Anti-Social Behavior. Lowest ranking protective factor is Pro social Involvement.

Goal All K-12 students in the Piggott School District will be provided a comprehensive alcohol, drug, and violence prevention program.

Benchmark The number of aggressive and disruptive behaviors of students in 2011-2012 will be reduced by 3% and the percentage of Piggott School District students using drugs and alcohol will be reduced by 3%.

Intervention: Provide the support needed to implement character education programs designed to educate students about drug and alcohol prevention, and character education.				
Scientific Based Research: Creating Safe & Drug Free Schools: An Action Guide; Peter Kickbush; April 1997				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The principals will track the number of office referrals for inappropriate behavior using APSCN. The ACSIP committee will review these numbers each quarter to evaluate the effectiveness of the drug education curriculum. The results of the APNA Survey for our district will be reviewed to determine the effectiveness of Character Education programs. Action Type: Program	Leean Mann, Barry Dehart	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$

Evaluation				
<p>Distribute Red Ribbons at our annual Red Ribbon Week rally. This event coincides with the drug prevention program that is presented by our counselors. Our superintendent, local business leaders, members of local law enforcement, and other civic leaders speak to students about drug and alcohol abuse. Action Type: Collaboration</p>	<p>Barbara Batey</p>	<p>Start: 10/24/2011 End: 10/28/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• None</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Continue to use "Project Wisdom", a program that offers thought-provoking messages designed to be read over the PA system during the daily announcements. The messages encourage students to reflect on the meaning of civic and personal values and the application of those values in their daily lives. Classroom teachers discuss these announcements with students. Action Type: Equity</p>	<p>Leean Mann, Elem. Principal</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Use "Book of Virtues" videos from STARS/ National Center for Youth Issues. These videos provide information for teaching about work ethic, respect, humility, responsibility, generosity, loyalty, and friendship. (grades 1-4) Students view videos with a counselor. Interactive discussion and worksheets are used to teach these qualities of character education. Action Type: Alignment</p>	<p>Barbara Batey</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Use material from James Stanfield Co. Inc. to teach upper</p>	<p>Leean Mann</p>	<p>Start: 08/15/2011 End:</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>elementary school(grades 5-6). These include videos from the "Be Cool" series: Coping with Bullying and Anger/Others. Students view videos with a counselor. Interactive discussion between counselor and students and role playing are implemented to emphasize "pro-active" and not "re-active" behavior. Students learn to recognize and report violence immediately. Students complete worksheets that coincide with this curriculum. Action Type: Equity</p>		05/18/2012	<ul style="list-style-type: none"> <li>• Teaching Aids</li> </ul>	
<p>Tutoring by instructional assistants (elem. school) is provided to help improve academic performance. This will address the risk factor of academic failure as revealed in the Arkansas Prevention Needs Assessment Survey. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity</p>	Pamela Hickson	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>To address the need for prosocial involvement, the use of Smart Boards and E-Instruction CPS in our classrooms increases opportunities and rewards for classroom participation. Action Type: Equity Action Type: Technology Inclusion</p>	Joseph Crittenden	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>5th and 6th grade students conduct a food drive during the months of October and November. The items received are distributed to needy students in our elementary school to take home over the holiday vacation and</p>	Leean Mann and 6th grade teachers	Start: 10/01/2011 End: 11/15/2011	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>throughout the remainder of the school year. This activity teaches them responsibility, as well as, learning to care about each other. Action Type: Collaboration</p>				
<p>Shawn Hearn teaches health to grades 9-12. Alan Rabjohn teaches health to 7th grade. They use "Lifetime Health" (Holt) textbook to teach drug, alcohol, and violence prevention. 10 days are used for lectures covering prescription drugs and non-prescription drugs; harmful effects of tobacco use; tobacco cessation programs; effects of alcohol abuse; dangers of binge drinking; effects of legal and illegal drugs; treatment options for alcohol and drug abuse; and refusal skills. 3 days of lectures cover conflict resolution; violence prevention; and sexual abuse and violence. Videos, study guides, role playing, and writing a public service announcement are used to encourage student participation. Students also research the internet (4 specific websites given) to get more information. Action Type: Alignment</p>	<p>Shawn Hearn, Alan Rabjohn Health teachers</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>————— ACTION BUDGET: \$</p>



The "Why Try" Curriculum will be used in the upper elementary classes and in high school ALE classes. It is a program designed to help youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics. Action Type: Alignment	Jon Wellman and Barbara Batey	Start: 09/01/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title VI State - Materials & Supplies: \$560.00 <hr/> ACTION BUDGET: \$560
4 staff members attended the 14th Annual Character Education Conference in St. Charles, MO in June 2011 to learn more about classroom management and character education. Action Type: Professional Development	Leean Mann	Start: 06/29/2011 End: 07/01/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title VI State - Purchased Services: \$372.18 <hr/> ACTION BUDGET: \$372.18
Total Budget:				\$932.18

Intervention: DARE (Drug Abuse Resistance Education)

Scientific Based Research: Substance abuse prevention infrastructure: a survey-based study of the organizational structure and function of the DA.R.E. program. September 6, 2006. [www.substanceabusepolicy.com](http://www.substanceabusepolicy.com)

Actions	Person Responsible	Timeline	Resources	Source of Funds
The DARE curriculum will be taught by a Piggott Police Officer to our 6th grade students beginning September 19, 2011. This nine-week program gives students the skills needed to recognize and resist the pressures that cause them to experiment with drugs. Action Type: Collaboration Action Type: Equity	Leean Mann, Principal	Start: 09/19/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The results of the Arkansas Prevention Needs Assessment Student Survey for our district will be reviewed to determine if there is a reduction in the number of students using drugs and alcohol. Action Type: Program Evaluation	Amber Harrell	Start: 09/10/2011 End: 09/30/2011		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: SADD (Students Against Destructive Decisions)				
Scientific Based Research: "Value of SADD" <a href="http://www.sadd.org/faq.htm">www.sadd.org/faq.htm</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
SADD is the nation's dominant peer-to-peer youth prevention organization. SADD's unique approach involves young people in informing, supporting, and assisting their peers to have the best tools to make healthy decisions. SADD encourages teens to consider the impact of their choices on their friends, their families, and their future. This group of students meet once a week after school and are led by a teacher and a parent. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Karen Coomer, teacher, and Mona Scott, parent	Start: 10/01/2011 End: 05/01/2012	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
The results of the Arkansas Prevention Needs Assessment Student Survey will be reviewed to determine if there is a reduction in the number of students using drugs and alcohol. Action Type: Program Evaluation	Amber Harrell, Pamela Hickson,	Start: 09/01/2011 End: 11/01/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Wellness

Supporting Data:

1. The Piggott School District Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. Body Mass Index Data SY 2007-2008: of the 991 student population, 468 students were assessed. Of the students assessed, the following represents the percent of students at risk of being overweight and overweight: District: Males 45.5% Females 41.1% Elem.: Males 46.3% Females 35.4% H.S.: Males 44.2% Females 56.0%
2. Body Mass Index Data SY 2008-2009: of the 1009 student population, 837 students were assessed. Of the students assessed, the following represents the percent of students at risk of being overweight and overweight: District: Males 44.5% Females 43.0% Elem.: Males 42.7% Females 39.9% H.S.: Males 48.5% Females 46.1%
3. Body Mass Index Data SY 2009-2010: of the 1045 student population, 432 students were assessed. Of the students assessed, the following represents the percent of students at risk of being overweight and overweight: District: Males - 42.7% Females - 43.5% Elem: Males - 40.0% Females - 37.5% H.S.: Males - 49.3% Females - 54.7%
4. Body Mass Index Data SY 2010-2011: of the 993 student population, 377 students were assessed. Of the students assessed, the following represents the percent of students at risk of being overweight and overweight: District:

Males - 49% Females - 44.1% Elem: Males - 50.7% Females - 43.6% H.S.:  
Males - 45.0% Females - 45.7%

5. School Health Index SY 2005-2006 (Elementary) - Module 8 - Family and Community Involvement (56%): The school is not effectively engaging parents and community. Module 4 - Nutrition Services(73%: larger variety in school meals is needed. Module 1 - School Health Policies and Environment (87%): Access to foods of minimal nutritive value needs more restriction and need more education on how to handle emergencies at home.
6. School Health Index SY 2005--2006 (High School) - Module 8: Family and Community Involvement (33%): The school is not effectively engaging parents or community. Module 4 - Nutrition Services (52%): larger variety in school meals is needed. Module 1 - School Health Policies and Environment (78%): Access to foods of minimal nutritive value needs more restriction and need more education on crisis management.

**Goal** Piggott School District will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI score on routine annual student screening and increasing collaboration between all segments of school community in support of positive lifestyle choices.

**Benchmark** To increase scores on Modules 8,4, and 1 on the School Health Index by 10% by April 2012.

**Benchmark** By the 2011-2012 school year there will be a decrease of the average Body Mass Index for students by 1/2% as evaluated by the annual Body Mass Index Screening.

Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.				
Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating(June 14, 1996/Vol.45/No RR-9); Guidelines for Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Piggott School District has developed District Wellness Policies in collaboratoron with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Action Type: Collaboration Action Type: Wellness	Ed Winberry, Superintendent	Start: 07/01/2011 End: 05/15/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
The Nutrition and Physical Activity Committee, as part of the ACSIP Committee, will frequently monitor goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index	ACSIP Committee Chair	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Modules, Wellness Policy Checklist, etc.) ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness				
Piggott School District will support schools in providing educational materials that encourage students to make healthy food and physical activity choices, such as "Nibbles for Health" and "Tickle Your Appetite", both of which are produced by USDA's Team Nutrition. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
To address the needs of the district as determined by the School Health Index, Piggott schools will offer a wider variety of food for the students at lunch time, with input from the teachers and staff and offer certificates, medals, ribbons, buttons, etc. as rewards instead of food. Action Type: Collaboration Action Type: Wellness	Superintendent, Principals, Teachers	Start: 08/15/2011 End: 05/25/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

- Priority 4: Based on a comprehensive needs assessment that reflects a trend analysis of multiple data sources , we found that our areas of need in our combined population for literacy to be : Content and Literary in reading and Content and Style in writing.
- Supporting Data:
1. Literacy Priority 1. Combined Population: End of Course Literacy: In 2011,49% scored proficient or advanced. In 2010, 37% scored proficient or advanced. In 2009, 56% scored proficient or advanced. The 3 year trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area (s) is: Content . The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas (s) are: Content and Style.
  2. Literacy Priority 2. Students with Disabilities ( IEP) End of Course Literacy:

In 2011, 20% scored proficient or advanced. In 2010, 0% scored proficient or advanced. In 2009, 13% scored proficient or advanced. The 3 year trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: Literary. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

3. Literacy Priority 4. Economically Disadvantaged (EDS) End of Course Literacy: In 2011, 47% scored proficient or advanced. In 2010, 38% scored proficient or advanced. In 2009, 59% scored proficient or advanced. The 3 year trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: Literary and Practical. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

Goal To improve student achievement in areas of Content and Literary in reading and Content and Style in writing.

Benchmark By 2012, 83.88% of the combined population and each sub-group will score proficient or higher on the Benchmark EXam to meet AYP.

Intervention: Implementing strategies and action that will improve literacy instruction.				
Scientific Based Research: National Reading Panel Report, " Teaching Children to Read", (2000). Harvey, Stephanie, Goudvis, Anne, "Strategies That Work", Stenhouse, (2000)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
"The Learning Institute" literacy program will be implemented for 9th, 10th, and 11th grade literacy. The Learning Institute develops literacy assessments for reading and writing and are designed specifically to prepare students for mastery of key literacy skills and success on the state accountability exams. Assessments are aligned to the district's curriculum. (Funding is in the high school plan.) This is the first year for us to use this program. Action Type: Alignment Action Type: Collaboration	Barry Dehart	Start: 08/09/2011 End: 05/12/2012	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
To meet the needs of all learning styles, differentiated instruction will continue to be implemented as needed based on appropriate literacy assessments. Action Type: Equity Action Type: Professional Development	9th, 10th, and 11th grade english teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The actions of this	Pamela	Start:	<ul style="list-style-type: none"> <li>• Administrative</li> </ul>	

<p>intervention will be evaluated periodically and annually by the school/district Acsip teams through the results of CWT's, interim assesments, CRTs and NRTs. In 2010-2011, we piloted the TLI program. On the 2 interim assessments taken last year, students scored 55% and 68% on reading exam and 49% and 49% on writing exam. Overall score for Literacy was 55%. These same students scored on the first 2 assessments this year: 58% and 76% on reading exam and 71% and 57% on writing exam. Overall score for Literacy was 66%. During CWT there is evidence that literacy teachers are gettting useful reports from TLI and using that information to guide teaching. Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Hickson, Barry Dehart, Leean Mann</p>	<p>07/01/2011 End: 06/30/2012</p>	<p>Staff</p> <ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Billie Plunk	Distance Learning Facilitator	District ACSIP Committee
Classroom Teacher	Erica Harris	Assistant Principal	District ACSIP Committee
Classroom Teacher	Jenny Hamilton	Resource (9-12) HS Reading	District ACSIP Committee
Classroom Teacher	Karen Coomer	High School Math Chairperson	District ACSIP Committee
Classroom Teacher	Kathy Coyle	3rd Grade Teacher	District ACSIP Committee
Classroom Teacher	Marilyn Short	Resource (7-9) HS Reading	District ACSIP Committee
Classroom Teacher	Regina Crittendon	12th Grade Eng./Comp. Teacher	District ACSIP Committee
Community Representative	Sam Williams	Local Police Officer	District ACSIP Committee
District-Level Professional	Ed Winberry	Superintendent	District ACSIP Committee
District-Level Professional	Pamela Hickson	Federal Programs Coordinator	District ACSIP Commiittee

Non-Classroom Professional Staff	Amber Harrell	Counselor 7-8 grade/ Drug Coordinator	District ACSIP Committee
Non-Classroom Professional Staff	Barbara Batey	Testing Coordinator	District ACSIP Committee
Non-Classroom Professional Staff	Brock Swann	Dean of Students	District ACSIP Committee
Non-Classroom Professional Staff	Janice Beck	Food Services Director	District ACSIP Committee
Non-Classroom Professional Staff	Leean Mann	Elem. Principal	District ACSIP Committee
Parent	Jackie Smith	Parent	District ACSIP Committee
Principal	Barry Dehart	High School Principal	District ACSIP Committee

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