

# School Plan

PIGGOTT ELEMENTARY SCHOOL  
P O BOX 387,PIGGOTT, AR 72454

## Arkansas Comprehensive School Improvement Plan

2011-2012

The Piggott Elementary School staff believes that education is the process by which an individual grows and/or develops as the result of all his experiences and that all children can learn. We accept the responsibility for teaching the necessary academic and social skills required to enable them to perform successfully as students, as adults, and as American citizens.

Grade Span: K-6

Title I: Title I Schoolwide

School Improvement: MS

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#### Priority 1: Literacy

**Goal:** All students will improve their performance in answering open response questions over content, literary, and practical reading passages.

#### Priority 2: Math

**Goal:** To improve skills in multi-step problem solving, geometry, measurement, and ability to respond to open-response items.

#### Priority 3: Wellness

**Goal:** Piggott Elementary School 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.

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Priority 1:	To improve the literacy ability levels of our students at Piggott Elementary School to maintain Adequate Yearly Progress of 85.6% for the 2011-2012 school year.
Supporting Data:	<ol style="list-style-type: none"><li>1. In 2007-2008, the average daily attendance rate was 96.3%. In 2008-2009, the attendance rate was 95.3%. In 2009-2010, the attendance rate was 95.6%</li><li>2. ITBS Combined (Total) Population: Reading Comprehension, Grade 1: In 2011, 78.0% had an NPR score of 50 or above. In 2010, 60.0% had an NPR score of 50 or above. In 2009, 55.6% had an NPR score of 50 or above.</li><li>3. ITBS Combined (Total) Population: Reading Comprehension, Grade 2: In 2011, 81.0% had an NPR score of 50 or above. In 2010, 57.0% had an NPR score of 50 or above. In 2009, 50.6% had an NPR score of 50 or above.</li><li>4. ITBS Combined (Total) Population: Reading Comprehension, Grade 3: In 2011, 55.0% had an NPR score of 50 or above. In 2010, 55.0% had an NPR score of 50 or above. In 2009, 56.0% had an NPR score of 50 or above.</li><li>5. Literacy Priority 1. Combined Population: Grade 4 Augmented Benchmark Exam: In 2011, 85% scored proficient or advanced. In 2010, 85% scored proficient or advanced. In 2009, 85 % 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: Content Passage. 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.</li><li>6. Literacy Priority 2. Students with Disabilities (IEP): Grade 4 Augmented Benchmark Exam: In 2011, 36% scored proficient or advanced. In 2010, 10% scored proficient or advanced. In 2009, 50 % scored proficient or advanced.</li></ol>

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: content and literary. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) is: content and style.

7. Literacy Priority 3. Economically Disadvantaged (EDS): Grade 4 Augmented Benchmark Exam: In 2011, 81% scored proficient or advanced. In 2010, 79% scored proficient or advanced. In 2009, 76% 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: Practical and content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) is: content.
8. Literacy Priority 1. Combined Population: Grade 6 Augmented Benchmark Exam: In 2011, 79% scored proficient or advanced. In 2010, 80% scored proficient or advanced. In 2009, 78% 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: practical. 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.
9. Literacy Priority 2. Students with Disabilities (IEP): Grade 6 Augmented Benchmark Exam: In 2011, 0% scored proficient or advanced. In 2010, 25% 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: practical and content. 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.
10. Literacy Priority 3. Economically Disadvantaged (EDS): Grade 6 Augmented Benchmark Exam: In 2011, 73% scored proficient or advanced. In 2010, 76% scored proficient or advanced. In 2009, 71% 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: practical. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) is: content and style.
11. In our building, during the 2010, 2009, and 2008 school years, there were fewer than "10" Hispanic, African-American, and ELL students tested.

Goal All students will improve their performance in answering open response questions over content, literary, and practical reading passages.

Benchmark By spring 2012, the combined population and each sub-group will increase the percent of students scoring proficient/advanced by 5% in an effort to meet or exceed the current AYP established by ADE.

Intervention: Continue "Arkansas Reading First"				
Scientific Based Research: "Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction." (1999) Report of the National Reading Panel. Washington, DC: National Institute of Child Health and Human Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
K-6 teachers have completed Arkansas Reading First training sessions provided through the Harrisburg Co-op. Action Type:	Leean Mann, Principal	Start: 06/02/2004 End: 05/14/2007	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$

Collaboration Action Type: Professional Development Action Type: Special Education				
SCHOOLWIDE: NEEDS ASSESSMENT ITBS scores will be reviewed by the ACSIP Literacy Committee to determine the improvement made when comparing the percent of students scoring above the 50th percentile on the exam in 2011 and in 2012. Action Type: Program Evaluation Action Type: Title I Schoolwide	ACSIP Steering Committee	Start: 08/01/2011 End: 10/01/2011	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
All K-6 teachers have completed training in ELLA. Action Type: Professional Development	Leean Mann, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
SCHOOLWIDE: NEEDS ASSESSMENT Assess students using STAR reading assessment to establish a baseline. Action Type: Technology Inclusion Action Type: Title I Schoolwide	K-6 Teachers	Start: 08/15/2011 End: 05/18/2012		ACTION BUDGET: \$
Continue to use Effective Literacy for 2nd and 3rd grade. Our faculty is trained to provide instruction to improve our students' ability to comprehend and respond to what they have read. They also use writing prompts, and rubrics as assessments in our curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Teachers	Start: 08/15/2011 End: 05/18/2012		ACTION BUDGET: \$

Students scoring proficient or advanced on Benchmark will be rewarded with one day excused absence. Their names will be entered in a drawing for a bigger prize. Action Type: Equity	Leean Mann, Principal; Barbara Batey, Testing Coord.	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
SCHOOLWIDE; COORDINATION AND INTEGRATION OF FUNDS (FEDERAL AND STATE) AND SERVICES WITHIN THE STATE. One half-time(0.5 FTE) reading specialist will be hired to work with struggling readers in 4th, 5th, and 6th grade.	Leean Mann, Principal	Start: 08/15/2011 End: 05/18/2012		NSLA (State-281) - \$5650.00 Employee Benefits: NSLA (State-281) - \$21876.00 Employee Salaries: <hr/> ACTION BUDGET: \$27526
Total Budget:				\$27526

Intervention: Continuation and enhancement of Accelerated Reader Program.

Scientific Based Research: AR Research: Judith Paul, Research Summary; Renaissance Learning, Inc. Oct. 2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Formative Assessment: STAR Reading Assessment is used as a baseline to establish reading levels of students and used throughout the year to monitor progress. Students in grades 1-6 will be assessed using STAR Reading Assessment. Grades 2-3 will test 3 times per year. Grades 4-6 will test 4 times per year. Students in grades K-1 will be assessed using STAR Early Literacy. Action Type: Program Evaluation Action Type: Technology Inclusion	Leean Mann, Principal, K-6 Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Use digital camera to document student achievement in Accelerated Reader program and other accomplishments throughout the year.	Natalie Kennedy, Media Specialist Joseph Crittenden, Tech. Coord.	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Computers</li> </ul>	ACTION BUDGET: \$

Action Type: Parental Engagement Action Type: Technology Inclusion	Mona Scott, Parent Coord.			
Third grade will host 1 Family Reading night using guidelines from the AR program. Action Type: Collaboration Action Type: Parental Engagement	Librarian, Teachers	Start: 10/01/2011 End: 05/12/2012	<ul style="list-style-type: none"> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will encourage students to read books at their reading levels established through use of the Accelerated Reader program to increase comprehension; boost their reading levels, and foster children's love of reading. Teachers will also encourage students to get library cards at the public library and promote the Summer Reading Program.	Teacher grades 1st - 6th	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
To continue progress monitoring, Literacy Skills Quizzes will be used. These quizzes measure proficiency in 24 literacy skills that are assessed on standardized tests. Recorded Quizzes are also being used to enable emerging readers to quiz independently. Additional Reading Quizzes are being purchased to go along with books purchased with ARRA funds for classroom libraries. Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Librarian, teachers	Start: 07/01/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>School Library</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$500.00 Materials & Supplies: <hr/> ACTION BUDGET: \$500
Teachers in 4th, 5th, and 6th grade are using novel sets, which include books for students and guided teaching material to supplement the McGraw-Hill reading program.	Fourth, Fifth, and Sixth grade teachers	Start: 07/01/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Hawkins Educational Services will provide teachers with access to Capstone Interactive	Natalie Kennedy, media specialist	Start: 09/01/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$5000.00

<p>Library, which is a web-based resource for teachers and students to access, read, and discuss books. Hard copies of these books and AR Quizzes are made available as they are released.</p> <p>Action Type: Professional Development</p>			<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	<p>NSLA (State-281) - Materials &amp; Supplies: \$7775.00</p> <hr/> <p>ACTION BUDGET: \$12775</p>
<p>A schoolwide initiative will be implemented this year to help increase the number of books being read. A goal of 33,000 has been set as the total number of books to be read by our students during this school year.</p> <p>Action Type: Equity</p>	<p>Erica Harris, Reading Specialist</p>	<p>Start: 09/01/2011 End: 05/15/2012</p>	<ul style="list-style-type: none"> <li>Public Library</li> <li>School Library</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$13275</p>

Intervention: Reduce Class Size

Scientific Based Research: [www.ed.gov/pubs/ReducingClass/Class-size.html#research](http://www.ed.gov/pubs/ReducingClass/Class-size.html#research)  
[www.asu.edu/educ/eps/EPRU/documents](http://www.asu.edu/educ/eps/EPRU/documents)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>At the conclusion of the 2010-2011 school year, we evaluated this intervention through Pre/Post test data and determined it was effective in support of our curriculum and instruction. Students in fourth grade were administered a pre-test and post-test and the average gain was 25.7%. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2011-2012 school year, we plan to use locally developed pre-post tests and periodic common assessments. We will use this data/information to determine whether the objectives of this intervention were achieved and whether it has been successful in</p>	<p>Leean Mann, Principal, Barbara Batey</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

attaining the anticipated student outcome. Action Type: Program Evaluation				
SCHOOLWIDE: COORDINATION AND INTEGRATION OF FUNDS (FEDERAL AND STATE) AND SERVICES WITHIN THE STATE One teacher (1.0 FTE) will be hired to reduce class size to provide more personal instruction for fourth grade students. The student to teacher ratio without the CSR instructor would be 19:1. The student to teacher ratio with the CSR instructor would be 14:1. This position is above and beyond state requirements. Action Type: Collaboration Action Type: Title I Schoolwide	Leean Mann, Principal	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title II-A - Employee \$32672.00 Salaries: Title II-A - Employee \$9318.00 Benefits: <hr/> ACTION BUDGET: \$41990
SCHOOLWIDE: COORDINATION AND INTEGRATION OF FUNDS (FEDERAL AND STATE) AND SERVICES WITHIN THE SCHOOL. One teacher (1.0 FTE) will be hired to reduce class size in sixth grade. The student to teacher ratio without the CSR teacher would be 25:1. The student teacher ratio with the CSR instructor would be 19:1. This position is above and beyond state requirements. Action Type: Equity Action Type: Title I Schoolwide	Leean Mann, Principal	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - \$8000.00 Employee Benefits: NSLA (State-281) - \$32720.00 Employee Salaries: <hr/> ACTION BUDGET: \$40720
At the conclusion of the 2010-2011 school year, we evaluated this intervention through Pre/Post test data and determined it was effective in support of our curriculum and instruction. Students in second grade were administered a pre-test	Leean Mann, Principal, Barbara Carrens, Testing Coordinator	Start: 08/15/2011 End: 05/18/2012		<hr/> ACTION BUDGET: \$

and post-test and the average gain was 15.27%. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2011-2012 school year, we plan to use locally developed pre-post tests and periodic common assessments. We will use this data/information to determine whether the objectives of this intervention were achieved and whether it has been successful in attaining the anticipated student outcome. Action Type: Program Evaluation				
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Total Budget:	\$82710
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Intervention: Highly qualified Instructional Assistants will assist students in reading and math.

Scientific Based Research: [http:// www.ed.gov/policy](http://www.ed.gov/policy) "Title I Paraprofessional - Non-Regulatory Guidance"

Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE: RECRUITING AND MAINTAINING HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS. DEMONSTRATE TEACHERS ARE INVOLVED IN DECISION MAKING ACTIVITIES. Nine 1.0 FTE Instructional Assistants will be hired to work with teachers and students to improve student achievement in the areas of literacy and math. Teachers and IA's will meet frequently to discuss remediation strategies and student progress. Ocassionally substitutes are needed for these paraprofessionallss. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Leean Mann, Principal. Pamela Hickson, Federal Prog. Coord.	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>None</li> </ul>	Title I - Purchased Services: \$2000.00 Title I - Employee Salaries: \$143620.00 Title I - Employee Benefits: \$48829.00 <hr/> ACTION BUDGET: \$194449



<p>Compare 4th Grade Benchmark scores to determine effectiveness of instructional assistants. The combined population: 85% scored proficient or advanced in 2011; 85% scored proficient or advanced in 2010; and 85% scored proficient or advanced in 2009. The Economically Disadvantaged: 81% scored proficient or advanced in 2011; 79% scored proficient or advanced in 2010; and 76% scored proficient or advanced in 2009. Students with Disabilities: 36% scored proficient or advanced in 2011; 10% scored proficient or advanced in 2010; and 50% scored proficient or advanced in 2009.</p> <p>Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Barbara Batey, Testing Coord. ACSIP Steering Committee</p>	<p>Start: 08/01/2011 End: 10/15/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>SCHOOLWIDE: TEACHERS ARE INVOLVED IN DECISION MAKING STRATEGIES. Students identified as scoring basic or below basic on the benchmark will have an AIP or IRI. Teachers in K-6 will develop remediation strategies for these students. AIP's will be reviewed annually to monitor student gains. The results will be discussed with parents. Instructional assistants will work under the direct supervision of teachers to assist all students.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program</p>	<p>Leean Mann, Principal ; Teachers</p>	<p>Start: 07/01/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide				
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Total Budget:	\$194449
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Intervention: Professional development for teachers for reading, math, or technology throughout the year as they are available.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE: PROFESSIONAL DEVELOPMENT. Workshops for teachers to attend to further develop their teaching skills for reading, math, or use of technology as they become available throughout the year. Funds are used for dues/fees, travel, lodging, and meals necessary to attend workshops. Hire substitute teachers for teachers who attend workshops during the school year. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Pamela Hickson, Fed. Prog. Coord. ; Principals, Teachers	Start: 06/01/2011 End: 05/30/2012	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	Title II-A - Purchased \$29501.00 Services: Title I - Purchased \$4450.00 Services: PD (State-223) - \$2000.00 Other Objects: PD (State-223) - \$15520.91 Purchased Services: <hr/> ACTION BUDGET: \$51471.91
SCHOOLWIDE: RECRUITING AND MAINTAINING HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS. Newly hired teachers must meet the criteria set by our district or follow the timeline for certification in order to be hired. Action Type: Title I Schoolwide	Ed Winberry, Superintendent	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
SCHOOLWIDE: TEACHERS ARE INVOLVED IN DECISION MAKING ACTIVITIES. ACSIP	Ed Winberry, Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance</li> </ul>	<hr/> ACTION BUDGET: \$

<p>Committees, which consist of teachers, parents, and other staff meet regularly throughout the year to review and revise our ACSIP Plan.  Action Type: Professional Development  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>			<p>Assessments</p> <ul style="list-style-type: none"> <li>• Teachers</li> </ul>	
<p>Some of our elementary teachers attended a workshop at the Northeast Coop to receive training on educational uses of the camera. This was taught by Debby Rogers, Wallece Brewer, and Jannie Trautwein.  Action Type: Professional Development  Action Type: Technology Inclusion</p>	<p>Elementary Teachers</p>	<p>Start: 07/01/2010  End: 08/20/2010</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Two of our teachers are attending The Leadership Academy this year. The Academy, through the use of research and best practices, designs creative and innovative approaches to establish learning communities in public schools by developing human resources and by modeling and advocating collaboration, support, shared decision making, team learning, risk taking, and problem solving. Partners commit to changing their organizations to support system improvement. They attend 3 days in the summer, 2 days in the fall, and 2 days in the spring.</p>	<p>Leean Mann, Melissa Hopkins, Sherri Wright</p>	<p>Start: 06/01/2011  End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				
K-6 grade teachers attended training this summer at the Northeast Co-op for "Common Core State Standards. K-2 will be implemented this year and grades 3-8 will be implemented next year. Action Type: Alignment Action Type: Professional Development	Leean Mann, Principal	Start: 06/01/2011 End: 05/15/2012	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$51471.91

Intervention: DIBELS = Dynamic Indicators of Basic Early Literacy Skills				
Scientific Based Research: Armbruster, Lehr, & Osborn, 2001; National Reading Panel, 2000b; Rayner et al., 2001				
Actions	Person Responsible	Timeline	Resources	Source of Funds
This assessment tool is being used in grades K-2 to help teachers locate, monitor and intervene with at-risk students. It is state mandated. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Leean Mann, Principal; Teachers, Aides	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Provide activities to ease the student's emotional and academic transition from early childhood programs to elementary school programs.				
Scientific Based Research: <a href="http://www.gse.harvard.edu/hfrp/projects//fine/resources/research/bohan.html">http://www.gse.harvard.edu/hfrp/projects//fine/resources/research/bohan.html</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE: Head Start, ABC Preschool and Curtain Climbers tour our campus in the spring. Action Type: Collaboration Action Type: Title I Schoolwide	Eric Harris, Assistant Principal	Start: 04/01/2012 End: 05/18/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
SCHOOLWIDE: EARLY CHILDHOOD TRANSITION	Barbara Batey, Counselor	Start: 03/01/2012	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$

ACTIVITIES. Elementary School Counselors go to Head Start Meeting for presentation concerning our school and the requirements for Kindergarten. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide		End: 05/18/2012		BUDGET:
SCHOOLWIDE: Pre-registration for Kindergarten is held in our elementary building. Parents can tour the building, visit with counselors, teachers, principal, 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, Counselor, Barbara Batey, Counselor; and Teachers	Start: 03/01/2012 End: 05/10/2012	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Language textbooks				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Grades 3-6 teachers will use language textbooks to help teach the skills needed for writing to maintain and improve Benchmark scores. K-5 will use Houghton Mifflin Language program; 3-6th grades will use Write Source for Writing. Action Type: Alignment	Leean Mann, Principal, Teachers	Start: 08/15/2011 End: 05/27/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
"Triumphs", a Reading Intervention Program, that is supplemental to the McGraw-Hill reading textbook, is being used in 4th and 5th grade reading classes to improve students' understanding of literary and content passages. It is used in small group settings and very helpful in improving comprehension in all areas of literacy. Action Type: AIP/IRI	4th and 5th grade teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$

<p>"Black Stallion Literacy Program" will be used this year in 1st and 4th grades (as a supplemental program) to help improve understanding of literary passages. The cost of this program includes a book for each student and the curriculum for teaching this program. Action Type: Collaboration</p>	<p>1st and 4th grade teachers</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; \$1660.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$1660</p>
<p>"Daily Warm-Ups" by Teacher Created Resources will be used in 2nd grade as a supplement to improve reading comprehension. The questions are multiple choice and take approximately 10 minutes to complete. This is used for practice in reading fiction and non-fiction.</p>	<p>2nd grade teachers</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Class room teachers will administer and score locally developed pre and post tests to evaluate student's progress. They will also administer quarterly tests to monitor and modify curriculum and instruction. Action Type: Alignment Action Type: Program Evaluation</p>	<p>Leean Mann, Principal</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Kindergarten and First grade teachers use Sing, Spell, Read &amp; Write to supplement the McGraw-Hill reading program.</p>	<p>First grade teachers</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Elementary Principal is planning to start a Book Club with 6th grade students. Weekly meetings of students with the principal will be conducted for discussion of the books and to encourage students to read more. Books and teaching materials will be purchased. Action Type: Collaboration</p>	<p>Leean Mann, Principal</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials &amp; \$500.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$500</p>

ACSIP committees are still discussing how to best utilize funding for materials and supplies. Possibilities are classroom sets of books, computers, and calculators. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Leean Mann, Pamela Hickosn	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title VI State - Materials \$10413.00 & Supplies: Title I - Materials \$14957.00 & Supplies: NSLA (State-281) - Materials \$1500.00 & Supplies: <hr/> ACTION BUDGET: \$26870
Test Preparation booklets from Houghton-Mifflin will be used for Kindergarten, 1st and 2nd grades to practice test taking skills.	Barbara Batey, Testing Coordinator	Start: 02/01/2012 End: 04/15/2012	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$29030

Intervention: "Buckle Down";

Scientific Based Research: The Research Foundation of Buckle Down Publishing; [www.BuckleDown.com](http://www.BuckleDown.com); 2003

Actions	Person Responsible	Timeline	Resources	Source of Funds
"Buckle Down to the Common Core" is an assessment tool that is being utilized in third through sixth grade throughout the school year to help integrate the CCSS into the curriculum. It will be used to improve student's ability to comprehend and respond to literary passages and content. It is being used to help prepare students for benchmark reading passages--content, literary and practical. These workbooks include emphasis on writing and open-ended questions. Action Type: Collaboration	3rd through 6th grade Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	NSLA (State-281) - Materials \$4000.00 & Supplies: <hr/> ACTION BUDGET: \$4000
Benchmark scores will show improvement in all areas of reading passages. In 2011 85% of our students scored proficient	4th, 5th, and 6th grade teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>or advanced. In 2010, 85% of our students in 4th grade scored proficient and in 2009, 85% scored proficient. In 2011, 87% of our students scored proficient or advanced. In 2010, 91% of 5th graders scored proficient and in 2009, 84% scored proficient. In 2011, 79% of our students scored proficient or advanced. In 2010, 80% of 6th graders scored proficient and in 2009, 78% of 6th graders scored proficient.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>				
Total Budget:				\$4000

- Priority 2: To increase the mathematical ability levels of our students at Piggott Elementary School to maintain scores needed to meet Adequate Yearly Progress of 85.0% for the 2011-2012 school year.
1. In 2007-2008, the attendance rate for the school was 96.3%. In 2008-2009, the attendance rate was 95.3% In 2009-2010, the attendance rate was 95.6%
  2. Mathematics Priority 1. Combined Population Grade 4 Augmented Benchmark Exam: In 2011, 91% scored proficient or advanced. In 2010 90% scored proficient or advanced. In 2009, 85% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands are Numbers & Operations and Algebra The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Algebra and Geometry.
  3. Mathematics Priority 2. Students with Disabilities Grade 4 Augmented Benchmark Exam: In 2011, 58% scored proficient or advanced. In 2010, 40% scored proficient or advanced. In 2009, 50% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands are Geometry and Data Analysis and Probability. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Measurement and DAP.
  4. Mathematics Priority 3. Economically Disadvantaged (EDS): Grade 4 Augmented Benchmark Exam: In 2011, 86% scored proficient or advanced. In 2010, 89% scored proficient or advanced. In 2009, 77% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands are DAP and Measurement. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Measurement and Geometry.
  5. Mathematics Priority 1. Combined Population Grade 6 Augmented Benchmark Exam: In 2011, 88% scored proficient or advanced. In 2010, 79% scored proficient or advanced. In 2009, 88% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands are Measurement. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Numbers and Operations and Measurement.
- Supporting Data:



6. Mathematics Priority 2. Students with Disabilities Grade 6 Augmented Benchmark Exam: In 2011, 28% scored proficient or advanced. In 2010, 25% scored proficient or advanced. In 2009, 38% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands are NO, DAP, and Measurement. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Measurement and DAP.
7. Mathematics Priority 3. Economically Disadvantaged (EDS): Grade 6 Augmented Benchmark Exam: In 2011, 83% scored proficient or advanced. In 2010, 72% scored proficient or advanced. In 2009, 78% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands are DAP. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Numbers and Operations and Algebra.
8. In our building, during the 2010, 2009, and 2008 school years, there were fewer than "10" Hispanic, African-American, and ELL students tested.
9. MATHEMATICS: ITBS Combined (Total) Population: Total Math, Grade 1: In 2011, 67% had an NPR of 50 or above. In 2010, 50% had an NPR score of 50 or above. In 2009, 55.6 % had an NPR score of 50 or above.
10. MATHEMATICS: ITBS Combined (Total) Population: Total Math, Grade 2: In 2011, 77% had an NPR of 50 or above. In 2010, 69% had an NPR score of 50 or above. In 2009, 71.3% had an NPR score of 50 or above.
11. MATHEMATICS: ITBS Combined (Total) Population: Total Math, Grade 3: In 2011, 56% had an NPR of 50 or above. In 2010, 62% had an NPR score of 50 or above. In 2009, 65.7% had an NPR score of 50 or above.

Goal To improve skills in multi-step problem solving, geometry, measurement, and ability to respond to open-response items.

Benchmark By spring 2011 the combined population and each sub-group will increase the percent of students scoring proficient/advanced by 5% in an effort to meet or exceed the current AYP established by ADE.

Intervention: Curriculum Alignment				
Scientific Based Research: Jacobs, Heidi Hayes. (1997) "Mapping the Big Picture: Integrating Curriculum and Assessment K-12". ASCD				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will review curriculum maps annually. Benchmark data and ITBS scores will be reviewed to ensure all frameworks are being taught. Action Type: Program Evaluation	Leean Mann, Principal; Pamela Hickson; ACSIP Committee	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Third through Sixth grade teachers were trained on the use of D2SC software by Specialists from Northeast Coop: Chris Lynch, Allyson Maxwell, Jill Logston, and Angie Carlton. This software gives teachers access to data to help determine instructional strategies and	Leean Mann, Principal	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

lesson planning. These specialists will be supporting our third through sixth grade teachers with site-based training for data disaggregation and instructional strategies. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion				
Four teachers will attend "Reading Strategies for Improving AR Augmented Benchmark Exam Scores" on October 17, 2011 in Little Rock, AR. Quest Education will be presenting this workshop. Action Type: Professional Development	Leean Mann, Principal	Start: 10/17/2011 End: 10/17/2011	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	Title I - Purchased \$550.00 Services: <hr/> ACTION BUDGET: \$550
Total Budget:				\$550

Intervention: Use new edition of Saxon Math Program. (2007-2008)				
Scientific Based Research: Saxon Research: Saxon Publishers, Research Summary; Internet 2002-2003.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE: REFORM STRATEGIES. Benchmark released items will be used in conjunction with Saxon Math to teach skills needed to increase math test scores. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	K-6th teachers	Start: 08/15/2010 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
SCHOOLWIDE: TIMELY AND EFFECTIVE REMEDIATION. Title I paraprofessionals will work with identified AIP students in the classroom and/or in small groups. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide	Teachers (grades 1-6)	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
"Calendar Math" will be used in our 4th grade math classes. This is a supplemental program that is used 5-10 minutes daily	Amber Murray, 4th grade Math Teacher	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$

that reviews and reinforces skills taught in our regular math curriculum. Action Type: Collaboration				
"Daily Math Practice" is being used in Grades 1 and 2. All math strands are addressed. Action Type: Alignment Action Type: Collaboration	Teachers grades 1 and 2	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
SCHOOLWIDE: REFORM STRATEGIES. 1st grade teachers are addressing the need to improve scores on Problem Solving with the use of manipulatives, daily practice activities, and worksheets that are presented every 10 lessons for additional practice. Saxon Math Test Taking Strategies are also used. Progress will be monitored by written Saxon Assessments and STAR Math Assessments. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	1st Grade Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
SCHOOLWIDE: REFORM STRATEGIES AND INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS. 2nd Grade Teachers and Special Education Teachers are incorporating geometry lessons into their daily Saxon Math. Geometry skills will be enriched through hands-on activities. Manipulatives used are pattern blocks, SmartBoard, geoboards, geometric solids, attribute shapes, worksheets, and paint. Manipulatives will increase the understanding of geometry skills. Progress will be monitored using Saxon Math Assessments and Accelerated Math Practices and exercises. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	2nd Grade Teachers and Special Ed Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$

<p>Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>4th,5th and 6th Grade Teachers will use geometric models and geometric solid manipulatives as a tool to teach the geometry SLEs. Students will learn how to make the 3-D figures. Released Items from previous years will be used to improve skill in answering open response question on the benchmark exam. Action Type: Alignment Action Type: Collaboration</p>	<p>Amber Murray,Heather Seegraves, Sherri Wright</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>4th,5th, and 6th Grade Math Teachers will use snap cubes, edible items, TI calculators, and word problems to allow students to work with hands-on activities to reach standards on algebra open response questions. They will also use dice, colored chips, edible items, and spinners to teach skills needed to reach standards on data analysis and probability open response questions on the benchmark. Action Type: Alignment Action Type: Collaboration</p>	<p>Sherri Wright, Heather Seegraves</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>4th, 5th, and 6th Grade Math Teacher uses Mental Math activities to improve skills with numbers and operations and measurement. Instructional posters are used to enhance learning and problem solving strategies. Released items from previous years are used to improve mastery on numbers and operations, geometry, and algebra. Word problem tests are created by the teacher using problems from Saxon lessons and are used in addition to the Saxon tests. Math manipulatives are also used in hands-on math activities. Action Type: Alignment</p>	<p>Heather Seegraves, Sherri Wright, Amber Murray</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>Formative Assessment: Classroom teachers will administer/score locally developed pre and post test to evaluate student's progress in math. 2009/2010 data revealed 4th grade students scored an average of 51.48% on the pretest and 87.87% on the posttest. Based on the math pre-test for 5th grade, 49.56% of students obtained a passing score, while 81.72% of students obtained a passing score on the posttest. In 6th grade, students scored an average of 66.71% on the pretest and 88.05% on the math problems posttest. Action Type: Program Evaluation</p>	<p>4th, 5th and 6th Grade Teachers</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>3rd Grade Teachers are also using manipulatives to teach geometry and measurement. To help improve scores on open response in these areas, questions from word problems in Saxon will be written in open response format. Released items from the past 4 years are also used for practice to improve these skills. Progress is monitored by Saxon Math Assessments Action Type: Alignment Action Type: Collaboration</p>	<p>3rd Grade Teachers</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>4th, 5th, and 6th grade teachers will use Saxon Test practice generator to create more word problems to practice the specific SLE's that require improvement. Quarterly assessments using Saxon Test Prep materials are used to monitor progress. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>4th, 5th, and 6th Grade Teachers</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: Instructional technology in the Mathematics Classroom</p>				
<p>Scientific Based Research: "EdThoughts: What We Know About Teaching Mathematics Teaching and Learning." p.61-71, McRel, edited by John Sutton and Alice Krueger, Aurora, CO, 2002</p>				

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>At the conclusion of the 2010-2011 school year, we evaluated this intervention through Pre/Post test data and determined it was effective in support of our curriculum and instruction. Students in 1st grade were administered a pre-test and and post-test and had an average gain of 66.45%. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2010-2011 school year, we plan to use locally developed pre-post tests, DIBELS, and periodic common assessments. We will use this data/information to determine whether the objectives of this intervention were achieved and whether it has been successful in attaining the anticipated student outcome. Action Type: Program Evaluation</p>	<p>Principals and teachers</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>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Star Math Assessment is being used in 1st through 6th grade classrooms. Action Type: Technology Inclusion</p>	<p>Joseph Crittenden and teachers</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>We are using Smart Boards, iPad 2 (40 @ \$675 = \$27,000), scanners, document cameras, and a mobile projection unit to integrate technology into the curriculum. Special instructional workshops for elementary staff have been scheduled to ensure all staff have the knowledge of how to operate the Smart Board to enhance the education of our students.</p>	<p>Joseph Crittenden</p>	<p>Start: 07/01/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	<p>NSLA (State-281) - Capital Outlay: \$20000.00 NSLA (State-281) - Materials &amp; Supplies: \$88500.00</p> <hr/> <p>ACTION BUDGET: \$108500</p>

<p>Computers ( 15 @ \$900 = \$13,500), projectors ((15 @\$900 = \$13,500)and bulbs, (\$9000) and printers are needing to be replaced. Toner cartridges and drums are needed to maintain adequate operation of our computers and printers. Two new servers and switches are needed to replace and upgrade our infrastructure and increase bandwidth. Action Type: Professional Development Action Type: Technology Inclusion</p>				
<p>Use rulers from Master Innovations to help improve measurement skills. This Master Ruler is several rulers in one. It is a basic ruler with clear plastic over-lays marked in fractions. It is very helpful in improving measurement skills and will be used in 3rd through 6th grade. Action Type: Collaboration</p>	<p>Pamela Hickson</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>Utilize EDLINE. an internet based program that allows parents, students, and other individuals who are given the appropriate password, 24-hour access to student grades, attendance and assignments. This program works in conjunction with our present "Gradequick" gradebook program. Teachers are required to post 2 grades per week, per subject. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Joseph Crittenden</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Continue the use of a school-wide, server-</p>	<p>Joseph Crittenden,</p>	<p>Start: 08/15/2011</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>based, gradebook software, GradeQuick, that works in conjunction with APSCN. This software allows teachers to track grades and attendance, and eventually, (See EDLINE above)post information to the internet where parents and students, with the appropriate password, can access information about grades and attendance, as well as, present and future assignments. Also an add-on software package called Site-Reporter will continue to be used that provides administrators and counselors the ability to obtain a summary of a student's grades and attendance at any point in a semester . Action Type: Collaboration Action Type: Technology Inclusion</p>	Technology Coord.	End: 05/18/2012	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	
<p>Use "E-Instruction", a Classroom Performance System that consists of a handheld remote for students; computer and software; and a projector. This system promotes an environment of steady interaction and 100% participation. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	Joseph Crittenden and Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>TI Calculators: Students will practice using calculators throughout the school year to help eliminate computational errors on the Benchmark exam. Action Type: Equity Action Type: Technology Inclusion</p>	Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACSIP committees are still discussing how to</p>	Leean Mann,	Start: 08/15/2011	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	Title I - Materials \$14956.00



best utilize funding for materials and supplies. Possibilities are classroom sets of books, computers, and calculators. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Pamela Hickson	End: 05/18/2012	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	& Supplies: <hr/> ACTION BUDGET: \$14956
Total Budget:				\$123456

Intervention: Implement the program components of Act 397-Parent Involvement and Title I requirements for Parental Involvement.

Scientific Based Research: ADE and Federal requirement

Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE: PARENT INVOLVEMENT In 1998, we established a Parent Center when we moved into our present location. Ellen Meadows is our Parent Center Facilitator and Mona Scott (1 FTE) is our Parent Coordinator. They are responsible for selection and purchase of materials necessary to train and assist parents in helping their child improve math and reading skills. A GAP (Grandparents As Parents) group was formed last year to assist grandparents raising grandchildren. Monthly meetings are being conducted by Debbie Baker, County Extension Agent for Clay County. Information on how to help with homework and parenting skills are made available to them. Facilitator is paid with local funds as required by state and coordinator is paid with NSLA funds. Action Type:	Leean Mann, Ellen Meadows, Mona Scott	Start: 08/08/1999 End: 05/18/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	Title I - Purchased Services: \$1500.00 Title I - Other Objects: \$500.00 Title I - Materials & Supplies: \$5000.00 NSLA (State-281) - Employee Benefits: \$3921.00 NSLA (State-281) - Employee Salaries: \$10920.00 <hr/> ACTION BUDGET: \$21841

Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide				
Sponsor Parental Involvement Activities through the Parent Center: 1. Discuss Benchmark scores at annual public board meeting. 2. Parents volunteer to help with annual fall festival, Grandparent's day celebration, field trips. They help teachers with bulletin boards, classroom decoration and preparation of class work (copies, laminating, etc.) 3. Third grade will host a Family Reading Night, using guidelines from the Accelerated Reader program. (Dec.) 4. Climate Committee will coordinate outreach activities for schools. Action Type: Collaboration Action Type: Parental Engagement	Ellen Meadows, Parent Facilitator Mona Scott, Parent Coordinator	Start: 08/15/2011 End: 05/18/2012		ACTION BUDGET: \$
We will recognize parents collectively in local newspaper for attending parent conferences and for volunteering in our parent center. Action Type: Collaboration Action Type: Parental Engagement	Mona Scott	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>None</li> </ul>	ACTION BUDGET: \$
Parent Coordinator and Facilitator will purchase materials necessary to train and assist parents in helping their children improve math and reading skills. We will also make parenting	Mona Scott	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>School Library</li> </ul>	NSLA (State-281) - Materials & Supplies: \$500.00 ACTION BUDGET: \$500

materials available through the library, advertise the current selections and give parents opportunity to borrow these materials. Action Type: Collaboration Action Type: Parental Engagement				
Make a volunteer resource book that lists interests and availability of volunteers for school staff members' use and keep a log book to record volunteer hours. Action Type: Parental Engagement	Mona Scott	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>None</li> </ul>	ACTION BUDGET: \$
At the beginning of the school year, we send home a Family Kit with students. It consists of the School-Parent-Compact; a volunteer survey; a copy of our Parent Policy; and a student handbook with all school policies. All of which are to be signed and returned to school. Copies of School-Parent compacts are on file at the Elementary and High School. Action Type: Parental Engagement	Pamela Hickson Mona Scott	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
We will contact local businesses about distributing paycheck size cards that include tips for parents to help children succeed in school. Action Type: Collaboration Action Type: Parental Engagement	Mona Sccott. Ellen Meadows, Local Business Leaders	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>Computers</li> </ul>	ACTION BUDGET: \$
We have two Parent/Teacher Conferences scheduled for 2010-	Leean Mann, Principal	Start: 10/20/2011 End: 03/15/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

<p>2011. (Oct. 20, 2011 and March 15, 2012)  Action Type:  Collaboration  Action Type: Parental  Engagement</p>			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
<p>Annual meeting will be held on Sept.12, 2011 in conjunction with the regular school board meeting. The purpose of the meeting is to inform the patrons of the Piggott School District of the progress toward meeting the school district's goals and objectives as set out in the Arkansas Comprehensive School Improvement Plan. Title I,II, IV, and VI programs will be discussed. Parents will be informed of their right to be involved in planning, review, and improvement of parent programs. Our Testing Coordinator will present (at a regular board meeting) a description and explanation of the curriculum used in the school, types of assessment, and proficiency levels.  Action Type:  Collaboration  Action Type: Parental  Engagement</p>	<p>Pamela Hickson,  Barbara Batey</p>	<p>Start:  09/12/2011  End:  09/12/2011</p>	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>4th grade Teachers host an informative meeting in October,2011 to share with parents the curriculum for the year and how they can help their students prepare for the benchmark exams. Homework strategies are also explained and</p>	<p>Amber Murray,  Debbie Dunlap,  Nikki Cato,  Shelby Beck</p>	<p>Start:  08/15/2011  End:  05/15/2012</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

communication is encouraged. Action Type: Alignment Action Type: Parental Engagement				
Total Budget:				\$22341

Intervention: Math Coach Training				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
4th grade and 6th grade math teachers have completed 3 years of Math Coach Training with Dr.Linda Griffith. They attended one week during the summer and one day a month during the year. This is the third year of this program. Our 3rd and 5th grade teachers started this training in June 2008. Action Type: Alignment Action Type: Professional Development	Sherri Wright, Kathy Coyle	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Accelerated Math				
Scientific Based Research: Accelerated Math Research: Judith Paul, Research Summary; Renaissance Learning, Inc. Oct. 2000				
Actions	Person Responsible	Timeline	Resources	Source of Funds
STAR Math assessment will be used to identify skills that need improvement in grades 1-6 and resource classes, and to determine progress throughout the year. ITBS scores and benchmark scores will be evaluated as well. Action Type: Program Evaluation	Teachers	Start: 08/21/2011 End: 05/20/2012	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
2nd grade classes and Special Education classes use the Accelerated Math program to prepare individualized lessons for struggling students, as well as, advanced students. Each student can work at their own pace and receive extra practice on areas that they are struggling with. Action Type: Equity Action Type: Program Evaluation Action Type: Special	Second grade teachers, Special Ed. teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Education Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Total Budget:				\$0
Intervention: "Buckle Down"				
Scientific Based Research: The Research Foundation of Buckle Down Publishing; www.BuckleDown.com; 2003				
Actions	Person Responsible	Timeline	Resources	Source of Funds
"Buckel Down to the Common Core State Standards" is a teaching tool that helps integrate the CCSS into the 3rd through 6th grade curriculum. These workbooks present related concepts together so that key skills support each other. Emphasis is put on open-ended questions. The math and science workbooks are aligned to the Arkansas Student Learning Expectations. Action Type: Alignment	Barbara Batey	Start: 10/01/2011 End: 05/25/2012	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	NSLA (State-281) - Materials \$4000.00 & Supplies: <hr/> ACTION BUDGET: \$4000
Total Budget:				\$4000

Priority 3: Piggott Elementary School recognizes that good health fosters student attendance and education and that students need nourishing foods and physical activity in order to grow, learn, and thrive. We recognize our responsibility to provide a safe and healthy learning environment for all students. We believe we have a responsibility to help students develop the skills, knowledge, and attitudes necessary to adopt and maintain a healthy lifestyle. The purpose of this policy is to provide direction to the school system for promoting student wellness through nutrition education, physical activity, and the selection of nourishing foods and beverages and to fulfill the requirements of Public Law 108-265, Section 204.

Supporting Data:

1. In 2007-2008, BMI results for Piggott Elementary School indicated that 35.1% of the male population was at risk of being overweight or were overweight. In 2008-2009, that number increased to 46.3%. In 2009-2010, it decreased to 40%.
2. In 2007-2008, BMI results for Piggott Elementary School indicated that 42.6% of the female student population was at risk of being overweight or overweight. In 2008-2009, that number dropped to 35.4%. In 2009-2010, that number rose to 37.5%.
3. School Health Index, Module 4, Nutrition Services: Collaboration between food service staff and teachers; variety of foods in school meals; and preparedness for food emergencies are identified as area needing improvement.
4. School Health Index, Module 8, Family and Community Involvement: Marking "safety zones" around playground equipment, and Family awareness of nutrition are identified as areas needing improvement.

Goal: Piggott Elementary School 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

By the 2010-2011 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
Piggott Elementary will offer a wider variety of food for the students at lunch time with input from the teachers and staff. Action Type: Collaboration Action Type: Wellness	Janice Beck, Food Service Director	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Have community awareness effort on ways families can serve nutritional meals at home. Outside agencies like the County Extension Office will be asked to help with this initiative. Action Type: Wellness	Leean Mann , Principal; Janice Beck, Food Services Director	Start: 08/15/2011 End: 05/18/2012		ACTION BUDGET: \$
Food will no longer be offered as a reward. Other means to reward children will be certificates, medals, ribbons, buttons, etc. Action Type: Wellness	Teachers	Start: 08/15/2011 End: 05/18/2012		ACTION BUDGET: \$
The child health advisory committee will review the 2010-2011 BMI results and the School Health Index to determine the effectiveness of the actions implemented to achieve our goal. Action Type: Program Evaluation Action Type: Wellness	Superintendent	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: \$
Piggott Elementary School is participating in the Fresh Fruits and Vegetables Program (FFVP). The goal of the FFVP is to create	Janice Beck, Food Services Director	Start: 08/15/2011 End: 05/18/2012		General Revenue: \$28393.03  ACTION BUDGET: \$28393.03

healthier school environments by providing healthier food choices; expand the variety of fruits and vegetables children experience; increase children's fruit and vegetable consumption; and make a difference in children's diets to impact their present and future health. Action Type: Collaboration Action Type: Equity Action Type: Wellness				
Teachers are using an exercise video in their classrooms to keep students active on days when they cannot go outside for recess. Action Type: Wellness	Cathy Norred, PE Teacher, classroom teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
The Parent Center is sponsoring a Health Fair at the spring Parent/Teacher Conference in March, 2012. Representatives from the local clinic, dentist offices, hospital, fire departments, DHS, and others will be on hand to pass out information and answer questions about health and safety issues. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Mona Scott	Start: 03/18/2012 End: 03/18/2012	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$28393.03

• Planning Team

Classification	Name	Position	Committee
Business Representative	Neil Morgan	School Board Member	Wellness
Classroom Teacher	Amber Murray	Grade 4 Teacher	Elem. Steering Committee - Math
Classroom Teacher	Barbie Johnson	Kindergarten Teacher	Math
Classroom Teacher	Carol Keys	Grade 3 Teacher	Reading
Classroom Teacher	Cathy Norred	P.E. Teacher	Writing, Wellness
Classroom Teacher	Cobi Hendrix	Grade 6 Teacher	Elem. Steering Committee -- Literacy



			/Chair person
Classroom Teacher	Debbie Dunlap	Grade 4 Teacher	Elem. Steering Committee -- Writing
Classroom Teacher	Ellen Meadows	Music Teacher	Elem. Steering Committee -- Literacy, Wellness
Classroom Teacher	Gina Brewer	Grade 2 Teacher	Elem. Steering Committee -- Writing
Classroom Teacher	Heather Seegraves	Grade 6 Teacher	Elem. Steering Committee-- Math
Classroom Teacher	Heather Tullos	Speech Teacher	Writing
Classroom Teacher	Hope Ermert	Grade 5 Teacher	Literacy
Classroom Teacher	Jennifer Benson	Grade 6 Teacher	Literacy
Classroom Teacher	Jessica Robertson	Grade 1 Teacher	Literacy
Classroom Teacher	Julia Winberry	Kindergarten Teacher	Elem. Steering Committee -- Math
Classroom Teacher	Julie Banning	Art Teacher	Literacy
Classroom Teacher	Kathy Coyle	Grade 3 Teacher	Ele. Steering Com./Literacy
Classroom Teacher	Katrina Chadwell	Kindergarten Teacher	Math
Classroom Teacher	Kristi Fuller	Grade 1 Teacher	Literacy
Classroom Teacher	Kyle Phillips	Special Ed	Reading
Classroom Teacher	Laura French	Kindergarten Teacher	Elem. Steering Committee -- Literacy
Classroom Teacher	Marilyn Small	Grade 3 Teacher	Literacy
Classroom Teacher	Melissa Hopkins	Grade 2 Teacher	Elem. Steering Committee -- Math
Classroom Teacher	Natalie Kennedy	Media Specialist	Reading
Classroom Teacher	Nikki Cato	Grade 4Teacher	Reading
Classroom Teacher	Pam Hoggard	Grade 1 Teacher	Elem. Steering Committee -- Math
Classroom Teacher	Pam Morgan	Grade 2 Teacher	Elem. Steering Committee --Literacy
Classroom Teacher	Penny Toombs	PACE Coord.	Writing
Classroom Teacher	Raquel Crawford	Speech Teacher	Writing
Classroom Teacher	Robin Tate	Spec. Ed	Literacy
Classroom Teacher	Shelby Beck	Grade 4 Teacher	Math
Classroom Teacher	Sherrri Wright	Grade 5 Teacher	Math
Classroom Teacher	Tami Shaw	Spec. Ed	Writing
Classroom Teacher	Tammy Cashion	Grade 3 Teacher	Elem. Steering Committee -- Math
Classroom Teacher	Vanessa Hartwell	Grade 1 Teacher	Elem. Steering Committee -- Writing
Classroom Teacher	Veda Crittendon	Grade 2 Teacher	Math
Classroom Teacher	Veleda Langley	Grade 6 Teacher	Math
Classroom Teacher	Vickie Brown	Grade 5 Teacher	Literacy
District-Level Professional	Pamela Hickson	Federal Programs Coordinator	Elem. Steering Committee -- Literacy
District-Level Professional	Rose Dalton	Secretary	Writing
Non-Classroom Professional Staff	Andrea Coomer	Paraprofessional	Literacy
Non-Classroom Professional Staff	Barbara Batey	Counselor, Test Coord.	Elem. Steering Committee -- Writing
Non-Classroom Professional Staff	Debbie Scott	Paraprofessional	Math
Non-Classroom Professional Staff	Erica Harris	Asstistant Principal, Reading Specialist	Elem. Steering Committee -- Literacy
Non-Classroom Professional Staff	Janice Beck	Food Services Director	Wellness
Non-Classroom Professional Staff	Jeanne Potts	Paraprofessional	Math
Non-Classroom	Julie Howell	Paraprofessional	Math

Professional Staff			
Non-Classroom Professional Staff	Karen Seal	Paraprofessional	Literacy
Non-Classroom Professional Staff	Katina Wilson	Paraprofessional	Literacy
Non-Classroom Professional Staff	Lara Lewis	ABC School	Literacy
Non-Classroom Professional Staff	Leean Mann	Principal	Elem. Steering Committee -- Math
Non-Classroom Professional Staff	Marissa Howell	Paraprofessional	Literacy
Non-Classroom Professional Staff	Melanie Beliew	Paraprofessional	Writing
Non-Classroom Professional Staff	Mona Scott	Parent Center Coordinator	Literacy, Wellness
Non-Classroom Professional Staff	Nancy Seal	Paraprofessional	Literacy
Non-Classroom Professional Staff	Paula Richardson	Paraprofessional	Literacy
Non-Classroom Professional Staff	Shawna Stone	Paraprofessional	Math
Non-Classroom Professional Staff	Sherry Moore	Nurse	Literacy, Wellness
Non-Classroom Professional Staff	Tammy Parks	Paraprofessional	Math
Parent	Amy West	Parent	Literacy
Parent	Jeff Benbrook	Parent	Writing
Parent	Paula Benbrook	Parent	Writing
Parent	Tracey Gurley	Parent	Literacy
Parent	Tracey Mallard	Parent	Math

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