

School Plan

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

Arkansas Comprehensive School Improvement Plan

2011-2012

PIGGOTT HIGH SCHOOL

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 and gender. The faculty and staff accept the responsibility for providing strong instructional leadership, a positive school climate, and a safe and orderly school environment. Furthermore, we will maintain high expectations, frequently monitor student progress, and encourage a strong parent and community involvement.

Grade Span: 7-12 Title I: Not Applicable

School Improvement: SI_1

Table of Contents

Priority 1: Mathematics

Goal: To improve skills in measurement, both on multiple choice and open response; numbers and operation - open response; and geometry - open response.

Priority 2: Literacy

Goal: To improve student achievement in areas of Practical Passage open response and Content Passage Open Response.

Priority 3: Wellness

Goal: Piggott High 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.

Priority 1:	To increase the mathematical ability levels of our students at Piggott High School to (at a minimum) meet Adequate Yearly Progress of 82.3% for the 2011-2012 school year.
Supporting Data:	<ol style="list-style-type: none">1. Mathematics Priority 1. Combined Population End of Course Algebra: In 2011, 84% scored proficient or advanced. In 2010, 82% scored proficient or advanced. In 2009, 63% 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 Solving Equations and Inequalities and Non-Linear Functions The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Language of Algebra.2. Mathematics Priority 2. Students with Disabilities (IEP) End of Course Algebra: In 2011, 34% scored proficient or advanced. In 2010, 100% scored proficient or advanced. In 2009, 100% 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 is Solving Equations and Inequalities. The lowest identified area (s) (based on

the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Language of Algebra.

3. Mathematics Priority 4. Economically Disadvantaged (ESD) End of Course Algebra: In 2011, 73% scored proficient or advanced. In 2010, 75% scored proficient or advanced. In 2009, 60% 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 Solving Equations and Inequalities. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Language of Algebra.
4. Mathematics Priority 1. Combined Population End of Course Geometry: In 2011, 63% scored proficient or advanced. In 2010, 65% scored proficient or advanced. In 2009, 60% 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 Coordinate Geometry and Transformations and Triangles. 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 Coordinate Geometry and Transformations.
5. Mathematics Priority 2. Students with Disabilities (IEP) End of Course Geometry: In 2011, 100% scored proficient or advanced. In 2010, 100% scored proficient or advanced. In 2009, 40% 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 is CGT. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are CGT.
6. Mathematics Priority 4. Economically Disadvantaged (EDS) End of Course Geometry: In 2011, 58% scored proficient or advanced. In 2010, 56% scored proficient or advanced. In 2009, 72% 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 Triangles and CGT. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Coordinate Geometry and Transformations and Measurement.
7. MATHEMATICS: ITBS: Combined (Total) Population: Total Math, Grade 7: In 2011, 50% had an NPR score of 50 or above. In 2010, 63% had an NPR score of 50 or above. In 2009, 59.1% had an NPR score of 50 or above.
8. MATHEMATICS: ITBS: Combined (Total) Population: Total Math, Grade 8: In 2011, 55% had an NPR score of 50 or above. In 2010, 75% had an NPR score of 50 or above. In 2009, 76% had an NPR score of 50 or above.
9. MATHEMATICS: ITBS: Combined (Total) Population: Total Math, Grade 9: In 2011, 52% had an NPR score of 50 or above. In 2010, 69% had an NPR score of 50 or above. In 2009, 61.4% had an NPR score of 50 or above.
10. Graduation Rate: In 2007-2008, we met graduation requirement 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%

Goal	To improve skills in measurement, both on multiple choice and open response; numbers and operation - open response; and geometry - open response.
Benchmark	We will have a decrease in the number of students that are basic or below basic on the math portion of the Middle Level and End-of-course benchmark exams so that (at a minimum) we will obtain Adequate Yearly Progress as defined by the Arkansas Department of Education.

Intervention: Provide more computers and software for students and teachers to enhance instruction, do internet research and complete class assignments.
Scientific Based Research: A research project sponsored by the Office of Educational Research and Improvement, U.S. Dept. of Education, Conducted by SRI International; Technology and Education Reform.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Will continue to use Jackson Software's Gradequick and an add-on program entitled "Standards Builder." This program enables teachers to have immediate access to state and local standards as they do instructional planning. Teachers can use this software to document standards and objectives taught, resources and materials used, as well as, the assessments utilized to evaluate student performance Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Joseph Crittenden, Technology Coordinator</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Continue to 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 grade book program. Training for EDLINE was in August. EDLINE is now fully active in the District. Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Joseph Crittenden, Technology Coordinator</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Technology Inclusion				
<p>Continue to use the school wide, server-based, grade book software, Grade Quick that works in conjunction with APSCN. This software allows teachers to track grades and attendance and, (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. It provides administrators and counselors the ability to obtain a summary of a student's grades and attendance at any point in a semester by pulling the student's grades and attendance from each of his/her individual classes. This expedites parental request for their children's performance status in any class at any point in a semester.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Joseph Crittenden, Technology Coordinator, Mr. Barry DeHart, Principal, Mrs Penny Veal, 7th & 8th Keyboarding</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
Utilize six	Joseph	Start:	<ul style="list-style-type: none"> • Computers 	<hr/>

<p>Symposiums purchased from Smart Technologies: one for the 7th & 8th grade keyboarding lab; one for Mrs. Karen Coomer's Algebra I class; a third Symposium for use in Mrs. Peter's multimedia lab; Agri teacher has one in his classroom; Family and Consumer Science teacher is using one and Mrs. Conley is using a symposium to help teach Geometry and Pre-Calculus. The symposiums, when coupled with a computer projector, improve classroom presentations by giving the teacher an interactive computer screen on which the teacher can control programs, write notes, and project them onto a screen for the entire class to see. Writing is done from the desk top instead of a white board in front of the class. This equipment also supports the software from the textbook. Action Type: Technology Inclusion</p>	<p>Crittenden, Tech. Coord.; Mrs. Penny Veal, keyboarding; Mrs Karen Coomer, Algebra I, Mrs Stacy Peters</p>	<p>08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Smart Boards have been purchased and installed in every mathematics instructor's classroom. Technical support is available from our Technology Coordinator and Assistant to insure all staff members</p>	<p>Mr . Barry DeHart, Joseph Crittenden, Technology Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>have the knowledge of how to operate the Smart Board to enhance the education of the student. Piggott Public Schools has reached the goal to have Smart Boards placed in every instructional classroom. Action Type: Technology Inclusion</p>				
<p>Piggott High School completed the goal to have a minimum of two student computers in designated Math and English/Literature classroom by the 2006-2007 school year. By 2011-2012, every instructional classroom should have a minimum of two student computers. Maintenance and supplies, such as toner and drums are required. Action Type: Technology Inclusion</p>	<p>Joseph Crittenden, Technology Coordinator</p>	<p>Start: 08/01/2011 End: 07/31/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$23000.00</p> <hr/> <p>ACTION BUDGET: \$23000</p>
<p>Continuation of a Distance Learning Lab. We are receiving classes from Arkansas Early College High School out of SEARK Education Service Cooperative in Monticello. The students are receiving college credit from UAM, at no cost to the students or school district. We are offering English Comp I and II; Spanish I and II; Chemistry; College</p>	<p>Billie Plunk, Facilitator</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Physics, College Speech, Western Civ. and College Algebra. We also have some students enrolled in Spanish I and II from the Department of Education's Virtual School. We are looking at the possibility of utilizing virtual tours during 2 class periods.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion</p>				
<p>Workshops for teachers for math, reading, and technology as they become available throughout the year. Salaries and benefits for subs for teachers to attend professional development workshops during the school year.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Mr. Barry Dehart, PHS Principal,</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>PD (State-223) - \$4000.00 Other Objects:</p> <p>PD (State-223) - \$15155.00 Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$19155</p>

<p>Teachers are using the IDEAS web portal to participate in online activities to help satisfy the required 60 hours of professional development. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Mr. Barry Dehart</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Use Virtual School for students who are having difficulty succeeding in the regular classroom. ADE approved courses being utilized by our students are, 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 to the ALE classroom a bookcase, a printer, 16 computers and computer tables, chairs, a microscope, and file cabinet. Additional wiring is needed to additional computers. The ALE facilitator will also attend the National Conference in Nashville, TN. Action Type: Collaboration Action Type: Equity</p>	<p>Barry Dehart and Jon Wellman</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers 	<p>ALE (State-275) - Purchased Services: \$6800.00 ALE (State-275) - Materials & Supplies: \$48315.00</p> <hr/> <p>ACTION BUDGET: \$55115</p>

Total Budget:				\$97270
Intervention: Make improvements to curriculum, testing conditions, incentives for, and communication about, Math Benchmark Exams				
Scientific Based Research: Mehrens, William A.; Kaminski, John; ERIC Database; Methods for Improving Standardized Test Scores: Fruitful, Fruitless, or Fraudulent?, 1989, ERIC No. EJ394511				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Ensure testing conditions for benchmark exams are as ideal as possible Action Type: Equity	Mr. Barry DeHart, PHS Principal, Mrs. Phyllis Morgan, Counselor, Mrs. Amber Harrell, Counselor	Start: 02/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Examine requirements that students must meet to take Algebra I to ensure that only students who are fully capable and deserving to take Calculus as Seniors will be allowed in Algebra I in 8th grade Action Type: Alignment Action Type: Equity	Mr. Barry DeHart, PHS Principal, Mrs. Phyllis Morgan, Counselor, Mrs. Amber Harrell, Counselor, Mrs. Karen Coomer, Algeb	Start: 05/01/2011 End: 05/31/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Meet with the teachers, parents, and administration to discuss ways to improve math benchmark scores Action Type: Collaboration Action Type: Parental Engagement	Mr. Barry Dehart, Principal, Mrs. Karen Coomer, Algebra I	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
A Recognition Rally will be held to recognize benchmark score improvement, to give medals to all students that were proficient, We will also share with the students what incentives will be offered for the 2010 benchmarks. Action Type: Collaboration	Mrs. Karen Coomer, Algebra I, Barry Dehart, PHS Principal	Start: 10/01/2011 End: 12/31/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Math Parent Letter distributed to Parents at Parent Teacher Conference providing information about benchmark testing. Action Type: Collaboration Action Type: Parental Engagement	Mrs. Karen Coomer, Algebra I	Start: 10/20/2011 End: 03/15/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Continue school board approved incentives and policy changes to improve benchmark test scores. Incentives are to include a drawing from all 2010-2011 proficient students to win prizes. Action Type: Collaboration	Mrs. Karen Coomer, Algebra I	Start: 11/01/2011 End: 12/20/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Four math teachers will attend the National Council of Teachers of Mathematics (NCTM) 2010 Regional Conference & Exposition in New Orleans, LA on october 27-30, 2010. Action Type: Professional Development	Faith Conley, Karen Coomer, Linda Rouse, and Greg Slayton	Start: 10/27/2011 End: 10/30/2011	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	PD (State-223) - Purchased Services: \$4000.00 <hr/> ACTION BUDGET: \$4000
Provide more scientific and graphing calculators for Geometry, Algebra I, and Chemistry classes. Smartview software that works with the calculators for science and math will be used. Algebra I teacher will use "Power Algebra" (a software program) for reinforcing math skills of students in her classes. Action Type: Equity Action Type:	Barry Dehart, principal, and Pamela Hickson, Federal Prog. Coord.	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	NSLA (State-281) - Materials & Supplies: \$10000.00 <hr/> ACTION BUDGET: \$10000

Technology Inclusion				
"The Learning Institute" Math and Biology Programs will be implemented in 9th, 10th, and 11th grade. The Learning Institute develops assessments for math and biology and assists the district in aligning the existing curriculum to the state frameworks and building modular units for instruction and assessment based on this alignment. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Barry Dehart, Principal	Start: 08/09/2011 End: 05/15/2012	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$14000

Intervention: After-School Tutoring				
Scientific Based Research: Harvard Education Letter; November/December2002; "AfterSchool Education: A New Ally for Education Reform" www.edletter.org/pastissues/2002-nd/afterschool				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Karen Coomer. Faith Conley, Linda Rouse, and Lisa Woolery are scheduling tutoring after school for 7th and 8th grade math, algebra and geometry, and english/reading students who are struggling in math and reading this year. They meet Monday through Thursday after school to complete homework and review math and english concepts that students are having difficulty with. Parents are notified of the availability of this service and whether or not the child accepts or	Math and English teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> • Teachers 	NSLA (State-281) - \$750.00 Employee Benefits: NSLA (State-281) - \$3000.00 Employee Salaries: <hr/> ACTION BUDGET: \$3750

refuses to participate. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement				
Pre and post tests, and chapter tests will be used to evaluate the efficacy of this effort. If students are mastering the required skills, benchmark scores should improve, as well. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation	Math teachers, Special Ed Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$3750

Intervention: Accelerated Math Software				
Scientific Based Research: Accelerated Math Research: Judith Paul; Research Summary; Renaissance Learning, Inc. October 2000				
Actions	Person Responsible	Timeline	Resources	Source of Funds
STAR Math is a software assessment program that goes with Accelerated Math. This assessment is used to monitor progress throughout the year. It is generally given 3-5 times per year. Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Math teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
AM Software is being used with 7-12 math classes and special ed classes. It can be used for instruction, for remediation, and for enrichment of student learning. This software is designed to target areas of concern for math students and monitor their progress of mastery of skills. Students work at their own pace. It is especially helpful for students with AIP as it produces worksheets specific to their needs as determined by the teacher and the STAR Math assessment. Action Type: AIP/IRI Action Type: Equity	Math teachers and Special Ed Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$

Action Type: Special Education				
Total Budget:				\$0
Intervention: "Algebra's Cool" / Math's Cool"				
Scientific Based Research: The Princeton Review: "An Evaluation of the Efficacy of the Algebra's Cool System" July 1, 2005				
Actions	Person Responsible	Timeline	Resources	Source of Funds
STAR Math Assessment and pre-post tests will be used to evaluate effectiveness. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Math teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$
"Algebra's Cool" and "Math's Cool" are also used for remediation of students with AIP. Specific areas of concern for each individual student are addressd and each student works at his/her own pace. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Math Teachers, Special Ed Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Computers Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Special Education teachers are using this program to reinforce learning for students who struggle with math and who are below basic on benchmark. Action Type: Special Education Action Type: Technology Inclusion	Special Ed Teachers	Start: 08/21/2011 End: 05/25/2012	<ul style="list-style-type: none"> Computers Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
"Algebra's Cool" and "Math's Cool" are DVD based Algebra Curriculum which is standards based and developed by educators to enrich and remediate	Math Teachers and Special Ed Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Computers Performance Assessments Teaching Aids 	ACTION BUDGET: \$

<p>students in Algebra I. There are two units entitled "Analyzing Data and Statistics" and "Solving Problems Using Probability, Statistics, and Discrete Math" that are effectively used in the 7th and 8th grade math curriculum, as well as, special education for instruction and remediation. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education</p>				
<p>We are using Smart Boards, iPad 2 (34 @ \$675 = \$23,000), 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. 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: Technology Inclusion</p>	<p>Joseph Crittenden, Technology Coordinator</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>		<p>NSLA (State-281) - Materials & Supplies: \$84500.00 NSLA (State-281) - Capital Outlay: \$20000.00 <hr/>ACTION BUDGET: \$104500</p>
<p>Total Budget:</p>				<p>\$104500</p>
<p>Intervention: ALMS "Arkansas Learning Management System"</p>				

Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ALMS is a web-based resource for teachers to acquire assessments that are made from released items from the benchmark exam and the Arkansas frameworks. Action Type: AIP/IRI Action Type: Special Education	Math Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Our sub-groups of Special Ed. and Economically Disadvantaged did not score well on open-response items on the benchmark. This software is designed for teachers to give extra practice to reinforce the skills needed for students to be successful in this area on the benchmark. Students in combined population in the regular classroom are also using this. Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Math Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Test given at the end of each unit will be used to monitor student progress as they work towards passing the benchmark. Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Math Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement an Academic Improvement Plan for all students who have not obtained proficiency in any area of the intermediate, Middle Level, or End-of-Course benchmark exams.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Piggott High School has been designated as SI-1 for Math. Students not making a proficient score on assessments of the state	Math Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$

standards will be remediated. To address the deficiencies of the students, teachers will focus on teacher explanation and modeling, followed by guided and independent practice. Action Type: AIP/IRI				
Total Budget:				\$0

Intervention: Orchard Math Software

Scientific Based Research: "Effects of Using Instructional Technology in Elementary and Secondary Schools: What Controlled Evaluatin Studies Say" May 2003; Kulik

Actions	Person Responsible	Timeline	Resources	Source of Funds
This software program combines drill-and-practice questions with tutorial lessons. requires students to respond frequently, provides students with immediate feedback on their answers, and keeps detailed records on student performance. Teachers are able to generate individual assignments for students on the computers in their classrooms. Action Type: Alignment Action Type: Technology Inclusion	Math teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$
Evaluation will be determined through a comparison of student's scores on their pre/post tests and unit tests. The percentage of students scoring proficient on the 8th grade math benchmark exam has remained at 71% in 2009 and in 2010 and decreased to 70% in 2011. Action Type: Program Evaluation	Melissa Williams, 8th grade math teacher	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: The Piggott School District will provide sufficient administrative support and service for a 9-12 grade Summer School Program to better prepare identified students for academic achievement in the upcoming school year.

Scientific Based Research: Summer School Research Brief, "The Principals' Partnership; <http://www.principalprtnership.com> Summer School Programs: A look at the research, implications for practice, and program sampler (2002). Northwest Regional Educational Laboratory.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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Identify students through teacher recommendation and pre-assessments; ITBS reading comprehension and math problem-solving. Students who are at risk of failing a math or literacy class will be given the opportunity to participate in summer school. Action Type: Collaboration Action Type: Equity	Barry Dehart, Principal	Start: 06/01/2011 End: 07/25/2011	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
The curriculum will reflect the best practices to teach the literacy and math skills found to have not been mastered by the students. One facilitator will use Virtual School so as to offer more grade level curriculum. Classes will be conducted for 4 hours a day, Monday through Friday for 6 weeks. Action Type: Equity	Barry Dehart, Jon Wellman	Start: 06/01/2012 End: 07/15/2012	<ul style="list-style-type: none"> Computers Teaching Aids 	NSLA (State-281) - \$705.00 Employee Benefits: NSLA (State-281) - \$3000.00 Employee Salaries: <hr/> ACTION BUDGET: \$3705
Total Budget:				\$3705

Priority 2: To improve the literacy ability levels of our students at Piggott High School to reach (at a minimum) Adequate Yearly Progress of 83.88% for the 2011-2012 school year.

1. Combined Population: Grade 7 Augmented Benchmark Exam: In 2011, 52% scored proficient or advanced. In 2010, 71% scored proficient or advanced. In 2009, 70% 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.
2. Literacy Priority 2. Students with Disabilities (IEP): Grade 7 Augmented Benchmark Exam: In 2011, 14% scored proficient or advanced. In 2010, 0% scored proficient or advanced. In 2009, 14% 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.
3. Literacy Priority 4. Economically Disadvantaged (EDS): Grade 7 Augmented Benchmark Exam: In 2011, 46% scored proficient or advanced. In 2010, 64% 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) is: 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.
4. Literacy Priority 1. Combined Population: Grade 8 Augmented Benchmark Exam: In 2011, 78% scored proficient or advanced. In 2010, 80% scored

Supporting Data:

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) is: 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.

5. Literacy Priority 2. Students with Disabilities (IEP): Grade 8 Augmented Benchmark Exam: In 2011 there were no student in this subpopulation. In 2010, 14% scored proficient or advanced. In 2009, 13% scored proficient or advanced. In 2008, 8.3% 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 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.
6. Literacy Priority 4. Economically Disadvantaged (EDS): Grade 8 Augmented Benchmark Exam: In 2011, 68% scored proficient or advanced. In 2010, 90% scored proficient or advanced. In 2009, 68% 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 area (s) are: Content and Style.
7. 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.
8. 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.
9. 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.
10. In our building during the 2010, 2009, and 2008 school years, there were fewer than "10" Hispanic, African-American, and ELL students.
11. LITERACY: ITBS: Combined (Total) Population: Reading Comprehension, Grade 7: In 2011 52% had an NPR score of 50 or above. In 2010, 66% had an NPR score of 50 or above. In 2009, 50% had an NPR score of 50 or above.
12. LITERACY: ITBS: Combined (Total) Population: Reading Comprehension, Grade 8: In 2011, 58% had an NPR score of 50 or above. In 2010, 66% had an NPR score of 50 or above. In 2009, 61.8% had an NPR score of 50 or above.
13. LITERACY: ITBS: Combined (Total) Population: Reading Comprehension, Grade 9: In 2011, 48% had an NPR score of 50 or above. In 2010, 58% had an NPR score of 50 or above. In 2009, 32.9% had an NPR score of 50 or above.

14. Graduation Rate: In 2007-2008, we met graduation requirements with 91%. In 2008-2009, we did not meet graduation goal with only 79.6%. In 2009-2010, we did not meet graduation goal with only 84.1%.

Goal To improve student achievement in areas of Practical Passage open response and Content Passage Open Response.

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: Provide more computers and software for students and teachers to enhance instruction, do internet research, and complete class assignments.				
Scientific Based Research: Resource: A research project sponsored by the Office of Educational Research and Improvement, U.S. Dept. of Education, Conducted by SRI International; Technology & Educational Reform:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Continually update the keyboarding lab, with new computers, new furniture etc. to insure Piggott Schools remain on the cutting edge of technology Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Joseph Crittenden, Technology Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers District Staff Teachers 	<hr/> ACTION BUDGET: \$
Utilize EDLINE, an internet based program that allows students, parents, 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. Action Type: Parental Engagement Action Type: Technology Inclusion	Joseph Crittenden, Technology Coordinator	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	<hr/> ACTION BUDGET: \$
Continue the use of school-wide server based, grade book software, Grade Quick, was provided that works in conjunction with APSCN. This software allows teachers to track grades and attendance and, eventually, post information to the	Mr. Barry DeHart, PHS Principal, Mrs. Penny Veal, 7th & 8th Keyboarding	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Public Library 	<hr/> ACTION BUDGET: \$

<p>internet where parents and students, with the appropriate password, can access information about grades and attendance as well as current future assignments. Also, this expedites parents request for their children's performance status in any class, at any point in a semester. Action Type: Parental Engagement Action Type: Technology Inclusion</p>				
<p>To advance the integration of technology in the classroom and to support student reading and math achievement, we have purchased VariQuest Visual Learning Tools. With these machines, students learn how to use touch screen technology to produce academic products. They also reinforce reading comprehension through the use of large visual aids produced by the machines. Action Type: Technology Inclusion</p>	<p>Pamela Hickson, Stacey Peters</p>	<p>Start: 10/01/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Examview Learning Series will be used to provide a variety of questions for students to use and receive feedback. Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Technology Coord, Joseph Crittenden, and grades 7-12 teachers</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: The Piggott High School Curriculum alignment (with an emphasis on the Math and Literacy curriculums) will be reviewed and compared to student performance, the benchmark and standardized test results to determine curriculum areas that need improvement.</p>				
<p>Scientific Based Research: Jessup, Sally (2007) Curriculum Mapping and Alignment: A Brief Overview of What the Research Says. The Educational Partners LLC</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>

All teachers will review the calendar-based curriculum alignment formative tests developed for their course and identify and carry out any needed curriculum improvements. Action Type: Alignment	Mr Barry DeHart, PHS Principal	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
English teachers will use disaggregated data from NORMES to look for curriculum weaknesses as indicated by students' poor performance on specific strands, content areas, and learning expectations on benchmark literacy exams. Action Type: Alignment	Mr. Barry DeHart, PHS Principal	Start: 08/01/2011 End: 07/31/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Language Arts teachers will meet annually to determine areas of improvement in secondary curriculum, including gaps and repetition. Language Arts teachers will coordinate to map curriculum and align lesson plans. Action Type: Alignment Action Type: Program Evaluation	Language Arts Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
ACT classes for math and literacy are being taught each semester to prepare students for taking the exam. Action Type: Equity	Barry Dehart, Phyllis Morgan	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> • None 	<hr/> ACTION BUDGET: \$
Math, Science, and Literacy teachers were trained on D2SC software by Math Specialist, Angie Carlton from the Northeast Coop. This software gives	Barry Dehart, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

<p>teachers access to data to help determine instructional strategies and lesson planning. These Coop Specialists will be supporting the 7-12 grade teachers with site-based training on data disaggregation and instructional strategies. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>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: Professional Development</p>	<p>Barry, Dehart, Pamela Hickson</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> • Teachers 	<p>Title II-A - Purchased Services: \$29881.92</p> <hr/> <p>ACTION BUDGET: \$29881.92</p>
<p>"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</p>	<p>Barry Dehart, Principal</p>	<p>Start: 08/09/2011 End: 05/10/2012</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>NSLA (State-281) - Purchased Services: \$10500.00</p> <p>NSLA (State-281) - Materials & Supplies: \$4000.00</p> <hr/> <p>ACTION BUDGET: \$14500</p>

success on the state accountability exams. Assessments are aligned to the district's curriculum Action Type: Alignment Action Type: Collaboration				
Total Budget:				\$44381.92

Intervention: Establishment of the Parent Involvement Policy				
Scientific Based Research: Arkansas State Law: Act 307 of 2007 and ACT 397 of 2009				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Make parenting materials available at the PHS library for parental use during the day or to be checked out and used at home. Action Type: Parental Engagement	Mrs. Jeri Tate, Parent Center Facilitator	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> District Staff School Library Teachers 	NSLA (State-281) - \$500.00 Materials & Supplies: <hr/> ACTION BUDGET: \$500
Annually Evaluate the Piggott High School Parental Involvement Plan to ensure it is meeting the needs of the Parents and students of PHS. A Parent Coordinator will oversee this and the Parent Center. Action Type: Parental Engagement Action Type: Program Evaluation	Mr. Barry DeHart, PHS Principal, Mrs. Jeri Tate, Parent Center Facilitator	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	NSLA (State-281) - \$1287.00 Employee Benefits: NSLA (State-281) - \$3640.00 Employee Salaries: <hr/> ACTION BUDGET: \$4927
Sponsor Parental Involvement Activities as follows: 1. 7th Grade "Meet and Greet" for parents and teachers. 2. Discuss benchmark scores at Annual Public Board Meeting. 3. "Most Improved Student", Awards given out each nine weeks and semester for academic and citizenship. 4. Coordinate reports to parents about their children's achievement at school. 5. Sponsor	Mrs. Jeri Tate, Parent Facilitator, Mona Scott, Parent Coordinator	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff School Library Teachers 	<hr/> ACTION BUDGET: \$

<p>"Parent Involvement Meetings" to inform parents about how they can be involved with their child's education and assessment success.</p> <p>6. Survey parents about volunteer interests and inform them how they can volunteer at PHS.</p> <p>7. Assemble and distribute "Family Kits" consisting of Parent Center Commitment Statement, School Calendar, Parent Survey, Contact information parents need to use to resolve any concerns they may have, List of Parenting materials available for check out through the library, Parent's Pledge, Tips for encouraging attendance & listening to your kids.</p> <p>8. Publish notices of time and place for Parent/Teacher Conferences in Piggott Times which are scheduled for October 20, 2011, and March 15, 2012.</p> <p>9. Assemble list of parent volunteers for various needs at PHS as indicated by parent surveys.</p> <p>10. Hold parent meetings designed to inform parents about how to be involved in selecting, monitoring, and guiding future course and career choices for their students. "CAPS" sponsors will be responsible for this.</p> <p>11. Form an Alumni committee to advise present and future parent center</p>				
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activities. 12. Distribute parenting tips by including them with paychecks given at local businesses and factories. Action Type: Parental Engagement				
Total Budget:				\$5427

Intervention: Continue the use of Accelerated Reader and STAR reading assessment.				
Scientific Based Research: Accelerated Reader Research: Judith Paul; Research Summary; Renaissance Learning, Inc. October, 2000.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
We are using this software program with the goal of increasing the amount of reading and comprehension done by our students by matching the students to books at their appropriate reading level. English and Special Ed Teachers meet regularly to research incentives and motivational techniques. This is incorporated into curriculum for grades 7-12 in addition to or in place of book reports. Action Type: AIP/IRI Action Type: Alignment Action Type: Technology Inclusion	English and Special Ed Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$
End of Course Literacy scores will be used to evaluate students' progress in reading. In 2009, 56% of combined population scored proficient and in 2010, 37% of combined population scored proficient. In 2011, 49% of combined population scored proficient. Action Type: Program Evaluation	English and Special Ed. Teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The high school library needs to be updated to a 21st century learning environment. New books, both fiction and non-fiction, are needed to accomplish this task.	Barbara Barker, high school librarian	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> School Library 	NSLA (State-281) - Materials & Supplies: \$8015.00

Action Type: Alignment				ACTION BUDGET:	\$8015
Total Budget:					\$8015

Intervention: Piggott High School will strengthen students' comprehension using the comprehensive literacy approach with an emphasis on monitoring comprehension through the use of graphic organizers, answering question, generating questions, recognizing story structure, summarizing, making use of prior knowledge and using mental imagery.

Scientific Based Research: Scientific Based Research: National Reading Panel Report, "Teaching Children to Read", (2000). Harvey, Stephanie, Goudvis, Anne, "Strategies That Work", Stenhouse, (2002).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will implement strategies such as word walls, concept maps, and word maps in order to reinforce vocabulary instruction for all students, including LEP and SES students. To advance the integration of technology in the classroom and to support student reading and math achievement, we will use a poster printer and additional supplies. With this machine, reinforcement of reading comprehension and math skills can be accomplished through the use of large visual aids produced by the machine Action Type: Alignment Action Type: Collaboration	Barry Dehart, Principal, and all teachers	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	Title VI State - Materials & Supplies: \$1160.00 <hr/> ACTION BUDGET: \$1160
Teachers will review target tests, Benchmark and EOC data to determine areas of weakness in order to modify vocabulary instruction as needed. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Pamela Hickson	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

<p>Literacy teachers, Career and Technical teachers, meet once a month to plan curriculum and monitor student progress. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>Barry Dehart, Principal</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>In this year and next year's plan, areas of need in literacy such as comprehension strategies, improved fluency, and improved content and style in writing, as determined by the Benchmark exam will be addressed by focusing embedded professional development on those specific needs. This will include, but not be limited to, deeper comprehension, increased fluency, improve style in writing, and in writing across the curriculum. Action Type: Collaboration Action Type: Professional Development</p>	<p>Barry Dehart</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will continue to use questioning strategies based on Bloom's Taxonomy to improve student skills and concept development. Action Type: Alignment Action Type: Equity</p>	<p>Teachers</p>	<p>Start: 08/15/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACSIP committees are still discussing how to best utilize funding for materials and supplies. Action Type: Alignment</p>	<p>Barry DeHart, Principal, Pamela Hickson, Federal Coordinator</p>	<p>Start: 09/28/2011 End: 05/18/2012</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>Title VI State - Materials \$9892.00 & Supplies:</p> <hr/> <p>ACTION BUDGET: \$9892</p>
<p>Total Budget:</p>				<p>\$11052</p>

Priority 3: Piggott High 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 High School indicated that 57.1% of the student male population was at risk of being overweight or were overweight. In 2008-2009, that number was down to 44.2%. In 2009-2010, that number increased slightly to 49.3%. In 2011, decreased to 45.0%.
 2. In 2007-2008, BMI results for Piggott High School indicated that 42.6% of the female student population was at risk of being overweight or overweight. In 2008-2009, that number jumped to 56.0%. In 2009-2010, that number decreased to 54.7% and in 2011 decreased again to 45.7%.
 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 areas needing improvement.

Goal: Piggott High 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 2011-2012 school year, there will be a decrease in the percentage of students whose BMI scores indicate that they are at risk of being overweight or obese.

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/NoRR-9); Guidelines for Health Programs to Promote Lifelong Physical Activity (March7, 1997/Vol.46/No.RR-6).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Piggott High School will offer a wider variety of food for the students at lunchtime with input from the teachers and staff. Action Type: Collaboration Action Type: Wellness	Janice Beck, Food Services	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Have community awareness effort on ways families can serve nutritional meals at home. Outside agencies will be asked to help with this initiative. Action Type: Collaboration	Barry Dehart, Principal; Janice Beck, Food Services Director	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$

Action Type: Wellness				
Food will no longer be offered as a reward. Other means to reward students will be certificates, medals, ribbons, buttons, etc. Action Type: Wellness	Barry Dehart, Principal	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> 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. We have seen a decrease of 3.5% in the number of males at risk of being overweight or overweight and have maintained the same number of females at risk or overweight. Action Type: Program Evaluation	Superintendent	Start: 08/15/2011 End: 05/18/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alan Rabjohn	Health Teacher, Coach	Writing
Classroom Teacher	Alvin Vangilder	Science 7th & 8th	Math ACSIP Committee
Classroom Teacher	April Flowers	English Teacher	Reading ACSIP Committee
Classroom Teacher	Brian Pearson	Band Director	Reading ACSIP Committee
Classroom Teacher	Casey Simpson	Agriculture 9th - 12th	Math ACSIP Committee
Classroom Teacher	Danny Baldwin	History 7th - 12th, Civics	Writing ACSIP Committee
Classroom Teacher	Gary Lane	English Teacher	Literacy
Classroom Teacher	Jennifer Vernon	English Teacher, 7th and 10th	Writing ACSIP Committee
Classroom Teacher	Karen Coomer	Math Algebra, Math Chair	Math ACSIP Committee (chair)
Classroom Teacher	Marilyn Short	Resource 7th-8th,	Reading ACSIP Committee
Classroom Teacher	Michael Harrell	Health, Assistant Coach	Reading ACSIP Committee
Classroom Teacher	Natalie Stricklin	Science 7th - 12th	Math ACSIP Committee
Classroom Teacher	Nicki Speer	Golf, PE, Study Hall	Writing ACSIP Committee
Classroom Teacher	Paul Seagraves	Health, Basketball	Reading ACSIP Committee
Classroom Teacher	Penny Veal	Keyboarding 7th & 8th	Math ACSIP Committee
Classroom Teacher	Regina Crittenden	Eng. Comp. 12th --- Chair	Writing ACSIP Committee, Chair
Classroom Teacher	Sandra Little	Family and Consumer Science	Writing ACSIP Committee
Classroom Teacher	Sara Rout	Spanish Teacher	Literacy

Classroom Teacher	Shawn Hearn	Phys. Edu., Football	Reading ACSIP Committee
Classroom Teacher	Billie Plunk	Distance Learning Facilitator	Math ACSIP Committee
Classroom Teacher	David Hendrix	Coach/Drivers' Ed, 9th-12th	Writing ACSIP Committee
Classroom Teacher	Faith Conley	Math, Geometry	Math ACSIP Committee
Classroom Teacher	Greg Slayton	Math Teacher	Math
Classroom Teacher	Jennifer McPherson	Special Education /9th grade	Writing ACSIP Committee
Classroom Teacher	Jenny Hamilton	Resource 10th - 12th,	Reading ACSIP Committee
Classroom Teacher	Jerri Lynn Swann	Special Education, Self contained	Reading ACSIP Committee
Classroom Teacher	Jerri Tate	Art 7th - 12th	Writing ACSIP Committee
Classroom Teacher	Josh Robins	Science 9th grade	Writing ACSIP Committee
Classroom Teacher	Linda Rouse	Math 7th & 8th/History 8th	Math ACSIP Committee
Classroom Teacher	Lisa Woolery	7th and 8th Grade English	Reading ACSIP Committee
Classroom Teacher	Mandy Dodd	History 9th-12th	Writing ACSIP Committee
Classroom Teacher	Melissa Williams	Math 7th & 8th	Math ACSIP Committee
Classroom Teacher	Nathan Evans	Assistant Band Director	Reading ACSIP Committee
Classroom Teacher	Stacey Peters	Business/Computers 9th - 12th	Math ACSIP Committee
Classroom Teacher	Stephanie Goode	Science 9th-12th	Math ACSIP Committee
District-Level Professional	Phyllis Morgan	Counselor 9th - 12th	Writing ACSIP Committee
Non-Classroom Professional Staff	Brock Swann	Dean of Students	Math ACSIP Committee
Non-Classroom Professional Staff	Crystal Hearn	Special Education	Math ACSIP Committee
Non-Classroom Professional Staff	Trudy Wagster	Resource 7th-9th	Math ACSIP Committee
Non-Classroom Professional Staff	Amber Harrell	Counselor 7th & 8th,	Reading ACSIP Committee
Non-Classroom Professional Staff	Barbara Barker	Media Specialist	Reading ACSIP Committee
Non-Classroom Professional Staff	Brenda Greene	Special Education 10th-12th	Reading ACSIP Committee
Non-Classroom Professional Staff	Janet Wellman	Special Education, Self contained	Math ACSIP Committee
Non-Classroom Professional Staff	Jon Wellman	Ale Facilitator	Math ACSIP Committee
Non-Classroom Professional Staff	Laura Reeves	Student Aide	Writing ACSIP Committee
Non-Classroom Professional Staff	Penny Poole	Paraprofessional	Writing ACSIP Committee
Principal	Barry DeHart	Principal	Reading ACSIP Committee
