

AR
PIGGOTT ELEMENTARY SCHOOL
895 East Main Street
PIGGOTT AR 72454
870-598-2546

Supplemental Compliance Report for ALL Schools

(Includes: Needs Assessment, Transition for both preschool and secondary, Coordination of Funds, Highly Qualified, and School Based Health Services)

To complete this form:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the dashboard, go to the Required Reports section, and click the Supplemental Compliance Report "submit" button.

Note: Please review your responses if you are copying and pasting from Word. There may be some compatibility issues that will need to be edited. If you must copy and paste, please copy into notepad first.

Please complete the following:

Comprehensive Needs Assessment

1. Please describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from all four measures of data - student achievement data, school programs/process data, perception data, and demographic data. The four types of data should be cross-analyzed to identify the needs of educationally disadvantaged students.

Student Achievement Data:

We have reviewed and analyzed our current test scores from Spring 2015; ITBS scores for 1st and 2nd grades and Science Benchmark scores for 5th grade. Students who need remediation are being tutored on specific skills by their classroom teachers and Title One paraprofessionals.

Kindergarten students are tested using STAR Early Literacy. 64.1 % of kindergarten students met their growth projection (fall to spring) for the 2014-15 school year on the NWEA Map test. We do not have results yet for the 2015 fall testing. All kindergarten students who do not have scores developed in any area on the Qualls receives remediation strategies and an AIP.

First grade students are also given the Star Early Literacy.

School Programs/Process Data:

Reading Recovery:

Students in kindergarten and first grades are screened by our Reading Recovery teacher in order to assess reading skill level and placement for extra tutoring in the Reading Recovery program. All new second graders are also screened. Teachers are also able to refer students for screenings.

Child Find Survey:

A school wide "child find survey " is completed by every classroom teacher in order to ensure that every student receives the services and supplies he needs. In addition to educational needs, this survey includes glasses, OT/PT, medical needs, social/counseling services, etc...

We held a free summer reading program in June and July of 2015 in order to help prevent summer reading skills loss. Over 30 students participated and were able to test comprehension skills weekly through our Accelerated Reader Program.

Perception Data:

Demographic Data:

Preschool Transition

2. Is this an elementary school?

Yes

If Yes, then describe how the school will assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or any State-run preschool program, to the local elementary school.

We meet with our Head Start program parents and our ABC (Arkansas Better Chance) preschool parents at a designated time during a transition program held in their buildingsto explain kindergarten readiness skills.

Our counselor, kindergarten, speech and special education teachers held a two day screening for all incoming kindergarten students. Students were screened using flashcards and other assessments and manipulatives in order to plan how to provide the best instruction the first of school.

We held individual conferences in the spring for all preschool parents and students transitioning with an IEP in order to be prepared to meet their needs when school started.

Is this a secondary school?

No (not applicable. This school is not a secondary school)

If yes, describe how the school will assist incoming students to the secondary school and how the school will assist students exiting to post-secondary institutions/careers.

Coordination of Programs

3. Describe how the school will coordinate and integrate federal, state, and local services and programs. Specifically, include how the school will create coherent services among (a) other ESEA (NCLB) Title programs such as LEP, Migrant, and Homeless education services, (b) IDEA programs, and (c) as applicable, violence prevention programs, health services and nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Migrant and Homeless Education Services:

We identify our migrant and homeless students via questionnaires given to each family when school starts.

IDEA:

We use a teacher survey (see #1) and IEPs from our preschool transition students.

Violence Prevention Programs

Health Services:

We have a registered nurse who provides health services to our students. She does all state required screenings for vision/hearing, BMI and scoliosis. She also reviews students' health records and notifies parents of required immunizations, etc...In addition, she develops and ensures that health care plans are in place for our students with chronic or continuing health care needs such as diabetes. Our paraprofessionals attend required training in order to provide health care needs for our students who need personal assistance.

Teacher Quality

4. Do all of your teachers and instructional paraprofessionals meet the state's definition of highly qualified?

Yes

If No, describe the plan to ensure that all teachers and instructional paraprofessionals will be become highly qualified. Title I schools may only utilize currently highly qualified staff.

Health and Wellness

The purpose of the Health and Wellness Priority is to improve the health and academic performance of students. Wellness activities will address nutrition, education, and physical fitness activities for the development of lifelong habits and promotion of healthy lifestyles for the following groups: students, school staff, and parent and community networks. School health and wellness activities will create a safe and healthy school environment that supports learning.

5. How is the school addressing the Wellness requirements as mandated by Act 1220 of 2003? You MUST reference the required wellness strategies of Act 1220 in the Docs and Links tab. [Wellness Strategies](#)

Our school nurse led summer fitness classes twice weekly for all staff members. Currently, a staff member holds fitness classes after school five days a week for all interested faculty members. This includes aerobics and weight training.

6. Please scan and upload the results of the School Health Index into the health services file under Document Upload.

7. If your school operates a School-based Health Center or offers School-based Mental Health Programs/Services, you MUST answer the following question: How is the school integrating the school-based center services or mental health services in a way that those services are directly correlated to improving student achievement levels?

At this time, we do not offer school based mental health services. We do collaborate with our local mental health agencies

(Families, Inc., Life Strategies and Mid South Health Systems) in order to provide limited mental health services at school and to assist with developing behavior plans for our students' mental health needs.



SCHOOLWIDE PLAN RUBRIC FOR MONITORING AND EVALUATION

Directions: Use the rubric to assess the quality of the school's Schoolwide (ACSIIP) Plan. The rubric employs a "three-star" system that highlights the desired qualities and characteristics observed in effective schoolwide programs. The rated areas include EXCEPTIONAL (3 stars); ACCEPTABLE (2 stars); and NEEDS REVISION (1 star). Check the appropriate box in the first column for each of the ten (10) schoolwide components. This form should be signed and returned to the Title I Office by **October 1** of each school year.

| | | | |
|--|--|--|---|
| <p>Strategies to Increase Parental Involvement</p> <p><input type="checkbox"/> 3 *** <input checked="" type="checkbox"/> 2 ** <input type="checkbox"/> 1</p> <p style="text-align: right;">*</p> | <p>Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented.</p> <p>Strong collaboration with community resources is evident.</p> <p>Parents are included as decision makers in a broad spectrum of school decisions.</p> | <p>Specific strategies to increase parental involvement have been identified and implemented.</p> <p>Some collaboration with community resources is evident.</p> <p>Parents are included as decision makers in a limited number of school decisions.</p> | <p>Specific strategies to increase parental involvement have not been identified or implemented.</p> <p>No collaboration with community resources is observed.</p> <p>Parents have no role in the decision making process of the school.</p> |
| <p>Preschool Transition Strategies</p> <p><input checked="" type="checkbox"/> 3 *** <input type="checkbox"/> 2 ** <input type="checkbox"/> 1</p> <p style="text-align: right;">*</p> | <p>Collaboration is evident between the elementary school and preschool programs (i.e. Head Start, Even Start).</p> <p>Specific strategies for helping students' transition into the elementary setting have been identified and implemented.</p> | <p>Collaboration efforts have begun between the elementary and preschool programs.</p> <p>Specific strategies for helping students' transition into the regular elementary school setting are not included in the school improvement plan.</p> | <p>Collaboration and communication seldom occurs between the regular elementary school program and preschool programs.</p> <p>Specific strategies for helping students' transition into the regular elementary setting have not been identified or implemented.</p> |
| <p>Teacher Participation in Making Assessment Decisions</p> <p><input type="checkbox"/> 3 *** <input checked="" type="checkbox"/> 2 ** <input type="checkbox"/> 1</p> <p style="text-align: right;">*</p> | <p>A team of teachers, administrators and parents participate in the selection, use, and interpretation of school-based assessments.</p> <p>Student performance drives modifications and improvements in the selection and use of school-based assessments.</p> | <p>Student performance is considered when modifying the school improvement plan.</p> <p>Student performance is considered when modifying the plan; however, it does not always occur.</p> | <p>Assessment decisions are made with little or no input from teaching staff.</p> <p>Student performance is not considered when making decisions about assessment.</p> |

SCHOOL WIDE PLAN RUBRIC FOR MONITORING AND EVALUATION



ARKANSAS
DEPARTMENT
OF EDUCATION

Directions: Use the rubric to assess the quality of the school's Schoolwide (ACSLIP) Plan. The rubric employs a "three-star" system that highlights the desired qualities and characteristics observed in effective schoolwide programs. The rated areas include EXCEPTIONAL (3 stars); ACCEPTABLE (2 stars); and NEEDS REVISION (1 star). Check the appropriate box in the first column for each of the ten (10) schoolwide components. This form should be signed and returned to the Title I Office by **October 1** of each school year.

| | | | |
|---|---|---|--|
| <p style="text-align: center;">Instruction by Highly Qualified Professional Staff</p> <p><input checked="" type="checkbox"/> 3 *** <input type="checkbox"/> 2 ** <input type="checkbox"/> 1 *</p> | <p>Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers.</p> <p>All teachers are assigned to the areas in which they are certified to teach.</p> | <p>Teachers and paraprofessionals are prepared to meet the highly qualified requirements, however, all do not; parents are aware of the progress of the school in meeting this requirement.</p> <p>Teachers are sometimes assigned to areas in which they are not certified.</p> | <p>Teachers and paraprofessionals, for the most part, do not meet the highly qualified requirements, and there is no plan in place to meet the requirement.</p> <p>Teachers are routinely assigned to teach in areas where they are not certified.</p> |
| <p style="text-align: center;">High-quality and Ongoing Professional Development</p> <p><input type="checkbox"/> 3 *** <input checked="" type="checkbox"/> 2 ** * <input type="checkbox"/> 1 *</p> | <p>All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the schoolwide program.</p> <p>All staff receives ongoing and sustained professional development that is aligned with the goals of the school improvement plan.</p> | <p>Most staff receives training toward meeting the needs of only select groups of students.</p> <p>Most staff receives ongoing and sustained professional development that is mostly aligned with the goals of the school improvement plan.</p> | <p>Few staff receives professional development; it addresses their individual training goals and is not necessarily aligned with the goals of the school improvement plan.</p> |
| <p style="text-align: center;">Strategies to Attract Highly Qualified Staff</p> <p><input type="checkbox"/> 3 *** <input type="checkbox"/> 2 ** <input checked="" type="checkbox"/> 1 *</p> | <p>The school is allowed to provide incentives for highly qualified teachers to teach in high need schools.</p> <p>Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.</p> | <p>The school has developed a plan to review the qualifications of its staff, and is prepared to adopt an incentive structure for novice and experienced teachers.</p> <p>Teachers who do not meet the highly qualified status are rarely assigned to work with high need students.</p> | <p>The school makes teacher assignments based on the availability of staff, and does not have a plan to make changes in the way it assigns or hires teachers.</p> <p>Teachers are not assigned to serve high need students based on student need, but rather staff availability.</p> |



SCHOOLWIDE PLAN RUBRIC FOR MONITORING AND EVALUATION

Directions: Use the rubric to assess the quality of the school's Schoolwide (ACSP) Plan. The rubric employs a "three-star" system that highlights the desired qualities and characteristics observed in effective schoolwide programs. The rated areas include EXCEPTIONAL (3 stars); ACCEPTABLE (2 stars); and NEEDS REVISION (1 star). Check the appropriate box in the first column for each of the ten (10) schoolwide components. This form should be signed and returned to the Title I Office by **October 1** of each school year.

District Name: Piggott
 School Name: Piggott Elementary School
 Principal Name: Leann Mann

District LEA No. 1104000
 School LEA No. 1104017
 Principal E-Mail leann.mann@piggottschools.net

| 10 Components of a Schoolwide Plan | Exceptional 3 *** | Acceptable 2 ** | Needs Revision 1 * |
|---|---|---|---|
| Comprehensive Needs Assessment <input type="checkbox"/> 3 *** <input checked="" type="checkbox"/> 2 ** <input type="checkbox"/> 1 * | Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs. Strategies increase the quality and quantity of instruction, using research-based methods and strategies. Research-based reform strategies are directly aligned with the findings of the needs assessment. Provides a detailed, enriched and accelerated curriculum for all students. | Includes data gathered from two sources. Examines student strengths and needs. Increased the quality and quantity of instruction. Reform strategies aligned with the findings of the needs assessment. Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students. | Includes data gathered from less than two sources. Examines student deficits. Increases neither the quality nor quantity of instruction. Reform strategies are not directly aligned with the comprehensive needs assessment findings and do not reference research-based models. Provides a basic curriculum. Addresses the needs of select students and there is no clear plan in place that addresses how the school will determine if identified needs are met. |
| School Reform Strategies <input type="checkbox"/> 3 *** <input checked="" type="checkbox"/> 2 ** <input type="checkbox"/> 1 * | Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major subgroups participating in the schoolwide program. Addresses specific strategies that assist teachers to determine if student needs are met. | Addresses the needs of all children in the school, but particularly the needs of students of target populations participating in the schoolwide program. Briefly addresses how the school will determine if these needs are met. | Teachers are directed to meet student needs without specific strategies or approaches. |

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**Arkansas Public District and School
General Description for the use of State Categorical Funding**

| | | | |
|---------------|---------------------------|--------------|---------|
| School | Piggott Elementary School | LEA # | 1104017 |
|---------------|---------------------------|--------------|---------|

Introduction

Act 841 of 2015 established that each district and school will develop and submit to the ADE a general description for the use of state categorical funds. This general description, the list of allowable expenditures found in Special Needs Funding rules, and the related detail in APSCN will be utilized by legislative audit to determine the appropriateness of expenditures. Thus, with the general description of a specific program, it is important to clarify how the funds are being utilized to meet the established intent of the funding, how the expenditure is supplementing above state requirements (except PD), and how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program, position, or supplemental service.

The team developing the ACSIP plan should consider at a minimum the following rules:

[Student Special Needs Funding Rules](#)

[ACTAAP Rules](#)

In addition to reviewing the rules, the following statutes are applicable to the ACSIP development:

| Statute | | |
|-------------------|--------------------|--------------------|
| A.C.A. § 6-15-425 | A.C.A. § 6-15-2106 | A.C.A. § 6-17-2402 |
| A.C.A. § 6-15-426 | A.C.A. § 6-15-2201 | A.C.A. § 6-20-2303 |
| A.C.A. § 6-15-431 | A.C.A. § 6-15-2202 | A.C.A. § 6-20-2305 |

Directions:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the Statewide Field Test Dashboard, go to the Required Reports section, and click the Student Special Needs Funding General Description Report "submit" button.

Note: Please review your responses if you are copying and pasting from word. There may be some compatibility issues that will need to be edited. If you must copy and paste, please copy into notepad first.

2015-16 General Description Report for ALE- State 275

| | | | |
|-------------------------------|---------------------------|-------------------------|---------|
| School: | Piggott Elementary School | LEA # | 1104017 |
| Revenue: | 32370 | Source of Funds: | 275 |
| Date of modifications: | 9/1/2015 | | |

Please provide a general description including the purpose and program evaluation of the ALE programs, positions, and other expenditures.

This is the first year that we have started the ALE program for the elementary. The ALE program is a non-punitive environment. Emphasis are placed on helping the student to attain success in the academic ara of weakness whose academic and social progress are negatively affected by the students personal charateristiccs or situations.

2015-16 General Description Report for ELL- State 276

| | | | |
|-------------------------------|-------|-------------------------|-----|
| School: | | LEA # | |
| Revenue: | 32371 | Source of Funds: | 276 |
| Date of modifications: | | | |

Please provide a general description including the purpose and program evaluation of the ELL programs, positions, and other expenditures.

N/A

2015-16 General Description Report for NSLA- State 281

| | | | |
|----------------|---------------------------|--------------|---------|
| School: | Piggott Elementary School | LEA # | 1104017 |
|----------------|---------------------------|--------------|---------|

| | | | |
|-------------------------------|----------|-------------------------|-----|
| Revenue: | 32381 | Source of Funds: | 281 |
| Date of modifications: | 9/1/2015 | | |

Please provide a general description including the purpose and program evaluation of the NSLA programs, positions, and other expenditures.

NSLA funds are used to provide research based programs for students scoring below proficiency in order to improve instruction and increase academic achievement. Annual evaluation of the programs will be done to ensure the programs are providing intervention/prevention services to increase student achievement.

2015-16 General Description Report for PD- State 223

| | | | |
|-------------------------------|---------------------------|-------------------------|---------|
| School: | Piggott Elementary School | LEA # | 1104017 |
| Revenue: | 32256 | Source of Funds: | 223 |
| Date of modifications: | 9/1/2015 | | |

Please provide a general description including the purpose and program evaluation of the PD programs, positions, and other expenditures.

Professional development funds are used for approved activities and materials as required by TESS and the school district that improves the knowledge, skills and effectiveness of teachers; addresses the knowledge and skills of administrators, and paraprofessionals concerning effective instructional strategies, methods, and skills; and leads to improve student academic achievement. Funds are also used for training school bus drivers and other personnel to provide the requisite hours of professional development required by law.