

AR  
PIGGOTT HIGH SCHOOL  
P.O. BOX 387  
PIGGOTT AR 72454  
870-598-3815

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

<b>School</b>	Piggott High School	<b>LEA #</b>	1104018
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**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:

<b>Statute</b>		
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**

<b>School:</b>	Piggott High School	<b>LEA #</b>	1104018
<b>Revenue:</b>	32370	<b>Source of Funds:</b>	275
<b>Date of modifications:</b>	9/1/2015		

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

The Ale Program is a non-punitive environment. We have an ALE program at the High School. Emphasis are placed on helping the student to attain success in the academic area of weakness whose academic and social progress are negatively affected by the students personal characteristics or situation. The ALE placement team evaluates the pain by success of the students in the program. The team also meets with students and parents as needed to monitor student's progress. Most of our ALE funds are spent on salaries. We do allow an amount for materials and supplies.

**2015-16 General Description Report for ELL- State 276**

<b>School:</b>		<b>LEA #</b>	
<b>Revenue:</b>	32371	<b>Source of Funds:</b>	276
<b>Date of modifications:</b>			

**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**

<b>School:</b>	Piggott High School	<b>LEA #</b>	1104018
<b>Revenue:</b>	32381	<b>Source of Funds:</b>	281
<b>Date of modifications:</b>	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 proficient 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**

<b>School:</b>	Piggott High School	<b>LEA #</b>	1104018
<b>Revenue:</b>	32256	<b>Source of Funds:</b>	223
<b>Date of modifications:</b>	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 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 rule or law.

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### 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.**

Piggott High School is not a Title 1 School.

##### Preschool Transition

#### 2. Is this an elementary school?

- No (not applicable, this school is not an elementary school)

**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.**

#### Is this a secondary school?

- Yes

**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.**

Incoming students are invited to the high school during the last week of 6th grade to tour the campus, fill out registration for the next year's classes, and discuss rules for the high school (tardies, cell phones, ISS, dress codes, fighting, etc.). In August, students and parents are invited to 7th Grade/New Student Orientation to receive schedules, meet teachers, get locker assignments, and tour the campus. On the first day of school, students meet with their CAPS advisors to receive schedules, lunch forms, etc. Student also meet with CAPS advisors on a monthly basis throughout the school year. Students exiting the high school to move on to post-secondary institutions/careers are given information in CTE Vocational classes to assist them in their transition. College Fairs, College Days, and College Visit Trips with Counselors are also provided to help students get the most information possible about college options.

##### 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.**

Students identified as LEP, Migrant or Homeless are assisted in applying for services.

##### 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.

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## 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.**

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### **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](#)**

1)The results of the School Health Index assessment are used to help the committee guide the development of the Wellness plan. The committee also meets to determine if improvements need to be made. Student Body Mass: Individual results are provided to parents. Letters are sent to parents explaining screening results and recommended actions. 2) The Health and Physical Education teachers develop strategies to incorporate the health index into their lesson plans. 3) The Wellness Committee includes representatives from high school and elementary including administrators, counselors, students, teachers, the school nurse, parents, and the cafeteria director. The Wellness Committee meets annually to evaluate if the schools were successful in implementing the standards.4) The Wellness Committee meets to develop professional development that coordinates with the Wellness Plan. 5) Health and Physical Education Teachers follow the nutrition and physical activity requirements of the Arkansas Department of Education. Teachers provide evidence to the building principal that standards are being met. 6) Teachers submit lesson plans and principals perform classroom observations to acquire evidence. 7) The cafeteria director follows the requirements of the Arkansas Department of Education Child Nutrition Program. The superintendent, cafeteria director, and the school board members review all contracts. The priority of the district is encouraging healthful eating by the students. Vending machines are not allowed which greatly decreases the schools dependence on profits from foods with minimal nutritional value. 8) Provided students skills and information in health related physical fitness. Fitness will include school sponsored and home fitness activities 9) The School Health Index Overall Score Card correlates well to the physical activity standards. The district used these results to compare the assessment results to the physical activity standards. - ( Documentation will be uploaded.)

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

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### **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?**

School-based Mental Health Services are available through Life Strategies, Inc. and Mid-South Health Services. Counselors, Social Workers, and Supervisors work directly with students in counseling sessions. Students and their families are involved in other services off-campus at the provider's offices. With parental permission, data about the student's academic performance and classroom behavior is released to the Mental Health providers for use in improving student achievement.



# 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><b>Timely and Additional Assistance to Students Having Difficulty Mastering the Standards</b></p> <p><input type="checkbox"/> 3 ***    <input checked="" type="checkbox"/> 2 **    <input type="checkbox"/> 1 *</p>	<p>The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.</p> <p>Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards.</p> <p>Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.</p>	<p>The school has a process in place to identify students experiencing difficulty mastering the State's standards.</p> <p>Effective, additional assistance is provided for students experiencing difficulty meeting State standards.</p> <p>Students receive some differentiated instruction while working with support staff.</p>	<p>No process is in place to identify students who are experiencing difficult mastering the State's standards.</p> <p>Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.</p> <p>All students are taught using the same methods.</p>
<p><b>Coordination and Integration of Federal, State and Local Programs and Resources</b></p> <p><input type="checkbox"/> 3 ***    <input checked="" type="checkbox"/> 2 **    <input type="checkbox"/> 1 *</p>	<p>The school has established its improvement plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.</p>	<p>The school has established its improvement plan based on need, but plans to conduct a full inventory of its resources in order to carry out its goals.</p>	<p>The school has an improvement plan, but its goals are not always based on need, and there is uncertainty as to what the available resources are, and how they can be used to address its goals.</p>

*By DeHart*
9-28-15

Signature of Principal
Signature of District LEA Representative

Date

Date



## 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><b>Strategies to Increase Parental Involvement</b></p> <p><input type="checkbox"/> 3 ***    <input checked="" type="checkbox"/> 2 **    <input type="checkbox"/> 1 *</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><b>Preschool Transition Strategies</b></p> <p><input type="checkbox"/> 3 ***    <input type="checkbox"/> 2 **    <input type="checkbox"/> 1 *</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><b>Teacher Participation in Making Assessment Decisions</b></p> <p><input type="checkbox"/> 3 ***    <input checked="" type="checkbox"/> 2 **    <input type="checkbox"/> 1 *</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>

# SCHOOLWIDE PLAN RUBRIC FOR MONITORING AND EVALUATION



ARKANSAS  
DEPARTMENT  
OF EDUCATION

Directions: Use the rubric to assess the quality of the school's Schoolwide (ACSLP) 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;"><b>Instruction by Highly Qualified Professional Staff</b></p> <p><input type="checkbox"/> 3 ***    <input checked="" 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;"><b>High-quality and Ongoing Professional Development</b></p> <p><input checked="" type="checkbox"/> 3 ***    <input 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>Some staff receives fragmented training unrelated to identified school needs.</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;"><b>Strategies to Attract Highly Qualified Staff</b></p> <p><input type="checkbox"/> 3 ***    <input checked="" type="checkbox"/> 2 **    <input 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 (ACSIP) 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 High School  
 Principal Name: BARRY DeHART

District LEA No. 1104 000  
 School LEA No. 1104 018  
 Principal E-Mail barry.dehart@piggott.k12.mo.us

10 Components of a Schoolwide Plan		Exceptional 3 ***	Acceptable 2 **	Needs Revision 1 *
Comprehensive Needs Assessment <input type="checkbox"/> 3 *** <input type="checkbox"/> 2 ** <input type="checkbox"/> 1 *	Includes a variety of data gathered from multiple sources.	Includes data gathered from two sources.	Includes data gathered from two sources.	Includes data gathered from less than two sources.
	Examines student, teacher, school and community strengths and needs.	Examines student strengths and needs.	Examines student strengths and needs.	Examines student deficits.
School Reform Strategies <input type="checkbox"/> 3 *** <input checked="" type="checkbox"/> 2 ** <input type="checkbox"/> 1 *	Strategies increase the quality and quantity of instruction, using research-based methods and strategies.	Increased the quality and quantity of instruction.	Increased the quality and quantity of instruction.	Increases neither the quality nor quantity of instruction.
	Research-based reform strategies are directly aligned with the findings of the needs assessment.	Reform strategies aligned with the findings of the needs assessment.	Reform strategies aligned with the findings of the needs assessment.	Reform strategies are not directly aligned with the comprehensive needs assessment findings and do not reference research-based models.
	Provides a detailed, enriched and accelerated curriculum for all students.	Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students.	Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students.	Provides a basic curriculum.
	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 the needs of all children in the school, but particularly the needs of students of target populations participating in the schoolwide program.	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.	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.
	Addresses specific strategies that assist teachers to determine if student needs are met.	Briefly addresses how the school will determine if these needs are met.	Briefly addresses how the school will determine if these needs are met.	Teachers are directed to meet student needs without specific strategies or approaches.