

School Plan

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

Arkansas Comprehensive School Improvement Plan

2014-2015

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

Grade Span: Title I: Not Applicable

School Improvement:

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

Priority 1:

To provide administrative support using state and federal funds for literacy and math. Provide professional development for staff.

Supporting
Data:

1. Based on a comprehensive needs assessment that reflects an in depth analysis of 2012, 2013, and 2014 student achievement. In math, open response questions continue to be a weak area, with the passage type and strand fluctuating from year to year. In literacy, content and practical open response continues to be a weak area for the three year trend, 2012, 2013, and 2014. This conclusion has been obtained by studying the CRT, NRT, and intermittent assessments.
2. K-6 Mathematics We have not met AMO in all areas. The annual expected performance level for K-5 math in 2012-2013 was 84.91% proficient. We currently have two sub-groups: Caucasian and economically disadvantaged. Our performance levels include: combined population 83.71% proficient, Caucasian 84.34%

proficient and economically disadvantaged 77.92% proficient. 7-12 Mathematics The annual expected performance level for 9-12 mathematics in 2012-2013 was 91.83% proficient. We currently have two sub-groups: Caucasian and economically disadvantaged. Our performance levels include: combined population 87.12% proficient, Caucasian 88.76% proficient and economically disadvantaged 85.06% proficient. K-6 Literacy We have not met AMO in all areas. The annual expected performance level for K-5 literacy in 2012-2013 was 84.91% proficient. We currently have two sub-groups: Caucasian and economically disadvantaged. Our performance levels include: combined population 83.70% proficient, Caucasian 84.34% proficient and economically disadvantaged 77.92% proficient. 7-12 Literacy The annual expected performance level for 9-12 literacy in 2012-2013 was 65.44% proficient. We currently have two sub-groups: Caucasian and economically disadvantaged. Our performance levels include: combined population 74.19% proficient, Caucasian 73.63% proficient, and economically disadvantaged 63.44% proficient. Intervention: Administrative

3. Graduation Rate: In 2010-2011 we met graduation goal (89.7%) with 87.8%. In 2011-2012, we did not meet goal of 85.72% Our rate was 84.85%. In 2012-2013, our goal was 85% and we met that with 95.99%.

Goal To improve academic achievement and school environment.
 Benchmark The combined population, and each subgroup, is expected to meet ESEA Accountability Status.

Intervention: Administrative support				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Use district facilities and resources to support program. Action Type: Collaboration	Charlie Powell, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Computers 	ACTION BUDGET: \$
Provide office supplies (copy paper, binders, storage boxes for records, etc.) and a laptop or hand-	Pamela Hickson, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> None 	Title I - Materials & Supplies: \$3000.00

held computing device(costing less than \$1000) for Federal Programs Coordinator. Action Type: Collaboration				ACTION BUDGET: \$3000
Administrative costs for Federal Coordinator to attend area, state,and national meetings, and other professional development relating to Title I, Part A duties and responsibilities. These costs include mileage, lodging, meals, dues, and fees. Action Type: Professional Development	Pamela Hickson, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants 	Title I - Purchased Services: \$8000.00 <hr/> ACTION BUDGET: \$8000
One percent of our Title I funds will be allocated to support the academic achievement of all identified homeless students in the district. Funds will be used to provide certain basic necessities for the student's academic success, such as transportation to their medical and	Brock Swann, Homeless Liason	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> None 	Title I - Materials & Supplies: \$2400.00 <hr/> ACTION BUDGET: \$2400

guidance services, clothing, and appropriate materials/supplies needed to participate in required school activities. Action Type: Equity				
Each campus will have a parent center with a parent facilitator. Parent Coordinator will select for purchase, materials necessary to train and assist parents in helping their child improve math and reading skills. Office supplies will also be purchased for the Parent Center. Parent Coordinator will also attend workshops such as the Arkansas Parent Center Coordinator's Conference. (Funding is in the elementary school plan.) Action Type: Parental Engagement	Mona Scott, Parent Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teaching Aids 	<hr/> ACTION BUDGET: \$

Title I funds will be used to employ a .5 FTE Federal Programs Coordinator (Pamela Hickson) to maintain and implement new programs for all Title I students. Action Type: Collaboration	Charlie Powell, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office 	Title I - Employee Salaries: \$11000.00 Title I - Employee Benefits: \$2999.35 <hr/> ACTION BUDGET: \$13999.35
The ACSIP Steering Committee will meet to evaluate the progress of Title I program at the elementary school. The results of the Benchmark exams, as well as, AMO will be used to determine the success of the program. Our 2013 school year status is "Needs Improvement". We did not meet AMO in Math (91.83%) with 87.12% and did not meet AMO in Literacy (84.91) with 83.71%. Action Type: Program Evaluation	Pamela Hickson, Leean Mann, and Barry Dehart	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
PSD will support each building in providing assistance to	Ellen Meadows, Parent Facilitator	Start: 07/01/2014 End:	<ul style="list-style-type: none"> District Staff Performance Assessments 	<hr/> ACTION BUDGET: \$

<p>parents in understanding how to monitor a child's progress using academic assessments and provide materials and training to help parents work with their children to improve academic achievement.</p> <p>Action Type: Equity</p> <p>Action Type: Parental Engagement</p>		<p>06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	
<p>PSD will educate teachers, principals, and other staff in the importance of effective communication, and the value of their contributions of input. Licensed staff will have a minimum of 2 hours of parental involvement professional development. Administrators will have a minimum of 3 hours of parental involvement professional development.</p> <p>Action Type: Parental</p>	<p>Ellen Meadows, Parent Facilitator; Barry Dehart, Principal; Leean Mann. Principal</p>	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Engagement Action Type: Professional Development Action Type: Title I Schoolwide				
PSD will ensure that each school meets state and federal requirements for parental involvement including: helping parents understand how to help children succeed academically; providing materials and training to help parents work with their children; educating staff in the importance of effective communication and to value the contributions of parents; coordinating and integrating parental involvement programs and activities; insuring that information related to schools and parent programs is sent to parents in a timely manner	Ellen Meadows	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> <hr/> ACTION BUDGET: \$

that is easily understood by parents to the extent practical in a language parents can understand. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development				
The district will provide annual training for volunteers who assist in an instructional program for parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Ellen Meadows, Barry Dehart, Leean Mann	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Parent-Teacher Compacts will be reviewed and filed in the office of the Federal Programs Coordinator. Building parent facilitators will keep sign-in sheets of all	Mona Scott; Pam Hickson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> None 	<hr/> ACTION BUDGET: \$

parental involvement activities. Action Type: Equity Action Type: Professional Development				
Annually evaluate each building's Parent Involvement Plan to ensure it is meeting the needs of the parents and students of our district. A Parent Coordinator will oversee this and the Parent Center. Action Type: Parental Engagement Action Type: Professional Development	Ellen Meadows; Jerri Tate; Mona Scott,	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
The ACSIP is reviewed and revised annually by the Steering Committee. The team will review and discuss all the building plans, making recommendations. Twice a year, the team will meet to determine if there are any ammendments or changes that need to be made. Sign-in sheets and	Pamela Hickson, Barry DeHart, Leean Mann	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

building plans will document this effort. Action Type: Program Evaluation				
The district encourages all teachers to attend workshops here at school, at Northeast Arkansas Coop, and around the state in order to grow professionally. It is the district's mission to help each student reach his/her potential. We will continue to monitor data, and make necessary changes to accomplish our goals. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Charlie Powell, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
National School Lunch Act (NSLA) monies have been used to help improve literacy and mathematics scores. After school tutoring is	Barry Dehart, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

available for students in grades 7-12 in math, literacy, and science. Senior high math and literacy teachers provide this service. Action Type: Equity				
Total Budget:				\$27399.35

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

Scientific Based Research: Cromwell, Sharon: Education World, Three Keys to Technology Excellence, 2000; http://www.educationworld.com/a_tech/tech032.shtml

Actions	Person Responsible	Timeline	Resources	Source of Funds
Educational technology training will be scheduled by Joseph Crittenden, District Technology Coordinator. Teachers will be given the opportunity to receive training in: Eschool, which is a web-based communication system that teachers use to get information to parents about grades, attendance, and, assignments. This training is vital to school record keeping and parent communication. Action Type: Collaboration Action Type:	Joseph Crittenden Technology Coordinator, Chris Thompson, Technology Technician	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$

Professional Development Action Type: Technology Inclusion				
The annual staff development needs assesment conducted in April, 2014, showed that teachers need training on technology equipment (ie. CPS Systems, Smart Boards, document cameras, and projectors) and integration of technology into the curriculum. During CWT, teachers demonstrate their ability to use equipment and software effectively to increase student achievement. Building level professional development committees will meet again in April, 2015, to conduct annual needs assesment, and program evaluation based on the Piggott School District Evaluation of Professional Development Activity Forms. This committee will make recommendations for future staff development activities. Title I may	Joseph Crittenden, Barry Dehart	Start: 07/01/2014 End: 06/30/2015		Title I - Materials \$3500.00 & Supplies: Title I - Purchased \$3500.00 Services: <hr/> ACTION BUDGET: \$7000

provide Professional Development above and beyond the 60 required hours for educators. Action Type: Program Evaluation Action Type: Technology Inclusion				
Technology has been a key factor in student achievement for the district. Document cameras and LCD projectors have been placed in all k-12 classrooms to address the needs of visual learners. Class amplification systems have been purchased to address the needs of K-6 auditory learners. TI-73 and TI-84 calculators are in all 7-12 grade mathematics classrooms to give students a hands-on approach to learning. TI-84 calculators are in use in 7-12th grade science classrooms. All classes have access to either Chromebooks or iPads. Many teachers use Interwrite Tablets in the classroom as an instructional tool as well. Action Type: Equity Action Type: Technology Inclusion	Joseph Crittenden, Tech. Coord.	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	NSLA (State-281) - Materials \$5000.00 & Supplies: <hr/> ACTION BUDGET: \$5000

Total Budget:				\$12000
Intervention: Provide activities to ease the student's emotional and academic transition from early childhood programs to Elementary School Programs.				
Scientific Based Research: http://gse.harvard.edu/hfrp/projects/fine/resources/research.bohan.html				
Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE: EARLY CHILDHOOD TRANSITION ACTIVITIES. Elementary School Counselors go to Head Start Meeting for presentation concerning our school and the requirements for Kindergarten. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Barbara Batey	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
SCHOOLWIDE: Head Start, ABC, Preschool and Curtain Climbers tour our campus in the spring. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Erica Harris, Asst. Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
SCHOOLWIDE: Pre-registration for Kindergarten is held in our elementary building. Parents can tour the building, visit with counselors, teachers, principals, or personnel.	Leean Mann, Principal; Amber Harrell and Barbara Batey, Counselors, and Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$

They are given materials which explain readiness skills. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide				
Evaluation of the effectiveness of the transition activities will continue to be done through comparison of the Qualls Early Learning Inventory and the NRT assessment. In 2009-2010, QELI indicated that an average of 30% of students were prepared to enter Kindergarten. In 2010-2011, QELI indicated that an average of 37% were prepared to enter Kindergarten. On the Metropolitan 8 assessment in 2009-2010 Kindergarten students scored in the 43rd NPR in Sound and Print and in the 50th NPR in Math. On the ITBS assessment in 2010-2011 Kindergarten students scored in the 92nd NPR in language and 74th NPR in Math. Action Type: Program Evaluation	Barbara Batey	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Alternative Learning Environment				
Scientific Based Research:				

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>7th through 12th grade students are using APEX Learning Software this year. Progress reports from the management system will be the measure of effective use of APEX. "Virtual" students' progress will be tracked with the management systems; teachers will monitor these reports(both time on task & progress) and will guide students in effective use of time and the resources.</p> <p>Graduation rate will also be compared from year to year. In 2008-2009, 27 students were enrolled in ALE. 14 were in 12th and 14 graduated. In 2009-2010, 56 students were enrolled in ALE. 10 were 12th grade and 9 graduated and 1 moved out of the district. In 2010-2011, 22 were in ALE. 5 were in 12th grade and 5 graduated. In 2012, 15 students were enrolled in ALE and 3 were seniors who graduated.</p> <p>Action Type: Program Evaluation</p>	Jon Wellman	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Use Virtual School for students who are having difficulty succeeding in the regular classroom. ADE approved courses</p>	Barry Dehart, Jon Wellman	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers 	<hr/> <p>ACTION BUDGET: \$</p>

being utilized by our students are Algebra I, US History, Physical Science, English III and IV, Anatomy, Art Journalism, and AP US History. These are web-based, rigorous courses taught by certified teachers. Homework assignments are completed online according to a structured schedule. Grades are posted on Echool. We are using a symposium in the ALE classroom. Action Type: Collaboration Action Type: Technology Inclusion			<ul style="list-style-type: none"> • Outside Consultants 	
The Piggott School District has an ALE program that is a non-punitive environment. Emphasis is placed on helping the student to attain success in the academic area of weakness. The criteria for ALE exit is varied. Some students exit the ALE program because they fail to attend school. Others exit when they graduate. Some students exit after they have successfully completed their classwork, and catch up to the level they are trying to attain. Report cards indicate success or failure. Last year there were 22 students	Barry Dehart, Jon Wellman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

<p>enrolled in ALE. 1 students who exited in 2009-2010 returned in 2010-2011. 5 students in ALE were seniors who graduated; 3 students received a GED; 4 students received SPED services. in 2012, 15 students were enrolled in ALE. 3 were seniors who graduated. Supplies needed for the ALE instructional classroom include various office supplies including a coier. Jon Wellman (1.0 FTE) is the ALE Director. Funding explanation is in the High School ACSIP plan.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>				
<p>The ALE Placement Team will meet annually to review and revise the ALE Plan. The Placement Team will meet with students and parents as needed to monitor student's progress.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Barry Dehart, Jon Wellman</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Total Budget:	\$0
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Priority 2:	<p>To provide the resources necessary to ensure and maintain a safe and drug-free environment that supports academic achievement.</p> <ol style="list-style-type: none"> 1. In 2009-2010, at elementary, the number of bus problems decreased to 108 and insubordination decreased to 20. At the high school, 54 class disruptions were reported, 158 excessive tardies, and 19 bus problems. In 2010-2011, at the elementary, the number of bus problems increased to 120 and insubordination increased to 21. At the high school, only 32 class disruptions were reported, only 38 excessive tardies, but 20 bus problems. In 2011-2012, at the elementary, the number of bus problems decreased to 103 and insubordination increased to 33. At the high school, there were 45 bus problems reported and only 7 reports of insubordination. 2. In 2010, the Arkansas Prevention Needs Assessment Student Survey results indicated that elevated risk factors at the elementary school included Sensation Seeking and Rebelliousness. The lowest ranking protective factor was rewards for pro social involvement. At high school, the elevated risk factors included rewards for anti-social behavior and the lowest ranking protective factor is opportunities for pro-social involvement. 3. In 2011, the Arkansas Prevention Needs Assessment Student Survey results indicated that elevated risk factors at the elementary school included Sensation Seeking and Rebelliousness. The lowest ranking protective factor was rewards for pro-social involvement. At high school, the elevated risk factor included peer rewards for anti-social behavior and interaction with anti-social peers. The lowest ranking protective factor is pro-social involvement. 4. In 2012, the Arkansas Prevention Needs Assessment Student Survey indicated that elevated risk factors at elementary school included Sensation Seeking and Low commitment to school. Lowest ranking protective factor was School Opportunity for Pro social Involvement. At the high school, the elevated risk factor was Peer Reward for Anti-Social Behavior. Lowest ranking protective factor is Pro social Involvement.
Supporting Data:	
Goal	All K-12 students in the Piggott School District will be provided a comprehensive alcohol, drug, and violence prevention program.
Benchmark	The number of aggressive and disruptive behaviors of students in 2014-2015 will be reduced by 3% and the percentage of Piggott School District students using drugs and alcohol will be reduced by 3%.
Intervention: Provide the support needed to implement character education programs designed to educate students about drug and alcohol prevention, and character education.	

Scientific Based Research: Creating Safe & Drug Free Schools: An Action Guide; Peter Kickbush; April 1997

Actions	Person Responsible	Timeline	Resources	Source of Funds
The principals will track the number of office referrals for inappropriate behavior using eschool. The ACSIP committee will review these numbers each quarter to evaluate the effectiveness of the drug education curriculum. The results of the APNA Survey for our district will be reviewed to determine the effectiveness of Character Education programs. Action Type: Program Evaluation	Leean Mann, Barry Dehart	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Distribute Red Ribbons at our annual Red Ribbon Week rally. This event coincides with the drug prevention program that is presented by our counselors. Our superintendent, local business leaders, members of local law enforcement, and other civic leaders speak to students about drug and alcohol abuse. Action Type: Collaboration	Barbara Batey	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff None 	<hr/> ACTION BUDGET: \$
Continue to use "Project Wisdom", a program that offers thought-provoking messages designed to be read over	Leean Mann, Elem. Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> None 	<hr/> ACTION BUDGET: \$

the PA system during the daily announcements. The messages encourage students to reflect on the meaning of civic and personal values and the application of those values in their daily lives. Classroom teachers discuss these announcements with students. Action Type: Equity				
Use "Book of Virtues" videos from STARS/ National Center for Youth Issues. These videos provide information for teaching about work ethic, respect, humility, responsibility, generosity, loyalty, and friendship. (grades 1-4)Students view videos with a counselor. Interactive discussion and worksheets are used to teach these qualities of character education. Action Type: Alignment	Barbara Batey	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teaching Aids 	<hr/> ACTION BUDGET: \$
Use material from James Stanfield Co. Inc. to teach upper elementary school(grades 5-6). These include videos from the "Be Cool" series: Coping with Bullying and Anger/Others. Students view videos with a counselor. Interactive discussion between	Leean Mann	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$

counselor and students and role playing are implemented to emphasize "pro-active" and not "re-active" behavior. Students learn to recognize and report violence immediately. Students complete worksheets that coincide with this curriculum. Action Type: Equity				
Tutoring by instructional assistants (elem. school) is provided to help improve academic performance. This will address the risk factor of academic failure as revealed in the Arkansas Prevention Needs Assessment Survey. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Pamela Hickson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
To address the need for prosocial involvement, the use of Smart Boards and E-Instruction CPS in our classrooms increases opportunities and rewards for classroom participation. Action Type: Equity Action Type: Technology Inclusion	Joseph Crittenden	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> ACTION BUDGET: \$
5th and 6th grade students conduct a food drive during the months of October and November. The items received are distributed to needy students in our	Leean Mann and 6th grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>elementary school to take home over the holiday vacation and throughout the remainder of the school year. This activity teaches them responsibility, as well as, learning to care about each other.</p> <p>Action Type: Collaboration</p>				
<p>Shawn Hearn teaches health to grades 9-12. David Reynolds teaches health to 7th grade. They use "Lifetime Health" (Holt) textbook to teach drug, alcohol, and violence prevention. 10 days are used for lectures covering prescription drugs and non-prescription drugs; harmful effects of tobacco use; tobacco cessation programs; effects of alcohol abuse; dangers of binge drinking; effects of legal and illegal drugs; treatment options for alcohol and drug abuse; and refusal skills. 3 days of lectures cover conflict resolution; violence prevention; and sexual abuse and violence. Videos, study guides, role playing, and writing a public service announcement are used to encourage student participation. Students also research the internet</p>	<p>Shawn Hearn, David Reynolds, Health teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

(4 specific websites given) to get more information. Action Type: Alignment				
The "Why Try" Curriculum will be used in the upper elementary classes and in high school ALE classes. It is a program designed to help youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics. Action Type: Alignment	Jon Wellman and Barbara Batey	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: DARE (Drug Abuse Resistance Education)

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
The DARE curriculum will be taught by a Piggott Police Officer to our 6th grade students. This nine-week program gives students the skills needed to recognize and resist the pressures that cause them to experiment with drugs. Action Type: Collaboration Action Type: Equity	Leean Mann, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	<hr/> ACTION BUDGET: \$
The results of the Arkansas Prevention Needs Assessment Student Survey for our district will be reviewed to determine if there is a reduction in the	Amber Harrell, Counselor	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

number of students using drugs and alcohol. Action Type: Program Evaluation				
Total Budget:				\$0
Intervention: SADD (Students Against Destructive Decisions)				
Scientific Based Research: "Value of SADD" www.sadd.org/faq.htm				
Actions	Person Responsible	Timeline	Resources	Source of Funds
SADD is the nation's dominant peer-to-peer youth prevention organization. SADD's unique approach involves young people in informing, supporting, and assisting their peers to have the best tools to make healthy decisions. SADD encourages teens to consider the impact of their choices on their friends, their families, and their future. This group of students meet once a week after school and are led by a teacher and a parent. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Karen Coomer, Jerri Tate, teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff Teaching Aids 	<hr/> ACTION BUDGET: \$
The results of the Arkansas Prevention Needs Assessment Student Survey will be reviewed to determine if there is a reduction in the number of students using drugs and alcohol. Action Type: Program Evaluation	Amber Harrell, Pamela Hickson,	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Wellness

1. The Piggott School District Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. Body Mass Index Data SY 2011-2012: of the 994 student population, 213 students were assessed. Of the students assessed, the following represents the percent of students at risk of being overweight and overweight: District: Males – 42.3% Females – 40.6% Elem.: Males – 40.6% Females – 40.0% H.S.: Males – 45.3% Females – 41.5%
2. Body Mass Index Data SY 2012-2013: of the 891 student population, 209 students were assessed. Of the students assessed, the following represents the percent of students at risk of being overweight and overweight: District: Males - 51.7% Females - 46.4% Elem: Males - 49.3% Females - 43.0% H.S.: Males - 57.1% Females - 54.4%
3. Body Mass Index Data SY 2013-2014: of the 897 student population, 372 students were assessed. Of the students assessed, the following represents the percent of students at risk of being overweight and overweight: District: Males - 44.4% Females - 38.9% Elem: Males - 43.9% Females - 35.8% H.S.: Males - 45.2% Females - 45.2%
4. School Health Index (Elementary) - Module 8 - Family and Community Involvement (56%): The school is not effectively engaging parents and community. Module 4 - Nutrition Services(73%: larger variety in school meals is needed. Module 1 - School Health Policies and Environment (87%): Access to foods of minimal nutritive value needs more restriction and need more education on how to handle emergencies at home.
5. School Health Index (High School) - Module 8: Family and Community Involvement (33%): The school is not effectively engaging parents or community. Module 4 - Nutrition Services (52%): larger variety in school meals is needed. Module 1 - School Health Policies and Environment (78%): Access to foods of minimal nutritive value needs more restriction and need more education on crisis management.

Supporting Data:

Goal

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

Benchmark

To increase scores on Modules 8,4, and 1 on the School Health Index by 10% by April 2015.

Benchmark By the 2014-2015 school year there will be a decrease of the average Body Mass Index for students by 1/2% as evaluated by the annual Body Mass Index Screening.

Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating(June 14, 1996/Vol.45/No RR-9); Guidelines for Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Piggott School District has developed District Wellness Policies in collaboraton with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board.</p> <p>Action Type: Collaboration</p> <p>Action Type: Wellness</p>	Charlie Powell, Superintendent	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Nutrition and Physical Activity Committee, as part of the ACSIP Committee, will frequently monitor goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.)</p>	ACSIP Committee Chair	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness				
Piggott School District will support schools in providing educational materials that encourage students to make healthy food and physical activity choices, such as "Nibbles for Health" and "Tickle Your Appetite", both of which are produced by USDA's Team Nutrition. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
To address the needs of the district as determined by the School Health Index, Piggott schools will offer a wider variety of food for the students at lunch time, with input from the teachers and staff and offer certificates, medals, ribbons, buttons, etc. as rewards instead of food.	Superintendent, Principals, Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Collaboration Action Type: Wellness				
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	April Flowers	9th and 12th Grade Eng./Comp. Teacher	District ACSIP Committee
Classroom Teacher	Erica Harris	Assistant Principal	District ACSIP Committee
Classroom Teacher	Karen Coomer	High School Math Chairperson	District ACSIP Committee
Community Representative	Sam Williams	Local Police Officer	District ACSIP Committee
District-Level Professional	Charlie Powell	Superintendent	District ACSIP Committee
District-Level Professional	Emily James	Nurse	District ACSIP Committee
District-Level Professional	Pamela Hickson	Federal Programs Coordinator	District ACSIP Committee
Non-Classroom Professional Staff	Amber Harrell	Counselor 9-12 grade/ Drug Coordinator	District ACSIP Committee
Non-Classroom Professional Staff	Barbara Batey	Testing Coordinator	District ACSIP Committee
Non-Classroom Professional Staff	Brock Swann	Dean of Students	District ACSIP Committee
Non-Classroom Professional Staff	Leean Mann	Elem. Principal	District ACSIP Committee
Parent	Regina Gossett	Parent	District ACSIP Committee
Principal	Barry DeHart	High School Principal	District ACSIP Committee