

School Plan

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

Arkansas Comprehensive School Improvement Plan

2014-2015

We will all be united in the belief that every child can learn. We will be committed to fostering a positive and supportive atmosphere. We will encourage each child and staff member to pursue success by doing their very best to be a responsible citizen and caring member of the P.E.S family.

Grade Span: K-6 Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Literacy

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

Priority 2: Math

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

Priority 3: Wellness

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

Priority 4: Science

Goal: To improve skills on multiple choice and open response items.

Priority 1:	To improve the literacy ability levels of our students at Piggott Elementary School to meet the 2015 ESEA Accountability Status 2014-2015 school year.
Supporting Data:	<ol style="list-style-type: none">1. In 2010-2011, the average daily attendance rate was 95.8%. In 2011-2012, the attendance rate was 96.1%. In 2012-2013, the attendance rate was 95.3%2. ITBS Combined (Total) Population: Reading Comprehension, Grade 1: In 2014, 74.0% had an NPR score of 50 or above In 2013, 76.0% had an NPR score of 50 or above. In 2012, 79.0% had an NPR score of 50 or above.3. ITBS Combined (Total) Population: Reading Comprehension, Grade 2: In 2014, 76.0% had an NPR score of 50 or above. In 2013, 79.0%

had an NPR score of 50 or above. In 2012, 84.0% had an NPR score of 50 or above.

4. ITBS Combined (Total) Population: Reading Comprehension, Grade 3: In 2014, 57.0% had an NPR score of 50 or above. In 2013, 60.0% had an NPR score of 50 or above. In 2012, 56.0% had an NPR score of 50 or above.
5. Literacy Priority 1. Combined Population: Grade 4 Augmented Benchmark Exam: in 2014, 86% proficient or advanced. In 2013, 93% scored proficient or advanced. In 2012, 89% 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 Reading Passage. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and style.
6. Literacy Priority 2. Students with Disabilities (IEP): Grade 4 Augmented Benchmark Exam: In 2014, 38% scored proficient. In 2013, 60% scored advanced. In 2012, 43% 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 literary. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) is: content and style.
7. Literacy Priority 3. Economically Disadvantaged (EDS): Grade 4 Augmented Benchmark Exam: In 2014, 85% scored proficient or advanced. In 2013, 88% scored proficient or advanced. In 2012, 87% scored proficient or advanced. The 3 year trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: Practical and content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) is: content.
8. Literacy Priority 1. Combined Population: Grade 6 Augmented Benchmark Exam: In 2014, 74% scored proficient or advanced. In 2013, 72% scored proficient or advanced. In 2012, 79% 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 areas (s) are: content and style.
9. Literacy Priority 2. Students with Disabilities (IEP): Grade 6 Augmented Benchmark Exam: In 2014, 33% scored proficient or advanced. In 2013, 0% scored proficient or advanced. In 2012, 0% scored proficient or advanced. The 3 year trend analysis of the open

response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: practical and content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

10. Literacy Priority 3. Economically Disadvantaged (EDS): Grade 6 Augmented Benchmark Exam: In 2014, 64% scored proficient or advanced. In 2013, 59% scored proficient or advanced. In 2012, 78% scored proficient or advanced. The 3 year trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: practical. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) is: content and style.

11. In our building, during the 2014,2013,and 2012 school years, there were fewer than "10" Hispanic, African-American, and ELL students tested.

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

Benchmark By spring 2015, the combined population and each sub-group will increase the percent of students scoring proficient/advanced by 5% in an effort to meet or exceed the 2014 ESEA Accountability status.

Intervention: Continuation and enhancement of Accelerated Reader Program.				
Scientific Based Research: AR Research: Judith Paul, Research Summary; Renaissance Learning, Inc. Oct. 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Formative Assessment: STAR Reading Assessment is used as a baseline to establish reading levels of students and used throughout the year to monitor progress. Students in grades 1-6 will be assessed using STAR Reading Assessment. Grades 2-3 will test 3 times per year. Grades 4-6 will test 4	Leean Mann, Principal, K-6 Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments School Library Teachers 	<hr/> ACTION BUDGET: \$

<p>times per year. Students in grades K-1 will be assessed using STAR Early Literacy. The Star Early Literacy Assessment was given in September, 2013. 58 Kindergarten students were tested. 20.7% were early emergent, 67.2% later emergent, 10.3% transitional and 1.7% probable readers. The test was given again in April 2013 with 51 students tested. 3.9% were early emergent; 47.1% late emergent readers; 31.4% transitional reader, and 17.6% were probable readers. First Grade gave the Star Early Assessment in August 2013. 65 students were tested. 6.3% were early emergent readers; 58.7% late emergent readers; 25.4 transitional readers, and 9.5% probable readers. The test given in May 2014 to 65 students. 3% early emergent 11.9% late emergent, 26.9% were transitional readers, and 58.2% were probable readers.</p>				
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<p>First Grade also gave the Star Reading Assessment in October 2013. Out of 65 students, 24 were at or below the 49th percentile and 33 were at or above the 50th percentile. The test was given in May 2013. Out of 65 students tested, 34.4% were below the 25th percentile, 32.8% were in the 25th to 49th percentile, 23.4% were in the 50th-74th percentile and 9.4% were in the 75th and above percentile.</p> <p>Third grade pretest showed out of 64 students their average was in the 47th percentile. At mid-year there was an 8% gain. On the post-test students averaged the 48th percentile showing a 1% gain. 81% of the fourth graders showed gains from the beginning to the end of the school year.</p> <p>Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
Use digital camera to document student	Pam Morgan,	Start: 07/01/2014	<ul style="list-style-type: none"> Computers 	_____

achievement in Accelerated Reader program and other accomplishments throughout the year. Use poster printer to document student achievement in Accelerated Reader and on the Benchmark. Action Type: Parental Engagement Action Type: Technology Inclusion	Media Specialist, Mona Scott, Parent Coord.	End: 06/30/2015		ACTION BUDGET: \$
Third grade will host 1 Family Reading night using guidelines from the AR program. Last year 84 students and parents attended. Action Type: Collaboration Action Type: Parental Engagement	Librarian, Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> School Library Teachers 	Title I - Materials & Supplies: \$200.00 <hr/> ACTION BUDGET: \$200
Teachers will encourage students to read books at their reading levels established through use of the Accelerated Reader program to increase comprehension; boost their reading levels, and foster children's love of reading. Classes at each grade level compete monthly to see which classes read the most books. The winning class	Teacher grades 1st - 6th	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers School Library Teachers 	<hr/> ACTION BUDGET: \$

earns a trophy to keep in their class for the month. Teachers will also encourage students to get library cards at the public library and promote the Summer Reading Program.				
To continue progress monitoring, Literacy Skills and Vocabulary Quizzes will be used. These quizzes measure proficiency in 24 literacy skills and vocabulary that is assessed on standardized tests. Recorded Quizzes are also being used to enable emerging readers to quiz independently. Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Librarian, teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers School Library Teachers 	<hr/> ACTION BUDGET: \$
Teachers in 4th, 5th, and 6th grade are using novel sets, which include books for students and guided teaching material to supplement the McGraw-Hill reading program. New novel sets are needed due to use, plus keeping updated with new novels in many areas	Fourth, Fifth, and Sixth grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Materials & Supplies: \$4000.00 <hr/> ACTION BUDGET: \$4000

including historical fiction.				
A schoolwide initiative will be continued this year to help increase the number of books being read. A goal of 30,000 has been set as the total number of books to be read by our students during this school year. Action Type: Equity	Erica Harris, Reading Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Public Library School Library Teachers 	NSLA (State-281) - Materials \$7500.00 & Supplies: NSLA (State-281) - \$750.00 Purchased Services: NSLA (State-281) \$5000.00 - Capital Outlay: <hr/> ACTION BUDGET: \$13250
We are using the web-based AR program called Reading Enterprise. Students will have access to more quizzes and are not limited to reading only the books we have in our school library. The public library will be a great resource for helping our students to read more. Many reports are generated from this program for students, parents, and teachers. Action Type: Collaboration Action Type: Equity Action Type: Professional	Pam Morgan, Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments Public Library School Library Teachers 	Title I - Materials & Supplies: \$4620.00 <hr/> ACTION BUDGET: \$4620

Development Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Formative Assessment: A formative assessment was obtained on August 20, 2013. There were 22 out of 60 students below the 50th percentile for the second grade, 16 out of 64 for the third grade, and 26 out of 63 students for the 4th grade. According to the PR Distribution Summary on the summative evaluation for second grade, it shows a 6 point gain. Third grade showed no increase or decrease due to student's mobility. Fourth grade had a 5 point gain as of March 11, 2014. Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Leean Mann, Principal; Teachers grades 2-4	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Formative Assessment: A formative assessment was obtained using STAR Reading in August, 2013. In fifth	Leean Mann, Principal; Teachers grades 5-6	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

<p>grade, 10 out of 48 students (21%) tested below the 50th percentile. In sixth grade, 34 out of 781 students (48%) tested below the 50th percentile. According to the PR Distribution Summary on the summative assessment, fifth grade test results showed that 16 out of 48 students tested below the 50th percentile - a decrease of 12%. Sixth grade test results showed that 57 out of 76 students tested below the 50th percentile - a decrease of 27%. Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
Total Budget:				\$22070
Intervention: Reduce Class Size				
Scientific Based Research: www.ed.gov/pubs/ReducingClass/Class-size.html#research www.asu.edu//educ/epsl/EPRU/documents				
Actions	Person Responsible	Timeline	Resources	Source of Funds
At the conclusion of the 2012-2013 school year, we evaluated this intervention through Pre/Post test data	Leean Mann, Principal, Barbara Batey	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments 	<hr/> ACTION BUDGET: \$

<p>and determined it was not effective (in third grade) in support of our curriculum and instruction. Students in third grade were administered a pre-test and post-test and the average gain was 8 percent. We believe the evidence shows that it is invaluable in terms of supporting our efforts to increase student achievement. We did not utilize a class size reduction teacher at this grade level.</p> <p>Action Type: Program Evaluation</p>				
<p>SCHOOLWIDE: COORDINATION AND INTEGRATION OF FUNDS (FEDERAL AND STATE) AND SERVICES WITHIN THE STATE: One teacher (1.0 FTE: Pam Hoggard) will be employed to reduce class size in first grade. The student to teacher ratio without the CSR instructor would be 22:1. The student to teacher ratio with the CSR instructor would be 17:1. These positions are above</p>	<p>Leean Mann, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<p>Title II-A</p> <p>- Employee Benefits: \$11982.98</p> <p>Title II-A</p> <p>- Employee Salaries: \$43000.00</p> <hr/> <p>ACTION BUDGET: \$54982.98</p>

and beyond state requirements. Action Type: Collaboration Action Type: Title I Schoolwide				
At the conclusion of the 2013-2014 school year, we evaluated this intervention through Pre/Post test data and determined it was effective (in first grade)in support of our curriculum and instruction. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2013-2014 school year, we plan to use locally developed pre-post tests and NWEA Testing. We will use this data/information to determine whether the objectives of this intervention were achieved and whether it has been successful in attaining the anticipated student outcome. Action Type: Program Evaluation	Leeann Mann, Principal, Barbara Batey, Testing Coordinator	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$54982.98
Intervention: Highly qualified Instructional Assistants will assist students in reading.				

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>SCHOOLWIDE: RECRUITING AND MAINTAINING HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS. DEMONSTRATE TEACHERS ARE INVOLVED IN DECISION MAKING ACTIVITIES. Four 1.0 FTE Instructional Assistants: Tammy Parks, \$16,046.48 (salary); \$5585.98 (benefits); Paula Richardson, \$18,211.88 (salary); \$4818.68 (benefits); Shawna Stone \$16,046.48 (salary); \$6143.56 (benefits); Debbie Scott \$16,807.76 (salary); \$5333.68 (benefits); and one 0.425 FTE Instructional Assistant: Karen Seal \$7887.40 (salary); and \$2120.00 (benefits) will be hired to work with teachers and students to improve student achievement in literacy. Teachers and IA's will meet frequently to discuss remediation strategies and student progress. Occasionally substitutes are needed for these</p>	<p>Leeann Mann, Principal. Pamela Hickson, Federal Prog. Coord.</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> None 	<p>Title I - Employee \$25000.00 Benefits: Title I - Employee \$80000.00 Salaries:</p> <hr/> <p>ACTION BUDGET: \$105000</p>

paraprofessionals. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide				
Compare 4th Grade Benchmark scores to determine effectiveness of instructional assistants. The combined population: 86% scored proficient or advanced in 2014. 91% scored proficient or advanced in 2013; 89% scored proficient or advanced in 2012; The Economically Disadvantaged: 85% scored proficient or advanced in 2014; 88% scored proficient or advanced in 2013; 87% scored proficient or advanced in 2012. Students with Disabilities: 28% scored proficient or advanced in 2014; 60% scored proficient or advanced in 2013; 43% scored proficient or advanced in 2012. Action Type: Program Evaluation Action Type: Title I Schoolwide	Barbara Batey, Testing Coord. ACSIP Steering Committee	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments 	<hr/> ACTION BUDGET: \$
SCHOOLWIDE: TEACHERS ARE INVOLVED IN DECISION MAKING STRATEGIES. Students identified as scoring basic or below basic on	Leean Mann, Principal ; Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

<p>the benchmark will have an AIP or IRI. Teachers in K-6 will develop remediation strategies for these students. AIP's will be reviewed annually to monitor student gains. The results will be discussed with parents. Instructional assistants will work under the direct supervision of teachers to assist all students.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
Total Budget:				\$105000
Intervention: Provide activities to ease the student's emotional and academic transition from early childhood programs to elementary school programs.				
Scientific Based Research: http://www.gse.harvard.edu/hfrp/projects//fine/resources/research/bohan.html				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>SCHOOLWIDE: Head Start, ABC Preschool and Curtain Climbers tour our campus in the spring.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide</p>	Eric Harris, Assistant Principal	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

SCHOOLWIDE: EARLY CHILDHOOD TRANSITION ACTIVITIES. Elementary School assistant principal goes 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	Erica Harris, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
SCHOOLWIDE: Pre-registration for Kindergarten is held in our elementary building. Parents can tour the building, visit with counselors, teachers, principal, or personnel. They are given materials which explain readiness skills. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Leean Mann, Principal; Erica Harris, Asst. Principal; Barbara Batey, Counselor; and Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Curriculum Alignment

Scientific Based Research: Scientific Based Research: Jacob, Heidi Hayes.(1997) "Mapping the Big Picture: Integrating Curriculum and Assessment K-12". ASCD

Actions	Person Responsible	Timeline	Resources	Source of Funds
Grades K-6 teachers will use language textbooks to help teach the skills needed for writing to maintain and improve Benchmark	Leean Mann, Principal, Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	Title I - Materials \$5000.00 & Supplies: <hr/>

scores. K-5 will use McGraw-Hill Language program; 3-6th grades will use Write Source for Writing. Both use supplemental workbooks. Action Type: Alignment				ACTION BUDGET : \$5000
"Triumphs", a Reading Intervention Program, that is supplemental to the McGraw-Hill reading textbook, is being used in 4th and 5th grade reading classes to improve students' understanding of literary and content passages. It is used in small group settings and very helpful in improving comprehension in all areas of literacy. Action Type: AIP/IRI	5th grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
"Daily Warm-Ups" by Teacher Created Resources will be used in 2nd grade as a supplement to improve reading comprehension. The questions are multiple choice and take approximately 10 minutes to complete. This is used for practice in reading fiction and non-fiction.	2nd grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Kindergarten and First grade teachers use Sing, Spell, Read & Write to supplement the	First grade teachers	Start: 07/01/2014 End:	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	Title I - Materials \$6700.00 & Supplies: <hr/>

McGraw-Hill reading program.		06/30/2015		ACTION BUDGET : \$6700
ACSIP committees are still discussing how to best utilize funding for materials and supplies. Possibilities are classroom sets of books (\$4600); 12 computers @ \$987 = \$11,840, and 100 calculators @ \$10 each = \$1000.(NSLA) Title I funds will be used for 9 computers @ \$956 (\$8605.50) Action Type: Technology Inclusion Action Type: Title I Schoolwide	Leean Mann, Pamela Hickosn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	Title I - Materials \$20000.00 & Supplies: NSLA (State-281) - \$24400.00 Materials & Supplies: <hr/> ACTION BUDGET : \$44400
SCHOOLWIDE; COORDINATION AND INTEGRATION OF FUNDS (FEDERAL AND STATE) AND SERVICES WITHIN THE STATE. One part-time(0.10 FTE)reading specialist(Erica Harris)analyzes classroom walk-through data to support reading instruction in the classrooms. Action Type: Equity Action Type: Title I Schoolwide	Leean Mann, Principal	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - \$1625.00 Employee Benefits: NSLA (State-281) - \$5100.00 Employee Salaries: <hr/> ACTION BUDGET : \$6725
Benchmark scores will show improvement in all areas of reading passages. In 2014, 86% of our 4th grade students scored	4th, 5th, and 6th grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

<p>proficient or advanced. In 2013,93% scored proficient or advanced.In 2012 89% of our students scored proficient or advanced. In 2014, 84% of our 5th grade students scored proficient or advanced. In 2013,91% scored proficient or advanced.In 2012, 93% scored proficient or advanced. In 2014, 74% of our 6th grade students scored proficient or advanced. In 2013, 71% scored proficient or advanced. In 2012, 79% scored proficient or advanced.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>Kindergarten teaches are focusing their professional growth plan on improving students recognition of sight words. Teachers will be utilizing IPADS to acheive growth. Teachers will develop weekly tests to mointer growth.</p> <p>Action Type: Alignment</p>	Kindergarten Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>SCHOOLWIDE: TEACHERS ARE INVOLVED IN DECISION MAKING</p>	Charlie Powell, Superintendent	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

ACTIVITIES. ACSIP Committees, which consist of teachers, parents, and other staff meet regularly throughout the year to review and revise our ACSIP Plan.		06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	
SCHOOLWIDE: PROFESSIONAL DEVELOPMENT. Workshops for teachers to attend to further develop their teaching skills for reading, math, or use of technology as they become available throughout the year. Funds are used for dues/fees, travel, lodging, and meals necessary to attend workshops. Hire substitute teachers for teachers who attend workshops during the school year. Materials for a book study will be purchased for principal to conduct with teachers. Funds are also used for salaries for teachers who provide training for our staff.	Pamela Hickson, Fed. Prog. Coord.; Principals, Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	Title VI State - Purchase \$3000.00 Services: Title I - Purchase \$9217.50 Services: Title I - Materials \$10000.00 & 0 Supplies: PD (State-223) - \$4500.00 Other Objects: PD (State-223) - Purchase \$4868.83 Services: PD (State-223) - Employee \$390.00 Benefits: PD (State-223) - Employee \$1000.00

				e Salaries: <hr/> ACTION BUDGET: \$32976.33 T:
SCHOOLWIDE: RECRUITING AND MAINTAINING HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS. Newly hired teachers must meet the criteria set by our district or follow the timeline for certification in order to be hired.	Charlie Powell, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
A Data Room has been set up for teachers to review student data. K-1st grade teachers will target one weak areas to display in the data room. 2nd-6th grade teachers will display pre/post and quarterly formative test scores in the data room. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	K-6th teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$95801.33
Intervention: Reading Recovery				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>We will hire one 1.0 FTE teacher , Gina Brewer, to work with the lowest achieving students in first grade and to do small group interventions for low achieving students in grades K-5. Additional training required consists of 2 graduate level courses (6 credit hours) which is provided through the i3 grant with UALR.</p> <p>Action Type: Equity Action Type: Professional Development</p>	<p>Leean Mann, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	<p>Title I - Employee \$50000.00 Salaries: Title I - Employee \$13001.79 Benefits:</p> <hr/> <p>ACTION BUDGET: \$63001.79</p>
<p>DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is an assessment tool that is being used in grades K-2 to help teachers locate, monitor and intervene with at-risk students. It is state mandated. This is used to identify students that will be served in Reading Recovery.</p> <p>Action Type: AIP/IRI</p>	<p>Leean Mann, Principal; Teachers, Aides</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>

Action Type: Collaboration Action Type: Equity				
This is the first year for this program, so we will use this year's data as the baseline. Action Type: Program Evaluation	Leean Mann	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$63001.79

- Priority 2: To increase the mathematical ability levels of our students at Piggott Elementary School to meet the 2012 ESEA Accountability Status for the 2014-2015 school year.
1. In 2010-2011, the attendance rate was 95.8%. In 2011-2012, the attendance rate was 96.1% In 2012-2013, the attendance rate was 95.3%.
 2. Mathematics Priority 1. Combined Population Grade 4 Augmented Benchmark Exam: In 2014, 77% scored proficient or advanced. In 2013, 91% scored proficient or advanced. In 2012, 85% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands are Geometry and Measurement. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Geometry and measurement.
 3. Mathematics Priority 2. Students with Disabilities Grade 4 Augmented Benchmark Exam: In 2014, 38% scored proficient or advanced. In 2013, 80% scored proficient or advanced. In 2012, 58% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands are Geometry and Data Analysis and Probability. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Measurement and DAP.
 4. Mathematics Priority 3. Economically Disadvantaged (EDS): Grade 4 Augmented Benchmark Exam: In 2014, 76% scored proficient or advanced. In 2013, 91% scored proficient or advanced. In 2012, 78% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands are DAP and Measurement. The lowest
- Supporting Data:

identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Measurement and Geometry.

5. Mathematics Priority 1. Combined Population Grade 6 Augmented Benchmark Exam: In 2014, 76% scored proficient or advanced. In 2013, 79% scored proficient or advanced. In 2012, 84% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands are Measurement. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Data Analysis and Probability.
6. Mathematics Priority 2. Students with Disabilities Grade 6 Augmented Benchmark Exam: In 2014, 44% scored proficient or advanced. In 2013, 0% scored proficient or advanced. In 2012, 14% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands are NO, DAP, and Measurement. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Measurement and DAP.
7. Mathematics Priority 3. Economically Disadvantaged (EDS): Grade 6 Augmented Benchmark Exam: In 2014, 68% scored proficient or advanced. In 2013, 70% scored proficient or advanced. In 2012, 81% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands are DAP. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Numbers and Operations and Algebra.
8. In our building, during the 2014, 2013, and 2012 school years, there were fewer than "10" Hispanic, African-American, and ELL students tested.
9. MATHEMATICS: ITBS Combined (Total) Population: Total Math, Grade 1: In 2014, 67% had an NPR of 50 or above. In 2013, 62% had an NPR of 50 or above. In 2012, 66% had an NPR of 50 or above.
10. MATHEMATICS: ITBS Combined (Total) Population: Total Math, Grade 2: In 2014, 80% had an NPR of 50 or above. In 2013, 71% had an NPR of 50 or above. In 2012, 77% had an NPR of 50 or above.
11. MATHEMATICS: ITBS Combined (Total) Population: Total Math, Grade 3: In 2014, 55% had an NPR of 50 or above. In 2013, 54% had an NPR of 50 or above. In 2012, 55% had an NPR of 50 or above.

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

Benchmark By spring of 2015, the combined population and each sub-group will increase the percent of students scoring proficient/advanced by 3% in an effort to meet the 2012 ESEA Accountability status.

Intervention: Curriculum Alignment				
Scientific Based Research: Jacobs, Heidi Hayes. (1997) "Mapping the Big Picture: Integrating Curriculum and Assessment K-12". ASCD				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will review curriculum maps annually. Benchmark data and ITBS scores will be reviewed to ensure all frameworks are being taught where applicable and that the Common Core Standards are implemented. Pre/Post(only)Target Tests will be used at the beginning and end of the year. Formative assessments and Saxon assessments will be used throughout the year. Action Type: Program Evaluation	Leean Mann, Principal; Pamela Hickson; ACSIP Committee	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
2-6th grade will be implementing a new curriculum, Math In Focus during the 2014-2015 school year. This will set the new baseline for the PARCC Assessment at the end of the school year. This new textbook is aligned with the CCSS. At the	teachers and administration	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Teaching Aids Title Teachers 	<hr/> ACTION BUDGET: \$

end of the 2014-2015 school year consideration of purchasing Math In Focus for K-1st will be evaluated. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation				
Total Budget:				\$0
Intervention: Grades K-1 will continue to use Saxon. They will also be implementing CGI. Grades 2-6 will be implementing Math In Focus.				
Scientific Based Research: Saxon Research: Saxon Publishers, Research Summary; Internet 2002-2003.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE: REFORM STRATEGIES. PARCC practice items with technology will be used in conjunction with Math In Focus to teach skills needed to increase math test scores. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	2-6th math teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
SCHOOLWIDE: TIMELY AND EFFECTIVE REMEDIATION. Title I paraprofessionals will work with identified AIP students in the classroom and/or in small groups. Action Type: AIP/IRI Action Type: Equity	Teachers (grades 1-6)	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$

Action Type: Title I Schoolwide				
"Calendar Math" will be used in K-6th grade math classes. This is a supplemental program that is used 5-10 minutes daily that reviews and reinforces skills taught in our regular math curriculum. Action Type: Collaboration	K-6th Math Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Materials & Supplies: \$5000.00 <hr/> ACTION BUDGET: \$5000
"Daily Math Practice" is being used in Grades 1 and 2 for spiral review of skills. All math strands are addressed. Action Type: Alignment Action Type: Collaboration	Teachers grades 1 and 2	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
SCHOOLWIDE: REFORM STRATEGIES. 1st grade teachers are addressing the need to improve scores on problem solving with the use of manipulatives, daily practice activities, and worksheets that are presented every 10 lessons for additional practice. Saxon math test taking strategies are also used. Progress will be monitored by written Saxon assessments and STAR Math assessments. First grade teachers are focusing their professional growth plan on improving their students' ability to solve	1st Grade Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$

multiple step listening problems. They will use a teacher made test weekly and CGI strategies to improve in this area. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide				
SCHOOLWIDE: REFORM STRATEGIES AND INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONAL S. 2nd grade teachers are incorporating problem solving strategies into their daily Math In Focus lessons. Problem solving skills will be enriched through hands-on activities. Manipulatives used are pattern blocks, SmartBoard, geoboards, attribute shapes, worksheets, and paint. Manipulatives will increase the understanding of problem solving skills. Progress will be monitored using Math In Focus assessments. NWEA map will replace Accelerated Math and STAR Math. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	2nd Grade Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	Title I - Purchased \$4782.50 Services: <hr/> ACTION BUDGET: \$4782.5

Action Type: Technology Inclusion Action Type: Title I Schoolwide				
3rd,4th,5th, and 6th grade math teachers will use snap cubes, edible items, TI calculators, and word problems to allow students to work with hands-on activities to reach standards on algebra PARCC practice questions. They will also use dice, colored chips, edible items, and spinners to teach skills needed to reach standards on data analysis and probability. Action Type: Alignment Action Type: Collaboration	3-6th math teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Materials & Supplies: \$2000.00 <hr/> ACTION BUDGET: \$2000
Formative Assessment: Classroom teachers will administer/score locally developed pre and post test to evaluate students' progress in math. 2012/2013 data revealed 4th grade students scored an average of 48.03% on the pretest and 86.08% on the posttest. Based on the math pre-test for 5th grade, 46.19% of students obtained a passing score, while 77.03% of students obtained a passing score on the posttest. In 6th grade, students scored an average of 26.49% on the pretest and 50.83%	4-6th grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

on the math problems posttest. Action Type: Program Evaluation				
3rd-6th grade math teachers will use geometric models and geometric solid manipulatives as a tool to teach the geometry CCSS. Students will learn how to make 3D figures. Practice PARCC Assessment Questions may be used with these models and manipulatives. More manipulatives are needed in each of the grade levels. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration	3-6 math teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
3rd, 4th, 5th, and 6th grade teachers will use NWEA for their pre/post and quarterly assessments. They will use Star Math as a pre/post test to monitor student growth. Math In Focus assessments will be used to monitor student progress quarterly. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation	3rd,4th, 5th, and 6th Grade Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	NSLA (State-281) - \$10000.0 Purchased Services: <hr/> ACTION BUDGET : \$10000
Total Budget:				\$21782.5
Intervention: Instructional technology in the mathematics classroom				

Scientific Based Research: "EdThoughts: What We Know About Teaching Mathematics Teaching and Learning." p.61-71, McRel, edited by John Sutton and Alice Krueger, Aurora, CO, 2002

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>At the conclusion of the 2013-2014 school year, we evaluated this intervention through Pre/Post test data and determined it was effective in support of our curriculum and instruction. Students in 1st grade were administered a pre-test and and post-test and had an average gain of 77.47%. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-2015 school year, we plan to use locally developed pre-post tests, DIBELS, and periodic common assessments. We will use this data/information to determine whether the</p>	<p>Principals and teachers</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>

objectives of this intervention were achieved and whether it has been successful in attaining the anticipated student outcome. Action Type: Program Evaluation				
Star Math Assessment is being used in 1st through 6th grade classrooms. Action Type: Technology Inclusion	Joseph Crittenden and teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$
We are using Smart Boards, Ipad 2s, Chromebooks, 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. 185	Joseph Crittenden	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff 	Title VI State - Materials \$11899.00 & Supplies: Title VI State - Capital \$7000.00 Outlay: NSLA (State- 281) - Capital \$75000.00 Outlay: NSLA (State- 281) - Materials \$92098.75 & Supplies: <hr/> ACTION BUDGET: \$185997.75

<p>more Chromebooks @ \$500 = \$92,098.75 will be purchased. 15 Interactive white boards @ \$5000.00 = \$75,000.00 will be purchased to replace some of our older models. Toner cartridges and drums are needed to maintain adequate operation of our computers and printers. Supplies (ink and paper) are needed for the Variquest machine that can produce educational materials for the students and teachers. We are going to purchase another component of the Variquest system, which is a poster printer. This can be used to produce educational material for teachers to use in their classrooms. Action Type: Professional Development Action Type:</p>				
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Technology Inclusion				
<p>Use rulers from Master Innovations to help improve measurement skills. This Master Ruler is several rulers in one. It is a basic ruler with clear plastic over-lays marked in fractions. It is very helpful in improving measurement skills and will be used in 3rd through 6th grade.</p> <p>Action Type: Collaboration</p>	Pamela Hickson	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Utilize eSchool a web-based program that allows parents, students, and other individuals who are given the appropriate password, 24-hour access to student grades, attendance and assignments. Teachers are required to post 2 grades per week, per subject.</p> <p>Action Type: Collaboration</p> <p>Action Type:</p>	Joseph Crittenden	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> Computers Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Parental Engagement Action Type: Technology Inclusion				
Implement a new school-wide, web-based, gradebook software, eSchool, that is replacing APSCN. This software allows teachers to track grades and attendance, and 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. Action Type: Collaboration Action Type: Technology Inclusion	Joseph Crittenden, Technology Coord.	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Teachers 	<hr/> ACTION BUDGET: \$
TI Calculators: 2-6th students will practice using calculators throughout the school year to help eliminate computational errors on the	Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teaching Aids 	<hr/> ACTION BUDGET: \$

PARCC assessment. Action Type: Equity Action Type: Technology Inclusion				
ACSIP committees are still discussing how to best utilize funding for materials and supplies. Possibilities are classroom sets of books(\$5500);10 computers @\$956 = \$9560; and 100 calculators @ \$10 = \$1000. (NSLA) Title I funds will be used to purchase 10 computers and books. NSLA funds will be used to purchase calculators and other supplies as necessary. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Leean Mann, Pamela Hickson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	Title I - Materials & \$19659.00 Supplies: NSLA (State-281) \$17440.00 - Materials & Supplies: <hr/> ACTION BUDGET: \$37099
Total Budget:				\$223096.75
Intervention: Implement the program components of Act 397-Parent Involvement and Title I requirements for Parental Involvement.				
Scientific Based Research: ADE and Federal requirement				

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>SCHOOLWIDE: PARENT INVOLVEMENT</p> <p>In 1998, we established a Parent Center when we moved into our present location. Ellen Meadows is our Parent Center Facilitator and Mona Scott (1.0 FTE) is our Parent Coordinator. They are responsible for selection and purchase of materials necessary to train and assist parents in helping their child improve math and reading skills. Information on how to help with homework and parenting skills are also made available to them. Facilitator is paid with local funds as required by state and coordinator is paid with NSLA funds. Title I funds are used to provide educational materials and office supplies for Parent Center. Funds are also</p>	<p>Leean Mann, Ellen Meadows, Mona Scott</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff District Staff 	<p>NSLA (State-281) - \$11400.00 Employee Salaries: NSLA (State-281) - \$4219.00 Employee Benefits: Title I - Materials & Supplies: \$7000.00 Title I - Purchased Services: \$2500.00</p> <hr/> <p>ACTION BUDGET: \$25119</p>

available to attend Parent Involvement Conferences and workshops (lodging, travel, meals, dues, and fees.) Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide				
Sponsor Parental Involvement Activities through the Parent Center: 1. Discuss Benchmark scores at annual public board meeting. 2. Parents volunteer to help with annual fall festival, Grandparent's day celebration, field trips. They help teachers with bulletin boards, classroom decoration and preparation of class work (copies, laminating, etc.) 3. Third grade will host a Family Reading Night, using guidelines from the Accelerated Reader program.	Ellen Meadows, Parent Facilitator Mona Scott, Parent Coordinator	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

(Nov.) 4. Climate Committee will coordinate outreach activities for schools. Action Type: Collaboration Action Type: Parental Engagement				
We will recognize parents collectively in local newspaper for attending parent conferences and for volunteering in our parent center. Action Type: Collaboration Action Type: Parental Engagement	Mona Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> None 	<hr/> ACTION BUDGET: \$
Parent Coordinator and Facilitator will purchase materials necessary to train and assist parents in helping their children improve math and reading skills. We will also make parenting materials available through the library, advertise the current selections and give parents opportunity to borrow these materials. Action Type:	Mona Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> School Library 	NSLA (State-281) \$1225.00 - Materials & Supplies: <hr/> ACTION BUDGET: \$1225

Collaboration Action Type: Parental Engagement				
Make a volunteer resource book that lists interests and availability of volunteers for school staff members' use and keep a log book to record volunteer hours. Action Type: Parental Engagement	Mona Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> None 	<hr/> ACTION BUDGET: \$
At the beginning of the school year, we send home a Family Kit with students. It consists of the School-Parent-Compact; a volunteer survey; a copy of our Parent Policy; and a student handbook with all school policies. All of which are to be signed and returned to school. Copies of School-Parent compacts are on file at the Elementary. Action Type: Parental Engagement	Pamela Hickson Mona Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
We have two Parent/Teacher Conferences	Leean Mann, Principal	Start: 07/01/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/>

scheduled for 2014-2015. (Oct. 21, 2014 and March 19, 2015) Action Type: Collaboration Action Type: Parental Engagement		End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Annual meeting will be held on Sept.8, 2014. The purpose of the meeting is to inform the patrons of the Piggott School District of the progress toward meeting the school district's goals and objectives as set out in the Arkansas Comprehensive School Improvement Plan. Title I,II, and VI programs will be discussed. Parents will be informed of their right to be involved in planning, review, and improvement of parent programs. Our Principal will present a description and explanation of the curriculum used in the school, types of assessment, and proficiency levels.	Pamela Hickson, Barbara Batey	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff Performance Assessments 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Parental Engagement				
An open house is held annually for Piggott Elementary parents and students. School supplies, clothes and shoes are distributed to students who need them.	Leean Mann	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$26344

Intervention: Accelerated Math

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
STAR Math assessments will be used to identify skills that need improvement in grades 1-6 and resource classes, and to determine progress throughout the year. ITBS scores and Benchmark scores will be evaluated as well. Action Type: Program Evaluation	Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
1-6th grade classes use the STAR Math program to prepare individualized lessons for all students. Students can work at their own pace and receive extra practice on areas that they are	Second grade teachers, Special Ed. teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

struggling with. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Total Budget:				\$0

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

- Supporting Data:
1. In 2011-2012, BMI results for Piggott Elementary School indicated that 40.6% of the male population was at risk of being overweight or were overweight. In 2012-2013, that number increased to 49.3%. In 2013-2014, it decreased to 43.9%. 114 male students were tested.
 2. In 2011-2012, BMI results for Piggott Elementary School indicated that 40% of the female student population was at risk of being overweight or overweight. In 2012-2013, that number increased to 43%. In 2013-2014, that number decreased to 35.8%. 123 female students were tested.
 3. School Health Index, Module 4, Nutrition Services: Collaboration between food service staff and teachers; variety of foods in school meals; and preparedness for food emergencies are identified as area needing improvement.
 4. School Health Index, Module 8, Family and Community Involvement: Marking "safety zones" around playground equipment, and Family awareness of nutrition are identified as areas needing improvement.

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

Benchmark By the 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
Piggott Elementary will offer a wider variety of food for the students at lunch time with input from the teachers and staff. Action Type: Collaboration Action Type: Wellness	Janice Beck, Food Service Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Have community awareness effort on ways families can serve nutritional meals at home. Outside agencies like the County Extension Office will be asked to help with this initiative. Action Type: Wellness	Leean Mann , Principal	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Food will no longer be offered as a reward. Other means to reward children will be certificates, medals, ribbons, buttons, etc. Action Type: Wellness	Teachers	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
The child health advisory committee	Superintendent	Start: 07/01/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/>

will review the 2013-2014 BMI results and the School Health Index to determine the effectiveness of the actions implemented to achieve our goal. Action Type: Program Evaluation Action Type: Wellness		End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Teachers are using an exercise video in their classrooms to keep students active on days when they cannot go outside for recess. Action Type: Wellness	Nikki Speer, PE Teacher, classroom teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
The Parent Center is sponsoring a Health Fair at the spring Parent/Teacher Conference in March, 2015. Representatives from the local clinic, dentist offices, hospital, fire departments,DHS, and others will be on hand to pass out information and answer questions about health and safety issues. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Mona Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Piggott Elementary School will implement an alternative breakfast delivery	Food Service	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

model, Breakfast in the Classroom, and Grab and Go with the help of grant. Arkansas No Kid Hungry School Breakfast Grant will pay for supplies and equipment to implement the models. Action Type: Wellness				
Total Budget:				\$0

- Priority 4: To increase the science ability level of our students at Piggott Elementary School to meet 78% or higher for the 2014-2015 school year.
1. The baseline year for science will be the 2012-2013 school year. The results for the combined population show that white males (79% advance/proficient) typically score higher than white females (77% advance/proficient).
 2. The combined population show that free and/or reduced lunch scored the same as the non-economically disadvantaged students at 79% advanced/proficient.
 3. According to the performance on multiple choice items percent correct are as follows: Nature of Science - 82% Life Science - 65% Physical Science - 69% Earth and Space Science - 64% The performance on open-response items average points scored are as follows: Nature of Science - 4.5 Life Science - 8.0 Physical Science - 2.9 Earth and Space Science - 5.1
- Supporting Data:
- Goal To improve skills on multiple choice and open response items.
- Benchmark By the spring of 2015 the combined population for white males and white females will increase the percent of students scoring proficient/advanced by 2%.

Intervention: Curriculum Alignment				
Scientific Based Research: Jacobs, Heidi Hayes. (1997) "Mapping the Big Picture: Integrating Curriculum and Assessment K-12". ASCD				
Actions	Person Responsible	Timeline	Resources	Source of Funds
To provide activities to facilitate above the required 20% of	Leeann Mann, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

lab instruction. Action Type: Alignment				
Science lab teachers will host a science lab open house "supply shower" during open house to increase parental involvement and to facilitate activities above the 20% of required labs. Action Type: Parental Engagement Action Type: Program Evaluation	3rd - 6th grade science teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
The district will need to purchase consumables for the science lab to meet the states 20% requirements.	Jennifer Benson, Veleda Langley, Tonya Helms	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
The Sixth grade Science teacher will continue the Science club and add Fifth grade and we will be working with fourth grade throughout the year to help enhance the horizontal curriculum alignment. Action Type: Alignment Action Type: Collaboration Action Type:	Veleda Langley, Tonya Helms	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> ACTION BUDGET: \$

Program Evaluation				
To purchase Vernier products such as Go Links and Go Motion probes and equipment to have a class set and new microscopes in order to keep up with technology.	Tonya Helms and Veleda Langley	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - Materials \$600.00 & Supplies: <hr/> ACTION BUDGET: \$600
To provide professional development for teachers for science throughout the year as it is available. Such workshops might include the Arkansas Curriculum Conference in Little Rock and Stem workshops provided through ASU. The teachers will be involved in the decision making as to which workshops that they feel would be beneficial. Action Type: Alignment Action Type: Program Evaluation	Pamela Hickson, Charlie Powell, Leean Mann, Erica Harris, Tammy Cashion, Heather Seegraves, Tonya Helms, Veleda Langley	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Formative assessments will start with the school year 2014-2015. The teachers will use the NWEA	Tonya Helms	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Outside Consultants Performance Assessments 	<hr/> ACTION BUDGET: \$

<p>program which will comprise of a pre and post test as well as formative assessments on life science, earth science and physical science for 4th through 6th grade.</p> <p>Action Type: Program Evaluation</p>			<ul style="list-style-type: none"> Teachers 	
<p>Formative assessments will be incorporated in science themed Literacy comprehension lessons throughout the year. This will reflect on the literacy assessment through the PARCC exam.</p> <p>Action Type: Program Evaluation</p>	K - 3 Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Formative assessments will start with the school year 2013-2014. The teachers will use student data notebooks to show weekly individual student growth by teacher made tests, nine week grades, and attendance and personal goals set by each student.</p> <p>Action Type:</p>	K - 6 Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Program Evaluation				
Purchase Buckle Down Science books for 5th grade to help improvement science benchmark scores.	Tonya Helms	Start: 07/01/2014 End: 06/02/2105	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Materials & Supplies: \$350.00 <hr/> ACTION BUDGET: \$350
Summative Assessment: This will be based on the 2014-2015 PARCC testing for science.	Leean Mann	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
In order to vertically and horizontally align the curriculum, 5th and 6th grade will be working on an ongoing projects. Students will integrate technology, literacy, math and primary resources. This will aide in achieving the 20% above the required labs. Action Type: Alignment Action Type: Collaboration	5th and 6th grade teachers	Start: 09/01/2014 End: 05/10/2015	<ul style="list-style-type: none"> Computers Public Library School Library Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$950

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amber Murray	Grade 4 Teacher	Elem. Steering Committee - Math
Classroom Teacher	Carol Keys	Grade 3 Teacher	Reading

Classroom Teacher	Cobi Hendrix	Grade 6 Teacher	Elem. Steering Committee - - Literacy /Chair person
Classroom Teacher	Debbie Dunlap	Grade 4 Teacher	Elem. Steering Committee - - Writing
Classroom Teacher	Ellen Meadows	Music Teacher	Elem. Steering Committee - - Literacy, Wellness
Classroom Teacher	Heather Seegraves	Grade 3 Teacher	Elementary Steering Committee -- Science
Classroom Teacher	Heather Tullos	Speech Teacher	Writing
Classroom Teacher	Hope Ermert	Kindergarten Teacher	Literacy
Classroom Teacher	Jennifer Benson	Grade 4 Teacher	Math
Classroom Teacher	Jessica Robertson	Kindergarten Teacher	Literacy
Classroom Teacher	Julie Banning	Art Teacher	Literacy
Classroom Teacher	Katrina Chadwell	Grade 1Teacher	Math
Classroom Teacher	Laura Brantley	Grade 2 Teacher	Elem. Steering Committee - - Science
Classroom Teacher	Marissa Howell	Grade 1 Teacher	Literacy
Classroom Teacher	Nikki Cato	Kindergarten Teacher	Reading
Classroom Teacher	Nikki Speer	P.E.Teacher	Writing, Wellness
Classroom Teacher	Pam Hoggard	Grade 1 Teacher	Elem. Steering Committee - - Math
Classroom Teacher	Penny Toombs	PACE Coord.	Writing
Classroom Teacher	Raquel Crawford	Speech Teacher	Writing
Classroom Teacher	Robin Tate	Spec. Ed	Literacy
Classroom Teacher	Shelby Beck	Grade 2 Teacher	Math
Classroom Teacher	Sherri Wright	Grade 5 Teacher	Math
Classroom Teacher	Tami Shaw	Spec. Ed	Writing
Classroom Teacher	Tammy Gordon	Grade 3 Teacher	Elem. Steering Committee - - Science
Classroom Teacher	Tonya Helms	Grade 5 Teacher	Science
Classroom Teacher	Vanessa Hartwell	Grade 1 Teacher	Elem. Steering Committee - - Writing

Classroom Teacher	Veda Crittendon	Grade 2 Teacher	Math
Classroom Teacher	Veleda Langley	Grade 6 Teacher	Science
Classroom Teacher	Vickie Brown	Grade 5 Teacher	Literacy
District-Level Professional	Pamela Hickson	Federal Programs Coordinator	Elem. Steering Committee - - Literacy
Non-Classroom Professional Staff	Barbara Batey	Counselor, Test Coord.	Elem. Steering Committee - - Writing
Non-Classroom Professional Staff	Debbie Scott	Paraprofessional	Math
Non-Classroom Professional Staff	Emily James	Nurse	Literacy, Wellness
Non-Classroom Professional Staff	Erica Harris	Asstistant Principal, Reading Specialist	Elem. Steering Committee - - Literacy
Non-Classroom Professional Staff	Gina Brewer	Reading Recovery Teacher	Elem. Steering Committee - - Writing
Non-Classroom Professional Staff	Karen Seal	Paraprofessional	Literacy
Non-Classroom Professional Staff	Katina Wilson	Secretary	Literacy
Non-Classroom Professional Staff	Leean Mann	Principal	Elem. Steering Committee - - Math
Non-Classroom Professional Staff	Mona Scott	Parent Center Coordinator	Literacy, Wellness
Non-Classroom Professional Staff	Nancy Seal	Paraprofoessional	Literacy
Non-Classroom Professional Staff	Pam Morgan	Media Specialist	Elem. Steering Committee - -Literacy
Non-Classroom Professional Staff	Paula Richardson	Paraprofessional	Literacy
Non-Classroom Professional Staff	Shawna Stone	Paraprofessional	Math
Non-Classroom Professional Staff	Tammy Parks	Paraprofessional	Math
Parent	Anthony Johnson	Parent	Writing
Parent	Regina Gossett	Parent	Literacy
Parent	Stacey Blake	Parent	Writing

