

School Plan

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

Arkansas Comprehensive School Improvement Plan

2014-2015

PIGGOTT HIGH SCHOOL

The faculty and staff of the Piggott School District believe that all students can learn and master basic academic skills regardless of their previous academic performance, family background, socio-economic status, race and gender. The faculty and staff accept the responsibility for providing strong instructional leadership, a positive school climate, and a safe and orderly school environment. Furthermore, we will maintain high expectations, frequently monitor student progress, and encourage a strong parent and community involvement.

Grade Span: 7-12 Title I: Not Applicable

School Improvement: SI_1

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Priority 1: Mathematics

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

Priority 2: Literacy

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

Priority 3: Wellness

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

Priority 4: Science

Goal: To improve skills on multiple choice and open response items in EOC Biology and 7th grade science and Benchmark.

Priority 1:

To increase the mathematical ability levels of our students at Piggott High School to (at a minimum) meet ESEA Accountability status for the 2014-2015 school year.

Supporting
Data:

1. Mathematics Priority 1. Combined Population End of Course Algebra: In 2014, 65% scored proficient or advanced. In 2013, 78% 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 Language of Algebra and Linear Functions The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Language of Algebra and Solving Equations and Inequality.
2. Mathematics Priority 2. Students with Disabilities (IEP) End of Course Algebra: In 2014, 50% scored proficient. In 2013, 100% (1 student) scored advanced. In 2012 there were no students in this group. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands is Solving Equations and Inequalities. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Language of Algebra.
3. Mathematics Priority 4. Economically Disadvantaged (EDS) End of Course Algebra: In 2014, 69% scored proficient or advanced. In 2013, 77% scored proficient or advanced. In 2012, 73% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands are Solving Equations and Inequalities. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Language of Algebra.
4. Mathematics Priority 1. Combined Population End of Course Geometry: In 2014, 70% scored proficient or advanced. In 2013, 72% scored proficient or advanced. In 2012, 80% 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 Relationships between 2 & 3 Dimensions and Transformations and Triangles. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Measurement and Coordinate Geometry and Transformations and Triangles.
5. Mathematics Priority 2. Students with Disabilities (IEP) End of Course Geometry: In 2014, 100% (1 student) scored proficient. In 2013, 0% scored proficient or advanced. In 2012, 67% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands is CGT. The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are CGT.
6. Mathematics Priority 4. Economically Disadvantaged (EDS) End of Course Geometry: In 2014, 71% scored proficient or advanced. In

2013, 66% scored proficient or advanced. In 2012, 74% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands are Triangles and CGT . The lowest identified area (s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands are Coordinate Geometry and Transformations and Measurement.

7. MATHEMATICS: ITBS: Combined (Total) Population: Total Math, Grade 7: In 2014, 45% had and NPR of 50 or above. In 2013, 51% had an NPR score of 50 or above. In 2012, 54% had an NPR score of 50 or above.
8. MATHEMATICS: ITBS: Combined (Total) Population: Total Math, Grade 8: In 2014, 52% had an NPR of 50 or above. In 2013, 57% had an NPR score of 50 or above. In 2012, 57% had an NPR score of 50 or above.
9. MATHEMATICS: ITBS: Combined (Total) Population: Total Math, Grade 9: In 2014, 54% had an NPR score of 50 or above. In 2013, 54% had an NPR score of 50 or above. In 2012, 54% had an NPR score of 50 or above.
10. Graduation Rate: In 2010-2011, we met the graduation goal of 87.8% with 89.7%. In 2011-2012, we did not meet graduation goal of 85.72%. Our rate was 84.85%. In 2012-2013 our goal was 85% and we met that goal with 95.9%

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

Benchmark We will have a decrease in the number of students that are basic or below basic on the math portion of the Middle Level and End-of-course benchmark exams so that (at a minimum) we will meet ESEA Accountability Status.

Intervention: Provide more computers and software for students and teachers to enhance instruction, do internet research and complete class assignments.				
Scientific Based Research: A research project sponsored by the Office of Educational Research and Improvement, U.S. Dept. of Education, Conducted by SRI International; Technology and Education Reform.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue to utilize an internet based program that allows parents,	Joseph Crittenden, Technology Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff 	<hr/> ACTION BUDGET: \$

<p>students and other individuals who are given the appropriate password, 24-hour access to student grades and attendance. This year the program will be changing to eSchool Home Access Center. This program is in conjunction with the included teacher grade book program. Training for eSchool for teachers will be in August. eSchool Home Access Center information, including logins, will be sent with students in September. Assistance with eSchool Home Access Center will be made available during Parent-Teacher Conference in October.</p> <p>Action Type: Parental Engagement</p> <p>Action Type:</p>			<ul style="list-style-type: none"> Teachers 	
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Professional Development Action Type: Technology Inclusion				
Continue to use a school wide, web-based, grade book software, eSchool Teacher Access Center. 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. eSchool also provides administrators and counselors the ability to obtain a summary of a student's grades and attendance at any point in a semester by pulling the student's grades and attendance from each of his/her	Angie Maudlin, eSchool Administrator, Mr. Barry DeHart, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

individual classes. This expedites parental request for their children's performance status in any class at any point in a semester. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion				
Utilize six Sympodiums purchased from Smart Technologies: one for the 7th & 8th grade keyboarding lab; one for Mrs. Karen Coomer's Algebra I class; a third Sympodium for use in Mrs. Peter's multimedia lab; Agri teacher has one in his classroom; Family and Consumer Science teacher is using one and Mrs. Conley is using a	Joseph Crittenden, Tech. Coord.;Mrs. Penny Veal, keyboarding; Mrs Karen Coomer, Algebra I, Mrs Stacy Peters	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$

<p> sympodium to help teach Geometry. The symposiums, when coupled with a computer projector, improve classroom presentations by giving the teacher an interactive computer screen on which the teacher can control programs, write notes, and project them onto a screen for the entire class to see. Writing is done from the desk top instead of a white board in front of the class. This equipment also supports the software from the textbook. Action Type: Technology Inclusion </p>				
<p>Continuation of a Distance Learning Lab. We are receiving classes from Arkansas Early College High School out of</p>	<p>Barry DeHart, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Computers Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

SEARK Education Service Cooperative in Monticello. The students are receiving college credit from UAM, at no cost to the students. We are offering English Comp I and II; AP U.S.History I and II; College Speech, World Civ. and College Algebra, Physics, and AP Statistics Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion				
Teachers will be allowed to attend workshops for math, reading, and technology as they become available throughout the year. Salaries and benefits for subs for teachers to attend professional development	Mr. Barry Dehart, PHS Principal,	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	PD (State-223) - \$4500.00 Other Objects: PD (State-223) - Purchased Services: \$7068.83 PD (State-223) - Employee Benefits: \$390.00 PD (State-223) - \$1000.00

workshops during the school year. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				Employee Salaries: <hr/> ACTION BUDGET: \$12958.83
Teachers are using the IDEAS web portal to participate in online activities to help satisfy the district required 60 hours of professional development. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Mr. Barry Dehart	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Use Arkansas Virtual High School for students who are having difficulty succeeding in the regular classroom. ADE approved courses are being utilized	Barry DeHart and Jon Wellman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$

<p>by our students. These are web-based rigorous courses taught by certified teachers. Homework assignments and tests are completed online according to a structured schedule. Grades are posted on eSchool. The ALE facilitator will also attend the National Conference.</p> <p>Action Type: Collaboration Action Type: Equity</p>				
<p>We are using Smart Boards, iPad 2s, scanners, Chromebooks, Mobi pads, and document cameras to integrate technology into the curriculum.</p> <p>80 Chromebooks @ \$500 = \$42,500 are needed. Interactive White Boards need to be replaced. (25 @</p>	<p>Joseph Crittenden, Technology Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	<p>NSLA (State-281) - Capital Outlay: \$75000.00</p> <p>NSLA (State-281) - Materials & Supplies: \$42500.00</p> <hr/> <p>ACTION BUDGET: \$117500</p>

\$3000 = \$75,000.00. Toner cartridges and drums are needed to maintain adequate operation of our computers and printers. Action Type: Technology Inclusion				
To help increase participation of students in the classroom and get immediate feedback on student performance, math teachers would like to purchase CPS (Classroom Performance System) that corresponds with their Smart Boards.	Barry DeHart, Principal	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Materials & Supplies: \$5000.00 <hr/> ACTION BUDGET: \$5000
Total Budget:				\$135458.83
Intervention: Make improvements to curriculum, testing conditions, incentives for, and communication about, Math Benchmark Exams				
Scientific Based Research: Mehrens, William A.; Kaminski, John; ERIC Database; Methods for Improving Standardized Test Scores: Fruitful, Fruitless, or Fraudulent?, 1989, ERIC No. EJ394511				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Ensure testing conditions for benchmark exams are as ideal as	Mr. Barry DeHart, PHS Principal, Mrs. Phyllis Morgan, Counselor, Mrs.	Start: 07/01/2014 End:	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

possible Action Type: Equity	Amber Harrell, Counselor	06/30/2015		
Meet with the teachers, parents, and administration to discuss ways to improve math test scores Action Type: Collaboration Action Type: Parental Engagement	Mr. Barry Dehart, Principal, Mrs. Karen Coomer, Algebra I	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Math Parent Letter distributed to Parents at Parent Teacher Conference providing information about PARRC testing. Action Type: Collaboration Action Type: Parental Engagement	Mrs. Karen Coomer, Algebra I	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Four math teachers will attend the Regional Council of Teachers of Mathematics (NCTM) in Houston, Texas. Action Type:	Faith Conley, Karen Coomer, Linda Rouse, and Stacey Crommie	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$

Professional Development				
Provide more scientific and graphing calculators for Geometry, Algebra I, and Chemistry classes. Smartview software that works with the calculators for science and math will be used. Algebra I teacher will use "Power Algebra" (a software program) for reinforcing math skills of students in her classes. Manipulatives are also used for more independent learning. Action Type: Equity Action Type: Technology Inclusion	Barry Dehart, principal, and Pamela Hickson, Federal Prog. Coord.	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	NSLA (State-281) - \$2500.0 Materials 0 & Supplies: <hr/> ACTION BUDGET \$2500 :
Target Testing for Mathematics will be implemented	Barry Dehart, Principal, Natalie Kennedy, Facilitator	Start: 07/01/2014 End:	<ul style="list-style-type: none"> Performance Assessments Teachers 	NSLA (State-281) - \$175.00 Materials

<p>in 7th through 11th grade. Target testing (through TLI-The Learning Institute)) provides formative assessments for math and assists the teachers in aligning the existing curriculum to the CCSS frameworks and building modular units for instruction and assessment based on this alignment.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>		06/30/2015		<p>& Supplies: NSLA (State-281) - Purchased Services:</p> <p>\$5250.00</p> <hr/> <p>ACTION BUDGET : \$5425</p>
<p>There was an average increase of 20% from the pre to post test. Some areas such as: Using proportions to ratio and percent problems had a 35% increase.</p>	Barry Dehart, Linda Rouse, Melissa Turner	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>Probability of a random event had a 48 % increase.</p> <p>Visualizing two-dimensional figures created by slicing three-dimensional figures increased by 62%. Other areas were weaker. Word Problems to equations increased by only 6%.</p> <p>Drawing geometric shapes with given conditions decreased by 2%.</p> <p>Compared to the state, of the 7th graders, only 61% passed. This is 9% below the state average.</p> <p>Action Type: Program Evaluation</p>				
<p>Evaluation of Pre-Test/Post-Test Geometry Exam 2012-</p>	<p>Barry Dehart, Faith Conley, teacher</p>	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

2013: Overall percentage correct increased from 32% to 40%. Overall evaluation was in increase in 18 of 27 objectives. Slight decrease (<5%) in 6 objectives and other decreases may be explained by guessing during the pre-test. Action Type: Program Evaluation				
Math teachers are receiving technical assistance in implementing the Mathematics Design Collaborative (MDC) into our academic system. Manipulatives will be purchased for the students.	Karen Coomer	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - \$5000.0 Materials 0 & Supplies: <hr/> ACTION BUDGET \$5000 :
RTI(Response to Intervention)	Jeri Lynn Swann	Start: 07/01/2014		<hr/> ACTION BUDGET: \$

process will be implemented in Math.		End: 06/30/2015		
Professional Development is being offered to teachers for Dyslexia.	Barry DeHart, Principal	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$12925

Intervention: After-School Tutoring

Scientific Based Research: Harvard Education Letter; November/December2002;
 "AfterSchool Education: A New Ally for Education Reform"
www.edletter.org/pastissues/2002-nd/afterschool

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Karen Coomer and Linda Rouse are providing tutoring after school for 7th and 8th grade math students and Algebra I students. They meet Monday through Thursday after school to complete homework and review math concepts that students are having difficulty with. Parents are notified of the availability of this service and whether or not the child accepts or refuses to participate.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type:</p>	Math teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<p>NSLA (State-281) \$6000.00 - Employee Salaries:</p> <p>NSLA (State-281) \$1025.00 - Employee Benefits:</p> <hr/> <p>ACTION BUDGET: \$7025</p>

Parental Engagement				
Pre and post tests, and chapter tests will be used to evaluate the efficacy of this effort. If students are mastering the required skills, benchmark scores should improve, as well. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation	Math teachers, Special Ed Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$7025

Intervention: "Algebra's Cool" / Math's Cool"

Scientific Based Research: The Princeton Review: "An Evaluation of the Efficacy of the Algebra's Cool System" July 1, 2005

Actions	Person Responsible	Timeline	Resources	Source of Funds
STAR Math Assessment and pre-post tests will be used to evaluate effectiveness. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Special Ed teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
"Algebra's Cool" and "Math's Cool" are also used for remediation of students with AIP. Specific areas of concern for each individual student are addressed and each student works at his/her own pace.	Special Ed Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion				
Special Education teachers are using this program to reinforce learning for students who struggle with math and who are below basic on benchmark. Action Type: Special Education Action Type: Technology Inclusion	Special Ed Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
"Algebra's Cool" and "Math's Cool" are DVD based Algebra Curriculum which is standards based and developed by educators to enrich and remediate students in Albegra I. There are two units entitled "Analyzing Data and Statistics" and "Solving Problems Using Probability, Statistics, and Descrete Math" that are effectively used in the 7th and 8th grade math curriculum, as well as, special education for instruction and remediation. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Special Ed Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: The Piggott School District will provide sufficient administrative support and service for a 7-12 grade Summer School Program to better prepare identified students for academic achievement in the upcoming school year.				

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
Identify students through teacher recommendation and pre-assessments; ITBS reading comprehension and math problem-solving. Students who are at risk of failing a math or literacy class will be given the opportunity to participate in summer school. Action Type: Collaboration Action Type: Equity	Barry DeHart, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$
The curriculum will reflect the best practices to teach the literacy and math skills found to have not been mastered by the students. One facilitator will use Virtual School so as to offer more grade level curriculum. APEX Learning will also be used for 7th and 8th grade students. Classes will be conducted for 4 hours a day, Monday through Friday for 6 weeks. Action Type: Equity	Barry Dehart, Jon Wellman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teaching Aids 	NSLA (State-281) - \$2000.00 Employee Salaries: NSLA (State-281) - \$760.00 Employee Benefits: <hr/> ACTION BUDGET: \$2760
Total Budget:				\$2760

Priority 2:

To improve the literacy ability levels of our students at Piggott High School to reach (at a minimum) ESEA Accountability status at the end of the 2014-2015 school year.

1. 1. Combined Population: Grade 7 Augmented Benchmark Exam: In 2014, 66% scored proficient or advanced. In 2013, 71% scored proficient or advanced. In 2012, 81% 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. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.
2. Literacy Priority 2. Students with Disabilities (IEP): Grade 7 Augmented Benchmark Exam: In 2014, 20% scored proficient or advanced. In 2013, 0% scored proficient or advanced. In 2012, 40% scored proficient or advanced. The 3 year trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: Literary and Practical. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and Style.
3. Literacy Priority 4. Economically Disadvantaged (EDS): Grade 7 Augmented Benchmark Exam: In 2014, 55% scored proficient or advanced. In 2013, 62% 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) is: Literary. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.
4. Literacy Priority 1. Combined Population: Grade 8 Augmented Benchmark Exam: In 2014, 67% scored proficient or advanced. In 2013, 81% scored proficient or advanced. In 2012, 76% scored proficient or advanced. The 3 year trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area (s) is: Practical. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.
5. Literacy Priority 2. Students with Disabilities (IEP): Grade 8 Augmented Benchmark Exam: In 2014, there were no students in this group. In 2013, 17% scored proficient or advanced. In 2012, 20% 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

Supporting Data:

response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

6. Literacy Priority 4. Economically Disadvantaged (EDS): Grade 8 Augmented Benchmark Exam: In 2014, 54% scored proficient or advanced. In 2013, 77% scored proficient or advanced. In 2012, 69% scored proficient or advanced. The 3 year trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area (s) is: Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.
7. Literacy Priority 1. Combined Population: End of Course Literacy: In 2014, 43% scored proficient or advanced. In 2013, 70% scored proficient or advanced. In 2012, 70% scored proficient or advanced. The 3 year trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area (s) is: 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.
8. Literacy Priority 2. Students with Disabilities (IEP) End of Course Literacy: In 2014, there were no students in this group. In 2013, 0% scored proficient or advanced. In 2012 17% scored proficient or advanced. The 3 year trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: Literary. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.
9. Literacy Priority 4. Economically Disadvantaged (EDS) End of Course Literacy: In 2014, 48% scored proficient or advanced. In 2013, 52% scored proficient or advanced. In 2012, 60% scored proficient or advanced. The 3 year trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: Literary and Practical. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.
10. In our building during the 2014, 2013, and 2012, school years, there were fewer than "10" Hispanic, African-American, and ELL students.
11. LITERACY: ITBS: Combined (Total) Population: Reading Comprehension, Grade 7: In 2014, 46% had an NPR score of 50 or above. In 2013 51% had an NPR score of 50 or above. In 2012 58% had an NPR score of 50 or above.
12. LITERACY: ITBS: Combined (Total) Population: Reading Comprehension, Grade 8: In 2014, 52% had an NPR score of 50 or

above. In 2013 60% had an NPR score of 50 or above. In 2012 57% had an NPR score of 50 or above.

13. LITERACY: ITBS: Combined (Total) Population: Reading Comprehension, Grade 9: In 2014, 52% had an NPR score of 50 or above. In 2013, 48% had an NPR score of 50 or above. In 2012 48% had an NPR score of 50 or above.

14. Graduation Rate: In 2010-2011, we met graduation goal with 87.8%. In 2011-2012 we did not meet graduation goal of 85.72%. Our rate was 84.85%. In 2012-2013 our goal was 85% and we met that with 95.9%.

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

Benchmark We will have a decrease in the number of students that are basic and below basic on the literacy portion of the Middle Level and End-of-Course benchmark exams so that we will meet the ESEA Accountability Status.

Intervention: Provide more computers and software for students and teachers to enhance instruction, do internet research, and complete class assignments.

Scientific Based Research: Resource: A research project sponsored by the Office of Educational Research and Improvement, U.S. Dept. of Education, Conducted by SRI International; Technology & Educational Reform:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Continually update the keyboarding lab, with new computers, new furniture, etc. to insure Piggott Schools remain on the cutting edge of technology Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Joseph Crittenden, Technology Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Teachers 	<hr/> ACTION BUDGET: \$

Continue to utilize a web-based program that allows students, parents, and other individuals who are given the appropriate password, 24-hour access to student grades and attendance. This year the program will be changing to eSchool Home Access Center (HAC). This program works in conjunction with the included grade book program. Training for eSchool for teachers will be in August. The eSchool Home Access Center information, including log-ins, will be sent home with students in September. Assistance with eSchool Home Access Center will be made available during Parent-Teacher Conference in October. Action Type: Parental	Joseph Crittenden, Technology Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
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Engagement Action Type: Technology Inclusion				
To advance the integration of technology in the classroom and to support student reading and math achievement, we have purchased VariQuest Visual Learning Tools. With these machines, students learn how to use touch screen technology to produce academic products. They also reinforce reading comprehension through the use of large visual aids produced by the machines. Action Type: Technology Inclusion	Pamela Hickson, Stacey Peters	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	Title VI State - Materials \$9450.20 & Supplies: <hr/> ACTION BUDGET: \$9450.2
Examview Learning Series will be used to provide a variety of questions for students to use and receive feedback. Action Type: Equity Action Type:	Technology Coord, Joseph Crittenden, and grades 7- 12 teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

Program Evaluation Action Type: Technology Inclusion				
Continue to use a school-wide, server-based, grade book software, eSchool Teacher Access. 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. The eSchool program also provides administrators and counselors the ability to obtain a summary of a student's grades and attendance at any point in a semester by pulling the student's grades and attendance at any point in a semester by pulling the student's grades	Angie Mauldin, eSchool Administrator, Mr. Barry DeHart, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

and attendance from each of his/her individual classes. This expedites parental request for their children's performance status in any class at any point in a semester. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion				
Total Budget:				\$9450.2

Intervention: The Piggott High School Curriculum alignment (with an emphasis on the Math and Literacy curriculums) will be reviewed and compared to student performance, the benchmark and standardized test results to determine curriculum areas that need improvement.

Scientific Based Research: Jessup, Sally (2007) Curriculum Mapping and Alignment: A Brief Overview of What the Research Says. The Educational Partners LLC

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will review the calendar-based curriculum alignment formative tests developed for their course and identify and carry out any needed curriculum improvements. Action Type: Alignment	Mr Barry DeHart, PHS Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
English teachers will use	Mr. Barry DeHart,	Start: 07/01/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/>

disaggregated data to look for curriculum weaknesses as indicated by students' poor performance on specific strands, content areas, and learning expectations on benchmark literacy exams. Action Type: Alignment	PHS Principal	End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Language Arts teachers will meet annually to determine areas of improvement in secondary curriculum, including gaps and repetition. Language Arts teachers will coordinate to map curriculum and align lesson plans. Action Type: Alignment Action Type: Program Evaluation	Language Arts Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
ACT classes are being offered to students. Any student who scored below a 19 can receive instruction to enable them to make a better score. These sessions are being offered on 2 Saturdays during	Barry Dehart, Amber Harrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> None 	NSLA (State- 281) - \$3000.00 Purchased Services: <hr/> ACTION BUDGET: \$3000

the year.(Dec. and April) Also all juniors will be given the opportunity to take the ACT exam on March 3, 2015 here at our school at a cost of \$38 per student. Action Type: Equity				
Math and literacy teachers will be trained on TLI. This software gives teachers access to data to help determine instructional strategies, skills that need remediation, as well as help with lesson planning. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Barry DeHart, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
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	Barry, Dehart, Pamela Hickson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

Dues/fees, travel, lodging, and meals necessary to attend workshops. Hire substitute teachers for teachers who attend workshops during the school year. Action Type: Professional Development				
TLI (The Learning Institute) formative assessments will be used for 7th through 11th grade literacy. The TLI literacy assessments for reading and writing are designed specifically to prepare students for mastery of key literacy skills and success on the state accountability exams. Assessments are aligned to the district's curriculum. Action Type: Alignment Action Type: Collaboration	Barry DeHart, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	NSLA (State-281) - Materials & Supplies: \$175.00 NSLA (State-281) - Purchased Services: \$5250.00 <hr/> ACTION BUDGET: \$5425
FORMATIVE ASSESSMENT: Of the 44 seventh graders in Mrs. Woolery's class who took both the pre-test and the post-test, 50% scored higher on the	Barry Dehart, Mrs. Woolery	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

<p>post-test than the pre-test while 9% scored the same on the post-test as they did on the pre-test. Of the 34 eighth graders in Mrs. Woolery's class who took both the pre-test and the post-test, 91% scored higher on the post-test than the pre-test while 0% scored the same on the post-test as they did on the pre-test.</p> <p>Action Type: Program Evaluation</p>				
<p>SUMMATIVE ASSESSMENT: (Literacy Benchmark Exam) Of the 74 seventh graders who took the literacy portion of the benchmark exam, 66% passed: 42% proficient and 24% advanced. Of the 73 eighth graders who took the literacy portion of the benchmark exam, 67% passed: 44% proficient and 23% advanced.</p> <p>Action Type: Program Evaluation</p>	<p>Barry Dehart; Mrs.. Woolery,</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Of the 55 students who took the 9th grade Iowa Test of Educational Development in the</p>	<p>Barry Dehart, April Flowers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

2013-2014 school year, 52% passed the reading portion (up from 51% in 2012-2013) and 57% passed the writing portion (up from 51% the previous year). Action Type: Program Evaluation				
RTI (Response to Intervention) process will be implemented.	Jeri Lynn Swann	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Professional Development is being offered to teachers for TESS (Teacher Evaluation System) and for Dyslexia.	Barry DeHart, Principal	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$8425

Intervention: Establishment of the Parent Involvement Policy

Scientific Based Research: Arkansas State Law: Act 307 of 2007 and ACT 397 of 2009

Actions	Person Responsible	Timeline	Resources	Source of Funds
Make parenting materials available at the PHS library for parental use during the day or to be checked out and used at home. Action Type: Parental Engagement	Mrs. Jeri Tate, Parent Center Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff School Library Teachers 	NSLA (State-281) - Materials \$1225.00 & Supplies: <hr/> ACTION BUDGET: \$1225
Annually Evaluate the Piggott High School Parental Involvement Plan to ensure it is	Mr. Barry DeHart, PHS Principal, Mrs. Jeri	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	NSLA (State-281) - \$3810.00 Employee Salaries:

meeting the needs of the Parents and students of PHS. A Parent Coordinator will oversee this and the Parent Center. Action Type: Parental Engagement Action Type: Program Evaluation	Tate, Parent Center Facilitator		<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - \$1225.00 Employee Benefits: <hr/> ACTION BUDGET: \$5035
Sponsor Parental Involvement Activities as follows: 1. 7th Grade "Meet and Greet" for parents and teachers. 2. Discuss benchmark scores at Annual Public Board Meeting. 3. Coordinate reports to parents about their children's achievement at school. 4. Sponsor "Parent Involvement Meetings" to inform parents about how they can be involved with their child's education and assessment success. 5. Survey parents about volunteer interests and inform them how they can volunteer at PHS. 6. Assemble and	Mrs. Jeri Tate, Parent Facilitator, Mona Scott, Parent Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff School Library Teachers 	<hr/> ACTION BUDGET: \$

<p>distribute "Family Kits" consisting of Parent Center Commitment Statement, School Calendar, Parent Survey, Contact information</p> <p>parents need to use to resolve any concerns they may have, List of Parenting materials available for check out through the library, Parent's Pledge, Tips for encouraging attendance & listening to your kids.</p> <p>7. Publish notices of time and place for Parent/Teacher Conferences in Piggott Times which are scheduled for October 21, 2014, and March 19, 2015.</p> <p>8. Assemble list of parent volunteers for various needs at PHS as indicated by parent surveys.</p> <p>9. Hold parent meetings designed to inform parents about how to be involved in selecting, monitoring, and guiding future course and career</p>				
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choices for their students. "CAPS" sponsors will be responsible for this. 10. Form an Alumni committee to advise present and future parent center activities. Action Type: Parental Engagement				
Total Budget:				\$6260
Intervention: Continue the use of Accelerated Reader and STAR reading assessment.				
Scientific Based Research: Accelerated Reader Research: Judith Paul; Research Summary; Renaissance Learning, Inc. October, 2000.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
We will continue using the web-based version of AR. We are using this software program with the goal of increasing the amount of reading and comprehension done by our students by matching the students to books at their appropriate reading level. English and Special Ed Teachers meet regularly to research incentives and motivational techniques. This is incorporated into curriculum for grades 7-12 in addition to or in place of book	English and Special Ed Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	NSLA (State-281) - Materials \$4100.00 & Supplies: <hr/> ACTION BUDGET: \$4100

reports. Action Type: AIP/IRI Action Type: Alignment Action Type: Technology Inclusion				
End of Course Literacy scores will be used to evaluate students' progress in reading. In 2012, 70% of combined population scored proficient. In 2013, 67% of combined population scored proficient. In 2014, 65% of combined population scored proficient. Action Type: Program Evaluation	English and Special Ed. Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
The high school library needs to be updated to a 21st century learning environment. New books, both fiction and non-fiction, are needed to accomplish this task. Book System, which is our cataloging and check-out system needs to be renewed this year. Action Type: Alignment	Natalie Kennedy, high school librarian	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> School Library 	NSLA (State-281) - \$750.00 Purchased Services: NSLA (State-281) - Materials \$7500.00 & Supplies: NSLA (State-281) \$3000.00 - Capital Outlay: <hr/> ACTION BUDGET: \$11250
Total Budget:				\$15350

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

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will implement strategies such as word walls, concept maps, and word maps in order to reinforce vocabulary instruction for all students, including LEP and SES students. To advance the integration of technology in the classroom and to support student reading and math achievement, we will use a poster printer and additional supplies. With this machine, reinforcement of reading comprehension and math skills can be accomplished through the use of large visual aids produced by the machine Action Type: Alignment	Barry Dehart, Principal, and all teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	Title VI State - Materials \$9450.21 & Supplies: <hr/> ACTION BUDGET: \$9450.21

Action Type: Collaboration				
Teachers will review target tests, Benchmark and EOC data to determine areas of weakness in order to modify vocabulary instruction as needed. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Pamela Hickson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Literacy teachers, Career and Technical teachers, meet once a month to plan curriculum and monitor student progress. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Barry Dehart, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
In this year and next year's plan, areas of need in literacy such as comprehension strategies, improved fluency, and improved content and style in writing, as determined by the	Barry Dehart	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

Benchmark exam will be addressed by focusing embedded professional development on those specific needs. This will include, but not be limited to, deeper comprehension, increased fluency, improve style in writing, and in writing across the curriculum. Action Type: Collaboration Action Type: Professional Development				
Teachers will continue to use questioning strategies based on Bloom's Taxonomy to improve student skills and concept development. Action Type: Alignment Action Type: Equity	Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Literacy teachers are receiving technical assistance in implementing the Literacy Design Collaborative (LDC) into our academic system. Manipulatives will be purchased.	April Flowers	Start: 07/01/2103 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$9450.21

Intervention: Alternative Learning Environment

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Use Virtual School for students who are having difficulty succeeding in the regular classroom. ADE approved courses being utilized by our students are Algebra I, US History, Speech, Physical Science, Biology, Physics, World History, Civics, and Economics, English I, II, III and IV. These are web-based, rigorous courses taught by certified teachers. Homework assignments are completed online according to a structured schedule. We are using a symposium in the ALE classroom.	Barry Dehart, Jon Wellman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants 	<hr/> ACTION BUDGET: \$
7th through 12th grade students are using APEX Learning Software this year. Progress reports from the management system will be the	Jon Wellman	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

<p>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>				
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<p>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 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</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 	<p>ALE (State-275) \$500.00 - Other Objects: ALE (State-275) \$15000.00 - Capital Outlay: ALE (State-275) - \$1500.00 Purchased Services: ALE (State-275) - Materials \$24249.00 & Supplies: ALE (State-275) - \$5400.20 Employee Benefits: ALE (State-275) - \$21950.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$68599.2</p>
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<p>services. in 2012, 15 students were enrolled in ALE. 3 were seniors who graduated.</p> <p>Supplies needed for the ALE instructional classroom include various office supplies, including a copier.</p> <p>Jon Wellman (1.0 FTE) is the ALE Director.</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Special Education</p>				
<p>The Piggott School District received the Carolyn Pollan Alternative Education Academic Progress Award by the Dept. of Education for having 5 consecutive years of Literacy and Math Improvement. (Years 2008-2013)</p> <p>Action Type:</p>	Jon Wellman	<p>Start: 07/01/2008</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion				
Total Budget:	\$68599.2			

Priority 3:	<p>Piggott High School recognizes that good health fosters student attendance and education and that students need nourishing foods and physical activity in order to grow, learn, and thrive. We recognize our responsibility to provide a safe and healthy learning environment for all students. We believe we have a responsibility to help students develop the skills, knowledge, and attitudes necessary to adopt and maintain a healthy lifestyle. The purpose of this policy is to provide direction to the school system for promoting student wellness through nutrition education, physical activity and the selection of nourishing foods and beverages and to fulfill the requirements of Public Law, 108-265, Section 204.</p>
Supporting Data:	<ol style="list-style-type: none"> 1. In 2011-2012, BMI results for Piggott High School indicated that 45.3% of the student male population was at risk of being overweight or were overweight. In 2012-2013, that number increased to 57.1%. In 2013-2014, decreased to 45.2% Only 73 students in grades 8 and 10 were tested. 2. In 2011-2012, BMI results for Piggott High School indicated that 41.5% of the female student population was at risk of being overweight or overweight. In 2012-2013 increased to 54.4%. In 2013-2014 decreased to 45.2% Only 62 students in grades 8 and 10 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 areas needing improvement.
Goal	<p>Piggott High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI score on routine annual student screening and increasing collaboration between all segments of school community in support of positive lifestyle choices.</p>
Benchmark	<p>By the 2013-2014 school year, there will be a decrease in the percentage of students whose BMI scores indicate that they are at risk of being overweight or obese.</p>

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

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol.45/NoRR-9); Guidelines for Health Programs to Promote Lifelong Physical Activity (March7, 1997/Vol.46/No.RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Piggott High School will offer a wider variety of food for the students at lunchtime with input from the teachers and staff. Action Type: Collaboration Action Type: Wellness	Charlie Powell, Superintendent	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 will be asked to help with this initiative. Action Type: Collaboration Action Type: Wellness	Barry Dehart, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	<hr/> ACTION BUDGET: \$
Food will no longer be offered as a reward. Other means to reward students will be certificates, medals, ribbons, buttons, etc. "Success Cards", which are provided by the Renaissance Committee, will be given out and used to purchase prizes.	Barry Dehart, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

Students will also be awarded the privilege of going to lunch early. Action Type: Wellness				
The child health advisory committee will review the 2013-2014 BMI results and the School Health Index to determine the effectiveness of the actions implemented to achieve our goal. We have seen an increase of 11.8% in the number of males at risk of being overweight or overweight and an increase of 12.9% of females at risk or overweight. Action Type: Program Evaluation	Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Piggott High School will implement an alternative breakfast delivery model, Breakfast in the Classroom, Grab and Go, and Second Chance with the help of this grant. Arkansas No Kid Hungry School Breakfast Grant will pay for supplies and equipment to implement the models. Action Type: Wellness	Food Service	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

Total Budget:	\$0
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Priority 4:	<p>To increase the science ability level of our students at Piggott High School to meet 44% or higher for the 2014-2015 school year in Biology. To increase the science ability level of our students at Piggott High School to meet 42% or higher for the 2014-2015 school year in 7th grade Science.</p> <ol style="list-style-type: none"> 1. The baseline year for Biology will be the 2012-2013 school year. The results for the combined population show that white females(40% advance/proficient) typically score higher white males (34% advance/proficient). 2. According the performance on multiple choice items in Biology the percent correct are as follows: Molecules and Cells - 46% Heredity and Evolution - 65% Classification and the Diversity of Life - 57% Ecology and Behavioral Relationships - 63% Nature of Science - 61% The performance on open-response items average points scored are as follows: Molecules and Cells - 0.8 Heredity and Evolution - 4.0 Classification and the Diversity of Life - 1.3 Ecology and Behavioral Relationships - 3.8 Nature of Science -1.5 3. The combined population for Biology show that non-economically disadvantaged students scored higher (43% advance/proficient) than economically disadvantaged students (30% advance/proficient).
Supporting Data:	<ol style="list-style-type: none"> 4. According to the performance on multiple choice items in 7th grade Science the percent correct are as follows: Nature of Science - 62% Life Science - 49% Physical Science - 52% Earth and Space Science - 59% The performance on open-response items average points scored are as follows: Nature of Science - 1.7 Life Science - 2.3 Physical Science - 3.8 Earth and Space Science - 2.1 5. The baseline year for 7th grade Science will be the 2012-2013 school year. The results for the combined population show that white males(24% advance/proficient) typically score higher white females (10% advance/proficient). 6. The combined population for 7th grade science shows that non-economically disadvantaged students scored higher (26% advance/proficient) than economically disadvantaged students (12% advance/proficient).
Goal	To improve skills on multiple choice and open response items in EOC Biology and 7th grade science and Benchmark.
Benchmark	By the spring of 2015 the combined population will increase the percent of students scoring proficient/advanced by 5% for Biology and 7th grade Science.
Intervention: Curriculum Alignment	
Scientific Based Research:	

Actions	Person Responsible	Timeline	Resources	Source of Funds
To provide more computers and software for students and teachers to enhance instruction, do internet research and complete assignments.	Barry DeHart, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
To provide Smartboard CPS systems for Science teachers to quickly gain insight into student understanding through immediate feedback.	Joseph Crittenden, Tech Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
To provide more opportunities for students to participate in cooperative groups and assist teachers in implementing common core standards by providing two-student lab tables for Chemistry and Biology classrooms in lieu of individual student desk.	Barry DeHart	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
To provide professional development for teachers for science throughout the year as it is available. Such workshops might include Stem workshops that they feel would be beneficial.	Barry DeHart, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants Public Library Teachers 	<hr/> ACTION BUDGET: \$
The Formative assessments will start with the 2014-2015. The science department will use target testing through TLI. They will	Jacob Johnson, Walter Rau, teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$

also chart the students' nine weeks grades and attendance.				
The Summative Assessment: This will be based on 2014-2015 PARCC Assessment for 7th grade Science and EOC Biology.	Jacob Johnson, teacher	Start: 07/01/2014 End: 06/30/2104	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	April Flowers	English Teacher	Reading ACSIP Committee
Classroom Teacher	Casey Simpson	Agriculture 9th - 12th	Math ACSIP Committee
Classroom Teacher	Danny Baldwin	History 7th - 12th, Civics	Writing ACSIP Committee
Classroom Teacher	Jennifer Vernon	English Teacher, 10th grade , Speech	Writing ACSIP Committee
Classroom Teacher	Karen Coomer	Math and Algebra Teacher, Math Chair	Math ACSIP Committee (chair)
Classroom Teacher	Michael Harrell	Coach, PE	Reading ACSIP Committee
Classroom Teacher	Nicki Speer	PE and coach	Writing ACSIP Committee
Classroom Teacher	Paul Seagraves	History Teacher	Reading ACSIP Committee
Classroom Teacher	Penny Veal	Keyboarding 7th & 8th, Careers	Math ACSIP Committee
Classroom Teacher	Sandra Little	Family and Consumer Science	Writing ACSIP Committee
Classroom Teacher	Shawn Hearn	Football, Health,Coach	Reading ACSIP Committee
Classroom Teacher	Candye Finigan	Resource 7th - 9th,	Reading ACSIP Committee
Classroom Teacher	David Reynolds	7th grade Health, Coach	Math ACSIP Committee
Classroom Teacher	Faith Conley	Geometry/ 7-8 grade Counselor	Math ACSIP Committee

Classroom Teacher	Jacob Johnson	8th grade science and Biology	Math ACSIP Committee
Classroom Teacher	Jennie Cheng	Spanish Teacher	Literacy
Classroom Teacher	Jennifer McPherson	Special Education /10-12th grade	Writing ACSIP Committee
Classroom Teacher	Jeremy Wortham	Band Director	Reading ACSIP Committee
Classroom Teacher	Jerri Lynn Swann	Special Education, Self contained	Reading ACSIP Committee
Classroom Teacher	Jerri Tate	Art 7th - 12th	Writing ACSIP Committee
Classroom Teacher	Linda Rouse	Math 7th & 8th/History 8th	Math ACSIP Committee
Classroom Teacher	Lisa Woolery	7th and 8th Grade English	Reading ACSIP Committee
Classroom Teacher	Liz Henfling	English Teacher, 11th grade	Reading ACSIP Committee
Classroom Teacher	Melissa Turner	Math 7th & 8th	Math ACSIP Committee
Classroom Teacher	Misty Jolly	Science 7th - 12th	Math ACSIP Committee
Classroom Teacher	Stacey Crommie	Math Teacher	Math
Classroom Teacher	Stacey Peters	Business/Computers 9th - 12th	Math ACSIP Committee
Classroom Teacher	Walter Rau	Science 7-12th	Math ACSIP Committee
Non-Classroom Professional Staff	Brock Swann	Assistant Principal	Math ACSIP Committee
Non-Classroom Professional Staff	Crystal Hearn	Special Education	Math ACSIP Committee
Non-Classroom Professional Staff	Amber Harrell	Counselor 9th thru 12th,	Reading ACSIP Committee
Non-Classroom Professional Staff	Andrea Nanny	Special Education IA 10-12th	Math ACSIP Committee
Non-Classroom Professional Staff	Jon Wellman	ALE Assistant Facilitator	Math ACSIP Committee
Non-Classroom Professional Staff	Laura Reeves	Paraprofessional Special Education	Writing ACSIP Committee
Non-Classroom Professional Staff	Natalie Kennedy	Media Specialist	Reading ACSIP Committee

Principal

Barry DeHart Principal

Reading ACSIP
Committee