

AR
Piggott School District
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Piggott AR 72454
870-598-2572

District Support Plan 2020-2021 - Optional Template

Directions: Insert a link to your district support plan, or copy and paste your district support plan in the box below. Please highlight the literacy plan requirements as defined by Act 1082.

District	Piggott School District
Superintendent	Barry DeHart
Superintendent Email	barry.dehart@piggottschools.net
Superintendent Phone	870-598-3815

Please insert the District Support Plan here:

Please insert the District Support Plan here:

Piggott Elementary School Improvement Plan

2020-2021

Goal Thirty-three percent of our students were in need of support on the 2019 ACT Aspire Assessment. Our goal is to reduce the number of students that are in need of support by 13 percent. On the 2021

ACT Aspire Assessment, our goal is for only 10 percent of our students to be in need of support.

August PLC meetings will begin - Teachers will start looking at data from the ACT Aspire Testing. Students that are in need of support will be targeted.

Interventions will begin for students. PLC meetings will take place twice a month from August - May.

Teachers will continuously look at data and monitor student growth. Data will be collected from Moby Max, STAR, Interim, and other Assessments. Data from meetings will be turned into administrators monthly.

September - The third grade literacy block has been increased to 130 minutes daily to allow more instruction time since third grade scores were our lowest.

October - In grades 4-6, science teachers will be using one class period per week for extra reading interventions.

October - Moby Max will be purchased as an intervention program to increase reading achievement. Teachers will progress monitor students weekly. Literacy teachers will meet to identify essential standards and begin the curriculum mapping process.

Assessments used for data collection:

Moby Max - Weekly

Edulastic - Monthly

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STAR Testing - Four times a year

August

October

January

April

Interim Testing - Students test three times a year in Reading

September

January

March

K-1 Rise Training completed Spring 2019 Pathway A

2 Rise Training will be completed in Fall 2019 Pathway A

3-6 Literacy Teachers Rise Training will be completed in Fall 2019 Pathway A

3-6 Content Teachers Rise Training will be completed in Fall 2020 Pathway C

Teachers & Staff that must show awareness will be completed by Spring of 2021.

Assessor Training Erica Harris will attend this training in the summer of 2020.

Piggott Elementary School

Improvement Plan

Needs Assessment

Teachers will use ACT Aspire data to identify students that were in need of support on the 2019 summative assessment. Teachers will use the data to identify weaknesses and the needs of the students.

Target interventions will be provided to these students along with continuous progress monitoring. Our PLC teams will meet twice a month to look at data beginning in August, and this process will drive the instruction in their classrooms.

Goals for improving reading achievement

September - The third grade literacy block has been increased to 130 minutes daily to allow more instruction time since third grade scores were the lowest in our building.

October - In grades 4-6, science teachers will be using two class periods per week to provide intensive reading interventions.

October - Moby Max will be purchased as an evidence based intervention program to increase reading achievement.

October - Literacy teachers will meet to identify essential standards and begin the curriculum mapping process.

District Literacy Plan

Funding - Moby Max

- Substitute pay for curriculum day

PD

K-2 will attend Small Group training at the NEA Cooperative

3-6 will finish RISE training or attend word study training at the NEA Cooperative

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Safe/Collaborative

Teachers will meet in their PLC teams to analyze data from reading assessments twice a month. They will use data from Dibels, STAR, ACT Aspire Interim's, Edulastic, and data from Moby Max. They will identify students

weaknesses and develop plans for interventions and instruction to meet the needs of their students.

Effective Instruction

Instruction will be based in the Science of Reading. In grades K-3 teachers will be using Sonday, a systematic and explicit phonemic awareness and phonics program. Students will be screened three times a year for reading difficulties. Any student identified with a weakness will receive intensive interventions with a trained Interventionist. Schedules will be changed to devote more time to reading instruction in grades 3-6.

Viable Curriculum

Benchmark Workshop, Lexia-Core 5 Reading & McGraw Hill Wonders - This is our reading curriculum that is used in grades K-6 for literacy instruction. It contains literary and nonfiction texts. Curriculum has leveled readers to use in small groups. It also has vocabulary readers to develop and enhance vocabulary.

Sonday Essentials - is a phonics program that is used in k-3 to supplement the Journeys program.

Sonday System 1 & 2 - is an intensive intervention program used for students that have been identified as having the characteristics of Dyslexia.

Accelerated Reader - This program is used to encourage students to read independently. They read books that is specific to independent reading level.

Explain how the school will monitor the fidelity of implementation of the improvement plan.

PLC teams will analyze data from the STAR assessments that are given in August, October, January, and April.

Common assessments from curriculum will be given monthly. Teachers will monitor Moby Max data at every PLC meeting to monitor student progress and growth. PLC teams will turn in an agenda along with minutes once a month to administrators. Administrators will also conduct classroom walk-throughs and attend PLC meetings to check progress.

Explain how the school will evaluate the plan for progress. This explanation should include clearly defined expectations.

Growth on Interim Assessments that will be administered three times a year.

September/October

January

March

Growth on STAR Assessments that will be administered four times a year.

August/September

October

January

April

On the 2019-2020 ACT Aspire summative assessment no more than 20 percent of our students will be in need of support in Reading.

Piggott Elementary Building

School Improvement Plan

2019-2020

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Mission: 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 his/her

very best to be a responsible citizen and caring member of the PES family.

11D0 Instructional Teams use student learning data to plan instruction.

Grade level Professional Learning Communities will meet weekly to discuss student data.

Data from new curriculum will be used to determine student achievement and mastery of standards. Teachers will plan instruction based on the data to increase achievement.

Data from Star Reading and Star Math will be used to monitor growth in grades k-6.

Students will be assessed four times a year.

The data will be posted and monitored.

Completion Date: 5/22/21 Person Responsible: Brock Swann

1F07 Professional development of individual teachers includes an emphasis on indicators of effective teaching.

Piggott Elementary will participate in the RISE Academy.

All teachers in grades k-2 will complete the RISE Academy.

Literacy teachers in grades 3-6 will complete the RISE Academy.

Math and Science Teachers will complete Pathway C to show proficiency in the Science of Reading.

Erica Harris will attend training by the summer of 2020 to be a RISE Assessor.

Teachers will be evaluated by the RISE Assessor the end of the 20/21 school year.

Completion Date: 5/22/21 Person Responsible: Erica Harris

Piggott High School Improvement plan

Needs Assessment Process

Teacher will meet monthly & analyze Act/Interim assessments, and summative assessments 2019.

Teachers and literacy specialist will use data meetings to identify and all students who are in need of support.

Teachers will also identify root causes of students in need of support: For example: Key Ideas & Details, Craft & Structure, and Integration of Knowledge & Ideas.

Teachers and administrators will identify individual weaknesses from data.

Teachers will then use this data to drive instruction, discuss best practices, and implement new teaching strategies.

Goals for improving reading achievement throughout the district.

Data Meetings – Every month, the principal will lead meeting with the purpose of data analysis of test scores to determine student weaknesses in reading.

Purchase Moby Max – Technological program to be used during activity period weekly for all students in need of support. Students in need of support will rotate every day and receive interventions.

EduLastic - The district will utilize this assessment piece for progress monitoring all students in need of support.

Teachers will be trained by other teachers in the district to begin to use this program to teach key skills of weaknesses and assess them every week. Every Friday teachers will assess students on what has been taught during the week.

Enrichment classes - will be provided to all seventh and eighth grade students. The focus will be on Latin and Greek root words during these enrichment classes. Also supplemental reading materials will be covered during the activity period and in cross curricular classes.

PD Training – Literacy specialists will be scheduled to visit and train teachers on best practices and how to improve the reading block and increase student achievement in reading.

PD Training – Professional development will be given to the entire staff each month by the assistant principal on Growth Mindset and Fixed mindset.

Science of Reading- All teachers will show awareness by the year 2020-2021. All Special Education teachers will be proficient by the year 2020-2021.

District Literacy Plan

1. Funding will be provided to purchase intervention program. IE: Moby Max
2. Professional development will be provided by Northeast Arkansas Cooperative. Literacy Specialists will train all reading teachers. Model teaching will be a goal and subs will be paid for by the district during these professional development days.
3. Piggott High School and Piggott Elementary will receive funding from the Piggott School district to purchase technological programs and substitutes for professional development.
4. The Science of Reading for K-12 will be completed by the district.

Strategy Codes

1. Safe/Collaborative – Teachers will meet in Professional Learning Communities to analyze reading data to identify weaknesses and implement new strategies to improve reading. They will collaborate about individual student weaknesses, needs academically and plan instruction to meet those needs.
2. Effective instruction - Identify student needs and plan lessons to meet those needs. Instruction will be focused on student weaknesses, and rigorous instruction will be based on best practices and evidence based strategies. IE: Science of Reading.
3. Viable Curriculum – Accelerated Reader will be used for independent student reading. Empowering writer's curriculum will be utilized to help to teach close reading of expository texts and argumentative texts. Reading strategies will be taught such as summarizing paragraphs, studying new vocabulary words, circling and underlining texts, and word roots. Mirrors and words curriculum for both teaching fiction and non-fiction texts. Also, study sync will be used for both fiction and non-fiction texts for grade 7-9. Pearson myPearson curriculum will be used in grades 10-12. In addition, teachers will pull texts from a variety of other sources. Assessments will be given through STAR, ACT Interim, Classroom, and Edulastic. Also, Level 1 Structures will be implemented and used this year. Teachers will also utilize a written curriculum map that aligns to the Science or Reading. Focus will be on grade appropriate texts, Morphology, etymology, and structures of English language. The district will also offer Critical Reading I for students in high school.

Explain how the district will monitor the fidelity of implementation of the school-level improvement plans.

1. Classroom Walk-Through's – Administrators will conduct CWT's weekly. The focus of CWT's will be to gather data of reading instructional strategies, monitor student engagement, and rigor of lessons.
2. Data meetings will conducted monthly, sign in sheets, meeting agendas consisting of analyzing student data, professional dialogue, problem solving, and developing new teaching strategies, for classroom instruction.
3. Progress monitor students with creating data walls. Data walls will identify all students in needs of support, their individual reading weaknesses, and projection of how they will perform on ACT/Aspire reading assessment.
4. PLC teams will analyze data from the STAR assessments that are given in August, October, January, and April. Common assessments from will be given monthly. Teachers will monitor Moby Max data at every PLC meeting to monitor student progress and growth. PLC teams will turn in an agenda along with minutes once a month to administrators. Administrators will also conduct classroom walkthroughs and attend PLC meetings to check progress.

Explain how the district will evaluate the school-level improvement plan for progress. This explanation should include clearly defined expectations.

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Growth on Interim Assessments that will be administered three times a year.

September/October

January

March

Growth on STAR Assessments that will be administered four times a year.

August/September

October

January

On the 2019-2020 ACT Aspire summative assessment no more than 20 percent of our students will be in need of support in Reading.

Piggott High School

School Improvement Plan

2019-2020

Mission: 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.

HS03 – The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports. (5514)

◆◆ The principal and assistant principal will divide responsibilities to increase time in evaluating, monitoring, and supervising faculty and staff members.

◆◆ The assistant principal will be responsible for the majority of the discipline issues with the students.

◆◆ The principal will keep a weekly check on students' attendance to prevent extreme absenteeism.

Completion Date: 05/31/2020 Person responsible: Paul Seegraves

CC02 – All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.

◆◆ The teachers will provide vocabulary and terms that are aligned with literacy needs and based on the science of reading.

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◆◆ Professional development will be provided to assist with lesson planning on vocabulary development.

Completion Date: 05/31/2020 Person responsible: Paul Seegraves

Statement for Prioritizing ESA Funds

ESA funds are being used to contribute toward the Literacy Support Plan by funding professional development, curriculum, supplemental resources, and support networks. The district purchased the Moby Max program for progress monitoring students, identifying reading weaknesses, and using that data to identify strategies to increase reading levels across the district. The district will also use ESA funds to hire subs to provide time for PLC's for the specific purpose of raising reading levels in our school. Funds are also being used to pay the salary for a reading specialist at the elementary school.

Allocation

The Piggott Elementary School is using the Unit Plans provided in the Back-To-School Playbook to address unfinished learning.

High School

Teachers are to incorporate lost learning from the last 9 weeks of school in with present learning during the current 9 weeks. The teachers were to identify the skills that were going to be taught during the last 9 weeks of the last school year and spend time on those skills this 9 weeks

Allocation of Resources should align with the District Support Plan. Please add additional tabs for ESA funds to the 2020-2021 federal budget in Indistar. Directions for upload are provided.

http://www.arkansased.gov/public/userfiles/Public_School_Accountability/Federal_Programs/REVISED_District_Use

Assurance

- I assure that administration of the District Plan of Support and the programs, practices, activities, and services provided by this plan will be in accordance with all applicable state and federal statutes.
- I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statement, false claims or otherwise.

By typing my name in the space provided, I hereby certify that all facts, figures, and representations made are true and correct to the best of my knowledge.

Barry DeHart	08/10/20
Superintendent Signature	Date