

## Comprehensive Progress Report

**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, or gender. The faculty and staff accept the responsibility for providing strong instructional leadership, a positive school climate, and a safe and orderly school environment. We foster strong parent and community involvement.

**Vision:**

**Goals:**

All K - 12 students in the Piggott School District will be provided a comprehensive alcohol, drug, and violence prevention program.

To improve academic achievement and school environment.

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



! = Past Due Objectives

KEY = Key Indicator

Core Function:			District Context and Support for School Improvement			
Effective Practice:			Improving the school within the framework of district support			
		IA06	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.(6)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Reporting consists of DIBELS (Amplify- data collection tool), Interim Assessments, Pre-test and Post-test scores. Student personnel data, assessment data, curriculum, instructional planning, classroom instruction, and improvement strategies (student growth). Training and support are available to teachers in areas of technology.	Limited Development 12/01/2016		
How it will look when fully met:			The committee will continue to monitor the progress using data from ACT Aspire, interim assessments, reading specialists and monitor the intervention times. When this objective is fully met students will make gains in reading and math. Progress monitoring and benchmarking data will be evidence of gains achieved.		Barry Dehart	06/30/2019
Action(s)	Created Date			2 of 4 (50%)		
1	3/30/17		Classroom assessments are random, teachers look at students individually by progress monitoring and grades, teachers also discuss with the data in grade level meetings that are held throughout the year.		Brock Swann	06/30/2019
Notes:			Continued monitoring in grade level meetings. A new math curriculum will be added for 18-19 school year.			
2	11/10/17		Intervention times have been added to the schedule to help students, based on their ACT Aspire results, who are performing below grade levels in reading, writing and math.	Complete 05/31/2018	Brock Swann	05/31/2018
Notes:			There are 10 standards in ACT Aspire that can be taken, and students at Elementary school are required to do at least five, whereas high school does a minimum of three. The assessments give immediate results to teachers where they will base students needs intervention times on, which can be a group or individually. Elementary does weekly classroom assessments until they test and high school does assessments in math, science and language arts.			
3	11/13/17		Data Walls and a Dyslexia/Reading Specialist was added to 2016-2017 school year.	Complete 06/16/2017	Brock Swann	11/30/2018
Notes:			The data walls will not continue to be used, in-effective and time consuming for teachers.			

4	7/31/18	Based on grade level meetings and data results, a new math curriculum has been put in place for 2018-2019 school year. Edulastic, an assessment tool, has been added.  These will be monitored and data reviewed in grade level meetings through-out the year.		Brock Swann	06/30/2019
		<i>Notes:</i> Continue to monitor and review progress in all grade level meetings. Final data results will not be available until ACT Aspire test results at the end of the year.			
	IA10	<b>The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		The Superintendent meets with the Federal Program Director, Building Principals and the District Treasurer throughout the school year to determine the priorities of each building so that a budget can be developed. The budget is revisited many times in a school year to ensure the needs are being met.	Limited Development 09/10/2015		
<i>How it will look when fully met:</i>		When this objective is fully met, the district committee will be able to input budget requirements into the school improvement plan for each building. Allocation of district resources will be performed annually to ensure that needs of students and staff are met. Supplemental funds are used to provide additional support in identified schools.		Barry Dehart	06/30/2019
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 4 (0%)</b>		
1	11/11/15	Review budget in ACSIP meetings with building principles.		Barry Dehart	06/29/2019
		<i>Notes:</i> Recent changes in Administration requires Indicator completed time to be extended through 17-18 and 18-19 school years. This is an ongoing process.			
2	3/30/17	Work with building principals as they work on yearly budget for their buildings.		Barry Dehart	06/30/2019
		<i>Notes:</i> Recent changes in Administration requires Indicator completed time to be extended through 17-18 and 18-19 school years.			
3	11/14/17	Ongoing review and monitoring of district funds continuously occur throughout the school year.		Barry Dehart	06/30/2019
		<i>Notes:</i> Recent changes in Administration requires Indicator completed time to be extended through 17-18 and 18-19 school years.			
4	11/14/17	Budget is provided annually to school board, agenda's and minutes are posted on district website.		Barry Dehart	06/30/2019

*Notes:* Recent changes in Administration requires Indicator completed time to be extended through 17-18 and 18-19 school years.

		IA13	The district works with the school to provide early and intensive intervention for students not making progress.(13)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			In each building we have implemented intervention strategies to bring appropriate programs and services to the aid of students not making progress. The district role is to see that the intervention programs we have implemented are effective. We will monitor the intervention by analyzing student data and analyzing problems. Problem means having ready a menu of instructional supports, differentiating instruction to meet student needs, extending learning time, and providing tutoring and other support services.	Limited Development 11/14/2016		
<b>How it will look when fully met:</b>			Teachers will have information to skills that students have met and what skills need to be addressed. Interim assessment along with classroom assessments will assist the teachers in guiding their lesson to meet students needs.		Barry Dehart	06/30/2019
<b>Action(s)</b>	<b>Created Date</b>			<b>0 of 4 (0%)</b>		
1	3/30/17	Continue to monitor reading/dyslexia specialists reviews and intervention times. Continue to review interim assessments and monitoring student progress in both high school and elementary.			Brock Swann	05/30/2019
<i>Notes:</i> The reading/dyslexia specialists was added to 2016-2017 school year based on student needs. An intervention times was added to the daily schedule based on data results.						
Recent changes in Administration requires Indicator completed time to be extended through the 17-18 and 2018-2019 school year.						
2	11/10/17	Sonday, a Dyslexia/Reading Intervention system, has been added to both the elementary and high school. Teachers and reading specialist can work one on one or a small group of students. It provides skill builders lessons that students have mastered, but need revisiting.			Brock Swann	05/30/2019
<i>Notes:</i> This Sonday System is new to the 2017-2018 school year. Monitor student progress with data reports and weekly and bi-weekly progress monitoring.						
Recent changes in Administration requires Indicator completed time to be extended through the 2018-2019 school year.						

3	11/14/17	Special Class teachers are using this time to work with students who need help or for students that are falling behind. The elementary has added peer tutoring, which are high school students who come in and read with children. We have a foster grandparent program with the East Arkansas Area Agency on Aging who tutors and assists in classrooms. After school tutoring is available after school.		Brock Swann	05/31/2019
		<i>Notes:</i> Continue to monitor reading mentors and results though 17-18 and 18-19 school years.			
4	12/1/17	The elementary has implemented reading mentors using high school students to read with students who are needing extra help. This is new for 2017-2018 school year.		Brock Swann	05/30/2019
		<i>Notes:</i> Will continue to monitor the needs of students and if reading mentors will be used in 18-19 school year.			

Core Function:			District Context and Support for School Improvement			
Effective Practice:			Taking the change process into account			
		IB13	The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542) (AllDistricts)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The district is focused on how to support our students. The goal is to accelerate student achievement, close the achievement gap, and increase student learning through personalized learning strategies. Teachers will use interim assessments, classroom performance and grades to determine the needs of each student. If students are having difficulties in certain areas/levels they will be recommended for classroom interventions, after school tutoring and/or additional support.	Limited Development 11/16/2017		
How it will look when fully met:			Teachers and students will understand the process for learning opportunities. Evidence will include increase scores in assessments, increased participation and sign in sheets in tutoring, results from interventionists, pre & post test scores, and ACT Scores.		Barry Dehart	05/31/2019
Action(s)	Created Date			2 of 3 (67%)		
1	11/16/17		Elementary school offers an after school tutoring program by partnering with a local church that provides tutoring for elementary students. A foster grand-parent program with the East Arkansas Area Agency on Aging, who tutors and assists in classrooms working with at risk students. Implemented a reading program to encourage students to continue their reading skills and allow them to assess comprehension skills using our Accelerated Reading Program (Star Reading). An intervention time has been added to the daily schedule for students who need extra help that are falling behind.	Complete 05/31/2018	Brock Swann	05/31/2018
Notes:			Update: After school tutoring with the local church has stopped due to volunteers for this program. The building principal and staff are going to be looking at alternatives or solutions for tutoring.			
2	11/16/17		The high school has eliminated study halls to offer 9th-12th grades a larger variety of classes to take and the 7th-8th grades are offered an enrichment class. High school offers after school tutoring in math. Sign in sheets are collected as evidence.	Complete 05/31/2018	Paul Seegraves	05/31/2018
Notes:						

3	12/1/17	The elementary school has implemented a reading mentoring program with high school students helping students who need extra help.		Brock Swann	05/30/2019
		Notes: Recent changes in Administration requires Indicator completed time to be extended.			
		Extended monitoring of reading mentor program will be continued through 17-18 and 18-19 school years.			

<b>Core Function:</b>	<b>District Context and Support for School Improvement</b>
-----------------------	--

<b>Effective Practice:</b>	<b>Clarify district-school expectations</b>
----------------------------	---

		IC01	<b>The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board.(28)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
--	--	------	---	------------------------------	--------------------	--------------------

<i>Initial Assessment:</i>	Building principals will bring updates to administrative meetings that are held monthly with the superintendent. The goal is to get to a point where the results/data is shown in graphs or other ways of what is being accomplished at each building. These results will be shown to stakeholders.		Limited Development 12/01/2016		
----------------------------	---	--	-----------------------------------	--	--

<i>How it will look when fully met:</i>	Building principals will update Superintendent in the Administrative meeting monthly.			Barry Dehart	05/31/2019
---	---	--	--	--------------	------------

<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 1 (0%)</b>		
------------------	---------------------	--	--------------------	--	--

1	3/30/17	The building principals will discuss general updates in Administrative meetings monthly with the superintendent. The goal is that evaluations are taking place and data is being gathered. Graphs are not used for this type of data. The classroom assessments are random, this is useful to the teacher.		Brock Swann, Paul Seegraves	06/30/2019
---	---------	--	--	-----------------------------	------------

		Notes: Classroom assessments are random and are used by the teacher in the classroom, but general updates will be discussed in weekly meetings with superintendent.			
		Recent changes in Administration requires Indicator completed time to be extended through the 17-18 and 18-19 school years.			

<b>Core Function:</b>			<b>School Leadership and Decision Making</b>			
<b>Effective Practice:</b>			<b>Establish a team structure with specific duties and time for instructional planning</b>			
		<b>ID01</b>	<b>A team structure is officially incorporated into the school governance policy.(36)(AllDistricts)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Currently the leadership team meets monthly with staff. This need is structured and put forth in the school calendar as regular meeting dates and times. Meetings will be entered in to Indistar.	Limited Development 09/10/2015		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
<b>How it will look when fully met:</b>			The calendar will be updated for each month and uploaded in to Indistar/ACSIP. Leadership teams , grade level meetings, plc's will meet regularly. Evidence will be the agenda's and sign-in sheets.	<b>Objective Met</b>	<b>Sherry Taylor</b>	<b>03/31/2017</b>
<b>Action(s)</b>	<b>Created Date</b>			<b>4 of 4 (100%)</b>		
<b>1</b>	11/11/15	Calendar with dates of team meetings for district and schools. Update calendar monthly. Post to website and upload in to documents in Indistar.		Complete 03/30/2017	Sherry Taylor	05/05/2017
<i>Notes:</i> Meetings and times will be given to the Federal Coordinator by administration monthly. The calendar will be loaded in to documents section of Indistar/ACSIP in a folder.						
<b>2</b>	11/16/15	Contact Principals of each building and collect information such as agenda's and meeting minutes.		Complete 03/30/2017	Sherry Taylor	05/05/2017
<i>Notes:</i>						
<b>3</b>	3/29/16	Enter monthly meetings in to Indistar.		Complete 03/30/2017	Sherry Taylor	05/05/2017
<i>Notes:</i> Building principals are documenting monthly meetings, are still learning the process of entering in minutes from meetings.						
<b>4</b>	3/30/17	Calendar is kept yearly and then loaded into Indistar.		Complete 03/30/2017	Sherry Taylor	03/31/2017
<i>Notes:</i>						
<b>Implementation:</b>						
<b>Evidence</b>			3/31/2017 Agenda's, meeting notes and sign in sheets.			
<b>Experience</b>			3/31/2017 Easily monitored and updated, made part of routine for meetings.			
<b>Sustainability</b>			3/31/2017 Continue to make part of routine for meetings.			



		ID10	The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Building principals do daily walk-throughs / classroom observations. The data and results from this will provide what the professional development needs are for staff. Teachers reviewing test results form Interim assessments and ACT Aspire to focus on student needs and what they are finding. Elementary has implemented a reading/dyslexia specialists. Evaluations need to be done based on student counts, decrease, increases, screener's, RTI's, hard fact data bloomboard.	Limited Development 12/01/2016		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
How it will look when fully met:			Each building principal is responsible for classroom walk-throughs in addition to informal and formal TESS observations that are also required by the distrct and state. The goal is to support teachers in developing their skills to the highest level, insure fidelity of instruction, and monitor time spent on instruction. The goal is to increase the capacity of all teachers and to enhance student learning.		Brock Swann	05/31/2019
Action(s)	Created Date			1 of 2 (50%)		
1	3/31/17	Continue to monitor progress and evaluations in Administrative Meetings. New data walls were given by the Principal this in 2016-2017 school year. Monitor the data walls that will drive instruction and review results. Reading/Dyslexia specialists are also being evaluated and the data from this.		Complete 05/31/2018	Brock Swann	05/31/2018
Notes: New building Principals 2017-2018 school year.						
Data walls will not be used going forward.						
2	11/10/17	Elementary Principal are having teachers participate in peer observation of grade level above and below their teaching grade. Feedback will be provided in grade level meetings.			Brock Swann	06/30/2019

*Notes:* Administration change in Elementary, Indicator monitoring extended through 17-18 school year.

Continued monitoring and discussion in grade level meetings will extend through 18-19 school year.

<b>Implementation:</b>		07/31/2018		
<b>Evidence</b>	7/31/2018			
<b>Experience</b>	7/31/2018			
<b>Sustainability</b>	7/31/2018			