

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.

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 Actions

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	05/31/2018
Action(s)	Created Date		0 of 3 (0%)		
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.		Paul Seegraves, Brock Swann	05/31/2018
Notes:					

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.		Paul Seegraves, 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.		Brock Swann	11/30/2018	
		Notes: The data walls will not continue to be used, in-effective and time consuming for teachers.				
		IA10	The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)	Implementation Status	Assigned To	Target Date
Initial Assessment:		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			
How it will look when fully met:		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	06/29/2018	
Action(s)	Created Date		0 of 4 (0%)			
1	11/11/15	Review budget in ACSIP meetings with building principles.		Barry Dehart	06/29/2018	
		Notes:				
2	3/30/17	Work with building principals as they work on yearly budget for their buildings.		Barry Dehart	05/31/2018	
		Notes:				
3	11/14/17	Ongoing review and monitoring of district funds continuously occur throughout the school year.		Barry Dehart	05/31/2018	
		Notes:				
4	11/14/17	Budget is provided annually to school board, agenda's and minutes are posted on district website.		Barry Dehart	05/31/2018	
		Notes:				

		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
Initial Assessment:			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		
How it will look when fully met:			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	05/31/2018
Action(s)	Created Date			0 of 4 (0%)		
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.			Paul Seegraves, Brock Swann	05/31/2018
<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.						
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.			Paul Seegraves, Brock Swann	05/31/2018
<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.						
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.			Paul Seegraves, Brock Swann	05/31/2018
<i>Notes:</i>						
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 2017-2008 school year.			Brock Swann	05/18/2018
<i>Notes:</i>						

		IA14	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			All of our teachers are highly qualified and are placed in their area/training of expertise. Targeted professional development is focused on the teacher's professional growth plans, which is provided through training, mentoring either through the Co-Op and/or other locations. Review teacher evaluation results for improvements in teacher ratings and professional growth. Form a committee that will discuss and review the placement of staff/teachers in positions of their expertise and/or where needs of improvement are needed. GAP meetings are being held (4) times yearly to address the needs of students and how to improve those problems.	Full Implementation 11/30/2015		
		IA15	The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Principals are meeting with the teachers and staff monthly. At these meetings, teachers are addressing issues in order for them to meet AMOs and the targets set forth by each building. These meetings will be entered in to Indistar.	Full Implementation 09/10/2015		

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	05/31/2018
Action(s)	Created Date			0 of 3 (0%)		
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.		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.		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	05/18/2018
Notes:						

Core Function:			District Context and Support for School Improvement			
Effective Practice:			Clarifying district-school expectations			
		IC01	The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school’s progress to the school board.(28)	Implementation Status	Assigned To	Target Date
Initial Assessment:			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		
How it will look when fully met:			Building principals will update Superintendent in the Administrative meeting monthly.		Barry Dehart	05/31/2018
Action(s)	Created Date			0 of 1 (0%)		
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.		Paul Seegraves, Brock Swann	05/31/2018
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.			
		IC02	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress.(29)(AllDistricts)	Implementation Status	Assigned To	Target Date
Initial Assessment:			This central office person will also be on the district leadership team. The Federal Programs Coordinator will help each building to complete the school improvement process by supporting and monitoring school efforts. They will also help school staff with data review, site visits and coaching comments. This is an on-going learning process.	Full Implementation 09/10/2015		
		IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)	Implementation Status	Assigned To	Target Date

Initial Assessment:	High School Teachers develop differentiated unit plans and lesson plans that are aligned with Arkansas State Standards. Elementary Teachers collaborate on yearly pacing guides. They adjust the suggested ones that come with the purchased materials and develop pacing guides for other subjects. Pacing guides cover all skills required for each grade level. The results from all NWEA Assessments include skills that need to be taught to all students and to groups of students who need remediation according to their test results. Building Principals review with the teachers at the end of the year on the current curriculum used, assessment results, etc. to see what needs to be changed if any. Curriculum is monitored by building Principals by evaluations and walk throughs.	Full Implementation 11/30/2015		
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Core Function:		School Leadership and Decision Making			
Effective Practice:		Establishing a team structure with specific duties and time for instructional planning			
	ID01	A team structure is officially incorporated into the school governance policy.(36)(AllDistricts)	Implementation Status	Assigned To	Target Date
Initial Assessment:	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				
How it will look when fully met:	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.		Objective Met	Sherry Taylor	03/31/2017
Action(s)	Created Date		4 of 4 (100%)		
1	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
Notes:		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.			
2	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
Notes:					
3	3/29/16	Enter monthly meetings in to Indistar.	Complete 03/30/2017	Sherry Taylor	05/05/2017
Notes:		Building principals are documenting monthly meetings, are still learning the process of entering in minutes from meetings.			

4	3/30/17	Calendar is kept yearly and then loaded into Indistar.	Complete 03/30/2017	Sherry Taylor	03/31/2017
Notes:					
Implementation:					
Evidence	3/31/2017	Agenda's, meeting notes and sign in sheets.			
Experience	3/31/2017	Easily monitored and updated, made part of routine for meetings.			
Sustainability	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
Initial Assessment:			Limited Development 12/01/2016		
How it will look when fully met:				Brock Swann	05/31/2018
Action(s)	Created Date		0 of 2 (0%)		
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.		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	05/31/2018
Notes:					