

Comprehensive Progress Report

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 P.E.S. family.

Vision:

Goals:

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

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

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

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



! = Past Due Objectives

KEY = Key Indicator

Core Function:			School Leadership and Decision Making			
Effective Practice:			Establish a team structure with specific duties and time for instructional planning			
		ID01	A team structure is officially incorporated into the school governance policy.(36)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We have weekly grade level meetings (PLCs) which are attended by the grade level teachers, one special class teacher and the elementary principal. We have a specific agenda and a scheduled time to meet. We have a school leadership/improvement committee and a school literacy committee. We meet several times a year. We do not have parents on these committees.	Limited Development 09/15/2015		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
<i>How it will look when fully met:</i>			Grade level meetings will meet monthly, unless additional meetings are required. All staff members will be involved in the decision making and in developing a continuous plan to improve our school. Evidence will be provided by survey information, agendas and sign in sheets.	Objective Met 03/31/17	Brock Swann	05/19/2017
Actions						
	11/18/16		Principal will meet with staff monthly, additional meetings will be held as needed.	Complete 03/31/2017	Anthony Dowdy	05/19/2017
<i>Notes:</i> The new Elementary Principal has data meetings with Teachers monthly, there could be more meetings based on needs.						
Implementation:				03/31/2017		
<i>Evidence</i>			3/31/2017 Agenda's, meeting notes and sign in sheets.			
<i>Experience</i>			3/31/2017 Very informational on data driven instruction, needs of students and teachers.			
<i>Sustainability</i>			3/31/2017 Continue with meetings monthly or as needed.			

		ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We have PLC meetings at each grade level and with our literacy committee. We have agendas set before each meeting to ensure that we spend our time addressing priority needs.	Limited Development 09/26/2015		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Agendas will be decided and reviewed before the meetings are held.	Objective Met 03/31/17	Brock Swann	05/19/2017
Actions						
	11/18/16		Principal will meet with staff, make sure agenda's and minutes are available.	Complete 03/31/2017	Anthony Dowdy	05/19/2017
<i>Notes:</i> Principal sets the agenda, minutes are taken by Fed. Program Coordinator and prepared in ACSIP, principal provides information for meetings and sign in sheets.						
Implementation:				03/31/2017		
Evidence			3/31/2017 Agend'a, meeting notes and sign in sheets.			
Experience			3/31/2017 Meetings are very informational and feedback is given by teachers.			
Sustainability			3/31/2017 Continue to meet with teachers.			
		ID05	The principal maintains a file of the agendas, work products, and minutes of all teams.(41)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We have agenda's for every meeting, we collect sign in sheets and we provide any power points, or documentation that are need for the meetings. Copies are kept in a file and given to the ACSIP process manager at the end of the year.	Full Implementation 11/18/2016		

		ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We have scheduled meetings weekly for each grade level and other key personnel. Meetings are sometimes canceled or postponed due to unforeseen circumstances (parent conference/students requiring immediate attention, etc...). We only meet for 45 minutes during teacher conference times. Our after school meetings are not held twice a month.	Limited Development 09/26/2015		
			Priority Score: 2 Opportunity Score: 1 Index Score: 2			
How it will look when fully met:			Grade level meetings are monthly unless more are needed. We will meet for one hour instead of 45 minutes.	Objective Met 03/31/17	Brock Swann	05/19/2017
Actions						
	11/18/16		Principal will have grade level meetings monthly.	Complete 03/31/2017	Anthony Dowdy	05/19/2017
Notes:			Principal continues to have grade level meetings monthly and more if needed.			
Implementation:				03/31/2017		
Evidence			3/31/2017 Agenda's, meeting notes and sign in sheets.			
Experience			3/31/2017 Very informational and feedback and what the needs are given by teachers.			
Sustainability			3/31/2017 Continue to have monthly grade level meetings.			
Core Function:			School Leadership and Decision Making			
Effective Practice:			Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
		IE07	The principal monitors curriculum and classroom instruction regularly. (58)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All teachers go through a 4 year cycle of being evaluated in bloomboard, formal and in-formal evaluations according to their PGP's, and according to what track they are in. Principal does walk through's weekly for all teachers.	Full Implementation 11/18/2016		

Core Function:			School Leadership and Decision Making			
Effective Practice:			Align classroom observations with evaluation criteria and professional development			
		IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our PLCs review the CWT data at grade level and faculty meetings and use that information to decide on focus areas (differentiation/higher level thinking questions).	Full Implementation 09/26/2015		
		IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All teachers have a PGP, professional growth plan, as part of their dashboard through TESS/BloomBoard.	Full Implementation 09/26/2015		
		IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All teachers attend professional development that is high quality through our educational cooperative. The pd ties to their professional growth plan, weak areas noted in our CWT reports and to our test scores. We use staff from our co-op to continue to monitor and adjust teaching strategies. We will continue to implement strategies and resources from BloomBoard in order to maintain our efforts.	Full Implementation 09/26/2015		

Core Function:			School Leadership and Decision Making			
Effective Practice:			Expanded time for student learning and teacher collaboration			
		IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			After school tutoring programs are in place for math, literacy and science, through a partnership with a local church which provides the facility for teachers to tutor kindergarten through sixth grade students. We have a "foster grandparent" program through the East Arkansas Area Agency on Aging which provides a tutor who assists the classroom teacher working with at risk students. A summer reading program was implemented for an eight week period for our K - 6 students to encourage them to continue with reading skills and allow them to assess comprehension skills using an Accelerated Reading program.	Limited Development 09/26/2015		
<i>How it will look when fully met:</i>			Summer reading program is currently not in place. Tutoring to increase student performance on annual assessments and close the achievement gap. Principal to look at an after school program to help students.		Brock Swann	05/31/2019
<i>Actions</i>				0 of 2 (0%)		
	11/18/16		Tutoring is available after school two days weekly to help students and target students that are low in math, literacy and science based on test scores.		Laura Brantley	05/19/2017
<i>Notes:</i>						
	3/31/17		Principal to look at an after school program that will help students based on needs.		Anthony Dowdy	05/31/2019
<i>Notes:</i>						

Core Function:			School Leadership and Decision Making		
Effective Practice:			Ensure High Quality Staff - Recruitment, Evaluation, and Retention		
		II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To
Initial Assessment:			We usually have relatively low teacher turnover, but this year we had several openings. We need to speed up the hiring process in order to ensure that teachers we want to hire do not take jobs in other area schools. We advertise in all avenues and utilize our closest higher education institutions in the search. All of our teachers are highly qualified and complete the HQT forms required yearly.	Limited Development 09/26/2015	
			Priority Score: 3 Opportunity Score: 2 Index Score: 6		
How it will look when fully met:			All of our positions were filled with highly qualified teachers. Update: The school district follows all guidelines when it comes to hiring HQT, there is also an ALP that is a license program. The teacher(s) would have 3-years to complete the program or their contract may not be renewed.	Objective Met 03/31/17	Brock Swann 03/30/2017
Actions					
	11/18/16	Currently all teachers are highly qualified.		Complete 03/30/2017	Charlie Powell 05/19/2017
Notes:			Guidelines are followed for HQT, and/or the ALP program is a license program that a teacher will have to complete in 3-years or their contract may not be renewed.		
Implementation:				03/31/2017	
Evidence			3/31/2017 Information provided from the District Treasurer upon request.		
Experience			3/31/2017 Guidelines are followed in regard to HQT.		
Sustainability			3/31/2017 Continue to follow mandated guidelines.		

Core Function:			Curriculum, Assessment, and Instructional Planning			
Effective Practice:			Engage teachers in aligning instruction with standards and benchmarks			
		IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All grade levels and all subject area teachers develop and/or modify curriculum pacing guides for all subjects that they teach. We use NWEA for formative assessments four times yearly. Teachers use the student information from that and other assessments (STAR, DIBELS, AR) to monitor student achievement and to adjust instruction.	Full Implementation 09/26/2015		

Core Function:			Curriculum, Assessment, and Instructional Planning			
Effective Practice:			Assess student learning frequently with standards-based assessments			
		IID09	Instructional Teams use student learning data to plan instruction. (107)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The use ACT Aspire assessments to develop data walls. To progress monitor all students in literacy, science and math.	Limited Development 11/18/2016		
How it will look when fully met:			Teachers will use to identify skill weaknesses according to ACT Aspire results. To drive instruction.		Brock Swann	05/31/2019
Actions				0 of 3 (0%)		
	11/18/16		Teachers will use ACT Aspire results to identify weaknesses.		Anthony Dowdy	05/19/2017
Notes:						
	3/31/17		Principal will continue to monitor instruction through grade level meetings and data walls.		Anthony Dowdy	05/31/2018
Notes:						
	9/24/18		New principal at Elementary School. No longer using data walls. Principal is looking at new ways to achieve goal.		Brock Swann	05/31/2019
Notes:						

Core Function:			Classroom Instruction			
Effective Practice:			Expect and monitor sound instruction in a variety of modes			
		IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers collaborate on yearly pacing guides. They adjust the suggested ones that come with our 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.	Full Implementation 09/26/2015		

		IIIA34	All teachers verbally praise students.(143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Collected in classroom observations by principal. Connected to domain 2A in Bloomboard, respect and rapport.	Full Implementation 11/18/2016		

Core Function:	Classroom Instruction
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Effective Practice:	Expect and monitor sound classroom management
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		IIIC04	Students raise hands or otherwise signal before speaking.(159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The principal monitors all classroom teachers during informal and formal observations. This procedure is evaluated in domain 2 under component 2C in TESS.	Full Implementation 11/29/2016		

Core Function:	Family Engagement in a School Community
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Effective Practice:	Explain and communicate the purpose and practices of the school community
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		FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Title 1 Compacts are sent home at the first of the school year. Compacts are signed by the student, parent, teacher and principal. The compacts are copied and sent home with each student after everyone has signed it. Our parent center has materials for families to check out and use at home with their children.	Full Implementation 09/26/2015		

Core Function:			High School: Opportunity to Learn			
Effective Practice:			Ensure content mastery and graduation			
		HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We are an elementary school. We partner with our high school in order to accommodate our future teachers working in our classrooms under their instructor. Our elementary faculty awards three seniors with a small (\$500.00) scholarship yearly. Our faculty receives information from the high school staff regarding the Smart Core Curriculum. Our elementary counselor provides career awareness lessons to our 6th grade students.	Limited Development 09/26/2015		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Barry DeHart and Barbara Batey also assist in this. Barry provides the Smart Core information to our staff and Barbara has the 6th grade classes. This helps prepare students for their high school classes and future career choices.	Objective Met 03/31/17	Brock Swann	03/31/2017
Actions						
	11/18/16	High School principal and elementary counselor assist with this.		Complete 03/31/2017	Barry DeHart, Barbara Batey	05/19/2017
Notes: High School Principal and HS counselor present in grade level meetings at the end of the year.						
Implementation:				03/31/2017		
Evidence			3/31/2017 Agenda's, minute notes and sign in sheets.			
Experience			3/31/2017 Informational.			
Sustainability			3/31/2017 Continue to work with Elementary school on this objective.			