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 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.

Vision:

Goals:

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

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

Wellness. 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.

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

! = 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**
Initial Assessment:	Departmental Meetings and/or TLI Meetings were held monthly to discuss curriculum and assessment needs.	Full Implementation 11/11/2015		
		ID04	**All teams prepare agendas for their meetings.(39)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Items that are to be discussed at the next meeting are noted at the end of each meeting and used for upcoming agendas.	Full Implementation 11/24/2015		

		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:			Meetings are held twice monthly.	Full Implementation 11/24/2015		

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:			Principal uses reports of observations noting specific indicators to aid in planning for summer professional development.	Limited Development 11/24/2015		
How it will look when fully met:			The principal uses classroom observations to determine PD needs for summer. Surveys will be created by the school. Surveys will also be used by the Northeast Educational Coop.		Paul Seegraves	05/31/2019
Actions				0 of 2 (0%)		
		11/14/16	Principal will create a survey to determine PD needs.		Barry Dehart	04/14/2017
	Notes:		Emails will be sent to all teachers to complete the survey from the educational cooperative. The Instructional team discussed needs for the district.			
		9/24/18	Principal to evaluate Professional Development needs of teachers and schedule accordingly.		Paul Seegraves	05/31/2019
	Notes:					
		IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers use Bloomboard to develop professional growth plans based on classroom observations by the principal. Professional development is tied to the individual teacher's professional growth plan.	Full Implementation 11/24/2015		

		IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Professional development is offered at the school and the educational cooperative. The Coop is an excellent resource for teachers to find high-quality, differentiated professional development. It is also a support system for the schools and teachers.	Limited Development 11/24/2015		
How it will look when fully met:			Professional development is offered at the school and the educational cooperative. It is also offered online through IDEAS. The district also allows teachers to obtain differentiated PD at other locations in state or otherwise.		**Paul Seegraves**	**05/31/2019**
Actions				0 of 1 (0%)		
	11/14/16		Documentation of PD for all teachers is gathered for consideration for meeting the needs of the district.		Karen Coomer	05/31/2019
Notes:			Mrs. Coomer will search available PD for the summer. The use of IDEAS and other options was discussed.			

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
Initial Assessment:			Teachers of Math, Literacy, and Science offer after-school tutoring. The school changed the school day schedule to 8 periods from 7 periods to allow students the opportunity to take a larger variety of classes. The school also eliminated study halls from the school master schedule to encourage students to choose other classes.	Full Implementation 11/24/2015		

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:			Math and Literacy Teachers align units to the Arkansas State Standards for each grade level using TLI (The Learning Institute). Interim formative assessments from TLI are used to evaluate progress and forecast proficiency on Benchmark/EOC assessments.	Full Implementation 11/24/2015		

Core Function:	Curriculum, Assessment, and Instructional Planning			
Effective Practice:	**Assess student learning frequently with standards-based assessments**			
IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Math and Literacy students are tested using TLI at least 3 times per year. Results are evaluated for understanding and educational gaps.	Full Implementation 11/24/2015		

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:	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 our purchased materials and develop pacing guides for other subjects. Pacing guides cover all skills required for each grade level. They look at the results from all NWEA assessments that include skills that need to be taught to all students and to groups of students who need remediation according to their test results. Review with teachers at the end of the school year the current curriculum used, review the State Standards, Assessments, etc, to make what changes are needed if any.	Full Implementation 11/24/2015		