

## Comprehensive Progress Report

**Mission:**

Gosnell Elementary School, along with parents and community, is building a foundation for success so every student is provided the opportunity to reach their full potential in a safe and positive environment.

**Goals:**

All students will perform at or above Math ACT Aspire benchmark levels.

All students will perform at or above ELA ACT Aspire benchmark levels.



! = Past Due Actions      KEY = Key Indicator

Core Function:		School Leadership and Decision Making				
Effective Practice:		Establishing a team structure with specific duties and time for instructional planning				
		<b>ID01</b>	<b>A team structure is officially incorporated into the school governance policy.(36)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Building leadership Team Meets once a week on Thursday.	Full Implementation 09/21/2015		
		<b>ID04</b>	<b>All teams prepare agendas for their meetings.(39)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Each meeting has an agenda that is provided for the team members. Areas of concerns are collected and added to share with the team and the agenda helps to review and display tasks at hand. Objectives are address for each meeting.	Full Implementation 09/21/2015		
		<b>ID07</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	Building Leadership Team meets on the first Wednesday of each month. The Principal, Ast. Principals, Instructional Facilitators, Title Teacher, SPED teacher, and one teacher the grade level chair teacher from each grade attends the meetings each month. We look at data for attendance, discipline, curriculum, etc. Last year we implemented "On Time and Ready to Learn" program to reduce students being tardy and checking out early from school.	Full Implementation 09/21/2015		
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<b>Core Function:</b>	<b>School Leadership and Decision Making</b>			
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<b>Effective Practice:</b>	<b>Aligning classroom observations with evaluation criteria and professional development</b>			
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		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
<b>Initial Assessment:</b>			The principal/ast. principal briefly visits each classroom, unannounced, at least once a month, followed by feedback conversations through media or face-to-face that includes coaching for improvements for strategies and praise for skills that are effective. Honest feedback is given when observing poor or ineffective teaching, as defined by the TESS (domains)state rubric.	Full Implementation 09/21/2015		
		IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			All teachers completed self-evaluation to modify their PGP in May 2015. Teachers collaborated with an administrator to identify areas of weaknesses from observations to plan for individual summer professional development. (All documentation is available in Bloomboard) PGP's are adjusted and monitored throughout the year as needed. PGP's are updated each year in May to plan targeted professional development for the next school year.	Full Implementation 10/07/2015		
		IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>	All staff attends weekly PLC (Professional Learning Communities) meetings. We have two leadership teams BLT which focus on teacher curriculum & teaching strategies. AT focuses on professional development, teacher observations, & data to drive instruction. Leadership & lead teachers attend APSRC meetings and shares resources and information with staff. APSRC representative works with staff & leadership after identified areas of weakness on implementation of strategies. All levels of staff are attending differentiated professional development.	Full Implementation 11/30/2015		
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<b>Core Function:</b>	<b>School Leadership and Decision Making</b>			
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<b>Effective Practice:</b>	<b>Expanded time for student learning and teacher collaboration</b>			
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	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
<b>Initial Assessment:</b>		All staff are trained in the Compass software. This software differentiates learning for each individual student at their academic level. Students take the MAP test to get their individual level and MAP works in correlation with Compass to provide individualized learning. This program is used in extended day programs, small group instruction, Title classes, & JEDI. Our daily schedules are adapted yearly to implement interventions in a timely way. The data is discussed and monitored in PLC's, BLT & At meetings.	Full Implementation 11/30/2015		

<b>Core Function:</b>	<b>School Leadership and Decision Making</b>			
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<b>Effective Practice:</b>	<b>Ensuring High Quality Staff - Recruitment, Evaluation, and Retention</b>			
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	II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		We have a committee for hiring made up of leadership, district staff, & instructional facilitators. We use two rubrics to score teachers on professionalism & academic content.	Full Implementation 11/30/2015		

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engaging 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
<i>Initial Assessment:</i>		Teachers work in grade level groups to align curriculum with new test scores, CCSS, & PARCC scores.	Limited Development 11/30/2015		
<i>How it will look when fully met:</i>		Weekly collaboration meetings for regular education & special education teachers to align & collaborate curriculum.		Deborah Wammack	05/12/2017
Action(s)	Created Date		0 of 6 (0%)		
1	11/30/15	Adapt a schedule to provide teachers with weekly collaboration. <i>Notes:</i> Be sure to include classroom teachers, specialized, & special education teachers. Attempt to adjust master schedule to provide collaboration & prep time for teachers.		Deborah Wammack	05/12/2017
2	9/26/16	Instructional Facilitators will meet monthly with teachers to align the curriculum in science and social studies. <i>Notes:</i>		Deborah Wammack	05/15/2017
3	11/3/16	IF will distribute the science standards to teachers during grade level meetings. <i>Notes:</i>		Shannon O'Neal	11/30/2016
4	11/3/16	Teachers will prioritize and sort science standards for instruction. <i>Notes:</i>		Deborah Wammack	05/26/2017
5	11/3/16	Teachers will meet weekly to align lesson plans and enter in Planbook Plus. <i>Notes:</i>		Deborah Wammack	05/22/2017
6	11/3/16	Teachers will assist IF in finding resources, texts, & developing essential questions in social studies. <i>Notes:</i>		Nancy Henson	05/12/2017

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assessing 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
<i>Initial Assessment:</i>		Our school tests all students with MAP testing 3 times a year. Teachers & leaders use the data to drive instruction, look at patterns of strengths and weaknesses, & monitor progress.	Full Implementation 11/30/2015		

IID10		Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Gosnell School District has an Early Intervening paraprofessional in the Elementary School. The District voluntarily spends 15% of the Title VIB Special Education funds for CEIS. This daily program provides small group services to children who are not currently identified as needing special education or related services, but who need additional academic or behavioral supports to succeed in a general education environment. The primary objective of these programs is to help each child reach his/her highest level of performance. These classes are supplementary and do not replace classroom instruction. These students are being served daily for 30 minutes to 1 hour. Reading students are using the Mind Play computer program as well as direct instruction and Math Students are using Compass Odyssey computer program as well as direct instruction.	Limited Development 09/18/2015		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Gosnell School District provides a CEIS program in both reading and math for students in grades 1-6 who are deemed most in need of this help. Student selection for the CEIS program is based on standardized test scores, Measures of Academic Progress (MAP) Test, AR Reading STAR Test, classroom grades, and teacher ratings. CEIS has a total of 36 students. Students are given the MAP assessment 3 times during the school year to measure progress. Students will be taken from the regular classroom and given small group instruction.	<b>Objective Met 11/16/15</b>	<b>Elizabeth Bryce</b>	<b>10/16/2015</b>
<b>Action(s)</b>	<b>Created Date</b>				
1	9/18/15	The CEIS paraprofessional will give the Special Services office a list of students that will be entered into eSchool.	Complete 11/16/2015	Elizabeth Bryce	10/16/2015
		<i>Notes:</i> The CEIS paraprofessional will be paid out of Title VI B funds.			
2	9/18/15	The CEIS Paraprofessional will work with students most in need of reading and/or math support to succeed in a general education environment.	Complete 11/16/2015	Elizabeth Bryce	10/16/2015
		<i>Notes:</i> The CEIS Paraprofessional will be paid out of Title VI B funds.			
<i>Implementation:</i>			11/16/2015		
<i>Evidence</i>		11/16/2015 I can print a list of students attending CEIS from eschool.			

<b>Experience</b>	11/16/2015 The students enrolled in CEIS are entered in eSchool and they are receiving daily instruction.			
<b>Sustainability</b>	11/16/2015 The students will continue going to their CEIS class.			

<b>Core Function:</b>	<b>Classroom Instruction</b>
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<b>Effective Practice:</b>	<b>Expecting and monitoring sound instruction in a variety of modes</b>
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	IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	At the present time, the leadership team and teachers are working on developing a new document that aligns the curriculum with the revised Arkansas Standards.	Limited Development 11/30/2015			
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<b>How it will look when fully met:</b>	The school will have a living document that is aligned with the standards in a format that is consistent from grades K-6.		<b>Tiffany Kennemore</b>	<b>05/21/2018</b>
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<b>Action(s)</b>	<b>Created Date</b>		<b>8 of 24 (33%)</b>		
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<b>1</b>	12/15/16	Teachers will meet in weekly collaborative meetings to align the curriculum, work on lesson plans, analyze data, and discuss standards based instructional strategies.		Deborah Wammack	05/21/2018
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Notes:

<b>2</b>	12/15/16	A schedule will be adapted to allow the teachers to have weekly collaboration.	Complete 05/19/2017	Deborah Wammack	05/12/2017
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Notes:

<b>3</b>	12/15/16	The Math and Science Instructional Facilitator will meet with classroom teachers monthly to assist in planning lessons, analyzing data, discussing instructional strategies, and aligning the science curriculum.		Jackie Camp	05/18/2018
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Notes:

<b>4</b>	12/15/16	IF will distribute the document containing the science standards to classroom teachers during grade level meetings.	Complete 12/16/2016	Shannon O'Neal	12/02/2016
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Notes:

<b>5</b>	12/15/16	Classroom teachers will sort and prioritize science standards within the curriculum document.		Jackie Camp	05/18/2018
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Notes:

<b>6</b>	12/15/16	During a PLC, teachers will be made aware of the importance of the Focus document and curriculum alignment document.	Complete 12/05/2016	Deborah Wammack	12/05/2016
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Notes:

<b>7</b>	12/15/16	IF will assist classroom teachers in finding resources for the social studies curriculum.		Nancy Henson	05/18/2018
<i>Notes:</i>					
<b>8</b>	12/15/16	IF will enter the science standards into the appropriate column on the district-wide curriculum document,	<b>Complete 10/14/2016</b>	Shannon O'Neal	10/14/2016
<i>Notes:</i>					
<b>9</b>	12/15/16	IF will enter the essential questions, text/article selections, and resources into the social studies district-wide curriculum document as well as make revisions in the order and grouping of the standards as requested by classroom teachers.	<b>Complete 05/19/2017</b>	Nancy Henson	05/19/2017
<i>Notes:</i>					
<b>10</b>	12/16/16	The Literacy Instructional Facilitator will meet with classroom teachers monthly to assist in planning lessons, analyzing data, discussing instructional strategies, and aligning the social studies curriculum.		Nancy Henson	05/18/2018
<i>Notes:</i>					
<b>11</b>	2/14/17	IF will distribute new Language Arts Standards to all classroom teachers during grade level meetings. She will discuss the changes, new format of standards, and highlight the resources listed on the standards.	<b>Complete 03/14/2017</b>	Nancy Henson	02/14/2017
<i>Notes:</i>					
<b>12</b>	2/14/17	IF will help classroom teachers analyze the ACT Aspire Interim data for English and Reading to identify skills which need to be reinforced or developed.		Nancy Henson	05/18/2018
<i>Notes:</i>					
<b>13</b>	2/14/17	IF will provide K-2 teachers with DIBELS Benchmark reports highlighting students who need to be progress monitored on a bi-monthly or monthly basis to develop needed skills.		Nancy Henson	05/18/2018
<i>Notes:</i>					
<b>14</b>	2/14/17	IFs will show teachers how to use the MAP Classroom Reports to identify "bubble students" and "exceeding students" to find skills to reinforce or develop based on their RIT bands.	<b>Complete 05/15/2017</b>	Nancy Henson	02/10/2017
<i>Notes:</i>					
<b>15</b>	3/27/17	IF will enter essential questions, text/article selections, and resources into the science district-wide curriculum document as well as make revisions in the order and grouping of the standards as requested by classroom teachers		Jackie Camp	05/18/2018
<i>Notes:</i>					

<b>16</b>	3/27/17	The math/science Instructional Facilitator will meet with teachers monthly to assist in planning lessons, analyzing data, discussing instructional strategies, and aligning the math curriculum.		Jackie Camp	05/18/2018
<i>Notes:</i>					
<b>17</b>	3/27/17	IF will help classroom teachers analyze the ACT Aspire Interim data for science to identify skills that need to be reinforced or developed.		Jackie Camp	05/18/2018
<i>Notes:</i>					
<b>18</b>	3/27/17	Classroom teachers will be given time during PLC to work on aligning curriculum documents for science and social studies.	<b>Complete 05/19/2017</b>	Shannon O'Neal	05/15/2017
<i>Notes:</i>					
<b>19</b>	9/12/17	The Literacy Instructional Facilitator will provide support and model lessons as needed to implement the new curriculum for phonics instruction Phonics First in K-2 classrooms.		Nancy Henson	05/18/2018
<i>Notes:</i>					
<b>20</b>	9/12/17	The Literacy Instructional Facilitator will create spelling lists for K-2 weekly common assessments using the Phonics First curriculum.		Nancy Henson	05/18/2018
<i>Notes:</i>					
<b>21</b>	9/12/17	The Literacy Instructional Facilitator will develop common comprehension reading tests for first grade.		Nancy Henson	05/18/2018
<i>Notes:</i>					
<b>22</b>	9/12/17	The Math Instructional Facilitator will assist in the implementation and model lessons for the Engage NY, our new math program (K-6). The Facilitator will also assist with IXL program.		Jackie Camp	05/18/2018
<i>Notes:</i>					
<b>23</b>	9/12/17	The Science Instructional Facilitator will assist the teachers in the new Science technology programs, Discovery Tech and Mystery Science, and IXL.		Jackie Camp	05/18/2018
<i>Notes:</i>					
<b>24</b>	9/18/17	The Literacy Instructional Facilitator will order 6+1 Writing Trait Crates for all 3-6 writing teachers and assist in the implementation of the program.		Nancy Henson	05/18/2018
<i>Notes:</i>					



<b>Core Function:</b>		<b>Family Engagement in a School Community</b>			
<b>Effective Practice:</b>		<b>Explain and communicate the purpose and practices of the school community</b>			
		<b>FE04</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	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)		Full Implementation 11/16/2015		
	The Title I Teachers met with the parents of Title I Students and discussed the Title I Compact. The Title I Compact is signed by the parent, student, and teacher. The Title I Compact is filed in the student's Title I folder in his/her Title I Teacher's classroom.				

<b>Core Function:</b>		<b>High School: Opportunity to Learn</b>			
<b>Effective Practice:</b>		<b>Ensure content mastery and graduation</b>			
		<b>HS04</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)		Full Implementation 11/30/2015		
	Our counselors work in conjunction with upper level counselors to help with student success. We provide the TRIO program in the 6th grade which guides students on their chosen career paths.				