

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.

Vision: Gosnell Elementary is building a foundation for success now and for empowering students to become future leaders.

- Goals:**
- All students will read on the appropriate grade level.
 - All students will engage in a rigorous, literacy-rich, K-6 curriculum in all content areas.
 - All students will master reading foundational skills.
 - All students will meet or exceed readiness benchmarks for ELA and mathematics.
 - All K-2 students will meet or exceed expected growth on the K-2 assessment in math and reading.



! = 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			
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	
<i>Initial Assessment:</i>	Gosnell Elementary Leadership Team analyzes data to determine what type of professional development is needed for each content area to address instructional weaknesses. They work with school personnel, CRESC specialists, and contracted professionals to provide the needed professional development.	Limited Development 09/19/2018			
<i>How it will look when fully met:</i>	A Gosnell Elementary Teacher Team will be created to assist the GES Leadership Team and SPRINT/RtI Tem to analyze all forms of school performance data. These teams will support the teachers in using the data reports to guide instruction and plan appropriate professional development as needed. Instructional Facilitators will facilitate grade level meetings to help teachers analyze classroom data and guide data-driven instruction using the elements of effective teaching. All teachers will demonstrate an awareness or proficiency in reading. All ELA teachers will complete Phonics First or Structures training.		Tiffany Kennemore	05/22/2020	
Actions		2 of 14 (14%)			
9/19/18	A teacher leadership team will be formed to help analyze data and give input into instructional decisions.	Complete 09/07/2018	Tiffany Kennemore	10/01/2018	
<i>Notes:</i>					
12/12/18	The January PLC meeting will focus on information learned from the CRESC meeting "Additional Targeted Support for SWD". Teachers will be shown the SPED livebinder that contains different resources to use including Hattie's research on effect size. The jigsaw method will be demonstrated.	Complete 01/14/2019	Tiffany Kennemore	01/14/2019	
<i>Notes:</i>					
11/13/18	Attendance data will be used to monitor students at risk for chronic absentees. Reward parties will be held monthly to reward those students who attend school regularly and provide an incentive for those students who are not, including the target group (Students with Disabilities).		Shannon O'Neal	05/24/2019	

<i>Notes:</i>				
11/13/18	SPRINT/RtI team will meet monthly to identify students at risk, including the target group (Students with Disabilities) and determine how to meet their needs. Attendance, discipline, and instructional data will be reviewed.		Tina Godsey	05/24/2019
<i>Notes:</i>				
9/19/18	Establish a 5-8 school based leadership team. Attend training offered through CRESC to implement program.		Tiffany Kennemore	05/24/2019
<i>Notes:</i>				
3/29/19	Elementary leadership team will attend CRESC leadership conference at ASU.		Tiffany Kennemore	07/01/2019
<i>Notes:</i>				
3/29/19	Provide the training for all teachers in Phonics First or Structures to implement BrainSpring program in K-6 (including SPED teachers). This is Phase I of our pathway to SoR proficiency.		Tiffany Kennemore	08/01/2019
<i>Notes:</i>				
3/29/19	GES will provide professional development for technology programs for the upcoming school year.		Jackie Camp	08/01/2019
<i>Notes:</i>				
3/29/19	Instructional Facilitators will attend required trainings to administer state mandated testing during the upcoming school year.		Nancy Henson & Jackie Camp	08/01/2019
<i>Notes:</i>				
9/19/18	Instructional Facilitators will meet with K-6 teachers to discuss results of assessment data (ACT Aspire, NWEA MAP). Review Item Analysis to guide data-driven instruction.		Jackie Camp & Nancy Henson	02/01/2020
<i>Notes:</i>				
3/29/19	All teachers will complete the Science of Reading pathway required by ADE. All teachers will demonstrate proficiency or awareness in the science of reading instruction.		Tiffany Kennemore	05/01/2020
<i>Notes:</i>				
3/29/19	Dyslexia Interventionist will attend Shelton training provided by CRESC.		Nancy Henson	05/01/2020
<i>Notes:</i>				
3/29/19	Instructional Facilitators and selected teachers will attend ABC HUB meetings.		Jackie Camp & Nancy Henson	05/01/2020
<i>Notes:</i>				

3/29/19	PLC meetings will be used to support the full implementation of K-6 programs.		Tiffany Kennemore	05/15/2020
<i>Notes:</i>				

Core Function:	School Leadership and Decision Making
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Effective Practice:	Align classroom observations with evaluation criteria and professional development
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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
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<i>Initial Assessment:</i>	Based on previous classroom observations, there has been shown a need to monitor the use of the FOCUS components. A new online survey has been created that will enable collection of data on the FOCUS components to ensure the use of effective teaching strategies during instruction.	Limited Development 04/26/2019		
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<i>How it will look when fully met:</i>	Once this objective is fully met, all teachers will be using the FOCUS model in their classrooms and administrator observation data will show that improvement.		Tiffany Kennemore	05/22/2020
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Actions		0 of 4 (0%)		
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4/26/19	The leadership team will become comfortable using the GHS EoET walk-through checklist (that is based on the FOCUS model) by analyzing the each part and get a clear understanding of what each component should look like in the classroom.		Tiffany Kennemore	10/31/2019
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4/26/19	Teachers will be reviewed on all elements of the FOCUS model and what those elements look like in classroom.		Tiffany Kennemore	10/31/2019
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4/26/19	The leadership team will analyze data from the EoET checklist to plan professional development for PLCs and other meetings.		Tiffany Kennemore	05/01/2020
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4/26/19	GES Administrators will use the EoET online survey to conduct peer walk-throughs.		Tiffany Kennemore	05/01/2020
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Core Function:	Curriculum, Assessment, and Instructional Planning
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Effective Practice:		Assess student learning frequently with standards-based assessments			
	IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers use the data from the ACT Aspire Summative and Interim Assessments, NWEA MAP Assessments, STAR Reading & Math Assessments, and Dyslexia screeners to determine instructional needs of students. We offer EAST, GT, before and after school tutoring, Chess Club, Quiz Bowl, Title Reading and Math, and Dyslexia interventions.	Limited Development 02/20/2018		
<i>How it will look when fully met:</i>		<p>All students identified as "in need of support" will receive interventions individually or in small group targeted instruction in classroom, tutoring, Title programs, or Dyslexia program. Students will be identified through the use of various assessments. Enrichment will be offered to all students through the EAST program and Chess Club. Excelling students will be offered GATE and participation the Quiz Bowl.</p> <p>Using the ESSA school index scores, teachers will identify target group (students with disabilities) to receive interventions and support services.</p> <p>2019 ESSA School Index for Students with Disabilities will increase to 54. In 2020, the ESSA School Index for Students with Disabilities will increase to 57.48.</p>		Tiffany Kennemore	05/24/2020
Actions			0 of 9 (0%)		
	5/24/18	GES will partner with the Blytheville Chamber of Commerce to participate in Dolly Parton's Imagination Library. Parents with children at ages of birth to 5 years will receive a free book each month through the program.		Shannon O'Neal	05/24/2019

<i>Notes:</i>				
5/24/18	GES will offer a summer reading program for students in grades K-6 to help prevent summer reading loss.		Kathy Hodge	07/01/2019
<i>Notes:</i>				
2/20/18	The EAST program will be offered to all 5-6 students for enrichment in problem solving and project based instruction.		Tiffany Kennemore	08/01/2019
<i>Notes:</i>				
2/20/18	Provide before and after school tutoring for K-6 students in need of support and enrichment programs.		Nancy Henson & Jackie Camp	10/01/2019
<i>Notes:</i>				
12/12/18	Student data folders will be created and maintained to include all assessment results. Students will set goals for the next assessment. Information in the folders will be shared with parents at Parent-Teacher Conferences.		Nancy Henson & Jackie Camp	03/20/2020
<i>Notes:</i>				
10/25/18	Students identified as having disabilities will be offered tutoring, small group instruction, and rewards for growth. This is a part of our plan for students in need of additional targeted support.		Tiffany Kennemore	05/01/2020
<i>Notes:</i>				
3/14/18	K-2 students who score below the 20th percentile on the NWEA MAP Literacy Assessments will have an Intensive Reading Intervention (IRI) created for them.		Nancy Henson	05/01/2020
<i>Notes:</i>				
2/20/18	Title I Reading/Math small group instruction to address skill deficits will be offered 1-6.		Starla Jackson & Julie Crosskno	05/18/2020
<i>Notes:</i>				
12/12/18	Students who have been identified through level 2 dyslexia screening will be provided small group instruction and tech support with their chromebooks.		Kathy Hodge	05/20/2020
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Gosnell Elementary School's current curriculum is aligned with the revised Arkansas Standards. An ELA Curriculum Document is being developed for K-6 that integrates the 5 Essential Elements (phonics, phonemic awareness, fluency, vocabulary, and comprehension) and Writing. Phonics First and Structures instruction has been vertically and horizontally aligned into the new Curriculum Guides.	Limited Development 11/30/2015		
<i>How it will look when fully met:</i>		Curriculum Guides in all content areas will be completed and updated annually.		Tiffany Kennemore	05/21/2020
Actions			0 of 7 (0%)		
5/24/18		An ELA Curriculum Document will be created for each grade level (K-6). It will include programs, technology, and assessments.		Nancy Henson	05/24/2019
<i>Notes:</i>					
3/29/19		A Math Curriculum Document will be created for each grade level (K-6). It will include programs, technology, and assessments.		Jackie Camp	05/24/2019
<i>Notes:</i>					
4/10/18		Create a GES Faculty google classroom for communication. Establish team drives within google drive for each grade level to include all curriculum documents created.		Tiffany Kennemore	08/14/2019
<i>Notes:</i>					
12/15/16		A schedule will be adapted to allow the teachers to have weekly collaboration. (grade group meetings)		Tiffany Kennemore	05/12/2020
<i>Notes:</i>					
9/12/17		Instructional Facilitators will provide support and model lessons as needed to implement the new curriculum.		Nancy Henson & Jackie Camp	05/15/2020
<i>Notes:</i>					
1/18/18		IF will support teachers in the implementation of tech programs for the upcoming year.		Jackie Camp & Nancy Henson	05/18/2020
<i>Notes:</i>					
3/29/19		Health/PE, Art, Music, and Library Curriculum Documents will be created for each grade level (K-6). It will include programs, technology, and assessments.		Jackie Camp & Nancy Henson	05/20/2021

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