

## Comprehensive Progress Report

**Mission:** The mission of the Gosnell School District is to support each of its schools in accomplishing their missions and goals for providing the educational opportunities that enable their students to pursue and succeed in their college and career choices.

**Vision:** The Gosnell School District provides the opportunity for all students to develop the knowledge, skills, and attitudes necessary for their future success and a positive contribution to society.

**Goals:**

All students will meet or exceed readiness benchmarks for English language arts and mathematics.

All K-2 students will meet or exceed expected growth on the K-2 assessment in math and reading.

All students will read on their appropriate grade level.

All students will engage in a rigorous, literacy-rich, K-12 curriculum in all content areas.

All students will graduate on time.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		District Context and Support for School Improvement			
Effective Practice:		Improving the school within the framework of district support			
	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
<b>Initial Assessment:</b>		Current elementary programs include Title I Reading and Math, dyslexia interventions, after school tutoring and intervention. Several sources of data are used to determine placement and effectiveness including DIBELS, NWEA Growth assessment, STAR Reading, STAR Math, and ACT Aspire Interim & Summative assessments. Current secondary programs include before & after school tutoring, Compass Learning remediation and credit recovery, IXL for remediation and enrichment, and the RTI program. STAR Reading and ACT Aspire interim & summative assessments are used to determine program effectiveness and students in need of interventions or enrichment.	Limited Development 09/27/2017		
<b>How it will look when fully met:</b>		The K-2 tutoring will align with the Phonics First reading instruction. Grades 3-6 will continue remediation for students who are below the ready level on the ACT Aspire by providing homework assistance and intervention activities to promote student growth in areas of lower performance. Several resources--IXL, AR-360, Mystery Science, and Digital Techbooks in science and social studies will be utilized to improve both interventions and regular classroom instruction & learning. More frequent and intense use of current intervention programs will be implemented to serve more students and to improve service delivery to all students. Data will be reviewed annually at leadership meetings to determine effectiveness of each program and recommend improvements.		Kevin Evans	05/23/2019
<b>Actions</b>			<b>21 of 25 (84%)</b>		
	10/25/17	Set up tutoring program for K-2 students to support phonics first program.	Complete 11/01/2017	Tiffany Kennemore	11/01/2017
		<i>Notes:</i> Before school tutoring should be provided for struggling readers in K-2 that will compliment the phonics first program. Alternatives should be provided for those students who need tutoring, but cannot or will not attend it.			
	10/25/17	Set up tutoring to support grades 3-6 students who were not proficient on the most recent state assessment.	Complete 11/01/2017	Tiffany Kennemore	11/01/2017
		<i>Notes:</i> Use Hybridge program to provided remediation for students in after-school tutoring. Alternatives should be considered for those students who need the intervention but cannot or will not attend the after-school sessions.			

10/25/17	List all elementary students who have below expected achievement in reading/literacy along with the intervention services they are receiving.	Complete 11/01/2017	Nancy Henson	12/13/2017
	<i>Notes:</i> We need to determine that every student performing below expectations is receiving intervention services, what those services are and if those services are appropriate for the student.			
10/25/17	List all elementary students who have below expected achievement in math & science along with the intervention services they are receiving.	Complete 11/01/2017	Jackie Camp	12/13/2017
	<i>Notes:</i> We need to determine that every student performing below expectations is receiving intervention services, what services they are receiving, and if they are appropriate for the student.			
10/25/17	Utilize IXL for K-6 Literacy/Social Studies remedial/enrichment intervention.	Complete 01/24/2018	Nancy Henson	01/24/2018
	<i>Notes:</i> Incorporate IXL in classroom instruction, homework, tutoring, or other ways.			
10/25/17	Utilize IXL for K-6 math/science remedial/enrichment intervention.	Complete 01/24/2018	Jackie Camp	01/24/2018
	<i>Notes:</i> Incorporate IXL into classroom instruction, homework, tutoring, etc.			
10/25/17	Utilize IXL for 7-12 Literacy/Social Studies remedial/enrichment intervention.	Complete 01/24/2018	Kathy Hodge	01/24/2018
	<i>Notes:</i> Incorporate IXL in classroom instruction, homework, tutoring, etc.			
10/25/17	Utilize IXL for 7-12 Science/Math remedial/enrichment intervention.	Complete 02/21/2018	Stephanie Hancock	01/24/2018
	<i>Notes:</i> Incorporate IXL for classroom instruction, homework, tutoring, etc.			
10/25/17	Set up tutoring program to support grades 7-12 students.	Complete 11/01/2017	Len Whitehead	11/01/2017
	<i>Notes:</i> Provide before and after school tutoring for all students, especially for those struggling in the classroom.			
10/25/17	Set up a credit recovery program and enroll 9-12 grade students who have failed a class.	Complete 11/01/2017	Len Whitehead	11/01/2017
	<i>Notes:</i> Use Compass Learning, Arkansas Virtual High School, and other programs to provide students with opportunities to recover credits for previously failed classes.			
10/25/17	Implement the dyslexia screening and intervention program.	Complete 09/05/2017	Tiffany Kennemore	09/04/2017
	<i>Notes:</i> Determine what students require screening for dyslexia, determine the resources needed to provide services for all students, and implement interventions.			
10/25/17	Develop a take-home project for Smarty Ants to support the Phonics First program in K-2.	Complete 12/12/2017	Nancy Henson	12/13/2017
	<i>Notes:</i> Get iPads ready to give students to work with Smarty Ants at home.			

10/26/17	Create a Secondary reading incentive program utilizing AR 360 & STAR Reader to promote increased reading by students.	Complete 11/29/2017	Stephanie Hancock	11/29/2017
	<i>Notes:</i> This program should encourage students to read books for pleasure on their individual reading level to improve reading skills for all students.			
10/26/17	In grades 7-8, set up a program to monitor student attendance, discipline records, grades, and assessment data to make correlations among attendance, discipline, and student achievement in order to develop a plan to improve the performance of struggling learners.	Complete 12/13/2017	Stephanie Hancock	12/13/2017
	<i>Notes:</i> This program would focus on students who have failing grades and/or low performance on local and state assessments.			
2/21/18	Collect and enter supporting documentation that demonstrates completion of this objective.	Complete 05/23/2018	Kevin Evans	05/25/2018
	<i>Notes:</i> Supporting documentation is needed from each school that indicates an annual process has been developed and become a common practice to review student interventions for improved achievement.			
4/24/18	Establish an elementary summer reading program for students, especially targeting struggling readers.	Complete 12/13/2018	Tiffany Kennemore	05/25/2019
	<i>Notes:</i> The elementary school should set up actions in their school improvement plan to develop a pilot for the summer of 2018 that will use data from the program to improve and establish as an annual reading development program. This action was moved to the elementary school improvement plan.			
4/24/18	Establish a secondary summer reading program that especially targets struggling readers.	Complete 12/13/2018	Len Whitehead	05/25/2019
	<i>Notes:</i> The secondary school should set up actions in their school improvement plan to develop a pilot for the summer of 2018 that will use data from the program to improve and establish as an annual reading development program. This action was moved to the high school improvement plan.			
4/24/18	Evaluate effectiveness of each program and initiative for intervention and support of students.	Complete 05/24/2018	Kevin Evans	05/25/2018
	<i>Notes:</i> Utilizing data from each program and initiative, the leadership team will annually review each one to determine continuation of the program, needed changes to make improvements, and allocation of funds needed.			
4/26/18	Evaluate interventions for effectiveness and efficiency.	Complete 05/24/2018	Kevin Evans	05/23/2018

*Notes:* The district instructional leadership team will review both usage and student performance data each year to determine the the amount of usage and the effectiveness of all the programs and initiatives utilized as interventions to improve individual student achievement.

8/24/18 Develop a Summer reading list for each grade in elementary. Complete 12/13/2018 Nancy Henson 03/28/2019

*Notes:* Each grade in elementary will develop a mandatory reading list for students that would be in addition to what is currently being used in classroom instruction, to be completed outside the regular classroom, and will include some form of student choice. The list should also include a list of reading to be completed over the summer vacation. This action was moved to the elementary school improvement plan.

8/24/18 Develop a Summer reading list for each grade in secondary. Complete 12/13/2018 Stephanie Hancock 03/28/2019

*Notes:* Teachers in secondary will develop a mandatory reading list for each grade that would be in addition to what is currently being used in classroom instruction, to be completed outside the regular classroom, and will include some form of student choice. The list should also include a list of reading to be completed over summer vacation. This action was moved to the high school improvement plan.

8/30/18 Research available professional development for teaching reading at the secondary level. Kevin Evans 02/28/2019

*Notes:* Looking for provider for PD to train teachers on how to teach word parts, and other reading strategies to secondary teachers.

12/17/18 Provide professional development and other resources needed for interventions to the "students with disabilities" group. Elizabeth Bryce 09/30/2019

*Notes:* There is a gap between SWD sub-group and students in general that needs to be narrowed, so professional development and resources are needed for our teachers to be able to help these students improve their achievement.

12/17/18 Provide staff and resources for the elementary school summer reading program that especially targets struggling readers. Tiffany Kennemore 05/23/2019

*Notes:* Plan for the staff and the resources needed to promote reading during summer vacation each year.

12/17/18 Provide staff and resources for the secondary school summer reading program that especially targets struggling readers. Stephanie Hancock 05/23/2019

*Notes:* Plan for a summer program that promotes reading especially for struggling readers each summer.

Effective Practice:			Clarify district-school expectations	Implementation Status	Assigned To	Target Date
	IC05		<b>The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)</b>			
<i>Initial Assessment:</i>	<p>The district's current curriculum is based on Arkansas Standards, aligned mostly with textbooks that were in use at the time of development. This requires much supplementation by classroom teachers to align content with current Arkansas Standards. The curriculum is not currently digital in form which is a hindrance to maintaining a live document that is easy to changed when updates are needed to more effectively meet student needs under current standards. With the changes to Arkansas State Standards over the past few years, there was a need to develop a new, digitized curriculum, aligned to the most recent version of Arkansas State Standards. In order to provide school leaders adequate time to monitor and provide adequate direction and support to each content area, this process will be implemented, beginning with the 4 core content areas of social studies, science, math, English, and then proceeding with all other content areas. Because social studies had the most recent state standards update, the work began with this content area, and is now complete. Arkansas science standards have been completely overhauled, with implementation to occur over a three year period, so it was chosen to be the second area for our curriculum development and is now complete. Eureka math was selected by the district for the elementary school, grades K-6 in the 2017-2018 school year, while secondary selected McGraw-Hill resources for math. Utilizing these and other resources, the K-12 math curriculum will be completed this year. Elementary will continue using the Gates resources, along with other supplemental resources as they develop their curriculum document for English Language Arts. Secondary English selected the Study Sync resources and will use them to guide the English Languages Arts curriculum this year. All other curriculum areas will follow in subsequent years.</p>			Limited Development 09/28/2015		

<p><b>How it will look when fully met:</b></p>	<p>The newly designed curriculum will be a simple digitized table of topics for each subject area based on current Arkansas State Standards. It will be easy for teachers to read, understand, use, and modify as needed. Each topic will include a standard, an overarching text and guiding question or prompt that the student must be able to complete to demonstrate proficiency. It will include common assessments for content areas in each grade level to demonstrate student proficiency. To promote literacy immersion in each subject area it will also include the number of major and short writing assignments that must be completed each quarter for each subject area. The curriculum will be aligned horizontally and vertically K-12 in all content areas. Details for lesson plans such as vocabulary and other supplementary reading and writing assignments will be left to the teacher to develop so that students will build the knowledge and skills necessary to demonstrate proficiency on common assessments and to be able to answer the guiding questions or complete the prompt outlined in the curriculum for each topic. In order to provide school leaders adequate time to monitor and provide adequate direction and support to each content area, this process will be implemented, beginning with the 4 core content areas of social studies, science, math, English, and then proceeding with all other content areas. Once curriculum documents are completed teachers will annually review and revise as needed. As content area curriculum documents are completed, teachers will engage in an annual review to recommend revisions.</p>		<p>Kevin Evans</p>	<p>05/24/2020</p>
<p><b>Actions</b></p>		<p><b>36 of 42 (86%)</b></p>		
<p>9/22/16</p>	<p>Select texts and guiding questions/prompts for the 7-8 science curriculum topics.</p>	<p>Complete 04/26/2017</p>	<p>Stephanie Hancock</p>	<p>05/22/2017</p>
<p><i>Notes:</i> This will require discussing with teachers to find out what they are currently using as well as research to find new texts. Teachers should be involved in this research.</p>				
<p>9/14/17</p>	<p>Select texts and guiding questions/prompts for the 9-12 science curriculum topics.</p>	<p>Complete 05/24/2018</p>	<p>Stephanie Hancock</p>	<p>05/23/2018</p>

*Notes:* Since the state requires high school to implement the new science standards in the 2018-19 school year, the high school should work on developing a new science curriculum to align with these new standards. They should include the Discovery Ed science digital techbook, the Renaissance 360 informational text, as well as other resources in the development of this curriculum. Chromebooks and other technology should be included as well. The curriculum for first semester should be completed by the end of this school year, so that the first year of implementation can begin as required. The second semester should be finalized before by the end of the first semester but work should begin on it this school year.

9/22/16	Select texts and guiding questions/prompts for the K-6 science curriculum topics.	Complete 05/24/2018	Jackie Camp	05/23/2018
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*Notes:* This will require discussing with teachers what they are currently using as well as research to find additional recommended texts. Will want to get the teachers involved in this research.

9/14/17	Incorporate some Accelerated Reader 360 informational text into the elementary social studies curriculum for this school year.	Complete 05/24/2018	Nancy Henson	05/23/2018
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*Notes:* Since the leadership team decided to commit to Renaissance 360 we need to make sure we are incorporating it into our curriculum as we implement and update it throughout the year.

9/14/17	Incorporate some Accelerated Reader 360 informational text into the secondary social studies curriculum for this school year.	Complete 02/21/2018	Kathy Hodge	01/24/2018
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*Notes:* Since the leadership team committed to the Renaissance 360 program we need to insure that it is incorporated into the curriculum as it is implemented and updated throughout this school year.

2/29/16	Select texts and guiding questions/prompts for the 3-6 social studies curriculum topics.	Complete 03/29/2017	Nancy Henson	04/21/2017
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*Notes:* Use teacher input and currently available resources to develop the initial list, which can and should be modified over time as the curriculum is implemented and daily lessons are developed.

2/29/16	Select texts and guiding questions/prompts for the 7-8 social studies curriculum topics.	Complete 11/22/2016	Kathy Hodge	12/14/2016
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*Notes:* Use teacher input and currently available resources to develop the initial list, which can and should be modified over time as the curriculum is implemented and daily lessons are developed.

2/29/16	Select texts and guiding questions/prompts for the 9-12 social studies curriculum topics.	Complete 05/24/2017	Kathy Hodge	05/16/2017
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*Notes:* Use teacher input and currently available resources to develop the initial list, which can and should be modified over time as the curriculum is implemented and daily lessons are developed.

9/22/16 Develop the district curriculum form for K-12 science. Complete 10/21/2016 Kevin Evans 10/03/2016

*Notes:* This form will be based on the same template as used for social studies.

9/22/16 Enter 7-8 science standards into curriculum form according to the quarter they will be addressed. Complete 11/22/2016 Stephanie Hancock 10/21/2016

*Notes:* This needs to be set up prior to entering selected texts. Science teachers will need to prioritize standards and provide feedback on which quarter the standards will be addressed.

9/22/16 Enter K-6 science standards into the curriculum form according to the quarter they will be addressed. Complete 11/22/2016 Shannon O'Neal 11/11/2016

*Notes:* K-6 science teachers will need to prioritize the standards and provide feedback on what quarter they will be addressed prior to entering into the curriculum form.

9/22/16 Collect elementary classroom data on the 7 elements of effective instruction to report at next meeting. Complete 11/22/2016 Debbie Wammack 10/19/2016

*Notes:* School leadership team should decide on which element to focus and visit classrooms to collect data to report at next meeting.

9/22/16 Collect secondary classroom data on the 7 elements of effective instruction to report at next meeting. Complete 11/22/2016 Len Whitehead 10/19/2016

*Notes:* School leadership team should decide on which element to focus and visit classrooms to collect data for report at next district leadership team meeting.

9/22/16 Provide secondary teachers with training in the 7 elements of effective lessons. Complete 08/11/2016 Len Whitehead 05/22/2017

*Notes:* Principals should use instructional facilitators and lead teachers throughout the school year to provide training to teachers in the 7 elements of effective lessons. School leadership teams should visit classrooms throughout the school year to determine their use of the elements.

9/22/16 Provide elementary teachers training in the 7 elements of effective lessons. Complete 04/26/2017 Debbie Wammack 05/22/2017

*Notes:* Principals should use instructional facilitators and lead teachers throughout the school year to provide training to teachers in the 7 elements of effective lessons. School leadership teams should visit classrooms throughout the school year to determine their use of the elements.

2/29/16	Set up an initial meeting with instructional facilitators to determine the current state of the district curriculum and begin planning for the revised curriculum.	Complete 02/12/2016	Stephanie Hancock	02/12/2016
	<i>Notes:</i> Instructional facilitators need to bring current curriculum documents either printed or digitized that the schools are using to guide lesson plan development and instruction. Bring any other information of interest that is related to curriculum development.			
2/29/16	Write a summary of Leading with Focus and send out to curriculum development team to determine if this is the direction the district should go and set up next curriculum planning meeting.	Complete 02/18/2016	Kevin Evans	02/18/2016
	<i>Notes:</i> Team members need to read summary prior to next meeting and be prepared to discuss and question implementation of the Focus initiative.			
2/29/16	Order and distribute Michael Schomoker's book, Leading with Focus to all district leadership team members for team book study.	Complete 08/17/2016	Kevin Evans	02/25/2016
	<i>Notes:</i> Since the curriculum development team was in favor of further investigation a decision was made to get permission from superintendent to order the books for the leadership team members that did not already have it.			
2/29/16	Begin design of social studies curriculum by entering social studies standards into template, and think about the order and quarter each should be assigned as they are entered.	Complete 05/11/2016	Kevin Evans	03/04/2016
	<i>Notes:</i> All instructional facilitators will enter a portion of these standards except K-2 who will begin selecting possible text to use for that grade level. Social studies teachers will be asked to review the standards to determine which 50% are most critical for the students. This will guide the curriculum development team in their selection of topics, texts, guiding questions/prompts for the curriculum document, and social studies teachers will be used as a resource for selection of these also.			
2/29/16	Select texts and guiding questions/prompts for the K-2 social studies curriculum topics.	Complete 04/26/2017	Nancy Henson	05/17/2017
	<i>Notes:</i> Use teacher input and currently available resources to develop the initial list, which can and should be modified over time as the curriculum is implemented and daily lessons are developed. A Bookflix subscription will be a budget item for this task.			
9/27/17	Incorporate Discovery Social Studies techbooks into the secondary curriculum document.	Complete 02/21/2018	Kathy Hodge	04/25/2018

	<i>Notes:</i> Meet with social studies teachers throughout the year to make sure they are incorporating those parts of the Discovery social studies techbooks into the curriculum document where they match with ADE standards.			
9/27/17	Incorporate the Discovery social studies techbooks into the elementary curriculum document.	Complete 10/31/2017	Nancy Henson	04/25/2018
	<i>Notes:</i> Meet with social studies teachers throughout the year to make sure they are incorporating those parts of the Discovery social studies techbooks into the curriculum document where they match with ADE standards.			
10/26/17	Incorporate IXL activities into elementary curriculum for math(K-6) and science(2-6).	Complete 02/21/2018	Jackie Camp	02/28/2018
	<i>Notes:</i> IXL Science is only for grades 2-8 whereas math and ELA are for K-12.			
10/26/17	Incorporate IXL activities into elementary curriculum for ELA(K-6) and social studies(2-6).	Complete 02/21/2018	Nancy Henson	02/28/2018
	<i>Notes:</i> IXL for social studies is only for grades 2-8, whereas ELA and math are K-12.			
10/26/17	Incorporate IXL activities into the 7-8 science, social studies, ELA, and math curriculum.	Complete 02/21/2018	Kathy Hodge	02/28/2018
	<i>Notes:</i> IXL science and social studies is only for grades 2-8, whereas ELA and math are for K-12.			
10/26/17	Incorporate IXL activities into the 9-12 ELA and math curriculum.	Complete 10/31/2017	Stephanie Hancock	02/28/2018
	<i>Notes:</i> IXL science and math is only for grades 2-8, whereas ELA and math are for K-12.			
12/12/17	Have teachers select critical standards for K-6 math.	Complete 02/21/2018	Jackie Camp	08/17/2018
	<i>Notes:</i> Grade-group teams of teachers should select those standards that are most necessary for students to complete prior to going to the next grade. Then teacher reps from each grade should meet together to come to a consensus on those standards. Then grades 5-8 should meet to align standards from elementary to secondary school.			
12/12/17	Teacher teams should select most critical 7-12 math standards for students to achieve prior to moving to next grade or subject.	Complete 02/21/2018	Stephanie Hancock	08/17/2018
	<i>Notes:</i> Secondary math teachers should select those standards that are most necessary for students to complete prior to going to the next grade or subject. Then teacher reps from each grade/subject should meet together to come to a consensus on those standards. Then grades 5-8 should meet to align standards from elementary to secondary school.			

4/24/18	Complete the elementary portion of the district curriculum document for math.	Complete 12/13/2018	Jackie Camp	05/25/2019
	<i>Notes:</i> The math district document should be completed using a similar template as the the social studies an science document and should be based on Eureka math. This action was moved to the elementary school improvement plan.			
4/24/18	Complete the secondary portion of the district curriculum document for math.	Complete 12/13/2018	Anita McKinney	05/25/2019
	<i>Notes:</i> The curriculum document for math should be created using a similar template to the one used for science and social studies and should be based on the recent curriculum recommended by the secondary math faculty and approved by the board. This action was moved to the high school improvement plan.			
4/24/18	Complete the elementary portion of the district curriculum document for English language arts.	Complete 12/13/2018	Nancy Henson	05/25/2019
	<i>Notes:</i> The curriculum document should use a similar template as was used for science and social studies to document utilizing current ELA curriculum resources plus any needed additions. This action was moved to the elementary school improvement plan.			
4/24/18	Complete the secondary portion of the district curriculum document for English language arts.	Complete 12/13/2018	Stephanie Hancock	05/25/2019
	<i>Notes:</i> The curriculum document should use a similar template as was used for science and social studies, utilizing current ELA curriculum resources plus any needed additions. This action was moved to the high school improvement plan.			
8/24/18	In PLC meetings secondary social studies teachers will discuss FOCUS Chapter 5, evaluate curriculum, and incorporate recommendations from the chapter.	Complete 12/13/2018	Stephanie Hancock	12/20/2018
	<i>Notes:</i> This action was moved to the high school improvement plan.			
8/24/18	In PLC meetings secondary science teachers will discuss FOCUS Chapter 6, evaluate curriculum, and incorporate recommendations from the chapter.	Complete 12/13/2018	Anita McKinney	12/20/2018
	<i>Notes:</i> This action was moved to the high school improvement plan.			
8/24/18	In PLC meetings elementary social studies teachers will discuss FOCUS Chapter 5, evaluate curriculum, and incorporate recommendations from the chapter.	Complete 12/13/2018	Nancy Henson	12/20/2018
	<i>Notes:</i> This action was moved to the elementary school improvement plan.			

8/24/18	In PLC meetings elementary science teachers will discuss FOCUS Chapter 6, evaluate curriculum, and incorporate recommendations from the chapter.	Complete 12/13/2018	Jackie Camp	12/20/2018
<i>Notes:</i> This action was moved to the elementary school improvement plan.				
12/17/18	Determine the professional development and resources needed to implement the curriculum and develop a written plan.		Kevin Evans	05/23/2019
<i>Notes:</i> Develop a professional development plan for the next school year that includes training to help teachers implement the written curriculum, and determine the resources needed.				
12/17/18	Review district social studies curriculum annually and make recommendations for improvement that aligns it with the district's FOCUS initiative.		Nancy Henson	09/30/2019
<i>Notes:</i> The district instructional leadership team should set up an annual review of each curriculum document for every area that helps schools stay aligned with the district's FOCUS initiative.				
12/17/18	Review district science curriculum annually and make recommendations for improvement that aligns it with the district's FOCUS initiative.		Anita McKinney	10/31/2019
<i>Notes:</i>				
12/17/18	Review district English Language Arts curriculum annually and make recommendations for improvement that aligns it with the district's FOCUS initiative.		Stephanie Hancock	11/30/2019
<i>Notes:</i>				
12/17/18	Review district mathematics curriculum annually and make recommendations for improvement that aligns it with the district's FOCUS initiative.		Jackie Camp	12/20/2019
<i>Notes:</i>				
12/17/18	Create district curriculum documents for health, physical education, art, and music.		Kevin Evans	06/30/2019
<i>Notes:</i> A common district document needs to be set up so that work can begin on creating a curriculum for each of these areas that aligns with the FOCUS initiative.				

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>		District and school leaders are currently evaluating student performance data on a regular basis and using the data to inform instruction and interventions. However, school leadership teams need to collect more classroom observation data to determine levels of instruction and organize it for discussion in leadership team meeting and PLC meetings.	Limited Development 08/30/2018		
<i>How it will look when fully met:</i>		School leadership will continue to guide teachers in review of student performance data and use it to inform instruction and plan interventions. They will begin regular classroom observations to collect specific data about classroom instruction in regards to the Elements of Effective Teaching: 1) clear, measurable objective; 2) teaching, modeling, demonstrating; 3) guided practice; 4) checks for understanding/formative assessment. This data will be compiled in reports to be presented at school and district leadership team meetings to determine strengths, weaknesses, and areas in need of additional training. This will become a common practice for school leadership team and teacher PLC team meetings.		Kevin Evans	10/24/2018
<b>Actions</b>			<b>2 of 4 (50%)</b>		
	8/30/18	Develop an elementary schedule for school leadership to visit classrooms for collecting data to determine the use of the elements of effective teaching.	Complete 12/13/2018	Tiffany Kennemore	10/24/2018
<i>Notes:</i> The principal will use assistant principals, instructional facilitators, and other lead teachers to collect data related to implementation of the elements of effective teaching. They will usually focus on one element at a time, and use the data to determine strengths and areas in need of improvement that would, in turn, be used to develop professional development for teachers. This action was moved to the elementary school improvement plan.					
	8/30/18	Develop an secondary schedule for school leadership to visit classrooms for collecting data to determine the use of the elements of effective teaching.	Complete 12/13/2018	Len Whitehead	10/24/2018

*Notes:* The principal will use assistant principals, instructional facilitators, and other lead teachers to collect data related to implementation of the elements of effective teaching. They will usually focus on one element at a time, and use the data to determine strengths and areas in need of improvement that would, in turn, be used to develop professional development for teachers.  
This action was moved to the secondary school improvement plan.

8/30/18 Design a professional development plan to train teachers in the elements of effective teaching based on data collected from classroom observations by school leadership.

Kevin Evans

04/25/2019

*Notes:*

12/17/18 Review walk-through data to determine level of implementation of the elements of effective lessons.

Kevin Evans

03/31/2019

*Notes:* Review classroom walk-through data to determine effectiveness of teachers using the elements of effective lessons so that a PD plan can be developed for the teachers.