

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 meet or exceed the readiness benchmarks for English Language Arts, Science and Mathematics.

All students will engage in a rigorous, literacy-rich, K-6 curriculum in all content areas.

All students will master reading foundational skills.

K-2 students will meet or exceed expected growth in Reading and Math on state-mandated assessment.



! = 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 will continue to analyze data during meetings to determine what type of professional development is needed for each content area to address instructional weaknesses. Professional development will be provided on-site by school personnel, through CRESC, or by contracted professionals.	Limited Development 09/19/2018			
<i>How it will look when fully met:</i>	Gosnell Elementary Leadership Team will analyze all forms of school performance data monthly to determine if there are any areas of weakness in the curriculum, teacher support needed, or additional professional development needed. All school personnel will be trained in the Science of Reading, and ELA teachers will be trained in explicit phonics instruction through BrainSpring. Math instructors will receive specialized training through Eureka math consultants.		Tiffany Kennemore	05/22/2020	
Actions		5 of 13 (38%)			
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>					
11/13/18	First priority for students to be selected for before and after school tutoring was given to those not receiving any intervention or support services during the school day including student in the target group (Students with Disabilities).	Complete 11/13/2018	Tiffany Kennemore	10/01/2018	
<i>Notes:</i>					
9/19/18	Professional Development for Eureka Math -Focus on Fluency for K-6 math teachers-Strategies learned will be used to help struggling students in each ACT Aspire category. In need of support, Close. Strategies learned will also be used to enhance instruction for the Ready and Exceeding students	Complete 10/26/2018	Jackie Camp	10/19/2018	
<i>Notes:</i>					

9/19/18	The Literacy Instructional Facilitator will show ELA classroom teachers how to analyze ACT Aspire Summative data to determine student growth and determine if there are any areas of weaknesses in the curriculum that need to be addressed. This will be determined by the evidence of a majority of students showing low growth in one area.	Complete 12/10/2018	Nancy Henson	12/01/2018
<i>Notes:</i>				
9/19/18	The Math Instructional Facilitator will show math and science teachers how to analyze ACT Aspire Summative data to determine student growth.	Complete 12/10/2018	Jackie Camp	12/01/2018
<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.		Tiffany Kennemore	01/14/2019
<i>Notes:</i>				
9/19/18	Professional Development for Eureka Math - Preparation and Customization of lessons for K-6 teachers. Preparing and customizing lessons for our students. Lesson planning/differentiating/assessment activities will be used to help struggling students in each ACT Aspire category. In need of support, Close. Strategies learned will also be used to enhance instruction for the Ready and Exceeding students		Jackie Camp	01/18/2019
<i>Notes:</i>				
12/12/18	After reviewing the data, it was determined that ELA teachers would review several published core reading programs to decide if one needed to be purchased to build consistency in reading instruction across all grade levels.		Tiffany Kennemore	04/30/2019
<i>Notes:</i>				
11/13/18	The principal will create a GES Teacher Team to meet quarterly and discuss curriculum, data, and any other student needs. This team will monitor instructional needs of all students including the target group (Students with Disabilities) and inform administration of any instructional resources needed.		Tiffany Kennemore	05/01/2019
<i>Notes:</i>				

9/19/18	Tiffany Kennemore, Nancy Henson, Jackie Camp, Stephanie Erby, and Heather Skelton will attend meetings at CRESC that will focus on the development of a school based leadership team that analyzes data to the deepest level to determine areas of need. Also, the training will focus on developing a better understanding of the Rtl process and using it effectively.		Tiffany Kennemore	05/24/2019
<i>Notes:</i>				
9/19/18	A 5-8 Leadership Team will be created to ensure the vertical alignment of reading instruction. The team will develop a plan of action that focuses on increasing the independent reading level of approximately 20% of the students at each grade level 5th-8th.		Tiffany Kennemore	05/24/2019
<i>Notes:</i>				
11/13/18	SPRINT/Rtl 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>				
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>				

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Classroom teachers will receive appropriate professional development based on their needs and student needs.	Limited Development 02/23/2018		
<i>How it will look when fully met:</i>		All teachers will have completed professional development based on the latest research that will help students achieve proficiency on state assessments and will be reading on grade level by the end of third grade.		Tiffany Kennemore	05/24/2019
Actions			19 of 27 (70%)		
3/29/18	GES will provide professional development based on curriculum needs for the upcoming school year.	Complete 08/14/2017	Tiffany Kennemore	08/11/2017	
<i>Notes:</i>					
2/23/18	All K-2 classroom teachers will attend a follow up session for Phonics First Brainspring Foundations Level I training. This professional development will clear up any confusions and provide a model of a Phonics First lesson in action.	Complete 02/23/2018	Tiffany Kennemore	01/10/2018	
<i>Notes:</i>					
2/23/18	The Science Instructional Facilitator will attend NGSS Science Cadre professional development. These meetings will work with lesson planning and activities for NGSS frameworks	Complete 02/01/2018	Jackie Camp	02/01/2018	
<i>Notes:</i>					
2/23/18	CAPSTONE interactive presenters will show 3-6 teachers how to navigate the website. CAPSTONE has resources/books for all subject areas plus reading for enjoyment. The teachers will learn how to search, save and present to students.	Complete 02/16/2018	Jackie Camp	02/16/2018	
<i>Notes:</i>					
2/23/18	Jennifer Harrison (Dyslexia Specialist), Nancy Henson (Literacy IF), and Tiffany Kennemore (Principal) will attend the ADE Science of Reading Conference in Hot Springs.	Complete 03/09/2018	Tiffany Kennemore	03/06/2018	
<i>Notes:</i>					

2/23/18	Instructional Facilitators, the K-2 counselor, and principal will attend the NWEA MAP Interpretation of Data training at CRESC to learn how to interpret the data and make instructional decisions based on the data.	Complete 03/09/2018	Tiffany Kennemore	03/07/2018
<i>Notes:</i>				
5/24/18	The leadership team will attend one day of professional development provided by a consultant from BrainSpring.	Complete 08/06/2018	Tiffany Kennemore	06/18/2018
<i>Notes:</i>				
3/26/18	K-2 classroom teachers will attend one day of intensive literacy professional development focusing on phonemic awareness instruction.	Complete 08/06/2018	Nancy Henson	06/29/2018
<i>Notes:</i>				
5/25/18	The Math IF will attend Eureka Math professional development in Arkadelphia, AR . This meeting will work with lesson planning and activities for aligning the curriculum	Complete 07/05/2018	Jackie Camp	07/05/2018
<i>Notes:</i>				
2/23/18	The Literacy IF will attend training provided by the state dept. that focuses on the analyzing of ACT Aspire ELA data and how to develop lessons which target areas of deficits.	Complete 07/11/2018	Nancy Henson	07/09/2018
<i>Notes:</i>				
4/10/18	The Math IF and grades 3-6 teachers will attend training provided by the state dept. that focuses on the analyzing of ACT Aspire Math and Science data and how to develop lessons which target areas of deficits.	Complete 07/09/2018	Jackie Camp	07/09/2018
<i>Notes:</i>				
5/24/18	The school leadership team will attend the CRESC Leadership Conference at ASU in Jonesboro.	Complete 07/18/2018	Tiffany Kennemore	07/12/2018
<i>Notes:</i>				
5/24/18	Literacy IF will attend ACT Aspire Data Literacy training offered by J.J. Walker at CRESC.	Complete 08/20/2018	Nancy Henson	07/16/2018
<i>Notes:</i>				
3/29/18	Stephanie Erby (6th grade teacher) will attend Structures training to learn how to implement an explicit systematic phonics program in 6th grade.	Complete 08/06/2018	Tiffany Kennemore	07/25/2018
<i>Notes:</i>				
2/23/18	Grades 3-5 teachers and SPED teachers will attend Phonics First to receive professional development on implementing a explicit systematic phonics program.	Complete 03/01/2019	Tiffany Kennemore	07/25/2018
<i>Notes:</i>				

5/24/18	Literacy IF will provide one day of summer professional development for 2nd grade teachers to re-align phonics instruction and ELA standards.	Complete 08/06/2018	Nancy Henson	07/30/2018
<i>Notes:</i>				
11/13/18	Shannon O'Neal will attend professional development for attendance at CRESC. Due to our low EQSS score in ESSA, strategies were needed to identify low attendance rate among all student subpopulations. e-School data lists will be given to teachers that have students with chronic absenteeism or at risk for chronic absentees.	Complete 11/19/2018	Shannon O'Neal	11/15/2018
<i>Notes:</i>				
11/30/18	Tiffany Kennemore, Nancy Henson, and Jackie Camp will attend a meeting at CRESC on December 10, 2018 that focuses on developing actions that meet the needs of the Students with Disabilities subpopulation.	Complete 12/11/2018	Tiffany Kennemore	12/10/2018
<i>Notes:</i>				
12/12/18	The Math IF, will attend ABC Hub Meetings focusing on the results of ACT Aspire Math data and how to develop lessons which target areas of deficits, finding resources, and using Arkansas Math Standards.		Jackie Camp	01/23/2019
<i>Notes:</i>				
12/12/18	The Literacy Instructional Facilitator will meet with ELA teachers to discuss the results of the ACT Aspire Interim Reading Assessments. She will share data reports that show the questions with the lowest number of correct answers and discuss the skills that students needed to answer the question. Teachers and the IF will discuss different ways to increase student achievement on the reading assessment.		Nancy Henson	02/05/2019
<i>Notes:</i>				
12/12/18	The Math IF, will attend ABC Hub Meetings focusing on the results of ACT Aspire Science data and how to develop lessons which target areas of deficits, finding resources, and using NGSS Science Standards. Information received will be shared with team members to help with improving ACT Aspire scores.		Jackie Camp	02/27/2019
<i>Notes:</i>				
11/13/18	Nancy Henson will attend a Research and Technology Ambassador Academy at CRESC to learn how to navigate all of the websites provided by the ADE to efficiently identify student needs from all of the data available, including data for the target group (Students with Disabilities).		Nancy Henson	02/28/2019
<i>Notes:</i>				

9/14/18	Teachers in grades 3-5, SPED teachers, and Kathy Hodge (Dyslexia Specialist) will attend a follow-up session presented by BrainSpring for Phonics First continued professional development. During this follow-up session, teachers will observe a model lesson of phonics instruction and receive a quick review of the components of the lesson to clear up any confusions which may exist. Teachers will learn how to address the needs of the target group (Students with Disabilities).		Nancy Henson	03/01/2019
<i>Notes:</i>				
9/14/18	Stephanie Erby (6th grade teacher) and Michelle Johnson (Reading Interventionist) will attend a follow-up session presented by BrainSpring for Structures continued professional development. They will observe a modeled Structures lesson and receive a quick overview of the lesson to clear up any confusions or questions they may have. They will learn how to address the needs of the target group (Students with Disabilities).		Nancy Henson	03/01/2019
<i>Notes:</i>				
12/12/18	A PLC meeting will be used to explain ESSA School Index and develop a plan of action for the target group (Students with Disabilities) who are not performing at state benchmark levels. Evidence based interventions will be used to address the needs of these students. Progress will be monitored continuously through future grade level meetings and PLCs.		Tiffany Kennemore	05/15/2019
<i>Notes:</i>				
2/23/18	Grades 3-6 math teachers (Year 1- Year 3) will attend follow-up ECM professional development through out the school year. This professional development will further enhance math skills.	Complete 03/29/2018	Tiffany Kennemore	05/24/2019
<i>Notes:</i>				
12/12/18	All academic teachers who teach art, music, library media, P.E., and counseling will show an awareness in the Science of Reading by completing the Arkansas IDEAS Learning Path. Each teacher will complete all modules for this pathway individually.		Tiffany Kennemore	05/20/2022
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Teachers work in grade level groups to align curriculum with new test scores, CCSS, & ACT Aspire summative scores.	Limited Development 11/30/2015		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Weekly collaboration meetings for regular education & special education teachers to align & collaborate curriculum.	Objective Met 09/19/18	Tiffany Kennemore	05/12/2017
Actions					
11/3/16	IF will distribute the science standards to teachers during grade level meetings.		Complete 08/18/2017	Shannon O'Neal	11/30/2016
<i>Notes:</i>					
11/30/15	Adapt a schedule to provide teachers with weekly collaboration.		Complete 08/18/2017	Deborah Wammack	05/12/2017
<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.					
11/3/16	Teachers will assist IF in finding resources, texts, & developing essential questions in social studies.		Complete 01/05/2018	Nancy Henson	05/12/2017
<i>Notes:</i>					
9/26/16	Instructional Facilitators will meet monthly with teachers to align the curriculum in science and social studies.		Complete 01/05/2018	Deborah Wammack	05/15/2017
<i>Notes:</i>					
11/3/16	Teachers will meet weekly to align lesson plans and enter in Planbook Plus.		Complete 01/05/2018	Deborah Wammack	05/22/2017
<i>Notes:</i>					
11/3/16	Teachers will prioritize and sort science standards for instruction.		Complete 01/05/2018	Deborah Wammack	05/26/2017
<i>Notes:</i>					
Implementation:			09/19/2018		
Evidence		4/10/2018 This objective needs no evidence due to a change in testing. New actions have been created for the new state mandated assessment.			

<i>Experience</i>	4/10/2018 No longer necessary due to a change in the state test.			
<i>Sustainability</i>	4/10/2018 None is needed.			

Core Function:		Curriculum, Assessment, and Instructional Planning			
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
Initial Assessment:		<p>Teachers use the data from the ACT Aspire Summative and Interim Assessments in grades 3-6 to determine instructional needs of students.</p> <p>Teachers use the data from the NWEA MAP Assessments in grades K-2 to determine instructional needs of students.</p> <p>Using the ESSA school index scores, teachers will identify target group (students with disabilities) to receive interventions and support services.</p>	Limited Development 02/20/2018		
How it will look when fully met:		<p>Teachers will plan instruction based on the data and provide support to students in need of intervention.</p> <p>Students in target group (students with disabilities) will receive daily interventions in the classroom and participate in after school tutoring. Lesson plans and tutoring rosters will provide documentation for this target group.</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	05/24/2019
Actions			22 of 35 (63%)		
2/20/18	After school tutoring will be offered to students in grades 3-6.		Complete 03/09/2018	Jackie Camp	03/08/2018
	<i>Notes:</i> Tutoring meets 3X's a week				
2/20/18	Provide before and after school tutoring for K-2 students in need of support.		Complete 03/09/2018	Nancy Henson	03/08/2018
	<i>Notes:</i> 3x per week				

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.	Complete 03/16/2018	Tiffany Kennemore	03/09/2018
<i>Notes:</i>				
3/14/18	After school enrichment programs (chess, band, EAST) will be offered to fifth and sixth grade students.	Complete 03/16/2018	Susan Davey, Karla Shaw, Ray Parham	03/09/2018
<i>Notes:</i> Chess Club - 1X per week Band - 4X week EAST - 3X week				
2/20/18	Teachers will provide data driven instruction to focus on areas of deficits identified by ACT ASPIRE classroom assessments and interim assessments.	Complete 05/18/2018	Tiffany Kennemore	05/01/2018
<i>Notes:</i>				
4/26/18	The director of the Mississippi County Library System's Summer Reading Program will visit the school to give an overview of the summer reading program to all students.	Complete 05/18/2018	Nancy Henson	05/08/2018
<i>Notes:</i>				
2/20/18	Fifth-Sixth grade students have the opportunity to participate in the EAST program based on interviews and an application process. EAST is a class in which students will use state-of-the-art computer hardware and software tools to engage in project-based problem solving.	Complete 05/18/2018	Tiffany Kennemore	05/11/2018
<i>Notes:</i>				
2/20/18	K-2 teachers will implement the Phonics First instruction in the classroom and provide small group instruction for those who do not master skills during whole group instruction.	Complete 05/18/2018	Tiffany Kennemore	05/11/2018
<i>Notes:</i>				
2/20/18	K-2 students will be given iPads throughout the school year to take home for a week to access SmartyAnts to increase their literacy skills.	Complete 05/18/2018	Nancy Henson	05/11/2018
<i>Notes:</i>				
2/20/18	All kindergarten and first grade students will receive GATE Enrichment instruction which will include creative thinking activities and coding.	Complete 05/18/2018	Tiffany Kennemore	05/11/2018
<i>Notes:</i>				
2/20/18	Second-sixth grade students are identified for placement in the gifted and talented program. All instruction is based on the mandated rules set forth by ADE.	Complete 05/18/2018	Tiffany Kennemore	05/11/2018
<i>Notes:</i>				

2/20/18	Students scoring below the 20th percentile on the NWEA MAP Reading assessments will be offered Title I Reading small group instruction to address deficits.	Complete 05/18/2018	Julie Crosskno & Carol Ross	05/18/2018
<i>Notes:</i>				
3/14/18	K-2 students who have an Intensive Reading Intervention will receive explicit systematic instruction in foundation of reading skills in whole group and small group instruction.	Complete 05/18/2018	Nancy Henson	05/18/2018
<i>Notes:</i>				
3/14/18	K-2 classroom teachers and the dyslexia specialist will be ordered the Phonemic Awareness Primary and Kindergarten Curriculum books by Michael Heggerty to be used in whole group and small group instruction to build the foundation so that all students will be reading on grade level by 3rd grade.	Complete 05/22/2018	Tiffany Kennemore	05/18/2018
<i>Notes:</i>				
2/20/18	The Dyslexia Specialist will screen students for dyslexia and provide necessary interventions.	Complete 05/18/2018	Jennifer Harrison	05/18/2018
<i>Notes:</i> This program follows all of the Dyslexia guidelines mandated by the ADE.				
2/20/18	Students scoring below the 20th percentile on the NWEA MAP Math Assessments will be offered Title I Math small group instruction to address deficits.	Complete 05/18/2018	Starla Jackson & Karen Green	05/18/2018
<i>Notes:</i>				
2/20/18	Students in grades 3-6 will work on individual math skills on Accelerated Math.	Complete 03/09/2018	Tiffany Kennemore	05/24/2018
<i>Notes:</i>				
5/24/18	Nutrien Seed Survivor - A traveling lab, student will learn about plants, nutrients, explore technology and plant a sunflower	Complete 05/25/2018	Jackie Camp	05/25/2018
<i>Notes:</i>				
5/24/18	GES will offer a summer reading program for students in grades 1-5 to help prevent summer reading lose.	Complete 07/31/2018	Kathy Hodge	07/01/2018
<i>Notes:</i>				
10/18/18	STAR Reading pre-assessments indicated low student reading levels across 5th grade. Jennifer Lovell (5th grade teacher) will provide intensive systematic phonics instruction and reading strategies to increase student's reading skills. Students will be given the DSA to determine which phonics skills need to be retaught and which skills have been mastered.	Complete 11/30/2018	Tiffany Kennemore	11/20/2018

<i>Notes:</i>			
11/13/18	Assessment data will be used to identify students on grade level or who have shown growth in reading including the target group (Students with Disabilities). Students selected will receive a reward party so that other students will be motivated to show growth on the summative assessments.	Tiffany Kennemore	01/12/2019
<i>Notes:</i>			
10/18/18	GATE students will be offered after school enrichment to prepare for the quiz bowl during the second nine weeks. During the second semester, students will be challenged to work on projects that expand their critical thinking skills.	Nancy Henson	03/20/2019
<i>Notes:</i>			
12/12/18	Third through sixth grade students will be given individual folders that contain a printout of their summative scores and/or Interim assessment scores. Students will be responsible for identifying one strength and one weakness from the Interim assessment in math and reading. They will record those findings on a sheet in their folder and write a goal of how much they plan to increase that score on the next Interim assessment. Students will share this folder with parents at Parent-Teacher Conferences in October and March.	Tiffany Kennemore	03/20/2019
<i>Notes:</i>			
12/17/18	The Literacy Instructional Facilitator will assist classroom teachers in developing a summer reading list to encourage students to read throughout the summer months.	Nancy Henson	03/28/2019
<i>Notes:</i>			
12/13/18	During the second semester of the after school programs, sixth grade students will be offered the opportunity to learn or enhance their abilities to play chess. Playing chess will help the students to develop the ability to preplan actions and determine their impact. These actions will increase their critical thinking skills.	Gregg Kemp	04/01/2019
<i>Notes:</i>			
10/25/18	Students identified as having disabilities will be offered tutoring. The main focus of instruction will be to increase their reading skills through explicit phonics instruction that gives students strategies to decode words. Students will apply these strategies during independent reading.	Tiffany Kennemore	05/01/2019
<i>Notes:</i>			

9/14/18	Instructional Facilitators and the Dyslexia Specialist will give K-2 students the Arkansas Rapid Naming Screener and DIBELS NWF assessments. Instructional Facilitators will also screen students using the MAP Checklist Screeners. The Dyslexia Specialist will interpret all assessment results to determine if a student needs small group dyslexia instruction.		Nancy Henson	05/10/2019
<i>Notes:</i>				
11/30/18	Classroom teachers will be given a folder that contains the names of the Students with Disabilities subpopulation. They will provide individual or small group instruction to these students to help increase their reading and math skills as well as provide motivation to the students.		Tiffany Kennemore	05/15/2019
<i>Notes:</i>				
11/30/18	Students with Disabilities subpopulation will receive explicit phonics instruction in their regular classrooms as well as in the resource classrooms. This explicit systematic instruction will focus on decoding and encoding words, comprehension, and vocabulary. Some of the Students with Disabilities subpopulation will receive comprehension and vocabulary instruction in the speech classroom also.		Tiffany Kennemore	05/15/2019
<i>Notes:</i>				
12/12/18	Students in the dyslexia program will use the Read Naturally digital program along with explicit phonics instruction to learn to decode words within reading passages. The reading passages will promote student reading accuracy, self-monitoring skills, fluency, comprehension, and build reading stamina.		Kathy Hodge	05/20/2019
<i>Notes:</i>				
11/13/18	Students will be selected to receive Title I services in reading and math, including some students in the target group (Students with Disabilities). Students will receive 30 minutes of interventions based on their needs.		Tiffany Kennemore	05/24/2019
<i>Notes:</i>				
9/14/18	Michelle Johnson will provide small group intensive, focused reading instruction for 1st-6th grade students who have low reading assessment scores. Kindergarten students who have an IRI will receive explicit systematic phonics and phonological awareness instruction to build the foundation for reading instruction.		Nancy Henson	05/24/2019
<i>Notes:</i>				

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.	Complete 10/05/2018	Shannon O'Neal	05/24/2019
<i>Notes:</i>				
3/29/18	Moby Max will be used in K-6 classrooms as an intervention tool to reinforce skills in all content areas.	Complete 10/12/2018	Tiffany Kennemore	05/25/2019
<i>Notes:</i>				
12/17/18	A summer reading program will be established for students, especially targeting struggling readers, to help reduce summer reading loss.		Tiffany Kennemore	05/25/2019
<i>Notes:</i>				

Core Function:	Classroom Instruction
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Effective Practice:	Expect and monitor sound instruction in a variety of modes
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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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		The school will have a living document that is aligned with the standards in a format that is consistent from grades K-6.		Tiffany Kennemore	05/21/2019
Actions			38 of 45 (84%)		
12/15/16		IF will enter the science standards into the appropriate column on the district-wide curriculum document,	Complete 10/14/2016	Shannon O'Neal	10/14/2016
<i>Notes:</i>					
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
<i>Notes:</i>					
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	Tiffany Kennemore	12/05/2016
<i>Notes:</i>					
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.	Complete 05/15/2017	Nancy Henson	02/10/2017
<i>Notes:</i>					

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.	Complete 03/14/2017	Nancy Henson	02/14/2017
<i>Notes:</i>				
12/15/16	A schedule will be adapted to allow the teachers to have weekly collaboration.	Complete 05/19/2017	Tiffany Kennemore	05/12/2017
<i>Notes:</i>				
3/27/17	Classroom teachers will be given time during PLC to work on aligning curriculum documents for science and social studies.	Complete 05/19/2017	Shannon O'Neal	05/15/2017
<i>Notes:</i>				
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.	Complete 05/19/2017	Nancy Henson	05/19/2017
<i>Notes:</i>				
4/10/18	Establish team drives within google drive for each grade level to include all curriculum documents created.	Complete 04/10/2018	Tiffany Kennemore	08/14/2017
<i>Notes:</i>				
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.	Complete 01/08/2018	Nancy Henson	12/15/2017
<i>Notes:</i>				
2/20/18	IF will assist classroom teachers in grades 3-6 in updating the Social Studies Curriculum Document on Feb. 16, 2018 Professional Development Day.	Complete 02/16/2018	Nancy Henson	02/16/2018
<i>Notes:</i>				
2/20/18	The Leadership Team will develop power standards for each grade level's different subjects. These priority standards will be posted on google docs for classroom teachers.	Complete 02/22/2018	Tiffany Kennemore	02/22/2018
<i>Notes:</i>				
9/12/17	The Literacy Instructional Facilitator will develop common comprehension reading tests for first grade.	Complete 03/16/2018	Nancy Henson	03/02/2018
<i>Notes:</i>				
5/24/18	GHS Key Club will read Dr. Seuss books to K-3 classrooms on Read Across America Day.	Complete 03/05/2018	Tiffany Kennemore	03/02/2018
<i>Notes:</i>				

9/12/17	The Literacy Instructional Facilitator will create spelling lists for K-2 weekly common assessments using the Phonics First curriculum.	Complete 03/16/2018	Nancy Henson	03/16/2018
<i>Notes:</i>				
2/14/17	IF will help classroom teachers analyze the 3rd-6th Grade ACT Aspire Interim data for English and Reading to identify skills which need to be reinforced or developed.	Complete 04/10/2018	Nancy Henson	04/06/2018
<i>Notes:</i>				
3/27/17	IF will help classroom teachers analyze the 3rd-6th Grade ACT Aspire Interim data for Math and Science to identify skills which need to be reinforced or developed.	Complete 04/06/2018	Jackie Camp	04/06/2018
<i>Notes:</i>				
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.	Complete 05/18/2018	Jackie Camp	04/27/2018
<i>Notes:</i>				
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.	Complete 05/18/2018	Jackie Camp	04/27/2018
<i>Notes:</i>				
12/15/16	IF will assist classroom teachers in finding resources for the social studies curriculum.	Complete 04/10/2018	Nancy Henson	04/27/2018
<i>Notes:</i>				
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.	Complete 04/10/2018	Nancy Henson	04/27/2018
<i>Notes:</i>				
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.	Complete 05/18/2018	Nancy Henson	04/27/2018
<i>Notes:</i>				
2/20/18	The Math and Science IF will meet with K-2 grade teachers to analyze math NWEA MAP data during grade level meetings.	Complete 05/18/2018	Jackie Camp	04/30/2018
<i>Notes:</i>				
2/20/18	IF will analyze NWEA MAP Reading Assessment reports with K-2 classroom teachers during grade level meetings.	Complete 05/18/2018	Nancy Henson	05/11/2018

<i>Notes:</i>				
9/12/17	The Math Instructional Facilitator will assist in the implementation and model lessons for the Engage NY, our new K-6 math program.	Complete 05/18/2018	Jackie Camp	05/18/2018
<i>Notes:</i>				
9/12/17	The Science Instructional Facilitator will assist the teachers in the new Discovery Science Techbook.	Complete 05/18/2018	Jackie Camp	05/18/2018
<i>Notes:</i>				
1/18/18	IF will support fourth grade literacy teachers in the piloting of the WritetoLearn program.	Complete 05/18/2018	Nancy Henson	05/18/2018
<i>Notes:</i>				
1/18/18	IF will create SmartBoard lessons for first grade Phonics First lessons.	Complete 05/18/2018	Nancy Henson	05/18/2018
<i>Notes:</i>				
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.	Complete 01/22/2018	Nancy Henson	05/18/2018
<i>Notes:</i>				
3/27/17	IF will enter essential questions, text/article selections, and resources into the science district-wide curriculum document based on collaboration with teachers.	Complete 05/18/2018	Jackie Camp	05/18/2018
<i>Notes:</i>				
5/25/18	Literacy IF and K-2 classroom teachers will remove and add phonics lessons at each grade level for the second year of implementation.	Complete 05/25/2018	Nancy Henson	05/18/2018
<i>Notes:</i>				
4/10/18	Jennifer Harrison, Dyslexia Specialist, will develop spelling lessons for 3rd grade phonics instruction.	Complete 05/18/2018	Jennifer Harrison	05/18/2018
<i>Notes:</i>				
5/25/18	Literacy IF will create a new scope and sequence for the K-3 Phonics First Curriculum to vertical align the curriculum after the first year of implementation.	Complete 05/25/2018	Nancy Henson	05/24/2018
<i>Notes:</i>				
4/10/18	Instructional Facilitators and classroom teachers will implement new technology programs (IXL, Mystery Science, Moby Max, SmartyAnts, Nessy).	Complete 05/18/2018	Jackie Camp	05/25/2018
<i>Notes:</i>				
8/27/18	Literacy Instructional Facilitator will make Red Word and Syllabication books for first and second grades.	Complete 08/17/2018	Nancy Henson	08/14/2018

<i>Notes:</i>				
5/25/18	Literacy IF will create a scope and sequence for the 4th-5th grades Phonics First curriculum for the first year of implementation. This scope and sequence chart will ensure that the phonics curriculum is vertically aligned and is taught systematically.		Nancy Henson	02/28/2019
<i>Notes:</i>				
8/27/18	The Literacy Instructional Facilitator will create Smart Board lessons for 3rd grade teachers for Phonics First Lessons. These Smart Board lessons will provide visual representations of spelling patterns for visual and/or auditory learners as well as increasing their vocabulary. Slides in the lessons allow for teachers to model syllabication.		Nancy Henson	04/28/2019
<i>Notes:</i>				
5/25/18	The Literacy IF will create spelling lists for the 4th grade using the Phonics First program. This will ensure that the spelling is vertically aligned and consistent across grade level. Spelling words chosen will be appropriate for the 4th grade level.		Nancy Henson	05/03/2019
<i>Notes:</i>				
5/25/18	The Literacy IF will analyze the results of the DSA assessment given to 5th grade students and determine which spelling skills need to be retaught. She will work with Jennifer Lovell to determine which spelling lessons to teach each week.	Complete 12/11/2018	Nancy Henson	05/04/2019
<i>Notes:</i>				
5/24/18	GES will participate in the extended recess program in grades K-6.	Complete 12/10/2018	Tiffany Kennemore	05/24/2019
<i>Notes:</i>				
5/24/18	The Literacy IF will provide assistance to 5th and 6th grade teachers in the implementation of the WritetoLearn program and assist 4th grade teachers in the continued use of the program. Teachers will be shown how to enter their own writing prompts to prepare students for the writing assessment on the summative test.	Complete 12/10/2018	Nancy Henson	05/24/2019
<i>Notes:</i>				
5/24/18	IF will assist classroom teachers in creating a Math Curriculum document for each grade level K-6 using recommendations from the FOCUS book and the priority standards. Curriculum guide will be used to focus on lessons , differentiation of lessons and math groups.		Jackie Camp	05/24/2019
<i>Notes:</i>				

5/24/18	The literacy IF will assist classroom teachers in creating an ELA Curriculum Document for each grade level (K-6). She will help the teachers to ensure that the documents are horizontally and vertically aligned and there is a focus on the prioritized standards for each grade. She will assist teachers with the development of essential questions and use recommendations from the FOCUS book.		Nancy Henson	05/24/2019
<i>Notes:</i>				
12/17/18	Elementary science teachers will discuss FOCUS Chapter 6, evaluate curriculum, and incorporate recommendations from the chapter.		Jackie Camp	05/25/2019
<i>Notes:</i>				
12/17/18	Elementary social studies teachers will discuss FOCUS Chapter 5, evaluate curriculum, and incorporate recommendations from the chapter.		Nancy Henson	05/25/2019
<i>Notes:</i>				