

Comprehensive Progress Report

Mission: We will establish strong relationships with all and a love for learning that will encompass social, emotional, behavioral and academic needs.

Vision: In a safe nurturing environment we will foster a love of learning, a spirit of community and inspire students to positively affect our world.

Goals:
All students in grades 3rd & 4th will improve in the area of reading as measured by the ACT Aspire.

Our goal is to is to have all Kindergarten through 2nd Grade students achieve their growth goal in the areas of reading and math.

As a staff, we will work towards improving tier one instruction, and as a result, lower the number of students on tiers 2 and 3 by 10% as compared to 2018-2019 data.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		A Response to Intervention schedule is included in the daily schedule. The time is called "Colt Camp" and is used for intervention and enrichment. Students work in skill groups and progress is monitored. We have altered our master schedule to devote time each day at each grade level to ensure students are receiving intervention and enrichment at their level. We have used MAP data to track progress and it shows good growth in student achievement. During this time, we utilize all available personnel to support students. This allows for smaller group size. The master schedule and plan for addressing students' needs will be monitored on a yearly basis by the leadership team. Each May the team will review the plan and adjust as needed. We will create a comprehensive plan for evaluating the effectiveness of our programs.	Limited Development 10/22/2015		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		We will have a Colt Camp time that is devoted to intervention and enrichment. During this time, no new core instruction will be offered. Students receiving intervention will be progress monitored regularly using Acadience and/or NWEA MAP. This data will be evaluated to ensure students are making adequate growth. Building wide MAP data will be monitored for adequate growth as well as used to identify students who may need intervention or enrichment.	Objective Met 09/27/19	Natalie Dake	05/01/2019
Actions					
	11/29/17	Beginning the 2019-2020 school year teachers assessed students using MAP assessment, Acadience, and continuum to place students in intervention groups for Colt Camp time. This will be done in grades K-4.	Complete 10/01/2019	Natalie Dake	10/01/2019
		<i>Notes:</i> Teachers will assess using continuum as needed to determine growth during school year. Map will be completed fall, winter, and spring. Acadience as needed or twice a year.			
	8/15/18	Teachers will continue to progress monitor students with Acadience, NWEA MAP, and classroom common assessments.	Complete 04/20/2018	Natalie Dake	05/01/2020
		<i>Notes:</i>			
Implementation:			09/27/2019		

Evidence	09/23/19 Colt Camp is being implemented at CGE and students are being provided RTI interventions based on their academic need.			
Experience	09/13/2019 Assessing students and placing them in RTI intervention groups have been established and teachers have determined assessment that will be used for this placement.			
Sustainability	09/13/2019 Teachers will continue to use assessment to guide groups for RTI "Colt Camp". These groups will change as a result of student progress.			

Core Function:	Curriculum, Assessment, and Instructional Planning			
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Effective Practice:	Engage teachers in aligning instruction with standards and benchmarks			
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	IIA03	Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).(90)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Assessment is regularly used in instruction, through self assessment by students, monitoring of progress of learning by the teacher and/or students, and high quality feedback to students. Students are fully aware of the assessment criteria to evaluate their work.	Limited Development 09/27/2019		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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How it will look when fully met:	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self assessments by students, monitoring of progress by both students and teacher, and high quality feedback to students from a variety of sources. Student and teacher created assessments and reflections will be evidence.	Objective Met 04/03/20	Randall Hunt	05/01/2020
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	9/27/19	Grade level PLC will work collaboratively with literacy and math coaches at the building and district levels to design common formative and summative assessments in the areas of literacy and math.	Complete 04/03/2020	Brandie Loomis	05/01/2020
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Notes:

Implementation:		04/03/2020		
Evidence	4/3/2020 Please refer to the folder title IIA03 for evidence.			
Experience	4/3/2020 Teachers regularly modify instruction, baed upon self assessment by students, monitoring of progress of learning by the teacher and/or students, and high quality feedback to students. Students are fully aware of the assessment criteria to evaluate their work.			
Sustainability	4/3/2020 Assessment will be ongoing r in instruction, through student involvement in establishing the assessment criteria, self assessments by students, monitoring of progress by both students and teacher, and high quality feedback to students from a variety of sources. Student and teacher created assessments and reflections will be evidence.			

Core Function:		Family Engagement in a School Community			
Effective Practice:		Provide two-way, school-home communication linked to learning			
	FE06	The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5500)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently we communicate with parents through many avenues. Parents receive a weekly newsletter from classroom teachers. Teachers also send emails and daily progress reports as needed. Monthly newsletters with school events and current information is emailed monthly to all stakeholders. The school website has a calendar that is update in point in time. The school also utilizes Facebook to share events and exciting events occurring at CGE on a weekly basis. School website is also updated regularly with staff list and emails so parent can easily communicate with staff as needed. Administration is also readily available for conferences if request is made by parent or teacher.</p> <p>Teachers hold parent teacher conferences twice a year to discuss student progress. If additional conference are needed do to teacher or parent concerns these are held as needed. All conferences are documented on the parent communication form provided to teachers in the workroom.</p>	Limited Development 11/29/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Utilizing the parent and family engagement survey result of 2018-2019, it was determined that parents desired more frequent communication from administration. Administration will provide multiple avenues of communication on a weekly basis to all stakeholders including, but not limited to, weekly videos, emails, automated calls, and physical letters.	Objective Met 04/03/20	Randall Hunt	05/01/2020
Actions					
	9/27/19	Weekly video messages from Mr. Hunt to all parents and staff of Centerton Gamble Elementary.	Complete 10/01/2019	Randall Hunt	10/01/2019
<i>Notes:</i>					

9/27/19	Mrs. Foerster will send out the monthly digital newsletter to all parents and staff of Centerton Gamble Elementary at the beginning of each month.	Complete 10/01/2019	Kim Foerster	10/01/2019
<i>Notes:</i> This effort will be continued on a monthly basis.				
Implementation:		04/03/2020		
Evidence	1/9/2020 All monthly newsletters can be found at this link: https://www.bentonvillek12.org/domain/5099 Monthly newsletters will continue to be crafted and shared with parents and staff via Blackboard throughout the 19/20 school year.			
Experience	10/01/2019 Our endeavors to complete this objective have been a team effort. Parents and teachers give us positive feedback concerning the communication that takes place between home and school.			
Sustainability	9/21/2018 We will continue to look for ways to enhance communication with our parents through parent meetings and surveys. Gathering the input of parents and guardians will assist us in improving our work in this area.			
Core Function:	High School: Opportunity to Learn			
Effective Practice:	Prepare students for post-secondary options			

		HS07	The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5517)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>The school provides all students with the same opportunities of learning in the classroom. The teachers provide rigorous instruction aligned with the state standards which prepares them for the next grade level and stretches their thinking. We are increasing the amount of time students are given to research, question, and discover through implementation of project based learning units. These units are intended to provide a more rigorous learning experience.</p> <p>The district screens students beginning in second grade for gifted and talented placement. These students in grades 2-4 are then bused to the gifted and talented facility weekly to participate in GT classes. Students in grades K & 1 are provided weekly enrichment lesson in their class by GT teachers from the district.</p> <p>Incorporated into our response to intervention program, students who are showing proficiency on the skills aligned with the state standards are given an opportunity to be enriched. At the specified intervention time, these students are challenged to stretch their thinking.</p>	Limited Development 11/29/2017		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	In addition to the current offering of enrichment for students, teachers will provide enrichment opportunities for all students based on their level of learning. High expectations will be set in order to push students to their highest potential not just whether they can master grade level content. Students who are struggling with grade level content will be challenged and encourage to improve through colt camp interventions in order to have the opportunity to have enrichment in areas they are stronger.	Objective Met 04/03/20	Kim Foerster	05/01/2020
Actions				
2/21/18	Colt camp groups will be developed and based on results from monthly assessments, and MAP testing, Acadience, common formative and summative assessments.	Complete 04/03/2020	Kim Foerster	05/01/2020
<i>Notes:</i>				

Implementation:		04/03/2020		
Evidence	4/3/2020 Please refer to HS07 folder for samples of evidence.			
Experience	4/3/2020 K-4 Teachers use formative data (classroom assessments, MAP, QPA, PAST, Acadience) to form instructional groups based on student progress. Learning objectives for small group and/or individual instruction are based on data.			
Sustainability	4/3/2020 Teachers will continue to use the data collected to create fluid grouping for students based upon individual need. Enrichment and remediation goals will be identified for each student.			