

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.

Gosnell High School has CLASS:

- C Challenging academics
- L Leadership and life skills
- A Active citizenship
- S Social success
- S Safe environment

Goals:



! = Past Due Actions KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establishing a team structure with specific duties and time for instructional planning			
	ID01	A team structure is officially incorporated into the school governance policy.(36)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school is conducting these meetings at all levels, there just needs to be documentation in our school governance policy.	Limited Development 08/28/2015		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The teams will continue to conduct meetings The principal will make sure that this action is added to our school governance policy The school will provide evidence through team meetings agendas, meeting minutes, and school governance policy	Objective Met 03/28/17	Len Whitehead	12/31/2015
Action(s)	Created Date				
1	8/28/15	Add team meetings to school governance policy	Complete 11/23/2015	Len Whitehead	12/31/2015

Notes: The principal will talk with upper administration about getting this action put in our governance policy.					
2	9/22/16	-Mr. Whitehead met with the district leadership team and requested that this indicator be added to our school governance policy. 11/16/15	Complete 12/11/2015	Len Whitehead	11/16/2015
Notes:					
Implementation:			03/28/2017		
Evidence	<p>11/24/2015 Policy 5.4 was approved at the board meeting and the agenda and minutes are on our school website.</p> <p>3/28/2017 See school handbook School governance policy is on file</p>				
Experience	<p>11/24/2015 We discussed the school governance policy in both district and school leadership meetings to revise and complete it and enter it into our district policy.</p> <p>3/28/2017 The leadership team assessed this indicator and reported to the district level</p>				
Sustainability	<p>11/24/2015 We will continue to refer to our policy when making decisions for our meetings and agendas.</p> <p>3/28/2017 We will continue to review the policy and update as necessary</p>				
	ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The process manager for our school prepares the agenda for our leadership, administrative, and curriculum team meetings. All agendas and minutes are shared with the appropriate people within the secondary school	Full Implementation 08/28/2015		
	ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)	Implementation Status	Assigned To	Target Date

Initial Assessment:	The leadership team has been established and will meet twice a month for an hour to address the ACSIP indicators. The meeting agendas and minutes will serve as evidence for this indicator.	Full Implementation 08/28/2015		
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Core Function:	School Leadership and Decision Making			
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Effective Practice:	Aligning 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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Initial Assessment:	The principal takes the teacher needs assessment in consideration when planning PLC meetings. The principal reviews teacher needs assessment to plan all PD days for teachers. The principal scheduled our embedded PD day in October to have break-out sessions for teachers to choose which session they would like to attend. (Differentiated PD event)	Full Implementation 09/01/2015		
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		IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Every teacher in our school completes a PGP plan that leads to professional development in that area. Teachers use their PD flex days to attend PD that are directed towards their PGP. The principal takes teacher needs for professional development into consideration before planning PD. The principal provides PD break-out sessions for differentiation in professional development. PLC meetings will be based on teacher needs assessment Collaboration meetings will be based on teacher needs assessment The leadership team will use the coop's PD needs assessment to plan PD for our teachers	Full Implementation 09/01/2015		
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IF11		The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are providing break out sessions for teachers to choose from during our school PD days. Teachers complete a needs assessment and admin considers those responses when planning job embedded PD.	Limited Development 09/08/2015		
<i>How it will look when fully met:</i>		The district and School will provide job-embedded PD plans through APSRC, PLC meetings, PD days, Breakout sessions. The evidence will be sign in sheets and all curriculum work completed by the teams.	Objective Met	Len Whitehead	05/24/2016
Action(s)	Created Date		2 of 2 (100%)		
1	5/3/16	The instructional facilitator will collaborate with teams of teachers to produce standard-aligned units of instruction.	Complete 03/27/2017	Stephanie Hancock	05/24/2016
<i>Notes:</i>					
2	12/1/16	Instructional facilitators will work with teachers to create standards aligned units of study in each grade band and subject	Complete 03/23/2017	Kathy Hodge	05/26/2017
<i>Notes:</i>					

Core Function:	School Leadership and Decision Making
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Effective Practice:	Expanded time for student learning and teacher collaboration
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IH01		The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Before and after school tutoring Credit Recovery Odyssey Lab IXL Program ACT Prep classes	Limited Development 02/02/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		The objective will be fully met when we have a description and data to measure the progress of each extended learning program.	Objective Met 05/03/16	Stephanie Hancock	05/24/2016
Action(s)	Created Date				
1	5/3/16	Each program director will produce a description of their program and the data needed to measure the progress. This will be compiled by the instructional facilitator and presented to the district leadership team for review.	Complete 05/03/2016	Stephanie Hancock	05/24/2016

Notes: We have this on file

Implementation:		05/03/2016		
Evidence	5/3/2016 We have created a report that includes the descriptions and data that will be filed for each school year.			
Experience	5/3/2016 Each program director provided a detailed description and data for the extended learning time program that we reviewed in our district leadership meeting.			
Sustainability	5/3/2016 We will continue to collect data on these programs and monitor their progress.			

Core Function:	School Leadership and Decision Making				
Effective Practice:	Ensuring High Quality Staff - Recruitment, Evaluation, and Retention				
	II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our district has Personnel Recruitment Guidelines in place that were created and revised by the leadership team. Gosnell High School also has a panel during the interview process that includes teachers, staff, and administration.	Full Implementation 04/26/2016		

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Engaging teachers in aligning instruction with standards and benchmarks			
	IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Instructional teams are working in professional development, PLC meetings, and in daily collaboration meetings to create standards-aligned units of instruction for each subject and grade level.	Limited Development 08/28/2015		
<i>How it will look when fully met:</i>		All core subject teachers will have standards-aligned units of instruction for each subject and grade level to use in their classrooms.	Objective Met 09/14/17	Stephanie Hancock	04/15/2016
Action(s)	Created Date				
1	9/16/15	The principal and the instructional facilitators will ensure that this is an ongoing process within our school and that teachers are producing standards-aligned units of study in their subject and grade.	Complete 05/20/2015	Len Whitehead	04/15/2016
<i>Notes:</i> Instructional teams meet monthly to create standards-aligned curriculum for the four core subject areas.					
2	10/19/16	Meet and get text resources to add to the Social Studies curriculum document	Complete 10/21/2016	Kathy Hodge	10/21/2016
<i>Notes:</i>					
3	10/19/16	Meet with 7-8 Science teachers and enter standards into our new curriculum document.	Complete 11/11/2016	Stephanie Hancock	11/11/2016
<i>Notes:</i> All standards were entered into our science curriculum document and arranged by nine weeks					
4	11/16/16	Science teachers and instructional facilitators will meet to enter texts into the 7-8 Science curriculum document.	Complete 01/13/2017	Stephanie Hancock	01/13/2017
<i>Notes:</i>					
5	11/16/16	Science teachers and instructional facilitators will meet to enter essential questions into the 7-8 Science curriculum document.	Complete 02/24/2017	Stephanie Hancock	02/24/2017
<i>Notes:</i>					
6	11/16/16	Science teachers and instructional facilitators will meet to enter Activities/labs into the 7-8 Science curriculum document.	Complete 03/15/2017	Stephanie Hancock	03/15/2017
<i>Notes:</i>					
7	11/16/16	Science teachers and instructional facilitators will meet to enter writing types and frequency into the 7-8 Science curriculum document.	Complete 04/27/2017	Stephanie Hancock	04/27/2017
<i>Notes:</i>					

8	11/16/16	Science teachers and instructional facilitators will meet to review the entire 7-8 Science curriculum document for the upcoming school year.	Complete 05/19/2017	Stephanie Hancock	05/19/2017
Notes:					
9	8/25/17	7-8 Science teachers and instructional facilitator will meet to include the new Discovery techbook into our district science curriculum.	Complete 10/27/2017	Stephanie Hancock	05/31/2018
Notes:					

Core Function:	Curriculum, Assessment, and Instructional Planning
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Effective Practice:	Engaging teachers in assessing and monitoring student mastery
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IIB04		Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently use STAR reading tests, IXL, Moby Max, ACT Aspire Interim/Classroom assessments, and unit pre-tests to pre-test our students and the data from these program guide our teachers instruction.	Limited Development 08/25/2017		
<i>How it will look when fully met:</i>		We will have all of the diagnostic test in place and be able to use the data reports to guide instruction.		Stephanie Hancock	05/31/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 2 (0%)		
1	8/25/17	Teachers and administrators will analyze the data from the STAR reading test to guide instruction.		Stephanie Hancock	09/29/2017
Notes:					
2	8/25/17	Teachers and admin will analyze the ACT Aspire Interim data to guide instruction.		Stephanie Hancock	10/27/2017
Notes:					

Core Function:	Curriculum, Assessment, and Instructional Planning
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Effective Practice:	Assessing student learning frequently with standards-based assessments
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IID02		The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The secondary school gives the NWEA MAP test three times a year. Teachers use the data gathered from this assessment to determine student weaknesses. Teachers also use pre/post tests for units of instruction in the classroom. (Documentation in ACSIP binder)	Full Implementation 08/31/2015		

IID03		Teachers receive timely reports of results from standardized and objectives-based tests.(101)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers receive reports and data breakdowns of their students ACT Aspire Interim scores as well as STAR Reading and IXL.	Full Implementation 08/25/2017		
IID07		The Leadership Team monitors school-level student learning data. (105)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We will meet monthly and monitor school level data in our school leadership team meetings.	Limited Development 08/25/2017		
<i>How it will look when fully met:</i>		All monthly meetings and data reporting and analysis is complete for the year.		Len Whitehead	05/31/2018
Action(s)	Created Date		0 of 1 (0%)		
1	8/25/17	The leadership team will meet monthly to monitor school level data.		Len Whitehead	05/31/2018
<i>Notes:</i>					

Core Function:	Classroom Instruction
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Effective Practice:	Expecting and monitoring 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>		Collaboration teams work on curriculum alignment Some instructional teams and groups have pacing guides This will require more time for progress	Limited Development 02/02/2016		
<i>How it will look when fully met:</i>		Each teacher will have a document that aligns standards,curriculum, instruction, and assessment.		Len Whitehead	05/31/2020
Action(s)	Created Date		7 of 9 (78%)		
1	12/1/16	Meet with the Social Studies teachers to get the standards added to the curriculum document in the order they will be taught by 9 weeks.	Complete 12/05/2016	Kathy Hodge	10/21/2016
<i>Notes:</i> All standards have been added to the curriculum document.					
2	12/1/16	IF will meet with 7-8 Science teachers and enter standards into the curriculum document by 9 weeks.	Complete 12/09/2016	Stephanie Hancock	11/11/2016
<i>Notes:</i> Each teacher analyzed their new Arkansas Science Standards and added them to the curriculum document by the 9 weeks they will teach them.					
3	12/1/16	Instructional Facilitators and members of the district leadership team will meet with the Social Studies teachers to add texts and essential questions to the curriculum document.	Complete 01/20/2017	Kathy Hodge	12/13/2016
<i>Notes:</i> The District Social Studies curriculum now has all texts in the document					

4	12/1/16	Science teachers and instructional facilitators will meet to enter texts into the 7-8 Science curriculum document.	Complete 12/16/2016	Stephanie Hancock	12/16/2016
<i>Notes:</i> The Science Curriculum document has most of the texts and we are waiting on district approved curriculum resources to add.					
5	11/14/16	Science teachers and instructional facilitators will meet to enter essential questions into the 7-8 Science curriculum document.	Complete 01/24/2017	Stephanie Hancock	01/16/2017
<i>Notes:</i> The curriculum document has all essential questions in place in the document for the 7-8 level.					
6	12/1/16	Science teachers and instructional facilitators will meet to enter Activities/labs into the 7-8 Science curriculum document.	Complete 03/15/2017	Stephanie Hancock	03/15/2017
<i>Notes:</i>					
7	12/1/16	Science teachers and instructional facilitators will meet to enter writing types and frequency into the 7-8 Science curriculum document.	Complete 12/16/2016	Stephanie Hancock	04/27/2017
<i>Notes:</i> Writing types, lengths, and quarters have been agreed upon by the teachers and IF and are in the curriculum document					
8	12/1/16	Science teachers and instructional facilitators will meet to review the entire 7-8 Science curriculum document for the upcoming school year.		Stephanie Hancock	05/12/2017
<i>Notes:</i>					
9	12/14/16	Make a plan to complete the social studies curriculum and motivate teachers to be a part of the curriculum writing process.		Kathy Hodge	05/27/2016
<i>Notes:</i> We looked at the curriculum document and showed teachers how to change/add information					
The teachers got a better understanding of why we are completing this curriculum and what is expected from them.					

Core Function:		Family Engagement in a School Community			
Effective Practice:		Explain and communicate the purpose and practices of the school community			
	FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Parental Involvement Plan and meetings Parental involvement in leadership meetings	Full Implementation 02/01/2016		

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Ensure content mastery and graduation			
	HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The Counselor has many resources she uses to accomplish this goal, which includes but are not limited to:</p> <ul style="list-style-type: none"> -Students have access to a career coach daily -Trio Program through Arkansas Northeastern College -Career Technology Education Program -ACT/Fee Waivers/College Applications/Scholarship help by the counselor -The counselor covers all frameworks set forth by the ADE -ANC Early College program 	Full Implementation 04/29/2016		