

## 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, remediation and credit recovery programs, IXL for remediation and enrichment, and the RTI program. STAR assessments 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.		Anita McKinney	05/23/2019
<b>Actions</b>			<b>0 of 13 (0%)</b>		
12/17/18	Provide professional development and other resources needed for interventions to the "students with disabilities" group.			Elizabeth Bryce	09/30/2019
<i>Notes:</i> 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.			Elizabeth Bryce	05/23/2019
<i>Notes:</i> Plan for the staff and the resources needed to promote reading during summer vacation each year.					
3/25/19	Send dyslexia specialist to Shelton training.			Tiffany Kennemore	08/30/2019
<i>Notes:</i>					

3/25/19	Provide personnel for elementary and secondary tutoring programs.		Elizabeth Bryce	09/30/2019
	<i>Notes:</i> This is usually provided through NSL funds.			
4/4/19	Plan the summer reading program that especially targets struggling readers in grades K-6 including students with disabilities.		Nancy Henson	05/15/2019
	<i>Notes:</i>			
4/4/19	Send appropriate elementary teachers, including special education, to phonics first or structures summer workshops.		Tiffany Kennemore	08/01/2019
	<i>Notes:</i> Continue to send teachers to this training until they have completed it. Send any new hires to the training if they have not already attended.			
4/4/19	Provide professional development for secondary teachers to develop strategies for teaching close reading and working with struggling readers.		Stephanie Hancock	10/25/2019
	<i>Notes:</i>			
4/4/19	Provide Accelerated Reader 360, Accelerated Math, IXL, SmartyAnts, and other programs to provide remediation and enrichment for improving K-12 student achievement in literacy and math.		Anita McKinney	08/15/2019
	<i>Notes:</i>			
4/4/19	Provide technology and programs (i.e. SmartyAnts, AR 360) to deliver remediation to struggling readers for K-2 students.		Nancy Henson	05/15/2019
	<i>Notes:</i>			
4/4/19	Provide teachers and resources needed for Title I reading and math programs.		Elizabeth Bryce	07/01/2019
	<i>Notes:</i>			
4/4/19	Provide chromebooks and other technology to support the dyslexia program and provide remedial and enrichment activities in the classrooms to improve student achievement.		Elizabeth Bryce	07/15/2019
	<i>Notes:</i>			
4/4/19	Provide Mastery Prep resources to improve student achievement in literacy and math.		Stephanie Hancock	09/25/2019
	<i>Notes:</i>			
4/25/19	Provide software for the high school credit recovery program.		Elizabeth Bryce	08/01/2019
	<i>Notes:</i>			

<b>Core Function:</b>	<b>District Context and Support for School Improvement</b>
<b>Effective Practice:</b>	<b>Clarify district-school expectations</b>

	IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)	Implementation Status	Assigned To	Target Date
<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. Elementary will continue using the Gates resources, along with other supplemental resources to 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 development. Utilizing these and other resources, the K-12 math and English language arts curricula will be completed by the end of the 2018-19 school year. The district will begin the development of curriculum documents for art, music, health, and physical education during the 2019-20 school year, to be completed by the end of the year, with career and technical education to be developed during the 2020-21 school year.</p>	<p>Limited Development 09/28/2015</p>		

<b>How it will look when fully met:</b>	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. Once curriculum documents are completed teachers will annually review and revise as needed.		Anita McKinney	05/24/2020
<b>Actions</b>		<b>0 of 20 (0%)</b>		
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.		Anita McKinney	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.		Anita McKinney	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.		Anita McKinney	12/20/2019
<i>Notes:</i>				
12/17/18	Create district curriculum documents for health, physical education, art, and music.		Kevin Evans	05/23/2019
<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.				
3/25/19	Enter into the district curriculum document the local curriculum for vocal music, aligned with state standards.		Anita McKinney	12/20/2019
<i>Notes:</i> Each school will be responsible for getting this information into the district document.				
3/25/19	Enter into the district curriculum document the local curriculum for health, aligned with state standards.		Anita McKinney	12/20/2019
<i>Notes:</i> Each school will be responsible for getting this entered into their portion of the district document.				
3/25/19	Enter into the district curriculum document the local curriculum for physical education, aligned with state standards.		Anita McKinney	05/15/2020
<i>Notes:</i> Each school will be responsible for entering their curriculum into the district document.				
3/25/19	Enter into the district curriculum document the local curriculum for visual arts, aligned with state standards.		Anita McKinney	05/15/2020
<i>Notes:</i> Each school will be responsible to enter their curriculum into the district document.				
4/4/19	Provide Eureka math resources to support the elementary math curriculum.		Jackie Camp	08/01/2019
<i>Notes:</i>				
4/4/19	Provide a copy of the book FOCUS: Elevating the Essentials to Radically Improve Student Learning to all teachers that do not already have a copy.		Anita McKinney	08/15/2019
<i>Notes:</i>				
4/4/19	Provide Discovery Education techbooks for social studies and math to support the curriculum.		Anita McKinney	08/01/2019
<i>Notes:</i>				

4/4/19	Provide IXL in all core content areas to K-12 students to support the curriculum and encourage student independent practice for improving student achievement.		Anita McKinney	08/01/2019
<i>Notes:</i>				
4/4/19	Provide Gizmos digital resource to support K-12 science and math curriculum.		Anita McKinney	08/01/2019
<i>Notes:</i>				
4/4/19	Provide Mystery Science to support the K-5 science curriculum.		Jackie Camp	08/01/2019
<i>Notes:</i>				
4/4/19	Provide Capstone digital books to support curriculum and promote reading.		Elizabeth Bryce	08/01/2019
<i>Notes:</i>				
4/4/19	Provide BookFlix and BrainPop to support the elementary curriculum.		Nancy Henson	08/01/2019
<i>Notes:</i>				
4/4/19	Provide Newsela to support the 7-12 curriculum and encourage the use of informational text in all content areas.		Stephanie Hancock	08/01/2019
<i>Notes:</i>				
4/4/19	Provide Accelerated math to support the elementary curriculum and provide remediation and enrichment activities for students.		Jackie Camp	08/01/2019
<i>Notes:</i>				

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.		Anita McKinney	10/24/2019	
<b>Actions</b>		<b>0 of 12 (0%)</b>			
8/30/18	Design an ongoing professional development plan to train teachers in the elements of effective teaching to improve experienced teachers performance and to train new teachers in the process.		Anita McKinney	04/25/2020	
<i>Notes:</i>					
12/17/18	Review walk-through data to determine level of implementation of the elements of effective lessons.		Anita McKinney	04/24/2020	
<i>Notes:</i> 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.					
3/26/19	Review effectiveness of all support programs and applications.		Anita McKinney	04/23/2020	
<i>Notes:</i> All support software and other programs for interventions and enrichment should be evaluated using supporting data.					

4/4/19	Using the Google classroom walk through digital data collection form, regularly collect data on teacher use of the elements of effective teaching.		Anita McKinney	04/28/2020
	<i>Notes:</i> Each month the district instructional leadership team will evaluate this data and make recommendations for needed professional development for all and/or individual teachers.			
4/4/19	Provide overview of results from K-2 NWEA Growth and 3-6 ACT Aspire summative and interim assessments at district leadership meetings after each assessment.		Tiffany Kennemore	03/24/2020
	<i>Notes:</i> Overview of data from ACT summative assessment and 2 Interim assessments.			
4/4/19	Provide detailed analysis of NWEA Growth and ACT Aspire summative and interim assessments for math and science .		Jackie Camp	03/24/2020
	<i>Notes:</i>			
4/4/19	Provide detailed analysis of NWEA Growth and ACT Aspire summative and interim assessments for literacy.		Nancy Henson	03/23/2020
	<i>Notes:</i>			
4/4/19	Hold district instructional leadership team meetings regularly for data analysis, instructional support, and professional development planning.		Anita McKinney	05/25/2020
	<i>Notes:</i> The district leadership team will meet at least once each month and will meet with instructional facilitators as a district instructional leadership team at least once each month.			
4/4/19	Send school leadership teams to training provided by the educational cooperative to develop team leadership best practices especially in the areas of PLCs and RTI.		Anita McKinney	03/25/2020
	<i>Notes:</i>			
4/4/19	Send elementary instructional facilitators and certain teachers to ABC Hub meetings, testing and reporting training, and other training to support data disaggregation and instructional supports that lead to improved student achievement.		Tiffany Kennemore	03/24/2020
	<i>Notes:</i> Occurrence of meetings will vary but will probably average about once per month while school is in session, with some possible workshops over the summer.			
4/4/19	Provide professional development to all elementary teachers in the use of the elements of effective teaching as outlined in FOCUS until it becomes a common practice.		Tiffany Kennemore	05/24/2021
	<i>Notes:</i>			

4/4/19	Provide professional development to all secondary teachers in the use of the elements of effective teaching as outlined in FOCUS until it becomes a common practice in the classroom.		Steven Milligan	05/24/2021
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