

**Annual Public Meeting – District Report
September 24, 2018, 6:00 p.m.**

Gosnell School District Mission Statement

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.

School Improvement

The Gosnell School District strives to make progress each year as we implement improvements to meet the needs of our students. Our school district continues its membership with the Arkansas Public School Resource Center (APSRC). We continue to participate in their “Above and Beyond the Core” initiative to assist our district with curriculum development and improving instruction with highly engaging teaching and learning strategies. We will continue to use resources and/or specialists from both the APSRC and our educational service cooperative to assist us on the implementation of the current state academic standards and improve performance on state mandated accountability assessments.

For accountability, the state will be in its fourth year of using the ACT Aspire for grades 3-10, and eleventh grade students must be provided with the opportunity take the ACT unless they choose to opt out. As part of the new state K-2 assessment guidelines, our district chose to use the NWEA Growth Assessment to measure K-2 student progress in math and literacy. A three-year commitment to the chosen assessment must be maintained before a change in the assessment can be made, and this will be the district’s second year.

Over the past three years, the ADE has updated the math and literacy standards, issued new social studies standards, and completed a three-year implementation program for new science standards. All grades K-12 will be using the new science standards this year.

Because of all the changes in state standards, the district and school leadership teams will continue their work on a FOCUS project that includes writing a new district curriculum, and improving instruction through the implementation of strategies that will immerse students in content literacy, which should have a positive impact on student achievement and performance on state assessments.

To assist our faculty with the implementation of the new state standards, and with the development of a new curriculum, the district continues to use several initiatives. Digital techbooks were adopted from Discovery Education for K-12 science and 5-11 social studies to assist teachers in the implementation of the new standards in these areas. The Eureka Math curriculum was adopted for grades K-6 to help teachers implement new math standards and developing the new math curriculum. We will continue professional development for both of these programs to continue building fidelity in their use.

Accelerated Math, IXL, Gizmos, and Mystery Science were adopted as resources to help teachers provide differentiation, interventions and enrichment for math and science. Accelerated Reader 360 was adopted to promote reading to students and assist teachers with implementing more informational text in all content areas. To support these programs and improve student

achievement in reading and math, the STAR Reader and STAR Math assessments are used to measure student performance and guide interventions. Elementary will continue to use Phonics First in elementary to improve student reading skills, especially in K-2. Elementary will also use the Writing To Learn program in grades 4-6 to improve student skills in writing and reading. All these programs will also help teachers better utilize the technology commitment made by the district with its 1-to-1 initiative.

Secondary math adopted new math resources from McGraw-Hill, which includes both digital and classroom hard copy sets. Secondary also adopted new English Language Arts resources, Study Sync, which emphasizes reading and writing skill development. Teachers received professional development prior to the start of the school year to help them get started with these new resources.

Arkansas Department of Education Standards and Assurances Accreditation

In our last Arkansas Department of Education Standards and Assurances on site review, our district was found to be in compliance with all state standards for Arkansas schools with a few recommendations, which have all been implemented. The schools in our district have been in compliance with all state standards each year based on computer-based annual reviews. Beginning with the 2017-18 school year on-site reviews will only be done at focus and priority schools, and our district is neither, so we will not have an onsite review. Reviews will be conducted based on data entered in the state systems. The Gosnell School District strives to provide quality educational opportunities for all of its students by meeting or exceeding Arkansas state standards for schools.

School Improvement Plans, District Support Plan and the Annual Report to the Public

School Improvement Plans are developed and used for guiding improvement in each of our two schools, and the district develops a support plan to assist them with their implementation. Through the new Indistar online system, these plans are updated throughout the course of the school year by recording leadership team meetings, actions, and assessments as they occur. The improvement plan for our district must focus on seven main indicators, with our primary goal being to improve student performance as reflected on state assessments, school assessments, and other indicators.

The purpose of the Annual Report to the Public is to provide reports on each school's improvement plan and the district's support plan. The reports will include their school improvement accountability status, school improvement goals, corrective actions, and how parents can be involved in their child's education.

Plans must be presented to the school board, for their approval, by May 1 each year and posted to the district website by August 1. The district level leadership team will provide coaching to each of its schools as it relates to their respective school improvement plans as documented in Indistar. Printed copies of the school improvement plans and district support plan will no longer be produced, since the plans are now required to be posted to the district website. Parents and members of the public who do not have access to the Internet can use the district's parent center, the public library, or any other public Internet access service to view the plan. The parent center will provide printed copies of the plans upon request.

As the Arkansas Department of Education transitions from the former ESEA to the new ESSA federal accountability system, a district improvement status is no longer reported. Each of the district's schools will have a letter grade assigned to them that represents its performance based on several indicators included in the ESSA accountability system, but no performance letter grade is assigned to districts. School Improvement Plans (SIPs) focus on improving the performance in each of these indicators, and the district support plan documents how the district will use its resources to support the SIPs. Each school will have more details on their respective ESSA reports.

The Annual Report to the Public must be held prior to October 15 each year and will include reports on test scores, school board training, federal programs, technology, and CIPA compliance. The state assessment results will be reported by our school principals in this meeting and will be publicly reported on the district and school report cards that are issued by the ADE in the Spring. The state publishes a report card for each district and each of the district's schools, and a copy of the report for the Gosnell School District and each of its schools is provided on the district website. Included in this report will be the Public Notification of State Test Scores, reported by ethnicity and socioeconomic status. The report also shows the number and percentage of students in each sub-group that scored at each level of the state test. Also included in the report is information about Advanced Placement, graduation rate, grade inflation rate, drop-out rate, college remediation rate, retention rate, and transfers pursuant to unsafe schools or school choice.

School Board Training

All members of the Gosnell School Board have met and exceeded the number of training hours required by Arkansas law, and each cumulative report will be on file. A summary of the hours obtained by each school board member is provided, which indicates the number of hours each board member needs by December 31st of this year to remain in compliance.

Technology and CIPA Compliance

The district will continue to maintain their one-to-one device program by issuing chromebooks to all K-12 students. Since all students were provided chromebooks last year, the district will only need to purchase 100 additional chromebooks to replenish those that are no longer useable. The district will probably need to purchase approximately 200 chromebooks each year hereafter to sustain this program.

The district will continue to support teachers and staff in the area of technology by employing a district network administrator and a computer technician. The district took advantage of the federal erate program to upgrade the network infrastructure, which should be operational in the near future.

The district meets the requirements of the Child Internet Protection Act (CIPA), and teachers are required to give students guidelines on the safe use of the Internet. The district has a technology use policy for students and employees, and requires all users to sign a technology use contract. Now that the state provides all the bandwidth for Internet access, they also provide the content filtering necessary to meet CIPA guidelines.

Public Meeting

Federal Programs and Special Services

September 24, 2018

Federal Funds:

Title I

Gosnell School District received \$366,865.86 for the 2018 – 2019 school year in Title I Part A funds. This is a decrease of \$13,465.86 from last year. The money will be used for salaries, materials, equipment, and support services. A Gosnell Title I Parent-School Compact is developed for each Title I student. Title I teachers will meet with each parent during the first Parent-Teacher Conference to review the child's Title I Parent-School Compact. The compact explains how students, parents, and teachers will share the responsibility for improving student academic achievement. The Title I Program is a target assistance program that offers support in literacy and math. Students receive daily instruction by certified teachers. Students that cannot be placed are kept on a waiting list. Teachers can add new students to the list throughout the year. Title I teachers work with regular classroom teachers to supplement regular classroom instruction. Students receive their primary instruction in their regular classrooms. Title I schools must have an annual meeting to inform parents of their rights to be involved in the planning, review, and improvement of the Title I Program. An annual meeting must be held to explain the curriculum and assessments. Federal funds are used to supplement and not supplant. Requirements by the State or Federal Law is the District's responsibility to fund. Federal funds can only supplement these actions.

Title I Selection Process:

In the spring of each year, a committee of teachers, parents and administrators will define the identification process for determining eligible students most in need. First and second grade students are ranked each fall using Spring NWEA MAP RIT scores. Third through 6th grade students are ranked using Spring ACT Aspire math/reading scores. All rankings include the students' spring semester grades, as well as ratings from their previous year's classroom teacher. Students are placed in Title I rankings each fall and offered services based on this ranking. Students who are English Language Learners (ELL), and/or migrant are given equal priority in the ranking process. Students who qualify under the McKinney-Vento Act, U.S.C. 42 & 11431 et seq. (homeless) and retainees, are offered services regardless of their scores on standardized testing. Classroom teachers may submit referrals throughout the school year for students new to the district to be added to the rankings. Rankings are then used to fill vacant spots throughout the year, if needed.

Parents are notified in the fall if their child qualifies for services, and they must sign a permission form and Title I compact for students to enter the Title I program. Parents are encouraged to attend Title I Open House and/or Parent-Teacher Conferences.

Once placed in Title I, students will remain in the program for the entire year unless they are transferred to another program within the school. Parents will be notified of any such changes in services for their child.

Students served by the Dyslexia / Reading Intervention Program will not be eligible to receive Title I Reading services for the current school year. Title I Reading students who become eligible for the Dyslexia / Reading Intervention Program during the school year will no longer receive Title I Reading instruction. Students may receive Title I Math instruction as well as Dyslexia or other reading intervention if scheduling allows.

ESSA:

The Every Student Succeeds Act (ESSA) was signed into law December 10, 2015, and reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). ESSA builds upon the work which states, districts, and schools implemented over the last few years. The reauthorized law prioritizes excellence and equity for our students and supports great educators. As part of ESSA, districts and schools must provide parents with the following information:

1. Professional Qualifications of Teachers:

Parents of children attending Title I, Part A schools have the right to request and receive information about the qualifications of the educators who teach students core subjects— Reading, English Language Arts and Mathematics. At a minimum, the information given to you must explain these three essential components of an educator’s qualifications. Whether the student’s teacher—

- a. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- b. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- c. Is teaching in the field of discipline of the certification of the teacher.

Qualifications of Paraprofessionals:

Paraprofessionals must work under the supervision of a certified teacher. All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent. Additionally, paraprofessionals working in a program supported with Title I, Part A funds must have:

- a. Completed two years of study at an institution of higher education (In Arkansas, 60 semester credit hours at a regionally accredited institution of higher education are required.) - or-
- b. Obtained an associate’s (or higher) degree -or-
- c. Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (In Arkansas, the formal test accepted is the Educational Testing Services (ETS) Paraprofessional Assessment; applicants must obtain a passing score of 457 on this test. A Child Development Associate (CDA) certification and hours of training are not acceptable substitutions for this requirement.)

2. Individual report cards that lets you know how your child is progressing.

Parents will receive notice if their child is assigned to a teacher of a core academic subject who is not highly qualified. The District makes every effort to hire highly qualified teachers. In addition, paraprofessionals that work directly with students must be highly qualified.

Timely Notice letters were sent on August 31, 2018, to notify parents if a teacher is teaching a subject(s) that he/she is not highly qualified or has been granted a waiver from ADE while working on an Alternative Licensure Plan in order to become licensed in that area. Also, the highly qualified information is included in the student handbook.

Parent's Right to Know letters were sent on September 18, 2018, to notify parents they can request information concerning their child's teacher and/or paraprofessional qualifications.

Title II A

The District received \$39,371.69 for the 2018 - 2019 school year in Title IIA funds. This is a decrease of \$21,335.24 from last year. The money will be used to have a Class Size Reduction Teacher in the second grade.

Title IV

The District received \$26,465.76 for the 2018 – 2019 school year in Title IV funds. This is an increase of \$16,465.76 from last year. This money will be transferred into Title IIA to be used for Class Size Reduction.

Title V

The District received \$25,051.71 for the 2018 – 2019 school year in Title V funds. This is an increase of \$2,415.92 from last year. This money will be used to purchase Chrome Books and Chrome Book Software.

Title VI B Special Education

The District received \$302,169.69 for the 2018 - 2019 school year in Title VIB funds. This is an increase of \$4,246.64 from last year. These funds pay for salaries, benefits, travel, specialized transportation, supplies, materials, as well as homebound, Occupational Therapist (OT), and Physical Therapist (PT) services for special education students.

Medicaid

The District billed \$7,528.68 for the 2017 - 2018 school year in Medicaid funds. This is an increase of \$2,622.24 from the previous school year. Medicaid is billed through Innovative Solutions for Educational Partnerships (ISEP). ISEP bills for services such as vision, hearing, and speech on Medicaid eligible students.

Arkansas Medicaid Administrative Claiming (ARMAC)

The District received \$15,964.29 for the 2017 - 2018 school year in ARMAC funds. This is a decrease of \$10,475.55 from the previous school year. ARMAC money is another form of Medicaid.

State Categorical Funds:

Professional Development

The District received \$35,918 for the 2018 - 2019 school year in professional development funds. This is an increase of \$1,124 from last year. These funds are used to send teachers and administrators to professional development.

Alternative Learning Environment (ALE)

The District received \$50,385 for the 2018 - 2019 school year in ALE at the High School. This was an increase of \$7,113 from last year. ALE classes are offered in Math, English, Science, Social Studies, PE, Personal Finance, Journalism, Oral communication, Economics, and Survey of Fine Arts. The funding is used to pay eight periods of teacher salaries and benefits. Also, funding will be used to purchase supplies, materials, and a license for the Nichols Behavior Checklist. Funding is based on the number of students in the program for twenty consecutive days.

English Language Learner (ELL)

The District received \$3,042 for the 2017 - 2018 school year in ELL Funds. The 2018 – 2019 ELL revenue will be allocated in December. This is based on the number of English Language Learners we have in the District. The money is used to purchase supplies, materials, and/or equipment needed for ELL students.

National School Lunch (NSL)

The District received \$1,027,878 for the 2018 - 2019 school year in NSL funds. This is an increase of \$187,794 from last year. Funding is based on the free and reduced lunch count on October 1st. The District received \$1,051 for each of the 978 free and reduced students from the October 1, 2017 count. These funds will pay salaries and benefits above state average up to twenty percent of the total NSL allocation. Also, NSL funds pay for Chrome Books/Supplies, Nurse, Distance Learning, Parent Coordinator, Tutoring, Summer Interventions, Odyssey Lab Managers, Arkansas Public School Resource Center (APSRC) fees, Edgenuity/Odyssey, Renaissance Learning Accelerated/STAR Reading/Math Software, IXL, Mystery Science, Gizmos, Discovery Education, Arkansas Northeastern College (ANC) Career Coach and Student Voice Membership, three Instructional Facilitators, East Lab Facilitator, two Dyslexia Therapists, and a Paraprofessional.

Federal and State Categorical funds are in the Arkansas Comprehensive School Improvement Plan (ACSIP). A committee meets and determines how the funds will be spent. ACSIP is a school improvement plan designed to guide the schools and district. Input is gathered from teachers, staff, community stake holders, parents, and students. ACSIP is an on-going document that requires changes throughout the year. ACSIP can be accessed at <http://www.indistar.org/>.

Extended School Year (ESY)

The District received \$3,774 for the 2018-2019 school year in ESY funds. This is an increase of \$592 from the previous school year. This funding is used to pay for salary/benefits of a bus driver/monitor for summer ESY services.

Programs and Services

Special Education

The District offers special education services to students who meet the criteria. Self-Contained, Resource, and Speech Therapy are some of the options which are available in the District. Other related services offered are Occupational Therapy (OT), Physical Therapy (PT), and specialized transportation. The District allows privately owned mental health therapists and case managers to provide their services with parent permission. Other outside agencies also provide services to the students in the District with parent permission.

The District's Special Education Program was monitored in October 2016. The District was in compliance with state and federal regulations. The Gosnell School District's rating on the Special Education Annual Performance Report is stated as "Meets Requirements."

Gifted and Talented (G/T)

Gifted and Talented (G/T) services are provided for eligible students in grades 2-12. Students in kindergarten and first grades receive weekly enrichment lessons from the G/T teacher. This allows all students exposure to higher levels of learning. G/T students in grades 2-6 attend pull-out programs. G/T students in grades 7-8 attend Pre-AP courses and in grades 9-12 attend Pre-AP and/or AP courses. These courses are offered in English, math, science, and social studies. Secondary teachers are required to provide a differentiated curriculum for identified G/T students. Differentiation documentation must be kept and recorded each quarter. Evaluation surveys are done each year to evaluate the effectiveness of the G/T program. The committee uses these surveys to make changes in the G/T program. The Arkansas Department of Education came to Gosnell and monitored the G/T program during the Technical Assistance Visit on November 30, 2016. The District was in compliance with the Arkansas rules governing programs for gifted and talented students K-12. The recommendations from the state department were used to enhance the G/T program.

504 Services

The District offers 504 services for students who meet the criteria. Homebound services can be offered for students who have a doctor's prescription stating they cannot attend school. This is monitored and may require more than one prescription. Students who are homebound must have their placements reviewed every 90 days.

Migrant Services

The District offers migrant services to children who meet the criteria. Migrant children are those who have moved from one school district to another or from one state to another anytime during the last three years for the purpose of seeking or obtaining work in one of the following categories: fish/crawfish farms, picking fruit/vegetables, tree cultivation/harvest, building fences, feeding livestock, poultry/food processing, canning factory, cutting/baling hay, egg house/dairy, poultry house (feeding chickens/gathering eggs), commercial fishing, plowing, leveling, fertilizing, planting or spraying farm crops.

Homeless Services

Children and youth are considered homeless if they lack a fixed, regular, and adequate nighttime residence. They could be sharing a house with others due to loss of housing, economic hardship, or similar reasons. Homeless children could be living in motels, hotels, trailer parks, camping grounds, emergency or transitional shelters, cars, parks, abandoned buildings, bus or train station, a public place or private place not designed for humans to live. All homeless children are

eligible for Title I services whether they attend a Title I school or meet the academic standards required of other children for eligibility.

Homeless surveys are completed by the parents when they enroll their child. Also, all students' parents will complete the Homeless survey during the first week of school. Parents may make the Homeless Liaison, Elizabeth Bryce, aware of a child being homeless at any time. Children who are homeless may qualify for some additional benefits through the federal programs. Once a child is classified as homeless during a school year, they remain classified as homeless for the remainder of that school year.

Local Wellness Policy

The Gosnell School District has a wellness policy in the ACSIP. The purpose of the wellness policy is designed to promote student health and reduce childhood obesity. The overarching goal of the committee shall be to promote student wellness and physical activity by monitoring how well the District is implementing the policy. The wellness committee meets quarterly to review the policy, procedures, and School Health Index Modules. The school is following the guidelines and policies from the Healthy, Hunger-Free Kids Act (HHFKA).

The District is providing Nutritional Education, physical activity and other school based activities. This promotes student wellness and follows nutritional guidelines that promote student health and reduce childhood obesity on each school campus.

Food Service / Smart Snacks in Arkansas Schools:

The Gosnell School District is in compliant with Arkansas Nutrition Standards and the USDA Smart Snacks Regulations. ADE Rules Governing Standards of Accreditation of the Arkansas Public Schools and School Districts, July 2009, 21.0 Standard XVI Auxiliary Services – says schools must follow food services applicable laws, regulations, and guidelines developed by the department.

The Gosnell School District has many programs that are designed to help children to be successful in school with qualified teachers and staff who are willing to provide opportunities for children to grow and learn.