

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

Vision:

The Gosnell Secondary School is building a foundation for success based upon readiness, responsibility, and respect.

Goals:

Students will meet the readiness benchmark in English Language Arts (Reading, English, and Writing).

Students will meet the readiness benchmark in Mathematics.

Students will meet the readiness benchmark in Science.

Students will meet adequate growth each year in ELA, Math, and Science according to the Arkansas ESSA requirements.

Students will read on their appropriate grade level.

The school will have standards-aligned curriculum documents for each core subject area to guide instruction.

Individualize instruction based on interim assessment data

Implement a tiered instructional system based on student's individual academic deficits in tested areas.



! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | School Leadership and Decision Making | | | |
|---|------|---|-----------------------------------|-------------------|-------------|
| Effective Practice: | | Align classroom observations with evaluation criteria and professional development | | | |
| | IF04 | Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Teachers will be provided professional development on effective teaching and practices based on the results of peer observations. | Limited Development 04/24/2019 | | |
| <i>How it will look when fully met:</i> | | Once this objective is fully met, all teachers will be using the FOCUS model in their classrooms and peer observations will show the improvement from that data collection. | | Stephanie Hancock | 05/01/2020 |
| Actions | | | 0 of 3 (0%) | | |
| 4/24/19 | | The leadership team will become comfortable using the GHS EoET walk-through checklist (that is based on the FOCUS model) by analyzing the each part and get a clear understanding of what each component should look like in the classroom. | | Steven Milligan | 10/31/2019 |
| <i>Notes:</i> | | | | | |
| 4/24/19 | | The high school leadership team will use the EoET online survey to conduct peer walk-throughs. | | Steven Milligan | 05/01/2020 |
| <i>Notes:</i> | | | | | |
| 4/24/19 | | The leadership team will analyze data from the EoET checklist to plan professional development for PLC's and other meetings. | | Steven Milligan | 05/01/2020 |
| <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 |
| Initial Assessment: | | 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 | | |
| | | Priority Score: 3 Opportunity Score: 3 | Index Score: 9 | | |
| How it will look when fully met: | | All core subject teachers will have standards-aligned units of instruction for each subject and grade level to use in their classrooms. | | Stephanie Hancock | 05/20/2022 |
| Actions | | | 0 of 7 (0%) | | |
| | 11/16/16 | Science teachers and instructional facilitators will meet to review the entire 7-12 Science curriculum document for the upcoming school year. | | Stephanie Hancock | 05/20/2019 |
| | | <i>Notes:</i> | | | |
| | 9/20/18 | Math and English teachers will meet two-three times this year to work on their curriculum document. | | Stephanie Hancock | 05/20/2019 |
| | | <i>Notes:</i> | | | |
| | 4/22/19 | Social Studies teachers and instructional facilitators will meet to review the entire 7-12 Social Studies curriculum document for the upcoming school year. | | Stephanie Hancock | 05/20/2019 |
| | | <i>Notes:</i> | | | |
| | 4/1/19 | Physical education, Art, and Music teachers will meet with instructional facilitators to analyze their respective state standards in preparation to begin their curriculum document. | | Stephanie Hancock | 10/31/2019 |
| | | <i>Notes:</i> | | | |
| | 4/22/19 | Math and English teachers will meet once a year to update their curriculum documents. | | Stephanie Hancock | 05/01/2020 |
| | | <i>Notes:</i> | | | |
| | 12/13/18 | Teachers will add GHS Power words vocabulary activities to their respective curriculum document. | | Stephanie Hancock | 05/01/2020 |
| | | <i>Notes:</i> | | | |
| | 4/1/19 | Physical education, Art, and Music teachers will meet with instructional facilitators to complete their curriculum documents for the year. | | Stephanie Hancock | 05/20/2020 |
| | | <i>Notes:</i> | | | |
| Implementation: | | | 09/20/2018 | | |

| | | | | |
|-----------------------|--|--|--|--|
| Evidence | 9/20/2018 9/20/2018- The FOCUS curriculum documents and lesson plans are evidence of this action being completed. | | | |
| Experience | 9/20/2018 9/20/2018-Teachers started their curriculum documents and met to begin this process. | | | |
| Sustainability | 9/20/2018 We will continue to meet to complete the curriculum documents. | | | |

| | |
|-----------------------|---|
| Core Function: | Curriculum, Assessment, and Instructional Planning |
|-----------------------|---|

| | |
|----------------------------|--|
| Effective Practice: | Engage teachers in assessing and monitoring student mastery |
|----------------------------|--|

| | 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 |
|--|--------------|--|------------------------------|--------------------|--------------------|
|--|--------------|--|------------------------------|--------------------|--------------------|

| | | | | |
|----------------------------|---|-----------------------------------|--|--|
| Initial Assessment: | We will use STAR reading tests, IXL, ALEKS, Moby Max, ACT Aspire Interim/Classroom assessments, and unit pre-tests to monitor student progress throughout the year and use the data from these programs to guide instruction. | Limited Development 08/25/2017 | | |
|----------------------------|---|-----------------------------------|--|--|

| | | | | |
|--|-------------------|----------------------|----------------|--|
| | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | |
|--|-------------------|----------------------|----------------|--|

| | | | | |
|---|---|--|--------------------------|-------------------|
| How it will look when fully met: | We will have all of the diagnostic tests in place and be able to use the data reports to guide instruction. | | Stephanie Hancock | 04/27/2020 |
|---|---|--|--------------------------|-------------------|

| | | | | |
|----------------|--|---------------------|--|--|
| Actions | | 1 of 8 (12%) | | |
|----------------|--|---------------------|--|--|

| | | | | |
|----------|---|---------------------|-------------------|------------|
| 11/30/18 | Social Studies teachers will be trained on reading strategies in order to improve their students' reading levels. | Complete 11/01/2018 | Stephanie Hancock | 04/01/2019 |
|----------|---|---------------------|-------------------|------------|

Notes:

| | | | | |
|---------|--|--|-------------------|------------|
| 4/22/19 | Social Studies teachers will utilize STAR reading data to drive instruction. | | Stephanie Hancock | 05/20/2019 |
|---------|--|--|-------------------|------------|

Notes:

| | | | | |
|---------|---|--|-----------------|------------|
| 8/25/17 | The school leadership team will analyze the ACT Aspire Interim data to guide instruction. | | Steven Milligan | 04/01/2020 |
|---------|---|--|-----------------|------------|

Notes:

| | | | | |
|---------|---|--|-------------------|------------|
| 2/20/18 | Math Teachers and instructional facilitators will analyze IXL math diagnostic results to guide instruction throughout the year. | | Stephanie Hancock | 04/01/2020 |
|---------|---|--|-------------------|------------|

Notes:

| | | | | |
|----------|---|--|-------------------|------------|
| 12/12/18 | English teachers will analyze STAR reading data and skill area weaknesses in order to improve students reading ability. | | Stephanie Hancock | 04/01/2020 |
|----------|---|--|-------------------|------------|

| | | | | |
|------------------------|--|------------|-------------------|------------|
| <i>Notes:</i> | | | | |
| 12/13/18 | Math teachers will use the ALEKS diagnostic test and the data to analyze their students' strengths and weaknesses in each skill in order to help students that are behind grade level master those skills. | | Stephanie Hancock | 04/01/2020 |
| <i>Notes:</i> | | | | |
| 2/25/19 | Math, Science, and English teachers will continue to analyze the data from the Aspire interim tests and use it to drive their instruction. | | Stephanie Hancock | 04/15/2020 |
| <i>Notes:</i> | | | | |
| 8/25/17 | The school leadership team will analyze the data from the STAR reading test to guide instruction. | | Steven Milligan | 05/01/2020 |
| <i>Notes:</i> | | | | |
| Implementation: | | 11/30/2018 | | |
| Evidence | 9/10/2018 9/10/2018- Data folders, Teacher lesson plans, RTI work | | | |
| Experience | 9/10/2018 9/10/2018- All teachers are using data to guide their instruction and keeping updated data on each students and their weaknesses. | | | |
| Sustainability | 9/10/2018 9/10/2018- We will continue to analyze students data and use it to guide instruction. | | | |

| Core Function: | | Curriculum, Assessment, and Instructional Planning | | | |
|---|--------|---|-----------------------------------|-------------------|-------------|
| Effective Practice: | | Assess student learning frequently with standards-based assessments | | | |
| | 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> | | We will assess students with ACT Interims, STAR, ALEKS diagnostic, IXL diagnostic, ACT Aspire classroom assessments, practice ACT tests and analyze the data in order to guide our instruction. | Limited Development 11/30/2018 | | |
| <i>How it will look when fully met:</i> | | This objective will be fully met when all tests have been given and all student data has been analyzed by administrators, Instructional Facilitators, and teachers in order to guide instruction throughout the year. When all teachers have been trained in analyzing their students' data and are using that data in the classroom to inform their lessons. | | Stephanie Hancock | 05/01/2020 |
| <i>Actions</i> | | | 0 of 2 (0%) | | |
| | 4/1/19 | Teachers will be trained on how to use data and skill area results in the classroom in order to see results in student performance. | | Stephanie Hancock | 04/29/2020 |
| <i>Notes:</i> | | | | | |
| | 4/1/19 | Teachers will be trained in how to analyze student performance data in order to guide their instruction in the classroom. | | Stephanie Hancock | 12/31/2020 |
| <i>Notes:</i> | | | | | |

| | IID07 | The Leadership Team monitors school-level student learning data. (105) | Implementation Status | Assigned To | Target Date |
|---|--|--|-----------------------|-------------|-------------|
| Initial Assessment: | The school based leadership team will meet monthly and monitor school level data like, Aspire interim tests, STAR tests, attendance, discipline, and ALEKS diagnostic tests. This team will also analyze school walk through data based on the FOCUS model of instruction. The leadership team will formulate actions that will improve our school in all areas. | Limited Development 08/25/2017 | | | |
| | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | The leadership team will make data driven decisions to improve instruction. All monthly meetings and data reporting and analysis is complete for the year. | | Steven Milligan | 04/30/2022 | |
| Actions | | 0 of 5 (0%) | | | |
| 12/12/18 | We will monitor school level data from sources such as, STAR reading, ACT Aspire Interims, ALEKS, and IXL as a school leadership team and in PLC meetings. | | Stephanie Hancock | 04/01/2020 | |
| <i>Notes:</i> | | | | | |
| 2/25/19 | Instructional coaches will meet monthly with teachers in tested areas to ensure the use of data driven instruction. We will also monitor classroom data. | | Stephanie Hancock | 04/01/2020 | |
| <i>Notes:</i> | | | | | |
| 8/25/17 | The leadership team will meet monthly to monitor school level data. | | Steven Milligan | 04/01/2020 | |
| <i>Notes:</i> | | | | | |
| 4/1/19 | The leadership team will discuss attendance and discipline data twice a year. | | Jamie Roach | 05/01/2020 | |
| <i>Notes:</i> | | | | | |
| 10/25/18 | Administration will conduct walk-throughs weekly to check the progress of teachers using the steps of the Focus model and the vocabulary initiative that we have set in place. They will collect data and share it at the PLC meetings with teachers. | | Steven Milligan | 05/20/2020 | |
| <i>Notes:</i> | | | | | |
| Implementation: | | 09/10/2018 | | | |
| Evidence | 9/10/2018 9/10/2018- Leadership team minutes | | | | |
| Experience | 9/10/2018 9/10/2018-We monitor all school level data | | | | |

| | | | | |
|-----------------------|---|--|--|--|
| Sustainability | 9/10/2018 9/10/2018- The leadership team will continue to analyze school level data and use it to determine the needs of our students. | | | |
|-----------------------|---|--|--|--|

| | | | | |
|-----------------------|------------------------------|--|--|--|
| Core Function: | Classroom Instruction | | | |
|-----------------------|------------------------------|--|--|--|

| | | | | |
|----------------------------|---|--|--|--|
| Effective Practice: | Expect and monitor sound instruction in a variety of modes | | | |
|----------------------------|---|--|--|--|

| III A11 | All teachers use modeling, demonstration, and graphics.(120) | Implementation Status | Assigned To | Target Date |
|---------|--|-----------------------|-------------|-------------|
|---------|--|-----------------------|-------------|-------------|

| | | | | |
|----------------------------|--|-----------------------------------|--|--|
| Initial Assessment: | Teachers have read a book on the FOCUS model and have been trained on all components. They have also been required to turn in lesson plans using these elements. | Limited Development 04/24/2019 | | |
|----------------------------|--|-----------------------------------|--|--|

| | | | | |
|---|--|--|--------------------------|-------------------|
| How it will look when fully met: | Once this objective is fully met, teachers will be using the elements of modeling, demonstration and teaching in effective ways. | | Stephanie Hancock | 05/01/2020 |
|---|--|--|--------------------------|-------------------|

| | | | | |
|----------------|--|--------------------|--|--|
| Actions | | 0 of 2 (0%) | | |
|----------------|--|--------------------|--|--|

| | | | | |
|---------|--|--|-------------------|------------|
| 4/24/19 | Teachers will be reviewed on all elements of the FOCUS model and what those elements look like in a classroom. | | Stephanie Hancock | 10/31/2019 |
|---------|--|--|-------------------|------------|

| | | | | |
|---------------|--|--|--|--|
| <i>Notes:</i> | | | | |
|---------------|--|--|--|--|

| | | | | |
|---------|--|--|-----------------|------------|
| 4/24/19 | The leadership team will collect data on the teaching, modeling and demonstration portion of the FOCUS model using the EoET online survey. | | Steven Milligan | 05/01/2020 |
|---------|--|--|-----------------|------------|

| | | | | |
|---------------|--|--|--|--|
| <i>Notes:</i> | | | | |
|---------------|--|--|--|--|

| Core Function: | | Classroom Instruction | | | |
|---|---|---|-----------------------------------|-------------------|-------------|
| Effective Practice: | | Provide a tiered system of instructional and behavioral supports and interventions | | | |
| IIID02 | | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5194) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | We have formed two secondary RTI teams, one for the Junior High (7th and 8th grades) and one for the High school (9-12 grades) because we found that each building may have different needs. We have looked at behavior, attendance, and test data to make some decisions for our team. Further actions are needed at both levels. | Limited Development 11/30/2017 | | |
| <i>How it will look when fully met:</i> | | When this objective is fully met, we will have a tiered RTI system in place for the secondary school (7-12), in which we use several measures of data to identify our problem areas and target students and provide the individualized interventions for those students. The teams will meet regularly to progress monitor and make adjustments to the plans as needed. | | Anita McKinney | 04/01/2020 |
| Actions | | | 0 of 10 (0%) | | |
| 9/10/18 | Teachers of ALL disciplines will teach power words to their students with application and mastery. This is in effort to improve reading levels of all students. | | | Stephanie Hancock | 04/01/2020 |
| <i>Notes:</i> | | | | | |
| 3/28/19 | All ELA, math and science teachers will analyze interim data by question through the content analysis report in order to identify skills that students are performing low in, and they will use mastery prep to address those skills with individual students. | | | Stephanie Hancock | 04/01/2020 |
| <i>Notes:</i> | | | | | |
| 1/29/18 | Teachers are required to meet with instructional coaches weekly to show the interventions they are doing and re-evaluate the classroom/IXL data to focus the interventions based on the students individual needs. | | | Stephanie Hancock | 04/01/2020 |
| <i>Notes:</i> | | | | | |
| 2/20/18 | 7-8 grade math and ELA teachers will create intervention groups based on the skills that each student was low in on interim tests and classroom data collected by the teacher. The teachers are working with students in small intensive, skill-detailed groups that are data driven. | | | Stephanie Hancock | 04/01/2020 |
| <i>Notes:</i> | | | | | |

| | | | | |
|---------------|--|--|-------------------|------------|
| 4/25/19 | The Edgenuity program will be used to recover credits for students in grades 9-12 as an intervention for graduation. | | Steven Milligan | 04/28/2020 |
| <i>Notes:</i> | | | | |
| 9/10/18 | Teachers will continually analyze student data from IXL, Newsela, STAR, ALEKS, ACT Aspire Interims and adjust their RTI objectives based on student weaknesses. | | Stephanie Hancock | 04/30/2020 |
| <i>Notes:</i> | | | | |
| 4/24/19 | 9-10 grade math and ELA teachers will create intervention groups based on the skills that each student was low in on interim tests and classroom data collected by the teacher. The teachers are working with students in small intensive, skill-detailed groups that are data driven. | | Stephanie Hancock | 05/01/2020 |
| <i>Notes:</i> | | | | |
| 11/30/17 | The RTI teams will meet initially to begin looking at data and determine next steps for the current school year. | | Stephanie Hancock | 11/17/2020 |
| <i>Notes:</i> | | | | |
| 4/1/19 | All teachers will be given PD opportunities in close reading and understanding struggling readers to help improve our students' reading abilities. | | Stephanie Hancock | 05/01/2021 |
| <i>Notes:</i> | | | | |
| 10/22/18 | All teachers will be aware of the science of reading through credit hours of Arkansas Ideas instructional videos and quizzes. | | Stephanie Hancock | 05/01/2021 |
| <i>Notes:</i> | | | | |

| Core Function: | | High School: Opportunity to Learn | | | |
|---|---------------|--|-----------------------------------|-------------------|-------------|
| Effective Practice: | | Prepare students for post-secondary options | | | |
| | HS09 | The school routinely provides all students with information and experience in a variety of career pathways.(5519) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Students are required to have Student Success Plans in order to prepare them for high school and post-graduation. Current 8th grade students need support to prepare them for the demand of attending high school. | Limited Development 04/24/2019 | | |
| <i>How it will look when fully met:</i> | | Once in full implementation, all students in high school will have a Student Success Plan that has followed them from 8th grade to graduation and has helped them plan for courses and after graduation. | | Stephanie Hancock | 04/03/2023 |
| Actions | | | 1 of 3 (33%) | | |
| 4/24/19 | | The Career Coach will be trained on the SCRIPT program. | Complete 04/12/2019 | Stephanie Hancock | 05/01/2019 |
| | <i>Notes:</i> | | | | |
| 4/24/19 | | The Career Coach will meet with 8th grade students to create their initial Student Success Plans. | | Stephanie Hancock | 05/01/2020 |
| | <i>Notes:</i> | | | | |
| 4/24/19 | | The Career Coach will meet with high school students annually to update their Student Success Plans. | | Stephanie Hancock | 05/01/2020 |
| | <i>Notes:</i> | | | | |