

GOSNELL SECONDARY SCHOOL
PUBLIC MEETING
SEPTEMBER 28 , 2020
GOSNELL HIGH SCHOOL



Gosnell High School Vision and Mission Statements

After meeting with community leaders, parents, students, and teachers, four common criteria for the school's mission emerged: 1) students having the opportunity to reach their highest possible individual potential, 2) rigor and relevance of the curriculum, 3) nurturing environment, and 4) respect yourself and others. Committee members and the leadership committee felt that it should be in a form that would be easy to remember so they wanted the vision statement to be the same as the motto that is already printed on all of our posters throughout the school, "building a foundation for success." Then they developed a mission statement in the form of an acronym that would be easier to remember than a written paragraph. The Gosnell school board approved the new mission and vision statements during the 2009-2010 school year.

Gosnell High School Vision Statement

Gosnell High School is "building a foundation for success: based upon readiness, responsibility, and respect. Adopted 2010

Gosnell High School Mission Statement

Gosnell High School has Class:

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

GOSNELL SECONDARY SCHOOL REPORT

The Gosnell Secondary School consists of students in grades seven through twelve. The current enrollment is 604 students. The 38 required classes are offered as well as many other electives in all academic areas. The high school offers Advanced Placement (AP) classes in Statistics, Environmental Science, English, and U.S. History. Pre AP classes are offered in Science, Math, Social Studies, and English for grades 7-12. Spanish I & II and other electives are offered through the high school's compressed video lab. Additional electives are offered through the Virtual Arkansas program whose classes are available online. The high school, in conjunction with Arkansas Northeastern College, offers articulated classes taken at the high school that serve as dual credit for both high school graduation and college credit. ANC also offers several classes on their campus that may count toward high school and college credit. The Gosnell School District will award a diploma to students who have successfully completed 24 required credits for graduation.

STATE TEST SCORES - % Ready or Exceeding

Test	2016 R W E	2017 R W E	2018 R E ELA	2019 Scores	2019 State
7th Grade Literacy	ACT/Aspire 50 42 89	ACT Aspire 41 51 84	ACT Aspire 39 82 48	ACT Aspire ELA 44	ACT Aspire ELA-48
7th Grade Math	ACT/Aspire 62	ACT Aspire 63	ACT Aspire 62	ACT Aspire 56	ACT Aspire 59
7th Grade Science	ACT/Aspire 47	ACT Aspire 48	ACT Aspire 45	ACT Aspire 46	ACT Aspire 49
8th Grade Literacy	ACT/Aspire 56 29 71	ACT Aspire 53 47 78	ACT Aspire 54 77 52	ACT Aspire 48	ACT Aspire 59
8th Grade Math	ACT/Aspire 44	ACT Aspire 56	ACT Aspire 58	ACT Aspire 46	ACT Aspire 62
8th Grade Science	ACT/Aspire 37	ACT Aspire 46	ACT Aspire 42	ACT Aspire 42	ACT Aspire 52
9th Grade Literacy	ACT/Aspire 39 46 56	ACT Aspire 43 65 57	ACT Aspire 36 67 52	ACT Aspire 44	ACT Aspire 42
9th Grade Math	ACT/Aspire 38	ACT Aspire 39	ACT Aspire 49	ACT Aspire 34	ACT Aspire 42

9th Grade Science	ACT/Aspire 24	ACT Aspire 31	ACT Aspire 30	ACT Aspire 30	ACT Aspire 30
10th Grade Literacy	ACT/Aspire 28 58 52	ACT Aspire 33 65 54	ACT Aspire 30 52 35	ACT Aspire ELA-43	ACT Aspire ELA-49
10th Grade Math	ACT/Aspire 24	ACT Aspire 33	ACT Aspire 33	ACT Aspire 25	ACT Aspire 46
10th Grade Science	ACT/Aspire 26	ACT Aspire 37	ACT Aspire 33	ACT Aspire 32	ACT Aspire 48

*****GHS beat the state in 15 out of 20 areas on the summative ACT Aspire Exam!!!**

7th Grade- English, ELA, Math, Science

8th Grade- Reading, English, ELA, Math, Science

9th Grade- English, Math

10th Grade- Reading, ELA, Math, Science

The Lowest areas of Performance for all student populations in each skill area by grade:

English Percent Readiness Range				
	Overall Ready	Production of Writing	Knowledge of Language	Conventions
6th	66.7%	54.8%	48.6%	63.8%
7th	82.6%	73.4%	77.1%	77.1%
8th	79.1%	72.6%	65.9%	76.9%
9th	59.6%	57.3%	62.9%	55.1%
10th	58.1%	52.7%	63.4%	59.1%

Reading Percent Readiness Range				
	Overall Ready	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas
6th	29.5%	34.3%	26.7%	38.1%
7th	34.9%	36.7%	36.7%	35.7%
8th	56.7%	40.6%	48.3%	53.8%
9th	34.8%	40.4%	43.8%	39.3%
10th	35.5%	40.9%	30.1%	37.6%

Science Percent Readiness Range				
	Overall Ready	Interpretation of Data	Scientific Investigation	Evaluation of Models, Inferences & Experimental Results
6th	40.0%	36.2%	34.2%	40.9%
7th	49.5%	47.7%	40.4%	53.2%
8th	51.6%	52.7%	51.6%	40.7%
9th	30.3%	35.9%	35.9%	25.8%
10th	48.4%	47.3%	37.6%	48.4%

Math Percent Readiness Range													
	Overall Ready	Number System	Expressions & Equations	Functions	Geometry	Statistics & Probability	Essential Skills	Justification & Explanation	Modeling	Grade Level Progress	Number & Quantity	Algebra	Ratios & Proportions
6th	41.9%	39.0%	37.1%	n/a	58.1%	55.2%	34.3%	48.6%	32.4%	29.5%	n/a	n/a	55.4%
7th	58.7%	59.6%	60.6%	n/a	60.6%	58.7%	65.1%	51.4%	59.6%	55.1%	n/a	n/a	45.9%
8th	62.6%	63.7%	71.4%	56.1%	61.5%	65.9%	57.1%	58.2%	57.1%	65.9%	n/a	n/a	n/a
9th	41.6%	n/a	n/a	35.9%	47.2%	51.7%	44.9%	55.9%	35.9%	29.2%	58.4%	26.9%	n/a
10th	46.5%	n/a	n/a	36.6%	33.3%	74.2%	43.0%	39.8%	46.2%	44.1%	53.8%	40.9%	n/a

TAG Groups:

Literacy: Students with Disabilities

Mathematics: Students with Disabilities

In order to be an Achieving School, growth or performance must be met in Mathematics, Literacy, Percent Tested, Growth, and Graduation Rate.

ACT Scores- 2019-2020

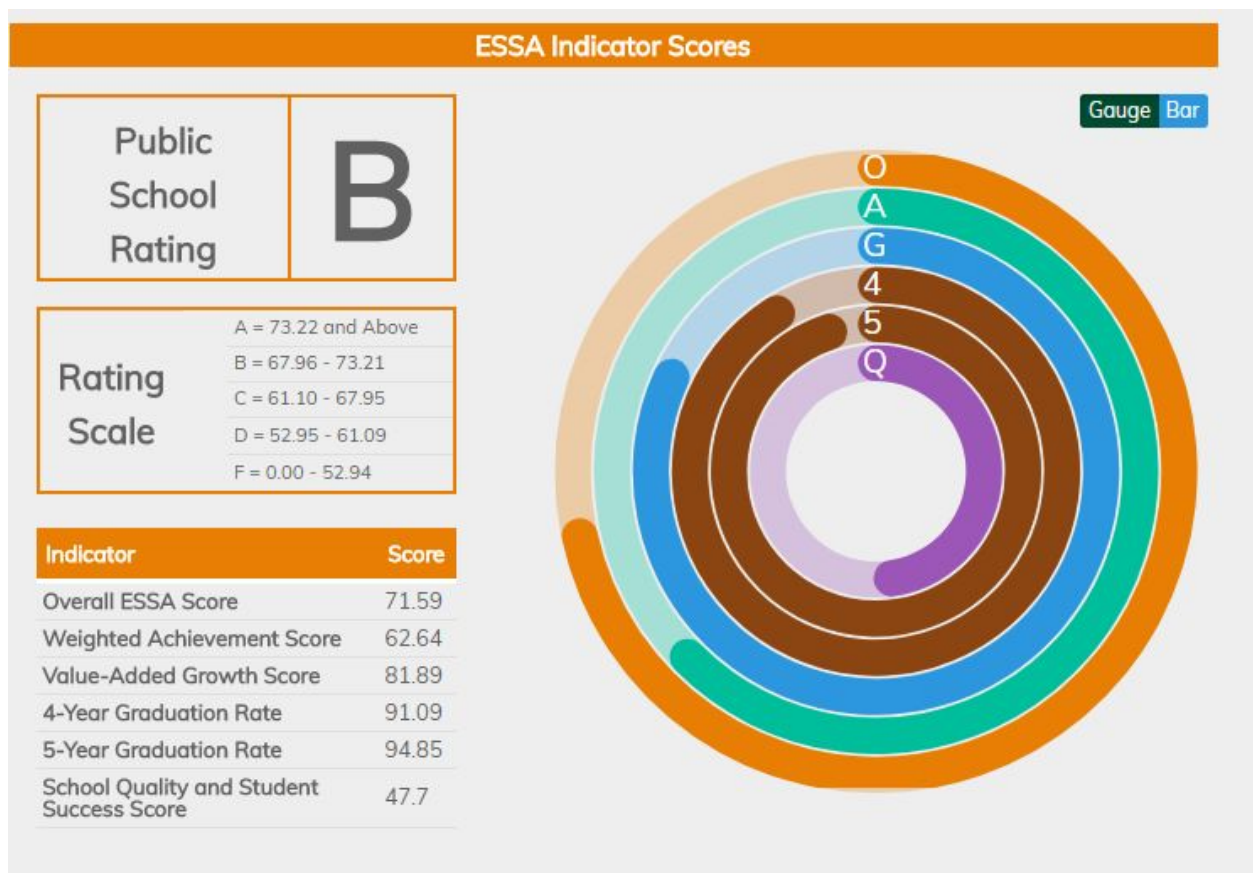
Summary View: The ACT (All Data), GOSNELL HIGH SCHOOL, 2019-2020

Showing students who are [College Reportable](#)

Group	Year	Composite	Math	Science	STEM	English	Reading	Writing	ELA
		Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
GOSNELL HIGH SCHOOL	2019-2020	20.0	20.2	20.0	20.4	19.6	19.8	6.0	16.3

ESSA Status of Gosnell Secondary School

According to the Arkansas Department of Education’s “Every Student Succeeds Act” Report, Gosnell High School received a B (71.59) for the 2017-18 school year.



How Parents Can Help Their Children Succeed in School

1. Visit the parent center each school year to get valuable information regarding their children's education.
2. Make certain that their children get enough rest each night, and especially prior to taking the mandated tests.
3. Make certain that their children arrive at school on time each day with their completed homework, books, and supplies needed for class.
4. Provide a quiet place a home where their children can study uninterrupted each night.
5. Ask questions that pertain to school, encourage your children to discuss problems, and offer to help where you can.
6. Communicate openly with school faculty and staff about positive aspects of school as well as concerns that you have.
7. Encourage students to take advantage of before school and after school tutoring.
8. Visit HAC regularly to check on student progress, and open a dialogue with their children's teachers.
9. Attend open houses and other events sponsored by the school in support of their children.
10. Attend conferences with school personnel when scheduled.
11. Take advantage of the many ways to communicate with teachers at school: HAC, email, School website, School App, Facebook, Twitter, telephone, or regular mail.
12. Be aware of state testing dates and make certain their children are rested, present, and prepared for each day.
13. Join and participate in the booster club.
14. Volunteer to do things for the school by checking with the school offices.
15. Read the parent packet distributed each year. A list of ways parents can assist their students and volunteer is included in the parent packets distributed each year.
16. Remember you are the parent so any way you can be positively involved with your child's education will be a great benefit to them and to the school's efforts to educate them.

School Improvement Plan for the 2018-2019 school year - Brief Overview:

The state of Arkansas changed the format of the School Improvement Plan and we are now using an online program called Indistar. This allows non-focus and non-priority schools, such as Gosnell High School to plan, monitor, and assess thirteen school indicators throughout the year in PLC's, Leadership meetings, and Curriculum Team Collaborative meetings. This new form of the School Improvement Plan is an evolving document that is changed and added to often. Below is Gosnell Secondary School's Comprehensive Report for last year. The comprehensive School Improvement Plan is attached.

Gosnell High School

9/17/2019

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.

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
Initial Assessment:		Teachers will be provided professional development on effective teaching and practices based on the results of peer observations.	Limited Development 04/24/2019		
How it will look when fully met:		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
<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		
		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 6 (0%)		
	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>					
	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	05/20/2020
<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>					
	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	05/20/2020
<i>Notes:</i>					

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		
How it will look when fully met:		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
Actions			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>					

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			
	IIIA11	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
Notes:					
	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
Notes:					

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
Initial Assessment:		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		
How it will look when fully met:		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%)		
	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
Notes:					
	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
Notes:					
	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
Notes:					
	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		Stephanie Hancock	04/01/2020

Notes:				
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
Notes:				
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
Notes:				
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
Notes:				
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
Notes:				
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
Notes:				
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
Notes:				
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
Notes:				

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
Notes:					
4/24/19		The Career Coach will meet with 8th grade students to create their initial Student Success Plans.		Stephanie Hancock	05/01/2020
Notes:					
4/24/19		The Career Coach will meet with high school students annually to update their Student Success Plans.		Stephanie Hancock	05/01/2020
Notes:					