

**Annual Public Meeting – District Report
September 28, 2020, 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 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. The District also hired a curriculum coordinator in 2019-20 for grades k-12 to improve instruction and guide curriculum decisions.

For accountability, the state will be in its sixth 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 i-Ready to measure K-2 student progress in math and literacy. This will be the districts first year using i-Ready. A four year commitment to the chosen assessment must be maintained before a change in assessment can be made.

Over the past three years, the ADE (DESE) 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 are using the new science standards adopted in 2018-2019. All grades K-12 are using new Health and Physical Education 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.

ALEKS, IXL, Edgeinuity, i-Ready learning and diagnostic assesment, Gizmos, and Nessy for K-2 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 i-Ready diagnostic assessments are used to measure student performance and guide interventions. Elementary will continue to use Phonics First to improve student reading skills, especially in K-2. Elementary will also use the Write 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 math resources from McGraw-Hill, which includes both digital and classroom hard copy sets. Secondary also adopted English Language Arts resources, Study Sync, which emphasizes reading and writing skill development. Teachers continue to receive professional development 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. 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 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 Division of Elementary and Secondary Education (formerly ADE) transitioned 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 DESE 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. The district purchased 300 Chromebooks this year. The district will probably need to purchase approximately 300 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 became fully operation last year.

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.