

GOSNELL SECONDARY SCHOOL  
PUBLIC MEETING  
SEPTEMBER 26, 2022  
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	2019 Scores	2021 Scores	2022 Scores	2022 State
7th Grade Literacy (Reading, English, Writing)	ACT Aspire 44	ACT Aspire 37.2	ACT Aspire 42.2	ACT Aspire 42.1
7th Grade Math	ACT Aspire 56	ACT Aspire 55.3	ACT Aspire 53.8	ACT Aspire 36.2
7th Grade Science	ACT Aspire 46	ACT Aspire 37.7	ACT Aspire 43.3	ACT Aspire 36.0
8th Grade Literacy (Reading, English, Writing)	ACT Aspire 48	ACT Aspire 40.8	ACT Aspire 46.4	ACT Aspire 46.5
8th Grade Math	ACT Aspire 46	ACT Aspire 36.9	ACT Aspire 39.3	ACT Aspire 42.7
8th Grade Science	ACT Aspire 42	ACT Aspire 35.0	ACT Aspire 42.7	ACT Aspire 39.3
9th Grade Literacy (Reading, English, Writing)	ACT Aspire 44	ACT Aspire 34.0	ACT Aspire 36.8	ACT Aspire 39.9
9th Grade Math	ACT Aspire 34	ACT Aspire 22.8	ACT Aspire 23.2	ACT Aspire 27.6
9th Grade Science	ACT Aspire	ACT Aspire	ACT Aspire	ACT Aspire

	30	30	25.3	30.7
10th Grade Literacy (Reading, English, Writing)	ACT Aspire 30 52 35	ACT Aspire ELA-43	ACT Aspire 40.0	ACT Aspire 37.8
10th Grade Math	ACT Aspire 33	ACT Aspire 25	ACT Aspire 37.0	ACT Aspire 26.0
10th Grade Science	ACT Aspire 33	ACT Aspire 32	ACT Aspire 36.0	ACT Aspire 30.0

**\*\*\*GHS beat the state in 11 out of 20 areas on the summative ACT Aspire Exam!!!!**

ACT Scores- 2021-2022

Five Year Trends-Average ACT Scores										
Year	English		Math		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State
2017-2018	17.9	18.2	19.5	18.4	17.4	18.8	18.8	18.8	18.6	18.7
2018-2019	19.4	17.9	19.5	17.9	18.9	18.9	19.4	18.6	19.4	18.5
2019-2020	19.7	18.1	20.8	18.1	19.9	18.7	19.8	18.9	20.1	18.6
2020-2021	18.6	17.6	18.3	17.8	18	18.4	19.3	18.6	18.6	18.2
2021-2022	<b>19</b>	17.7	<b>18.7</b>	17.7	<b>19</b>	18.6	<b>19.4</b>	18.7	<b>19.2</b>	18.3

**\*\*\*GHS beat the state in ALL 5 areas on the ACT Exam!!!!**

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

## ESSA Status of Gosnell Secondary School

This report will not be released until October 2022

### 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 at 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 2022-2023 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

9/8/2022

### 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.

<b>Core Function:</b>		<b>School Leadership and Decision Making</b>			
<b>Effective Practice:</b>		<b>Align classroom observations with evaluation criteria and professional development</b>			
	<b>IF04</b>	<b>Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Teachers will be provided professional development on effective teaching and practices based on the results of peer observations.	Limited Development 04/24/2019		
<b>How it will look when fully met:</b>		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	05/31/2023
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	4/24/19	The high school leadership team will use the EoET online survey to conduct peer walk-throughs.		Steven Milligan	05/01/2022
	<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	05/01/2022
	<i>Notes:</i>				

<b>Core Function:</b>		<b>Curriculum, Assessment, and Instructional Planning</b>				
<b>Effective Practice:</b>		<b>Engage teachers in aligning instruction with standards and benchmarks</b>				
	<b>I</b>	<b>IIA01</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			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			
<b>How it will look when fully met:</b>			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
<b>Actions</b>				<b>0 of 4 (0%)</b>		
	4/22/19		Math and English teachers will meet once a year to update their curriculum documents.		Stephanie Hancock	05/01/2022

<b>Core Function:</b>		<b>Curriculum, Assessment, and Instructional Planning</b>				
<b>Effective Practice:</b>		<b>Engage teachers in assessing and monitoring student mastery</b>				
	<b>IIB04</b>	<b>Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<b>Initial Assessment:</b>		We will use i-Ready tests, IXL, ALEKS 9-12, 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			
<b>How it will look when fully met:</b>		We will have all of the diagnostic tests in place and be able to use the data reports to guide instruction.		Stephanie Hancock	05/31/2023	
<b>Actions</b>				<b>0 of 7 (0%)</b>		
	8/25/17		The school leadership team will analyze the ACT Aspire Interim data to guide instruction.		Steven Milligan	04/01/2022

	<b>I</b>	<b>IID07</b>	<b>The Leadership Team monitors school-level student learning data. (105)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			The school based leadership team will meet monthly and monitor school level data like, Aspire interim tests, i-Ready data, 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			
<b>How it will look when fully met:</b>			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
<b>Actions</b>				<b>0 of 6 (0%)</b>		
	12/12/18		We will monitor school level data from sources such as, i-Ready, ACT Aspire Interims, ALEKS, and IXL as a school leadership team and in PLC meetings.		Stephanie Hancock	04/01/2022
	<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	04/01/2022
	<i>Notes:</i>					
	8/25/17		The leadership team will meet monthly to monitor school level data.		Steven Milligan	04/01/2022
	<i>Notes:</i>					
	4/1/19		The leadership team will discuss attendance and discipline data twice a year.		Jamie Roach	05/01/2022

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			
I	IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Collaboration teams work on curriculum alignment Some instructional teams and groups have pacing guides This will require more time for progress	Limited Development 02/02/2016		
		Priority Score: 3      Opportunity Score: 2      Index Score: 6			
How it will look when fully met:		Each teacher will have a document that aligns standards,curriculum, instruction, and assessment.		Stephanie Hancock	05/31/2022
Actions			1 of 2 (50%)		
	4/14/20	Instructional Facilitators will meet with fine arts and CTE teachers to begin working on their curriculum documents.	Complete 11/27/2020	Stephanie Hancock	12/30/2020
Notes:					
	5/3/21	Fine arts teachers will complete their curriculum documents with the guidance of the instructional facilitators.		Stephanie Hancock	05/30/2022
Notes:					

	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	05/31/2023
Actions			0 of 3 (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	02/28/2023
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	05/01/2023
Notes:					
	5/3/21	All teachers will read and analyze the FOCUS book to improve instructional practices.		Stephanie Hancock	05/30/2023

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.		Stephanie Hancock	05/31/2023
Actions			2 of 10 (20%)		
	10/22/18	All teachers will be aware of the science of reading through credit hours of Arkansas Ideas instructional videos and quizzes.	Complete 05/03/2021	Stephanie Hancock	05/01/2021
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.	Complete 05/03/2021	Stephanie Hancock	05/01/2021
Notes:					
	3/28/19	All ELA, math and science teachers will analyze interim data by question		Stephanie Hancock	04/01/2022



<b>Core Function:</b>		<b>High School: Opportunity to Learn</b>			
<b>Effective Practice:</b>		<b>Prepare students for post-secondary options</b>			
	<b>HS09</b>	<b>The school routinely provides all students with information and experience in a variety of career pathways.(5519)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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.	<b>Objective Met 05/03/21</b>	<b>Stephanie Hancock</b>	<b>04/03/2023</b>
<b>Actions</b>					
	4/24/19	The Career Coach will meet with 8th grade students to create their initial Student Success Plans.	<b>Complete 05/12/2021</b>	Stephanie Hancock	05/01/2021
	<i>Notes:</i>				
	4/24/19	The Career Coach will meet with high school students annually to update their Student Success Plans.	<b>Complete 05/03/2021</b>	Stephanie Hancock	05/01/2021
	<i>Notes:</i>				