

# Our Direction

## Glen Rose High School

Date of Report: 6/17/2019

### **Vision:**

Glen Rose High School will cultivate students who strive for outstanding academic and career success and assist students in becoming productive and functioning citizens for life in society.

### **Values:**

GRHS teachers and staff will be professional at all times with students, administration, parents and community members.

GRHS teachers and staff will have high expectations for our students.

GRHS expects our students to work to achieve the high expectations of our teachers and staff.

GRHS expects our students to respect one another and to be supportive of their peers.

### **Mission:**

The purpose of Glen Rose High School is to provide opportunities for students, parents, community, and staff by: (a) including parents and community in the educational process, (b) developing personal growth and character in our students, by helping them become responsible citizens, and by achieving the career and college skills needed to succeed in a technology-oriented world, (c) and, for our staff by providing the resources, vision and knowledge to effectively serve our children.

### **Goals:**

- \*All students will increase their literacy scores in English, reading, and writing from 3-7% each year. We want each student to increase to the next achievement level or remain in the exceeding level on the ACT Aspire mandated assessment each year.

\*All students will increase their mathematics scores from 3-7% each year. We want each student

to increase to the next achievement level or remain in the exceeding level on the ACT Aspire mandated assessment each year.

\* All students will increase their science scores from 3-7% each year. We want each student to increase to the next achievement level or remain in the exceeding level on the ACT Aspire mandated assessment each year.

### **Data Review:**

#### **Needs Assessments, Accreditation Reports, Similar Feedback:**

Our school uses a variety of sources to complete a comprehensive needs survey. Each year our teachers examine standardized test scores to evaluate the weaknesses and strengths of our curriculum, programs, and teaching styles. We also examine the groups of students overall and break down our subpopulation groups (ESL, special education, economically disadvantaged)> The assessments and results we are using for this year are listed below.

Glen Rose High School scored a B on the Arkansas School Report Card system. See link: <http://www.arkansased.gov/divisions/public-school-accountability/school-performance/report-card>

Our general population scores for the 2016-17 **ACT Aspire** are as follows:

9th grade scores show the percentage of students who scored Ready and Exceeding in these subject areas: Literacy 66.67%, Math 43.06%, and Science 45.83%.

10th grade scores show the percentage of students who scored Ready and Exceeding in these subject areas: Literacy 65.33%, Math 37.33%, and Science 51.35%.

9 - 11th grades student scores show the scores on the following categories earned on the ACT in 2017-2017: Reading 20.35, English 18.52, Mathematics 18.96, Science 19.54, ACT Composite 19.48.

Our literacy teachers assess the reading skills of each student using the **Renaissance STAR Reading** program. The results from the beginning of this school year are:

9th grade- 24.7% of students scored at or above grade level

10th grade- 28.6% of students scored at or above grade level

11th grade - 31.6% of students scored at or above grade level

12th grade - 27.3% of students scored at or above grade level

2017-2018 Data:

<https://mail.google.com/mail/u/0/#label/ACSIP/p2?projector=1>

High school teachers utilize interim test data to make informed decisions about strengths and weaknesses.

9th grade interim report scores from October 2017 - March 2018 show the percentage of students who met the Benchmark for Proficiency in the following subject areas: English 60%, Reading 31%, Science 14%, and Math 35%.

10th grade interim report scores from October 2017- March 2018 show the percentage of students who met the Benchmark for Proficiency in the following subject areas: English 71%, Reading 42%, Science 33%, and Math 23%.

We use these scores to guide our decisions about how to improve our curriculum, differentiate our instruction, best practices, and classroom management. After examining our ACT Aspire scores from 2017 we determined our focus will be on the area of Reading which in turn should improve our Science scores. We utilize STAR Reading and Interim Scores for Science, Reading, English and Math assessment scores to determine appropriate learning levels for students. Accelerated Reader and STAR reading help assess and guide our literacy programs to promote reading and sharing of literature and to help improve scores in all areas through increased vocabulary and comprehension.

This past school year we used the ACT Aspire interim assessments throughout the year. These assessments helped teachers monitor student progress in subject areas and determine the weak areas that need to be addressed. Our assessment scores show our students to be lower in reading, science and math. To help improve those skills we have utilized Chromebooks and made a school wide push to get students reading by utilizing STAR and AR and Stop, Drop and Read (on one period each Wednesday the entire school stops and reads for 30 min to 1 hour). This helps students to gain AR points, ensure they are reading by giving them some time and for them to see adults reading.

Literacy teachers in grades 7-12 also implemented the 6 + 1 writing rubric so our students will learn what is expected in their writing each year. This rubric will be shared and implemented into all curriculum next year. Special education English Classes use MindPlay an online educational software designed to assist students of all ages with their reading needs. Our ALE program use the A+ program on computers.

To support our literacy classes, English classes visit the library at least every three weeks as a group and more often as needed. On Stop, Drop and Read days many classes send students to check/recheck, get assistance finding books and/or take AR tests. The library has a wide variety of reading materials such as audio books for our students. Because we are a rural school internet access in the homes is very limited. Audio books such as the Playaways and Go Readers help give our students who like audio to have options. The library also has a collection of Digital Ebooks and audio books which can be accessed on phones after downloading the Destiny Discover App or by signing into our library page and playing them from there either on a phone or computer.

Our school provides a paraprofessional who is trained to work with students who have been diagnosed with dyslexia. These students meet with the paraprofessional several times a week for additional support and small group instruction.

In grades 9-12 we have a Critical Reading class to help increase essential reading skills needed to improve test scores. We have seen vast improvements in the levels these students score on STAR Reading and the number of AR points they are able to obtain. We place kids who need extra support to help them move from one level to the next on the ACT ASPIRE, STAR Reading or ACT.

Science teachers have access to and utilize case studies which are detailed multipage and analyze reading comprehension and measure content knowledge. This is very beneficial in increasing reading and science scores, LabQuest2 is also used. With this program students are able to collect data which is read and converted into different types of graphs and models; Z Space us an augmented reality system which allows students to manipulate molecular modes in a 3D environment and manipulate them and see how they work. LabQuest2 and Z Space are advanced technology and really promote student learning.

The majority of our teachers use Google Classroom to help meet Arkansas State Standards. Teachers post assignments, tests, activities, videos, projects, etc. in Google classroom for students to access at any time. These assignments are based on Arkansas State Standards Many teachers also monitor class activities when they are absent through Google Classroom.

Our gifted and talented program meets the needs of our identified students. Ninth through twelfth graders are enrolled in Pre-AP and AP classes in the core areas which support and promote higher-level thinking skills through projects and more advanced lessons and activities. Students may also take college classes either College Algebra/Trig taught on campus or online which promotes higher level thinking and provides advancement. Students may also accelerated a grade in math based on scores.

Specific teachers in math provide weekly before school tutoring twice a week. Students are allowed to attend tutoring for assistance with homework, class assignments, studying for tests, and weaknesses. The school library is open before school three days a week for students to take AR tests, read independently, check/recheck books, complete homework and study for tests. The library offers audiobooks, ebooks and paper books to meet the needs of all students. Our staff communicates with parents through emails, phone calls, webpage, Glen Rose High School Facebook page, Instagram, Intouch calling system and Remind101.

Our administration gains comprehensive knowledge of our school by classroom observations and walk-through observations. Our class sizes currently meet state standards. We had a 95.27% attendance rate, 96.3% White and 3.6% Other student population, and 48.5% receive free or reduced meals.

We gain perceptual data through surveys completed by parents, teachers, and students and weekly observations completed by administrators and other teachers. Our parents complete surveys twice a year to provide us with perceptual information about our school. Administration and teachers use this information to help improve communication with parents and community members. The following information was gathered through our September 2017 survey of parents.

In our Fall survey we learned that 100% of parents were pleased or somewhat pleased (only 1 parent) with how the school informs the parents about parental involvement opportunities and parental information, 100% were pleased with the ways in which parents can communicate with the staff and faculty, 100% were satisfied with the Parent Involvement Meetings and the Report to the Public being presented after 5:00 p.m., 100% were pleased or somewhat pleased (only 1 parent) with the opportunities offered for parental involvement, 6 parents were not aware of the Parent Center located at the Gifford campus and none have ever asked or used materials from the Parent Center.

Through the spring survey we learned that 80% of parents Agree or Strongly agree that we have a welcoming school environment, 20% had no opinion or thought it was N/A; 93% of parents strongly agreed or agreed with all aspects of school/parent communication, 7% had no opinion or felt it was not applicable; 93% agreed or strongly agreed that parents are encouraged to help, provided helpful material and considered an important part of the decision-making process in our school's parent education program, 7% felt these areas were N/A or had no opinion; 67% of parents agree or strongly agree that GRHS welcomes, trains and removes barriers to school volunteers and volunteer opportunities, 33% had no opinion or felt it was N/A.

Our male population scores lower in literacy. To meet the needs of boys, we focus on purchasing material that appeal to them and a wider variety of audio books. Males perform better when they use audio and paper reading material together. Audio books are checked out with the paper copy and the Critical Reading teacher works with this particular aspect of reading when assisting the male students in the class. These strategies create and interest and motivation for reading and allow makes to find more appealing material to help increase literacy scores. The Critical Reading teacher has also formed a book club and has chosen specific student with an emphasis on males to join. Books are provided and Google Hangouts or Classrooms have been set up for students to have discussions in and out of school. From this several spin off groups have evolved which are student led and based on genres which pique their interests.

Teachers feel the library has a wide variety of materials for students and staff. We had a PD section for teachers. Teachers would like more nonfiction books on careers and biographies. They also would like room for classroom sets. We may incorporate this area into the Critical Reading Teacher's room as she will house the book club materials. The library has purchased more memoirs, nonfiction and biographies to address this need and included this category on the Junior Library Guild subscription.

Our teachers feel that the programs we offer such as AR, STAR, professional development trainings, open response questioning, bell ringers and newspapers in education are effective tools as well as all of the other technology and other practices utilized. Teachers this past year did feel that the Daily Grammar Practice was not effective in getting students to retain knowledge. They voted to use more traditional approaches and other strategies to teach grammar. All of the surveys teachers, students, and parents complete help us to gain perceptual knowledge of our school and the programs we offer to enrich the lives of our staff, parents, and students.

#### **Student Outcome Data:**

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## Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

We meet each month to discuss indicators and objectives. I have saved team meeting agendas and discussions in a folder as they contain student names. Examples of items discussed or shared in team, grade level, staff or leadership team meetings: 2018-19 data samples

[https://www.google.com/search?q=www.youtube.com&rlz=1C1GGRV\\_enUS818US818&og=www.youtube.com&aqs=chrome..69j57j5l5.5004j0j4&sourceid=chrome&ie=UTF-8&safe=active&ssui=on](https://www.google.com/search?q=www.youtube.com&rlz=1C1GGRV_enUS818US818&og=www.youtube.com&aqs=chrome..69j57j5l5.5004j0j4&sourceid=chrome&ie=UTF-8&safe=active&ssui=on)

<file:///C:/Users/pneeper/Downloads/doc00088920190115081034.pdf>

<https://docs.google.com/document/d/1cbX2t86qE2cNdvx43RWwXi6-05eguqNYRGj3MY-SIs/edit#heading=h.gjdgxs>

<https://docs.google.com/document/d/1Fkz7EnO9f5NiTNUdCCjNT5idMlvqo3vTdbp-u04alk/edit>

[https://docs.google.com/a/grbeavers.org/document/?authuser=0&usp=docs\\_web](https://docs.google.com/a/grbeavers.org/document/?authuser=0&usp=docs_web)

<https://myschoolinfo.arkansas.gov/>

[https://docs.google.com/presentation/d/1dbjD6Ve0we-zzPE2a1-5it95MpNQwmegBrla\\_b84wbQ/edit#slide=id.g49dbc9df1b\\_0\\_42](https://docs.google.com/presentation/d/1dbjD6Ve0we-zzPE2a1-5it95MpNQwmegBrla_b84wbQ/edit#slide=id.g49dbc9df1b_0_42)

<https://mail.google.com/mail/u/0/#label/ACSIP/p2?projector=1>

## Selected Indicators:

### Align classroom observations with evaluation criteria and professional development

IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)

IF11 The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)

### Ensure content mastery and graduation

HS04 The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)

### Ensure High Quality Staff - Recruitment, Evaluation, and Retention

II01 The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)

### Establish a team structure with specific duties and time for instructional planning

ID01 A team structure is officially incorporated into the school governance policy.(36)

ID04 All teams prepare agendas for their meetings.(39)

ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)

ID08 The Leadership Team serves as a conduit of communication to the faculty and staff.(43)

**Expanded time for student learning and teacher collaboration**

IH01 The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)

**Expect and monitor sound instruction in a variety of modes**

IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)

IIIA09 All teachers clearly state the lesson's topic, theme, and objectives.(118)

IIIA35 Students are engaged and on task.(144)

**Explain and communicate the purpose and practices of the school community**

FE04 The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)