



2022-2023
BALLMAN ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Laura Gladden	Principal
Steve Marion	Media Specialist
Peyton Lazzo	Counselor
Alison Sampson	2nd Grade
Heather Adair	5th Grade
Logan Clements	Resource
Holly Layes	Speech
Claudia Gonzalez	EL Paraprofessional
Cara Sonnier	Parent
Matt Friery	Community Member
Tracy Gilmore	K-5 Literacy Coordinator

Debra Ellison	K-5 Math Coordinator
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NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

All data was reviewed including demographic information, Istation Reading and Math, and ACT Aspire Reading, Writing, English, Math, and Science scores. The demographics of our students include 48% White, 21% Hispanic, 7% African American, and 24% other. We are a Title I school and have 71% of the student population identified as Economically Disadvantaged. In the Weighted Achievement Index, we have subgroups that are not performing at the level that we believe they can. Two student groups show a need for intervention and they are Students with Disabilities and African American students. These groups are scoring 10-15% below the other subgroups. In the area of School Value-Added Growth, Students with Disabilities and African American students appear in the Lower Achievement/Lower Growth area. These need to be addressed as well.

Our student needs are increasing each year as our student population diversifies, and our students experiencing trauma outside of school increases greatly each year. Through our training with Solution Tree, our staff has an increased awareness of the emotional and social needs these students have and work tirelessly to find resources to support these students so they can engage at the highest level academically. Our mission statement, "All Ballman Bears Belong, Learn, and Lead!", is not just a mission written on paper, it is a mission our team puts in action every single day.

REASONS TO CELEBRATE

- Ballman had 290 positive referrals in 2021-2022. This more than doubles the 250 positive referrals for the previous two school years.
- EL Subpopulation is out-scoring all other populations on ACT Aspire.
- On the 2021-22 I-Station Assessments, students increased school-wide from 47% to 61% in reading and from 42% to 63% in math.
- On the 2021-22 I-Station Assessments, kindergarten students went from 30% to 65% in reading and 57% to 93% in math.
- On the 2021-22 I-Station Assessments, first grade students went from 60% to 89% in math.

Ballman Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Literacy Achievement will increase by 5% for the ALL STUDENTS subgroup from 60% to 65% on the state assessment in April 2023. Math Achievement will increase by 5% for the ALL STUDENTS subgroup from 56% to 61% on the state assessment in April 2023.</p> <p>This will occur within the literacy and math instruction blocks and as supported by district reading and math initiatives. Teachers will increase the rigor and effectiveness of tier one instruction so students can move to their next steps of learning to meet the individualized needs of all students.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be a 5% increase in reading and math achievement from the 2022 September Istation to the 2023 April assessment and the 2022 ACT Aspire to the 2023 ACT Aspire.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> 1. The Guiding Coalition will support staff through professional development and bi-weekly meetings. 2. Teachers will provide documentation of rigorous researched based best practices in unit/weekly lesson plans to meet the needs of all students.. 3. The Collaborative Teacher Teams and Guiding Coalition will systematically monitor the progress of this goal. 4. Teachers will observe each other and administrators will complete observations.
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>

TIMELY: I will reach my goal by what date? Halfway date?	<p>Goal will be reached by Apr. 2023.</p> <p>Progress towards meeting each goal will be reviewed by the School Improvement Planning Team at the end of the first semester and shared with the School Guiding Coalition Team.</p>
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GOAL 2

Write a SPECIFIC goal. Who/What/Where/How/When	<p>All classroom teachers will improve student connections while building meaningful, productive relationships with every student and colleague.</p> <p>This will occur by May 2023 by integrating the EXCEL Model (E-Engage, X-E-plore, C- Communicate, E- Empower, L-Launch) in daily practices. This will also be monitored through the observation of Capturing Kids Hearts strategies being implemented in all classrooms.</p>
MEASURABLE: I know I have reached my goal when...	<p>Daily attendance and academic achievement increase. There will also be an overall decrease in discipline referrals.</p>
ATTAINABLE: Item(s) I need to achieve this goal.	<ol style="list-style-type: none"> 1. Capturing Klds Hearts Professional Development 2. High level of implementation of practices on a daily basis.
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	<p>Instruction: The staff are focused on interventions and student successes using high quality instruction. They are conscientious of the emotional and social support for students based on nurturing and empathy.</p>

TIMELY: I will reach my goal by what date? Halfway date?	Goal will be reached by May 2023. Progress towards meeting each goal will be reviewed by the School Improvement Planning Team at the end of the first semester and shared with the School Guiding Coalition Team
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MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: Literacy Achievement will increase by 5% for the ALL STUDENTS subgroup from 60% to 65% on the state assessment in April 2023. Math Achievement will increase by 5% for the ALL STUDENTS subgroup from 56% to 61% on the state assessment in April 2023.

Progress towards meeting Goal 1:

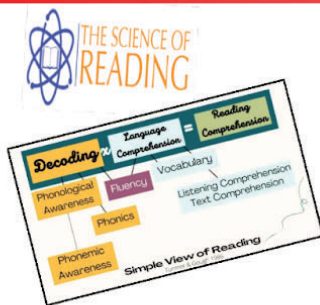
GOAL 2: All classroom teachers will improve student connections while building meaningful, productive relationships with every student and colleague.

Progress towards meeting Goal 2:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Topic	Trainer	Location
August 1st (Monday) 8:00am-12:00pm	Session 1: Introduction to RISE	Tracy Boudreau	Tracy Boudreau
August 2nd (Tuesday) 8:00am-12:00pm	Session 2: Phonics	Tracy Boudreau	Tracy Boudreau
August 3rd (Wednesday) 8:00am-12:00pm	Session 3: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 4th (Thursday) 8:00am-12:00pm	Session 4: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 5th (Friday) 8:00am-12:00pm	Session 5: Phonics	Tracy Boudreau	Tracy Boudreau
August 6th (Saturday) 8:00am-12:00pm	Session 6: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 7th (Sunday) 8:00am-12:00pm	Session 7: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 8th (Monday) 8:00am-12:00pm	Session 8: Phonics	Tracy Boudreau	Tracy Boudreau
August 9th (Tuesday) 8:00am-12:00pm	Session 9: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 10th (Wednesday) 8:00am-12:00pm	Session 10: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 11th (Thursday) 8:00am-12:00pm	Session 11: Phonics	Tracy Boudreau	Tracy Boudreau
August 12th (Friday) 8:00am-12:00pm	Session 12: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 13th (Saturday) 8:00am-12:00pm	Session 13: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 14th (Sunday) 8:00am-12:00pm	Session 14: Phonics	Tracy Boudreau	Tracy Boudreau
August 15th (Monday) 8:00am-12:00pm	Session 15: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 16th (Tuesday) 8:00am-12:00pm	Session 16: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 17th (Wednesday) 8:00am-12:00pm	Session 17: Phonics	Tracy Boudreau	Tracy Boudreau
August 18th (Thursday) 8:00am-12:00pm	Session 18: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 19th (Friday) 8:00am-12:00pm	Session 19: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 20th (Saturday) 8:00am-12:00pm	Session 20: Phonics	Tracy Boudreau	Tracy Boudreau
August 21st (Sunday) 8:00am-12:00pm	Session 21: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 22nd (Monday) 8:00am-12:00pm	Session 22: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 23rd (Tuesday) 8:00am-12:00pm	Session 23: Phonics	Tracy Boudreau	Tracy Boudreau
August 24th (Wednesday) 8:00am-12:00pm	Session 24: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 25th (Thursday) 8:00am-12:00pm	Session 25: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 26th (Friday) 8:00am-12:00pm	Session 26: Phonics	Tracy Boudreau	Tracy Boudreau
August 27th (Saturday) 8:00am-12:00pm	Session 27: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 28th (Sunday) 8:00am-12:00pm	Session 28: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 29th (Monday) 8:00am-12:00pm	Session 29: Phonics	Tracy Boudreau	Tracy Boudreau
August 30th (Tuesday) 8:00am-12:00pm	Session 30: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 31st (Wednesday) 8:00am-12:00pm	Session 31: Language Comprehension	Tracy Boudreau	Tracy Boudreau

DISTRICT CURRICULUM



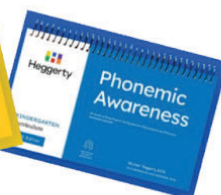
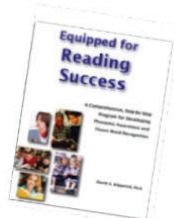
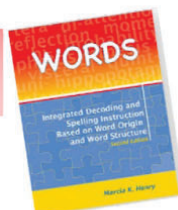
Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.

Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.

Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: Within the assessment process and as supported by Cassie Erkens, teachers will increase the use of authentic, timely feedback strategies used to inspire hope in students, so they can move to their next steps of learning, for the ultimate goal of increasing literacy and math achievement by 5% by April 2021.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

GOAL 2: By May 2022, all classroom teachers will achieve proficiency in RISE instruction.

X	MET
	NOT MET
	CONTINUED IN 2022-2023 PLAN
	REMOVED



2022-2023
BARLING ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Carl Hill	Principal
Liana Bolton	Assistant Principal
Kandace Weisenfels	Counselor
OPEN	K-5 Instructional Specialist
Tammy Coomer	Pre-K Teacher
KaLee Greenwood	1st Grade Teacher
Tammy McKissic	3rd Grade Teacher
Amy Gordon	4th Grade Teacher
Candice Harris	Special Education Teacher
TO BE DETERMINED	Parent
TO BE DETERMINED	Community Member

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

Data from Istation and ACT Aspire was reviewed, as well as demographic information.

According to the 18-19 ACT Aspire reading scores, 39% of 3rd-6th grade students scored ready or exceeding. This low percentage is considered an identified need for improvement since 61% of our students are not ready or exceeding according to the ACT Aspire results. According to the March 2020 Istation Reading scores 60% of our K-2nd graders scored either a 3, 4, or 5. Again, this is considered an identified need for improvement since 40% of our students are not showing achievement in reading. During the 20-21 ACT Aspire, 35% of our students scored reading or exceeding. According to I-station scores for March of 2021, 56% of our students scored a 3, 4, or 5. According to the April 2022 I-station testing, 56% of our students scored a 3, 4, or 5. Our goal is to increase our ACT Aspire to 45% ready or exceeding for the 22 testing session and 50% for the 23 testing session. Our goal is to increase our I-Station to 65% scoring 3, 4, or 5 in 2023.

We participated in the Capturing Kids Hearts training in August of 2021. We want to continue implementation of this program. We did track several of our students from the 20-21 school year to this year. There was a slight decrease in referrals for this group but overall we show a need for a reduction in discipline referrals.

REASONS TO CELEBRATE

We had 100% participation on the ELPA 21 assessment (onsite and virtual). We had 100% completion of our ACT testing.

One School, One Book was successfully implemented with all students/staff. Students had the opportunity to have the book read aloud to them 5 times a week via morning announcements. Students who participated received incentives and prizes. We brought in 4 animals from a local zoo our students got to see.

Four of our staff members are National Board Certified Teachers.

Staff completed year 3 of the Arkansas A+ training during the 21-22 school year.

Mrs. Weisenfels will be applying for the Ramp designation in the 22-23 school year. If she is successful, she will be the first in the state of Arkansas.

Barling Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one **SMART** goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>The percentage of 3rd-5th graders at Barling who score ready or exceeding on the ACT Aspire reading assessment will increase from 39% to 50% on the May 2023 state assessment.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be an 11% increase from the May 2022 ACT Aspire Reading Assessment to the May 2023 ACT Aspire Reading Assessment.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> 1. In Need of Support and Close students will be identified. 2. The Diagnostic Decision Tree for Reading (RISE-Day 6) will be used to identify interventions needed. 3. Teachers (and teams) will also use CFAs, CSAs, monthly Istation assessments, ACT Aspire Classroom Assessments, and ACT Aspire interim assessments to help diagnose specific skills students are not mastering. 4. Students will receive Intervention by classroom teachers, K-5 Instructional Specialists, Title I Elementary Para and Dyslexia Interventionists on specific skills. 5. Results of progress monitoring will be collected monthly and reviewed collaboratively with classroom teachers and the instructional team of each student. 6. Modifications in intervention will be made as deemed necessary based upon student needs. 7. K-5 Instructional Specialists will work with students from January -April to add another layer of support for students who are not progressing.

<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p> <p>Result Statement 3: Ensure all students have access to specific accelerations to achieve grade-level standards and beyond.</p> <p>Result Statement 7: Ensure students receive instructional support using Response to Intervention (RTI) and/or supplemental services.</p> <p>“The 4th grade is the watershed year. We can predict that if a child is not reading proficiently in the 4th grade, he or she will have approximately a 78% chance of not catching up. $\frac{2}{3}$ of students who cannot read proficiently by the end of the 4th grade will end up in jail or on welfare.”</p> <p>https://www.begintoread.com/research/literacystatistics.html</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal will be reached by May 2023.</p> <p>Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.</p>

GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>The percentage of K-2nd graders at Barling who score a 3, 4, or 5 on the Istation reading assessment will increase from 50% to 60% on the April 2023 assessment.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be a 10% increase from the March 2022 Istation Reading Assessment to the April 2023 Istation Reading Assessment.</p>

ATTAINABLE: Item(s) I need to achieve this goal.	<ol style="list-style-type: none"> 1. Students who scored a 1 or 2 on the Istation Reading in March 2022 will be identified. 2. The Diagnostic Decision Tree for Reading (RISE-Day 6) will be used to identify interventions needed. 3. Teachers (and teams) will use CFAs, CSAs, and monthly Istation assessments to diagnose specific skills students are not mastering. 4. Staff will be provided PD monthly on effects of poverty and reading proficiency. 5. Students will receive Intervention by classroom teachers, K-5 Instructional Specialists, Title I Elementary Para and Dyslexia Interventionists on specific literacy skills. 6. Results of progress monitoring will be collected monthly and reviewed collaboratively with classroom teachers and the instructional team of each student. 7. Modifications in intervention will be made as deemed necessary based upon student needs
TIMELY: I will reach my goal by what date? Halfway date?	<p>Goal will be reached by April 2023.</p> <p>Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.</p>

GOAL 3

Write a SPECIFIC goal. Who/What/Where/How/When	<p>Office referrals will decrease by 10% as a result of improved implementation of Capturing Kids Hearts strategies.</p>
MEASURABLE: I know I have reached my goal when...	<p>As of 5/13/2022, we had 222 office referrals recorded. We want to decrease that by 10% to no more than 200 referrals.</p>

<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> 1. Continued implementation of CKH methods and strategies. 2. Admin will continue to model CKH methods during the school day and during meetings. 3. Staff will develop a school wide social contract for adults. . 4. Staff is investigating Tier 3 behavior interventions. 5. Each classroom will create a social contract.
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Relationships is one of the 4 Big Rocks our district has adopted for our main goals. Capturing Kids Hearts is the key component to helping Barling obtain the goal of decreasing office referrals. Students learn better when they feel safe. CKH builds relationships within the class and the school. Students feel safer when they can trust the adult to help them.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal will be reached by May 2023.</p> <p>Progress towards meeting the goal will be reviewed by the School Improvement Planning Team at the end of the first semester and shared with the Guiding Coalition/School Leadership Team.</p>

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester (December 2021)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: The percentage of 3rd-5th graders at Barling who score ready or exceeding on the ACT Aspire reading assessment will increase from 39% to 50% on the May 2023 state assessment.

Progress towards meeting Goal 1:

GOAL 2: The percentage of K-2nd graders at Barling who score a 3, 4, or 5 on the Istation reading assessment will increase from 50% to 60% on the April 2023 assessment..

Progress towards meeting Goal 2:

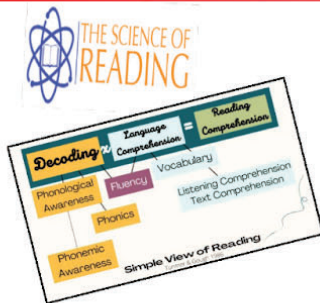
GOAL 3: Office referrals will decrease by 10% as a result of improved implementation of Capturing Kids Hearts strategies.

Progress towards meeting Goal 3:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



R-I-S-E

Session	Topic	Trainer	Location	Time
Session 1	Introduction to RISE	Dr. [Name]	Fort Smith	8:00 AM - 12:00 PM
Session 2	Phonics and Fluency	Dr. [Name]	Fort Smith	1:00 PM - 4:00 PM
Session 3	Language Comprehension	Dr. [Name]	Fort Smith	8:00 AM - 12:00 PM
Session 4	Reading Comprehension	Dr. [Name]	Fort Smith	1:00 PM - 4:00 PM
Session 5	Assessment and Data	Dr. [Name]	Fort Smith	8:00 AM - 12:00 PM
Session 6	Professional Development	Dr. [Name]	Fort Smith	1:00 PM - 4:00 PM
Session 7	Assessment and Data	Dr. [Name]	Fort Smith	8:00 AM - 12:00 PM
Session 8	Professional Development	Dr. [Name]	Fort Smith	1:00 PM - 4:00 PM
Session 9	Assessment and Data	Dr. [Name]	Fort Smith	8:00 AM - 12:00 PM
Session 10	Professional Development	Dr. [Name]	Fort Smith	1:00 PM - 4:00 PM

DISTRICT CURRICULUM



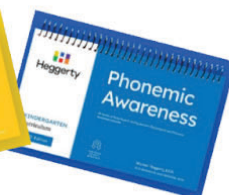
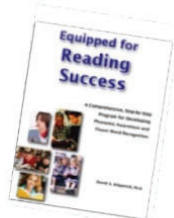
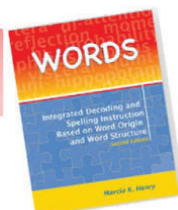
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Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.

Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
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(As required by the Arkansas Department of Elementary and
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Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: The percentage of 3rd-5th graders at Barling who score ready or exceeding on the ACT Aspire reading assessment will increase from 39% to 50% on the May 2022 assessment. That is an increase of 16 students rising from In Need of Support or Close to Ready or Exceeding. According to our Istation data, our 3rd, 4th, and 5th graders are having 50% of all students score Level 3, 4, or 5 on January testing.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

GOAL 2: The percentage of K-2nd graders at Barling who score a 3, 4, or 5 on the Istation reading assessment will increase from 60% to 70% on the April 2021 assessment.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

GOAL 3: Barling staff will implement the framework designed by Arkansas A+ for the integration of arts in the school curriculum to increase engagement and meet students' individualized learning and social/emotional needs with a focus on the Arkansas A+ Essentials: Arts, Curriculum, Experiential Learning, Multiple Learning Pathways, Enriched Assessment, Collaboration, Infrastructure, and Climate.

	MET
	NOT MET
	CONTINUED IN 2022-2023 PLAN
X	REMOVED

DESCRIPTION: Changed the goal to reflect the implementation of Capturing Kids Hearts Program to be implemented District wide.



2022-2023
BEARD ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Dana Rackley	Principal
Kimberly Swaim	Paraprofessional
Jessica Sharp	Media Specialist
Rebecca Bingham	Teacher
TO BE DETERMINED	Partner in Education Member
Morgan Montgomery	Teacher
Audra Efurd	Counselor
Jacqueline Humphries	Teacher
Tina King	Teacher
Carla Mathis	Teacher
TO BE DETERMINED	Parent
Dora Solomon	K-5 Instructional Specialist

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

All data was reviewed including demographic information, Istation Reading and Math, and ACT Aspire Reading and Math. The demographics of our students include 51% white, 10 % African American, 12% Hispanic, 27% other. We have 16% of our student population identified as Special Education. We are a Title 1 school and have 73% of the student population identified as Economically Disadvantaged. Yearly the Beard staff will review Act Aspire test data. The trend shows that our ESSA index scores have declined the past three years. All students have gone from 80.22 in 2017 to 77.48 in 2018 to 73.64 in 2019. African American students have gone from 74.78 in 2017 to 73.88 in 2018 to 69.45 in 2019. Hispanic students have gone from 80.86 in 2017 to 79.74 in 2018 to 76.08 in 2019. White students have gone from 82.5 in 2017 to 76.53 in 2018 to 72.96 in 2019. Economically disadvantaged students have gone from 76.27 in 2017 to 75.05 in 2018 to 71.55 in 2019. Students with disabilities have gone from 66.59 in 2017 to 63.59 in 2018 to 56.43 in 2019.

REASONS TO CELEBRATE

We are back in school and able to serve our students face to face.

Our Istation scores continue to show a decrease in the amount of students in Tier 1.

Our School Letter Grade remains a B.

The majority of all teachers took On Cloud 9 training to help with student math scores.

Beard Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Beard's reading scores in grades 3-6 will improve on the Act Aspire and will increase by 7% overall from 36% (in 2021) to at least 39% May 2023 Act Aspire. (Percentages will be adjusted after the assessment scores are available in August)</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be a 7% increase from 2022 to May 2023 Act Aspire.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> 1. Students will be identified who are not showing growth. 2. Intervention groups will be developed to support students who are struggling. 3. Data will be reviewed monthly with the data team. 4. Action plans created to support students not making growth.
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>In order for students to be successful the Beard staff must develop a curriculum that is relevant and promotes rigor, critical thinking skills, and meets all students' needs in order for students to learn and grow academically. Teachers are trained in the Science of Reading and use this philosophy in reading instruction.</p> <p>Student early acquisition of foundational reading skills is essential to continued academic success.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p>	<p>Goal will be reached by May 2023</p> <p>Progress towards meeting the goal will be reviewed in January 2023.</p>

Halfway date?	
---------------	--

GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Beard's Math scores in grades 3-6 will improve on the Act Aspire and will increase by 7% overall from 41% (in 2021) to at least 44% May 2023 Act Aspire. (Percentages will be adjusted after the assessment scores are available in August)</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be a 7% increase from 2022 to May 2023 Act Aspire.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> 1. Students will be identified who are not showing growth. 2. Intervention groups will be developed to support students who are struggling. 3. Data will be reviewed monthly with the data team. 4. Action plans will be created to support students not making growth.
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>In order for students to be successful the Beard staff must develop a curriculum that is relevant and promotes rigor, critical thinking skills, and meets all students' needs in order for students to learn and grow academically.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal will be reached by May 2023</p> <p>Progress towards meeting the goal will be reviewed in January 2023.</p>

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: Beard's reading scores in grades 3-6 will improve on the Act Aspire and will increase by 7% overall from 36% (in 2021) to at least 39% May 2023 Act Aspire. (Percentages will be adjusted after the assessment scores are available in August)

Progress towards meeting Goal 1:

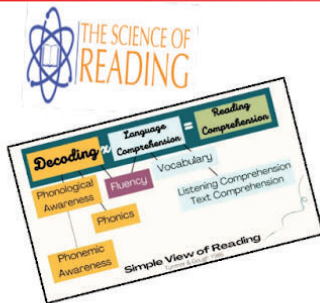
GOAL 2: Beard's Math scores in grades 3-6 will improve on the Act Aspire and will increase by 7% overall from 41% (in 2021) to at least 44% May 2023 Act Aspire. (Percentages will be adjusted after the assessment scores are available in August).

Progress towards meeting Goal 2:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



R-I-S-E

Session	Topic	Trainer	Location	Time
Session 1	Introduction to RISE	Dr. J. Smith	Fort Smith	8:00 AM - 12:00 PM
Session 2	Phonics and Fluency	Dr. J. Smith	Fort Smith	1:00 PM - 4:00 PM
Session 3	Language Comprehension	Dr. J. Smith	Fort Smith	8:00 AM - 12:00 PM
Session 4	Reading Comprehension	Dr. J. Smith	Fort Smith	1:00 PM - 4:00 PM
Session 5	Assessment and Data	Dr. J. Smith	Fort Smith	8:00 AM - 12:00 PM
Session 6	Professional Development	Dr. J. Smith	Fort Smith	1:00 PM - 4:00 PM
Session 7	Assessment and Data	Dr. J. Smith	Fort Smith	8:00 AM - 12:00 PM
Session 8	Professional Development	Dr. J. Smith	Fort Smith	1:00 PM - 4:00 PM
Session 9	Assessment and Data	Dr. J. Smith	Fort Smith	8:00 AM - 12:00 PM
Session 10	Professional Development	Dr. J. Smith	Fort Smith	1:00 PM - 4:00 PM

DISTRICT CURRICULUM



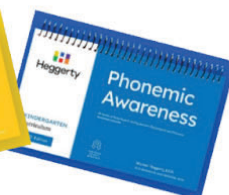
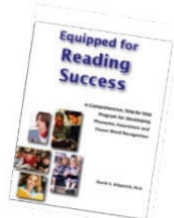
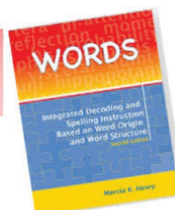
Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.

Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.

Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: Beard's reading scores in grades 3-6 will improve on the Act Aspire and will increase from 36% in 2021 to 39% May 2022 Act Aspire.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

GOAL 2: Beard's math scores in grades 3-6 will improve on the Act Aspire and will increase from 41% in 2021 to 44% May 2022 Act Aspire.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED



2022-2023
BONNEVILLE ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Donna Jones	Principal
Erin Staples	Media Specialist
Teresa Terry	K-5 Instructional Specialist
Shannon Rutherford	Counselor
Shannon Bonnett	SLP
Meredith Simpson	1st Grade Teacher
Ashley McShan	4th Grade Teacher
Valeri Repass	Resource Teacher
Jamie Cribbs	Parent
Suzanne Gipson	Community Member

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

The following data was reviewed: ACT Aspire (2019-2020), ACT Aspire- Literacy and Math (2020-2021), and Istation- Reading and Math. Reading continues to be an area where we need to continue to provide intervention. Math data this year has some gaps that need to be addressed.

Reading scores will be addressed by following a Cycle of Intervention. Teachers will teach the Essential Standards identified by the District as skills that need to be mastered. Utilizing Common Formative Assessments the Bonneville teachers create will help zero in on the skills that need remediation. Small group learning, which needs to be very intentional, will also be beneficial to the students. Istation data will be used as a screener with the older students to identify gaps with phonics, phonemic awareness, or other areas that are deficit and that need attention.

Math scores have been a bit concerning because the gap is broadening and teachers need some support to assist with closing the gap. A math screener will be given to the students at the beginning of the year. Essential Skills have been identified for all grade levels. Teachers follow a Cycle of Intervention for Math as well as Reading. The Eureka math curriculum has exit tickets which will be given to the students and then analyzed to determine student needs. Teachers will utilize small group instruction to address deficit areas.

REASONS TO CELEBRATE

Bonneville has the following reasons to celebrate:

- Overall Reading Istation
 - Increased Percentage of Students in Tier 3-5 September: 52% to April 71%
 - Decreased Percentage of Students in Tier 1: September: 26% to April 15%
- Overall Math Istation
 - Increased Percentage of Students in Tier 3-5 September: 39% to April 58%
 - Decreased Percentage of Students in Tier 1 September: 32% to April 17%
- Capturing Kids Hearts
 - All teachers greet students every morning.
 - All classes and staff created a Social Contract.
 - Each class shares Good Things on a daily basis.

Bonneville Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Improve ACT Aspire Reading scores by 5% in each grade 3-5 in the 2022-2023 school year.</p> <p>3rd Grade- (2021 TBD upon receipt of scores in August 2022) 4th Grade- (2021 TBD upon receipt of scores in August 2022) 5th Grade- (2021 TBD upon receipt of scores in August 2022)</p> <p>Score 80% on Istation for each grade K-2.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Each grade level has improved by 5% from the previous year.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> • Small group instruction • Continue to implement RISE • Monthly Istation Testing • PLC- to select Essential Skills and utilize Common Formative Assessments to drive instruction
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>As a staff, we need to provide a student with interventions that are individual to the student's needs. Each student will receive high quality instruction that targets their identified individual needs.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>May 2023</p> <p>December 2022</p>

GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Improve ACT Aspire Math scores by 5% in each grade 3-5 in the 2022-2023 school year.</p> <p>3rd Grade- (2021 TBD upon receipt of scores in August 2022) 4th Grade- (2021 TBD upon receipt of scores in August 2022) 5th Grade- (2021 TBD upon receipt of scores in August 2022)</p> <p>Score 80% on Istation for each grade K-2.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Each grade level has improved by 5% from the previous year.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> • Small group intervention/groups as needed • Incorporate Number Talks • Monthly Istation Assessment
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>As a staff, we need to continue to provide students with interventions that are individual to the student's needs. Each student will receive high quality instruction that targets their identified individual needs.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>May 2023</p> <p>December 2022</p>

GOAL 3

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Improve student connectedness to others while building meaningful, productive relationships with every student and colleague.</p> <p>Integrate EXCEL Model (E-Engage, X- X-plore, C- Communicate, E- Empower, L- Launch) in daily practices.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Daily attendance and academic achievement increase</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> • Capturing Kids Heart Professional Development • High level of implementation of practices on a daily basis
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>As a staff, we need to reach this goal because our students need to have Social and Emotional support. It has become even more evident after past years with the interruption of school. Vision 2023 states, "We will develop and train empathetic and nurturing employees to be sensitive to and supportive of the needs of all children and families."</p> <p>The staff are focused on interventions and student successes using high quality instruction. They are conscientious of the emotional and social support for students based on nurturing and empathy.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>May 2023</p> <p>December 2022</p>

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: Improve ACT Aspire Reading scores by 5% in each grade 3-5 in the 2022-2023 school year.

Score 80% on Istation for each grade K-2.

Progress towards meeting Goal 1:

GOAL 2: Improve ACT Aspire Math scores by 5% in each grade 3-5 in the 2022-2023 school year.

Score 80% on Istation for each grade K-2.

Progress towards meeting Goal 2:

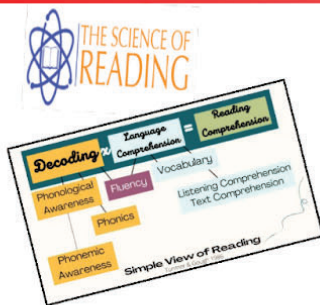
GOAL 3: Improve student connectedness to others while building meaningful, productive relationships with every student and colleague: Integrate EXCEL Model.

Progress towards meeting Goal 3:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Topic	Trainer	Location
August 1st (Monday) 8:00am-12:00pm	Session 1: Introduction to RISE	Tracy Boudet	Tracy Boudet
August 2nd (Tuesday) 8:00am-12:00pm	Session 2: Phonics	Tracy Boudet	Tracy Boudet
August 3rd (Wednesday) 8:00am-12:00pm	Session 3: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 4th (Thursday) 8:00am-12:00pm	Session 4: Language Comprehension	Tracy Boudet	Tracy Boudet
August 5th (Friday) 8:00am-12:00pm	Session 5: Phonics	Tracy Boudet	Tracy Boudet
August 6th (Saturday) 8:00am-12:00pm	Session 6: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 7th (Sunday) 8:00am-12:00pm	Session 7: Language Comprehension	Tracy Boudet	Tracy Boudet
August 8th (Monday) 8:00am-12:00pm	Session 8: Phonics	Tracy Boudet	Tracy Boudet
August 9th (Tuesday) 8:00am-12:00pm	Session 9: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 10th (Wednesday) 8:00am-12:00pm	Session 10: Language Comprehension	Tracy Boudet	Tracy Boudet
August 11th (Thursday) 8:00am-12:00pm	Session 11: Phonics	Tracy Boudet	Tracy Boudet
August 12th (Friday) 8:00am-12:00pm	Session 12: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 13th (Saturday) 8:00am-12:00pm	Session 13: Language Comprehension	Tracy Boudet	Tracy Boudet
August 14th (Sunday) 8:00am-12:00pm	Session 14: Phonics	Tracy Boudet	Tracy Boudet
August 15th (Monday) 8:00am-12:00pm	Session 15: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 16th (Tuesday) 8:00am-12:00pm	Session 16: Language Comprehension	Tracy Boudet	Tracy Boudet
August 17th (Wednesday) 8:00am-12:00pm	Session 17: Phonics	Tracy Boudet	Tracy Boudet
August 18th (Thursday) 8:00am-12:00pm	Session 18: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 19th (Friday) 8:00am-12:00pm	Session 19: Language Comprehension	Tracy Boudet	Tracy Boudet
August 20th (Saturday) 8:00am-12:00pm	Session 20: Phonics	Tracy Boudet	Tracy Boudet
August 21st (Sunday) 8:00am-12:00pm	Session 21: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 22nd (Monday) 8:00am-12:00pm	Session 22: Language Comprehension	Tracy Boudet	Tracy Boudet
August 23rd (Tuesday) 8:00am-12:00pm	Session 23: Phonics	Tracy Boudet	Tracy Boudet
August 24th (Wednesday) 8:00am-12:00pm	Session 24: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 25th (Thursday) 8:00am-12:00pm	Session 25: Language Comprehension	Tracy Boudet	Tracy Boudet
August 26th (Friday) 8:00am-12:00pm	Session 26: Phonics	Tracy Boudet	Tracy Boudet
August 27th (Saturday) 8:00am-12:00pm	Session 27: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 28th (Sunday) 8:00am-12:00pm	Session 28: Language Comprehension	Tracy Boudet	Tracy Boudet
August 29th (Monday) 8:00am-12:00pm	Session 29: Phonics	Tracy Boudet	Tracy Boudet
August 30th (Tuesday) 8:00am-12:00pm	Session 30: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 31st (Wednesday) 8:00am-12:00pm	Session 31: Language Comprehension	Tracy Boudet	Tracy Boudet

DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



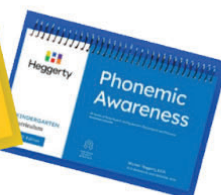
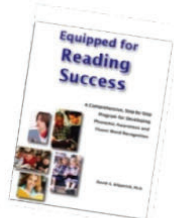
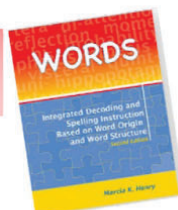
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and Secondary
Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1: Improve ACT Aspire Math scores by 5% in each grade 3-5 in the
2021-2022 school year.**

3rd Grade - 36% to 41%

4th Grade - 58% to 63%

5th Grade - 46% to 51%

Score 80% on Istation for each grade K-2.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

**GOAL 2: Improve ACT Aspire Math scores by 5% in each grade 3-5 n the
2021-2022 school year.**

3rd Grade - 43% to 48%

4th Grade - 58% to 63%

5th Grade - 44% to 49%

Score 80% on Istation for each grade K-2.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

GOAL 3: Improve student connectedness to others while building meaningful, productive relationships with every student and colleague.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED



2022-2023 CARNALL ELEMENTARY SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Jennie Mathews	Principal
Melissa Bridges	Asst. Principal
Callie Spahn	Media Specialist
Brooke Blanco Briceno	Counselor
Misty Moore	Special Education Teacher
Kim Teal	Dyslexia Interventionist
Jennifer Scott	K-5 Instructional Specialists
Amy Wisley	Parent
Torrey Lougin	Community Member
Elizabeth Kaylor	Social Worker

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

Our data points include formative assessments: pre and post assessments, Istation, and Benchmark Screeners. Our pre and post assessment of the Essential Standards concludes many of our students are gaining skills as they “work and learn” through each unit of study. However, very few are reaching mastery of all skills in each unit. Teachers are providing interventions in small groups to bridge the gap for prerequisite skills. Our summative tool is the ACT Aspire. Last year, our overall growth was 86.92%. ACT Aspire Math dropped 7%; the nationwide trend was 5-7%. ACT Aspire Reading was 45%. We grew 2% from the previous year.

We were pleasantly surprised at our data, we expected an implementation dip because we implemented a new literacy and math program. In addition, our action research for this year was an inclusive practice project. Because of the dedication and collaboration of teachers, all students grew at least .2 in Math and Reading iStation scores. 59% of our students met our goal of level 3,4, or 5 in April. Our goal was 70%. Another challenge was the number of new students to our school, 18% of our students were new. There was high-mobility in grades 3-5; k-2 was less. Comparing each student to their own growth revealed about 70% of our students are making some growth in either Reading, Math, or both. The overall data computes an increase every month.

We have created 3 tiers of the RTI at Work pyramid for Carnall in an effort to ensure high levels of learning for all our students. Tier I is the beginning of the multi-tiered approach and is considered prevention. We are working to increase teacher knowledge of content and pedagogy. Our essential standards are transformed into performance based objectives with a focus on academic language. Teachers are using a gradual release model to teach explicit instruction. While creating this, we were able to access our Current Reality and uncover strengths and weaknesses; this allowed us to create a roadmap that included school-wide and teacher responsibilities, universal screening and diagnostic assessments, and better access to Tier 2 and Tier 3 without interfering with Tier 1. This is our 3rd School Improvement goal, Tier 1 Strong.

REASONS TO CELEBRATE

- 2 students exited from the Linda Mood Bell phonics program.
- 59% of our students in grades 3-6 met Benchmark growth in March on iStation
- Our growth for the 2020.21 school year on the ACT Aspire was 86.92%
- Began an Inclusive Practice Project
- Two teachers graduated with their Masters degree
- One teacher began her doctoral program
- Dr. Tate was invited to EdWeek to present with Dr. Peter DeWitt
- Two different teachers received Donors Choose grants to better met the needs of our diverse population

Carnall Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one **SMART** goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Attendance for our students will be 95% each quarter of the 2022-23 school year.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>We will use ESchool to monitor attendance. Our goal is at least 95% every quarter.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> • Ms. B, school counselor send home attendance “helps” each month in RED folder • Created a Google Doc to record conversations with parents concerning attendance • Edie Biggs,, attendance secretary, calls students with unexcused absences daily • Dr. Tate follows up with parents at 3 parent permission, 5 unexcused. Liz Kaylor,, Social Worker, calls at 7 and 9 days unexcused. We usually file a FINS at 10 or more days. • Ms. B talks to students that are chronically absent to see how she can help • Encouraging teachers to have engaging hands-on relevant fun lessons so students want to be at school. • Implemented an Attendance Task Force-meet every two weeks to discuss students and create a plan • Open House-parent attendance session • Data notebooks-students to record and take home attendance every month

RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	<p>Successful schools begin by engaging students and making sure they come to school regularly. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently.</p>
TIMELY: I will reach my goal by what date? Halfway date?	<p>Goal will be reached by May 2023.</p> <p>Progress towards meeting each goal will be reviewed by the School Improvement Planning Team at the end of each quarter and shared with the Leadership team.</p>

GOAL 2

Write a SPECIFIC goal. Who/What/Where/How/When	<p>Each quarter, we will decrease discipline referrals and suspensions by 10% from the previous quarter total of the year before.</p>
MEASURABLE: I know I have reached my goal when...	<p>We will use Liveschool and Discipline referrals to monitor. There will be an increase in Liveschool points, all students will have a 4:1 ratio; decrease of 10% in Discipline Referrals and suspensions.</p>
ATTAINABLE: Item(s) I need to achieve this goal.	<ul style="list-style-type: none"> • Implemented PBIS (PD for teachers provided by school counselor) • Growth mindset strategies and 5 Love Languages strategies introduced and revisited as needed • Liveschool rewards school wide, COLT Cash Store, COLT Theater, Game Day, Bingo Bash, Kona Ice Day, Chuck E. Cheese, Parrot Island)

	<ul style="list-style-type: none"> • COLT Essentials (Manner of the month) • COLT STAR of the month • Admin meets with students that have a negative Liveschool balance • Increased TIER 1 power academically (small differentiated groups in Reading, Writing, Math) • COLT Expectations (BE Safe, RE Responsible, BE Respectful) • Counselor Lunch Bunch-counselor meets with different students at lunch to discuss manners, feelings, and/or conflict resolution • HOPE Sessions (Having Optimism, Preparing Everyone) Teacher, counselors, principal, and student to discuss and create an action plan for students who are struggling academically, behaviorally, and/or in curriculum. • PBIS TEAM-met every two weeks to focus on students who fall below 4:1 ratio • Behavior Specialist-handle crisis and create plans and introduces strategies • Capturing Kids Heart • PBIS-Tier 1, 2, and 3 for behavior and solutions • House Challenges-team approach for accountability for the ABC's of working and learning
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	Behavior problems in school interfere with academic learning.
TIMELY: I will reach my goal by what date? Halfway date?	May 2023

GOAL 3

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>TIER 1 Strong: By the end of the school year 2023, 75% of our students will meet projected growth in at least 2 content areas on both the ACT Aspire Interim/and be in Tier 3,4, or 5 on Istation.</p> <p>75% of students will obtain proficiency in each COLT Key assessment (essential standard)</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>We will review the Istation and ACT Aspire Interim reports.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> • COLT Keys for each grade level • Common Formative Assessments • COLT Key interventions • SS/VV Tier 2 and Tier 3 • Differentiated Instruction-Small group (Reading, Writing, and Math) • Working bell to bell • PLC Collaboration time • Book Study: Empower (Summer), revisit The Art and Science of Teaching (Fall) and Visible Learning (Spring) • Instructional Rounds • Learning Stations • Inclusion Practice Project
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>All students deserve equal opportunities to a quality education in a safe and accepting environment structured to foster the learning process.</p>

TIMELY: I will reach my goal by what date? Halfway date?	May 2023
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MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: Attendance for our students will be 95% each quarter of the 2021-22 school year.

Progress towards meeting Goal 1:

GOAL 2: Each quarter, we will decrease discipline referrals and suspensions by 10% from the previous quarter total of the year before.

Progress towards meeting Goal 2:

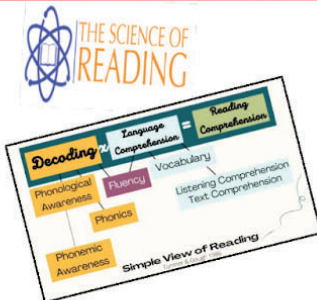
GOAL 3: TIER 1 Strong: By the end of the school year 2022, 75% of our 3-5 grade students will meet projected growth in at least 2 content areas on both the ACT Aspire and be in Tier 3,4, or 5 on Istation.

Progress towards meeting Goal 3:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



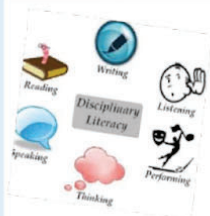
Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



R-I-S-E

Session	Chapter # of Participants	Date	Location	Teacher(s)
Week 1: Introduction and Orientation	10000	June 27-28, 2022	Fort Smith	...
Week 2: Foundations	10000	July 1-2, 2022	Fort Smith	...
Week 3: Foundations	10000	July 3-4, 2022	Fort Smith	...
Week 4: Foundations	10000	July 5-6, 2022	Fort Smith	...
Week 5: Foundations	10000	July 7-8, 2022	Fort Smith	...
Week 6: Foundations	10000	July 9-10, 2022	Fort Smith	...
Week 7: Foundations	10000	July 11-12, 2022	Fort Smith	...
Week 8: Foundations	10000	July 13-14, 2022	Fort Smith	...
Week 9: Foundations	10000	July 15-16, 2022	Fort Smith	...
Week 10: Foundations	10000	July 17-18, 2022	Fort Smith	...
Week 11: Foundations	10000	July 19-20, 2022	Fort Smith	...
Week 12: Foundations	10000	July 21-22, 2022	Fort Smith	...
Week 13: Foundations	10000	July 23-24, 2022	Fort Smith	...
Week 14: Foundations	10000	July 25-26, 2022	Fort Smith	...
Week 15: Foundations	10000	July 27-28, 2022	Fort Smith	...

DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



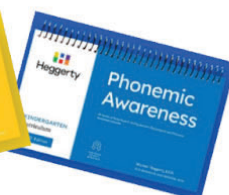
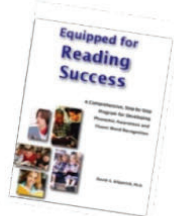
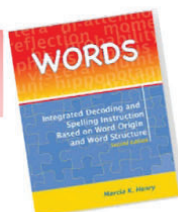
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: Attendance for our students will be 95% each quarter of the 2020-21 school year.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

GOAL 2: Each quarter, we will decrease discipline referrals and suspensions by 10% from the previous quarter total of the year before.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

GOAL 3: TIER 1 Strong: By the end of the school year 2021, 75% of our students will meet projected growth in at least 2 content areas on both the ACT Aspire Interim/or be in Tier 3,4, or 5 on Istation.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED



2022-2023
CAVANAUGH ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Clint Gillman	Principal
Jimmy Cook	Assistant Principal
Michelle Hall	Partner in Education / Community Member
Chelsea Sykes	Parent
Tiffany Mouada	Counselor
Meghan Estep	Second Grade Teacher
Manon Arnold	Fourth Grade Teacher
Ashley Hobbs	SPED Resource Teacher
Stephanie Bailey	Dyslexia Interventionists
Jennifer Foster	K-5 Instructional Specialist
Beth Parker	Fourth Grade Teacher
Amanda Shelton	First Grade Teacher
Brandy Jones	Fifth Grade Teacher
Aimee Hartsfield	3-5 SPED Teacher

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

Literacy instruction is assessed based on student knowledge of pre-literacy and oral reading skills. Acadience assessments are quick, reliable and valid, and provide a science of reading base for beginning and end of year growth. Tools within these assessments are vertically aligned for kindergarten through second grade to provide data for intervention purposes. This data relates directly to the instruction in the classrooms, kindergarten through second grade. The overall goal is to ensure that all students are given every opportunity to excel in reading by the time they enter third grade. Specifically, this goal was chosen to increase the automaticity at the automaticity level in kindergarten (CLS-correct letter sounds) to the CVC word level (WWR-whole words read). In second grade, the goal is to increase the number of students to get to the end-of-year WWR benchmark. To achieve this goal, the automaticity work must start in kindergarten and continue on in first grade.

The data that was used to develop Cavanaugh's identified literacy goal for grades 3-5 in 2022-2023 includes both ACT Aspire data and ISIP monthly data. The ACT Aspire reading assessment is a 65 minute test in which students are required to answer 29 multiple choice and 3 constructed responses questions based on passages they read. The passages span a range of complexity levels in order to provide students, teachers and parents with information about how well students **comprehend** texts of increasing difficulty. ACT Aspire scores for Cavanaugh from 2021 indicated that only **45.7%** of our students met the readiness benchmark (according to DESE site). This indicates a severe deficit in reading **comprehension** skills among our students and is an area in need of significant improvement. We also considered the monthly ISIP data for the **comprehension** subtest which indicated that the percentage of students in grades 3-5 who met the readiness benchmark (levels 3-5) on the May ISIP was 71%. Although this number is higher than the ACT Aspire reading scores, it is a very different assessment. ISIP asks basic comprehension questions and does not require the depth of knowledge that the ACT Aspire does. It's also important to note that the

ISIP doesn't require any constructed response questions, which is an important piece of the ACT Aspire. Finally, the ACT Aspire data is of most concern, since that is what the state uses for its accountability data. Since the ISIP is required by FSPS and provides a monthly check on student progress in reading comprehension, we chose to use it as part of our SMART goal. If we can further increase comprehension scores on ISIP, then ACT Aspire scores should also improve.

REASONS TO CELEBRATE

- ☐ First Grade student Brandon Deaton received First Place in the 2021 Arkansas Waterways Art Contest.
- ☐ Third Grade students Manuel Soriano won Third Place and Garrett Coto earned Honorable Mention in the 2022 Arkansas PTA Reflections Contest in Visual Arts.
- ☐ DeMarcus Laster was crowned the 2021-2022 Cavanaugh Elementary School Spelling Bee Champion.
- ☐ Kinsley Lawson won the annual Littlefield Oil Company Christmas Card Contest.
- ☐ The Cavanaugh School Robotics Team, sponsored by Ashley Hobbs, competed in two Lego League competitions.
- ☐ The K-Kids Club, sponsored by Manon Arnold, collected over 3,000 food items for the Salvation Army.
- ☐ Cavanaugh School was designated a Purple Star School by the Arkansas Council for Military Children.
- ☐ Cavanaugh School was awarded \$48,150 from DESE through the Arkansas School Recognition & Reward Program for High Math Growth (Top 5% in the State) and Overall Growth (Top 10% in the State) on the 2021 ACT Aspire.

Cavanaugh Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one **SMART** goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>By April 2023, 80% of the students in each K-2 class will meet Acadience's grade level EOY benchmarks.</p> <ul style="list-style-type: none"> • K- 28-39 CLS (correct letter sounds) per minute** • 1st - 13-24 WWR (whole words read) per minute** • 2nd - 87-103 WWR (whole words read) per minute**
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>**All students will be assessed at the BOY, MOY, and EOY. The % of students below the benchmark will be noted. We will compare the difference in % of students from September 2022 to April 2023.</p> <p>Students not meeting the expected benchmark (Fall-BOY, Winter-MOY, Spring-EOY) will be progress monitored (PM) bi-weekly, and the PM data will be documented on the Cavanaugh data wall.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> - whole group instruction/review - daily interventions that are PM bi-weekly - whole and small group fluency practice - Team Meeting discussions
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Based on the Science of Reading, decoding is an <u>essential</u> component to becoming a skilled reader.</p> <p>Each student will have high-quality instruction that targets their individual needs.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>The goal will be reached by May 2023.</p> <p>January 2023 will be the halfway date.</p>

GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>For students in grades 3-5 enrolled at Cavanaugh on October 1, 2022, 60% of the students who score a “2” on the reading comprehension ISIP subtest will move to a “3” or higher, and 60% of students who score a “1” on the reading comprehension subtest will move to a “2” or higher from October 2022 to April 2023.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>All students will be ISIP tested each month. The number of students at “1s” and “2s” will be noted in October 2022. Those students will be tracked monthly. At MOY, students that grew from a “1” to a “2” or higher will be divided by the total “1s” from October 2022, and those that grew from a “2” to a “3” or higher will be divided by the total “2s” in October. At EOY, we will do the same calculations as MOY for final results. There will be two categories - those that moved from “1s” to “2s” or higher and those that moved from “2s” to “3s” or higher.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> - whole group instruction based on SoF - ORF at BOY, MOY, EOY and progress monitoring for fluency and comprehension. - The reading assessment flow chart will be followed to drill down to identify the needs of students to determine what underlying needs may need to be addressed to increase their comprehension. - Team Meeting discussions and CFAs.
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Strong reading comprehension is a result of science-based reading instruction that encompasses the eight components of Scarborough’s Reading Rope. The ability to comprehend is key to be “Ready” or “Exceeding” in all core subjects.</p> <p>Each student will have high-quality instruction that targets their individual needs.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>The goal will be reached by May 2023.</p> <p>January 2023 will be the halfway date.</p>

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: By April 2023, 80% of the students in each K-2 class will meet Acadience's grade level EOY benchmarks.

Progress towards meeting Goal 1:

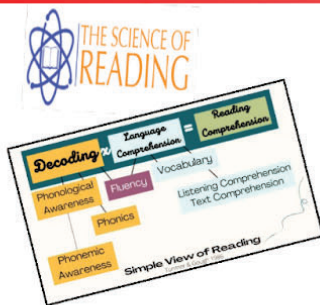
GOAL 2: For students in grades 3-5 enrolled at Cavanaugh on October 1, 2022, 60% of the students who score a "2" on the reading comprehension ISIP subtest will move to a "3" or higher, and 60% of students who score a "1" on the reading comprehension subtest will move to a "2" or higher from October 2022 to April 2023.

Progress towards meeting Goal 2:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Topic	Trainer	Location
August 1st (Monday) 8:00-10:00 AM	Session 1: Introduction to RISE	Tracy Boudreau	Tracy Boudreau
August 2nd (Tuesday) 8:00-10:00 AM	Session 2: Phonics	Tracy Boudreau	Tracy Boudreau
August 3rd (Wednesday) 8:00-10:00 AM	Session 3: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 4th (Thursday) 8:00-10:00 AM	Session 4: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 5th (Friday) 8:00-10:00 AM	Session 5: Phonics	Tracy Boudreau	Tracy Boudreau
August 6th (Saturday) 8:00-10:00 AM	Session 6: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 7th (Sunday) 8:00-10:00 AM	Session 7: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 8th (Monday) 8:00-10:00 AM	Session 8: Phonics	Tracy Boudreau	Tracy Boudreau
August 9th (Tuesday) 8:00-10:00 AM	Session 9: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 10th (Wednesday) 8:00-10:00 AM	Session 10: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 11th (Thursday) 8:00-10:00 AM	Session 11: Phonics	Tracy Boudreau	Tracy Boudreau
August 12th (Friday) 8:00-10:00 AM	Session 12: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 13th (Saturday) 8:00-10:00 AM	Session 13: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 14th (Sunday) 8:00-10:00 AM	Session 14: Phonics	Tracy Boudreau	Tracy Boudreau
August 15th (Monday) 8:00-10:00 AM	Session 15: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 16th (Tuesday) 8:00-10:00 AM	Session 16: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 17th (Wednesday) 8:00-10:00 AM	Session 17: Phonics	Tracy Boudreau	Tracy Boudreau
August 18th (Thursday) 8:00-10:00 AM	Session 18: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 19th (Friday) 8:00-10:00 AM	Session 19: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 20th (Saturday) 8:00-10:00 AM	Session 20: Phonics	Tracy Boudreau	Tracy Boudreau
August 21st (Sunday) 8:00-10:00 AM	Session 21: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 22nd (Monday) 8:00-10:00 AM	Session 22: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 23rd (Tuesday) 8:00-10:00 AM	Session 23: Phonics	Tracy Boudreau	Tracy Boudreau
August 24th (Wednesday) 8:00-10:00 AM	Session 24: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 25th (Thursday) 8:00-10:00 AM	Session 25: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 26th (Friday) 8:00-10:00 AM	Session 26: Phonics	Tracy Boudreau	Tracy Boudreau
August 27th (Saturday) 8:00-10:00 AM	Session 27: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 28th (Sunday) 8:00-10:00 AM	Session 28: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 29th (Monday) 8:00-10:00 AM	Session 29: Phonics	Tracy Boudreau	Tracy Boudreau
August 30th (Tuesday) 8:00-10:00 AM	Session 30: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 31st (Wednesday) 8:00-10:00 AM	Session 31: Language Comprehension	Tracy Boudreau	Tracy Boudreau

DISTRICT CURRICULUM



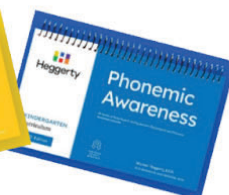
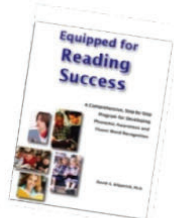
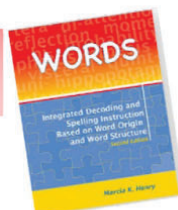
Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.

Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.

Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

**(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)**

**Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.**

**GOAL 1: The number of K-5 students performing at levels 3,4,or 5 on the monthly
Istation assessment will increase by 10% from September 2021 to May 2022 in the area of
Literacy.**

	MET
X	NOT MET
	CONTINUED IN 2022-2023 PLAN
X	REMOVED FROM 2022-2023 PLAN

**DESCRIPTION: Cavanaugh School realized a 4% proficiency increase from
September 2021 to April 2022 on the monthly ISIP assessment. Falling 6% short
of the 2021-2022 SIP Literacy Goal, there were several possible factors that
contributed to the limited student growth that was realized. Some contributing
factors include high teacher turnover from 2020-2021, large teacher and student
absenteeism attributed to COVID-19, especially affecting students with IEPs, the
delayed roll-out of the new Benchmark Education literacy program, and the
attitude of teachers pertaining to the Lindamood-Bell “Seeing Stars” phonics
program. Another possible contributing factor to the limited progress made
toward our 2021-2022 SIP Literacy Goal was that literacy was not the focal point
of PLC Team Meetings throughout the year due to math instruction being the
targeted focus. Additionally, teachers in grades 3-5 indicated that the Vocabulary
and Word Analysis subcomponents on the monthly ISIP Total Reading
assessments did not represent true reading progression. Another factor to**

consider was that Cavanaugh gained 15 students in grades K-5 from October 2021 to April 2022 that were at an academic disadvantage. Three of the post September enrollees were placed in the K-2 SPED self-contained class, three had existing IEPs from their former schools, and two more were in a 45-minute dyslexia intervention group at their forwarding school. Finally, the lack of progress of our English Language Learner students contributed to our literacy goal being realized. After analyzing ISIP data from September 2021 to April 2022, it was discovered that there was a 10% decrease in the number of students scoring at Levels 3, 4, or 5. One possible explanation for the decrease was that our English Language Learner paraprofessional was absent from November 2021 to March 2022.

GOAL 2: The number of K-5 students performing at levels 3-5 on the monthly Istation assessment will increase by 10% from September 2021 to May 2022 in the area of Math.

X	MET
	NOT MET
	CONTINUED IN 2022-2023 PLAN
X	REMOVED FROM 2022-2023 PLAN

DESCRIPTION: Cavanaugh School realized an 16% increase on overall math growth on the monthly ISIP assessments from September 2021 to April 2022. English Language Learners experienced a 4% increase over that same span of time. According to classroom teachers, credit for the sizable increase was given to the implementation of Eureka Math with fidelity and the development of CFA's to monitor and plan math interventions. Some classrooms experienced tremendous growth because of their low scores on the initial assessment administered in September. Conversely, some grade levels had high proficiency in September and made limited progress moving students from Level 1 or 2 to Levels 3,4, & 5 the duration of the school year.



2022-2023
COOK ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Nicole Shaffer	Principal
Cedra Flake	Assistant Principal
Brooke Jackson	Community Member
TO BE DETERMINED	Parent Member
Angela Jones	Counselor
Allison Hart	Third Grade Teacher
Pattye Goodman	K-5 Instructional Specialist
Sarah Davis	Guiding Coalition Member
Abby Saviers	Media Specialist
Kandi Morris	Fifth Grade Teacher

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

All data was reviewed including demographic information, Istation Reading and Math, and ACT Aspire Reading, Writing, English, Math, and Science scores. Cook enrollment is currently at 489 students ranging from PreK through fifth grade. The demographics of our students include 63% White, 11% Hispanic, 6% Black, 5% Asian, 15% Two or More Races, and 51% of our students are from low income homes. Our school's economically disadvantaged students have slowly changed from 31% receiving free and/or reduced lunches 12 years ago to 51% today.

Using the ACT Aspire assessment data over the last four years (2017, 2018, 2019, None for 2020, 2021), a couple of trends have been identified. Scores are staying consistent, but we need to increase instructional strategies to increase academic achievement for all students throughout all subjects.

Istation data supports the need to strengthen reading and math on campus. In October 2020 we had 31% of our K-5 students scoring a 1 or 2 in Istation Reading. According to our April scores, we have 21% of our students scoring a 1 or 2. We have shown improvement, but we need to zero out this number. We want 100% of our students to score a 3, 4, or 5 on Istation Reading. In October 2020 we had 47% of our K-5 students scoring a 1 or 2 in Istation Math. According to our April scores we have 28% of our K-5 students scoring a 1 or 2. We have shown amazing growth, but we need to zero out this number and have 100% of our students scoring a 3, 4, or 5 on Istation Math. April scores in Istation show 79% scored a 3, 4, or 5 in reading and 72% scored a 3, 4, or 5 in math.

REASONS TO CELEBRATE

We have so much to celebrate from the 21-22 school year. Even through changes such as 2 new building administrators, new counselor, finalized construction, the implementation of a new literacy curriculum, new math curriculum, and a new learning management system, we were still able to:

- Maintain an overall IStation literacy score that is within 4 percentage points from 20-21 of students scoring a 3, 4, or 5.
- Maintain an overall IStation math score that is within 4 percentage points from 20-21 of students scoring a 3, 4, or 5.
- Students in grades 4 and 5 showed an overall growth in IStation literacy.
- Students in grades 1 and 3 showed an overall growth in IStation math.
- All K-5th grade teachers used RISE components within their literacy block and other subjects to ensure best practices being used in teaching.
- 4 students were able to exit the ELL Program by scoring proficient on the ELPA21 Assessment in speaking, reading, writing, and listening with a projection of 11 more students exiting dependent on their ACT Aspire scores or Istation Scores.
- Teachers/staff worked together as a team and helped each other to ensure that when teachers/staff had to be out due to the pandemic, everyone stepped up and did whatever was needed to ensure student learning took place daily. Cook exemplified what a team is and does to always do what is best for children.

Cook Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Teachers will use the Science of Reading in all subject areas while implementing Benchmark Literacy curriculum to increase the IStation scores in literacy by 5 percent in K-5 by May 2023.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There is growth in student learning</p> <ul style="list-style-type: none"> Teachers' subject area content lessons will incorporate the RISE components RISE components observed by the administrative team and documented on a shared Google Sheet have shown growth by 5% from August 2022 to May 2023 in Istation
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> All teachers to complete RISE training for current grade levels Continued support from Curriculum & Instruction over the year to help teachers reach their RISE goals Benchmark Literacy PD Monthly Istation Data - Progress Monitoring Job Embedded PD for all teachers Consistent monitoring by administration Effective use of an intervention schedule Small group instruction
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Vision 2023 Result 12: Create and support best practices to increase student engagement in order to increase student achievement.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date? Halfway date?</p>	<p>May 2023; Halfway point is January 2023</p>

GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Teachers will create Common Formative Assessments and Common Summative Assessments in mathematics using the PLC model and will monitor student success using CFAs with 80% of students showing mastery on Essential Standards and 100% of students showing growth on Essential Standards each quarter.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<ul style="list-style-type: none"> When 80% of students show mastery of Essential Standards and 100% of students show growth on Essential Standards each quarter.
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> Teachers will create or align Common Formative Assessments and Common Summative Assessments that measure Essential Standards Teachers will utilize team meetings to write/create CFAs/CSAs Teachers will utilize team meetings to group students and plan for instruction
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Vision 2023 Result 13: Create, administer, and analyze formative/interim assessments that drive student enrichment and interventions throughout the school year.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<ul style="list-style-type: none"> Data from CFAs will be analyzed and tracked at least once a quarter. We will readdress this goal after the 2nd quarter to confirm we are on track <p>December 2022</p>

GOAL 3

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>By May 2023, Cook Elementary School will decrease office referrals and behavior incidents by 10 percent through implementation of Capturing Kids Hearts, building strong interpersonal relationships, using effective SEL strategies, and learning to build a safe, sharing environment.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Cook Elementary School will have reached this goal when the total number of office referrals and behavior incidents in SmartData Dashboard and/or eSchool are tabulated and have decreased by 10 percent from the 2021-2022 school year.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> • Professional Development based around social-emotional learning • Professional development in Capturing Kids Hearts and implement with fidelity across all grade levels • Explicit guidance in developing effective behavior support plans • Student mentoring groups • Small group meetings with counselors • SBMH Therapist • Behavior Matrix will be developed • SmartData dashboard access
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Vision 2023: A Vision 2023 belief is that: all students deserve equal opportunities to a quality education in a safe and accepting environment structured to foster the learning process as well as all students having the potential to become successful, productive citizens in our diverse, rapidly changing world.</p> <p>This goal serves to ensure students are given the opportunities to learn and grow in proper and productive behaviors as well as how their behaviors can impact the environment around them. The training of teachers in Capturing Kids Hearts links to one of our districts “4 Big Rocks.” This gives families and school staff the opportunity to engage in meaningful conversations about ensuring the learning environment is the most effective it can be for all students.</p>

TIMELY: I will reach my goal by what date? Halfway date?	Goal Date: May 2023 Halfway Date: December 2022
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MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: Teachers will use the Science of Reading in all subject areas while implementing our new Benchmark Literacy curriculum to increase the istation scores in literacy by 10% in K-5th by May 2022.

Progress towards meeting Goal 1:

GOAL 2: Teachers will create Common Formative Assessments and Common Summative Assessments in mathematics using the PLC model and will monitor student success using CFAs with 80% of students showing mastery on Essential Standards and 100% of students showing growth on Essential Standards each quarter.

Progress towards meeting Goal 2:

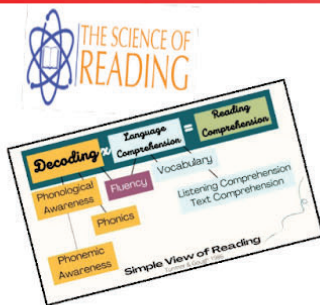
GOAL 3: By May 2023, Cook Elementary School will decrease office referrals and behavior incidents by 10 percent through implementation of Capturing Kids Hearts, building strong interpersonal relationships, using effective SEL strategies, and learning to build a safe, sharing environment.

Progress towards meeting Goal 3:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



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August 14th (Sunday) 8:00am-12:00pm	Session 14: Phonics	Tracy Boudet	Tracy Boudet
August 15th (Monday) 8:00am-12:00pm	Session 15: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 16th (Tuesday) 8:00am-12:00pm	Session 16: Language Comprehension	Tracy Boudet	Tracy Boudet
August 17th (Wednesday) 8:00am-12:00pm	Session 17: Phonics	Tracy Boudet	Tracy Boudet
August 18th (Thursday) 8:00am-12:00pm	Session 18: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 19th (Friday) 8:00am-12:00pm	Session 19: Language Comprehension	Tracy Boudet	Tracy Boudet
August 20th (Saturday) 8:00am-12:00pm	Session 20: Phonics	Tracy Boudet	Tracy Boudet
August 21st (Sunday) 8:00am-12:00pm	Session 21: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 22nd (Monday) 8:00am-12:00pm	Session 22: Language Comprehension	Tracy Boudet	Tracy Boudet
August 23rd (Tuesday) 8:00am-12:00pm	Session 23: Phonics	Tracy Boudet	Tracy Boudet
August 24th (Wednesday) 8:00am-12:00pm	Session 24: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 25th (Thursday) 8:00am-12:00pm	Session 25: Language Comprehension	Tracy Boudet	Tracy Boudet
August 26th (Friday) 8:00am-12:00pm	Session 26: Phonics	Tracy Boudet	Tracy Boudet
August 27th (Saturday) 8:00am-12:00pm	Session 27: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 28th (Sunday) 8:00am-12:00pm	Session 28: Language Comprehension	Tracy Boudet	Tracy Boudet
August 29th (Monday) 8:00am-12:00pm	Session 29: Phonics	Tracy Boudet	Tracy Boudet
August 30th (Tuesday) 8:00am-12:00pm	Session 30: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 31st (Wednesday) 8:00am-12:00pm	Session 31: Language Comprehension	Tracy Boudet	Tracy Boudet

DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



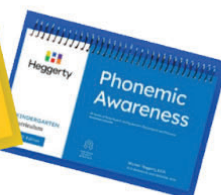
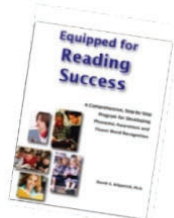
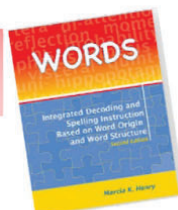
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: Teachers will use the Science of Reading in all subject areas while implementing our new Benchmark Literacy curriculum to increase the IStation scores in literacy by 10 percent in K-5 by May 2022.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

The staff at Cook Elementary reviewed and revised this goal to change the percent increase to mirror that of the district literacy goal.

GOAL 2: Teachers will create Common Formative Assessments and Common Summative Assessments in mathematics using the PLC model and will monitor student success using CFAs with 80% of students showing mastery on Essential Standards and 100% of students showing growth on Essential Standards each quarter.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN

	REMOVED
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DESCRIPTION:

Goal 2 will continue this year as it was not effectively met in 2021-2022 due to 2 new curriculum (literacy and math), new district essential standards and other Covid protocols only allowing us to meet virtually.



2022-2023
EUPER LANE ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Gina Mann	Principal
Hillary Key	Assistant Principal
Rozanna Brown	K-5 Instructional Specialist
Joan Kincannon	Counselor
Karen Meadors	Special Education Resource Teacher
Kealey Williams	Parent
Larry Schwartz	Community Member
Stacey Glover	Art Teacher
Tiffany Weatherford	Classroom Teacher
Jill Jones	Dyslexia Specialist

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

In order to focus on our goals, we reviewed the following data: Istation Reading and Math and the Spring 2019 ACT Aspire in Reading, Writing, English, Math, and Science scores. Euper Lane is a Title I school with 56% of students who are identified as economically disadvantaged. The demographics of our students at Euper Lane are 57.6% White, 19.2% Hispanic, 9.6% African American, 8.5% Two or More Races, and 5.1% Other. We have 24% of our student population that is identified as Students Eligible to Receive Special Education Services. Of the 24%, approximately 10% are students who are in a self-contained Special Education classroom ranging from Moderate to Severe/Profound. As we look at the trend data over the last three years, we have identified several trends.

Note: Three year data includes the school years of 2017, 2018, and 2019

Our overall ESSA score has decreased over the last three years, with a decrease of 5.19 between 2017 and 2018 and a decrease of 3.83 between 2018 and 2019. Although the decrease has become smaller, our goal is to increase our overall ESSA score to 81, which will be an increase of 5.8 on the Overall ESSA Index. In the Weighted Achievement Score we noticed that our Hispanic and White populations have decreased while our African American and Economically Disadvantaged students have held steady in scores.

Another trend we see is that our Value Added Growth has decreased. Although the decrease was smaller between 2018-2019, we plan to address this as well.

We also looked at the Student Quality and Student Success. The components of that score rely on student engagement, Science ACT score, and students reading at grade level. We have had a decrease in this score over the past three years. We plan to look at the science results closer and work on integrating more science components into our literacy instruction to increase the science scores.

REASONS TO CELEBRATE

At Euper Lane over the past year, we have increased the amount of discussion and focus on goals for the school, classroom, and students. The importance of making a goal and working towards those goals are in our daily promise.

I promise to:

1. Work toward my goals
2. Take Charge of my Learning
3. Choose to be positive and Kind
4. Make my school the BEST!

EAGLES SOAR!!!!

Teachers are helping students set goals in Reading, Math and Writing. Students monitor their progress weekly. We celebrate their growth and success on our morning Eagle Eye News and in our Eagle Eye Info Stations.

Students discuss their goals with their teacher, principal, and peers during class and at lunch! Students even share goals they are setting at home for their chores and reading.

Every Wednesday is...What's Your Why Wednesday! Each student and teacher identified their WHY at the beginning of the year on a post-it note. They displayed each WHY on their door. Every Wednesday, we focus our purpose on our WHY.

Our teachers all decided to volunteer as a team to pilot Eureka Math, starting in the Fall of 2019. The teachers committed to implementing this math curriculum 100% and it has paid off! The rigor shows in the growth of our students.

April Math Istation current scores:

K - 90% Proficient - 39 students/43 students are proficient	These two grade levels have only been taught with Eureka Math
1 - 85% Proficient - 46 students/54 students are proficient	
2 - 81% Proficient - 51 students/63 students are proficient	
3 - 61% Proficient - 23 students/38 students are proficient	
4 - 67% Proficient - 37 students/55 students are proficient	
5 - 57% Proficient - 30 students/53 students are proficient	
6 - 73% Proficient - 33 students/45 students are proficient	

Students track their goals and monitor their progress on Istation. They are able to see a bar graph after each assessment with their score. Students are able to analyze this graph to see growth.

Euper Lane Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Increase Reading Proficiency Performance from 55% Exceeding/Ready (on Spring 2021) to 62% Exceeding/Ready on the ACT Aspire for the 2022-2023 school year. Increase the percentage of students in Level 3, 4, & 5 on Reading Istation ISIP by 7% for the 2022-2023 school year.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be a 7% increase in students in Levels 3-5 and the overall achievement score on ACT Aspire will be greater than or equal to 62%.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> 1. Level 1 and Level 2 students will be identified. 2. Students will be assigned to an Intervention group; responsible instructors will be assigned. For example, classroom teacher, Title I Elementary Specialist. 3. Results of progress monitoring will be collected monthly and reviewed collaboratively with each instructor and the school leadership team. 4. Modifications in intervention will be made as deemed necessary based upon student needs 5. Ensure all applicable staff are attending Lindamood Bell coaching sessions. 6. Data discussions with individual students in grades 3-5 by principal, teacher, and counselor. 7. Implementation of the Euper Lane Instructional Framework and Expectations of Instruction for the 21-22 school year will give explicit guidance to teachers and staff for effective instruction. 8. Weekly Team Meetings: Analyze learning goals, analyze instruction, analyze student progress, progress monitor, make adjustments to assessments and instruction.

RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations. Student early acquisition of foundational reading skills is essential to continued academic success.
TIMELY: I will reach my goal by what date? Halfway date?	<p>Goal will be reached by May 2022.</p> <p>Progress towards meeting each goal will be reviewed by the Guiding Coalition at the end of the first semester and shared with staff.</p>

GOAL 2

Write a SPECIFIC goal. Who/What/Where/How/When	<p>Increase Math Proficiency Performance from 58% Exceeding/Ready (on Spring 2021) to 65% Exceeding/Ready on the ACT Aspire for the 2022-2023 School year. Increase the percentage of students on Istation ISIP in Math in Level 3, 4, & 5 by 7% for the 2022-2023 school year.</p>
MEASURABLE: I know I have reached my goal when...	<p>There will be a 7% increase in students in Levels 3-5 and the overall achievement score on ACT Aspire will be greater than or equal to 65%.</p>
ATTAINABLE: Item(s) I need to achieve this goal.	<ol style="list-style-type: none"> 1. Level 1 and Level 2 students will be identified. 2. Students will be assigned to an Intervention group; responsible instructors will be assigned. For example, classroom teacher, Title I Elementary Specialist. 3. Results of progress monitoring will be collected monthly and reviewed collaboratively with each instructor and the school leadership team. 4. Modifications in intervention will be made as deemed necessary based upon student needs 5. Ensure all applicable staff are attending Lindamood Bell coaching sessions.

	6. Data discussions with individual students in grades 3-5 by principal, teacher, and counselor. 7. Implementation of the Euper Lane Instructional Framework and Expectations of Instruction for the 21-22 school year will give explicit guidance to teachers and staff for effective instruction. 8. Weekly Team Meetings: Analyze learning goals, analyze instruction, analyze student progress, progress monitor, make adjustments to assessments and instruction.
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations. With the implementation of Eureka Math, we look for an increase in the math scores.
TIMELY: I will reach my goal by what date? Halfway date?	Goal will be reached by May 2023. Progress towards meeting each goal will be reviewed by the Guiding Coalition at the end of the first semester and shared with staff.

GOAL 3

Write a SPECIFIC goal. Who/What/Where/How/When	Implementation of Capturing Kids' Hearts Program will build our school climate/culture and relationships through social-emotional support for teachers and students to increase attendance to 96% for staff and students and decrease behavior referrals by 7%.
MEASURABLE: I know I have reached my goal when...	Attendance has increased to 96% or beyond. Decrease behavior referrals by 7%.

<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> 1. Implement the Capturing Kids Hearts program with fidelity. 2. Discuss with students and parents that attendance is important. 3. Implement all incentives for attendance. 4. Monitor students with high absences and work with the social worker, counselor, and parents on support needed to increase attendance.
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Well Being/Mental Health: Each student will receive needed support that promotes physical, mental and emotional health. Instruction: Each student will engage in high-quality instruction that targets identified individual needs from preschool through graduation.</p> <p>We want all students to be at school daily. If they are unable to, we have to problem-solve the absences. If they need help with social emotional or other, we will address the need.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Implement Capturing Kids Hearts Program with fidelity by May 2023.</p> <p>Increase attendance by May 2023.</p> <p>Decrease behavior referrals by May 2023</p> <p>Progress towards meeting each goal will be reviewed by the Guiding Coalition at the end of the first semester and shared with the staff.</p>

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: Increase Reading Proficiency Performance from 56% Exceeding/Ready (on Spring 2021) to 63% Exceeding/Ready on the ACT Aspire for the 2022-2023 school year. Increase the percentage of students in Level 3, 4, and 5 on Reading Istation ISIP by 7% for the 2022-2023 school year.

Progress towards meeting Goal 1:

GOAL 2: Increase Math Proficiency Performance from 65% Exceeding/Ready (on Spring 2022) to 72% Exceeding/Ready on the ACT Aspire for the 2022-2023 School year. Increase the percentage of students on Istation ISIP in Math in Level 3, 4, & 5 by 7% for the 2022-2023 school year.

Progress towards meeting Goal 2:

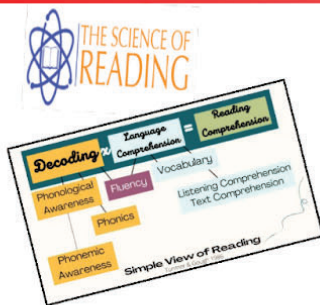
GOAL 3: Implementation of Capturing Kids' Hearts Program will build our school climate/culture and relationships through social-emotional support for teachers and students to increase attendance to 96% for staff and students and decrease behavior referrals by 7%.

Progress towards meeting Goal 3:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

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August 13th (Saturday) 8:00am-12:00pm	Session 13: Language Comprehension	Tracy Boudet	Tracy Boudet
August 14th (Sunday) 8:00am-12:00pm	Session 14: Phonics	Tracy Boudet	Tracy Boudet
August 15th (Monday) 8:00am-12:00pm	Session 15: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 16th (Tuesday) 8:00am-12:00pm	Session 16: Language Comprehension	Tracy Boudet	Tracy Boudet
August 17th (Wednesday) 8:00am-12:00pm	Session 17: Phonics	Tracy Boudet	Tracy Boudet
August 18th (Thursday) 8:00am-12:00pm	Session 18: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 19th (Friday) 8:00am-12:00pm	Session 19: Language Comprehension	Tracy Boudet	Tracy Boudet
August 20th (Saturday) 8:00am-12:00pm	Session 20: Phonics	Tracy Boudet	Tracy Boudet
August 21st (Sunday) 8:00am-12:00pm	Session 21: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 22nd (Monday) 8:00am-12:00pm	Session 22: Language Comprehension	Tracy Boudet	Tracy Boudet
August 23rd (Tuesday) 8:00am-12:00pm	Session 23: Phonics	Tracy Boudet	Tracy Boudet
August 24th (Wednesday) 8:00am-12:00pm	Session 24: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 25th (Thursday) 8:00am-12:00pm	Session 25: Language Comprehension	Tracy Boudet	Tracy Boudet
August 26th (Friday) 8:00am-12:00pm	Session 26: Phonics	Tracy Boudet	Tracy Boudet
August 27th (Saturday) 8:00am-12:00pm	Session 27: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 28th (Sunday) 8:00am-12:00pm	Session 28: Language Comprehension	Tracy Boudet	Tracy Boudet
August 29th (Monday) 8:00am-12:00pm	Session 29: Phonics	Tracy Boudet	Tracy Boudet
August 30th (Tuesday) 8:00am-12:00pm	Session 30: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 31st (Wednesday) 8:00am-12:00pm	Session 31: Language Comprehension	Tracy Boudet	Tracy Boudet

DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



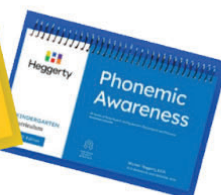
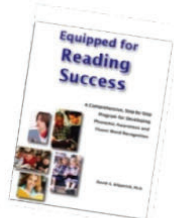
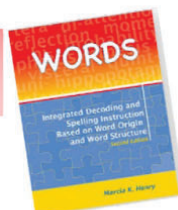
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

**(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)**

**Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.**

GOAL 1: Increase Reading Proficiency Performance from 55% Exceeding/Ready (on Spring 2021) to 62% Exceeding/Ready on the ACT Aspire for the 2021-2022 school year. Increase the percentage of students in Level 3, 4, & 5 on Reading Istation ISIP by 7% for the 2021-2022 school year.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

GOAL 2: Increase Math Proficiency Performance from 58% Exceeding/Ready (on Spring 2021) to 65% Exceeding/Ready on the ACT Aspire for the 2021-2022 school year. Increase the percentage of students on Istation ISIP in Math in Level 3, 4, & 5 by 7% for the 2021-2022 school year.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

GOAL 3: Implementation of Capturing Kids' Hearts Program will build our school climate/culture and relationships through social-emotional support for teachers and students to increase attendance to 96% for staff and students and decrease behavior referrals by 7%.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED



2022-2023
FAIRVIEW ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Ami Griggs	Principal
Jennifer Lyon	Assistant Principal
Nicki Turner	Library Media Specialist (Guiding Coalition)
Amanda Johnson	First Grade Teacher (Guiding Coalition)
Robyn Young	Third Grade Teacher (Guiding Coalition)
Kimberly Watkins	Parent
Ginnetta Tipton	Counselor
Margaret Scherrey	K-5 Instructional Specialist (Guiding Coalition)
Pattie West	Partner in Education
Aaron Chastain	Community Member

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

All data for Fairview Elementary was reviewed including demographic information, Istation Reading and Math (for grades K-5), and ACT Aspire Reading, Writing, English, Math, and Science scores (for the 2020-2021 school year). The demographics of Fairview students include 50.1% White, 23.7% Hispanic, 8.2% African American, 15.9% Two or More Races, and 2.2% other. We are a Title I school and have 77% of the student population identified as Economically Disadvantaged. According to the 2021 Weighted Achievement Index, we have subgroups that are not performing at the level we believe they can. Three student groups show a need for intervention and they are Students with Disabilities, African American students, and our English Language Learner students. In the area of School Value-Added Growth, Students with Disabilities and African American students appear in the Lower Achievement/Lower Growth area. These need to be addressed as well. The number of students requiring Level 1 and Level 2 interventions and support has increased over the past three years. Our student needs are increasing each year as our student population diversifies. The needs of all students are growing at Fairview and we need to have systems in place that support their needs.

REASONS TO CELEBRATE

- Positivity among students and staff and increased morale have been noticed throughout the year
- Teachers had two rounds (one per semester) of RISE observations to provide feedback on the effectiveness of their instructional strategies used in these components which in turn has lead to consistency of literacy instruction across all grade levels. Additional rounds are scheduled for Fall 2022.
- Interventionists (TIES/Dyslexia/TIES Paraprofessional) have worked diligently to test every student K-2 to make sure gaps in learning are identified and effective interventions provided for these students to be successful
- Weekly PLC meetings have given teachers the opportunity to analyze student data for more focused and intentional classroom instruction and interventions
- Teachers have implemented 40 minute “WIN” (What I Need) intervention blocks daily to intervene on gap skills as well as essential standard mastery

Fairview Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>By May 2023, Fairview Elementary School will increase the number of students reaching proficiency in literacy by 5 percent from 36% to 41% and decrease the number of students “in need of support” by 10% from 40% to 30% as measured on the data points in the following data sources.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Fairview will have reached this goal when 5 percent or higher of students have reached proficiency in literacy using the following data points:</p> <p>2022 ACT Aspire Data (grades 3-6)</p> <p>Common Formative Assessments on Essential Standards (grades K-5)</p> <p>Istation Monthly Assessments (grades K-5)</p> <p>DRA Assessments (as applicable)</p> <p>Quarterly Assessments (as applicable)</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> Teachers will implement RISE and the Science of Reading with fidelity. <ol style="list-style-type: none"> RISE walkthrough forms will be used to track this data. Teachers will identify essential skills and plan units of study based on these skills. Teachers will create CFAs to assess the effectiveness of instruction and student performance Small group instruction and/or interventions will be provided for those students not reaching mastery. Literacy interventions will be conducted 4 times per week. Tier 2 students will receive classroom interventions, provided by the classroom teacher. Tier 3 students will receive interventions from a TIES, Dyslexia Interventionist or a special education teacher in addition to the classroom teacher. Istation reading will be given K-5 to track student achievement data

RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	A Vision 2023 belief is that: All students have the potential to become productive citizens in our diverse and rapidly-changing world. To become productive citizens, students must have the knowledge and understanding of reading and this proficiency goal will be one they can witness growth in and note their achievement (personal and schoolwide).
TIMELY: I will reach my goal by what date? Halfway date?	Goal Date: May 2023 Halfway Date: December 2022

GOAL 2

Write a SPECIFIC goal. Who/What/Where/How/When	By May 2023, Fairview Elementary School will increase the number of students reaching proficiency in math by 5 percent from 51% to 56% and decrease the number of students “in need of support” by 10% from 12% to 2% as measured on the data points in the following data sources.
MEASURABLE: I know I have reached my goal when...	Fairview will have reached this goal when a growth of 5 percent or higher of students have reached proficiency in mathematics by utilizing and implementing the following: <ol style="list-style-type: none"> 1. Teachers will identify essential skills and plan units of study based on these skills. 2. Teachers will develop and use Common Formative Assessment data to drive interventions for math. 3. Math interventions will be conducted 3 days per week. 4. Istation math will be given K-5 to track student achievement data 5. Explicit mathematics instruction based on a classroom look-fors document as well as intentional professional development in mathematical strategies and Number Talks

ATTAINABLE: Item(s) I need to achieve this goal.	<ol style="list-style-type: none"> 1. Teachers will identify and implement essential standards and plan units of study based on these standards. 2. Teachers will develop, use, and disaggregate data from common formative assessments to drive mathematics instruction and interventions 3. Math interventions will be conducted 20 minutes daily 4. Station math assessments (K-5)
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	<p>A Vision 2023 belief is that: All students have the potential to become productive citizens in our diverse and rapidly-changing world. To become productive citizens, students must have the knowledge and understanding of reading and this proficiency goal will be one they can witness growth in and note their achievement (personal and schoolwide).</p>
TIMELY: I will reach my goal by what date? Halfway date?	<p>Goal Date: May 2023</p> <p>Halfway Date: December 2022</p>

GOAL 3

Write a SPECIFIC goal. Who/What/Where/How/When	<p>By May 2023, Fairview Elementary School will decrease office referrals and behavior incidents by 10 percent through implementation of Capturing Kids Hearts, building strong interpersonal relationships, using effective SEL strategies, and learning to build a safe, sharing environment.</p>
MEASURABLE: I know I have reached my goal when...	<p>Fairview will have reached this goal when the total number of office referrals and behavior incidents in SmartData Dashboard and/or eSchool are tabulated and have decreased by 10 percent from the 2021-2022 school year.</p>

<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> 1. Professional Development based around social-emotional learning 2. Professional development in Capturing Kids Hearts and implement with fidelity across all grade levels 3. Explicit guidance in developing effective behavior support plans 4. Student mentoring groups 5. Small group meetings with counselors 6. SBMH Therapist 7. Behavior Matrix will be developed 8. SmartData dashboard access
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>A Vision 2023 belief is that: all students deserve equal opportunities to a quality education in a safe and accepting environment structured to foster the learning process as well as all students having the potential to become successful, productive citizens in our diverse, rapidly changing world.</p> <p>This goal serves to ensure students are given the opportunities to learn and grow in proper and productive behaviors as well as how their behaviors can impact the environment around them. The training of teachers in Capturing Kids Hearts links to one of our districts “4 Big Rocks.” This gives families and school staff the opportunity to engage in meaningful conversations about ensuring the learning environment is the most effective it can be for all students.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal Date: May 2023</p> <p>Halfway Date: December 2022</p>

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: By May 2023, Fairview Elementary School will increase the number of students reaching proficiency in literacy by 5 percent from 36% to 41% and decrease the number of students “in need of support” by 10% from 40% to 30% as measured on the data points in the following data sources.

Progress towards meeting Goal 1:

GOAL 2: By May 2023, Fairview Elementary School will increase the number of students reaching proficiency in math by 5 percent from 51% to 56% and decrease the number of students “in need of support” by 10% from 12% to 2% as measured on the data points in the following data sources.

Progress towards meeting Goal 2:

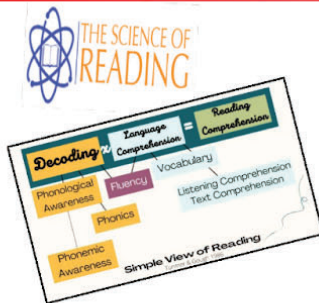
Goal 3: By May 2023, Fairview Elementary School will decrease office referrals and behavior incidents by 10 percent through implementation of Capturing Kids Hearts, building strong interpersonal relationships, using effective SEL strategies, and learning to build a safe, sharing environment.

Progress towards meeting Goal 3:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



R-I-S-E

Session	Topic	Trainer	Location	Time
Session 1	Introduction to RISE	Dr. [Name]	Fort Smith	8:00 AM - 12:00 PM
Session 2	Phonics and Phonological Awareness	Dr. [Name]	Fort Smith	1:00 PM - 4:00 PM
Session 3	Reading Comprehension	Dr. [Name]	Fort Smith	8:00 AM - 12:00 PM
Session 4	Language Comprehension	Dr. [Name]	Fort Smith	1:00 PM - 4:00 PM
Session 5	Fluency	Dr. [Name]	Fort Smith	8:00 AM - 12:00 PM
Session 6	Vocabulary	Dr. [Name]	Fort Smith	1:00 PM - 4:00 PM
Session 7	Assessment and Data	Dr. [Name]	Fort Smith	8:00 AM - 12:00 PM
Session 8	Professional Development	Dr. [Name]	Fort Smith	1:00 PM - 4:00 PM

DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.

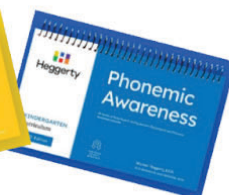
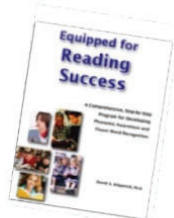
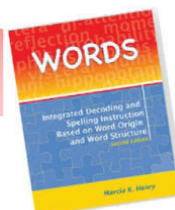
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: By May 2022, Fairview Elementary School will increase the number of students reaching proficiency in literacy by 5 percent from 36% to 41% and decrease the number of students “in need of support” by 10% from 40% to 30% as measured on the data points in the following data sources.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

GOAL 2: By May 2022, Fairview Elementary School will increase the number of students reaching proficiency in math by 5 percent from 51% to 56% and decrease the number of students “in need of support” by 10% from 12% to 2% as measured on the data points in the following data sources.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

GOAL 3: By May 2022, Fairview Elementary School will decrease office referrals and “negatives” in LiveSchool by 10 percent through strong interpersonal relationships, effective SEL strategies and learning to build a safe, sharing environment.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

This goal will be modified to remove the words “LiveSchool” and “negatives” and replace them with “behavior incidents,” respectively. The strategy of “implementing Capturing Kids Hearts” will also be added to the goal.



2022-2023
HOWARD ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Velmar Greene	Principal
Melissa Bridges	Assistant Principal
Kaitlyn Jones	Parent
Keith Cummings	Community Member
Jane Stewart	Counselor
Trishalana Hamlet	K-5 Instructional Specialist
Amber Pitts	Second Grade Teacher
Veronica Luna-Geels	Third Grade Teacher
Carissa Malanowski	ELL Paraprofessional

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

Based on data from the most recent state assessment and ESSA Index score, Howard ranks in the low performance but high growth quadrant. In the All Students category, the three year trend shows a decline in performance. The African American subgroup showed a slight decrease in weighted achievement score from 49 to 44. All subgroups showed a decline, with Hispanic and EL students having the greatest decrease. The only subgroup showing an increase was the Students with Disabilities subgroup. Howard's growth score was 81.75, above the state average of 80.26. African American and White subgroups were the only two subgroups with growth scores below 80.

This data suggests that we continue to focus on English Learners and provide supports to both teachers and students. Howard has completed Year One of the Solution Tree PLC Training. During this year, we have established Collective Commitments, structured planning time to allow grade level teams to meet, and created SMART goals for our school. Howard teachers have focused on creating CFAs to address the Essential Standards and Unit Planning to map out our students' learning. This has helped us to pinpoint our focus on the questions "Who is not learning?" and "What are we going to do to address the learning deficits?"

REASONS TO CELEBRATE

- Completed Year One of the Solution Tree PLC Training.
- Developed a strong committed Guiding Coalition to lead the PLC charge.
- Focused efforts on ELL students and Sheltered Instruction strategies. Also, gave Ellevation access to ALL Howard students to help with interventions for students with deficits. These tools were designed for our ELL students in the program but will benefit ALL students in our school.
- We have and are continuing to receive professional development based on teacher needs in order to better understand or learn new ways they can service our ELL students that also prove to be beneficial for other students.
- We have dedicated common planning times to collaborate as team members, plan units and common formative assessments, and review student progress.

Howard Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>During the 2022-2023 school year, Howard Elementary will implement the PLC process moving engagement in the work from Implementing to Developing as evidenced by the criteria in the PLC at Work continuums.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Data collected through daily exit tickets, unit CFAs, virtual school-wide data walls, beginning of the year, middle of the year, and end of the year progress monitoring. Howard will accomplish this goal with the support of the PLC coaching team, consistent progress monitoring, common planning times, and data meetings.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>*Teachers will work with grade level partners to review data from Common Formative Assessments and make instructional adjustments.</p> <p>*Unit Plans will be written by each grade level to help map out the Teaching, Learning & Assessing Cycle and address differentiation regarding student groups.</p> <p>*Teachers will analyze the data to determine what and why students are not learning. Protocols will be used for these discussions.</p> <p>*‘I can’ statements in student terms will be created and displayed in the classroom as well as in student data notebooks.</p> <p>*Global PD and our current coaching staff will be useful resources available as we work towards our school goal.</p> <p>*Training for Instructional Strategies to support our ELL students. Also, Solution Tree Coaches and resources will be used as we develop our Professional Learning Community.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision</p>	<p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student’s unique needs and aspirations</p>

2023 reference.	As we continue our PLC journey it is a perfect time for this goal. With the guidance of the PLC experts we will work with the district to get the support we need from different departments within our district to foster successful implementation and increase student achievement.
TIMELY: I will reach my goal by what date? Halfway date?	Date of Goal is May 1, 2023 Halfway goal will be December 1, 2022

GOAL 2

Write a SPECIFIC goal. Who/What/Where/ How/When	During the 2022-2023 school year, Howard Elementary will increase performance on all state assessments in all tested grade levels by 15% as PLCs collaborate, learn and achieve results. <i>Howard students will increase their Reading scores on the ACT Aspire from 21% to 31% Ready/Proficient and decrease by 10% the students scoring In Need of Support.</i>
MEASURABLE: I know I have reached my goal when...	We will know the goal is accomplished when reading scores on the ACT Aspire have increased from 21% to 31% Ready/Proficient and decreased by 10% the students scoring In Need of Support through CFAs, virtual school-wide data walls, beginning of the year, middle of the year, and end of the year progress monitoring.
ATTAINABLE: Item(s) I need to achieve this goal.	<ul style="list-style-type: none"> *Professional Growth Plans for all certified staff will focus on incorporating a variety of Literacy strategies, including RISE, to increase student performance. *Teachers will implement our new RISE-correlated curriculum, Benchmark Literacy as their Core Reading program. *Teachers will work with District Coordinators on appropriate rigor of assessments and scaffolding in lesson development, including ELL support. *Teachers will be provided with professional development on topics to strengthen their knowledge of Literacy strategies. * Training for Instructional Strategies to support our ELL students.

RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	<p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations</p> <p>With the guidance of the PLC experts we will work with the district to get the support we need from different departments within our district to foster successful implementation and increase student achievement. This goal is in line with our vision and mission.</p>
TIMELY: I will reach my goal by what date? Halfway date?	<p>Goal is May 15, 2023</p> <p>Halfway Goal is December 15, 2022</p>

GOAL 3

Write a SPECIFIC goal. Who/What/Where/How/When	<p>During the 2022-2023 School year, Howard Elementary will implement the RTI process moving from Initiating to Developing as indicated in the PLC Continuum.</p>
MEASURABLE: I know I have reached my goal when...	<p>We will know the goal is accomplished when we have met all of the criteria listed for <i>Developing</i> on the PLC at Work continuum from Learning By Doing.</p>
ATTAINABLE: Item(s) I need to achieve this goal.	<p>*The RTI Team and the teacher teams will meet in November to identify groups of students who are multiple grade levels behind. The RTI will monitor the group of students bi-weekly throughout the school year.</p> <p>*Staff training of Sheltered Instructional Strategies</p> <p>*Sheltered Instructional strategies will be monitored in weekly lesson plans and discussed weekly in team meetings and in monthly Guiding Coalition and RTI meetings during the school year.</p> <p><u>Learning by Doing</u></p> <p><u>Taking Action</u></p>

RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations
TIMELY: I will reach my goal by what date? Halfway date?	Goal is May 1, 2023 Halfway Goal is December 1, 2022

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: During the 2022-2023 school year, Howard Elementary will implement the PLC process moving engagement in the work from Implementing to Developing as evidenced by the criteria in the PLC at Work continuums.

Progress towards meeting Goal 1:

GOAL 2: During the 2022-2023 school year, Howard Elementary will increase performance on all state assessments in all tested grade levels by 15% as PLCs collaborate, learn and achieve results.

Howard students will increase their Reading scores on the ACT Aspire from 21% to 31% Ready/proficient and decrease by 10% the students scoring in Need of Support.

Progress towards meeting Goal 2:

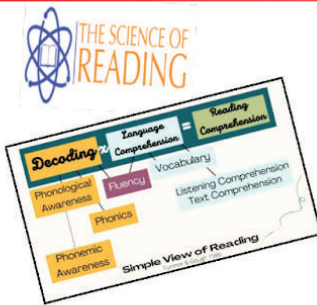
GOAL 3:
During the 2022-2023 School year, Howard Elementary will implement the RTI process moving from Initiating to Developing as indicated in the PLC Continuum.

Progress towards meeting Goal 3:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



R-I-S-E

Teacher	Course # of Sessions	Days	Location	Notes
David (1st Grade) and Stephanie (2nd Grade)	10001	1	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	2	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	3	June 1, 2022 (Friday)	Trainer
David (1st Grade) and Stephanie (2nd Grade)	10001	4	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	5	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	6	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	7	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	8	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	9	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	10	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	11	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	12	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	13	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	14	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	15	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	16	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	17	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	18	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	19	June 1, 2022 (Friday)	Trainer
David (1st Grade)	10001	20	June 1, 2022 (Friday)	Trainer

DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



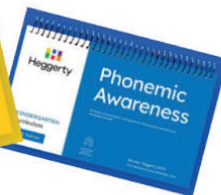
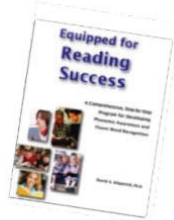
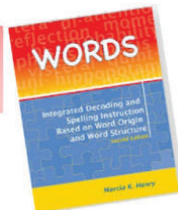
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: During the 2021-2022 school year, Howard Elementary will implement the PLC process moving engagement in the work from pre-implementing to implementing as evidenced by the criteria in the PLC at Work continuums.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

- We have completed year one of the Solution Tree PLC Cohort 5. Through monthly meeting with our PLC Coaches we have made the following progress:

Stages	Pre-Initiating	Initiating	Implementing
Communication		10/21	1/22
Foundation		10/21	1/22
Collaborative Culture /High Performing Teams			10/21

Team Goals		10/21	1/22
Clarifying What Students Must Learn		10/21	1/22
Turning Data Into Information	10/21	1/22	
Monitoring Each Student's Learning	10/21	1/22	
Systemic Interventions and Extensions		10/21	1/22

GOAL 2: During the 2021-2022 school year, Howard Elementary will increase performance on all state assessments in all tested grade levels by 15% as PLCs collaborate, learn and achieve results.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

- Using essential standards to plan lessons
- Writing Unit Plans that addresses differentiation regarding student groups
- Learning proficiency level descriptors for ELs
- Utilizing data to improve English Language Learner performance

GOAL 3: During the 2021-2022 School year, Howard Elementary will implement the RTI process moving from pre-initiating to initiating as indicated in the PLC Continuum.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

Created and Implemented an EL Plan which included:

- Teachers learning the EL proficiency levels and where their kids are with a focus on reading and writing
- Teachers utilize Ellevation to learn strategies to help their students at each level.
- Gaining access to Ellevation for all staff members so that the site can be utilized by non-classroom staff.
- Setting EL goals by grade based on descriptors
- Each pullout staff member selects 1-2 kids that they can focus on helping with speaking/listening during engagements with the students.
- Writing “I Can” statements using the language goals
- Developing Differentiated Sheltered Instruction PD selected by each Team.
- Informing students of their current level and having them write goals based on that level.



2022-2023
MORRISON ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Britney Ballin	Principal
Kacee Kareus	Asst. Principal
Mayra Estrada	Parent
Pat Stanton	Community Member
Amy Alexis	Media Specialist
Brenda Martin	Dyslexia Specialist
Danna Berry	Special Education Teacher
Raven Jackson	Fourth Grade Teacher
Amber Clarke	fifth Grade Teacher
Heather Pettigrew	Kindergarten Teacher
Sunshine Burch	K-5 Instructional Specialist

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

Morrison began implementing the PLC process in 2018. Since then, we have focused on selecting essential standards, unpacking standards, and developing common assessments.

As of April 2022, 48% of our students are below proficiency in grades K-5 according to Istation Data which is a 10% increase in proficiency from April 2021. However, this means that a large number of our students qualify for Tier 3 intervention in reading. The Response to intervention pyramid follows the following tiers: all students receive Tier 1 instruction, some students require Tier 2 interventions on grade level, and even fewer should need Tier 3 interventions of past grade level skills. We are working to improve Tier 1 instruction so that fewer students need Tier 2 and Tier 3 interventions. We have created an instructional model that details expected instructional strategies we should see in each classroom. We will monitor classrooms during observations to check for the implementation of these instructional strategies. We also want to create a model for coaching these strategies and for allowing teachers to observe these strategies in action.

For effective Tier I instructions, teachers must be knowledgeable in the Science of Reading (SoR) and implement practices that align with the SoR. We will continue professional development on the Science of Reading. We will give feedback from walk-throughs to guide the Science of Reading and ensure that teachers are competent in using research-based instructional strategies. We will use our instructional coach as necessary to guide teachers in forming small groups based on gaps in literacy skills based on a series of assessments. Every teacher will give Science of Reading assessments to determine exactly where students struggle in the pillars of reading.

Common assessments help to identify learning targets that students need support in. Some teachers are not using the assessments to plan Tier 2 interventions and some intervention times conflict with Tier 3 intervention times. Students who need Tier 2 interventions based on common assessment data are often pulled out of the classroom during "intervention" time to receive Tier 3 dyslexia intervention. We need to create a schedule that allows students to receive all three tiers of instruction as needed: Tier one, Tier 2, and Tier 3.

REASONS TO CELEBRATE

Common Assessments- We had a 15% increase in proficiency overall for K-5 on istation this year after implementing common assessments and the . Our plan is for the remainder of the school to work on using common assessments to plan interventions as their personal growth plans for next school year.

Guiding coalition- The guiding coalition has taken on more of a role in the decision making process this year. We have met many times to discuss building-wide decisions that impact the PLC process in the school. We also created a cascading communication system in which teachers in the Guiding Coalition are assigned to several staff members outside of the Guiding Coalition and are asked to share vital information from our meetings either through a phone call or in person. We believe that hearing the information from a person and reading the information in an email helps clearly communicate decisions from the Guiding Coalition. The Guiding Coalition will now begin monitoring the work of teams and schedule support meetings as necessary with teams to help with PLC implementation.

Discipline referrals- We have implemented Restorative Practices for office referrals. Over the past several years, the number of students referred to the office for discipline has decreased significantly.

RISE training-Several teachers have shown evidence needed to become RISE certified this year.

Frequent observations to improve based on Instructional Model- We have completed many classroom walk-throughs with a focus on a school-wide instructional model. The instructional model details which teaching strategies we should see in each classroom. Click here to view our [instructional model](#).

Living our Mission and Vision- We are working to ensure that we are living our Mission and Vision. It is posted throughout the building and referred to in our weekly newsletter. Our goal is to always act in accordance with our Mission and Vision. [Click here to see an example of our newsletter](#).

Shift toward results and celebrations for meeting goals- We set school-wide goals for improvement on Istation and ACT Aspire. Classroom teachers set classroom goals and worked with students to create individual student goals.

Teachers completing book studies and learning on their own- Several staff members are completing book studies about the Science of Reading and Instructional Agility on their own and engaging in professional development through podcasts and webinars. A culture for learning has been established and is spreading throughout the entire staff.

Achieving Equity and Excellence is a book that shows how high poverty schools can achieve at high levels. One of the recommendations is to incorporate writing into all of the content areas. We plan to implement writing into math, science, music, art, and PE this year. The specialty area teachers created a PLC team that focused on writing at the sentence level.

Morrison Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Increase literacy achievement by 5% as indicated by Istation and ACT Aspire data.</p> <p>K-2 will increase from 55% to 60%</p> <p>We will decrease the number of students scoring a level 1 or 2 by 5%.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>5% more students are proficient according to ACT Aspire data and Istation data.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> • Effective tier one instruction based on the Science of Reading • Training in the Science of Reading • Observations with feedback regarding the Science of Reading • Tier 2 interventions based on common assessment data. • Coaching based on our instructional model will be utilized. • The Writing Revolution Training for all K-5 teachers and an implementation plan for the 2022-2023 school year. • Data tracking for small group reading instruction and creating a team to track student progress
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>This goal aligns with strategy 3 from Vision 2021 to implement programs to promote rigor and meet each student's individual needs.</p> <p>Strategy 3 INSTRUCTION: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>

TIMELY: I will reach my goal by what date? Halfway date?	May 2023 Half-way date January 2022
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GOAL 2

Write a SPECIFIC goal. Who/What/Where/How/When	We will increase math achievement by 5% as indicated by ACT Aspire Data and Istation Data. K-2 will increase proficiency levels from 55% to 60%. 3rd-5th will increase proficiency levels from 20% to 25%.
MEASURABLE: I know I have reached my goal when...	5% more students are proficient on Istation and ACT aspire in Math than in the 2021-2022 school year.
ATTAINABLE: Item(s) I need to achieve this goal.	<ul style="list-style-type: none"> • Effective tier one instruction in math • Tier 2 interventions based on common assessment data. • Observation with feedback regarding the implementation of researched-based strategies that are a part of our instructional model. • Coaching based on our instructional model will be utilized.
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	<p>This goal aligns with strategy 3 from Vision 2021 to implement programs to promote rigor and meet each student's individual needs.</p> <p>Strategy 3 INSTRUCTION: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>

TIMELY: I will reach my goal by what date? Halfway date?	We will reach our goal by May 2023 The halfway date will be January 2023.
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MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: Increase literacy achievement by 5% as indicated by Istation and ACT Aspire data.
 K-2 will increase from 55% to 60%
 We will decrease the number of students scoring a level 1 or 2 by 5%

Progress towards meeting Goal 1:

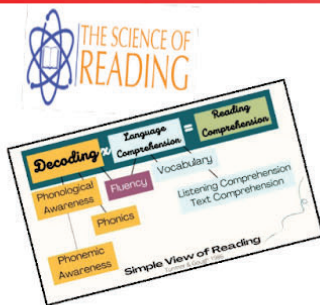
GOAL 2: We will increase math achievement by 5% as indicated by ACT Aspire Data and Istation Data. K-2 will increase proficiency levels from 55% to 60%. 3rd-5th will increase proficiency levels from 20% to 25%.

Progress towards meeting Goal 2:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Topic	Trainer	Location
August 1st (Monday) 8:00-10:00 AM	Introduction to RISE	Tracy Boudreau	Tracy Boudreau
August 2nd (Tuesday) 8:00-10:00 AM	Phonics and Phonological Awareness	Tracy Boudreau	Tracy Boudreau
August 3rd (Wednesday) 8:00-10:00 AM	Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 4th (Thursday) 8:00-10:00 AM	Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 5th (Friday) 8:00-10:00 AM	Phonics and Phonological Awareness	Tracy Boudreau	Tracy Boudreau
August 6th (Saturday) 8:00-10:00 AM	Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 7th (Sunday) 8:00-10:00 AM	Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 8th (Monday) 8:00-10:00 AM	Phonics and Phonological Awareness	Tracy Boudreau	Tracy Boudreau
August 9th (Tuesday) 8:00-10:00 AM	Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 10th (Wednesday) 8:00-10:00 AM	Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 11th (Thursday) 8:00-10:00 AM	Phonics and Phonological Awareness	Tracy Boudreau	Tracy Boudreau
August 12th (Friday) 8:00-10:00 AM	Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 13th (Saturday) 8:00-10:00 AM	Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 14th (Sunday) 8:00-10:00 AM	Phonics and Phonological Awareness	Tracy Boudreau	Tracy Boudreau
August 15th (Monday) 8:00-10:00 AM	Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 16th (Tuesday) 8:00-10:00 AM	Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 17th (Wednesday) 8:00-10:00 AM	Phonics and Phonological Awareness	Tracy Boudreau	Tracy Boudreau
August 18th (Thursday) 8:00-10:00 AM	Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 19th (Friday) 8:00-10:00 AM	Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 20th (Saturday) 8:00-10:00 AM	Phonics and Phonological Awareness	Tracy Boudreau	Tracy Boudreau
August 21st (Sunday) 8:00-10:00 AM	Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 22nd (Monday) 8:00-10:00 AM	Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 23rd (Tuesday) 8:00-10:00 AM	Phonics and Phonological Awareness	Tracy Boudreau	Tracy Boudreau
August 24th (Wednesday) 8:00-10:00 AM	Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 25th (Thursday) 8:00-10:00 AM	Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 26th (Friday) 8:00-10:00 AM	Phonics and Phonological Awareness	Tracy Boudreau	Tracy Boudreau
August 27th (Saturday) 8:00-10:00 AM	Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 28th (Sunday) 8:00-10:00 AM	Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 29th (Monday) 8:00-10:00 AM	Phonics and Phonological Awareness	Tracy Boudreau	Tracy Boudreau
August 30th (Tuesday) 8:00-10:00 AM	Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 31st (Wednesday) 8:00-10:00 AM	Language Comprehension	Tracy Boudreau	Tracy Boudreau

DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



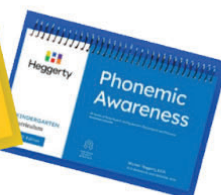
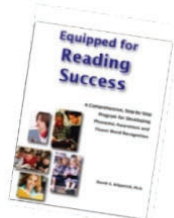
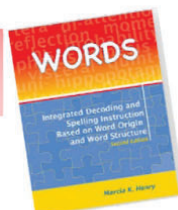
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SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: Increase literacy achievement by 5% as indicated by Istation and ACT Aspire data. K-2 will increase from 55% to 60%. We will decrease the number of students scoring a level 1 or 2 by 5%.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

GOAL 2: We will increase math achievement by 5% as indicated by ACT Aspire Data and Istation Data. K-2 will increase proficiency levels from 55% to 60%. 3rd-5th will increase proficiency levels from 20% to 25%.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED



2022-2023
ORR ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Dawn Childress	Principal
Liana Bolton	Assistant Principal
Sandra Bausley	Counselor
Lori England	Kindergarten Teacher
Nicole Franklin	4th/5th Grade Teacher
Kristel Knubley	1st Grade Teacher
Debra Lively	Special Education Teacher
Cindy Loughmiller	K-5 Instructional Specialist
Sandy Toner	Parent
Sherry Sims	Community Member

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

Our school was identified as an Additional Targeted Support school for our special education sub-population in November 2018. This designation highlighted a major area of concern in our student achievement data. We began addressing this concern immediately by using professional development opportunities to train our teachers in best evidence based practices based on the PLC at Work model from Solution Tree. We changed our master schedule for the 2019-2020 school year to include both Response to Intervention (RTI) time, which we call WIN Time (What I Need), and Collaborative Team Time for teachers to collaborate on meeting individual student needs. We also protected our special education students' grade level instruction time by having our special education resource teachers push into classrooms during math classes instead of pulling students out for math interventions. This kept our students that are served by our special education resource teachers from missing essential learning with their peers. Last year, we participated in the pilot of the Inclusive Practices PLC Project through the Department of Elementary and Secondary Education Special Education Unit. Through that project, we have continued developing our PLC and our RTI systems while having much more communication and planning done in collaboration between our special education and general education teachers. We have changed the services that we provide to our students that are assigned to our special education class by ensuring that they receive on grade level core instruction every day and targeted interventions on essential standards. Our IEPs are now aligned to essential standards, and we have created learning progressions to vertically analyze prerequisite skill gaps to better meet the learning needs of our students. This year, we received our ESSA data from our 2020-2021 state assessments. We improved in every category for our students with disabilities sub-category. Our ESSA Overview score for students with disabilities improved from the 2019 scores from 51.57 to 58.24. ESSA Weighted Achievement for students with disabilities went from 21.11 to 28.47. The ESSA Value Added Growth for students with disabilities went from 77.24 to 83.80. There have been some adjustments in our numbers of students with disabilities due to sixth grade transitioning to middle school and having fewer students eligible for special education due to our success with our inclusive practices. We had 35 students in 2020-2021 in 3rd-6th grades with IEPs. This year, we only have 21 students in 3rd-5th grades. We did not meet our goal of increasing proficiency for this sub-population by 8% this year. We have 5 out of 21 students proficient which is 24%. This means that we were stagnant in our proficiency growth with our students that are entitled to IEPs. We will maintain this goal for next year.

We met our math proficiency goal by increasing our April I-Station proficiency school-wide from 51.4% in 2021 to 59.6% in 2022 which is an 8.2% increase. We didn't make our reading goal, but we did increase our reading proficiency in April from 56.1% in 2021 to 59.2% in 2022. We continued to make progress on our I-Station Reading in May by increasing our proficiency by 4.9% from the previous May to 62% proficiency school-wide. We will continue tracking our I-Station data, but since we have a new district-wide English Language Arts goal, and since we met our goal for math, we will use our new district aligned goal with a focus on reading and writing school-wide for the 2022-23 school year.

REASONS TO CELEBRATE

- We have been so successful in our implementation of our Inclusive Practices PLC Project that the Department of Elementary and Secondary Education has used us as a model inclusive practices school. We have had 12 different groups visit our school in the 2021-2022 school year to see inclusive practices in action.
- We accomplished HRS Level 1 Certification in December of 2021.
- We have been implementing Capturing Kids Hearts during the 2021-2022 school year. Through this implementation, our goal was to have a common language and consistent culture in the building for how we create a positive learning environment through relationship building. We know the power of relationships and the impact that building relationships can have on increasing student achievement. Capturing Kids Hearts has given our teachers the tools they need to build strong classroom communities and a safe learning environment for our students. As a result, we have decreased discipline referrals from 140 in 2020-2021 to 108 in 2022-2023.
- We have worked through the PLC process to focus on our essential standards and increase our instructional rigor using our new Benchmark Literacy and Eureka Math resources.
- We increased our Math proficiency on I-Station school-wide by 8.2% and our Reading proficiency by 3.1% from April 2021 to April 2022.
- We have three teachers that were accepted for Cohort 3 of the High Reliability Teacher program. They are bringing their great learning back to the rest of our teachers at Orr!
- One of our teachers just submitted her National Board of Professional Teaching Maintenance of Certification.
- One of our teachers earned a scholarship to earn her special education endorsement with a focus on supporting students that are entitled to IEPs in the general education environment.
- Our Kindergarteners are 100% proficient in IStation Math for the first time ever!
- We have continued to develop in our PLC process, and our principal was added to the Arkansas State Guiding Coalition based on our success with the Inclusive Practices PLC Project. She also was on a national panel discussion for the CCSSO Advancing Inclusive Principal Leadership Spring Convening where she shared the practices that we have used as a school to better serve our students with disabilities.
- We are also excited to be working toward our High Reliability Schools Level 2 Certification.
 - We created an Orr Instructional Model this year that is helping us implement Marzano's Instructional Strategies to improve classroom instruction and help us reach High Reliability Schools Level 2 certification.
 - Our teachers have led professional development for each other on how they are implementing those instructional strategies.
 - Our teachers have been engaging in instructional rounds to learn from each other by watching each other teach, and we have used a fun system to reward their hard work with prizes.
 - We have engaged in team learning with our Solution Tree coach to meet the

unique needs of each grade level team in their instructional planning and learning

Orr Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	ELA	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>By May 31, 2023, our goal is to increase our special education student proficiency in 3rd-5th grades in reading by 5% on IStation using the May 2022 IStation scores as a baseline (24%).</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>When we have 5% more 3rd-5th grade special education subgroup students proficient in reading according to IStation than we did in April 2022, we will know that we have reached our goal.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>This is attainable because we are ensuring access to core instruction for our students that are entitled to IEPs. We have put systems of intervention in place to fill skill gaps, created common formative assessments to drive instruction, and we frequently monitor the progress of our students and make adjustments based on our data.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>We want to reach this learning goal because our students deserve our dedication in helping them achieve at high levels. It also aligns with our mission to help ALL students thrive at Orr Elementary School. This goal supports the following Vision 2023 Objectives:</p> <p>Equitable Access: Each FSPS student will have equal access to programs, resources and opportunities.</p> <p>Instruction: Each student will have high-quality instruction that targets their identified individual needs from PK through graduation.</p>

TIMELY: I will reach my goal by what date? Halfway date?	<p>May 31, 2023 is the goal completion date.</p> <p>January 1, 2023 will be our halfway date.</p>
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GOAL 2

Write a SPECIFIC goal. Who/What/Where/How/When	<p>On the 2022 ACT Aspire English Language Arts summative assessment, we will decrease the percentage of students scoring "In Need of Support" by 10% from 42.65% on the 2021 ACT Aspire to 32.65% and increase the percentage of students scoring "Ready or Exceeding" by 5% from 32.84% on the 2021 ACT Aspire to 37.84%.</p>
MEASURABLE: I know I have reached my goal when...	<p>We will know when we have reached this goal when we have 32.65% or fewer students scoring "In Need of Support" on the ACT Aspire ELA summative assessment, and when we have 37.84% or higher students scoring "Ready or Exceeding" on the ACT Aspire ELA summative assessment.</p>
ATTAINABLE: Item(s) I need to achieve this goal.	<p>This is attainable because we have identified specific students that we are intervening with to move from "in need of support" to "close" and from "close" to "ready." We have 5 students identified that scored "in need of support" that we need to move to close. Four of those students are scoring proficient in IStation reading right now. We have identified 8 students that scored "close" that we need to move to "ready." All 8 of those students are scoring proficient in IStation reading right now. With targeted test taking tips and interventions, we are confident that these students will move up at least one level on the ACT Aspire.</p>
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	<p>We want to reach this learning goal because our students deserve our dedication in helping them achieve at high levels. It also aligns with our mission to help ALL students thrive at Orr Elementary School. This goal supports the following Vision 2023 Objectives:</p> <p>Equitable Access: Each FSPS student will have equal access to programs, resources and opportunities.</p>

	Instruction: Each student will have high-quality instruction that targets their identified individual needs from PK through graduation.
TIMELY: I will reach my goal by what date? Halfway date?	May 12, 2022 is the goal completion date. (This goal added January 25, 2022)

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: By May 31, 2022, our goal is to increase our special education student proficiency in 3rd-5th grades in reading by 5% on Istation using the May 2022 Istation scores as a baseline (24%).

Progress towards meeting Goal 1:

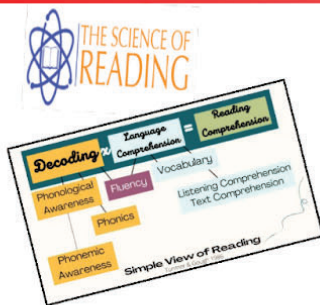
GOAL 2: On the 2022 ACT Aspire English Language Arts summative assessment, we will decrease the percentage of students scoring “In Need of Support” by 10% from 42.65% on the 2021 ACT Aspire to 32.65% and increase the percentage of students scoring “Ready or Exceeding” by 5% from 32.84% on the 2021 ACT Aspire to 37.84%.

Progress towards meeting Goal 2:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Topic	Trainer	Location
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DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



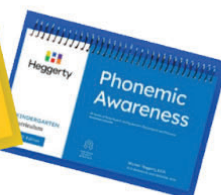
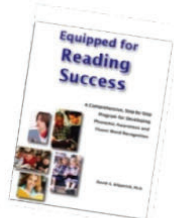
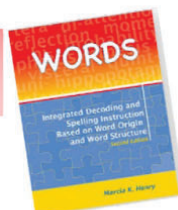
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: By May 1, 2022, our goal is to increase our special education student proficiency in 3rd-5th grades in reading by 8% on IStation using the April 2021 IStation scores as a baseline (25%).

	MET
	NOT MET
x	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION: We attained 24% proficiency in IStation in our 3rd-5th grade special education subpopulation this year. We determined that a 5% increase will be a more attainable goal than 8% because we are not over identifying students with disabilities now as a result of our improved RtI system. We went from having 35 students with disabilities in 3rd through 6th grade to only having 21 students with disabilities in 3rd through 5th grade this year. The adjustment in numbers may account for that stagnation in growth to proficiency, but we did have 38% of our students in 3rd - 5th grades with IEPs increase at least 1 level in I-Station. Four of our students with IEPs increased by two levels in I-Station from May 2021 to May 2022.

GOAL 2: By May 1, 2022, our goal is to increase our overall student proficiency in reading and mathematics by 8% on the Istation assessments using the April 2021 Istation scores as a baseline. (Reading 56% and Math 51%)

	MET
	NOT MET
	CONTINUED IN 2022-2023 PLAN
x	REMOVED

DESCRIPTION: We met our math proficiency goal by increasing our April I-Station proficiency school-wide from 51.4% in 2021 to 59.6% in 2022 which is an 8.2% increase. We didn't make our reading goal, but we did increase our reading proficiency in April from 56.1% in 2021 to 59.2% in 2022. We continued to make progress on our I-Station Reading in May by increasing our proficiency by 4.9% from the previous May to 62% proficiency school-wide. We will continue tracking our I-Station data, but since we have a new district-wide English Language Arts goal, and since we met our goal for math, we will use our new district aligned goal with a focus on reading and writing school-wide for the 2022-23 school year.

GOAL 3: On the 2022 ACT Aspire English Language Arts summative assessment, we will decrease the percentage of students scoring "In Need of Support" by 10% from 42.65% on the 2021 ACT Aspire to 32.65% and increase the percentage of students scoring "Ready or Exceeding" by 5% from 32.84% on the 2021 ACT Aspire to 37.84%.

	MET
	NOT MET
x	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION: We will not have data for this goal until the summer of 2022. We will make adjustments based on our progress to move forward into the 2022-2023 school year.



2022-2023
PARK ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), student(s) (for secondary schools).

Name	Title
Monica A. Wilhelm	Principal
Jessica Lemus	Kindergarten Teacher
Lisa McDaniel	K-5 Instructional Specialist
Kendra Jones	First Grade Teacher
Kimberly Tuttle	Second Grade Teacher
Maria Colorado Marti...	Fifth Grade Teacher
Karen Hollenbeck	Counselor
Steve Poarch	Community Member
Crystal Babitzke	Parent

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

ACT Aspire Scores:

Third Grade: English: 35.7% exceeding/ready Reading: 12.5% exceeding/ready Science: 12.5% exceeding/ready Math: 12.4% exceeding/ready

Fourth Grade: English: 52.6% exceeding/ready Reading: 35.6% exceeding/ready Science: 20.4% exceeding/ready Math: 28.8% exceeding/ready

Fifth Grade: English 50.9% exceeding/ready Reading: 19.7% exceeding ready Science: 18% Math: 21.3% exceeding/ready

ESSA Report with letter Grade: C

Reading Istation Scores as of April 2022

Kindergarten

Tier 1 - 38%

Tier 2 - 33%

Tier 3 - 29%

1st Grade

Tier 1 - 40%

Tier 2 - 25%

Tier 3 - 35%

2nd Grade

Tier 1 - 44%

Tier 2 - 22%

Tier 3 - 33%

3rd Grade

Tier 1 - 42%

Tier 2 - 24%

Tier 3 - 33%

4th Grade

Tier 1 - 37%

Tier 2 - 26%

Tier 3 - 37%

5th Grade

Tier 1 - 50%

Tier 2 - 24%

Tier 3 - 26%

Discipline:

2021-2022 Discipline Referrals: 263 as of April 2022

Our data is telling us that in reading, only 23% of our students are reading on grade level according to ACT Aspire. Our teachers will need to implement RISE with fidelity to ensure students are receiving research based strategies to improve student reading comprehension.

Our data is telling us that in math, only 21% of our students are on grade level in math comprehension according to ACT Aspire. Our teachers will work together in grade level teams to use formative assessments to evaluate student understanding. This will help guide small group instruction. Teachers will focus in small groups working on intervention strategies to bridge the gap and help students to succeed academically in math. Since we have low reading scores teachers will need to focus on ensuring students understand math vocabulary in order to understand how to work math word problems correctly. They will incorporate math vocabulary into their mini lessons and when working with students in small groups.

Our discipline data shows that we were averaging about 29 office referrals from August to the end of April. As a staff they will receive training in Capturing Kids Hearts. Looking at our office referrals many were classroom management issues or escalated behavior because of teacher/student relationships. The training will give teachers strategies on how to build positive relationships with students. Also, they will be trained how to work with students on how to express themselves, so that it doesn't escalate into an office referral.

REASONS TO CELEBRATE

Istation:

Reading:

- Kindergarten Level 1 (Tier 3) September 49% to April 29%, decrease of 20%.
- Kindergarten Level 3/4/5 (Tier 1) September 18% to April 38% increase of 20%
- First Grade Level 3/4/5 (Tier 1) September 34% to April 40%, increase of 6%
- Second Grade Level 1 (Tier 3) September 51% to April 33%, decrease of 18%
- Second Grade Level 3/4/5 (Tier 1) September 34% to April 44%, increase of 10%
- Third Grade Level 1(Tier 3) September 47% to April 33%, decrease of 14%
- Third Grade Level 3/4/5 (Tier 1) September 34% to April 42%, increase of 8%
- Fourth Grade Level 1 (Tier 3) September 46% to April 37%, decrease of 9%
- Fourth Grade Level 3/4/5 (Tier 1) September 32% to April 33%, increase 1%

Math

- Kindergarten Level 1 (Tier 3) September 40% to April 16%, decrease of 24%
- Kindergarten Level 3/4/5 (Tier 1) September 46% to April 67%, increase of 21%
- First Grade Level 1 (Tier 3) September 29% to April 17%, decrease of 12%
- First Grade Level 3/4/5 (Tier 1) September 41% to April 62%, increase of 21%
- Second Grade Level 1 (Tier 3) September 51% to April 33%, decrease of 18%

Positive Referrals:

As of April 30, 2022 we had 802 students. Students who receive a positive referral are recognized by the Principal when she walks the hallway each day at 2 PM. The students receive a Positive Referral where the teacher brags on why the student is recognized, then the principal writes a comment. The slips are taken home to the parents. The student receives a pencil and a picture is taken and hung up on the wall at the end of the month.

Each month 16 students are recognized at the monthly Principal's Pawsitive Pupil Celebration. The students are recognized by a write up explaining why their teacher recognized them as the monthly pupil. The students also receive a certificate and medal. Parents are invited via Zoom to participate in the celebration.

Park Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Students will increase their reading comprehension by 5% by the end of the 2022-2023 school year.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>When our ACT Aspire scores have gone from 32% to 23%. Istation reading scores go from 54% to 41% K-2 Reading Scores 35% to 41%</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>RISE training for staff. RISE taught with fidelity. CFAs to assess students during the 22-23 school year. Teachers will have a common intervention time. Instructional leaders observing and meeting with staff to discuss instruction going on in the classroom and how it is meeting student needs. Team Collaboration time. Small group instruction. Research-Based strategies to be used in the classroom. The use of Benchmark literacy in the classroom setting.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Park wants to grow the students' reading comprehension by 5% because it is important for students to be able to analyse and understand what they are reading. Reading comprehension affects all areas of curriculum. Learning Environment: Each student will have instructionally supportive learning environments that are safe, nurturing and welcoming.</p>

TIMELY: I will reach my goal by what date? Halfway date?	Park will reach this goal by May 2023. Halfway date will be December 2022.
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GOAL 2

Write a SPECIFIC goal. Who/What/Where/How/When	Students will increase their math comprehension by 5% by the end of the 2022-2023 school year.
MEASURABLE: I know I have reached my goal when...	Act Aspire goes from 39% to 21% Istation Overall Math Scores go from 35% to 32% K-2 Math Istation 45% to 52%
ATTAINABLE: Item(s) I need to achieve this goal.	The implementation of Eureka math in the classroom setting. Use of manipulatives CFAs to assess students during the 22-23 school year. Teachers will have a common intervention time. Instructional leaders observing and meeting with staff to discuss instruction going on in the classroom and how it is meeting student needs. Team Collaboration time to analyze data. Small group instruction.
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	Martinez and Martinez (2001) highlight the importance of reading to mathematics students: <div style="padding-left: 40px;"> [Students] ... learn to use language to focus and work through problems, to communicate ideas coherently and clearly, to organize ideas and structure arguments, to extend their thinking and knowledge to encompass </div>

	<p>other perspectives and experiences, to understand their own problem-solving and thinking processes as well as those of others, and to develop flexibility in representing and interpreting ideas. At the same time, they begin to see mathematics, not as an isolated school subject, but as a life subject—an integral part of the greater world, with connections to concepts and knowledge encountered across the curriculum. (p. 47)</p> <p>Learning Environment: Each student will have instructionally supportive learning environments that are safe, nurturing and welcoming.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Park will reach this goal by May 2023.</p> <p>Halfway date will be December 2022.</p>

GOAL 3

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Student referrals will decrease by 10% during the 2022-2023 school year with the implementation of Capturing Kids Hearts. 21-22 As of April 30, 2022 we have 263 office referrals.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Park will know they reached their goal when they have decreased their office referrals from 263 to 237 at the end of March 2023.</p>

<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>A behavior team was developed in April 2020. The building will be implementing Capturing Kids Heart (CKH). The committee will analyze data monthly throughout the school year. Administration will do classroom walkthroughs to ensure that teachers are implementing CKH with fidelity. The celebration team will implement positive referrals.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>According to research by Blum and colleagues, children and adolescents' beliefs about themselves and their abilities are shaped by the extent to which they perceive that the adults in their lives care about them and are involved in their lives.³ Children and adolescents who feel supported by important adults in their lives are likely to be more engaged in school and learning.¹⁵ In the school setting, students feel supported and cared for when they see school staff dedicating their time, interest, attention, and emotional support to them.¹⁶ Students need to feel that adults care about them as individuals as well as about their academic achievement.</p> <p>Centers for Disease Control and Prevention. School Connectedness: Strategies for Increasing Protective Factors Among Youth. Atlanta, GA: U.S. Department of Health and Human Services; 2009.</p> <p>Well Being/Mental Health: Each student will receive needed support that ensures physical, mental and emotional health.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal will be reached in May 2023.</p> <p>Halfway mark will be December 2022.</p>

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: Students will increase their reading comprehension by 5% by the end of the 2022-2023 school year.

Progress towards meeting Goal 1:

GOAL 2: Students will increase their math comprehension by 5% by the end of the 2022-2023 school year.

Progress towards meeting Goal 2:

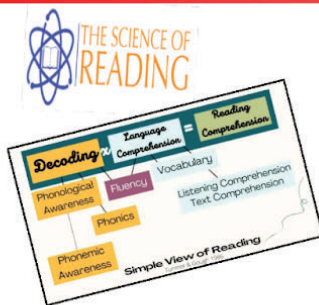
GOAL 3: Student referrals will decrease by 10% during the 2022-2023 school year with the implementation of Capturing Kids Hearts.

Progress towards meeting Goal 3:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

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DISTRICT CURRICULUM



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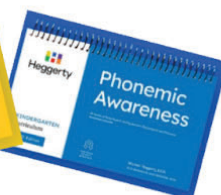
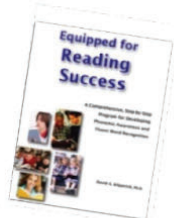
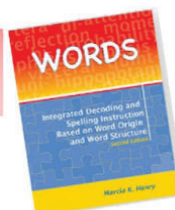
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SUPPLEMENTAL
RESOURCES



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(As required by the Arkansas Department of Elementary and
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Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: Students will increase their reading comprehension by 5% by the end of the
2021-2022 school year.

	MET
	NOT MET
x	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

**K-2 Met their goal on the lstation of meeting their 5% growth, but as a building we
will continue to implement the goal of 5% growth until we have 80% of our
students reading on grade level.**

GOAL 2: Students will increase their math comprehension by 5% by the end of the 2021-2022
school year.

	MET
	NOT MET
x	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

K-2 met their 5% growth on Istation, but as a whole we did meet our math goal. We will continue to implement CFAs and the use of Eureka (researched based strategies) to help improve students' math comprehension.

GOAL 3: Student referrals will decrease by 10% during the 2021-2022 school year. (19-20 114, we only have records till March 13 because of Covid-19). (2020-2021 As of April 30, 2021 we have 128 office referrals.

	MET
	NOT MET
x	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

Park Elementary saw an increase in office referrals. For the 2022-2023 school year the staff will be trained in Capturing Kids Hearts to help decrease discipline referrals and improve student teacher relationships.



2022-2023
SPRADLING ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Elizabeth Love	Principal
Kelley Darr	K-5 Instructional Specialist
George McGill	Community Member
Joshua Bogdon	Parent
Kristin Peer	Counselor
Alexi Cuevas	Kindergarten Teacher
Jessica Plett	First Grade Teacher
Kylie Hall	Fifth Grade Teacher
Courtney Burdick	Third Grade Teacher
Merary Ramirez	Fourth Grade Teacher

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

Spradling Elementary School is a Title I school made up of 55.1% Hispanic, 13.8% African American, 18.% Caucasion, 5.1% Asian, 6.8% 2 or more races, and .6% Native American. 42% of our students qualify as English Learners, 95% of students are considered to be from low income homes, and 8% qualify for Special Education Services. Spradling has also been identified as a Needs of Additional Targeted Support for our Special Education Department.

To address the academic needs of the students at Spradling, goal 1 and 2 will focus on increasing proficiency in both literacy and math. Due to COVID and the lack of socialization, students are struggling to regulate their emotions. We have seen a need to work on social-emotional skills with students. Goal 3 addresses the rise in discipline referrals.

REASONS TO CELEBRATE

- Highly Effective School Accreditation
- High Reliability Level 1 Certification
- 7 teachers selected for High Reliability Teacher Certification
- Solution Tree PLC Model School
- Successful completion of year 3 of the Apprenticeship Program partnering with University of Arkansas-Fort Smith
- Beginning phase of implementing restorative practices
- Recognizing positive behavior through staff and student shout-outs
- Early Eagles Mentor program that pairs a kindergarten student with a 5th grade student before school to work on foundational phonemic awareness skills
- Camp SOAR (after school tutoring program to focus on essential reading standards)
- Implementation of the Spradling Instructional Model that focuses on research-based effective instructional strategies
- Progress towards creating a standards-based report card
- Increase in student self-referrals to school counselor

Spradling Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>By the end of the 2022-2023 academic year, students at Spradling Elementary in Kindergarten, 1st, and 2nd grade will increase the amount of students in Levels 3, 4, and 5 by 5% from 48% to 53% in Reading as demonstrated by Istation assessment data.</p> <p>By the end of the 2022-2023 academic year, students at Spradling Elementary in 3rd, 4th, and 5th grades will increase the proficiency pass rate by 5% in Reading as demonstrated by ACT Aspire assessment data.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Data from end of year assessments are published</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> • Monthly Istation practice • CFAs/CSAs • classroom assessments • RISE assessments • Tier 2 and Tier 3 interventions • Use of instructional model
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>We want to reach this goal in order to see improvement in student achievement.</p> <p>This aligns with the Vision 2023 Belief number 2 and the Objectives of Equity, Instruction, and Learning Environment.</p>

TIMELY: I will reach my goal by what date? Halfway date?	<p>We will know we have reached our goal in April 2023 (Istation) and summer 2023 (ACT Aspire).</p> <p>We will use our December Istation scores to assess our progress halfway through the school year.</p>
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GOAL 2

Write a SPECIFIC goal. Who/What/Where/How/When	<p>By the end of the 2022-2023 academic year, students at Spradling Elementary in Kindergarten, 1st, and 2nd grade will increase the amount of students in Levels 3, 4, and 5 by 5% from 58% to 63% in Math as demonstrated by Istation assessment data.</p> <p>By the end of the 2022-2023 academic year, students at Spradling Elementary in 3rd, 4th, and 5th grades will increase the proficiency pass rate by 5% in Math as demonstrated by ACT Aspire assessment data.</p>
MEASURABLE: I know I have reached my goal when...	<p>Data from end of year assessments are published</p>
ATTAINABLE: Item(s) I need to achieve this goal.	<ul style="list-style-type: none"> • Monthly Istation practice • CFAs/CSAs • classroom assessments • Tier 2 and Tier 3 interventions • Use of instructional model
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	<p>We want to reach this goal in order to see improvement in student achievement.</p> <p>This aligns with the Vision 2023 Belief number 2 and the Objectives of Equity, Instruction, and Learning Environment.</p>

TIMELY: I will reach my goal by what date? Halfway date?	<p>We will know we have reached our goal in April 2023 (Istation) and summer 2023 (ACT Aspire).</p> <p>We will use our December Istation scores to assess our progress halfway through the school year.</p>
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GOAL 3

Write a SPECIFIC goal. Who/What/Where/How/When	<p>By the end of the 2022-2023 school year, discipline referrals will decrease by 25%, from an average of 7 referrals per week (about 28 per month) to an average of 5 per week (about 21 per month).</p> <p>(As of May 6, 2022, a total of 250 for the year)</p>
MEASURABLE: I know I have reached my goal when...	<p>There are less student referrals on the Spradling Discipline Referral Google Sheet.</p>
ATTAINABLE: Item(s) I need to achieve this goal.	<ul style="list-style-type: none"> • SEL lessons provided by counselor and classroom teacher • School-wide behavior matrix • Social and academic behaviors identified and unpacked • Spradling Wellness Center • Tier 2 and 3 behavior interventions by school counselor • Training for all staff in Capturing Kids Hearts • Book Study on <i>Hacking School Discipline</i> by Maynard and Weinstein
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	<p>We want to reach this goal in order to see improvement in student behavior.</p> <p>This aligns with the Vision 2023 Objective that states, "Well Being/Mental Health: Each student will receive needed support that promotes physical, mental, and emotional health."</p>

TIMELY: I will reach my goal by what date? Halfway date?	We will know we have reached our goal in May. We will review discipline data each month at our regularly scheduled SIT team meetings.
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MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: By the end of the 2022-2023 academic year, students at Spradling Elementary in Kindergarten, 1st, and 2nd grade will increase the amount of students in Levels 3, 4, and 5 by 5% from 48% to 53% in Reading as demonstrated by Istation assessment data.

By the end of the 2022-2023 academic year, students at Spradling Elementary in 3rd, 4th, and 5th grades will increase the proficiency pass rate by 5% in Reading as demonstrated by ACT Aspire assessment data.

Progress towards meeting Goal 1:

GOAL 2: By the end of the 2022-2023 academic year, students at Spradling Elementary in Kindergarten, 1st, and 2nd grade will increase the amount of students in Levels 3, 4, and 5 by 5% from 58% to 63%% in Math as demonstrated by Istation assessment data.

By the end of the 2022-2023 academic year, students at Spradling Elementary in 3rd, 4th, and 5th grades will increase the proficiency pass rate by 5% in Math as demonstrated by ACT Aspire assessment data.

Progress towards meeting Goal 2:

GOAL 3: By the end of the 2022-2023 school year, discipline referrals will decrease by 25% from average of 28 referrals per month to an average of 21 per month.

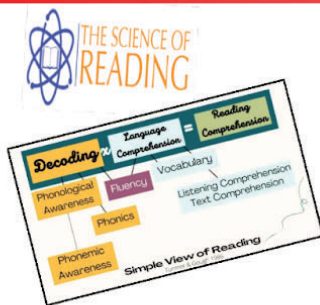
(As of May 6, 2022, a total of 250 for the year)

Progress towards meeting Goal 3:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Topic	Trainer	Location
August 1st (Monday) 8:00am-12:00pm	Session 1: Introduction to RISE	Tracy Boudreau	Tracy Boudreau
August 2nd (Tuesday) 8:00am-12:00pm	Session 2: Phonics	Tracy Boudreau	Tracy Boudreau
August 3rd (Wednesday) 8:00am-12:00pm	Session 3: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 4th (Thursday) 8:00am-12:00pm	Session 4: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 5th (Friday) 8:00am-12:00pm	Session 5: Phonics	Tracy Boudreau	Tracy Boudreau
August 6th (Saturday) 8:00am-12:00pm	Session 6: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 7th (Sunday) 8:00am-12:00pm	Session 7: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 8th (Monday) 8:00am-12:00pm	Session 8: Phonics	Tracy Boudreau	Tracy Boudreau
August 9th (Tuesday) 8:00am-12:00pm	Session 9: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 10th (Wednesday) 8:00am-12:00pm	Session 10: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 11th (Thursday) 8:00am-12:00pm	Session 11: Phonics	Tracy Boudreau	Tracy Boudreau
August 12th (Friday) 8:00am-12:00pm	Session 12: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 13th (Saturday) 8:00am-12:00pm	Session 13: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 14th (Sunday) 8:00am-12:00pm	Session 14: Phonics	Tracy Boudreau	Tracy Boudreau
August 15th (Monday) 8:00am-12:00pm	Session 15: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 16th (Tuesday) 8:00am-12:00pm	Session 16: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 17th (Wednesday) 8:00am-12:00pm	Session 17: Phonics	Tracy Boudreau	Tracy Boudreau
August 18th (Thursday) 8:00am-12:00pm	Session 18: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 19th (Friday) 8:00am-12:00pm	Session 19: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 20th (Saturday) 8:00am-12:00pm	Session 20: Phonics	Tracy Boudreau	Tracy Boudreau
August 21st (Sunday) 8:00am-12:00pm	Session 21: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 22nd (Monday) 8:00am-12:00pm	Session 22: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 23rd (Tuesday) 8:00am-12:00pm	Session 23: Phonics	Tracy Boudreau	Tracy Boudreau
August 24th (Wednesday) 8:00am-12:00pm	Session 24: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 25th (Thursday) 8:00am-12:00pm	Session 25: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 26th (Friday) 8:00am-12:00pm	Session 26: Phonics	Tracy Boudreau	Tracy Boudreau
August 27th (Saturday) 8:00am-12:00pm	Session 27: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 28th (Sunday) 8:00am-12:00pm	Session 28: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 29th (Monday) 8:00am-12:00pm	Session 29: Phonics	Tracy Boudreau	Tracy Boudreau
August 30th (Tuesday) 8:00am-12:00pm	Session 30: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 31st (Wednesday) 8:00am-12:00pm	Session 31: Language Comprehension	Tracy Boudreau	Tracy Boudreau

DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



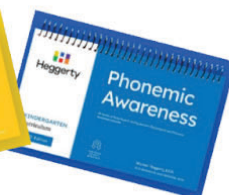
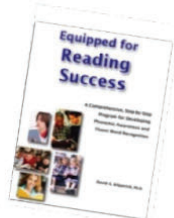
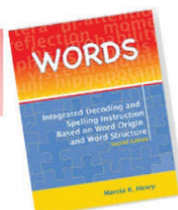
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: Based on our Accreditation Plan for Highly Effective Schools status,
classroom teachers will observe other teachers in their classroom to learn in areas for
growth. There will also be a reflection and debriefing segment for feedback. Staff will
be trained on proper implementation.

x	MET
	NOT MET
	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

We successfully completed 2 sessions of instructional rounds, one first semester and
one second semester. Diane Kerr from Solution Tree helped us complete the first
session. We used what we learned from her to complete the second round after testing
was completed this spring.

GOAL 2: Spradling plans to create a school-wide Master Schedule to align tier 1, 2, and 3 where overlapping of interventions is minimized with a system of identifying students who need and no longer need additional support.

x	MET
	NOT MET
	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

We created a schedule at the beginning of the year that addressed this. While there were multiple changes that took place, we created a schedule the best we could with the sharing of staff.

GOAL 3: Spradling Special Education students in grades K-5 will show 1 ½ years worth of growth in reading/literacy levels by the end of the 2021-2022 school year.

	MET
x	NOT MET
	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

Our self-contained classroom that this goal was intended for was moved to Tilles at the beginning of the school year. We still used this goal for our special education resource students. However, with only having a 0.5 resource teacher, we were unable to reach this goal for multiple reasons.



2022-2023
SUNNYMEDE ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
TO BE DETERMINED	Principal
Joni Donoho	Assistant Principal
Sherry Lipe	NSL Dyslexia Interventionist
Lisa Johnson	K-6 Instructional Specialist
Sherry Jones	5th Grade Teacher
Jamie Batson	Counselor
Kevin Weakley	Parent
Wayne Dawson	Community Member

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

Sunnymede Elementary school plans to continue to focus on core literacy and math skills for their highly diverse and poverty ridden population. By focusing on improving literacy practices via the PLC model and implementation of RISE, Sunnymede made notable gains in the area of literacy.

Sunnymede students showed growth on the Reading Istation from the August 2021 Istation Assessment to the May 2022 Istation Assessment. Kindergarten students increased from 15% to 40% proficient, First grade students increased from 13% to 33% proficient, Second grade students increased from 35% to 56% proficient, Third grade students increased from 42% to 45% proficient, Fourth grade students increased from 42% to 47% proficient, and Fifth grade students increased from 50% to 67% proficient. Sunnymede Elementary school must align RISE practices with best practice strategies in core instruction to increase students' reading scores and set them up for success in future learning while implementing Benchmark Literacy with fidelity.

Sunnymede students showed growth on the Math Istation from the August 2021 Istation Assessment to the May 2022 Istation Assessment. Kindergarten students increased from 38% to 69% proficient, First grade students increased from 33% to 62% proficient, Second grade students increased from 19% to 33% proficient, Third grade increased slightly from 18% to 21% proficient, Fourth grade slightly decreased from 19% to 16% proficient, and Fifth grade increased from 11% to 35% proficient. Sunnymede Elementary school must align core math practices with best practice strategies to increase students' math scores and set them up for success in future learning while implementing Eureka Math with fidelity.

Sunnymede staff will need to simultaneously focus on literacy and math during PLC's to continue to make a positive impact on learning. The focus of the 2022-2023 PLC meetings will be implementing literacy and math curricula with fidelity, proficiency standards, mapping, learning targets, and rigorous CFA's. We will also focus on improving core instructional practices to decrease the number of students needing intervention and remediation. Teachers will learn from each other through classroom observations to continue to strengthen our culture, core instruction, and PLC learning.

REASONS TO CELEBRATE

Progression of PLC implementation - Identified Essential literacy and math standards at each grade level, All staff members are a part of the PLC process and are increasing engagement.

Grade level facilitation for PLC's

Grade level intervention times

Learning by Doing staff book study

Horizontal and Vertical collaboration

Reading Celebrations to promote students for reading on grade level

Math Celebrations to promote students for improving math basic facts

Sunny News Celebrations to promote students showing good choices and character

In person Family Nights promote how to carry on learning from school to home

Live school is a school wide reward system that all staff participate in to acknowledge kindness, perseverance, and leadership in our students

Celebrations of staff during Community Time meetings

Building capacity of teacher leaders to lead Community Time meetings

Assisting students with goal setting activities

Quarterly RTI process to identify and discuss with all stakeholders collaborating to define interventions and strategies to fill gaps in learning.

The following depicts percentage growth from September to May Istation scores:

*****Change is from September to May***

<i>Grade</i>	<i>Math Sept.</i>	<i>Math Jan.</i>	<i>Math May</i>	<i>Change for the year Sept. to May</i>
<i>Kinder</i>	38%	52%	69%	+31%
<i>1st</i>	33%	36%	62%	+29%
<i>2nd</i>	19%	20%	33%	+14%
<i>3rd</i>	18%	13%	21%	+3%
<i>4th</i>	19%	15%	16%	-3%
<i>5th</i>	11%	21%	35%	+24%

*****Change is from September to May***

<i>Grade</i>	<i>Reading Sept.</i>	<i>Reading Jan.</i>	<i>Reading May</i>	<i>Change for the year Sept. to May</i>
<i>Kinder</i>	15%	24%	40%	+25%
<i>1st</i>	13%	23%	33%	+20%
<i>2nd</i>	35%	45%	56%	+21%
<i>3rd</i>	42%	45%	45%	+3%
<i>4th</i>	42%	44%	47%	+5%
<i>5th</i>	50%	58%	67%	+17%

Sunnymede Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Sunnymede students will increase their ELA Composite score on the 2023 ACT Aspire assessment by 5% from the 2022 ACT Aspire assessment.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be a 5% increase on the September 2022 Istation test to the Apr/Mal 2023 Istation test.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>Teachers will implement RISE components and Benchmark Curriculum with fidelity Utilize PLC time to review data from Common Formative Assessments to provide Core intervention and remediation Students will be assigned to an Intervention group based on: K-2 screeners, Dyslexia screeners, and RISE assessments.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Increasing proficiency in ELA ACT Aspire scores will produce higher reading achievement. Student early acquisition of foundational reading skills is essential to continued academic success and success in society with daily needs.</p> <p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>

TIMELY: I will reach my goal by what date? Halfway date?	May 2023 December 2022
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GOAL 2

Write a SPECIFIC goal. Who/What/Where/How/When	Sunnymede students will increase their Math Composite score on the 2023 ACT Aspire assessment by 5% from the 2022 ACT Aspire assessment.
MEASURABLE: I know I have reached my goal when...	There will be a 5% increase on the September 2022 Istation test to the April/May 2023 Istation test.
ATTAINABLE: Item(s) I need to achieve this goal.	Teachers will implement best practices in Core math instruction with manipulatives Teachers will implement Eureka math curriculum with fidelity Utilize PLC time to review data from Common Formative Assessments to provide Core intervention and remediation Students will be assigned to an Intervention group based on IStation data
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	Increasing proficiency in Math ACT Aspire scores will produce better math foundational skills. Student early acquisition of foundational math skills is essential to continued academic success and success in society with daily needs. Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.

TIMELY:	May 2023
I will reach my goal by what date?	
Halfway date?	December 2022

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: Sunnymede students will increase their ELA Composite score on the 2023 ACT Aspire assessment by 5% from the 2022 ACT Aspire assessment.

Progress towards meeting Goal 1:

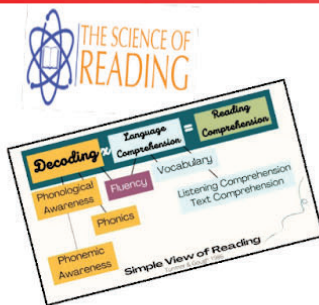
GOAL 2: Sunnymede students will increase their Math Composite score on the 2023 ACT Aspire assessment by 5% from the 2022 ACT Aspire assessment..

Progress towards meeting Goal 2:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS

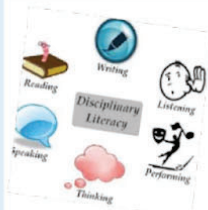


Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Topic	Trainer	Location	Time
Session 1	Introduction to RISE	Dr. [Name]	Room 101	8:00 AM - 12:00 PM
Session 2	Phonics and Decoding	Dr. [Name]	Room 101	1:00 PM - 4:00 PM
Session 3	Language Comprehension	Dr. [Name]	Room 101	8:00 AM - 12:00 PM
Session 4	Reading Comprehension	Dr. [Name]	Room 101	1:00 PM - 4:00 PM
Session 5	Phonics and Decoding	Dr. [Name]	Room 101	8:00 AM - 12:00 PM
Session 6	Language Comprehension	Dr. [Name]	Room 101	1:00 PM - 4:00 PM
Session 7	Reading Comprehension	Dr. [Name]	Room 101	8:00 AM - 12:00 PM
Session 8	Phonics and Decoding	Dr. [Name]	Room 101	1:00 PM - 4:00 PM
Session 9	Language Comprehension	Dr. [Name]	Room 101	8:00 AM - 12:00 PM
Session 10	Reading Comprehension	Dr. [Name]	Room 101	1:00 PM - 4:00 PM

DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



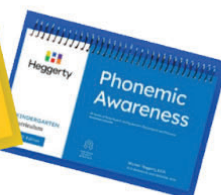
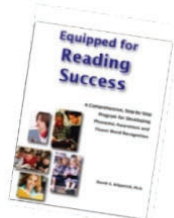
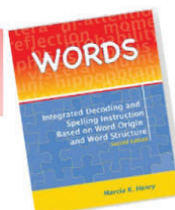
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: Sunnymede students will increase their ELA Composite score on the 2022 ACT
Aspire assessment by 5% from the 2021 ACT Aspire assessment.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN - due to not having the ACT Aspire results at this time
	REMOVED

GOAL 2: Sunnymede students will increase their Math Composite score on the 2022 ACT
Aspire assessment by 5% from the 2021 ACT Aspire assessment.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN - due to not having the ACT Aspire results at this time
	REMOVED

2022-2023
SUTTON ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Jamie Ann Hopton	Principal
Angelica Del Rio	Parent Representative
Fernando Legaria	Community Representative
Lana McLaughlin	K-5 Instructional Specialist
Debbie Miller	Dyslexia Interventionists
Kevin Kaelin	PE Teacher
Tracey Skaggs	Counselor
Teresa Rambo	4th grade Teacher
Jennifer Cagle	Kindergarten Teacher
Robert Watkins	5th grade Teacher
Cara Boyd	3rd grade Teacher
Jenna Thomas	1st grade Teacher
Lisa Coon	Process Coordinator
Carol Glover	Financial Secretary
Cecilia Carrillo	Paraprofessional
	2nd grade Teacher (TBD)

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

In reviewing our data as we are working toward increasing reading proficiency, we have noted that our vocabulary scores continue to stay low. Based on Istation data from 2021-2022, All grades but third were in Level 2 range for the majority of the year. Third grade was mostly in Level 3. While all grades have seen an upward trajectory based on Istation vocabulary results it has not been enough of a gain to move us into the higher levels of proficiency. We have been focusing on increasing our knowledge in literacy and math as we are implementing new curricular resources in both subject areas and will continue to do so. We will work on building vocabulary in all subject areas in 2022-2023. Mrs. Newhart will help us with identifying resources and specific strategies that can be used in all content areas to specifically address vocabulary instruction. We will monitor reading scores and vocabulary scores monthly next year.

Last year, we were able to have 96% of our families connected through Dojo. This year (21-22) we flux between 98 and 100%. Our May 16, 2022 report shows 99% of our families connected through Class Dojo. We want to make sure our 100% is consistently upheld, but with mobility we must continuously work on keeping this number up. Our families are getting more used to using ClassDojo as a two-way communication tool. We have 63% of our teachers who have utilized the Class Story feature to share ongoing learning with families, but we need to increase that percentage. We will set quarterly, or maybe monthly, goals to ensure all teachers are using the components to keep our families engaged throughout the school year. Our quarterly family events have gone well even though many had to be through a virtual format. We are looking forward to connecting with our families through interactive activities at least once a quarter next year.

REASONS TO CELEBRATE

*Our May 16, 2022 review of Class Dojo data shows we have 99% of our families connected. That's an increase of 4% since last year.

*When reviewing our end of year Lindamood Bell Testing results with our intervention team, we noted student growth in most of our students. We placed twenty students on the possible dismissal list, but will make final decisions once we have seen our ACT Aspire data on our upper elementary students.

*Our teachers have risen to the challenge of implementing a new Learning Management System (Schoology) in addition to two new core curriculum resources (Benchmark Literacy and Eureka Math). It has been a challenging year, but our teams are working on implementing these and continue to learn through implementation.

*We had great turnout for our family engagement events even though some had to be virtual. We were able to have special guests for our Kick off (1st quarter) event where we shared important information for our families on everything from how to sign up for ClassDojo to Resources used to help our students do better in Math/Literacy to resources available to families for planning better nutritional meals. Our 2nd quarter, we held a family reading event. For the 3rd quarter, we had a STEAM night and our families engaged in interactive activities for Science, Technology, Engineering, Arts, and Mathematics. Our most recent family event was our 4th quarter "FINISH STRONG NIGHT" and we were able to hold this in person on campus. Each grade level had interactive activities for families to help students push hard to finish the year strongly. We also had representatives from the Public Library helping students sign up for a library card, representatives from the Adult Education Center to show families what resources are available, and we shared information for helping children read and helping our 5th graders be more comfortable with transitioning to Middle School next year.

*We had a cafecito in February to help our families understand the ELPA 21 test and Imagine Learning resources available for our students who are learning English as their second language.

*Kindergarten and First Grade Math istation scores increased level 3-5 students by over 55% from September to May.

Sutton Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Sutton students will increase their reading scores on the 2023 ACT Aspire by 10% for the Ready/Proficient category and decrease the number of students scoring in need of support by 10%.</p> <p>Who: All staff through Professional Learning Community (PLC) teams</p> <p>What: Utilize Kagan Cooperative Learning Structures (Kagan) and data analysis to plan purposeful lessons to target student needs.</p> <p>Where: All classes, all grade levels</p> <p>How: Continuous training on district resources, PLCs, Kagan, and interventions.</p> <p>When: Ongoing</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>We will utilize Istation assessments to monitor progress toward this goal.</p> <p>We will know when we have met the goal when we have at least a 5% increase in Reading scores.</p> <p>K-2 (Assessments are September, January, and April)</p> <p>3-5 (Monthly ISIP reports are reviewed for Literacy)</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> * Students in the close and in need of support categories will be identified based on Spring 2022 data in the Fall of 2022. * We will use the monthly Istation assessments to monitor student progress, refocus intervention needs, and develop goals with students. * Training will continue through PLCs on reviewing data and utilizing that data to plan instruction. * Continuous training and implementation of Kagan Cooperative Learning Structures to increase student engagement in all curricular areas.

	* Goals will be set at the school, grade, and classroom level.
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	<p>This goal is a step toward our ultimate goal of ALL students learning at high levels. Improving student achievement and engagement are necessities and high priorities. When students are engaged and able to perform at grade level and beyond, they are able to be successful not only at school, but in life.</p> <p>2023 Goal: Instruction: Each student will have high-quality instruction that targets their identified individual needs from PK through graduation.</p>
TIMELY: I will reach my goal by what date? Halfway date?	<p>We hope to achieve this step by May 2023. We will then reassess and make our next goal to continuously reach higher and higher.</p> <p>Target Date: May 2023 (ACT Aspire Assessments)</p> <p>Halfway Date: December 2022 (Istation Assessments)</p>

GOAL 2

Write a SPECIFIC goal. Who/What/Where/How/When	<p>Improve parent involvement by having 100% of our families connected through Class Dojo and providing authentic, relevant, opportunities for two-way home/school communication and hands-on ways to support their child's academic, emotional, and physical well being during the 2022-2023 school year.</p> <p>Who: All families, all staff What: Events and Two-Way communication methods to increase parent involvement Where: At school and Online options How: Through physical and virtual avenues When: Ongoing throughout the school year, not just Parent/Teacher conferences.</p>
MEASURABLE: I know I have reached my goal when...	<p>There are multiple ways to document this goal (Physical sign in sheets for events held at school, logs through agendas/folders, class dojo, surveys, etc.)</p> <p>As a school team, we will know when we have met our goal when we have 100% of our families connected through Class Dojo and</p>

	improved participation in school events and parent opportunities throughout the school year.
ATTAINABLE: Item(s) I need to achieve this goal.	<p>*Start up front with training parents/guardians on how to sign up for Class Dojo and make sure they are aware of all the methods of communication (folders, agendas, dojo, email, planning hours, etc.).</p> <p>*Plan out the school year events ahead of time to share with families at the onset of the school year. We will plan at least an event each quarter to connect and engage with our families.</p> <p>*Document events throughout the year.</p> <p>*Gather information from families to continue to improve and meet our families' needs.</p>
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	<p>Having parents working with educators creates a solid learning environment that focuses on the needs of all students and all families. When families are involved in the education process, our students will be more successful.</p> <p>Vision 2023 Goal: Learning Environment: Each student will have instructionally supportive learning environments that are safe, nurturing, and welcoming.</p>
TIMELY: I will reach my goal by what date? Halfway date?	<p>This is an ongoing goal. We will document all activities, outreach opportunities, and communication outlets.</p> <p>Target Date: May 2023</p> <p>Halfway Date: End of First Semester, December 2022</p>

GOAL 3

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Increase vocabulary understanding in all content areas</p> <p>Who: All staff through PLC teams with the assistance of Mrs. Newhart (Literacy Coordinator)</p> <p>What: Increase vocabulary knowledge and understanding across all content areas.</p> <p>Where: All grades, all classes</p> <p>How: By focusing on specific strategies for teaching and understanding vocabulary across the content areas.</p> <p>When: Ongoing</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>We will know we have met our goal when students are able to move students out of the red and yellow (levels 1 and 2) in Istation for vocabulary and move them into the higher green levels (3,4,5).</p> <p>We can utilize monthly Istation scores to monitor vocabulary level on the monthly assessments.</p> <p>Each grade level will be able to monitor usage of new vocabulary within the content areas through reading, writing, and content area common formative assessments (CFAs).</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>*Training for all teams on specific vocabulary strategies</p> <p>*Work with Mrs. Newhart to continue our efforts throughout the school year.</p> <p>* Utilize the district resources for vocabulary instruction and comprehension.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Vocabulary is a key component for language comprehension that is needed in order for students to comprehend what they are reading. By helping our students understand key vocabulary in all content areas, our students will be better prepared to understand reading in content of all subject areas as well.</p> <p>Vision 2023 Goal: Instruction: Each student will have high-quality instruction that targets their identified individual needs from PK through graduation.</p>

TIMELY:	This is an important skill for all grade levels.
I will reach my goal by what date?	End Date: May 2023
Halfway date?	Halfway Date: December 2022

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: Sutton students will increase their reading scores on the 2023 ACT Aspire by 10% for the Ready/Proficient category and decrease the number of students scoring in need of support by 10%.

Progress towards meeting Goal 1:

GOAL 2: Improve parent involvement by having 100% of our families connected through Class Dojo and providing authentic, relevant, opportunities for two-way home/school communication and hands-on ways to support their child's academic, emotional, and physical well being during the 2022-2023 school year.

Progress towards meeting Goal 2:

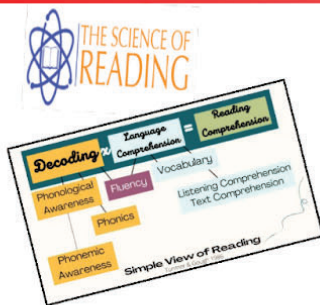
GOAL 3: Increase vocabulary understanding in all content areas

Progress towards meeting Goal 3:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Topic	Trainer	Location	Time
Session 1	Introduction to RISE	Dr. [Name]	Fort Smith	8:00 AM - 12:00 PM
Session 2	Phonics and Phonological Awareness	Dr. [Name]	Fort Smith	1:00 PM - 4:00 PM
Session 3	Reading Comprehension	Dr. [Name]	Fort Smith	8:00 AM - 12:00 PM
Session 4	Language Comprehension	Dr. [Name]	Fort Smith	1:00 PM - 4:00 PM
Session 5	Fluency	Dr. [Name]	Fort Smith	8:00 AM - 12:00 PM
Session 6	Vocabulary	Dr. [Name]	Fort Smith	1:00 PM - 4:00 PM

DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



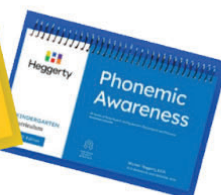
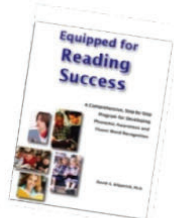
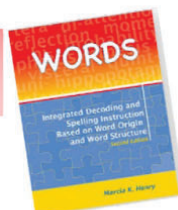
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: Increase literacy, math, and science proficiency by at least 5% on the Istation (K-2
Literacy/Math) and ACT Aspire Summative (3-6 Literacy/Math/Science) by April/May 2022..

Who: All staff through PLC teams

What: Utilize Kagan Cooperative Learning Structures and data analysis to plan purposeful
lessons to target student needs.

Where: All classes, all grade levels

How: Continuous training on district resources, PLCs, Kagan, and interventions.

When: Ongoing

	MET
X	NOT MET
	CONTINUED IN 2022-2023 PLAN
X	REMOVED

DESCRIPTION:

We are waiting on ACT Aspire scores to determine if we met this goal based on ACT
Aspire data. Based on our Istation scores we have not met this goal.

We are removing this specific goal, but will not be removing the focus on improving
these core academic areas. We will focus more specifically on vocabulary instruction in
all content areas and on improving reading levels specifically to align with our district
reading initiative. We will have two academic goals for the coming year: Improving

Reading Scores and Improving vocabulary comprehension/understanding across all content areas. Kindergarten has moved from 11 students in level 3-5 in September to 30 in May. First grade has moved from 20 students in level 3-5 in September to 21 students in May. Second grade has gone from 28 students in level 3-5 in September to 29 students in May. Third grade has gone from 21 students in level 3-5 in September to 29 students in May. Fourth grade has gone from 23 students in level 3-5 in September to 24 students in May. Fifth grade students have gone from 26 in level 3-5 in September to 37 in May.

Istation Math Scores

Kindergarten: Kindergarten moved from 31 students in level 3-5 in September to 54 in May.

First Grade: First grade has moved from 20 students in level 3-5 in September to 37 in May.

Second Grade: Second grade started with 64 students in levels 1 and 2 in September and reduced this number to 45 in May.

Third Grade: Third grade had 31 students in levels 1 and 2 in September and increased this number to 61 in May. The number of students in levels 3-5 stayed the same all year at 6.

Fourth Grade: Fourth grade had 48 students in levels 1 and 2 in September and increased this number to 55 in May. Levels 3-5 decreased from 14 in September to 10 in May.

Fifth Grade: Fifth grade increased the number of students in levels 3-5 from 1 in September to 7 in May. The number of students in levels 1 and 2 in September increased from 37 to 59 in May.

GOAL 2: Improve parent involvement by having 100% of our families connected through Class Dojo and providing authentic, relevant, opportunities for two-way home/school communication and hands-on ways to support their child's academic, emotional, and physical well being during the 2021-2022 school year.

Who: All families, all staff

What: Events and Two-Way communication methods to increase parent involvement

Where: At school and Online options

How: Through physical and virtual avenues

When: Ongoing throughout the school year, not just P/T conferences.

	MET
X	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

We are continuing to work toward having 100% family connection through Class Dojo. With mobility, we continuously work on this goal as we can have 100% one day, but then have students move out or in, that changes our percentage until we can get families connected again. 99% of our families are connected through Class Dojo this year. That is a 3% increase from last year. Our overall average class percentage is 95-96% with a range from 80%-100% for each classroom.

Our teachers/parents utilized the messenger feature to communicate between home and school in a safe message format with translation options. However, only 63% of our teachers utilize the Class Story feature to share the learning throughout the school year. We want to increase this percentage next year. We will set goals for each quarter or maybe for each month beginning in the fall when we return for the coming school year.

GOAL 3: Reduce the number of chronic absentees and excessive discipline referrals by at least 10% by the end of May 2022.

Who: All staff will be involved in the process.

What: Reduce the number of students on the chronic absentee list and excessive referrals list.

Where: All grades, all classes

How: By focusing on the causes and creating goals for improvement.

When: During the 2021-2022 school year.

	MET
X	NOT MET
	CONTINUED IN 2022-2023 PLAN
X	REMOVED

DESCRIPTION:

Our Office Discipline Referrals (ODR's) for year 21-22 are down to 244 compared to the previous year of 297, an 8% decrease. Our highest number of referrals come from our 3rd and 5th grade classes. Of these classes the majority come out of our Opportunity Center (OC) classes and are from the same 2 or 3 students. This accounts for 53% of our 3rd grade ODR's.

Although we are removing this goal from our School Improvement Plan, we will not remove our focus on reducing the number of referrals or improving attendance. We focused on reducing chronic absenteeism by having our support team designate students who were on the at risk list to check in regularly. We will continue to identify students with excessive referrals and absences to plan supports to help reduce those areas as needed.



2022-2023
TILLES ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Sonia Guerrero	Principal
Jimmy Cook	Assistant Principal
Rachel Adams	Parent
Jennifer Caldwell	Community Member
Laura Carter	Counselor
Christen Wakefield	Second Grade Teacher
Charles Williams	Dyslexia Interventionist
Shawn Stobaugh	K-5 Instructional Specialist
Kate Ray	Media Specialist

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

The enrollment of 329 students at Tilles is a mix of approximately 51% Hispanic/Latin; 14% African American; 24% White; 2% Asian; and 9% other. More than half of the students (153) speak primarily Spanish at home, and 110 of the students are learning English as a second language.

Based upon the most recent ESSA Index score, all students except the white subgroup declined in performance. However, the school growth score of 83.57 exceeded the state growth score of 80.26. While our students are showing growth, performance is the area of focus. African American, Hispanic and English Learner subgroups showed the most decline in performance.

In literacy, Istation shows 69% of our K-2 students are scoring level 2 or below. Istation also shows that in 3-5 grades, 47% of our students are at a level 2 or below in literacy.

We will continue to focus on students in need of support & identify students' specific needs. We will collaboratively provide interventions to help the student grow. Students will receive targeted interventions.

REASONS TO CELEBRATE

- As a campus we are moving forward with the PLC Process. For the 2021-2022 school year we established team time and talked instruction. For the coming year we will continue to discuss instruction but now add the layer of assessment data
- We have a Guiding Coalition that is helping to make decisions for the Campus. The GCT will as a collective team develop a goal for academic achievement.
- Teachers are taking initiatives to begin programs that focus on Literacy and family engagement.

Tilles Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>K-2 students that were identified as Level 2 or below (69%) in Literacy will decrease by 5% to 64% by the end of 2022-2023.</p> <p>3-5 students that were identified as Level 2 or below (54%) in Literacy will decrease by 5% to 50% by the end of the 2022-2023.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>As a campus we will have attained our goal when level 2 or below student numbers have decreased by 5% on the Istation ISIP Reading Assessment that is administered to the students in April of 2023.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>1)Identify Level 1 & 2 students. 2)Build Intervention Time into the schedule 3)Students will be assigned to an Intervention group; based on essential skills needed by student (targeted intervention) 3)Results of progress monitoring will be collected monthly and reviewed collaboratively in PLCs 4)Modifications of intervention groupings will be made as deemed necessary based upon students needs - groups will be fluid 5)Students will be assessed through the Istation, monthly to monitor progress.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Student acquisition of foundational reading skills is essential to continued academic success.</p>

TIMELY:	Goal will be reached by May 2023.
I will reach my goal by what date?	Progress towards meeting each goal will be reviewed by the Collaborative Teams every month and shared with the GCT.
Halfway date?	

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: K-2 students that were identified as Level 2 or below (69%) in Literacy will decrease by 5% to 64% by the end of 2022-2023.

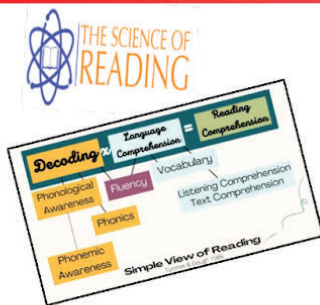
3-5 students that were identified as Level 2 or below (54%) in Literacy will decrease by 5% to 50% by the end of the 2022-2023.

Progress towards meeting Goal 1:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Topic	Trainer	Location
August 1st (Monday) 8:00am-12:00pm	Session 1: Introduction to RISE	Tracy Boudreau	Tracy Boudreau
August 2nd (Tuesday) 8:00am-12:00pm	Session 2: Phonics	Tracy Boudreau	Tracy Boudreau
August 3rd (Wednesday) 8:00am-12:00pm	Session 3: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 4th (Thursday) 8:00am-12:00pm	Session 4: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 5th (Friday) 8:00am-12:00pm	Session 5: Phonics	Tracy Boudreau	Tracy Boudreau
August 6th (Saturday) 8:00am-12:00pm	Session 6: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 7th (Sunday) 8:00am-12:00pm	Session 7: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 8th (Monday) 8:00am-12:00pm	Session 8: Phonics	Tracy Boudreau	Tracy Boudreau
August 9th (Tuesday) 8:00am-12:00pm	Session 9: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 10th (Wednesday) 8:00am-12:00pm	Session 10: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 11th (Thursday) 8:00am-12:00pm	Session 11: Phonics	Tracy Boudreau	Tracy Boudreau
August 12th (Friday) 8:00am-12:00pm	Session 12: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 13th (Saturday) 8:00am-12:00pm	Session 13: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 14th (Sunday) 8:00am-12:00pm	Session 14: Phonics	Tracy Boudreau	Tracy Boudreau
August 15th (Monday) 8:00am-12:00pm	Session 15: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 16th (Tuesday) 8:00am-12:00pm	Session 16: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 17th (Wednesday) 8:00am-12:00pm	Session 17: Phonics	Tracy Boudreau	Tracy Boudreau
August 18th (Thursday) 8:00am-12:00pm	Session 18: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 19th (Friday) 8:00am-12:00pm	Session 19: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 20th (Saturday) 8:00am-12:00pm	Session 20: Phonics	Tracy Boudreau	Tracy Boudreau
August 21st (Sunday) 8:00am-12:00pm	Session 21: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 22nd (Monday) 8:00am-12:00pm	Session 22: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 23rd (Tuesday) 8:00am-12:00pm	Session 23: Phonics	Tracy Boudreau	Tracy Boudreau
August 24th (Wednesday) 8:00am-12:00pm	Session 24: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 25th (Thursday) 8:00am-12:00pm	Session 25: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 26th (Friday) 8:00am-12:00pm	Session 26: Phonics	Tracy Boudreau	Tracy Boudreau
August 27th (Saturday) 8:00am-12:00pm	Session 27: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 28th (Sunday) 8:00am-12:00pm	Session 28: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 29th (Monday) 8:00am-12:00pm	Session 29: Phonics	Tracy Boudreau	Tracy Boudreau
August 30th (Tuesday) 8:00am-12:00pm	Session 30: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 31st (Wednesday) 8:00am-12:00pm	Session 31: Language Comprehension	Tracy Boudreau	Tracy Boudreau

DISTRICT CURRICULUM



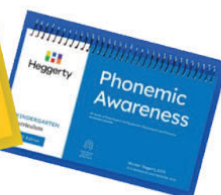
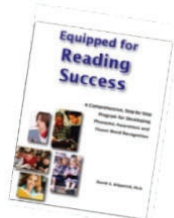
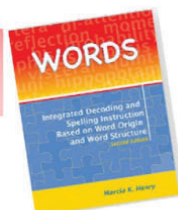
Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.

Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.

Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1:

K-2 students that were identified as Level 2 or below (64%) in Literacy will decrease by 5% by
the end of 2021-2022.

3-5 students that were identified as Level 2 or below (47%) in Literacy will decrease by 5% by
the end of the 2021-2022.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION: We did not meet our campus goal. We will continue to work
towards this goal.



2022-2023
TRUSTY ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Shantelle Edwards	Principal
Robyn Bates	5th Math/Science Teacher, Coalition Member
Joseph Cope	5th Literacy/Social Studies Teacher
Elizabeth Noess	3rd Grade Teacher
Ashley Rolan	3rd Grade Teacher
Jordan Kelley	Kindergarten Teacher, Coalition Member
Tari Ward	2nd Grade Teacher
Jennifer Jones	1st Grade Teacher, Coalition Member
Kathleen Weidman	Dyslexia Interventionist
Lazara Williams	Instructional Specialist, Coalition Member
Joni Young	Resource Teacher, Coalition Member
Matthew Richardson	Speech Teacher

Nancy Gallo	ELL Paraprofessional, Coalition Member
Earnest “Trey” Neal	Interventionist Paraprofessional
Caitlin Alewine	Counselor, Coalition Member
Jana Phelan	Media Specialist, Coalition Member
Kacee Kareus	Assistant Principal, Coalition Member
Lisa Hansen	Secretary
Stephanie Garcia	Secretary
Lydia Holloway	ArcBest Corporation, Partner in Education
Kay Clay	ArcBest Corporation, Partner in Education
Ashley West	ArcBest Corporation, Partner in Education
Lazara Williams	Parent, Coalition Member
Debra Ellison	K-5 Math Coordinator
Tracy Newhart	K-6 Literacy Coordinator
Laurie Baldrige	Science Coordinator
TO BE DETERMINED	ELL Coordinator
Cathey Ford	Dyslexia Coordinator

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

*Various information gathering devices were used: individual staff discussions (April 2022), Guiding Coalition Meeting (05.09.22), DOJO Parent Messaging (05.03.22), and community partner communications (various). Our biggest needs are to increase Math & Literacy scores. We have decided to continue working on those goals, and keep our behavior/management goal, due to our new implementation of Capturing Kids' Hearts.

*Our demographics this year include: 56% Hispanic, 17% Black, & 15% White, with a small mix of other groups; 13% Special Education; 1% with a 504; 93% free and reduced; 3% homeless; and 43% ELL.

*Disciplinary data shows a decrease in office referrals and suspensions. Our 3-year average per quarter, before beginning implementation of Capturing Kids' Hearts (Fall 2022) is 94 referrals per quarter. This year, we had per quarter: 12 (1st quarter); 31 (2nd quarter); and 23 (3rd quarter). Our suspensions have been as follows per quarter: 1 (1st quarter); 4 (2nd quarter); and 5 (3rd quarter). Our average referrals per quarter are 22 (down from 39) and suspensions average 4 per quarter (down from 6).

*A review of attendance data shows that rates are much lower than our "pre-COVID" percentages. Our "typical (pre-COVID)" attendance rate is between 94%-95%. However, last year, it was approximately 90%. This year, as of May 3, the rate is 84%, with quarter percentages as follows: 85% (1st quarter), 78% (2nd quarter), 74% (3rd quarter), and currently 76% (4th quarter to date). This has been a major factor in providing consistent education.

*Academic data (Istation scores) from this year shows the following proficiency rates:

Reading	K	1	2	3	4	5
August	14	31	46	42	57	53
April	57	45	59	55	49	52
Average increase +12%	+43%	+14%	+13%	+13%	-8%	-1%

Math	K	1	2	3	4	5
August	25	26	19	32	41	9
April	74	74	41	23	23	14
Average increase +16%	+49%	+48%	+22%	-9%	-18%	+5%

***Our goals of increasing proficiency rates on Istation by 4% in both Literacy and Math were met. However, with that said, we should continue both goals into next year, as some grades did not meet their expected goals. Specifically, grades 4 and 5 did not meet their goals in Literacy; and grades 3 and 4 did not meet their goals in Math.**

REASONS TO CELEBRATE

- We are continuing on our PLC journey this year. Every grade level has unpacked their standards for both Math and Literacy. The next step of our journey will be for us to create CFAs and CSAs for our standards and use that data to make instructional adjustments. Some teams are already there; and are using their data to pull small groups on a daily basis.
- Almost all K-2 teachers have been observed and confirmed on all RISE Look Fors, except for individual centers, which they are working on next. In grades 3-5, many teachers had successful observations focusing on certain RISE Look Fors and are continuing to incorporate other Look Fors. Teachers are continuing to work on incorporating specific vocabulary lessons into their instruction, and many 3-5 teachers are incorporating a morphology focus into their lessons, as well.
- Teachers have worked diligently to learn more about CFAs and RISE implementation.
- Teachers are working together in teams to learn more about the new curriculum, focusing on essential standards, looking at instructional materials, and making decisions based on data.
- We have been implementing new learning about Capturing Kids Hearts; and we have been told by our coach, Lisa Drake that we are above normal implementation, even for current "Showcase Schools".
- We met our behavior/classroom management goal of a decrease from 94 referrals per quarter. Our quarterly referral totals were: 12 (1st quarter), 31 (2nd quarter), and 23 (3rd quarter). The average was 22 per quarter. Our total for the first three quarters combined was 66 referrals (117 last year at this time)!
- Grades K, 1, 2, 3 have seen good increases in the percentage of students in Tier I for Literacy from August to April: Kindergarten increased 43%; 1st grade increased 14%; and both grades 2nd and 3rd increased 13% in their proficiency rates.
- Grades K, 1, 2, and 5 have seen good increases in the percentage of students in Tier I for Math from August to April: Kindergarten increased 49%; 1st grade increased 48%; 2nd grade increased 22%, and 5th grade 5%.

Trusty Elementary

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1 BEHAVIOR/CLASSROOM MANAGEMENT

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Increased (and maintenance) use of classroom and behavior management strategies will result in fewer discipline referrals than the pre-implementation of Capturing Kids' Hearts 3-year average of 94 per quarter.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Discipline referrals will be monitored per quarter, based on the target of less than 94, for an overall average of less than 94 for the 2022-2023 school year.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>Staff members will continue to receive professional development on topics related to behavior and classroom management strategies, including "Capturing Kids' Hearts" PD. Since this will be our 2nd year to implement CKH, we will need all new staff trained in the program, and review training for staff who have received initial training. We are going to work on a long-term implementation plan for this year for program implementation, and a schoolwide consistency plan (including a plan for consistent points, interventions, consequences, rubrics for specialty, etc.) Classrooms will receive implementation checklists for reminders of program components. New staff will be assigned a CKH partner. Process Champions will conduct implementation observations and gather feedback data on implementation progress. Parents will be involved through a communication platform (ex: DOJO) that will allow them to see positive reinforcement and comments on behavior. Students with excessive office referrals will receive interventions from the counselor, which may be Tier II or Tier III, depending on their behavior frequency and intensity.</p>

RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	<p>The goal is relevant because behavior issues disrupt the instructional environment for both individuals and the class. The majority of our students enter our school with a lot of emotional issues and traumas every year. However, the pandemic and loss of regular instruction along with instability has been another obstacle for our students the past couple of years.</p> <p>It relates to the Wellness Strategy in Vision 2023, which says, "Develop and train empathetic and nurturing employees to be sensitive and supportive of the needs of all children and families."</p>
TIMELY: I will reach my goal by what date? Halfway date?	<p>Our goal will be met by May 2023.</p> <p>Our progress will be measured quarterly, including at semester, December 2022.</p>

GOAL 2 LITERACY ACHIEVEMENT

Write a SPECIFIC goal. Who/What/Where/How/When	<p>The proficiency rate of K-2 and 3-5 students will increase their Literacy achievement by 8%, as measured by Istation scores (K-5) and ACT Aspire Summative scores (3-5).</p>
MEASURABLE: I know I have reached my goal when...	<p>Istation scores for all grades will result in an 8% increase in the proficiency rate of students in the highest tier, Tier I, Levels 3, 4 & 5. ACT Aspire Summative scores for 3-5 will also result in an increase in the number of students Proficient or above. Teachers will monitor progress more frequently using CFAs.</p>
ATTAINABLE: Item(s) I need to achieve this goal.	<p>*Grade level teams will create pacing guides complete with unit plans, CFAs, CSAs, and monitoring dates for essential standards.</p> <p>*Professional Growth Plans for all certified staff will focus on PLC implementation.</p> <p>*Teachers will implement our new RISE-correlated curriculum, Benchmark Literacy as their Core Reading program.</p> <p>*Teachers will receive coaching and/or training to implement small group reading effectively.</p> <p>*Teachers will be provided with professional development on topics to strengthen their knowledge of Literacy strategies, to include: PLC time, RISE, etc.</p>

	<p>*Teachers will work with grade level partners to review data from Common Assessments and make instructional adjustments.</p> <p>*Teachers will use a variety of strategies to help strengthen parent engagement and support their use of print and online resources to strengthen their ability to provide support at home. Lower grade teachers will use online and print resources to send decodable and other appropriate texts home for practice at least once a week.</p> <p>*For upper grades, we will read a book together and incorporate activities to hopefully increase student interest in reading.</p> <p>*To further support EL students, as well as all students, Imagine Learning will be used.</p> <p>*All classrooms will implement vocabulary and morphology focused instruction.</p> <p>*Instructional Specialists will provide targeted assistance to groups or individuals.</p> <p>*All teachers will be expected to implement beginning of the year assessments, as well as daily on-going checks and use that data to pull groups based on needs.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Students need Literacy skills for survival and to support success in other academic areas. Our students, from poverty and EL learners, come to us with gaps in these areas.</p> <p>It relates to the Vision 2023 Instructional Strategy, “Design, develop, and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student’s unique needs and aspirations.”</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Our goal will be met by May 2023.</p> <p>Our progress will be measured at the beginning, middle, and end of the year by IStation, as well as end-of-year ACT Aspire Summatives.</p>

GOAL 3 MATHEMATICS ACHIEVEMENT

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>The proficiency rate of K-2 and 3-5 students will increase their Mathematics achievement by 8%, as measured by Istation scores (K-5) and ACT Aspire Summative scores (3-5).</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Istation scores for all grades will result in an 8% increase in the proficiency rate of students in the highest tier, Tier I, Levels 3, 4 & 5. ACT Aspire Summative scores for 3-5 will also result in an increase in the number of students Proficient or above. Teachers will monitor progress more frequently using CFAs.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> *Grade level teams will create pacing guides complete with unit plans, CFAs, CSAs, and monitoring dates for essential standards. *Professional Growth Plans for all certified staff will focus on PLC implementation. *Teachers will implement our new Mathematics curriculum, Eureka Math and Zearn (online), as their Mathematics program. *Teachers will be provided with professional development on topics to strengthen their knowledge of Math strategies, to include: PLC time. *Teachers will work with grade level partners to review data from Common Assessments and make instructional adjustments. *Teachers will use a variety of strategies to help strengthen parent engagement and support their use of print and online resources to strengthen their ability to provide support at home. *To further support EL students, as well as all students, Imagine Learning will be used. *All classrooms will implement vocabulary and morphology focused instruction, even non-Literacy subjects. *Instructional Specialists will provide targeted assistance to groups or individuals. *All teachers will be expected to implement beginning of the year assessments, as well as daily on-going checks and use that data to pull groups based on needs. *Math intervention time will be implemented in each classroom. *Previous grade review will be spiraled through as bellwork. *IStation type sample questions will be used as exit tickets.

<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Students need Mathematics skills for survival and to support success in other academic areas. Our students, from poverty and EL learners, come to us with gaps in these areas. It relates to the Vision 2023 Instructional Strategy, “Design, develop, and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student’s unique needs and aspirations.”</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Our goal will be met by May 2023.</p> <p>Our progress will be measured at the beginning, middle, and end of the year by IStation, as well as end-of-year ACT Aspire Summatives.</p>

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: Increased use of classroom and behavior management strategies will result in fewer discipline referrals than the pre-implementation of Capturing Kids' Hearts 3-year average of 94 per quarter.

Progress towards Goal 1:

GOAL 2: The proficiency rate of K-2 and 3-5 students will increase their Literacy achievement by 8%, as measured by Istation scores (K-5) and ACT Aspire Summative scores (3-5).

Progress towards Goal 2:

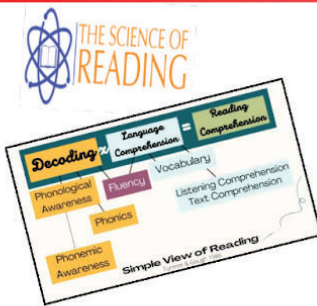
GOAL 3: The proficiency rate of K-2 and 3-5 students will increase their Mathematics achievement by 8%, as measured by Istation scores (K-5) and ACT Aspire Summative scores (3-5).

Progress towards Goal 3:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



R-I-S-E

Teacher	Classroom	Grade	Location	Notes
John C. Foster	1000	1	John C. Foster	Typical
John C. Foster	1001	1	John C. Foster	Typical
John C. Foster	1002	1	John C. Foster	Typical
John C. Foster	1003	1	John C. Foster	Typical
John C. Foster	1004	1	John C. Foster	Typical
John C. Foster	1005	1	John C. Foster	Typical
John C. Foster	1006	1	John C. Foster	Typical
John C. Foster	1007	1	John C. Foster	Typical
John C. Foster	1008	1	John C. Foster	Typical
John C. Foster	1009	1	John C. Foster	Typical
John C. Foster	1010	1	John C. Foster	Typical

DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



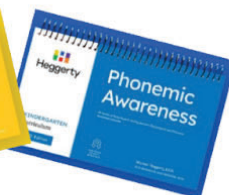
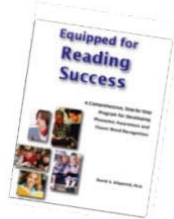
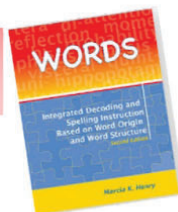
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

**(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)**

**Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.**

GOAL 1:

Increased use of classroom and behavior management strategies will result in fewer discipline referrals than the 3-year average of 94 per quarter.

X	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

We met the standard of less than 94 referrals per quarter in each quarter of this year (12 -1st, 31 -2nd, & 23 -3rd). Since this is our first year of Capturing Kids Hearts implementation; and next year we will have several new staff due to “beginning merge” stage, we would like to continue this goal.

GOAL 2:

The number of K-2 and 3-5 students will increase their Literacy achievement by 4%, as measured by Istation scores (K-5) and ACT Aspire Summative scores (3-5).

X	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

Our average proficiency increase was 12%, above the 4% increase expectancy. However, most, but not all grade levels increased in their proficiency rates. So, we would like to continue this goal again next year.

GOAL 3:

The number of K-2 and 3-5 students will increase their Mathematics achievement by 4%, as measured by Istation scores (K-5) and ACT Aspire Summative scores (3-5).

X	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:

Our average proficiency increase was 16%, above the 4% increase expectancy. However, most, but not all grade levels increased in their proficiency rates. So, we would like to continue this goal again next year.



2022-2023
WOODS ELEMENTARY
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Sharla Whitson	Principal
Miranda Watson	Assistant Principal
Jeff Judkins	5th Grade Teacher
Karen Mills	3rd Grade Teacher
Shawna Morganflash	2nd Grade Teacher
Alex Pillar	1st Grade Teacher
Patti Hill	Music Teacher
Deidra Barnes	Parent
TO BE DETERMINED	Community Member
Cindy Barker	TBA
Leslie Sharp	K-5 Instructional Specialist

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

Data from Istation and ACT Aspire was reviewed, as well as demographic information. Woods earned a 77.7 on the 18-19 ESSA (Every Student Succeeds Act) School Index. This is a rating of a B for the Arkansas Public School Ratings missing an A by 1.56%. Woods scored a 77.11 on the Value Added Growth Report which determines that we had lower growth than expected. We continue to have high achievement but the three year trend shows a decrease in the ESSA Score annually since 2017. All subgroups at Woods scored higher than the state average on the ESSA School Index. We are identified as a Title I School district in which 43% of our students are considered economically disadvantaged.

According to the 18-19 ACT Aspire reading scores, 57% of 3rd-6th grade students scored ready or exceeding. This percentage is considered an identified need for improvement since 43% of our students are not ready or exceeding according to the ACT Aspire results. According to the March 2020 Istation Reading scores 75% of our K-2nd graders scored either a 3, 4, or 5. Again, this is considered an identified need for improvement since 25% of our students are not showing achievement in reading.

The last quarter of the 2019-2020 school year was completed online due to the Coronavirus pandemic. 100% of our students were contacted during this time; however, approximately only 50% of the students in K-6th grades completed all of the assignments during this time frame. Ensuring students are supported while learning online is an identified need for improvement as well.

ACT Aspire testing was conducted during the week of April 26, 2021 - April 30, 2021.

2022 UPDATE:

According to the 20-21 ACT Aspire reading scores, 56% of 3rd-6th grade students scored ready or exceeding. This percentage is considered an identified need for improvement since 44% of our students are not ready or exceeding according to the ACT Aspire results. According to the January 2021 Istation Reading scores 67% of our K-2nd graders scored either a 3, 4, or 5. Again, this is considered an identified need for improvement since 33% of our students are not showing achievement in reading.

REASONS TO CELEBRATE

Woods earned the National Blue Ribbon School Award in 2017.

We conducted a school wide book study using the book "The One and Only Ivan". The book study was designed as a parent involvement activity but expanded into a complete community project. Each student was given a book and their teachers created home activities for the students to work on with their parents that utilized core literacy standards. Staff, community members, and board members created videos reading parts of the book for students and with the publisher's permission we created an interactive online facebook page dedicated to this project.

Our art teacher, Mrs. Stacy Bates and music teacher Mrs. Hill were able to continue the Patriot of the Month tradition through the creation of online videos recognizing our "Patriots of Month".

6th grade English scores on the ACT Aspire in 2019 were among the highest in the district with 93% of students scoring ready or exceeding.

6th grade Math scores on the ACT Aspire in 2019 were among the highest in the district with 82% of students scoring ready or exceeding.

In April 2019 91% of K-2nd graders scored Tier 1 (when this tier was highest) in Math Istation.

In April 2019 85% of K-2nd graders scored Tier 1 (when this tier was highest) in Reading Istation.

2022 UPDATE:

Arkansas School Recognition Award Winners for top 5% performance in 2021 ACT testing
2022 Best of the Best in Fort Smith Metro Area

Woods Elementary

2021-2022 ACT Aspire % Exceeding/Ready

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>The percentage of 3rd-5th graders at Woods who score ready or exceeding on the ACT Aspire reading assessment will increase by 5% on the May 2023 assessment.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be a 5% increase from the May 2021 ACT Aspire Reading Assessment to the May 2022 ACT Aspire Reading Assessment</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>1) In Need of Support and Close students will be identified.</p> <p>2) The Diagnostic Decision Tree for Reading (RISE-Day 6) will be used to identify interventions needed.</p> <p>3) Teachers (and teams) will also use CFAs, CSAs, monthly Istation assessments, ACT Aspire Classroom Assessments, and ACT Aspire interim assessments to help diagnose specific skills students are not mastering. .</p> <p>4) Students will receive Intervention by classroom teachers, Title I Elementary Specialists, Title I Elementary Para and Dyslexia Interventionists on specific skills.</p> <p>5) Results of progress monitoring will be collected monthly and reviewed collaboratively with classroom teachers and the</p>

	<p>instructional team of each student. .</p> <p>6) Modifications in intervention will be made as deemed necessary based upon student needs.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p> <p>Result Statement 3: Ensure all students have access to specific accelerations to achieve grade-level standards and beyond.</p> <p>Result Statement 7: Ensure students receive instructional support using Response to Intervention (RTI) and/or supplemental services.</p> <p>“The 4th grade is the watershed year. We can predict that if a child is not reading proficiently in the 4th grade, he or she will have approximately a 78% chance of not catching up. $\frac{2}{3}$ of students who cannot read proficiently by the end of the 4th grade will end up in jail or on welfare.”</p> <p>https://www.begintoread.com/research/literacystatistics.html</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal will be reached by May 2023.</p> <p>Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.</p>

GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>The percentage of K-2nd graders at Woods who score a 3, 4, or 5 on the Istation reading assessment will increase from 75% to 80% on the April 2023 assessment.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be a 5% increase from the March 2021 Istation Reading Assessment to the April 2022 Istation Reading Assessment.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> 1.) Students who scored a 1 or 2 on the Istation Reading in March 2020 will be identified. 2.) The Diagnostic Decision Tree for Reading (RISE-Day 6) will be used to identify interventions needed. 3.) Teachers (and teams) will use CFAs, CSAs, and monthly Istation assessments to diagnose specific skills students are not mastering. 4.) Students will receive Intervention by classroom teachers, Title I Elementary Specialists, Title I Elementary Para and Dyslexia Interventionists on specific literacy skills. 5.) Results of progress monitoring will be collected monthly and reviewed collaboratively with classroom teachers and the instructional team of each student. . 6.) Modifications in intervention will be made as deemed necessary based upon student needs.
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p> <p>Result Statement 7: Ensure students receive instructional support using Response to Intervention (RTI) and/or supplemental services.</p> <p>Response to intervention (RTI) is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent</p>

	progress measurement. According to John Hattie's work, RTI has a 1.25 influence on student achievement
TIMELY: I will reach my goal by what date? Halfway date?	Goal will be reached by May 2023. Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: The percentage of 3rd-5th graders at Woods who score ready or exceeding on the ACT Aspire reading assessment will increase by 5% on the May 2023 assessment.

Progress towards meeting Goal 1:

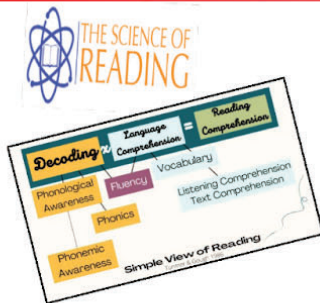
GOAL 2: The percentage of K-2nd graders at Woods who score a 3, 4, or 5 on the Istation reading assessment will increase from 75% to 80% on the April 2023 assessment.

Progress towards meeting Goal 2:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Topic	Trainer	Location
August 1st (Monday) 8:00am-12:00pm	Session 1: Introduction to RISE	Tracy Boudreau	Tracy Boudreau
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August 23rd (Tuesday) 8:00am-12:00pm	Session 23: Phonics	Tracy Boudreau	Tracy Boudreau
August 24th (Wednesday) 8:00am-12:00pm	Session 24: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 25th (Thursday) 8:00am-12:00pm	Session 25: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 26th (Friday) 8:00am-12:00pm	Session 26: Phonics	Tracy Boudreau	Tracy Boudreau
August 27th (Saturday) 8:00am-12:00pm	Session 27: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 28th (Sunday) 8:00am-12:00pm	Session 28: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 29th (Monday) 8:00am-12:00pm	Session 29: Phonics	Tracy Boudreau	Tracy Boudreau
August 30th (Tuesday) 8:00am-12:00pm	Session 30: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 31st (Wednesday) 8:00am-12:00pm	Session 31: Language Comprehension	Tracy Boudreau	Tracy Boudreau

DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



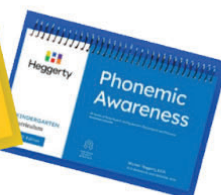
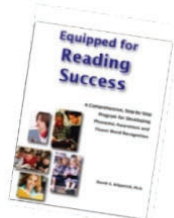
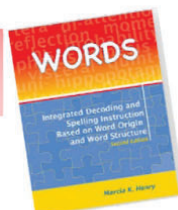
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: The percentage of 3rd-6th graders at Woods who score ready or exceeding on the
ACT Aspire reading assessment will increase from 56% to 61% on the May 2022 assessment.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION: Results of the 2022 assessment are not yet available

GOAL 2: The percentage of K-2nd graders at Woods who score a 3, 4, or 5 on the Istation
reading assessment will increase from 75% to 85% on the April 2023 assessment.

	MET
X	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED



**2022-2023
BELLE POINT
SCHOOL IMPROVEMENT PLAN**

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Matthew Hominick	Director
Ann Harwood	SPED Teacher
Grant Needham	Teacher
Kathy Ewing	Teacher
Mikayla Stem	Paraprofessional
Madisyn Trantham	Student
Kari Fenby	Parent
TO BE DETERMINED	Community Member

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

Because of the low number of students enrolled, percentages can vary greatly based upon a small number of students. For this reason, Belle Point's identified needs are to focus on identified student needs to raise individual student achievement in reading and math. In most cases Belle Point students have significant gaps in their learning due to high mobility throughout their educational careers. High mobility has a profoundly negative impact on student learning, due to a student's lack of attendance in a consistent environment and difficulty with staying in a set curriculum (Hattie, 2011).

Belle Point will address the learning gaps by incorporating the Tier II support system of Response To Intervention (RTI). Belle Point will also address the gaps by offering a Tier III support system for Literacy and Math. By having a set time for RTI, reading intervention, and math intervention, Belle Point will be intentional about addressing the learning gaps that students have experienced.

REASONS TO CELEBRATE

All but one senior at Belle Point (5 total) will be graduating in the class of 2022.

Each student at Belle Point (grades 7-10) has been tested in the ACT Aspire.

Each teacher at Belle Point has completed all of their required professional development, despite the challenges of the 2021-2022 school year.

Kathy Ewing was a finalist for the FSPS Teacher of the Year award.

We have implemented the PLC process, creating a guiding coalition and interdisciplinary curriculum teams at Belle Point.

We have created common planning, reading intervention time, and more opportunities for credit recovery.

Belle Point

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
6th				
7th				
8th				
9th				
10th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

Write a SPECIFIC goal. Who/What/Where/How/When	Each student at Belle Point will increase their individual reading achievement and growth based on identified needs and interventions. . There will be a 30 minute intervention period each day to address reading gaps.
MEASURABLE: I know I have reached my goal when...	We will begin the 2022-2023 school year by assessing students' individual reading scores. We will assess students again at the end of the year to determine how much progress was made during the year.
ATTAINABLE: Item(s) I need to achieve this goal.	Items I need to achieve this goal is to create a period in the daily schedule for the reading intervention period, as well as ensure that each teacher has been properly trained to utilize the new reading intervention system.
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	This goal is essential as reading is the foundation of all learning, and creates an equitable situation for students who have experienced high mobility. Equitable Access: Each FSPS student will have equal access to programs, resources and opportunities.

TIMELY: I will reach my goal by what date? Halfway date?	<p>Students will receive their initial reading assessment in August of 2022. The halfway date for a second assessment will occur in January of 2022. The final assessment will occur in May of 2022 to understand how much progress was made during the 2021-2022 school year.</p>
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GOAL 2

Write a SPECIFIC goal. Who/What/Where/How/When	<p>Each student at Belle Point will increase their individual math achievement and growth based upon identified needs and interventions.</p> <p>There will be a 30 minute intervention period each day to address reading gaps.</p>
MEASURABLE: I know I have reached my goal when...	<p>We will begin the 2022-2023 school year by assessing students. We will assess students again at the end of the year to determine how much progress was made during the year.</p>
ATTAINABLE: Item(s) I need to achieve this goal.	<p>Items I need to achieve this goal is to create a period in the daily schedule for the math intervention period, as well as ensure that each teacher has been properly trained to utilize the identified intervention model.</p>
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	<p>This goal is essential as math scores at Belle Point are consistently within the “needs improvement” category on the ACT Aspire. By having a period specifically for math intervention it creates an equitable situation for students who have experienced high mobility.</p> <p>Equitable Access: Each FSPS student will have equal access to programs, resources and opportunities.</p>

TIMELY: I will reach my goal by what date? Halfway date?	Students will receive their initial math intervention assessment in August of 2022. The halfway date for a second assessment will occur in January of 2023. The final assessment will occur in May of 2023 to understand how much progress was made during the 2022-2023 school year.
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MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: Each student at Belle Point will increase their individual reading achievement and growth based on identified needs and interventions.

Progress towards meeting Goal 1:

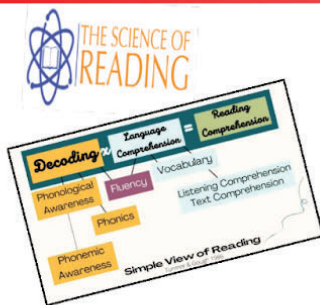
GOAL 2: Each student at Belle Point will increase their individual math achievement and growth based upon identified needs and interventions.

Progress towards meeting Goal 2:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Topic	Trainer	Location
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August 3rd (Wednesday) 8:00am-12:00pm	Session 3: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 4th (Thursday) 8:00am-12:00pm	Session 4: Language Comprehension	Tracy Boudet	Tracy Boudet
August 5th (Friday) 8:00am-12:00pm	Session 5: Fluency	Tracy Boudet	Tracy Boudet
August 6th (Saturday) 8:00am-12:00pm	Session 6: Vocabulary	Tracy Boudet	Tracy Boudet
August 7th (Sunday) 8:00am-12:00pm	Session 7: Decoding	Tracy Boudet	Tracy Boudet
August 8th (Monday) 8:00am-12:00pm	Session 8: Simple View of Reading	Tracy Boudet	Tracy Boudet

DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



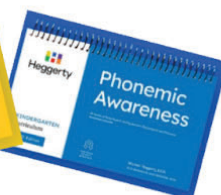
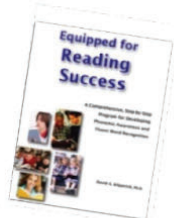
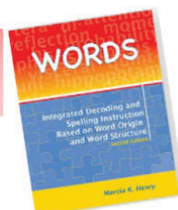
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: Each student at Belle Point will increase their individual reading capacity based on the Lindamood Bell model. There will be a 30 minute intervention period each day to address reading gaps.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN (for district intervention model)
	REMOVED

GOAL 2: Each student at Belle Point will increase their individual math ability based on the Cloud 9 model. There will be a 30 minute intervention period each day to support reading gaps.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN (for district intervention model)
	REMOVED



2022-2023
CHAFFIN MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Todd Marshall	Principal
Nancy Burris	Assistant Principal
Tim Bailey	Community Member
Katie Mankins	Counselor
Dustin Clark	Assistant Principal
Robin Owen	English Teacher
Mary Lovelady	Math Teacher
Camille Monchamp	Parent
Kensley Mankins	Student

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

READING was identified as a school improvement goal based on student performance measured on the 2019 administration of the ACT Aspire. There was no assessment administered in 2020. On the 2021 assessment, Reading continues to be an area of concern for students. On the 2021 ESSA Index report, Chaffin's overall index was 77.43, well above the state average of 65.87. While this score is good, there has been a slight decline in the ESSA Index scores of all subgroups from 2018-2021. Growth scores, however, are 83.63 compared to the state average of 80.38. This puts Chaffin in the quadrant for higher achievement and higher growth. The subgroups showing lower achievement and higher growth are Students with Disabilities, African American, and English Learners. The subgroups will be a focus for continued support. Reading at grade level is 58.32 and has had a decline over 2018-2021 for all subgroups except for a slight increase in 2021 for African American students. Efforts to address reading will be continued at Chaffin during the 2022-2023 school year. Although each grade out performed the state significantly, a need to continue focusing on student performance in Reading is clear.

REASONS TO CELEBRATE

How are we addressing Reading at CMS?

- Required novel study - Skills based
- Self-selected book- emphasis and promote library access
- Required daily independent reading (10 minutes per day/40 uninterrupted minutes in the LMC every other week)
- Bellwork- Daily skill practice - IXL
- Class library provided for students in English class
- IXL - Diagnostic
- Advisory period dedicated to DEAR (Drop Everything and Read)

What tools are we using to assess student progress in Reading?

- STAR Reading
- IXL
- AR
- Interactive Notebooks
- Unit Test
- Common Formative Assessments
- Projects relating to skills learned through required class novel

What interventions are we using to address Reading gaps?

- Advisory period - Interventions
- IXL Diagnostic Test- reveals where gaps are in reading
- IXL Diagnostic - Strand analysis groups students according to skill level

How are we using the DATA to ensure progress?

- Having students retake unit tests and CFAs after interventions
- IXL - Diagnostic Test - Prescriptive lessons based on individual gaps
- Common Formative Assessments
- STAR Testing/New Reports- (Shows growth)
- NWEA

Chaffin Middle School

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
6th				
7th				
8th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>The percentage of students scoring “Ready” in Reading as measured by the Spring 2023 ACT Aspire will increase by 3% in each grade.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be a 3% increase in students scoring “Ready” in reading on the Spring 2023 ACT Aspire when compared to the Spring 2022 ACT Aspire.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> • Review all student reading scores from 2022 administration of ACT Aspire • Assess student reading levels early in fall of 2022 • Provide interventions to students • Use tools to monitor progress throughout the year
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Instruction: Each student will have high-quality instruction that targets their identified individual needs.</p> <p>Student acquisition of foundational reading skills is essential to continued academic success</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal will be reached by May 2023</p>

GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Attain Level 1 Certification as a High Reliability School</p> <p>Faculty, staff, students, parents, and the community feel that Chaffin Middle School is safe and maximizes collaboration for the enhancement of student learning?</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Perceptual data will be obtained through student, staff, and parent surveys</p> <p>Master schedule will indicate times dedicated for collaborative teams to meet regularly to discuss curriculum, assessments, instruction, and the achievement of all students</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>Master schedule will be created to provide common planning for teachers in core subject areas.</p> <p>Staff will serve as a High Reliability team to assess current perceptions of the school culture and seek input from stakeholders regarding thoughts, feeling, and ideas</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p> <p>Wellness: Develop and train empathetic and nurturing employees to be sensitive to and supportive of the needs of all children and families.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>On or before May 2023</p>

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: The percentage of students scoring “Ready” in Reading as measured by the Spring 2022 ACT Aspire will increase by 3% in each grade.

Progress towards meeting Goal 1:

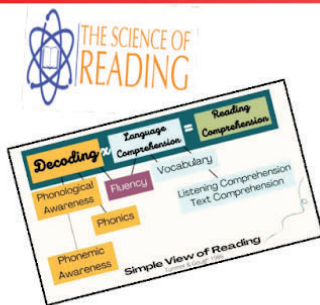
GOAL 2: Attain Level 1 Certification as a High Reliability School

Progress towards meeting Goal 2:

LITERACY PLAN

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August 23rd (Tuesday) 8:00am-12:00pm	Session 23: Phonics	Tracy Boudreau	Tracy Boudreau
August 24th (Wednesday) 8:00am-12:00pm	Session 24: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 25th (Thursday) 8:00am-12:00pm	Session 25: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 26th (Friday) 8:00am-12:00pm	Session 26: Phonics	Tracy Boudreau	Tracy Boudreau
August 27th (Saturday) 8:00am-12:00pm	Session 27: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 28th (Sunday) 8:00am-12:00pm	Session 28: Language Comprehension	Tracy Boudreau	Tracy Boudreau
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August 31st (Wednesday) 8:00am-12:00pm	Session 31: Language Comprehension	Tracy Boudreau	Tracy Boudreau

DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



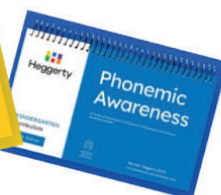
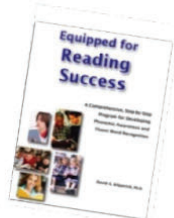
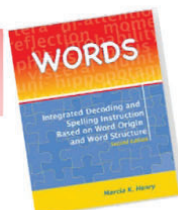
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: The percentage of students scoring “Ready” in Reading as measured by the Spring
2022 ACT Aspire will increase by 3% in each grade.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

GOAL 2: Recreate our PLC teams and create a structure that ensures common planning for
continuation of identification of Essential Skills and the development of Common Formative
Assessments. Teachers in four core subject areas. Weekly.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION: Continued in plan but created a more specific goal



2022-2023
DARBY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Jason Meharg	Principal
Maleb Kelley	Assistant Principal
Emilee Moss	Assistant Principal
Naomi Funes	Student
Addison Moss	Student
Ana Funes	Secretary/Parent
TO BE DETERMINED	Community Member
Cassidy Hodge	Counselor
Cherri Byford	Counselor
Angela Veatch	6-8 Instructional Specialist

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

All data was reviewed including demographic information, attendance, discipline, counseling and ACT Aspire Reading, Writing, English, Math, and Science scores. The demographics of our students include 27% White, 50% Hispanic, 16% African American, and 7% other. We have 90% of the student population identified as Economically Disadvantaged, 25% English Learners and 16% are eligible for Special Education services.

Students at Darby Middle School are behind in reading and math proficiency. Only 36.51% of our student population is meeting or exceeding in the area of Reading based on the 2021 Spring ACT Aspire assessment. Only 21.5% of our student population is meeting or exceeding in the area of Math on the 2021 Spring ACT Aspire assessment.

As indicated by our last three years of ESSA Index Scores, the score for every subgroup of students has declined. We have subgroups that are not performing at the level that we believe they can. The overall ESSA Index Score for all students is 59.69, with the state average being 65.87. The overall ESSA Index Score for African American students is 56.51, Hispanic 60.56, White 58.45, Economically Disadvantaged 58.9, English Learners 59.73, and Students with Disabilities 48.76.

REASONS TO CELEBRATE

During the third and final year of the PLC Project at Darby Middle School, our staff has made great efforts to monitor student learning on a timely basis. As a school, we continue to identify a guaranteed and viable curriculum for our students. We began by having teams identify essential standards for every course and content area across the building. Teams engaged in the work of unwrapping the standards to identify specific learning targets. Our learning targets have been translated to student-friendly targets so that the curriculum is clearly communicated to students. As we moved through this process, we became more skilled in developing a progression of learning that allows us to successfully communicate proficiency of the standards to students. To ensure that all students have access to the core curriculum and set the stage for meaningful collaboration around student learning, teams have commonly paced the essential standards so that assessments will occur at the same time. Data analysis of assessments allows for powerful conversations that help drive instructional growth.

We continue to use a backward planning approach to build a shared picture of proficiency with the “end in mind.” In addition, teams selected and/or designed common formative assessments that monitor student mastery of the progressive learning targets that lead to mastery of the essential standards. Assessments are created to be extremely targeted and frequently used so that interventions can be timely. Daily formative tasks and common formative assessments typically only cover one or two targets so that interventions can be more precise. These targeted tasks and assessments allow teams to know the exact skill or misconception that needs intervention. The summative assessments have improved in their quality because teams examined the depth of knowledge that is required and aligned their assessments to the rigor of the standard. Teams use a shared protocol to analyze the data and discuss the next steps needed to improve students’ learning. The data from the common formative assessments is now used to inform Tier 2 interventions which are provided three days each week (SWAG time). As a school, we continue to calibrate scoring assessments to ensure grading practices are equitable and eliminate the teacher lottery. Common grading practices are now more aligned in deciding whether a student has learned the essentials instead of met compliance in completing assigned work.

Through the implementation of the guaranteed and viable curriculum, teams have had to get absolutely clear on what they want their students to know and what it looks like when they are proficient. Additionally, greater emphasis has been placed on ensuring that students are getting timely and specific feedback from their assessments so they are empowered with the information. Teams have incorporated a variety of strategies to support this area, such as T.A.G. You’re it, Three Minute Conferences, Glow and Grows, and Highlighting. All of this work is made possible through our weekly collaboration time, which is guided by the four critical questions of professional learning communities.

Darby Middle School

2022-2023 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
6th				
7th				
8th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Increase building-wide proficiency in literacy by 5% of students being proficient as measured by the ACT Aspire 2023 end of year reading assessment.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Students take the ACT Aspire test in the Spring of 2023 and have at least 5% increase in scores meeting or exceeding.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>Staff at Darby Middle School will continue to work collaboratively to closely monitor student learning. Darby will use professional development days to sustain a strong culture of collaboration that will enhance student learning. Through the PLC process teachers will create a guaranteed viable curriculum as well as a dedicated time during the school day for intervention and enrichment for all students. In addition teachers will continue to use good questioning and discussions techniques such as open ended higher-order questions, effective wait time, random selection; keep students engaged in learning through the use of student collaboration and grouping, materials and resources, student choice in learning tasks; and have a focus on vocabulary and rich language to increase comprehension.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations. ALL students deserve to learn at high levels. Literacy and math skills will provide students with the knowledge they need to be successful in future academics and career fields.</p>

TIMELY: I will reach my goal by what date? Halfway date?	Goal will be reached by May 2023. Progress towards meeting each goal will be reviewed by all teachers after each NWEA interim and common summative unit assessments.
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GOAL 2

Write a SPECIFIC goal. Who/What/Where/How/When	Increase building-wide proficiency in math by 5% of students being proficient as measured by the ACT Aspire 2023 end of year reading assessment.
MEASURABLE: I know I have reached my goal when...	Students take the ACT Aspire test in the Spring of 2023 and show at least 5% increase in scores meeting or exceeding.
ATTAINABLE: Item(s) I need to achieve this goal.	Staff at Darby Middle School will continue to work collaboratively to closely monitor student learning. Darby will use professional development days to sustain a strong culture of collaboration that will enhance student learning. Through the PLC process teachers will create a guaranteed viable curriculum as well as a dedicated time during the school day for intervention and enrichment for all students. In addition teachers will continue to use good questioning and discussions techniques such as open ended higher-order questions, effective wait time, random selection; keep students engaged in learning through the use of student collaboration and grouping, materials and resources, student choice in learning tasks; and have a focus on vocabulary and rich language to increase comprehension.

RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations. ALL students deserve to learn at high levels. Literacy and math skills will provide students with the knowledge they need to be successful in future academics and career fields.
TIMELY: I will reach my goal by what date? Halfway date?	Goal will be reached by May 2023. Progress towards meeting each goal will be reviewed by all teachers after each NWEA interim and common summative unit assessments.

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

Increase building-wide proficiency in literacy by 5% of students being proficient as measured by the ACT Aspire 2023 end of year reading assessment.

Progress towards meeting Goal 1:

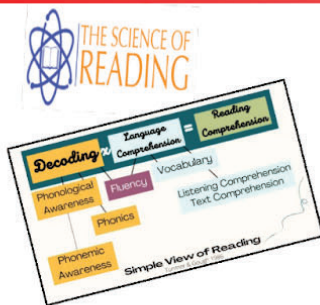
Increase building-wide proficiency in literacy by 5% of students being proficient as measured by the ACT Aspire 2023 end of year reading assessment.

Progress towards meeting Goal 2:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Topic	Trainer	Location
August 1st (Monday) 8:00am-12:00pm	Session 1: Introduction to RISE	Tracy Boudet	Tracy Boudet
August 2nd (Tuesday) 8:00am-12:00pm	Session 2: Phonics	Tracy Boudet	Tracy Boudet
August 3rd (Wednesday) 8:00am-12:00pm	Session 3: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 4th (Thursday) 8:00am-12:00pm	Session 4: Language Comprehension	Tracy Boudet	Tracy Boudet
August 5th (Friday) 8:00am-12:00pm	Session 5: Phonics	Tracy Boudet	Tracy Boudet
August 6th (Saturday) 8:00am-12:00pm	Session 6: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 7th (Sunday) 8:00am-12:00pm	Session 7: Language Comprehension	Tracy Boudet	Tracy Boudet
August 8th (Monday) 8:00am-12:00pm	Session 8: Phonics	Tracy Boudet	Tracy Boudet
August 9th (Tuesday) 8:00am-12:00pm	Session 9: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 10th (Wednesday) 8:00am-12:00pm	Session 10: Language Comprehension	Tracy Boudet	Tracy Boudet
August 11th (Thursday) 8:00am-12:00pm	Session 11: Phonics	Tracy Boudet	Tracy Boudet
August 12th (Friday) 8:00am-12:00pm	Session 12: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 13th (Saturday) 8:00am-12:00pm	Session 13: Language Comprehension	Tracy Boudet	Tracy Boudet
August 14th (Sunday) 8:00am-12:00pm	Session 14: Phonics	Tracy Boudet	Tracy Boudet
August 15th (Monday) 8:00am-12:00pm	Session 15: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 16th (Tuesday) 8:00am-12:00pm	Session 16: Language Comprehension	Tracy Boudet	Tracy Boudet
August 17th (Wednesday) 8:00am-12:00pm	Session 17: Phonics	Tracy Boudet	Tracy Boudet
August 18th (Thursday) 8:00am-12:00pm	Session 18: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 19th (Friday) 8:00am-12:00pm	Session 19: Language Comprehension	Tracy Boudet	Tracy Boudet
August 20th (Saturday) 8:00am-12:00pm	Session 20: Phonics	Tracy Boudet	Tracy Boudet
August 21st (Sunday) 8:00am-12:00pm	Session 21: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 22nd (Monday) 8:00am-12:00pm	Session 22: Language Comprehension	Tracy Boudet	Tracy Boudet
August 23rd (Tuesday) 8:00am-12:00pm	Session 23: Phonics	Tracy Boudet	Tracy Boudet
August 24th (Wednesday) 8:00am-12:00pm	Session 24: Reading Comprehension	Tracy Boudet	Tracy Boudet
August 25th (Thursday) 8:00am-12:00pm	Session 25: Language Comprehension	Tracy Boudet	Tracy Boudet
August 26th (Friday) 8:00am-12:00pm	Session 26: Phonics	Tracy Boudet	Tracy Boudet
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DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



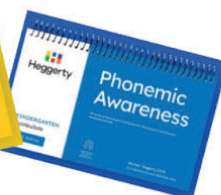
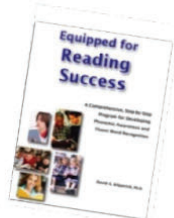
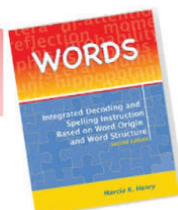
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



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SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: Increase building-wide proficiency in literacy from 32% of students currently being proficient to 42% of students being proficient as measured by the ACT Aspire 2022 end of year reading assessment.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION: Darby students took the ACT Aspire reading test in May 2022. Results of the assessment are not yet available. Our focus on increasing literacy skills will continue this school year to continue to close the achievement gap in this area.

GOAL 2: Increase building-wide proficiency in math from 30% of students currently being proficient to 40% of students being proficient as measured by the ACT Aspire 2022 end of year assessment.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION: Darby students took the ACT Aspire math test in May 2022. Results of that assessment are not yet available. Our focus on increasing math skills will continue this school year to continue to close the achievement gap in this area.



2022-2023
KIMMONS MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Shawn Hinkle	Principal
Pamela Ehnle	6-8 Instructional Specialist
Lena Medlock	Teacher
Caroline Heyn	Teacher
Paul Davis	Community Member
TO BE DETERMINED	Parent
Britt Humphries	Teacher
Melissa Mullin	Teacher
Mason Medlock	Student

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

According to the 2018-2019 ESSA Report Kimmons Middle School has shown growth in every sub population. However, the special education subpopulation has underperformed for the past three years missing the state cutoff score for the subpopulation. As a result of the ACT Aspire test scores in the subpopulation of Students with Disabilities from the academic years of 2015-2016, 2016-2017, and 2017-2018 Kimmons Middle School entered into Additional Targeted Support.

According to the 2017-2018 ACT Aspire Data Kimmons Middle School scored 34% ready or exceeding in Reading, and 27% ready or exceeding in Math. According to the 2018-2019 ESSA Report Kimmons Middle School was 35% ready or exceeding in Reading, and 32% ready or exceeding in Math. The areas of math and reading will continue to be a focus area.

REASONS TO CELEBRATE

- Kimmons Middle School was able to implement a Response to Intervention System entitled: Raiders Excelling and Daring to Succeed(REDs).
- Kimmons Middle School was able to implement a viable Professional Learning Community.
- Kimmons Middle School was able to implement a quarterly school store. Students are able to utilize earned points to purchase items.
- Kimmons Middle School began utilizing the Fast Forward reading program to address the reading deficits. The students were experiencing success and growth prior to the release of school due to Covid-19.
- Kimmons Middle School reduced it's 3rd quarter failures in core subjects from 106 students to 7 students.
- Kimmons Junior High was able to implement with fidelity Performance Based Objectives.

Kimmons Junior High

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
6th				
7th				
8th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Kimmons Middle School will increase the academic performance of the special education subpopulation to meet the 5% cut score on the ACT Aspire Summative Exam</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>We will have reached our goal when the SPED subpopulation reach the 5% cut score on the ACT Aspire Summative Exam</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> 1. All special education students will be closely monitored. Students will be provided additional opportunities and support through one on one and small group instruction. 2. All case manager teachers will progress monitor students to ensure academic success. 3. A root cause analysis will be conducted for students who display deficits for the purpose of providing equitable academic interventions. 4. Continue to implement a system for administering and examining Common Formative Assessments. 5. Special education teachers will collaborate and participate in the PLC system. 6. Administration and teachers will attend professional conferences focused on researched based teaching strategies.

	<p>7. The administration will continue focused classroom observations and post conferences designed to increase teacher performance.</p> <p>8. Kimmons Middle School will implement a Response to Intervention system designed to provide interventions and enrichment activities for all students. The RTI system will be implemented in a 30 minute block daily.</p> <p>9. All SPED students will utilize either the LindaMood Bell or the Fast Forward reading programs to address the reading deficits</p> <p>10. All teachers will display annotated performance based objectives, and ensure students have an understanding of the vocabulary.</p> <p>11. All teachers will display a power word wall.</p> <p>12. All students will gain proficiency and utilize the gradual release model.</p> <p>13. All teachers will utilize writing strategies.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Instruction: Each student will engage in high-quality instruction that targets identified individual needs from preschool through graduation.</p> <p>It is important that all SPED students receive high quality interventions to address their specific learning needs in order to succeed academically.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal will be reached by May 2022</p> <p>The goal will be reviewed after the first semester to determine progress.</p>

GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Student achievement will increase by 5% in the areas of math and reading proficiency.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>We will have reached our goal when the overall student population increases by 5% in the areas of Math and Reading.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> 1. Examine and perform a root cause analysis on the causes for low performance in the areas of math and reading. 2. Continue to implement a system for administering and examining Common Formative Assessments. 3. Continue to implement a Professional Learning Community (PLC). The PLC's will consist of horizontal and vertical collaboration, data meetings, and prescriptive professional development to address the needs of teachers and students. 4. The counselors will monitor all students academically. The counselors will provide academic and therapeutic interventions to ensure all students are academically successful. 5. Kimmons Junior High will offer a fundamental math course targeting students who score in the needs of support category on the ACT Aspire. 6. All students who have characteristics of dyslexia will receive the LindaMood Bell Reading interventions daily for 45 minutes.

	<ol style="list-style-type: none"> 7. All students who are reading below grade level will receive a reading intervention daily for 30 minutes utilizing the Fast Forward Reading Program. 8. All Language Arts, Social Studies, and Science teachers will receive professional development centered on reading strategies. 9. The administration will continue focused classroom observations and post conferences designed to increase teacher performance. 10. Each subpopulation will be closely monitored to ensure all academic needs are being met, and interventions are put in place when necessary. 11. Kimmons Middle School will implement a Response to Intervention system designed to provide interventions and enrichment activities for all students. The RTI system will be implemented in a 30 minute block daily. 12. All teachers will display annotated performance based objectives, and ensure students have an understanding of the vocabulary. 13. All teachers will display a power word wall. 14. All students will gain proficiency and utilize the gradual release model. 15. All teachers will utilize writing strategies. 16. All math teachers will utilize manipulatives.
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Instruction: Each student will engage in high-quality instruction that targets identified individual needs from preschool through graduation.</p> <p>It is important that all students receive high quality instruction and interventions to address their specific learning needs in order to succeed academically.</p>

TIMELY: I will reach my goal by what date? Halfway date?	Goal will be reached by May 2023 The goal will be reviewed after the first semester to determine progress.
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MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: Kimmons Middle School will increase the academic performance of the special education subpopulation to meet the 5% cut score on the ACT Aspire Summative Exam.

Progress towards meeting Goal 1:

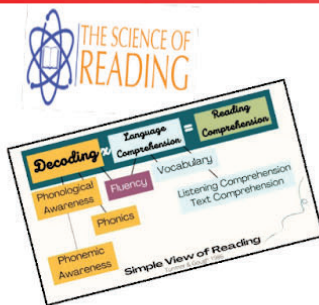
GOAL 2: Student achievement will increase by 5% in the areas of math and reading proficiency.

Progress towards meeting Goal 2:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Topic	Trainer	Location
August 1st (Monday) 8:00am-12:00pm	Session 1: Introduction to RISE	Tracy Boudreau	Tracy Boudreau
August 2nd (Tuesday) 8:00am-12:00pm	Session 2: Phonics	Tracy Boudreau	Tracy Boudreau
August 3rd (Wednesday) 8:00am-12:00pm	Session 3: Fluency	Tracy Boudreau	Tracy Boudreau
August 4th (Thursday) 8:00am-12:00pm	Session 4: Vocabulary	Tracy Boudreau	Tracy Boudreau
August 5th (Friday) 8:00am-12:00pm	Session 5: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 6th (Saturday) 8:00am-12:00pm	Session 6: Phonological Awareness	Tracy Boudreau	Tracy Boudreau
August 7th (Sunday) 8:00am-12:00pm	Session 7: Simple View of Reading	Tracy Boudreau	Tracy Boudreau

DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



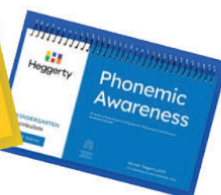
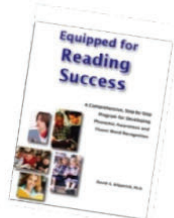
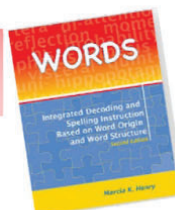
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: Kimmons Middle School will increase the academic performance of the special
education subpopulation to meet the 5% cut score on the ACT Aspire Summative Exam

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

GOAL 2: Student achievement will increase by 5% in the areas of math and reading
proficiency.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED



2022-2023
NORTHSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Chris Carter	Principal
Nikki Kilgore	Assistant Principal
Jared Meyers	Assistant Principal
Meghan Reinhart	Assistant Principal
Marshall Hurst	Parent
Courtney Wood	Community Member
Charlotte Wood	Student
Javier Castro	Student
Claire McClure	9-12 Instructional Specialist
Jessie Barker	Special Education Instructional Chair
Aimee Brinkley	Science Instructional Chair
Aaron Durham	Fine Arts Instructional Chair

Jacqueline Meeker	Foreign Language Instructional Chair
Leah French	Media Center Specialist
Cee Cee Hollimon	Career Tech Instructional Chair
Martin Hyatt	Social Studies Instructional Chair
Susan Bishop	English Instructional Chair
Amy Fischer	Career Tech Instructional Chair
Courtney Hardcastle	Math Instructional Chair
Billy Smith	Physical Education Instructional Chair
Sayuri Barnett	Guiding Coalition Member
Kristen Been	Guiding Coalition Member
Randa Grant	Guiding Coalition Member
Aaron Durham	Guiding Coalition Member
Dustin Dooly	Guiding Coalition Member
Ryan Solley	Guiding Coalition Member
Frances Spencer	Guiding Coalition Member
Karen Vicens	Guiding Coalition Member

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

Northside High School is one of the most diverse high schools in our state. We are diverse both culturally and socio-economically. Seventy-seven percent of our students qualify for free or reduced lunch and 25% of our students are English Language Learners. As shown in our data below, many of our students come to us not reading on grade level, behind academically, with many lacking on-time credits needed for graduation.

We have had a strong focus on reading the past two years and our test scores are increasing. We had a slight dip in math last year, but after analyzing our scores, our teachers began focusing more on using bell ringer time for a review of basic skills. We have also used programs such as Reading Plus and On to College as resources teachers can use as a way to help students focus on students. Our departments continue to grow as collaborative teams which is resulting in stronger RTI lessons for our students based on student by student and skill by skill.

We are anticipating nice growth for our ACT Aspire spring scores and continue to focus on increasing AP student enrollment and tests taken.

REASONS TO CELEBRATE

- Conducted data visits with every 9th and 10th grader
- AP, counselor and Graduation Coach staffed and met with all at-risk seniors weekly
- 107 students earned the Seal of Biliteracy
- FSPS Teacher of the Year, Aimee Brinkley
- AAEE/NASSP Arkansas Principal of the Year, Keri Rathbun
- 898 AP Classroom Enrollments for 2021-22

Northside High School

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
9th				
10th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one **SMART** goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>We will increase ACT Aspire growth in all subjects for the 2022-23 school year by at least 5%</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be an increase of at least 5% from the Spring 2022 ACT Aspire scores as measured by the Spring 2023 ACT Aspire scores.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>Will need Spring 2022 test data.</p> <ul style="list-style-type: none"> • Data Talks with 9th and 10th grade in Fall of 2022 • Provide Interventions based on skill development on CFA's
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Based on the data received for the Spring 2022 ACT Aspire. Progress will be monitored by data from Common Formative Assessments and Summative Assessments. This is aligned to the Instruction objective: Each student will engage in high-quality instruction that targets identified individual needs from preschool through graduation.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>We will monitor monthly with our Common Formative Assessment data and Summative Assessment. We will reach our goal as we complete state assessments in Spring 2023.</p>

GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>We will improve our Graduation Rate to 95% or higher for the 2022-2023 school year.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Our goal will be met when we receive our graduation rate in the Fall of 2023</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>Continue weekly sessions with Graduation Coach and admin/counselor teams.</p> <ul style="list-style-type: none"> • Countdown Calendar • Credit Checks • Quarterly “on-track” day • Commit to Graduate Banners
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Strategy 3 Instruction: Ensure all students have access to specific accelerations to achieve grade-level standards and beyond. Create and support best practices to increase student engagement in order to increase student achievement.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal will be reached by Fall 2023</p> <p>Monthly checks will be done for any at-risk senior.</p> <p>Each admin/counselor team will meet with the principal monthly for updates on on-time credits for each grade.</p>

GOAL 3

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>All students reading below grade level will grow at least one grade level during the 2022-2023 school year.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Interim assessment data, CFA data</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> • Critical Reading/Academic Reading Courses • Data from CFAs • Data talks with 9th and 10th graders
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Strategy 3 Instruction:</p> <p>Develop capacity for differentiated, student centered instruction informed by curriculum objectives, performance data, and formative assessments</p> <p>Ensure students receive instructional support using Response to Intervention and/or supplemental services.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Reading ACT Aspires scores will show an increase by the Fall of 2023</p> <p>Reading CFA/CSA data</p>

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: We will increase ACT Aspire growth in all subjects for the 2022-23 school year by at least 5%

Progress towards meeting Goal 1:

GOAL 2: We will improve our Graduation Rate to 95% or higher for the 2022-2023 school year.

Progress towards meeting Goal 2:

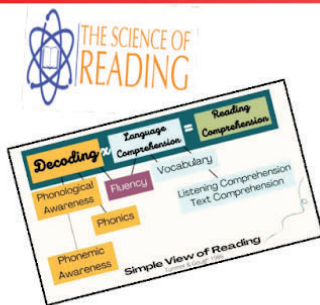
GOAL 3: All students reading below grade level will grow at least one grade level during the 2022-2023 school year.

Progress towards meeting Goal 3:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Topic	Trainer	Location
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August 31st (Wednesday) 8:00-10:00 AM	Session 31: Language Comprehension	Tracy Boudet	Tracy Boudet

DISTRICT CURRICULUM



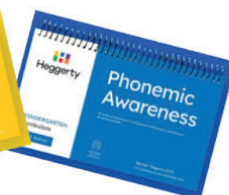
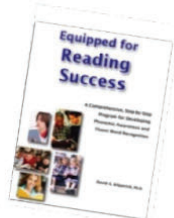
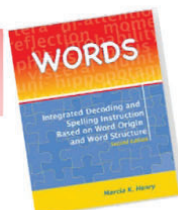
Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.

Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.

Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: By the end of the 2021-2022 school year ACT Aspire scores will improve at least
2-4% in Math, English and Science for grade 10.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION: Waiting on 2022 scores

GOAL 2: We will improve our Graduation Rate to 95% or higher for the 2021-2022 school
year.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION: Currently we are 94% as of the 2021 ESSA School Index

GOAL 3: All students reading below grade level will grow at least one grade level during the 2021-2022 school year.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED



2022-2023
RAMSEY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Dr. Jennifer Prado	Principal
Gia Bethel	Teacher
Brittany Martinez	Teacher
Donna Jamell	6-8 Instructional Specialist
Brenda Neissl	Teacher
Will Bruce	Student
Lainie Bruce	Parent
Rett Howard	Community Member

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

In comparing the 2018-2019 ACT Aspire to the 2020-2021 ACT Aspire there are some specific areas we will target to see student growth.

All combined Ramsey Act Aspire scores went down in all categories after the start of the pandemic. ACT Aspire English went from 75% ready and exceeding in 2018-2019 to 71% ready and exceeding in 2020-2021. ACT Reading went from 49% ready and exceeding in 2018-2019 to 46% ready and exceeding in 2020-2021. ACT Science went from 41% reading and exceeding in 2018-2019 to 38% ready and exceeding in 2020-2021. ACT Math scores went from 51% ready and exceeding in 2018-2019 to 38% ready and exceeding in 2020-2021.

In studying the subgroups between 2018-2019 and 2020-2021, we saw an ESSA Index Score decrease in all categories; English, reading, science, and math. In 2020-2021 Ramsey student subgroups Black/African American, White, and Low Income scored above the state ESSA averages.

Discipline has increased since the start of the pandemic. In 2020-2021 on May 1, 2021, Ramsey had 941 recorded behavior incidents in eschool. On May 1, 2022, Ramsey had 2197 recorded behavior incidents.

REASONS TO CELEBRATE

In 2020-2021 Ramsey student subgroups of Black/African American, White, and Economically Disadvantaged scored above the state ESSA averages.

Ramsey has embraced Capturing Kids' Hearts during the 2021-2022 school year. We were the only secondary school in Fort Smith to implement the program the whole school year.

Ramsey Middle School

2021-2022 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
6th				
7th				
8th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one **SMART** goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Ramsey students will increase their Reading scores on the ACT Aspire by 5% during the 2022-2023 school year.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>ACT Aspire Reading scores have increased by 5%</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>Students will receive effective instruction, common formative assessments, and timely interventions during W.I.N. time.</p> <ul style="list-style-type: none"> • All Ramsey students will take a reading level assessment at the beginning of the school year. • Effective reading instruction including Science of Reading /Rise strategies will be monitored through regular classroom observations. • Common formative assessments will be created by collaborative teams and given to all students in grades 6-8. • The data from the common formative assessments will be reviewed by collaborative teams during their weekly meetings. • Student interventions will be based on the data collected from the common formative assessments. Student Interventions will be created by the collaborative teams. • Interventions will occur in Tier 1 classrooms and/or during Tier 2/3 W.I.N. time. • All Ramsey students will take the NWEA Interim assessments twice during the year to determine growth. • All Ramsey students will take a reading level assessment

	<p>at the end of the school year to determine growth from the beginning of the school year.</p> <ul style="list-style-type: none"> • All Ramsey students will take the ACT Aspire at the end of the year to determine growth in reading. • This process will be monitored by collaborative teams and administration to ensure all students are receiving the reading support they need.
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>It is important for every individual to show growth: students and staff. Equity of resources, including instruction, is imperative to reach each student's unique needs and aspirations.</p> <p>Equity: Develop and implement a system-wide plan to provide all students with the resources they need to optimize their learning.</p> <p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>The goals will be met when we take the 22-23 ACT Aspire. We should see growth on the NWEA Interim tests throughout the 22-23 school year.</p>

GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Ramsey students will increase their ACT Aspire Math scores by 5% during the 2022-2023 school year.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Students have increased their ACT Aspire Math scores by 5% or more</p>

<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>Students will receive effective instruction, common formative assessments, and timely interventions during W.I.N. time.</p> <ul style="list-style-type: none"> • All Ramsey students will take a math pre-assessment at the beginning of the school year created by the math collaborative team. • Effective math instruction will be monitored through regular classroom observations. • Common formative assessments will be created by collaborative teams and given to all students in grades 6-8. • The data from the common formative assessments will be reviewed by collaborative teams during their weekly meetings. • Student interventions will be based on the data collected from the common formative assessments. Student Interventions will be created by the collaborative teams. • Interventions will occur in Tier 1 classrooms and/or during Tier 2/3 W.I.N. time. • All Ramsey students will take the NWEA Interim Assessments twice during the year to determine growth. • All students will take the ACT Aspire at the end of the year to determine growth in math. • This process will be monitored by collaborative teams and administration to ensure all students are receiving the math support they need.
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>It is important for every individual to show growth: students and staff. Equity of resources, including instruction, is imperative to reach each student's unique needs and aspirations.</p> <p>Equity: Develop and implement a system-wide plan to provide all students with the resources they need to optimize their learning.</p> <p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>The goals will be met when we take the 2022-2023 ACT Aspire. We should see growth on the NWEA Interim assessment throughout the 22-23 school year.</p>

GOAL 3

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Ramsey student disciplinary referrals will decrease by 10% according to data from eschool and Liveschool during the 2022-2023 school year.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Ramsey student disciplinary referrals have decreased according to data from eschool and liveschool.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>*Professional development for all staff on Capturing Kid's Hearts program.</p> <p>*On going training with CKH.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Well Being/Mental Health: Each student will receive needed support that promotes physical, mental and emotional health.</p> <p>Result 1: Ensure professional development includes mental health training</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>May 1, 2023</p> <p>Halfway- December 16, 2022</p>

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1: Ramsey students will increase their Reading scores on the ACT Aspire by 5% during the 2022-2023 school year.

Progress towards meeting Goal 1:

GOAL 2: Ramsey students will increase their ACT Aspire Math scores by 5% during the 2022-2023 school year.

Progress towards meeting Goal 2:

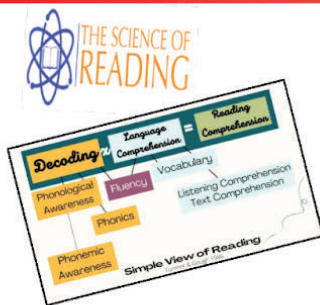
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Progress towards meeting Goal 3:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



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DISTRICT CURRICULUM



Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



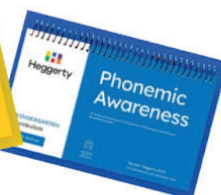
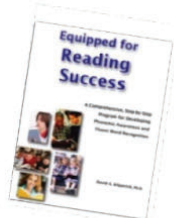
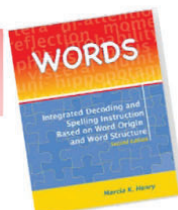
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SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal
has been met, continues to be a goal for 2022-2023, or has been removed.

GOAL 1: Ramsey students will increase their Reading scores on the ACT Aspire to above 50% during the 2021-2022 school year.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

GOAL 2: Ramsey students will increase their ACT Aspire Math scores to above 53% during the 2021-2022 school year.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

GOAL 3: Ramsey student disciplinary referrals will decrease by 10% according to data from eschool and Liveschool during the 2021-2022 school year.

	MET
	NOT MET
X	CONTINUED IN 2022-2023 PLAN
	REMOVED

DESCRIPTION:



2022-2023 SOUTHSIDE HIGH SCHOOL SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Jeff Prewitt	Principal
Michelle Burnett	Assistant Principal
Matt Coleman	Assistant Principal
Racheal Foster	Assistant Principal
Jeff Mosby	Assistant Principal
Meagan Olson	Special Education - Instructional Chair
Carol Bricker	Science - Instructional Chair
Angie Stout	English - Instructional Char
Kristie Coats	Math - Instructional Chair
Mark Minnick	Social Studies - Instructional Chair
Sarah Williams	Counseling and Guidance
TO BE DETERMINED	Student
TO BE DETERMINED	Parent
TO BE DETERMINED	Community Member

NEEDS ASSESSMENT

Please describe in detail, one to two paragraphs, your identified needs based on the data provided below. You may include other data sources such as attendance, behavior, perceptual, etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your good work!

A review of student data from the 2022 ACT Aspire shows that **55%** of our students are not meeting readiness status in reading and **64%** are not meeting readiness status in math. Additionally, data from grade reports show that student performance in classrooms has improved from last year. Data from the end of the 1st quarter for 2021-2022 show 28% of our student population failing at least one class.

This data suggests a need for multiple approaches. First, a targeted approach to address student needs in improving readiness status in the ACT Aspire areas of reading and math. The PLC process will help to identify students with learning deficits and begin to address those deficits by implementing a strategic RTI plan. Second, creating systems of support, such as advisories and intervention time, to enable students to master the curriculum while enrolled in a course will result in a decreased need for credit recovery, and an increase in the number of students considered "on-time" for graduation. Lastly, proposals to add Critical Reading 1 and Critical Algebra 1 to the master schedule will be made to provide for intensive Tier III support for students identified as "In Need of Support" based on the ACT Aspire Reading and Math tests.

REASONS TO CELEBRATE

We are celebrating:

- **3%** growth in ACT Aspire Reading scores, from 2021 to 2022 from **42%** meeting readiness status to **45%** meeting readiness status.
- Successful completion of year one grade reconfiguration, moving from a 10-12 campus to a 9-12 campus.
- Continuation of and participation in district PLC initiative.
- Completion of year one of the NW Arkansas PLC Regional Network
- Creation of teams that met to unpack standards and begin to create a vertically aligned curriculum.
- STAR Academy of Innovation's approval for designation status from the DESE Office of Innovation.
- **68%** of AP scores qualified for college credit during the COVID pandemic.
- 2 National Merit Semi-Finalists, and 2 Commended students.

Southside High School

2021-2022 ACT Aspire % Exceeding/Ready

Grade	English	Reading	Science	Math
9th				
10th				

***This chart will be completed upon receipt of the results of the 2021-2022 state assessments, approximately August 1, 2022.**

IDENTIFIED GOALS

Based on identified needs, develop at least one **SMART** goal with interventions and practices for effectiveness.

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Southside High School will decrease the number of students failing at least one course and the total number of failing grades by 10% for the 2022-2023 school year.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>The number of students failing at least one class and the total number of failing grades has decreased by 10%.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> • Guaranteed and viable curriculum designed to ensure mastery of essential standards by each student. Professional development on unpacking standards, writing CFAs and CSAs will be ongoing in PLC meetings. • Creation of common formative assessments for core classes by unit. • Data analysis of student mastery student by student/standard by standard. • Development of response to intervention programs to support teacher implementation of the curriculum. • Tier II interventions will be teacher-created/implemented by the PLC group as part of an RTI program.
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>This instructional goal will ensure that each student will have high-quality instruction that targets their individual needs (Vision 2023) through identification of where students have not mastered learning considered essential to the course.</p>

TIMELY:	
I will reach my goal by what date?	End of the 2022-2023 school year.
Halfway date?	End of semester 1, 2022-2023 school year.

GOAL 2

Write a SPECIFIC goal. Who/What/Where/How/When	Southside High School will increase the number of students meeting readiness status on the year-end summative exam for Reading (ACT Aspire) by 5% from 45% to 50% .
MEASURABLE: I know I have reached my goal when...	The number of students meeting readiness status on the year-end summative exam for Reading (ACT Aspire) increases to 50%
ATTAINABLE: Item(s) I need to achieve this goal.	<ul style="list-style-type: none"> • Guaranteed and viable curriculum designed to ensure mastery of essential standards by each student. Professional development on unpacking standards, writing CFAs and CSAs will be ongoing in PLC meetings. • Creation of common formative assessments for core classes by unit. • Data analysis of student mastery student by student/standard by standard. • Development of response to intervention programs to support teacher implementation of the curriculum. • Tier II interventions will be teacher-created/implemented by the PLC group as part of an RTI program.

RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	This instructional goal will ensure that each student will have high-quality instruction that targets their individual needs (Vision 2023) through identification of where students have not mastered learning considered essential to the course.
TIMELY: I will reach my goal by what date? Halfway date?	Following the return of the scores for the 2023 ACT Aspire summative test. Fall 2022 Interim testing via NWEA MAPS.

GOAL 3

Write a SPECIFIC goal. Who/What/Where/How/When	Southside High School will increase the number of students meeting readiness status on the year-end summative exam for Math (ACT Aspire) by 5% from 36% to 41% .
MEASURABLE: I know I have reached my goal when...	The number of students meeting readiness status on the year-end summative exam for Math (ACT Aspire) increases to 41%
ATTAINABLE: Item(s) I need to achieve this goal.	<ul style="list-style-type: none"> • Guaranteed and viable curriculum designed to ensure mastery of essential standards by each student. Professional development on unpacking standards, writing CFAs and CSAs will be ongoing in PLC meetings. • Creation of common formative assessments for core classes by unit. • Data analysis of student mastery student by student/standard by standard. • Development of response to intervention programs to support teacher implementation of the curriculum.

	<ul style="list-style-type: none"> • Tier II interventions will be teacher-created/implemented by the PLC group as part of an RTI program.
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	<p>One of the objectives of Vision 2023 was Instruction: Each student will have high-quality instruction that targets their identified individual needs from PK through graduation. Development and professional development around instruction will improve classroom Tier I instruction schoolwide.</p>
TIMELY: I will reach my goal by what date? Halfway date?	<p>Following the return of the scores for the 2022 ACT Aspire summative test.</p> <p>Fall 2021 Interim testing via NWEA MAPS.</p>

MID-YEAR GOAL MONITORING

To Be Completed at the end of the First Semester - (December 2022)

Describe progress made towards achieving each goal. Be specific and include measurable data.

Goal 1: Southside High School will decrease the number of students failing at least one course by 10% for the 2022-2023 school year.

Progress towards meeting Goal 1:

GOAL 2: Southside High School will increase the number of students meeting readiness status on the year-end summative exam for Reading (ACT Aspire) from 45% to 50%.

Progress towards meeting Goal 2:

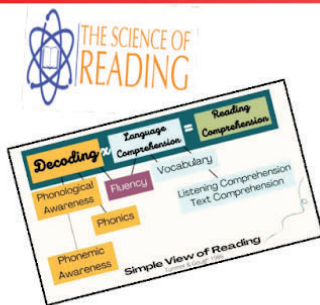
GOAL 3: Southside High School will increase the number of students meeting readiness status on the year-end summative exam for Math (ACT Aspire) from 36% to 41%.

Progress towards meeting Goal 3:

LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Topic	Trainer	Location
August 1st (Monday) 8:00am-12:00pm	Session 1: Introduction to RISE	Tracy Boudreau	Tracy Boudreau
August 2nd (Tuesday) 8:00am-12:00pm	Session 2: Phonics	Tracy Boudreau	Tracy Boudreau
August 3rd (Wednesday) 8:00am-12:00pm	Session 3: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 4th (Thursday) 8:00am-12:00pm	Session 4: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 5th (Friday) 8:00am-12:00pm	Session 5: Phonics	Tracy Boudreau	Tracy Boudreau
August 6th (Saturday) 8:00am-12:00pm	Session 6: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 7th (Sunday) 8:00am-12:00pm	Session 7: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 8th (Monday) 8:00am-12:00pm	Session 8: Phonics	Tracy Boudreau	Tracy Boudreau
August 9th (Tuesday) 8:00am-12:00pm	Session 9: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 10th (Wednesday) 8:00am-12:00pm	Session 10: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 11th (Thursday) 8:00am-12:00pm	Session 11: Phonics	Tracy Boudreau	Tracy Boudreau
August 12th (Friday) 8:00am-12:00pm	Session 12: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 13th (Saturday) 8:00am-12:00pm	Session 13: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 14th (Sunday) 8:00am-12:00pm	Session 14: Phonics	Tracy Boudreau	Tracy Boudreau
August 15th (Monday) 8:00am-12:00pm	Session 15: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 16th (Tuesday) 8:00am-12:00pm	Session 16: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 17th (Wednesday) 8:00am-12:00pm	Session 17: Phonics	Tracy Boudreau	Tracy Boudreau
August 18th (Thursday) 8:00am-12:00pm	Session 18: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 19th (Friday) 8:00am-12:00pm	Session 19: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 20th (Saturday) 8:00am-12:00pm	Session 20: Phonics	Tracy Boudreau	Tracy Boudreau
August 21st (Sunday) 8:00am-12:00pm	Session 21: Reading Comprehension	Tracy Boudreau	Tracy Boudreau
August 22nd (Monday) 8:00am-12:00pm	Session 22: Language Comprehension	Tracy Boudreau	Tracy Boudreau
August 23rd (Tuesday) 8:00am-12:00pm	Session 23: Phonics	Tracy Boudreau	Tracy Boudreau
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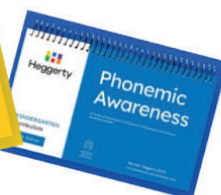
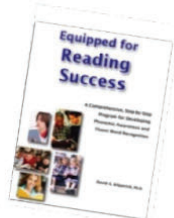
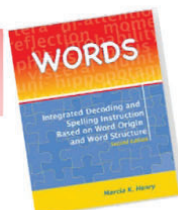
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