



2021-2022
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
Lori Griffin	Principal
Laura Gladden	Asst. Principal
Steve Marion	Media Specialist
Karen Williamson	Counselor
Alison Sampson	2nd Grade
Heather Adair	5th Grade
Logan Clements	Resource
Holly Layes	Speech
Ana Arens	EL Paraprofessional
Cara Sonnier	Parent
Vicky Stouffer	Community Member

Tracy Gilmore	K-12 Literacy Coordinator
Debra Ellison	K-12 Math 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!

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 52% White, 26% Hispanic, 5% African American, and 17% other. We are a Title I school and have 73% 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, "Achieving maximum potential for all as we prepare for our BEST life!", is not just a mission written on paper, it is a mission our team puts in action every single day.

REASONS TO CELEBRATE

- SPED referrals decreased almost 50% in the past four years from 23 to 12 (75% of the 12 were speech only referrals)
- Increased the number of ELL students exiting the program from 3-14 over the last four years.
- Discipline referrals have decreased and positive referrals have increased.
- Third grade cohort students increased reading achievement from 24%-54% from 2016-2019.
- Fourth grade cohort students increased reading achievement from 30%-58% from 2016-2018.
- EL Subpopulation is out-scoring all other populations on ACT Aspire.
- K-2 Classrooms met their Lindamood Bell goals at the end of April 2021 and moved into the next grade level skills to finish out the school year and give learners a jump-start.
- On the 202-21 I-Station Assessments, students increased school-wide from 55 to 59% in reading and from 38 to 49% in math.

Ballman Elementary

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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>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.</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 2021 September Istation to the 2022 April assessment and the 2021 ACT Aspire to the 2022 ACT Aspire. We will also assess for growth on the ACT Aspire Interims and will increase by 5% in literacy and math.</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 feedback for all learners and will show examples of inspiring hope (focusing on strengths). 3. Students will self monitor their learning based on the feedback from teachers to co-determine next steps of learning.
<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>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal will be reached by Apr. 2022.</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

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>By May 2022, all classroom teachers will achieve proficiency in RISE instruction.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Progress of the goal will be measured by RISE observations by the administrators, videos of instruction submitted by teachers, I-Station data, and ACT Aspire Interim and Summative Assessments.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> 1. Teachers will continue professional learning centered around RISE instruction. 2. The Collaborative Teacher Teams and Guiding Coalition will systematically monitor the progress of this goal. 3. Administrators will complete RISE observations. 4. Teachers will submit videos, including all of the components of RISE instruction, in Ed Reflect.
<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>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>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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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: 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 2022.

Progress towards meeting Goal 1:

GOAL 2: By May 2022, disconnected students (those students with minimal or no contact with school staff during COVID-19) will decrease by 10%. This targeted group will be identified through end-of-year data shared by each classroom teacher regarding zooms, face-times, phone calls, emails, google classroom, or classroom dojo.

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
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
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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.

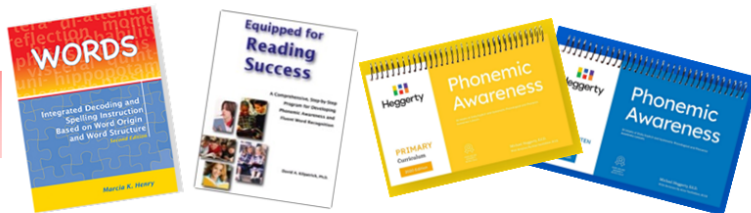


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, 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 2021-2022 PLAN
	REMOVED

DESCRIPTION:

This goal was not completely met this past year, due to Covid, but much progress has been made on a digital format. The Ballman Team unanimously voted to continue to learn and increase specific, targeted feedback to students focused on essential skill learning. We will continue to use Solution Tree resources to support this goal.

GOAL 2: By May 2021, disconnected students (those students with minimal or no contact with school staff during COVID-19) will decrease by 10%. This targeted group will be identified through end-of-year data shared by each classroom teacher regarding zooms, face-times, phone calls, emails, google classroom, or classroom dojo.

X	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

After many phone calls, conferences and conversations, 69 of our 99 students (almost 70%) returned to school during the school year. Of the 30 remaining students, those needing Tier 3 intervention through Lindamood Bell or SPED stayed connected through Zoom meetings with our teachers.



2021-2022
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
Miranda Watson	Assistant Principal
Kandace Weisenfels	Counselor
Rachel Curlin	Title I Elementary Specialist
Cherie Sims	Kindergarten Teacher
Sherry Durham	2nd Grade Teacher
Elizabeth Buergler	3rd Grade Teacher
Dan Bardin	6th Grade Teacher
Misty Cates	Parent
Kelly Mulhivill	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. Barling earned a 72.7 on the 18-19 ESSA (Every Student Succeeds Act) School Index. This is a rating of a B for the Arkansas Public School Ratings. Barling scored an 82.49 on the Value Added Growth Report which determines that we had higher growth than expected. Unfortunately, we continue to have lower achievement than desired. All subgroups at Barling scored higher than the state average on the ESSA School Index except white students who scored 71.68 vs the state average of 74.11. We are identified as a Title I School in which 77% of our students are considered economically disadvantaged.

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.

REASONS TO CELEBRATE

We had 100% participation on the ELPA 21 assessment (onsite and virtual)

One School, One Book was successfully implemented with all students/staff. Students had the opportunity to have the book read aloud to them 3 times a week via zoom. Students who participated received incentives and prizes.

Six of our staff members are National Board Certified Teachers.

Our principal completed year 3 of Master Principal during the 20-21 school year.

Staff will complete year 3 of the Arkansas A+ training during the 20-21 school year.

Barling Elementary

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

*** This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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-6th 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.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be an 11% 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>	<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, Title I Elementary 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. Title I interventionists 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 2022.</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 60% to 70% on the April 2021 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 2020 Istation Reading Assessment to the April 2021 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. Staff will be provided PD monthly on effects of poverty and reading proficiency. 5. Students will receive Intervention by classroom teachers, Title I Elementary 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
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal will be reached by April 2022.</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

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>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 .</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>We will create and support best practices using A+ Essentials framework to increase student engagement in order to increase student achievement by May 2022.</p>

<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> 1. Continued Professional Development for all staff from Arkansas A+. 2. Continue the One School, One Book twice per year to promote engagement and attendance of students. 3. Monitor staff lesson plans in using the arts, experiential learning and enriched assessment, as well as through observations. 4. Invite authors and artists to visit school to engage students in the arts.
<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 12: Create and support best practices to increase student engagement in order to increase student achievement.</p> <p>“Arkansas A+ Schools provide schools with ongoing professional development, support and research. A+ Schools combine interdisciplinary teaching and daily arts instruction, offering students opportunities to develop creative, innovative ways of thinking, learning and demonstrating knowledge. In Arkansas A+ schools, teaching the state’s mandated curriculum involves a collaborative, multi-disciplined approach with the arts — dance/movement, theater, music, creative writing and visual arts — continuously woven into every aspect of a child’s learning.”</p> <p>https://wordpressua.uark.edu/arkansasaplus/</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>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-6th graders at Barling who score ready or exceeding on the ACT Aspire reading assessment will increase from 39% to 50% on the May 2021 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 60% to 70% on the April 2021 assessment.

Progress towards meeting Goal 2:

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 .

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

JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4	5
7	8	9	10	11	12
14	15	16	17	18	19
21	22	23	24	25	26

DISTRICT CURRICULUM



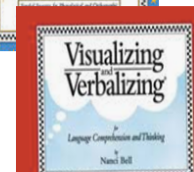
Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



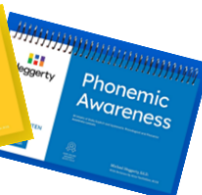
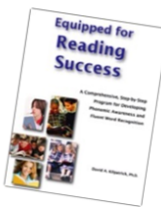
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.



SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, or has been removed.

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x	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

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.

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DESCRIPTION:



2021-2022
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
Pam Siebenmorgen	Principal
Angie Abby	Paraprofessional
Kelley Bean	Media Specialist
Rebecca Bingham	Teacher
Daren Bobb	Partner in Education Member
Kelsea Dugger	Teacher
Audra Efurd	Counselor
Jacqueline Humphries	Teacher
Tina King	Teacher
Carla Mathis	Teacher
Desirae Niemann	Teacher
Mr. Dugger	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!

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

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
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5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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 from ___% in 2021 to ___% May 2022 Act Aspire. (Percentages will be added after the assessment scores in August)</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be a 7% increase from 2021 to May 2022 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.</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>Halfway date?</p>	<p>Goal will be reached by May 2022</p> <p>Progress towards meeting the goal will be reviewed in January 2022.</p>
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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 from ____% in 2021 to ____% May 2022 Act Aspire.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be a 7% increase from 2021 to May 2022 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.
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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: Beard's reading scores in grades 3-6 will improve on the Act Aspire and will increase from ___% in 2021 to ___% May 2022 Act Aspire.

Progress towards meeting Goal 1:

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

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
JUNE 2021

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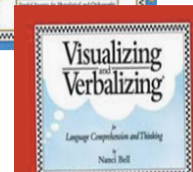
DISTRICT CURRICULUM



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.

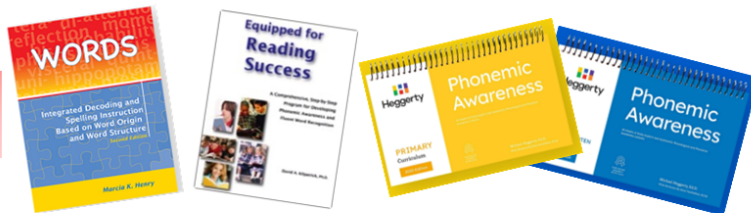


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, or has been removed.

GOAL 1: Beard's reading scores in grades 3-6 will improve on the Act Aspire and will increase from 41% in 2019 to 50% May 2021 Act Aspire.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: Based on Act Aspire Interim and Istation results we will continue this goal for the upcoming school year. Test results will be updated after the results are given to our school.

GOAL 2: Beard's math scores in grades 3-6 will improve on the Act Aspire and will increase from 58% in 2019 to 65% May 2021 Act Aspire.

	MET
	NOT MET
X	CONTINUED IN 2021-20201 PLAN
	REMOVED

DESCRIPTION: Based on Act Aspire Interim and Istation results we will continue this goal for the upcoming school year. Test results will be updated after the results are given to our school.



2021-2022
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
Sharla Whitson	Principal
Laura Gladden	Assistant Principal
Erin Staples	Media Specialists
Lana McLaughlin	Title I Specialist
Shannon Rutherford	Counselor
Shannon Bonnett	SLP
Meredith Simpson	1st Grade Teacher
Staci Giertz	4th Grade Teacher
Bridget Borges	6th Grade Teacher
Heather Robbins	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 (2018-2019), ACT Interim (2020-2021)- Literacy and Math, Istation- Reading and Math. Reading continues to be an area where we need to continue to offer intervention. Math data this year has some gaps that need to be addressed. We have not completed a school year in two years. Some of the skills missing are ones that often are in the last nine weeks of school.

Reading scores will be addressed by following a Cycle of Intervention. Utilizing Common Formative Assessments will help zero in on the skills that need to be addressed. 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 developed to give to the students at the beginning of the year. Essential Skills will be identified for all grade levels. Teachers need to follow a Cycle of Intervention for Math as well as Reading. The District is also adopting a new math curriculum this year. IXL Math will be used for the 3rd-5th grades. IXL also has a diagnostic component that will allow the teachers to assess Arkansas Standards. It will help design an individualized plan for each student which will allow for intervention as well as enrichment.

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 67%
 - Decreased Percentage of Students in Tier 1 September: 24% to April 11%
- Overall Math Istation
 - Increased Percentage of Students in Tier 3-5 September: 34% to April 57%
 - Decreased Percentage of Students in Tier 1: September: 33% to April 20%
- ACT Interim Scores
 - Increased Math Scores
 - 4th Grade---Interim I 22% ----- Interim 2 44%
 - 5th Grade---Interim 30% -----Interim 2 59%

Bonneville Elementary

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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 grades 3-5 in the 2021-2022 school year.</p> <p>Score 80% on Istation for grades 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.</p> <p>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 2022</p> <p>December 2021</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 grades 3-5 in the 2021-2022 school year.</p> <p>Score 80% on Istation for grades 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 • IXL- Diagnostic Assessment in grades 3-5
<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 2022</p> <p>December 2021</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>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 this past year 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>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>May 2022</p> <p>December 2021</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: Improve ACT Aspire Reading scores by 5% in grades 3-5 in the 2021-2022 school year.

Score 80% on Istation for grades K-2.

Progress towards meeting Goal 1:

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

Score 80% on Istation for grades K-2.

Progress towards meeting Goal 2:

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

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
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
15	16	17	18	19

DISTRICT CURRICULUM



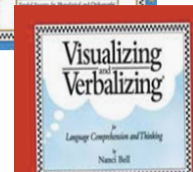
Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



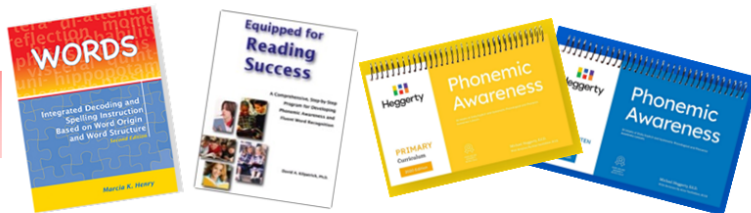
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.



SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, or has been removed.

GOAL 1: Improve Science scores by 5% in grades 3-6.

	MET
X	NOT MET
	CONTINUED IN 2021-2022 PLAN
X	REMOVED

DESCRIPTION: We did not test in the 2019-2020 school year. Removed goal for the 2021-2022 school year.

GOAL 2: Improve Reading scores by 5% in grades 3-6.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: Istation Overall Reading showed an improvement September 52% to April 67%.

GOAL 3: Increase the number of students in Tier 4 and 5 to 80 percent in grades K-2 in Math and Literacy.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: This goal will be included with the Reading goal 2021-2022 for grades K-5.

	September 2020	April 2021
Gaston	57	34
Jackson	33	45
Simpson	30	74
Smith	33	60
Hill	77	81
Terry	48	66



**2021-2022
CARNALL ELEMENTARY
SCHOOL IMPROVEMENT PLAN**

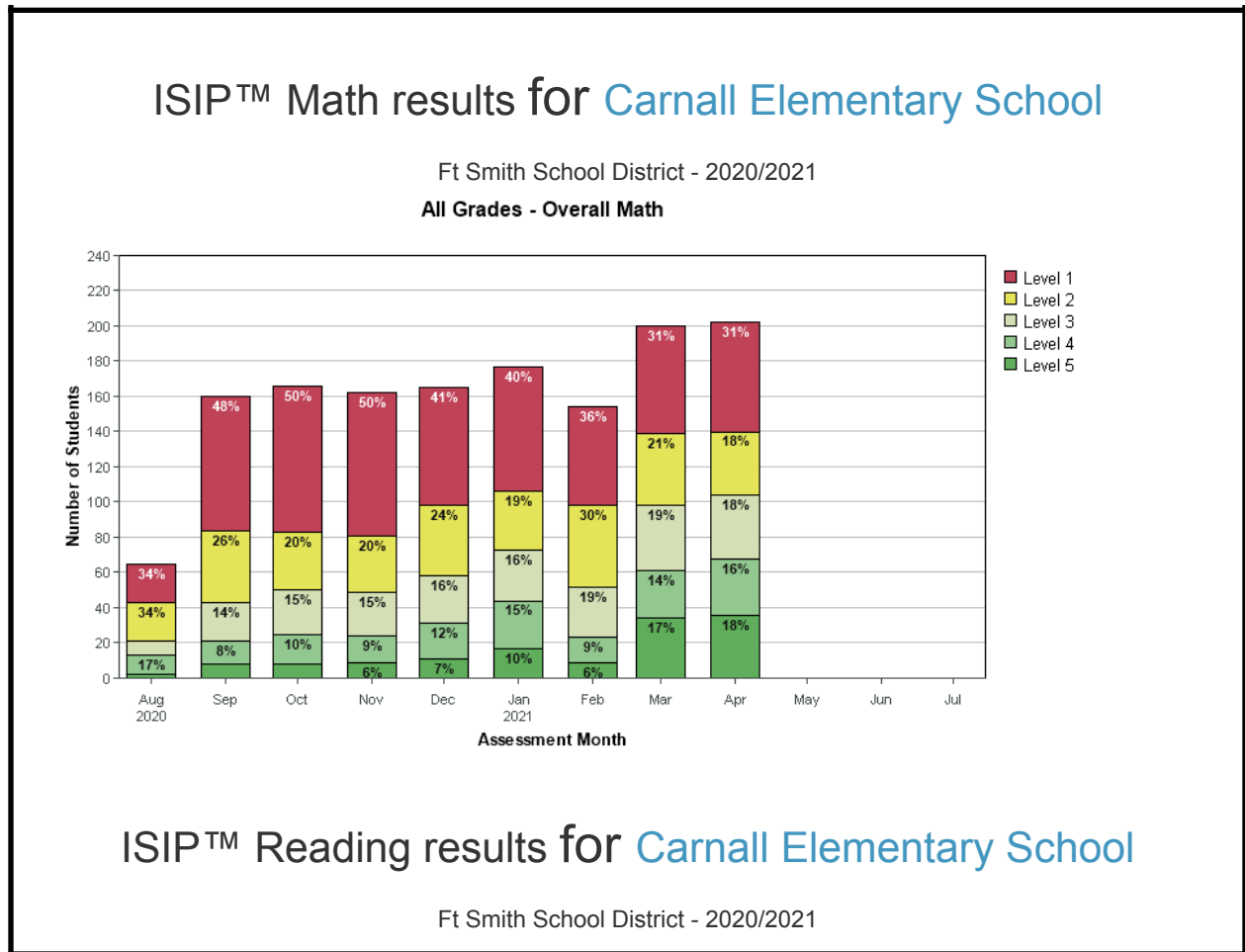
PLANNING TEAM:

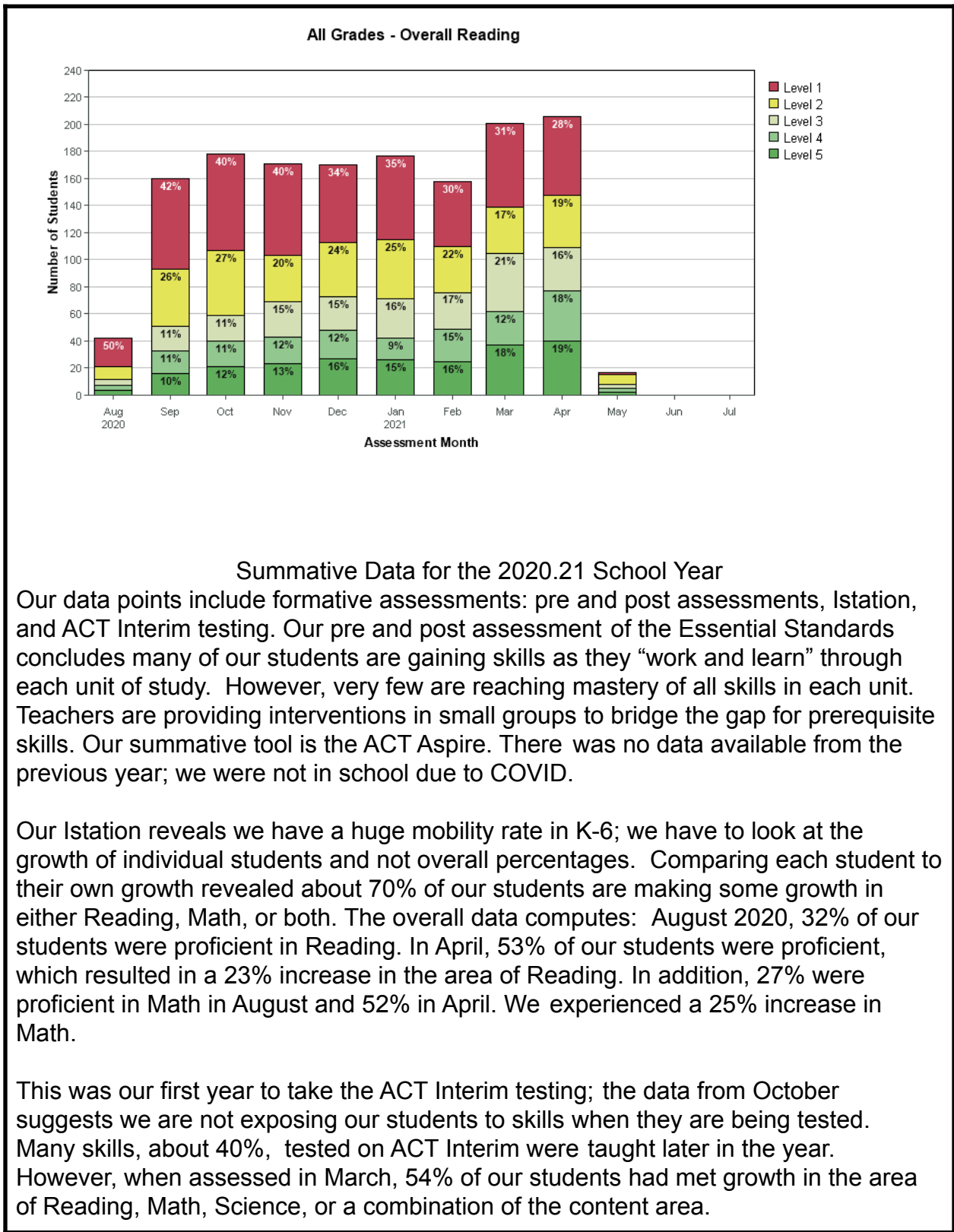
Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Taneka Tate	Principal
Melissa Bridges	Asst. Principal
Abby Saviers	Media Specialist
Brooke Woodruff	Counselor
Misty Moore	Special Education Teacher
Kim Teal	Dyslexia Interventionist
Jennifer Scott	Title I Specialist
Misti Boren	Parent
Torrey Lougin	Community Member
Rebekah Coursey	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!





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. While creating this, we were able to assess 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

- 3 students exited from the Linda Mood Bell phonics program.
- Kindergarten students were ALL green on the May IStation in Math. (All but 1 met proficiency)
- One teacher redesignated a National Board Certified Teacher.
- 54% of our students in grades 3-6 met Benchmark growth in March on the ACT Aspire Interim assessment.
- We experienced a 12% decrease in discipline referrals.
- Attendance was 93% for students despite COVID.
- Two paraprofessionals received their degree in Early Childhood
- Two teachers graduated with their Masters degree
- Four different teachers received Donors Choose grants to better met the needs of our diverse population

Carnall Elementary

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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 2021-22 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 ● Ms. Betancourt, attendance secretary, calls students with unexcused absences ● Dr. Tate follows up with parents at 3 parent permission, 5 unexcused. Rebekah Coursey, 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 ● Weekly- random drawing: You are on a ROLL. Counselor draws names of students that have been here over the intercom and the students receive an incentive. ● FUN times with Attendance-every month for students with PERFECT attendance except Dec and May (free recess, attendANCE, decorate cookies, etc.)

	<ul style="list-style-type: none"> • Attendance PLAYOFFS-Each class competes to get 10 days at 95% first. Class that wins celebrates with Dr. Tate. (bubble party, free recess, chips and Capri Sun, etc.) • Perfect Attendance for semester-students take a field trip to different businesses within the city (Confectionately Yours, RAM, Domino's Pizza)
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 2022.</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 and a decrease of 10% in Discipline Referrals and suspensions.</p>

<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<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 every 2 weeks (SHS Buddies, COLT Cash Store, COLT Theater, Game Day, Bingo Bash, Kona Ice Day, Chuck E. Cheese, Parrot Island) • 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 Safe) • 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 emotionally.
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Behavior problems in school interfere with academic learning.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>May 2022</p>

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 2022, 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>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: Visible Learning (Summer) and Worksheets Don't Grow Dendrites ● Instructional Rounds
<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 2022
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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: 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 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.

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
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25

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.

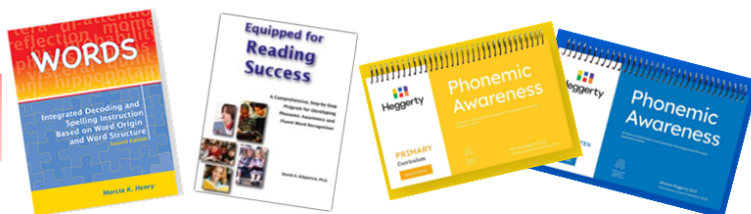


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Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022 or has been removed.

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

	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

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
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

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
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:



2021-2022
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
Hank Needham	Principal
Hillary Key	Assistant Principal
Michelle Hall	Partner in Education
	Parent
Tiffany Mouada	Counselor
Meghan Estep	First Grade Teacher
Manon Arnold	Fourth Grade Teacher
Crissy Pierce	Sixth Grade Teacher
Stephanie Bailey	NSL Dyslexia Interventionist
Jennifer Foster	Title I Elementary 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, Writing, Math, and Science scores. The demographics of our students include 54% White, 17% African American, 16% Hispanic, and 13% other. Cavanaugh is a Title I school, and 65% of our student population is identified as Economically Disadvantaged. After analyzing available assessment data, we have discovered a few commonalities. ESSA reports from 2018 and 2019 indicate that all subgroups except English Language Learners and Students with Disabilities demonstrated a decrease in the number of students performing at proficiency levels. Based on this data, there is a need to focus on overall student growth in both Literacy and Math.

As educators, we recognize that our students will need added Literacy and Math interventions due to the learning regression students experienced due to the COVID-19 pandemic. With limited learning experiences being realized by students as a result of the pandemic, NWEA Map predicts students will have retained only 50% of what they learned in math and 70% of the literacy development they acquired before schools closed on March 16 throughout our state. Keeping the 10-week school closure students experienced coupled with the 2019 ESSA data showing a proficiency decline in both Literacy and Math in most of our school's tested subgroups, Cavanaugh will be utilizing monthly Common Formative Assessments, specifically school-wide ISIP testing, to determine the students with the greatest deficiency needs in order to move them from ISIP Level 1 or 2 to Levels 3, 4, or 5.

REASONS TO CELEBRATE

**Bella Thornburg won first place, and Halle Anderson won second place in the PTA Reflections for Art.

**Halle Anderson is the first ever three time winner of the AR Award.

**Phollip Epperson is a two time winner of the Littlefield Oil Christmas Postcard.

**Ashley Morocco was voted an officer in the Secretaries Association.

**Jeanette Zirbel and Manon Arnold served as teacher representatives for the Core Literacy adoption committee.

**Beth Parker served as the teacher representative for the Math adoption committee.

**Kindergarten received kudos from Lindamood Bell for the outstanding gains on the Istation ISIP.

Growth per grade level from September 2020 to April 2021 (students scoring at level 3, 4, and 5 combined):

Kindergarten:

September: 51%; April: 88%

First:

September: 25%; April: 51%

Second:

September: 59%; April: 59%

Third:

September: 66%; April: 73%

Fourth:

September: 54%; April: 51%

Fifth:

September: 69%; April: 80%

Sixth:

September: 62%; April: 62%

Cavanaugh Elementary

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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 number of K-5 students performing at levels 3,4,or 5(Istation) will increase by 10% from September 2021 to May 2022 in the area of Literacy.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be a 10% increase, from the September 2021 ISIP assessment to the May 2022 ISIP test, in the overall number of K-5 students scoring at levels 3,4,or 5 in Literacy</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> 1. Students scoring Level 1 and Level 2 will be identified. 2. Students will be assigned to an intervention group with the appropriate instructor (ie classroom teacher or interventionist). 3. Monthly ISIP results will be collected and discussed during PLC weekly meetings. 4. Intervention groups will change as necessary depending upon the data collected each month. 5. All K-5 teachers will receive Istation training and learn how to utilize various data reports (Debra Ellison)
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Instruction: Design, develop and implement instructional programs to promote rigor, relevance, collaboration, and critical-thinking skills and to provide learning environments designed to meet each student's unique needs and aspirations.</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>Goal will be reached by May 2022.</p> <p>January 2022</p>
--	--

GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>The number of K-5 students performing at levels 3-5 (Istation) will increase by 10% from September 2021 to May 2022 in the area of Math.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be a 10% increase, from the September 2021 ISIP test to the May 2022 ISIP test, in the overall number of K-6 students scoring at levels 3, 4, or 5 in Math.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> 1. Students scoring Level 1 and Level 2 will be identified. 2. Students will be assigned to an intervention group with the appropriate instructor (ie classroom teacher or interventionist). 3. Monthly ISIP results will be collected and discussed during weekly PLC meetings. 4. Intervention groups will change as necessary depending upon the data collected each month. 5. All K-5 teachers will receive Istation training and learn how to utilize various data reports (Debra Ellison)
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Instruction: Design, develop and implement instructional programs to promote rigor, relevance, collaboration, and critical-thinking skills and to provide learning environments designed to meet each student's unique needs and aspirations.</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>Goal will be reached by May 2022</p> <p>January 2022.</p>
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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 number of K-5 students performing at levels 3,4,or 5(Istation) will increase by 5% from September 2021 to May 2022 in the area of Literacy.

Progress towards meeting Goal 1:

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

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
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
14	15	16	17	18

DISTRICT CURRICULUM



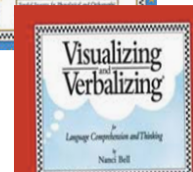
Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



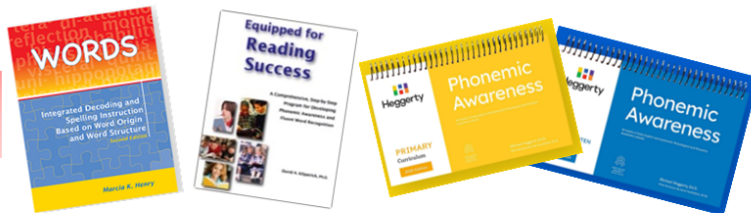
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.



SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, or has been removed.

GOAL 1: The number of K-6 students performing at levels 3,4,or 5(1station) will increase by 5% from September 2020 to May 2021 in the area of Literacy.

x	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

GOAL 2: The number of K-6 students performing at levels 3-5 (1station) will increase by 5% from September 2020 to May 2021 in the area of Math.

x	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:



2021-2022
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
Marna Boltuc	Principal
Sarah-Jane Mayer	Assistant Principal
Brooke Jackson	Community Member
Mandy Ming	Counselor
Allison Hart	Third Grade Teacher
Patty Goodman	Interventionist
Sarah Davis	First Grade
Carrie Curtis	Media Specialists
Kandi Morris	5th grade Social Studies/Science

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 534 students ranging from PreK through sixth grade. We have 470 students on campus in K-6th, 24 virtual students, and 40 preschoolers to equal the 534 students. The demographics of our students include 64% White, 12% Hispanic, 9% Black, 6% Asian, 9% Other, and 51% of our students receive a free and/or reduced lunch. Our school's economically disadvantaged students have slowly changed from 31% receiving free and/or reduced lunches 11 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. **Once we receive data from ACT Aspire, I will add details here.**

Istation data supports the need to strengthen reading and math on campus. In October 2020 we had 31% of our K-6 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 scoring a 3, 4, or 5 on Istation Reading. In October 2020 we had 47% of our K-6 students scoring a 1 or 2 in Istation Math. According to our April scores we have 28% of our K-6 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. **Data from May Istation will be added here after May 15th.**

REASONS TO CELEBRATE

We have so much to celebrate from the 20-21 school year. Even though we were in the middle of the pandemic, had five phases of construction where teachers had to move classrooms numerous times and it won't be finished until July 2021, a total of 12 new teachers/staff members, and several staff members and students missing school due to the pandemic/quarantine we were still able to:

- Show growth in our Istation Reading from 69% to 79% of students scoring a 3, 4, or 5.
- Show growth in our Istation Math from 53% to 72% of students scoring a 3, 4, or 5.
- All K-6th grade teachers used RISE components within their literacy block and other subjects to ensure best practices being used in teaching.
- 3 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 13 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

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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 our new Benchmark Literacy curriculum to increase the istation scores in literacy by 10% in K-5th by May 2022.</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' reading blocks incorporate the RISE components and teacher schedules reflect the components. • The K-5th grade students have shown growth by 10% from August 2021 to May 2022 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 • Continued support from Curriculum & Instruction over the year to help teachers reach their RISE goals. • Benchmark Literacy PD and Materials Provided. • Monthly Istation Data - Progress Monitoring • Job Embedded PD for all teachers • Consistent monitoring by administration
<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?</p> <p>Halfway date?</p>	<p>May 2022; Halfway point is January 2022</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 identify Essential Standards • Teachers will create or align Common Formative Assessments that measure Essential Standards • Teachers will receive PD on writing/creating CFAs/CSAs • Teachers will receive PD on the new Math Curriculum
<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 CFA's 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

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: 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:

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
JUNE 2021

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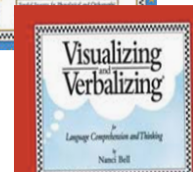
DISTRICT CURRICULUM



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.

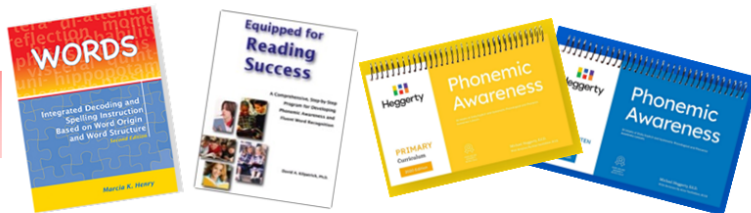


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, or has been removed.

GOAL 1: Teachers will use the Science of Reading in all subject areas to develop the five components identified in RISE. By December 2020, all teachers will create reading blocks that incorporate the RISE components and teacher schedules will reflect the components.

x	MET
	NOT MET
x	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: We met this goal but we have continued learning to do as all teachers will complete their training this summer. We will continue with a goal involving RISE, but it will be changed somewhat to match our current reality at Cook Elementary.

GOAL 2: Cook will monitor student success using common formative assessments with 80% of students showing mastery on Essential Standards and 100% of students showing growth on Essential Standards each quarter.

	MET
x	NOT MET
x	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: We will continue with this goal, but we will focus on mathematics and perfect our skills in this subject before moving on to literacy. Grade level teams are at different levels of understanding and due to the pandemic and not being able to have substitutes for job embedded pd days during this school year, we will continue the learning in the 21-22 school year.

GOAL 3: 50% of families will attend at least one of our evening opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school such as literacy night and blended learning night.

	MET
x	NOT MET
	CONTINUED IN 2021-2022 PLAN
x	REMOVED

DESCRIPTION: Due to Covid and not allowing visitors in our building during the pandemic, this goal was not met. We will use Parent Engagement Funds for a STEAM night and the One School, One Book Program during the 21-22 school year to promote parent engagement in the evenings.



2021-2022
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
Liana Bolton	Asst. Principal
Donna Jones	Title I Elementary 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
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

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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 56% Exceeding/Ready (on Spring 2021) to 63% 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.</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 63%.</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 3-6 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.

<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>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>Halfway date?</p>	<p>Goal will be reached by May 2022.</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 Leadership Team.</p>

GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Increase Math Proficiency Performance from 65% Exceeding/Ready (on Spring 2019) to 72% Exceeding/Ready on the ACT Aspire for the 2020-2021 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.</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 72%.</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.

	<p>6. Data discussions with individual students in grades 3-6 by principal, teacher, and counselor.</p> <p>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.</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>With the implementation of Eureka Math, we look for an increase in the math scores.</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>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 Leadership Team</p>

GOAL 3

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>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%.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Attendance has increased to 96% or beyond. Decrease behavior referrals by 7%.</p>

<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 2022..</p> <p>Increase attendance by May 2022.</p> <p>Decrease behavior referrals 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 the staff.</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: Increase Reading Proficiency Performance from 56% Exceeding/Ready (on Spring 2021) to 63% Exceeding/Ready on the ACT Aspire for the 2021-2022 school year. Increase the percentage of students in Level 3, 4, and 5 on Reading Istation ISIP by 7% for the 2021-2022 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 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.

Progress towards meeting Goal 2:

GOAL 3: Increase attendance from our current average of 93% to 96% average daily attendance during the 2021-2022 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.



R-I-S-E
JUNE 2021

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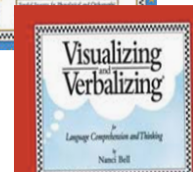
DISTRICT CURRICULUM



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.

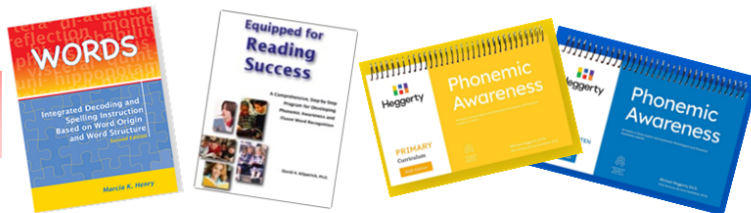


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, or has been removed.

GOAL 1: Increase Reading Proficiency Performance from 56% Exceeding/Ready (on Spring 2019) to 63% Exceeding/Ready on the ACT Aspire for the 2020-2021 school year. Increase the percentage of students in Level 3, 4, & 5 on Reading Istation ISIP by 7% for the 2020-2021 school year.

	MET
X	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

Continued to be a focus for Euper Lane - due to no Spring ACT Aspire scores and no face to face instruction due to COVID 19 for the 2020-2021 school year.

GOAL 2: Increase Math Proficiency Performance from 65% Exceeding/Ready (on Spring 2019) to 72% Exceeding/Ready on the ACT Aspire for the 2020-2021 School year. Increase the percentage of students on Istation ISIP in Math in Level 3, 4, & 5 by 7% for the 2020-2021 school year.

	MET
X	NOT MET
X	CONTINUED IN 2021-2022 PLAN

	REMOVED
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DESCRIPTION:

Continued to be a focus for Euper Lane - due to no Spring ACT Aspire scores and no face to face instruction due to COVID 19 for the 2020-2021 school year.

GOAL 3: Increase attendance from our current average of 93% to 96% average daily attendance during the 2020-2021 school year.

	MET
X	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

Continued to be a focus for Euper Lane - due to COVID 19 protocol for sickness during the 2020-2021 school year.



2021-2022
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
Nicole Shaffer	Principal
Ami Griggs	Assistant Principal
Theresa Frazier	Kindergarten Teacher (Guiding Coalition)
Amanda Johnson	First Grade Teacher (Guiding Coalition)
Alison Gleason	Third Grade Teacher (Guiding Coalition)
Kimberly Watkins	Parent
Ginnetta Tipton	Counselor
Stephanie Grimm	Title 1 Elementary Specialist (Guiding Coalition)
Patti West	Partner in Education
Hunter Thompson	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-6), and ACT Aspire Reading, Writing, English, Math, and Science scores (for the 2018-2019 school year). The demographics of Fairview students include 50% White, 24% Hispanic, 8% African American, 16% Two or More Races, and 2% other. We are a Title I school and have 77% of the student population identified as Economically Disadvantaged. As for assessment data over the last three years, a couple of trends have developed. Due to events beyond our control, the last state assessment data that was compiled for Fairview was in 2019. Using this data, the first trend noticed is that the Public-School Rating Score for Fairview shows a decline from 2017 to 2019. Scores are 79.16, 78.58, and 77.39, respectively. In the 2019 Weighted Achievement Index, we have subgroups that are not performing at the level that 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. As indicated by our last two years of ESSA index scores, the score for every subgroup of students has declined. The needs of all students are growing at Fairview and we need to have systems in place that support their needs.

REASONS TO CELEBRATE

- Fairview has stayed healthy and on track this school year
- Testing for virtual students was successful and over 95% of virtual students came on campus for testing
- Positivity among students and staff have been noticed throughout the pandemic
- Students have started to show growth in literacy based on specific feedback and instructional strategies being implemented based on the Science of Reading
- 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

Fairview Elementary

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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 2021, Fairview Elementary School will increase the number of students reaching proficiency in literacy by 5 percent 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> <ul style="list-style-type: none"> 2021 ACT Aspire Data (grades 3-6) Common Formative Assessments on Essential Standards (grades K-6) Istation Monthly Assessments (grades K-6) DRA Assessments (as applicable) Quarterly Assessments (as applicable)
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> 1. Use non-fiction text during 50% of instructional time in grades 3-6. 2. Teachers will implement RISE and the Science of Reading with fidelity. <ol style="list-style-type: none"> a. RISE walkthrough forms will be used to track this data. b. RISE trainers will conduct walkthroughs with the administrative team for collaboration and understanding of explicit teaching strategies. 3. Teachers will identify essential skills and plan units of study based on these skills. 4. Small group instruction and/or interventions will be provided for those students not reaching mastery. 5. Literacy interventions will be conducted 3 times per week. 6. Tier 2 students will receive classroom interventions, provided by the classroom teacher.

	<p>7. Tier 3 students will receive interventions from a TIES, Dyslexia Interventionist or a special education teacher in addition to the classroom teacher.</p> <p>8. Istation reading K-6</p>
<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 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>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal Date: May 2022</p> <p>Halfway Date: December 2021</p>

GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>By May 2021, Fairview Elementary School will increase the number of students reaching proficiency in math by 5 percent 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 a growth of 5 percent or higher of students have reached proficiency in mathematics by utilizing and implementing the following:</p> <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 2 days per week. 4. Istation math K-6 5. Explicit mathematics instruction based on a classroom look-fors document as well as intentional professional development in mathematical strategies and Number Talks

<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<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. Istation math assessments (K-6)
<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 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>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal Date: May 2022</p> <p>Halfway Date: December 2021</p>

GOAL 3

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>By May 2021, 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.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Fairview will have reached this goal when the total number of office referrals and negatives in LiveSchool are tabulated and have decreased by 10 percent from the 2020-2021 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. Fully implement Second Step school wide 3. Explicit guidance in developing effective behavior support plans 4. Students will be identified and placed with adult mentors 5. Small group meetings with counselors 6. SBMH Therapist 7. Fairview Creed
<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 use of LiveSchool keeps parents informed of both positive and negative behaviors with immediate feedback. 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 2022</p> <p>Halfway Date: December 2021</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: By May 2021, Fairview Elementary School will increase the number of students reaching proficiency in literacy by 5 percent as measured on the data points in the following data sources.

Progress towards meeting Goal 1:

GOAL 2: By May 2021, Fairview Elementary School will increase the number of students reaching proficiency in math by 5 percent as measured on the data points in the following data sources.

Progress towards meeting Goal 2:

Goal 3: By May 2021, 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.

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
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
14	15	16	17	18

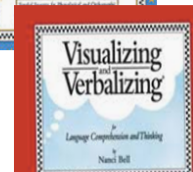
DISTRICT CURRICULUM



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.

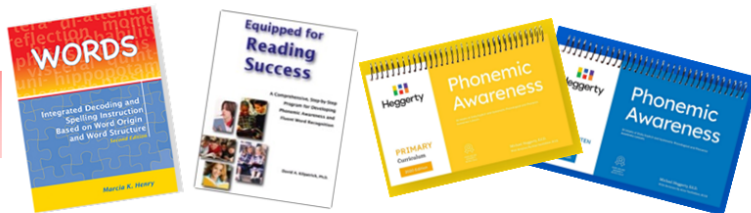


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, or has been removed.

GOAL 1: By May 2021, Fairview Elementary School will increase the number of students reaching proficiency in literacy by 5 percent as measured on the data points in the following data sources.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

As Fairview continues to move to a collaborative community, the effective use of instructional data in the area of literacy is imperative to ensure growth for all students. While we met the goal in some areas, the growth was not seen building-wide, therefore, the goal will continue for 2021-2022.

GOAL 2: By May 2021, Fairview Elementary School will increase the number of students reaching proficiency in mathematics by 5 percent as measured on the data points in the following data sources.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

As Fairview continues to move to a collaborative community, the effective use of instructional data in the areas of mathematics is imperative to ensure growth for all students. While we met the goal in some areas, the growth was not seen building-wide, therefore, the goal will continue for 2021-2022.

GOAL 3: By May 2021, Fairview Elementary School students will decrease office referrals and negatives in LiveSchool by 5 percent through strong interpersonal relationships between staff and students to build a safe, sharing environment.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

As Fairview continues to move to a collaborative community, the effective use of behavioral data is imperative to ensure growth for all students. The goal will continue through 2021-2022 with social-emotional learning provided to all students to ensure success at Fairview. This goal will be modified to say 10 percent.



2021-2022
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
Toni Kinnard	Parent
Keith Cummings	Community Member
Jane Stewart	Counselor
Kacee Kareus	Title I Specialist
Trish Hamlet	Kindergarten Teacher
Laurete Wright	Lead Teacher
Amanda Sugg	Resource 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!

After reviewing data collected at the end of AMI Learning in May, we know that 64 of our students do not have internet in their home. We also know that over 100 students did not regularly turn in work to their teachers, even with ConnectEd messages encouraging turning in work, social media notifications, PBIS incentives, and teacher contact. After closer review of this information, we see that students who were already described as high-risk were the most devastatingly affected by not attending school in our building, and although good Wi-Fi connections would help for some, there is NO SUBSTITUTE for students attending school and being directed and scaffolded daily by highly qualified teachers. However, as a result of the pandemic, we now know that we must always be ready to adapt, modify and change our method of instructional delivery.

Students who continued to work and learn from home and participated in Zoom activities and lessons were from homes with strong parent involvement. Students who did not participate in AMI tended to be from homes with students being raised by grandparents, students living in homes with less support due to various reasons such as parents' work schedule or lack of understanding due to significant language barriers.

REASONS TO CELEBRATE

Approximately 100 students received weekly prizes for continuing to work and learn from home utilizing LiveSchool Home Version.

Our upper grade students participated in weekly Rise & Shine presentations that were shared on Social Media.

Speciality teachers such as PE, Music, Art, Counselor & Media specialist provided special Zoom Potential Energy activities to offer for students to help meet their social emotional needs.

Staff members provided weekly needed technology tutorials to help ALL staff members to become proficient with Zoom, PBIS, Google Classroom, GroupMe and other platforms needed for virtual learning and communication.

Over 125 students qualified for a special celebration for obtaining 400 points in LiveSchool. These points were obtained by continuing to work and learn from home (turning in assignments), watching AMI videos on PBS and having weekly contact with teachers.

All staff members, (teachers, paras, secretaries, custodians, cafeteria staff members), were invited to and participated in weekly AMI staff meetings. In addition, each staff member participated in a weekly Virtual Team meeting. During these meetings, they worked together as a team to make sure that all students assigned to their grade level groups were contacted weekly by a member of their team.

Howard Elementary

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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 identified as high-risk due to not participating in AMI in the spring of 2020 will be regularly scheduled for interventions (virtual and face-to-face). Interventions may include a before or after school Homework Help program utilizing community volunteers as well as staff in which parents/guardians would also be encouraged to participate.</p> <p>MODIFIED - Due to CDC Guidelines, use of volunteers was not an option.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>We will reach this goal when at least 75% of noted high-risk students are regularly participating in interventions.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>We will need volunteers and staff to assist with interventions to meet this goal. Volunteers will be recruited from Partners in Education, FSPS Mentoring program and staff at the beginning of the school year through email surveys and Zoom meetings. Students will be identified based on data collected during spring AMI lessons. A review of the Master Schedule will help prevent conflicts in scheduling staff for interventions with identified students.</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>High Risk students who did not participate in spring AMI activities will begin the school year further behind than those who did.</p>

TIMELY: I will reach my goal by what date? Halfway date?	Date of Goal is December 1 Halfway goal will be October 1
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GOAL 2

Write a SPECIFIC goal. Who/What/Where/How/When	All classroom teachers will establish a means of communication with parents during the first month of school using technology (SeeSaw, Remind, etc.). Teachers and parents will begin to utilize this platform regularly at the beginning of the year so that it is securely in place for regular two-way communication throughout the year.
MEASURABLE: I know I have reached my goal when...	We will reach our goal when 90% of parents are regularly responding to teachers using the specific app.
ATTAINABLE: Item(s) I need to achieve this goal.	All current teachers received training in communicating with parents utilizing technology during the Spring AMI. These techniques will be reviewed, revised and shared with new teachers during weekly team meetings by members of the school leadership team.
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	Wellness: Develop and train empathetic and nurturing employees to be sensitive to and supportive of the needs of all children and families. It has become evident during our spring AMI process, that parent communication is vital for successful virtual learning as well as classroom learning.
TIMELY: I will reach my goal by what date? Halfway date?	Goal is October 15 Halfway Goal is September 15;

GOAL 3

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Seek out resources to ensure that 100% of the families at Howard Elementary have access to the internet. At the beginning of the school year, our Guiding Coalition and our Media Specialist will seek out means to provide internet hotspots for check out for any school families without internet access.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>We will reach our goal when all families have obtained internet access.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>We will need donations or funding to obtain hotspots for families in need to meet this goal.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</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>Technology: Provide appropriate technology that is consistently available, effectively supported and equitably distributed for group and individual instruction.</p> <p>Adequate access to the internet will be critical for ALL students during the upcoming blended education plan.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal is May 1</p> <p>Halfway Goal is December 1</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: Students identified as high-risk due to not participating in AMI in the spring of 2020 will be regularly scheduled for interventions (virtual and face-to-face). Interventions may include a before or after school Homework Help program utilizing community volunteers as well as staff in which parents/guardians would also be encouraged to participate.

Progress towards meeting Goal 1:

GOAL 2: All classroom teachers will establish a means of communication with parents during the first month of school using technology (SeeSaw, Remind, etc.). Teachers and parents will begin to utilize this platform regularly at the beginning of the year so that it is securely in place for regular two-way communication throughout the year.

Progress towards meeting Goal 2:

GOAL 3:

Seek out resources to ensure that 100% of the families at Howard Elementary have access to the internet. At the beginning of the school year, our Guiding Coalition and our Media Specialist will seek out means to provide internet hotspots for check out for any school families without internet access.

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
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
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7	8	9	10	11
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15	16	17	18	19

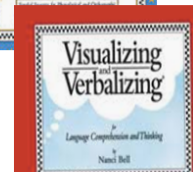
DISTRICT CURRICULUM



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.

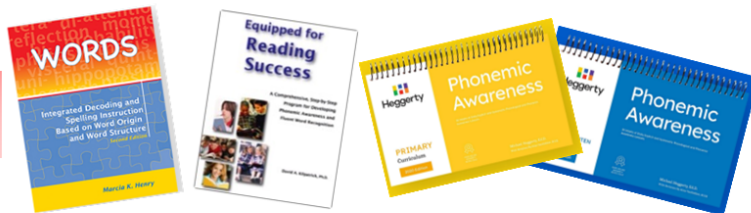


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, or has been removed.

GOAL 1: Students identified as high-risk due to not participating in AMI in the spring of 2020 will be regularly scheduled for interventions (virtual and face-to-face). Interventions may include a before or after school Homework Help program utilizing community volunteers as well as staff in which parents/guardians would also be encouraged to participate.

MODIFIED - Due to CDC Guidelines, use of volunteers was not an option.

	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

GOAL 2: All classroom teachers will establish a means of communication with parents during the first month of school using technology (SeeSaw, Remind, etc.). Teachers and parents will begin to utilize this platform regularly at the beginning of the year so that it is securely in place for regular two-way communication throughout the year.

	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

GOAL 3: Seek out resources to ensure that 100% of the families at Howard Elementary have access to the internet. At the beginning of the school year, our Guiding Coalition and our Media Specialist will seek out means to provide internet hotspots for check out for any school families without internet access.

	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:



2021-2022
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
Elizabeth Love	Asst. Principal
Mayra Estrada	Parent
Pat Stanton	Community Member
Amy Alexis	Media Specialist
Brenda Martin	NSL Dyslexia Specialist
Jamie Delung	Special Education Teacher
Raven Jackson	Fourth Grade Teacher
Amber Clarke	Sixth Grade Teacher
Heather Pettigrew	Kindergarten Teacher
Sunshine Burch	Title One 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 2021, 57% of our students are below proficiency in grades K-6 according to Istation Data. This means that the majority of our students qualify for Tier 3 intervention in reading. The Response to intervention pyramid means that all students receive Tier 1 instruction, some need Tier 2 interventions, and even fewer should need Tier 3 interventions. 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.

Part of solid Tier 1 instruction means that teachers also need to be knowledgeable in the Science of Reading (SoR) and implement practices that align with the SoR. We need to continue professional development and coaching in SoR practices.

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- 83% of students in 1st grade scored proficient on the summative Istation. The first grade teachers have spent the year developing common assessments to plan interventions for math. While other grade levels did use common assessments this year, we know that 1st grade used the data from their assessments to plan interventions. 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.

PLC interview- Morrison was selected for an interview to be a PLC cohort through DESE and Solution Tree. We are waiting to hear if we are selected as a finalist.

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.

HIT team- We created a "Hope Intervention Team." The team supports teachers in delivering effective instruction in all Tiers of learning including Tier 1 learning which is the instruction that the entire class receives. The team also assists teachers in planning Tier 2 interventions for students who are not able to master learning targets through Tier 1 instruction alone.

RISE training- Recently, the HIT team planned a RISE night to provide teachers a refresher on the Science of Reading. **All** certified staff members chose to stay after school from 4:30-6:00 to attend the session. Teachers are showing their enthusiasm to learn how to be the best reading instructors possible.

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 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

Morrison Elementary

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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>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.
<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>

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

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>We will increase math achievement by 5% as indicated by ACT Aspire Data and Istation Data.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>5% more students are proficient on Istation and ACT aspire in Math than in 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"> ● 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.
<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>

<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>We will reach our goal by May 2022</p> <p>The halfway date will be January 2022.</p>
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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: Increase literacy achievement by 5% as indicated by Istation and ACT Aspire data.

Progress towards meeting Goal 1:

GOAL 2: We will increase math achievement by 5% as indicated by ACT Aspire Data and Istation Data.

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

JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18

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.

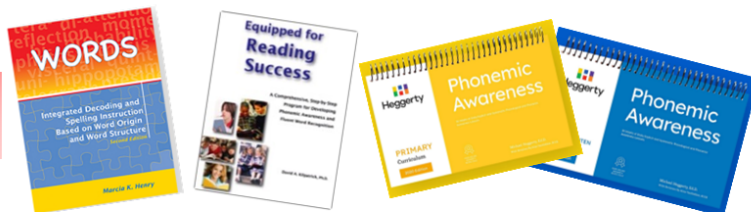


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, or has been removed.

GOAL 1: Increase literacy achievement by 10% as indicated by ACT Aspire and decrease students scoring level 1 as indicated by Istation.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: We will know if we have met this goal this summer

GOAL 2: Maintain attendance of 95% of the school year by 95% of the student population for the 2020-2021 school year.

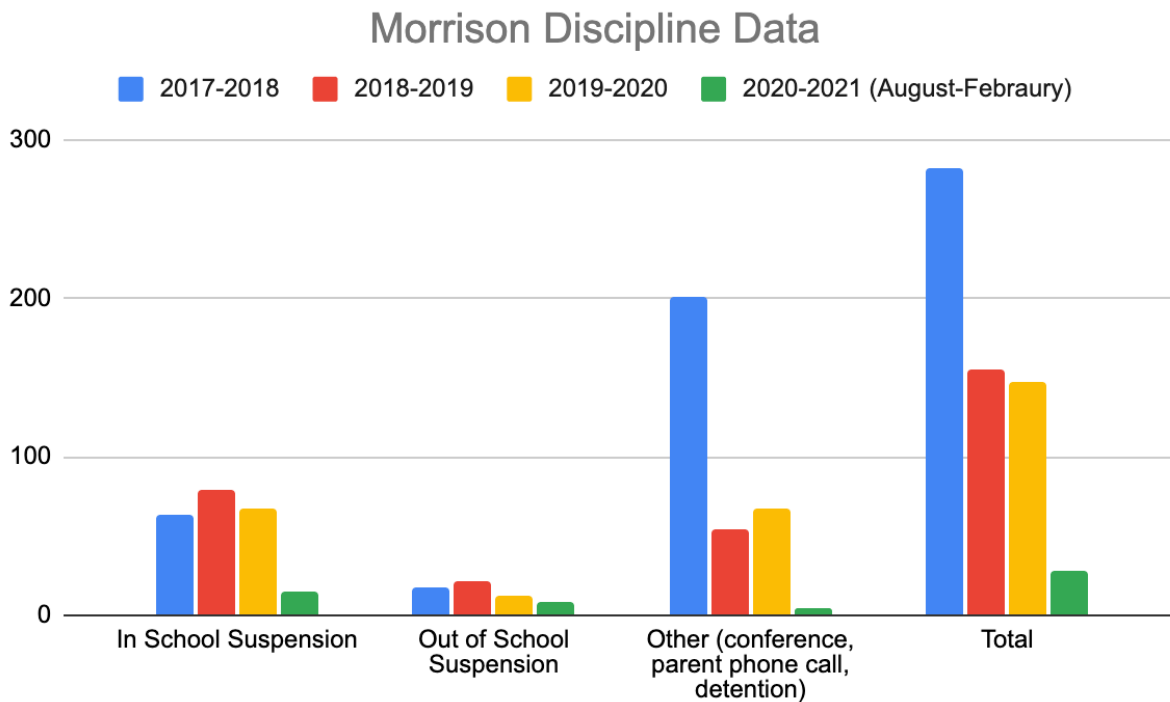
	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
X	REMOVED

DESCRIPTION: We removed this goal due to Covid. We believe that our academic goals are more pertinent for the 2021-2022 school year.

GOAL 3: Decrease the number of office referrals by 10%

X	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
X	REMOVED

DESCRIPTION: We met this goal and removed it from our goals for next school year.





**2021-2022
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
Tracie Gipson	Counselor
Lori England	Kindergarten Teacher
Nan Hargett	3rd/4th Grade Teacher
Kristel Knubley	1st Grade Teacher
Debra Lively	Special Education Teacher
Marla Needham	NSL Dyslexia Specialist
Josh Hargett	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. This year, we have 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. As we move forward, we need to continue to develop our rigor in our core classes and continue to provide data driven targeted instruction and intervention during our WIN time. We will also need to incorporate our new literacy and math curriculum in our unit plans and assessment maps.

Setting a new baseline this year for literacy proficiency in our special education population sub-group goal will be needed because we met and exceeded our goal for the 2020-2021 school year.

Since we did not reach our 8% increase for our math and literacy goal in the 2020-2021 school year even though we did make great gains from our beginning of the year data, we will continue with the same goal adjusted from February 2020 data to April 2021 data as the baseline.

REASONS TO CELEBRATE

- As a result of the work that we have done, we met and exceeded our special education goal this year! During our last testing session of the 2019-2020 school year in IStation, two out of thirty-five students from our special education population scored proficient, which is a 6% proficiency rate. This year, eight out of twenty-six students from our special education population scored proficient. That is a 31% proficiency rate which is 25% higher than last year! Our goal was to increase by 8%, so we exceeded our goal by 17%! Our special education students demonstrated great growth. The majority of our students identified as having learning disabilities increased their reading levels. Twelve of these students increased their reading levels by 2 grade levels, five increased by 3 grade levels, one increased by 4 grade levels, and one increased by 6 grade levels.
- We showed great growth from September 2020 to April 2021 with an increase of 13.8% in proficiency in reading and 15.9% in math for our total student population.
- We have created learning progressions for all literacy essential standards and 3rd-6th grade math essential standards this year.
- We have been so successful in our implementation of our Inclusive Practices PLC Project that the Department of Elementary and Secondary Education has referred several district special education directors and principals to call us for advice.
- One of our special education teachers shared a presentation about our work to other special education teachers in our district.
- We will be implementing Capturing Kids Hearts in the 2021-2022 school year. Through this implementation, our goal will be 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 will give our teachers the tools they need to build strong classroom communities and a safe learning environment for our students through a social emotional support lens.
- We are very excited to have new math and literacy resources that support the research and evidence based learning we have experienced with RISE and our Inclusive Practices PLC Project work.
- We are also excited to be working toward our High Reliability Schools Level 1 Certification.

Orr Elementary

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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 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%).</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>When we have 8% more 3rd-5th grade special education students proficient in reading according to IStation than we did in April 2021, 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 have put systems of intervention in place, created common formative assessments to drive instruction, and we will continue working with consultants from Solution Tree to help us specifically meet the needs of our students identified as having special needs. We also believe it is attainable because we saw a 25% increase in proficiency in the 2020-2021 school year.</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>

<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>May 1, 2022 is the goal completion date.</p> <p>January 1, 2022 will be our halfway date.</p>
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GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>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%)</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>When we have an 8% increase in overall student proficiency in reading and mathematics from our April 2021 Istation data, 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 have put systems of intervention in place, created unit plans with essential standards and learning targets, created common formative assessments to drive instruction, and we will be working with consultants from Solution Tree to help us specifically meet individual student needs. (Diane Kerr from Solution Tree suggested that we set a goal between 8% and 10% because the PLC practices that we are putting in place are likely to produce great increases in our student achievement data.) We showed great growth from September 2020 to April 2021 with an increase of 13.8% in proficiency in reading and 15.9% in math. Although this was 6.2% more growth than we saw in reading the previous year and 8.8% more growth than we saw in math the previous year, we failed to meet our goal of increasing our overall level of proficiency by 8% because our baseline data was significantly lower. It is our hypothesis that our baseline data will be stabilized going into a new year with less disruption from Covid 19. If we demonstrate as much growth as we did this year, we will meet this goal.</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>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>May 1, 2022 is the goal completion date.</p> <p>January 1, 2022 will be our halfway date.</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: 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%).

Progress towards meeting Goal 1:

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%)

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
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
15	16	17	18	19

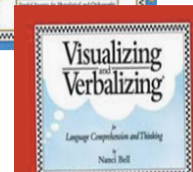
DISTRICT CURRICULUM



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.

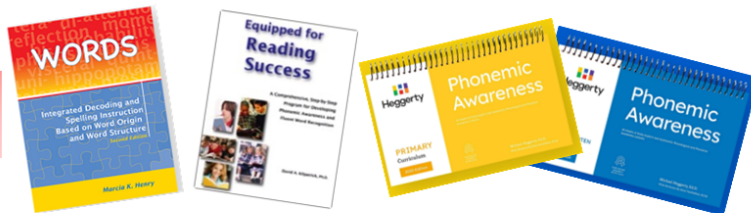


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, or has been removed.

GOAL 1: By May 1, 2021, our goal is to increase our special education student proficiency in reading by 8% on Istation using the February 2020 Istation scores as a baseline.

X	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: We increased our proficiency rate by 25% which exceeded our goal of 8%!

GOAL 2: By May 1, 2021, our goal is to increase our overall student proficiency in reading and mathematics by 8% on Istation using the February 2020 Istation scores as a baseline.

	MET
	NOT MET
x	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: We will continue this goal for the 2021-2022 school year because we only had a 1% gain in proficiency this year instead of meeting our 8% goal.



**2021-2022
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. Austin	Principal
Jessica Lemus	Kindergarten Teacher
Lisa McDaniel	Interventionist
Adam Elliott	Fifth Grade Teacher
Katie Becker	Kindergarten Teacher
Becky Brown	Community Member
Micah Rego	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: 62% exceeding/ready Reading: 31% exceeding/ready Science: 33% exceeding/ready Math: 47% exceeding/ready

Fourth Grade: English: 62% exceeding/ready Reading: 43% exceeding/ready Science: 34% exceeding/ready Math: 41% exceeding/ready

Fifth Grade: English 49% exceeding/ready Reading: 28% exceeding ready Science: 28% Math: 44% exceeding/ready

Sixth Grade: English: 65% exceeding/ready Reading: 31% exceeding/ready Science: 23% exceeding/ready Math: 33% exceeding/ready

ESSA Report with letter Grade: C

Reading Istation Scores as of March 2020 (last one we took before covid-19)

Kindergarten

Tier 1 - 35%

Tier 2 - 35%

Tier 3 - 29%

1st Grade

Tier 1 - 31%

Tier 2 - 34%

Tier 3 - 31%

2nd Grade

Tier 1 - 39%

Tier 2 - 35%

Tier 3 - 27%

3rd Grade

Tier 1 - 55%

Tier 2 - 29%

Tier 3 - 16%

4th Grade**Tier 1 - 45%****Tier 2 - 28%****Tier 3 - 27%****5th Grade****Tier 1 - 68%****Tier 2 - 11%****Tier 3 - 21%****6th Grade****Tier 1 - 67%****Tier 2 - 19%****Tier 3 - 15%****Discipline:****2019-2020 Discipline Referrals: 114 as of March 2020**

Our data is telling us that in reading that only 33% of our students are reading on grade level according to ACT Aspire. Our teachers will need to implement RISE, Seeing Stars, and VV with fidelity to ensure students are receiving research based strategies to improve student reading comprehension.

Our data is telling us that in math that only 41% 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 16 office referrals from August to mid March. As a staff they will receive training in restorative practices. 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:

- Kindergarten September Level 1 57% to March Level 1 29% Kindergarten decreased by 28%
- Kindergarten September Level 3/4/5 14% to March Level 3/4/5 35% increase of 21%
- First Grade September Level 1 36% to March Level 1 31% First Grade decreased by 5%
- Second Grade September Level 1 44% to March Level 1 27% Second Grade decreased by 17%
- Second Grade September Level 3/4/5 34% to March 3/4/5 39% Second Grade increased by 5%
- Third Grade September Level 1 50% to March Level 1 16% Third Grade decreased by 34%
- Third Grade September Level 3/4/5 25% to March 3/4/5 55% Third Grade increased by 30%
- Fourth Grade September Level 3/4/5 35% to March 3/4/5 45% Fourth Grade Increased by 10%
- Fifth Grade September Level 3/4/5 57% to March Level 3/4/5 68% Fifth Grade increased by 11%
- Sixth Grade September Level 1 31% to March Level 1 15% Sixth Grade decreased by 16%
- Sixth Grade September Level 3/4/5 48% to March Level 3/4/5 67% Sixth Grade increased by 19%

Positive Referrals:

As of April 30, 2021 we had 354 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 21 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

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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 2021-2022 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 27% to 32%. Istation reading scores go from 49% to 54%</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>RISE training for staff. RISE taught with fidelity. LMB taught with fidelity. LMB coaching. CFAs to assess students during the 21-22 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</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>

<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 2022.</p> <p>Halfway date will be December 2021.</p>
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GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Students will increase their math comprehension by 5% by the end of the 2021-2022 school year.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Act Aspire goes from 34% to 39%</p> <p>Istation Overall Math Scores go from 35% to 40%</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>CGI and ECM used in room teachers have been trained.</p> <p>Use of manipulatives</p> <p>CFAs to assess students during the 21-22 school year.</p> <p>Teachers will have a common intervention time.</p> <p>Instructional leaders observing and meeting with staff to discuss instruction going on in the classroom and how it is meeting student needs.</p> <p>Team Collaboration</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Martinez and Martinez (2001) highlight the importance of reading to mathematics students:</p> <p>[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 other perspectives and experiences, to understand</p>

	<p>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 2022.</p> <p>Halfway date will be December 2021.</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 2021-2022 school year. (19-20 114, we only have records till March 13 because of Covid-19)</p> <p>20-21 As of April 30, 2021 we have 128 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 128 to 115 by March of 2022.</p>

<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>A behavior team was developed in April 2020. The team is reading the book Hacking School Discipline: 9 ways to create a culture of empathy and responsibility using restorative justice. They will do training with the staff over the summer how to implement circle time to their daily schedules. The committee will analyze data monthly throughout the school year. Administration will do classroom walkthroughs to ensure that teachers are implementing circle time with fidelity. More training will be given to teachers who are not implementing circle time with fidelity. Also, in May of 2020 a celebration team was implemented to ensure students who are showing empathy and implementing the district word of the week will be celebrated with positive referrals.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>The goal of restorative discipline is to change the school climate rather than merely respond to student behavior (Nathan Manyard and Brad Weinstein) the authors of Hacking School Discipline. At Pike Elementary we want to change the culture vs just responding to the discipline. We know students learn when in the classroom vs. being removed for classroom discipline. 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 2022.</p> <p>Halfway mark will be December 2021.</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: Students will increase their reading comprehension by 5% by the end of the 2021-2022 school year.

Progress towards meeting Goal 1:

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

Progress towards meeting Goal 2:

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)

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
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18

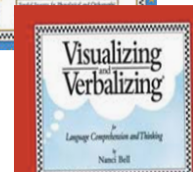
DISTRICT CURRICULUM



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.

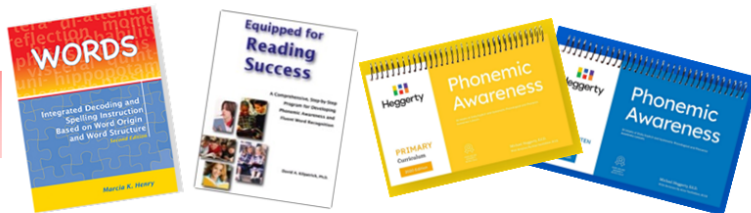


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 201-2022, or has been removed.

GOAL 1: Students will increase their reading comprehension by 5% by the end of the 2020-2021 school year.

	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

GOAL 2: Students will increase their math comprehension by 5% by the end of the 2020-2021 school year.

	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

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

	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:



2021-2022
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
Robyn Dawson	Principal
Dana Booth	Assistant Principal
Sheila Jones	Title I Elementary Specialist
George McGill	Community Member
Joshua Bogdon	Parent
Kristin Riggs	Counselor
Alexi Cuevas	Kindergarten Teacher
Jessica Plett	First Grade Teacher
Kylie Hall	Second 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.

Due to our high English Learners population as well as students from a variety of cultures, it is important for our school to focus on the needs of those students. Goals 1 and 2 benefit all students with a focus on addressing these students. Goal 3 focuses on our Special Education Department.

REASONS TO CELEBRATE

- Highly Effective School Accreditation
- 4 teachers selected for High Reliability Teacher Certification
- Solution Tree PLC Model School
- Successful completion of the Apprenticeship Pilot Program partnering with University of Arkansas-Fort Smith
- Technology advancements through virtual teaching and communicating
- Successfully partnered with WestEd and DESE for a Learning Sprint for Special Education
- K-2 Istation scores increased. Many goals not only met, but exceeded.

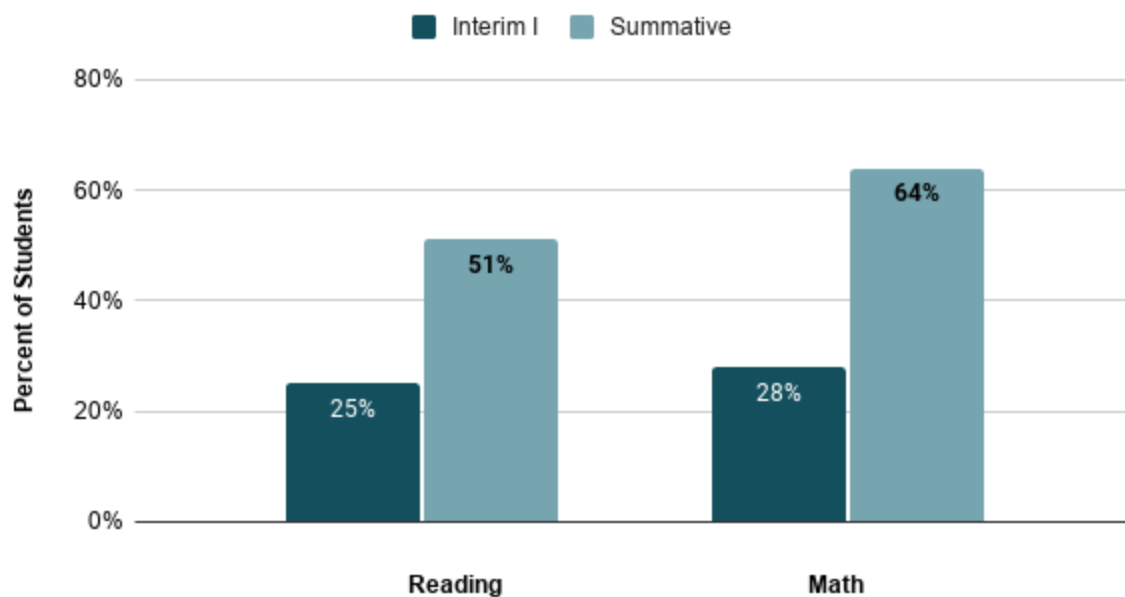
Spradling Elementary

2020-2021 ACT Aspire % Exceeding/Ready*

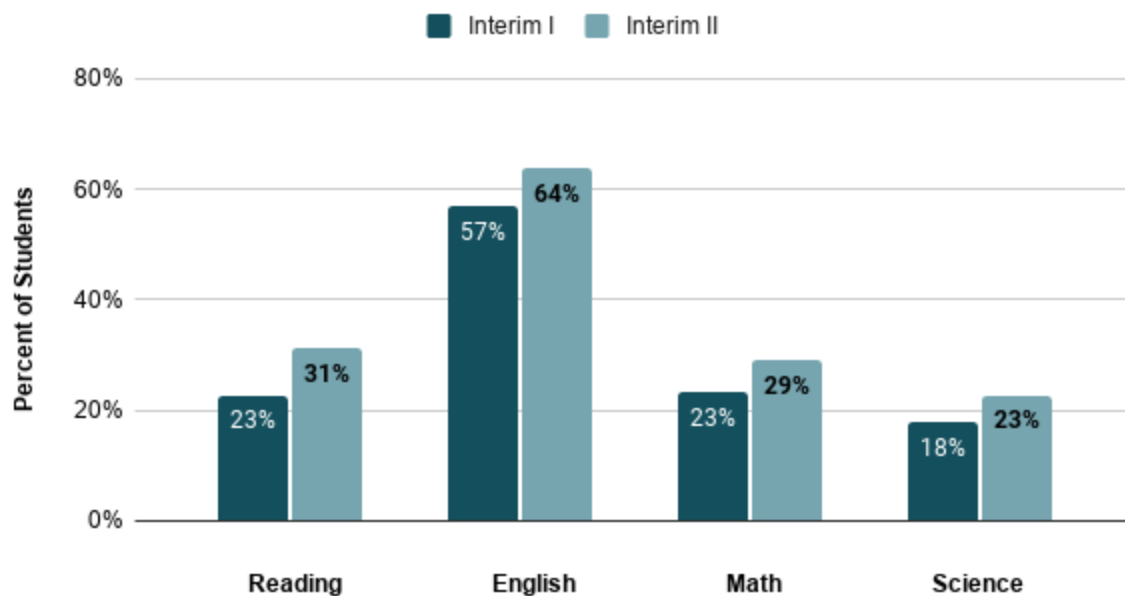
Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

K-2 Overall Student Proficiency



3-6 Overall Student Proficiency



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>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.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Spradling will reach proficiency based on rubric from Marzano.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> ● <i>Leading A High Reliability School</i> by Marzano, Rains, Dufour, and Warrick ● High Reliability Schools by Eaker, Marzano, et al ● Time budgeted ● PD by professional Marzano consultant
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Marzano indicator 2.6 states Teachers have opportunities to observe and discuss effective teaching. This lines up with the Vision 2023 Mission and Strategies of Fort Smith Public Schools.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p>	<p>We will know we have reached our goal when we have achieved Level I of Highly Effective Schools Final Accreditation Plan by May of 2022</p>

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

GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>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.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>We will know we have reached our goal when students are not pulled from core instruction, student assessments show no longer in need of intervention, and exit tests show a decline in the number of tier 3 students.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> ● <i>Leading A High Reliability School</i> by Marzano, Rains, Dufour, and Warrick ● High Reliability Schools by Eaker, Marzano, et al ● Time for PD and implementation ● Highly Effective Schools Coach
<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>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Our goal to have the master schedule in place is August 2021. The intervention system will be put into place, reflected upon, and in full implementation by September 2021.</p>

GOAL 3

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Spradling Special Education students in grades K-6 will show 1 ½ years worth of growth in reading/literacy levels by the end of the 2021-2022 school year.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Classroom assessments and interims will show student growth.</p> <p>CFAs, CSAs, ACT Aspire, Running Records, LMB</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>Spradling will continue to utilize the LindaMood Bell Curriculum and Training.</p> <ul style="list-style-type: none"> • SPED students will continue to be integrated into General Education classrooms throughout the day. • SPED teachers took on a more active role during 2020-2021 on PLC teams and planning. This will continue for 2021-2022. • SPED ACT Interim data will be used to monitor growth.
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Spradling is listed as a Needs of Additional Targeted Support for our SPED Department. Our goal is to give all students equity in their learning by supporting them through quality instruction and wellness.</p>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>May 2022</p> <p>December 2021</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: 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.

Progress towards meeting Goal 1:

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.

Progress towards meeting Goal 2:

GOAL 3: Spradling Special Education students in grades K-6 will show 1 ½ years worth of growth in reading/literacy levels by the end of the 2021-2022 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.



R-I-S-E
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18

DISTRICT CURRICULUM



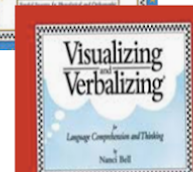
Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



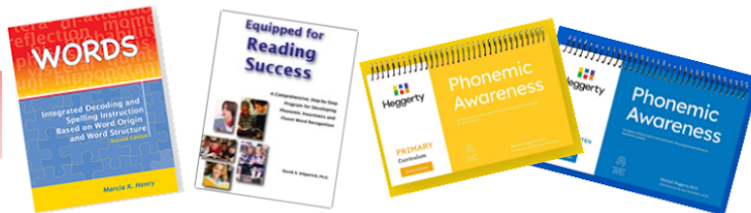
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, or has been removed.

GOAL 1: All teachers in grades 3-6 will integrate and implement English Language Proficiency Standards into Unit Plans in ELA and Math by the end of the 2020-2021 school year.

X	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: All teachers in grades 3-6 integrated and implemented EL Proficiency standards. They each have a deeper understanding of working with their EL students and how best to support them.

GOAL 2: Spradling Special Education students in grades K-6 will show 1 ½ years worth of growth in reading/literacy levels by the end of the 2020-2021 school year.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

GOAL 3: K-6 grade level teams will unpack Writing and Language Arts standards and complete their units. The process will be well underway by August 2020, full completion by December 2020.

X	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

Spradling K-6 teachers have unpacked their Writing and Language Arts standards and have completed their units. Units will continue to be reevaluated and updated as needs arise in order to best support student needs.



2021-2022
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
Krystle T. Smith	Principal
Joni Donoho	Assistant Principal
Sherry Lipe	NSL Dyslexia Interventionist
Lisa Johnson	Title I Specialist
Sherry Jones	5th Grade Teacher
Kelsey Struckhoff	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 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 2020 Istation Assessment to the April 2021 Istation Assessment. Kindergarten students increased from 15% to 27% proficient, First grade students increased from 9% to 27% proficient, Second grade students increased from 23% to 56% proficient, Third grade students increased from 44% to 47% proficient, Fourth grade students increased from 57% to 59% proficient, Fifth grade students increased from 51% to 52% proficient, and Sixth grade students increased from 46% to 57% proficient..

Sunnymede students made some growth on the Math Istation Assessments. Kindergarten students increased from 43 % to 66% proficient, First grade students increased from 16% to 51% proficient, Second grade students increased from 11% to 31% proficient, Third grade increased slightly from 12% to 16% proficient, Fourth grade decreased from 34% to 24% proficient, Fifth grade increased from 13% to 20% proficient, and Sixth grade increased from 23% to 25% proficient. Sunnymede Elementary school must align math practices with best practice strategies to increase students' math scores and set them up for success in future learning.

Sunnymede staff will need to simultaneously focus on literacy and math during PLC's to make a positive impact on learning. The focus of the 2020-2021 PLC meetings was literacy, per our Solution Tree Representative. We will continue to build upon our literacy work during the 2021-2022 school year but we will add math to our focus as well.

REASONS TO CELEBRATE

Progression of PLC implementation - Identified Essential literacy and math standards at each grade level, Focused work on literacy standards and beginning common formative assessments, All staff members are a part of the PLC process

Grade level intervention times

Learning by Doing staff book study

Horizontal and Vertical collaboration

Reading Celebrations to promote students for reading on grade level or making progress towards reading on grade level

Math Celebrations to promote students for improving math basic facts

Virtual 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

Sunny News celebrations celebrating students showing good choices and character

Celebrations of staff during 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.

Sunnymede Elementary

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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 2022 ACT Aspire assessment by 5% from the 2021 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 2021 Istation test to the April 2022 Istation test.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>Teachers will implement RISE components 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, RISE assessments, and LMB assessments All trained staff will implement LMB strategies with fidelity</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 2022 January 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 2022 ACT Aspire assessment by 5% from the 2021 ACT Aspire assessment.
MEASURABLE: I know I have reached my goal when...	There will be a 5% increase on the September 2021 Istation test to the April 2022 Istation test.
ATTAINABLE: Item(s) I need to achieve this goal.	Teachers will implement best practices in Core math instruction with manipulatives 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 All trained staff will implement On Cloud Nine with fidelity
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 2022
I will reach my goal by what date?	
Halfway date?	January 2022

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

Progress towards meeting Goal 1:

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



R-I-S-E
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
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7	8	9	10	11
14	15	16	17	18
14	15	16	17	18

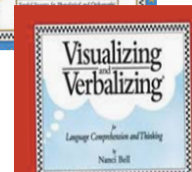
DISTRICT CURRICULUM



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.

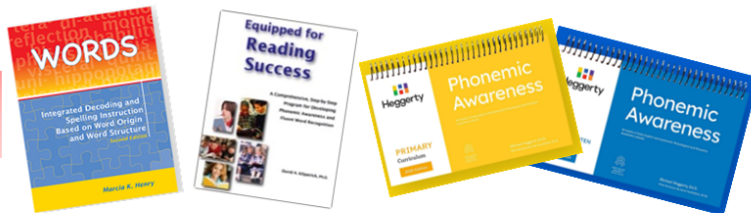


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, 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 2021-2022 PLAN
	REMOVED

DESCRIPTION:

Literacy is a continued focus for Sunnymede.

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 2021-2022 PLAN
	REMOVED

DESCRIPTION:

Math is a continued focus for Sunnymede.



2021-2022
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
Jennie Mathews	Principal
Clint Gillman	Assistant Principal
Angelica Del Rio	Parent Representative
Fernando Legaria	Community Representative
Mindy Ellis	Teacher/Kagan Site Trainer
Caryn Glenn	Teacher/Literacy Co-Chair
Kevin Kaelin	PE Teacher/Wellness Co-Chair
Tracey Skaggs	Counselor/Wellness Co-Chair
Christy Graham	Teacher/Math Chair
Jennifer Stephens	Title I Elementary Specialist/Math Co-Chair
Carol Glover	Financial Secretary
Lisa Coon	Process 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!

We have conducted parent engagement activities in a virtual format this school year. Our participation was not as high as we would like for it to be, but our families enjoyed being able to do hands-on activities from the comfort of their own homes. When it was possible, we pre-recorded instructional videos so that all families, even if they had a conflict with time, could still engage in the activities. Our parents have said they want more ways to help their children at home. We have lived and learned through different modes of communication this year. Our families have gotten accustomed to Google Classroom and Zoom. We will need to transition to Schoology for the coming year and we would like to have a parent event to help them navigate our different programs students use. We have tried to plan a virtual and in person option so that we can be ready whatever the guidelines may be for the coming school year.

With Covid-19 and the guidelines for quarantined students/staff this year, attendance has not been an emphasis this year. However, it is still our goal to reduce excessive absenteeism and we want to work with families on how important it is to be in school.

We started the school year with 198 students in the virtual school setting. Many of those students had difficulty without the 1:1 teacher connection. Thankfully, many of those students have returned to onsite instruction. This was a benefit and a challenge at the same time. It was a benefit because once we were able to work with the students onsite we were able to address needs. It has been a challenge because many of the students who returned had been disengaged for a long period of time. We had some who were required to return to us in March who had been disengaged since last spring, so they were very behind. We ended the year with 47 virtual students.

Our ACT Aspire and Istation data show plenty of room for growth. We will continue to work on improving academic achievement in all subject areas.

We will adjust our School Improvement Team in the coming school year to update with new team members. We have some moving out of state and some moving to the Middle School.

REASONS TO CELEBRATE

*We have a much higher percentage of parent engagement through Class Dojo this year. We currently have 96% of our families connected through Dojo. We will continue to work to keep families connected. Our goal is to reach 100% of our families and have a consistent line for two-way communication open with them.

*Many of our virtual students have returned to onsite learning. Having students in person helps us to provide the needed interventions for them.

*The students who are still virtual are, for the most part, ones that have supportive systems in place to keep engaged in the learning. Their grades improved in the second semester.

*Our Dyslexia Data Wall showed promising results. We are very excited to see so many students improving their scores and gaining the skills they need to be successful readers.

*Even with Covid requirements and guidelines, our team was able to adapt Kagan structures to use in a socially distanced setup and online through virtual activities on Google Classroom.

*Our teachers have learned and implemented a variety of technological resources this school year. They have been phenomenal with using Google Classroom, Nearpod, Flipgrid, Zoom, Google Meets, and many other programs and features. All of our teachers have completed the three levels of the Virtual Blended Teaching and Learning Academy and regularly use what they have learned in daily teaching and planning practices.

*We were able to get all of our virtual K-2 students in for testing (Istation and Screeners) in September, January, and April. It was a challenge, but we were able to accomplish this task. We were also able to get all but 2 of our 3-6 virtual students in for testing (ACT Aspire) although it took numerous hours off contract and extra sessions on contract to accomplish this task.

Sutton Elementary

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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, 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.</p> <p>Who: All staff through PLC teams</p> <p>What: Utilize Kagan Cooperative Learning Structures 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 and ACT Aspire 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 each curricular area assessed.</p> <p>K-2 (Assessments are September, January, and April)</p> <p>3-6 (Interims will be first and third quarter, the summative will be in May) <i>*Not knowing what our interim assessments will look like at this time, this may change.</i></p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> * Students in need of support will be identified through beginning of the year screeners. * We will use the monthly Istation assessments and ACT Aspire Interim 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. * Focus on showing students how Literacy, Math, and Science connect to all content areas and all grade levels. *Quarterly job-embedded coaching for all certified teachers.

	* 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 first 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 first step by May 2022. We will then reassess and make our next goal to continuously reach higher and higher.</p> <p>Target Date: May 2022</p> <p>Halfway Date: January 2022 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 2021-2022 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 P/T 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 Dojo and improved participation in school events and parent opportunities throughout the school year.</p>

<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<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.</p> <p>*Incorporate the ideas parents provided on the needs assessment survey so that the topics of events (cafecitos, family activities, etc.) are related to the needs our families identified.</p> <p>*Document events throughout the year</p> <p>*Gather information from families to continue to improve and meet our families' needs.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<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>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>This is an ongoing goal. We will document all activities, outreach opportunities, and communication outlets.</p> <p>Our specific target is for the 2021-2022 school year, ending May 2022.</p> <p>End of First Semester, December 2021</p>

GOAL 3

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Reduce the number of chronic absentees and excessive discipline referrals by at least 10% by the end of May 2022.</p> <p>Who: All staff will be involved in the process.</p> <p>What: Reduce the number of students on the chronic absentee list and excessive referrals list.</p> <p>Where: All grades, all classes</p> <p>How: By focusing on the causes and creating goals for improvement.</p> <p>When: During the 2021-2022 school year.</p> <p>When: Ongoing</p>
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<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>We will know we have met our goal when we have at least a 10% reduction in the number of chronic absentees and excessive discipline referrals by May 2022.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> *Identify students with chronic absences and excessive discipline referrals based on 2020-2021 data reports. *Meet with those students, and families, to identify areas for needed support *Collaboratively set goals for the 2021-2022 school year with students/families *Provide ways to connect to the needed support identified (School Based Mental Health, Guidance, School Resources, Community Resources, Counseling, etc.) *Monitor progress toward goals at least quarterly *Celebrate success of all students in areas of excellent attendance, excellent behavior, improved attendance, improved behavior.
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Student needs must be addressed in order to provide the best learning environment. If a child is missing school excessively or if they are misbehaving excessively, there are likely underlying issues that need to be addressed.</p> <p>Vision 2023 Goal: 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>End Date: May 2022</p> <p>Halfway Date: End of 1st Semester, December 2021</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: 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 2021.

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 2021-2022 school year.

Progress towards meeting Goal 2:

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

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
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
15	16	17	18	19

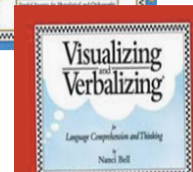
DISTRICT CURRICULUM



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.

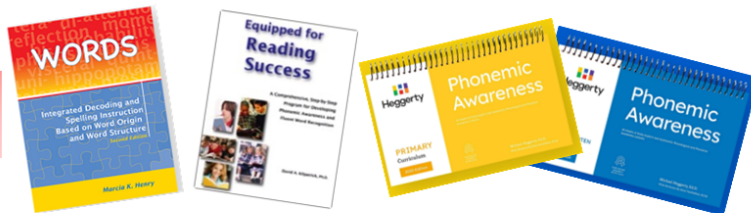


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, 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 2021.

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.

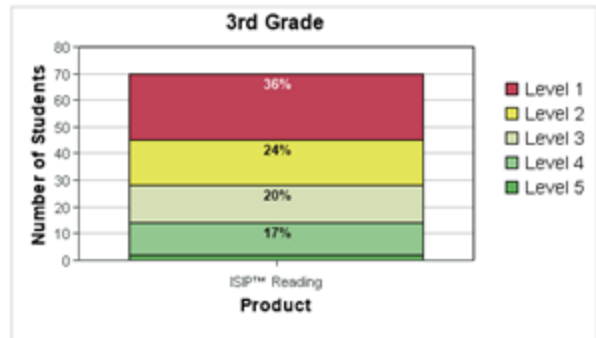
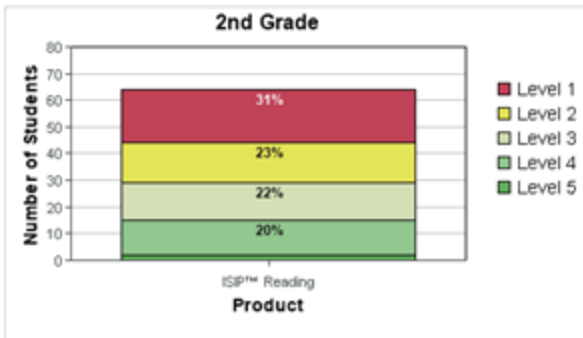
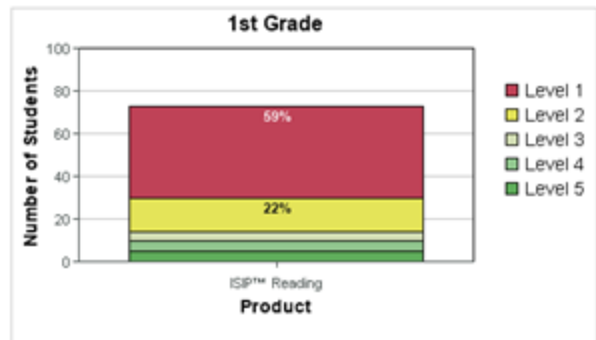
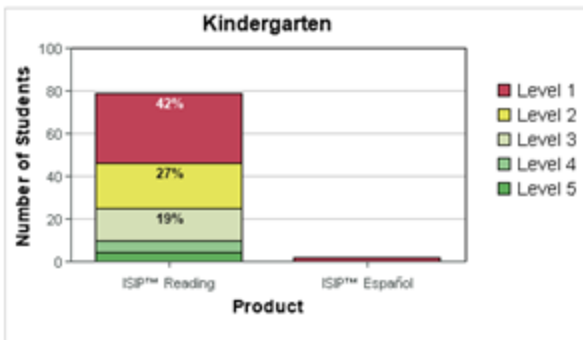
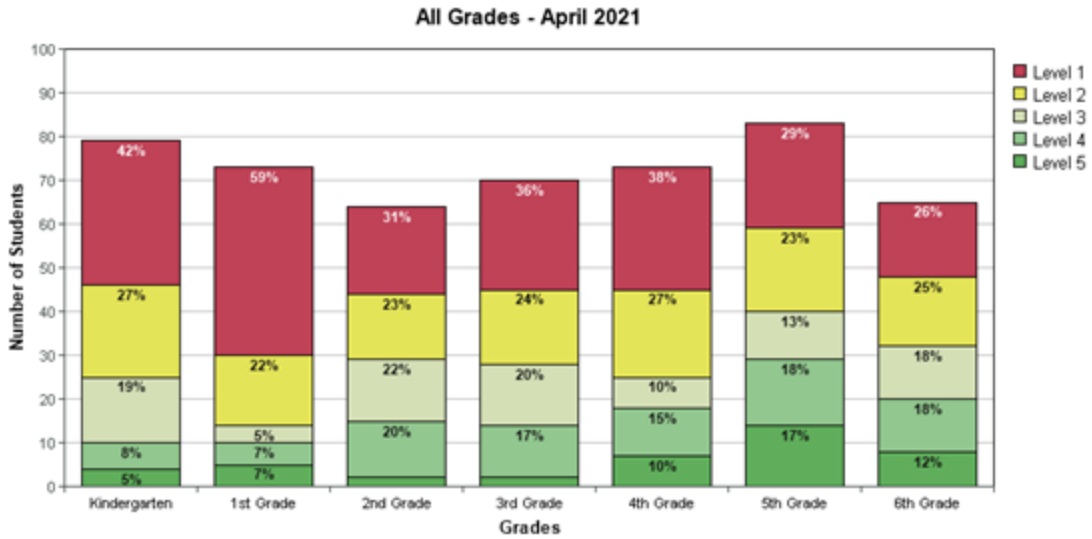
When: Ongoing

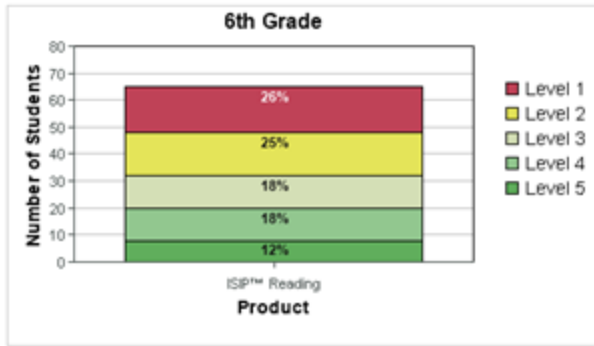
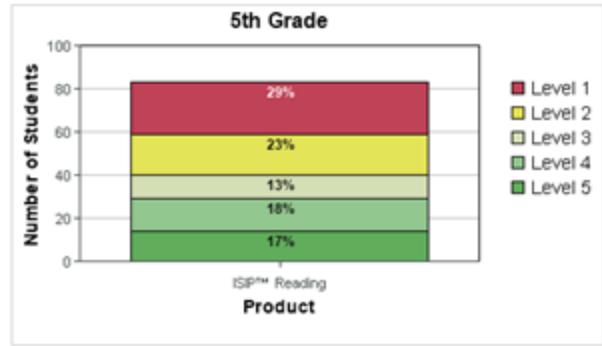
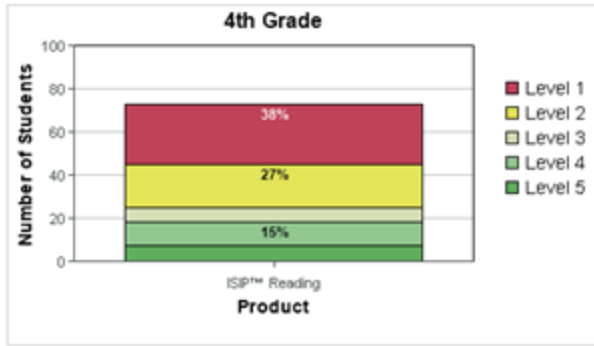
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x	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

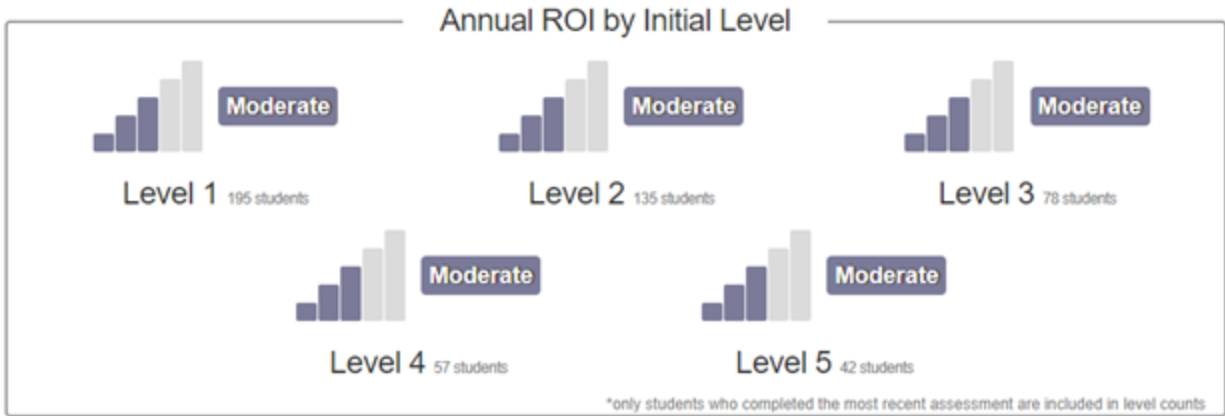
The data below shows the Istation scores from September 2020 through April 2021. The Rate of Improvement shows moderate for all levels. The individual grade data shows that students displayed growth throughout the year yet maintained their initial levels.

Istation date for grades K-6th.

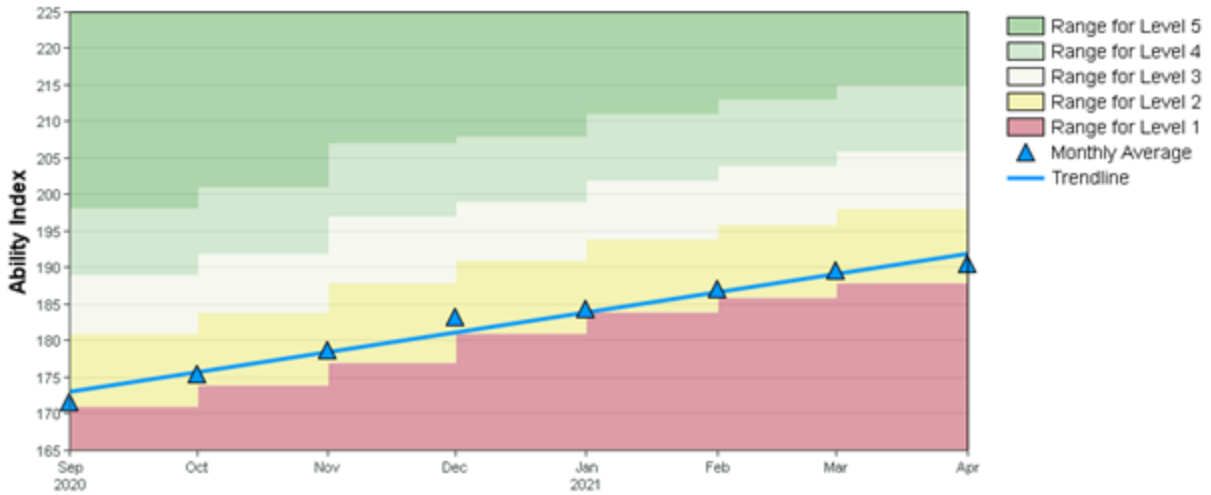




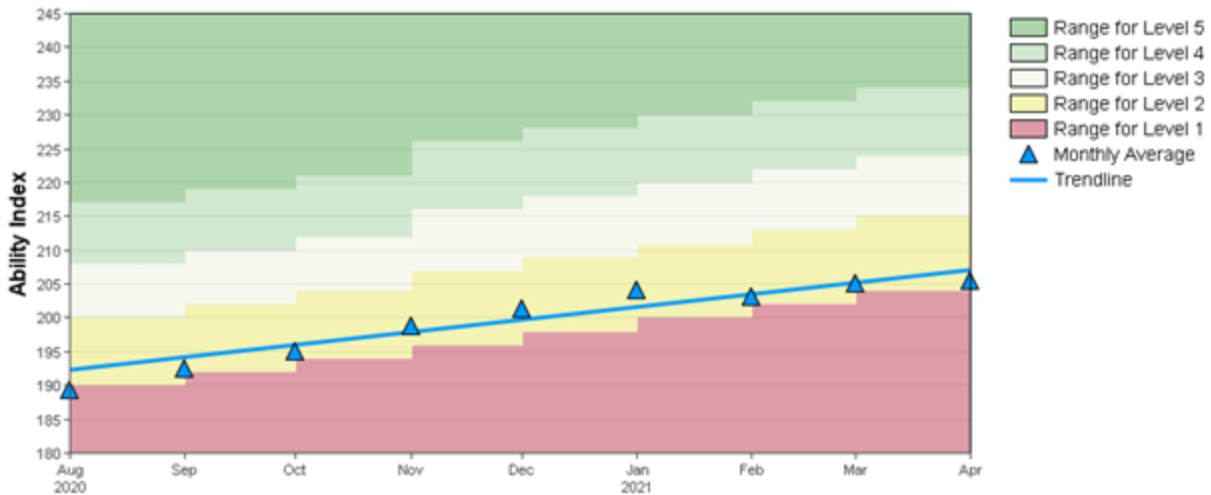
Rate of Improvement



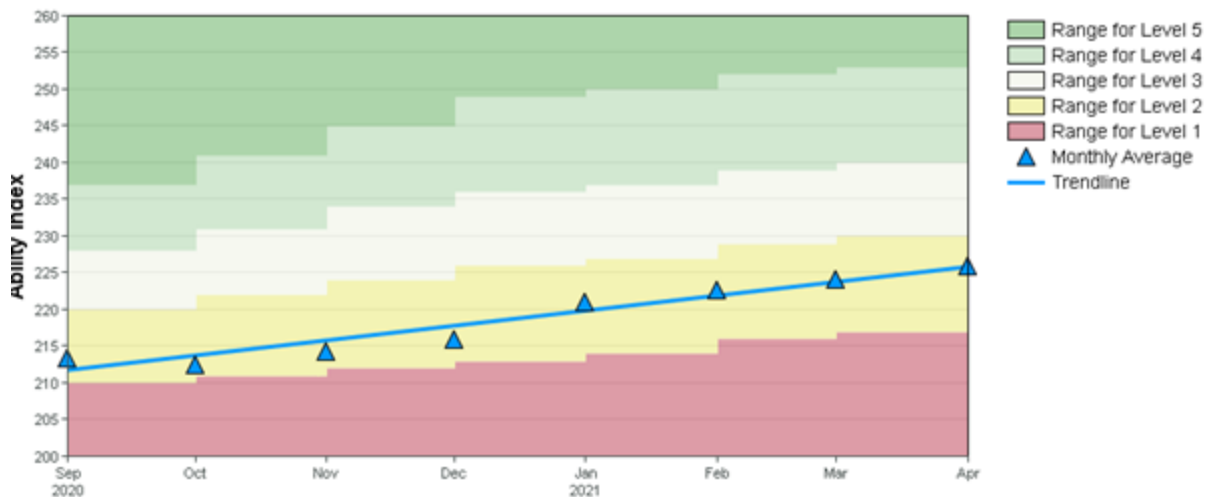
Kindergarten - Overall Reading



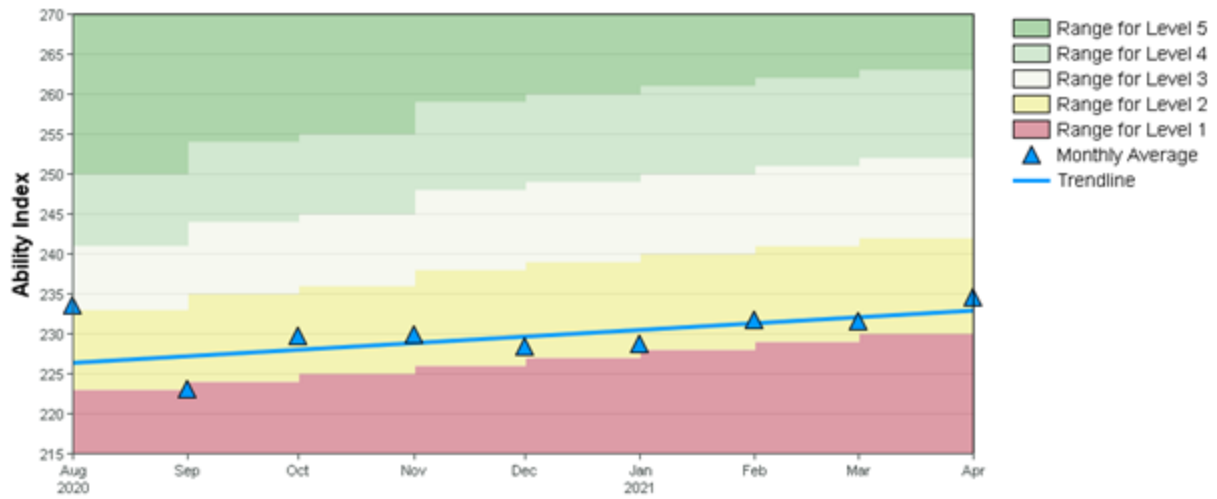
1st Grade - Overall Reading



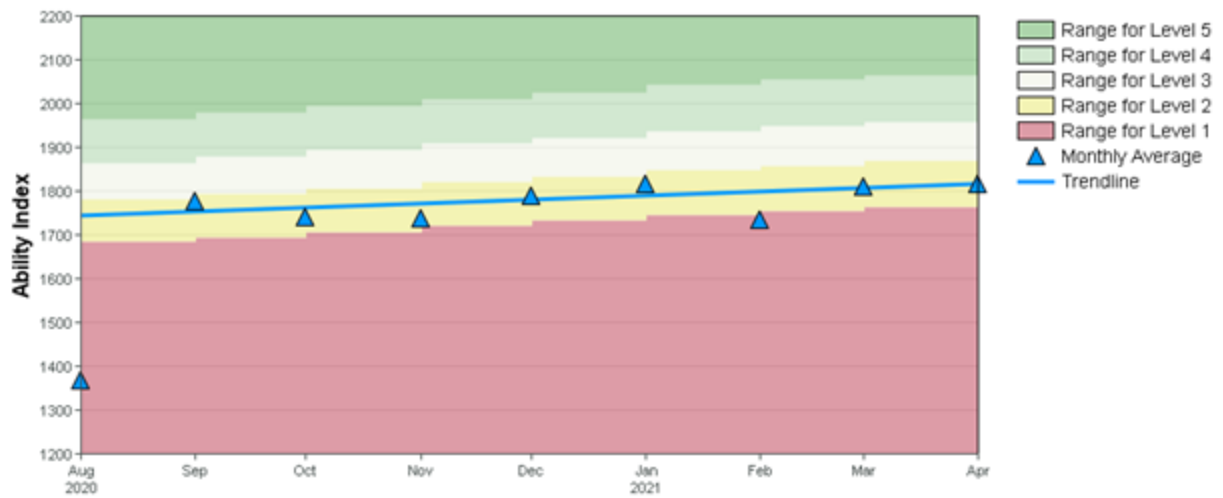
2nd Grade - Overall Reading



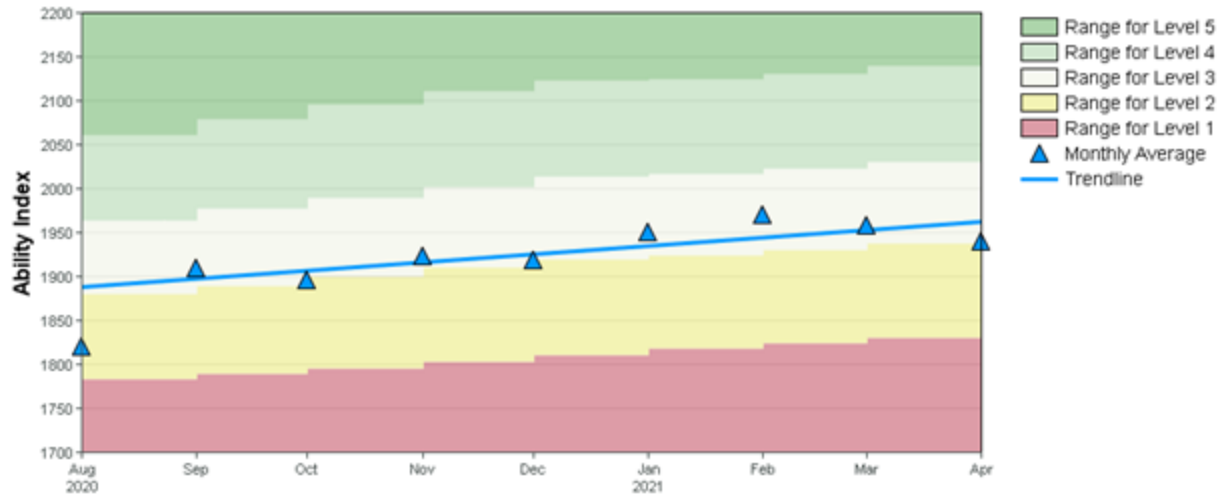
3rd Grade - Overall Reading



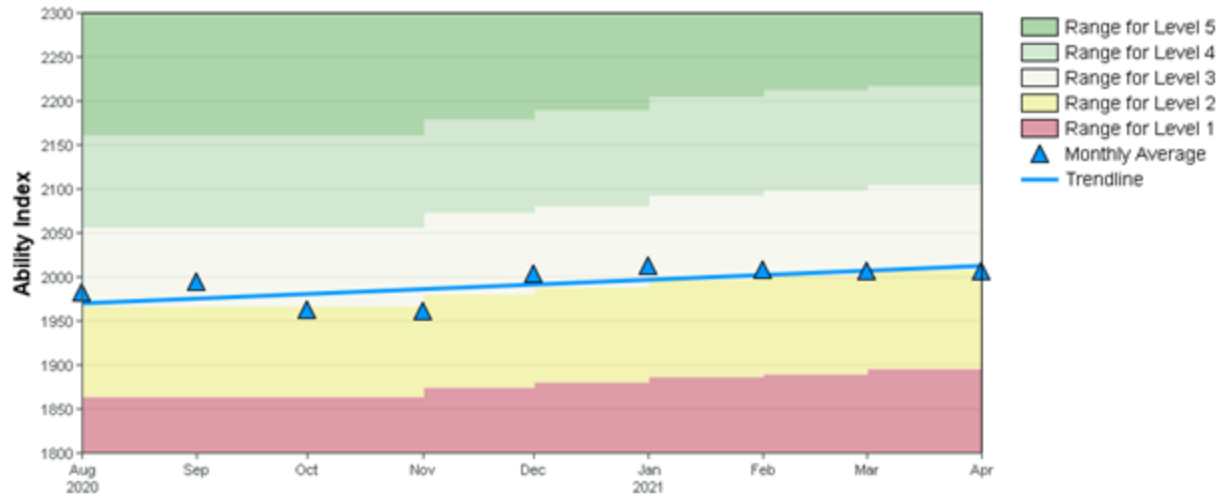
4th Grade - Overall Reading



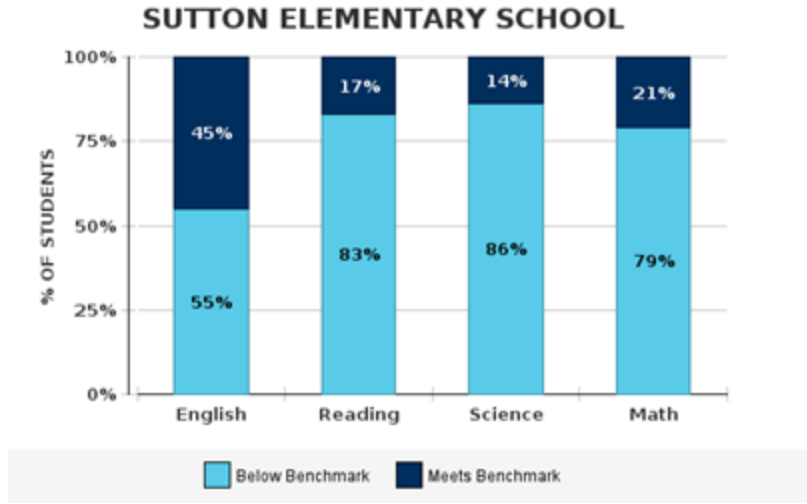
5th Grade - Overall Reading



6th Grade - Overall Reading



ACT ASPIRE DATA



Grade	English	Reading	Science	Math
Grade 3	67% 33%	87% 13%	90% 10%	70% 30%
Grade 4	64% 36%	83% 17%	90% 10%	91% 9%
Grade 5	47% 53%	88% 14%	90% 10%	69% 31%
Grade 6	41% 59%	74% 26%	73% 27%	86% 14%

Interim II scores compared to Interim I are as follows

English - Down 1%

Reading - Up 3%

Science - Up 4%

Math - Up 3%

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 2020-2021 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
	NOT MET
x	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

Two-way communication happens at a minimum weekly through folders and agendas. Many classes are continuing that more often than weekly.

Two-way communication happens through Class Dojo regularly through Class and School story posts about what students are learning at school, family engagement opportunities, school events, etc.

At this time, we have 96% of our families connected through Class Dojo. We have worked throughout the year to connect with our families moving back to onsite instruction from virtual and connecting our virtual families as well. We are extremely proud of the progress we have made toward our goal, but we wanted to have 100% of our families connected and we are not there yet.

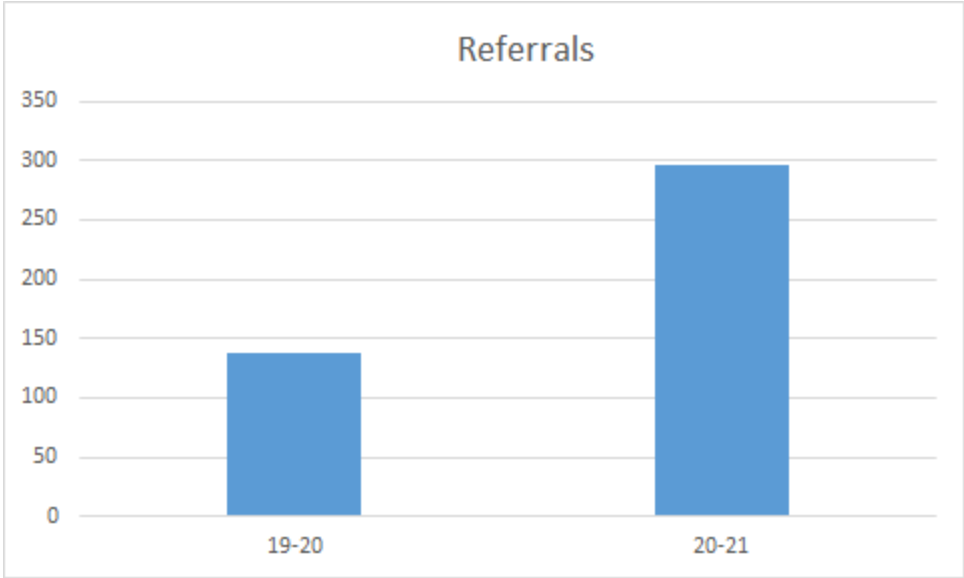
This year, We have hosted three of our virtual events with families and the virtual setting has been a positive experience for families and staff. Families are able to connect from the comfort of their home to participate in hands-on activities. Each grade level team hosted grade specific activities for Family Reading Night, STEAM Night, and Learning is FUNDamental, and our Family Craft Night. All activities are hands-on and reinforce the skills that grade level is learning in class.

GOAL 3: Reduce the number of chronic absentees and excessive discipline referrals by at least 10% by the end of May 2021.

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 2020-2021 school year.

	MET
	NOT MET
x	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: Behavior referrals.



When comparing the 2019-2020 school year, we need to remember that we did not have onsite instruction from Mid-March 2020-May 2020. In our mid-year review this fall, we were doing well with the reduced number of referrals. Our team, when reviewing the mid-year data, determined that the guidelines in place for students not mixing classes and focusing on social distancing even when at recess had contributed to the reduction of referrals.

When we started mixing classes at recess and the annual “spring fever” hit, our referrals increased greatly. At this time, comparing this school year to last school year is not an identical comparison. We will continue to put steps in place to focus on redirecting undesired behaviors and focusing on positive expectations. We will continue to work with families and students to connect them with needed resources for more severe issues.



**2021-2022
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
Jennifer Lyon	Parent
Jennifer Caldwell	Community Member
Laura Carter	Counselor
Christen Wakefield	Second Grade Teacher
Charles Williams	NSL Dyslexia Interventionist
Shawn Stobaugh	Title I Elementary Specialist
Kate Ray	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!

The enrollment of 344 students at Tilles is a mix of approximately 57% Hispanic/Latin; 11% African American; 22% White; 4% Asian; and 5% other. More than half of the students (186) speak primarily Spanish at home, and 145 of the students are learning English as a second language. Regarding classroom demographic data, Kindergarten has the lowest enrollment with 34 students; 1st, 2nd and 5th grades each have 44 students; 3rd grade has 53 students; 4th grade has 55 students; and 6th grade is the largest group with 63 students.

In literacy, Istation shows 64% of my K-2 students are scoring level 2 or below & 68% of my students are scoring level 2 or below in math. Istation also shows that in 3-6 47% of my students are at a level 2 or below in literacy and 67% of the students are scoring level 2 or below in math.

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.
- 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

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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>K-2 students that were identified as Level 2 or below (64%) in Literacy will decrease by 5% by the end of 2021-2022.</p>
<p>Who/What/Where/How/When</p>	<p>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.</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 2022.</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>

<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>Progress towards meeting each goal will be reviewed by the Collaborative Teams every month and shared with the GCT.</p>
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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:

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.

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.



R-I-S-E
JUNE 2021

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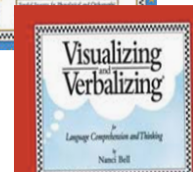
DISTRICT CURRICULUM



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.

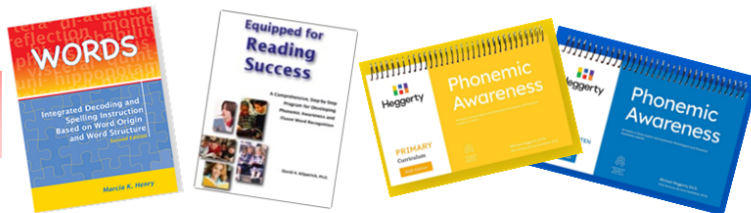


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, 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
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:



2021-2022
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/Social Studies Teacher
Joseph Cope	5th Literacy Teacher
Robert Hutchens	4th Literacy Teacher
Shannon McKnight	4th Math/Science/Social Studies Teacher
Ruth Etter	3rd Grade Teacher
Ashley Rolen	3rd Grade Teacher
Jordan Kelley	2nd Teacher
Tari Ward	2nd Grade Teacher
Jennifer Jones	1st Teacher
Amber Kuhn	1st Teacher
Rachel Burton	Kindergarten

Lindsay Friend	Kindergarten Teacher
Theresa Palmertree	Dyslexia Interventionist
Mario Gurule'	Dyslexia Interventionist
Lazara Williams	Title I Elementary Specialist
Joni Young	Resource Teacher
Matthew Richardson	Speech Teacher
Nancy Gallo	ELL Paraprofessional
Earnest "Trey" Neal	Instructional Paraprofessional
Destiney Rolan	Instructional Paraprofessional
Caitlin Alewine	Counselor
Megan Garrett	Music Teacher
Jana Phelan	Media Specialist
Elizabeth Love	Assistant Principal
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
Debra Ellison	District Math Coordinator
Tracy Newhart	District Literacy Coordinator
Leslie Brodie	District Science Coordinator
Amanda Butler	District ELL Coordinator
Cathey Ford	District Interventionist/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: Staff Survey (04.04.21-04.09.21), Guiding Coalition Meeting (03.31.21), Staff Meeting Discussions (04.12.21), DOJO Parent Messaging (04.14.21), and community partner communications (various). Our biggest needs are to increase Math & Literacy scores. We have decided to continue working on those goals, as well as our behavior/classroom management goal. Some contributing factors were: several students transitioning between virtual and onsite learning, attendance issues, mental health issues, quarantines of staff and students, students struggling with participating and connecting during online learning. Our demographics this year include: 64% Hispanic, 20% Black, & 13% White, with a small mix of other groups; 13% Special Education; 2% with a 504; 94% free and reduced; 1% homeless; and 40% ELL.

A review of disciplinary data shows a decrease in office referrals and suspensions. Our 3-year average number of referrals had been 109 per quarter. Our new 3-year average per quarter, including this year and the previous 2 years, is 94 referrals per quarter. This year, we had per quarter: 39 (1st quarter, 31% 1 student); 43 (2nd quarter, 37% 1 student); and 35 (3rd quarter). Our suspensions have been as follows per quarter: 11 (1st quarter, 45% 1 student); 7 (2nd quarter, 86% 1 student); and 2 (3rd quarter). Our average referrals per quarter are 39 and suspensions average 6 per quarter.

A review of attendance data shows that rates are much lower than our percentages last year. Our attendance rate for last year was between 94%-95%, which is typical for our school. However, this year, it was 90% (1st quarter), 91% (2nd quarter), and 88% (3rd quarter). This has been a major factor in providing consistent education.

Since we have moved to digital parent engagement activities, we have noticed a sharp decline in our parent attendance numbers. In addition, to note, 100% of parents requested a phone call for both Fall and Spring conferences, declining a Zoom conference. We did, however, reach 100% of our parents through phone calls for their conferences. A site for parents was created and shared through various communication means. However, no surveys were filled out on the site giving feedback.

Academic data is summarized in the charts following this information.

REASONS TO CELEBRATE

- We are continuing on our PLC journey this year. Almost 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.
- All teachers had a successful RISE incorporation first observation, in addition to TESS observations on the focus and incorporation of vocabulary into instruction, which was our school-wide goal.
- Teachers have worked diligently with our district coordinators to learn more about CFAs and RISE implementation.
- We met our behavior/classroom management goal of a decrease from 101 referrals per quarter. Our quarterly referral totals were: 39 (1st quarter), 43 (2nd quarter), and 35 (3rd quarter). The average was 39 per quarter. Our total for the first three quarters combined was 117!
- Staff have done a GREAT job of shifting to creating assignments online!
- Grades K-2 have seen good increases in the percentage of students in Tier I for Math from September to April: Kindergarten increased 37%; 1st grade increased 32%; and 2nd grade increased 8%.
- Grades K-2 have seen larger increases in the percentage of students in Tier I for Literacy from September to April: Kindergarten increased 34%; 1st grade increased 13%; and 2nd grade increased 24%.

Trusty Elementary

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

*This chart will be completed upon receipt of the results of the 2020-2021 state assessments.

Attendance Per Quarter Comparison

YEAR	1st quarter	2nd quarter	3rd quarter	AVERAGE
2019-2020	94.6%	93.2%	96.0%	94.6%
2020-2021	90%	91%	88%	89.7%

Trusty attendance rates usually run between 94-95%.

Discipline Referrals Per Quarter

Year	1st Quarter	2nd Quarter	3rd Quarter
2018-2019	107	141	144
2019-2020	92	137	107
2020-2021	39	43	35
3 yr AVG	79	107	95

**New resulting 3-year average per quarter = 94

Literacy Istation By Levels

*% in each level by tested are listed oldest to most recent (S-Sept; J-Jan; A-Apr).

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
Kinder	S-65%	S-24%	S-8%	S-3%	S-0%
	J-45%	J-29%	J-16%	J-8%	J-3%
	A-32%	A-24%	A-29%	A-5%	A-11%
First	S-58%	S-15%	S-21%	S-6%	S-0%
	J-37%	J-27%	J-13%	J-17%	J-7%
	A-37%	A-23%	A-11%	A-20%	A-9%
Second	S-35%	S-23%	S-19%	S-9%	S-14%
	J-23%	J-32%	J-20%	J-23%	J-2%
	A-15%	A-20%	A-22%	A-22%	A-22%

IStation Literacy Scores Broken into Tiers

(Tier 1 is highest & Tier 3 is lowest performance, measuring BOY to EOY change)

Grade	Change Tier 3	Change Tier 2	Change Tier 1
Kinder	65% to 32%	24% to 24%	11% to 45%
First	58% to 37%	15% to 23 %	27% to 40%
Second	35% to 15%	23% to 20%	42% to 66%

*Decreases in all grades in Tier 3. Increases in all grades in Tier 1! :)

Mathematics IStation Scores By Levels

*% in each level by tested are listed oldest to most recent (S-Sept; J-Jan; A-Apr).

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
Kinder	S-49%	S-22%	S-14%	S-14%	S-3%
	J-31%	J-19%	J-31%	J-11%	J-8%
	A-13%	A-18%	A-26%	A-26%	A-16%
First	S-55%	S-21%	S-15%	S-6%	S-3%
	J-37%	J-20%	J-23%	J-17%	J-3%
	A-29%	A-15%	A-15%	A-12%	A-29%
Second	S-56%	S-23%	S-9%	S-9%	S-2%
	J-50%	J-34%	J-9%	J-5%	J-2%
	A-41%	A-30%	A-17%	A-11%	A-0%

IStation Mathematics Scores Broken into Tiers

(Tier 1 is highest & Tier 3 is lowest performance, measuring BOY to EOY change)

Grade	Change Tier 3	Change Tier 2	Change Tier 1
Kinder	49% to 13%	22% to 18%	31% to 68%
First	55% to 29%	21% to 15%	24% to 56%
Second	56% to 41%	23% to 30%	20% to 28%

*Decreases in all grades in Tier 3. Increases in all grades in Tier 1! :)

ELPA 21 Scores 2020-2021

Grade	# students	%-# Emerging	%-# Progressing	%-# Proficient
K	20	10%-2	90%-18	0%-0
1st	16	6%-1	81%-13	13%-2
2nd	23	0%-0	87%-20	13%-3
3rd	20	0%-0	90%-18	10%-2
4th	16	19%-3	63%-10	19%-3
5th	24	4%-1	92%-22	4%-1
6th	17	6%-1	76%-13	18%-3

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 use of classroom and behavior management strategies will result in fewer discipline referrals than the 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 2021-2022 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 and book studies on <u>Emotional Poverty</u>, volumes 1 and 2, by Ruby Payne and <u>Art & Science of Teaching</u>, by Robert Marzano..</p> <p>Parents will be involved through a communication platform (ex: DOJO) that will allow them to see positive reinforcement and comments on behavior.</p> <p>Students with excessive referrals will receive interventions from the counselor.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<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 this past year.</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>

<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 2022.</p> <p>Our progress will be measured quarterly, including at semester, December 2021.</p>
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GOAL 2 LITERACY ACHIEVEMENT

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>The number of K-2 and 3-5 students will increase their Literacy achievement by 4%, as measured by Istation scores (for all grades) and ACT Aspire 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 a 4% increase in the number of students in the highest tier, Tier I, Levels 3, 4 & 5. ACT Aspire scores for 3-5 will also result in an increase in the number of students Proficient or above.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> *Teacher grade level and vertical teams will use essential standards to create Common Formative and Common Summative Assessments. *Professional Growth Plans for all certified staff will focus on incorporating a variety of Literacy strategies, including RISE, to increase student performance. *A book study will be conducted on <u>Simplifying Common Assessment</u>; and the book will be used as a resource for PLC groups. *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, to include: Lindamood Bell, RISE, and focused 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. Lower grade teachers will use online and print resources to send decodable and other appropriate texts home for practice at least once a week. *For upper grades, we will read a book together and incorporate activities to hopefully increase student interest in reading, at least twice a year.
RELEVANT: List why you want to reach this goal. Include a Vision 2023 reference.	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. 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.”
TIMELY: I will reach my goal by what date? Halfway date?	Our goal will be met by May 2022. Our progress will be measured at the beginning, middle, and end of the year by IStation and ACT Aspire Interims and Summatives.

GOAL 3 MATHEMATICS ACHIEVEMENT

Write a SPECIFIC goal. Who/What/Where/ How/When	The number of K-2 and 3-5 students will increase their Mathematics achievement by 4%, as measured by Istation scores (for all grades) and ACT Aspire scores (3-5).
MEASURABLE: I know I have reached my goal when...	Istation scores for all grades will result in a 4% increase in the number of students in the highest tier, Tier I, Levels 3, 4 & 5. ACT Aspire scores for 3-5 will also result in an increase in the number of students Proficient or above.

<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>*Teacher grade level and vertical teams will use essential standards to create Common Formative and Common Summative Assessments.</p> <p>*Teachers will work with District Coordinators on appropriate rigor of assessments and scaffolding in lesson development, including ELL support.</p> <p>*Teachers will be provided with professional development on topics to strengthen their knowledge of Mathematics strategies, to include focused PLC time.</p> <p>*A book study will be conducted on <u>Simplifying Common Assessment</u>; and the book will be used as a resource for PLC groups.</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.</p>
<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.</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 2022.</p> <p>Our progress will be measured at the beginning, middle, and end of the year by IStation and ACT Aspire Interims and Summatives.</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: Increased use of classroom and behavior management strategies will result in fewer discipline referrals than the 3-year average of 94 per quarter.

Progress towards Goal 1:

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

Progress towards Goal 2:

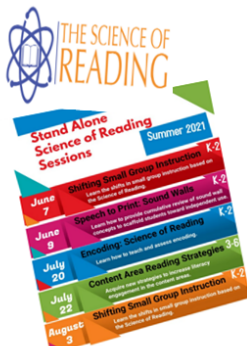
GOAL 3: The number of K-2 and 3-5 students will increase their Mathematics achievement by 4%, as measured by Istation scores (for all grades) and ACT Aspire scores (3-5).

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
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18

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.



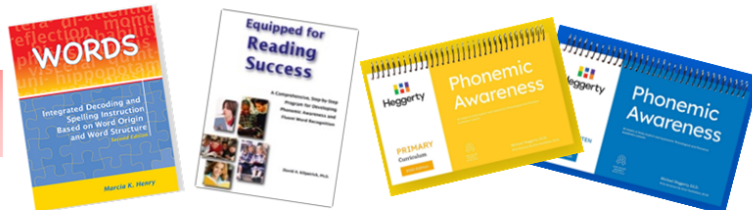
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.



SUPPLEMENTAL
RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, 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 109 per quarter.

X	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

We met our goal for decreasing referrals to less than the 3-year average per quarter of 109. Our referrals were: 39 (1st quarter); 43 (2nd quarter); and 35 (3rd quarter). These are all well below the per quarter average of 109. We readjusted our average 3-year average to include this year's data. Our new 3-year average per quarter will be 94. Our Guiding Coalition wanted to continue this goal for next year, due to this year being an unusual year with COVID restriction and our continued focus on classroom and behavior management strategies.

GOAL 2: The number of K-2 and 3-6 students will increase their Literacy achievement by 4%, as measured by Istation (K-2) and ACT Aspire (3-6) results.

X	MET
X	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

This goal is partially met because our K-2 students met their goal of increasing their scores by 4% in Tier I or Proficient from the beginning of the year to the end of the year's scores: Kindergarten increased from 11% to 45%; 1st grade increased from 27% to 40%; and 2nd grade increased from 42% to 66%. We did not have data from the previous year's ACT Aspire scores to compare our 3-6 students' scores.

GOAL 3: The number of K-2 and 3-6 students will increase their Mathematics achievement by 4%, as measured by Istation (K-2) and ACT Aspire (2-6) results.

X	MET
X	NOT MET
X	CONTINUED IN 2021-2020 PLAN
	REMOVED

DESCRIPTION:

This goal is partially met because our K-2 students met their goal of increasing their scores by 4% in Tier I or Proficient from the beginning of the year to the end of the year's scores: Kindergarten increased from 31% to 68%; 1st grade increased from 24% to 56%; and 2nd grade increased from 20% to 28%. We did not have data from the previous year's ACT Aspire scores to compare our 3-6 students' scores.



2021-2022
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
Andrea Schwartz	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
Renee Durham	Community Member
Leslie Sharp	Title I Elementary 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.

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 publishers 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.

Woods Elementary

2020-2021 ACT Aspire % Exceeding/Ready

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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-6th graders at Woods who score ready or exceeding on the ACT Aspire reading assessment will increase from 57% to 67% on the May 2021 assessment.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be a 10% increase from the May 2019 ACT Aspire Reading Assessment to the May 2021 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, Title I Elementary 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.
<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 2021.</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 85% on the April 2021 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 2020 Istation Reading Assessment to the April 2021 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 2021. 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.

GOAL 3

Write a SPECIFIC goal. Who/What/Where/How/When	Woods staff will pilot the Schoology: Learning Management System to Implement a blended learning format with K-6th grade students to increase student engagement while meeting students’ individualized learning and social/emotional needs by May 2021.
MEASURABLE: I know I have reached my goal when...	Classroom teachers will use the Schoology system with fidelity to increase best practices and student engagement in order to increase student achievement by May 2021.
ATTAINABLE: Item(s) I need to achieve this goal.	<ol style="list-style-type: none"> 1.) Build a campus level curriculum/technology team. 2.) Provide Professional Development for all staff on the implementation of the Schoology Learning Management System. 3.) Continue quarterly training on Schoology to promote online learning and blended learning for K-6 students. 4.) Monitor staff lesson plans in using the program, as well as through observations. 5.) Monitor the use of the program through quarterly reports and present quarterly reports to the Guiding Coalition/Leadership Team. 6.) Annually review the effectiveness of the technology in the classroom, in blended learning and online.

<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Technology: Provide appropriate technology that is consistently available, effectively supported and equitably distributed for group and individual instruction.</p> <p>Result Statement 4: Technology use will be aligned with instructional best practices.</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 2021.</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-6th graders at Woods who score ready or exceeding on the ACT Aspire reading assessment will increase from 57% to 67% on the May 2021 assessment.

Progress towards meeting Goal 1:

GOAL 2: Woods staff will pilot the Schoology: Learning Management System to Implement a blended learning format with K-6th grade students to increase student engagement while meeting students' individualized learning and social/emotional needs by May 2021.

Progress towards meeting Goal 2:

GOAL 3: Woods staff will pilot the Schoology: Learning Management System to Implement a blended learning format with K-6th grade students to increase student engagement while meeting students' individualized learning and social/emotional needs by May 2021.

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
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18

DISTRICT CURRICULUM

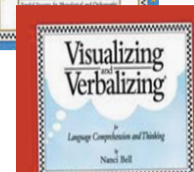


Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.

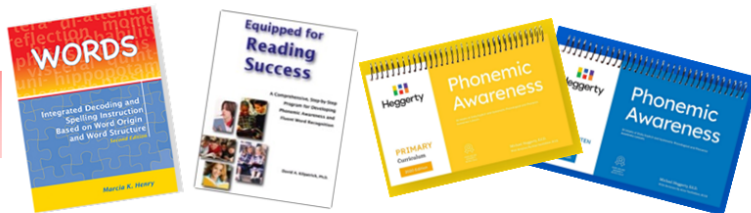


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.

Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.



SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, 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 57% to 67% on the May 2021 assessment.

	MET
X	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: Due to the coronavirus we did not give the ACT Aspire for the 19-20 school year and do not have that data. The ACT Aspire for the 20-21 school year was conducted the week of April 26th -30th, 2021. We will continue the reading goal for our students but will not continue the math goal.

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 2021 assessment.

	MET
X	NOT MET
X	CONTINUED IN 2020-2021 PLAN
	REMOVED

DESCRIPTION: Due to the coronavirus we did not give the Istation in April and do not have the data to conclude if we met our goal. We will focus on the reading goal only during the 20-21 school year and will not continue with the math goal.

GOAL 3: Woods staff will pilot the Schoology: Learning Management System to Implement a blended learning format with K-6th grade students to increase student engagement while meeting students' individualized learning and social/emotional needs by May 2021.

	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:



**2021-2022
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
Tony Jones	Director
Ann Harwood	SPED Teacher
Grant Needham	Teacher
Susanna Post	Teacher
Alisha Fagan	Paraprofessional
Samuel Rivera	Student
Kari Fenby	Community Member & 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!

Belle Point's identified needs are raising individual student capacity 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 of Lindamood Bell (reading intervention) and Cloud 9 (math intervention). By having a set time for RTI, Lindamood Bell, and Cloud 9, Belle Point will be intentional about addressing the learning gaps that students have experienced.

REASONS TO CELEBRATE

Each senior at Belle Point (5 total) will be graduating in the class of 2021.

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 2020-2021 school year.

Susanna Post has been recognized as the 2021 Arkansas Teacher of the Year.

Grant Needham has been recognized as the 2021 Arkansas Physical Education Teacher of the Year.

Belle Point

2020-2021 ACT Aspire % Exceeding/Ready*

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

* This chart will be completed upon receipt of the results of the 2020-2021 state assessments.

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>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.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>We will begin the 2021-2022 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.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>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 Lindamood Bell Model.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>This goal is essential as reading is the foundation of all learning, and 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>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Students will receive their initial LMB assessment in August of 2021. 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>

GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>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 address reading gaps.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>We will begin the 2021-2022 school year by assessing students in the Cloud 9 Program. We will assess students again at the end of the year to determine how much progress was made during the year.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<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 Cloud 9 Model.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<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>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Students will receive their initial Cloud 9 assessment in August of 2021. 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>

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: 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.

Progress towards meeting Goal 1:

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 address reading gaps.

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
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
14	15	16	17	18

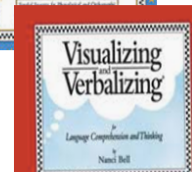
DISTRICT CURRICULUM



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.

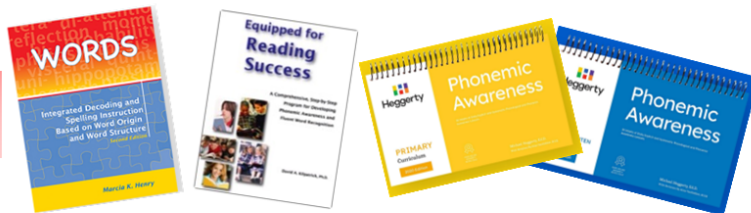


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, or has been removed.

GOAL 1: Increase reading scores of each Belle Point student on the ACT Aspire and Lindamood Bell test by 5%.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: Belle Point will be able to identify how much progress was made when the results of the ACT Aspire are distributed. Belle Point will continue with this goal in the 2021-2022 school year.

GOAL 2: Raise math scores of each Belle Point student on the ACT Aspire and On Cloud 9 test by 5%.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: Belle Point will be able to identify how much progress was made when the results of the ACT Aspire are distributed. Belle Point will continue with this goal in the 2021-2022 school year.



**2021-2022
CHAFFIN JUNIOR HIGH
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 Beasley	Community Member
Katie Mankins	Counselor
Dustin Clark	Counselor
Robin Owen	English Teacher
David Rathbun	Math Teacher
Tonja Smith	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!

We identified READING as a school improvement goal based on student performance measured on the 2019 administration of the ACT Aspire. Although several strategies have been implemented, we have been unable to identify improvements or measure progress due to the state's decision to not test in the spring of 2020.

Efforts to address reading have continued at Chaffin during the 2020-2021 school year. Due to the deadline of the 2021-2022 School Improvement Plan, spring testing for 2020-2021 has been completed.

We are expecting growth in student performance in the area of reading, but we feel that we must continue with this goal until we have sufficient data to adequately measure our students.

REASONS TO CELEBRATE

Chaffin Reading Intervention Program Data Summary 2020-2021

7th Grade Seeing Stars Students (22 students served)

Reading Level Improvement Average- **1 year 9 months**

Highest Growth- Two students gained 5 years 8 months

Decoding Growth Average-**26.11%**

Highest Growth- Student grew 65% from 10th percentile to 75th

Word Reading Average-**3 years 4 months**

Highest Growth- Student grew from 4th grade 9th month to 10th grade 7th month

Fluency Growth Average-**12.8%**

Highest Growth- Student grew 66%

Comprehension Growth Average-**17.1%**

Highest Growth Student gained 68 percentage points this year

Symbol Imagery Growth Average-**30.3%**

Highest Growth- Student went from 14th percentile to 84th

8th Grade Seeing Stars Students (8 students served)

Reading Level Improvement Average- **2 years 2 months**

Highest Growth- Student gained 5 years 5 months

Decoding Growth Average-**33%**

Highest Growth- Student grew 70% from 18th percentile to 88th

Word Reading Average- **1 year 9 months**

Highest Growth- Student went from 4th grade 5th month to 10th grade 3rd month

Fluency Growth Average-**14.6%**

Highest Growth- Student grew 32%

Comprehension Growth Average-**17.9%**

Highest Growth- Student gained 59 percentage points this year

Symbol Imagery Growth Average- **43.3%**

Highest Growth- Student went from 25th percentile to 94th

9th Grade Seeing Stars Students (6 students served)

Reading Level Improvement Average- 1 year 3 months

Highest Growth- Two students gained 2 years 5 months

Decoding Growth Average-44.6%

Highest Growth- Student grew 76% from 1st percentile to 77th

Word Reading Average-3 years 2 months

Highest Growth-Student went from 3rd grade 7th month to 9th grade 8th month

Fluency Growth Average-6.5%

Highest Growth- Student grew 26%

Comprehension Growth Average-10.6%

Highest Growth-Student grew 16 percentage points this year

Symbol Imagery Growth Average- 36.8%

Highest Growth- Student went from 5th percentile to 61st

7th Grade Visualizing & Verbalizing Students (5 students served)

Reading Level Improvement Average-0.175 months

Highest Growth- Student grew 3 years

Comprehension Growth Average-0.5%

Highest Growth- Student grew 34%

Vocabulary Growth Average-2.3%

Highest Growth Average- Student grew 23%

8th Grade Visualizing & Verbalizing Students (15 students served)

Reading Level Improvement Average-3 years 2 months

Highest Growth- Student grew 6 years 8 months

Comprehension Growth Average-28.2%

Highest Growth- Student grew 54%

Vocabulary Growth Average-6%

Highest Growth Average- Student grew 31%

9th Grade Visualizing & Verbalizing Students (5 students served)

Reading Level Improvement Average-4 years 6 months

Highest Growth- Student grew 5 years 2 months

Comprehension Growth Average-27.8%

Highest Growth- Student grew 48%

Vocabulary Growth Average-4.4%

Highest Growth Average- Student grew 7%

Chaffin Junior High

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
7th				
8th				
9th				

* This chart will be completed upon receipt of the results of the 2020-2021 state assessments.

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 2022 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 2022 ACT Aspire when compared to the Spring 2021 ACT Aspire.</p> <p>Note: ACT Aspire was not administered in the Spring of 2019 due to COVID 19. Data from the 2019-2020 school year will not be available for comparison. Also, this document is being created prior to administration of the spring 2021 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 2021 administration of ACT Aspire ● Assess student reading levels early in fall of 2020 ● Place students reading at or below the 25th percentile in class with interventionist ● 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 2022.</p>
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GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>Recreate our PLC teams and create a structure that ensures common planning for continuation of the identification of Essential Skills and the development of Common Formative Assessments</p> <p>Teachers in four core subject areas. Weekly.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Documentation will show progress of weekly meetings along with the identification of Essential Learnings and development of formative assessments.</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>Where applicable, teachers will collaborate to identify essential skills per quarter.</p> <p>Teachers will create at least one formative assessment per unit.</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>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Chaffin is in the second cohort of the district's PLC rollout. During the 2021-2022 school year, we will build capacity through professional development opportunities and strategic scheduling.</p>
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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 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: Recreate our PLC teams and create a structure that ensures common planning for continuation of the identification of Essential Skills and the development of Common Formative Assessments

Teachers in four core subject areas. Weekly.

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
JUNE 2021

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DISTRICT CURRICULUM



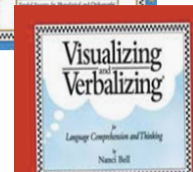
Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.



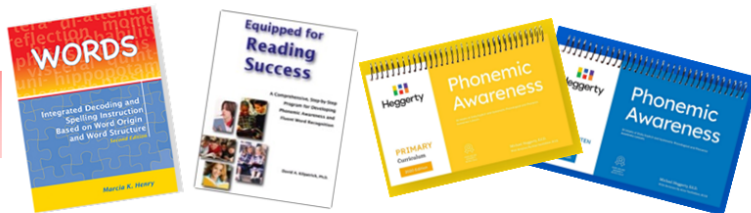
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.



SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, or has been removed.

GOAL 1: The percentage of students scoring “Ready” in Reading as measured by the Spring 2021 ACT Aspire will increase by 3% in each grade.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: Since we have not administered the spring 2021 ACT Aspire, we do not have the data available to determine if the goal was met.

GOAL 2: Participate in a Professional Learning Community to promote learning and success for ALL students.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: Progress has been made toward the implementation of a PLC model at Chaffin. Work will continue as we evaluate the quality of our Common Formative Assessments developed during the 2020-2021 school year. We will also be transitioning to a middle school configuration in 2021-2022. Significant changes will occur in terms of personnel. It will take time to create trusting and working relationships and it will likely feel like we are starting over in some areas.



2021-2022
DARBY JUNIOR 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
Katie Kreimer Hall	Principal
Patience Hudlow	Teacher/Parent
Josh Hargett	Community Member
Naomi Funes	Student
Shawn Hinkle	Assistant Principal
Maleb Kelley	Assistant Principal
Cherri Byford	Counselor
Cassidy Hodge	Counselor
Ana Funes	Secretary/Parent
Angela Veatch	Title I Secondary 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, 52% Hispanic, 14% African American, and 7% other. We have 92% of the student population identified as Economically Disadvantaged, 25% English Learners and 13% are eligible for Special Education services.

Students at Darby Jr. High are behind in reading and math proficiency. Only 32% of our students population is meeting or exceeding in the area of Reading based on the 2019 Spring ACT Aspire assessment. Only 30% of our student population is meeting or exceeding in the area of Math on the 2019 Spring ACT Aspire assessment.

As indicated by our last three years of ESSA Index Scores, the score for every subgroup of students have slightly 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 66.67 but the overall ESSA Index Score for African American students is only 60.24

Although our Student Engagement score has increased slightly the past three years, we have 17.79% of students identified as being high risk for chronic absenteeism and 22.87% of students as being at moderate risk.

REASONS TO CELEBRATE

During the second year of the PLC Project at Darby Jr. High, our staff has made great efforts to establish a guaranteed viable curriculum for our students. There has been a huge time investment this year with grade level collaborative teams identifying essential standards, writing student friendly learning targets, identifying the depth of knowledge level that the standards and learning targets are asking for, creating assessments that are reliable and meet the rigor that the grade level standard is asking students to meet. We have created proficiency scales for summative and common assessments so students know exactly what they are being expected to do. This has led our teachers to examine their grading practices to ensure that no matter what teacher a student has for a particular subject, the grading and expectations are the same. We have kept a focus on being clear to students what exactly they need to know and what they need to do in order for us to ensure they have mastered the skills.

Through the quality professional development and guidance of our Solution Tree consultants, we have a better understanding of unpacking state standards and how to assess if students are learning or need additional time and support. Throughout the year teachers have implemented a “response time” after every common formative assessment in order to immediately respond to student needs based on assessment data. We are excited to add a 30 minute Response to Intervention time next year as a new middle school to have even more time and support provided to struggling students.

Our staff has continued the PLC “work” through a national pandemic and we are proud of what we have accomplished during a very difficult time. We continued to be reflective on our teaching practices and learn from each other through conversations and observations. Teachers are trying new things (growth mindset) and have a stronger relationship with their teammates. We have seen an increase in self-efficacy and leadership by multiple teachers this year due to this continued work!

Darby Junior High

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
7th				
8th				
9th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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 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.</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 2022 and at least 42% of them score meeting or exceeding.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>Staff at Darby Jr. High will participate in year three of the state's PLC project. Darby will receive up to 50 days of training, coaching, and support from Solution Tree to build and 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>

<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. Progress towards meeting each goal will be reviewed by all teachers after each interim and summative assessments.</p>
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GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>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.</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 2022 and at least 40% of them score meeting or exceeding.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>Staff at Darby Jr. High will participate in year three of the state's PLC project. Darby will receive up to 50 days of training, coaching, and support from Solution Tree to build and 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>
<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. Progress towards meeting each goal will be reviewed by all teachers after each interim and summative assessments.</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: 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.

Progress towards meeting Goal 1:

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.

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
JUNE 2021

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DISTRICT CURRICULUM



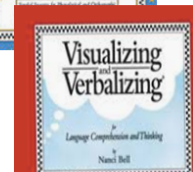
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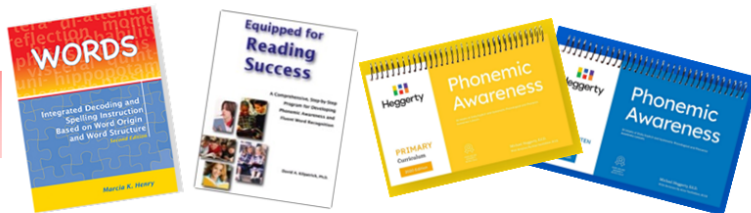
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Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.



SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, 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 2021 end of year reading assessment.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: Darby students took the ACT interim 1 assessment in January. Results from this test are below. The students who fell in the “range of meeting benchmark” is a celebration. These students showed the ability to meet benchmark if they received specific intervention and took the test again. We had a strong plan of how to address skills students needed intervention on. Unfortunately, students were not able to take the interim 2 assessment or the end of the year ACT Aspire test due to COVID-19.

Reading: 7th grade- 28% meeting benchmark; 46.5% were in range of benchmark
8th grade- 36% meeting benchmark; 42% were in range of benchmark
9th grade- 24% meeting benchmark; 41% were in range of benchmark

Math: 7th grade- 35% meeting benchmark; 70.5% were in range of benchmark
8th grade- 21% meeting benchmark; 38% were in range of benchmark
9th grade- 22% meeting benchmark; 55% were in range of benchmark

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 2021 end of year assessment.

	MET
	NOT MET
x	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: Darby students took the ACT interim 1 assessment in January. Results from this test are below. The students who fell in the “range of meeting benchmark” is a celebration. These students showed the ability to meet benchmark if they received specific intervention and took the test again. We had a strong plan of how to address skills students needed intervention on. Unfortunately, students were not able to take the interim 2 assessment or the end of the year ACT Aspire test due to COVID-19.

Reading: 7th grade- 28% meeting benchmark; 46.5% were in range of benchmark
 8th grade- 36% meeting benchmark; 42% were in range of benchmark
 9th grade- 24% meeting benchmark; 41% were in range of benchmark

Math: 7th grade- 35% meeting benchmark; 70.5% were in range of benchmark
 8th grade- 21% meeting benchmark; 38% were in range of benchmark
 9th grade- 22% meeting benchmark; 55% were in range of benchmark



2021-2022
KIMMONS JUNIOR HIGH
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

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

Name	Title
Christopher Johnson	Principal
Pamela Ehnle	Instructional Facilitator
Lena Medlock	Math Interventionist
Rachel Foster	Parent
Paul Davis	Community Member
Rachael Foster	Teacher
Charleigh English	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 Junior High 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 Junior High School entered into Additional Targeted Support.

According to the 2017-2018 ACT Aspire Data Kimmons Junior High School scored 34% ready or exceeding in Reading, and 27% ready or exceeding in Math. According to the 2018-2019 ESSA Report Kimmons Junior High 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 Junior High School was able to implement a Response to Intervention System entitled: Raiders Excelling and Daring to Succeed(REDS).
- Kimmons Junior High School was able to implement a viable Professional Learning Community.
- Kimmons Junior High School was able to implement a quarterly school store. Students are able to utilize earned points to purchase items.
- Kimmons Junior High 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 Junior High 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

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
6th				
7th				
8th				

* This chart will be completed upon receipt of the results of the 2020-2021 state assessments.

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 Junior High 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 Junior High 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 Junior High 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>

<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>
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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: Kimmons Junior High 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.



R-I-S-E
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
15	16	17	18	19

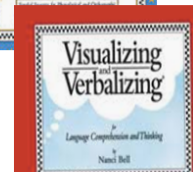
DISTRICT CURRICULUM



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.

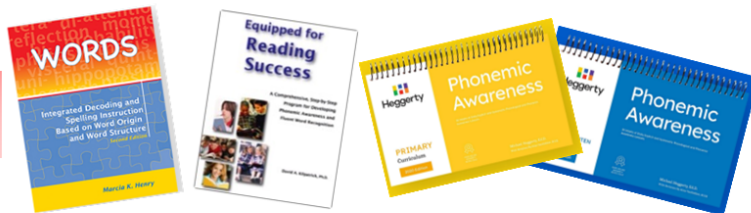


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, or has been removed.

GOAL 1: Kimmons Junior High 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 2021-2022 PLAN
	REMOVED

DESCRIPTION: Students who are identified as In Need of Support according to the ACT Aspire were placed in Math and Reading intervention classes. Students who were reading below grade level received a reading intervention via Fast Forward. Due to the Covid-19 pandemic an accurate assessment of growth could not be determined. Currently Kimmons has implemented a PLC and RTI system that will help students who struggle in math and reading to receive additional time and support. Teachers

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

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: Currently Kimmons has implemented a PLC and RTI system that will help improve the academic performance of the SPED subpopulation. Due to the Covid-19 pandemic an accurate assessment of growth could not be determined. The subpopulation will continue to be monitored by the administration and SPED teachers. Currently Kimmons have been identified as Additional Targeted Support, this goal will remain in place until the status has been removed.



2021-2022
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
Dr. Keri Rathbun	Principal
Jennifer Steele	Assistant Principal
Jared Meyers	Assistant Principal
Tim Beasley	Community Member
Brent Ralston	Parent
J.T. Beasley	Student
Natalie Estrada	Student
Claire McClure	Title I Secondary Specialist
Jessie Barker	Special Education Instructional Chair
Aimee Brinkley	Science Instructional Chair
Ladawna Dillman	Fine Arts Instructional Chair
Dustin Dooly	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
Jacqueline Meeker	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-five percent of our students qualify for free or reduced lunch and 30% 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. 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.

During the 2019-20 school year we restructured our administrative and counseling teams to a cohort approach where each counselor was paired with an assistant principal and a grade level cohort that they will stay with through graduation.

As of January 2020 only 77 students had not shown growth on the MAP interim assessment. From the Fall to Winter MAP interim, 119 students had a decline in RIT (48%), 8 students had the same RIT (3%) but 139 students had an increase in RIT (52%).

Our 1:15 special education class had the highest overall course growth - 88% met their growth projection.

We do not have test scores for Spring of 2020. However, we have increased our graduation rate to 94% and are close to our school goal of 95% or higher.

REASONS TO CELEBRATE

- Conducted data visits with every 10th grader
- AP, counselor and Graduation Coach staffed and met with all at-risk seniors weekly
- ELPA 21 proficiency increased from 41% in 2017 to 69% in 2019
- Had growth in each area on ACT Aspire from 2018-2019
- ACT Aspire growth from 2016-2019
 - English 43% to 52.3%
 - Math 13% to 22%
 - Science 20% to 28%
 - Reading 24% to 29%
- Graduation Rate has increase from 86% to 94%
- Continue to see growth in each subgroup
- All students in the Class of 2020 graduated
- Achieved PLC model school status and is the first PLC Model High School in Arkansas
- Received the PLC Cohort 4 grant and have been working with Solution Tree coaches during the 2020-21 school year.
- Have created a Guaranteed and Viable Curriculum for Math and English and continue to work to refine this for those subjects and all other subjects.

Northside High School

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
9th				
10th				

*** This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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 2021-2022 school year ACT Aspire scores will improve at least 2-4% in Math, English and Science for grade 10.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be an increase of 2-4% from the Spring 2020 ACT Aspire scores and the Spring 2022 ACT Aspire Scores.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>Will need Spring 2021 test data.</p>
<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 2021 ACT Aspire. Progress will be monitored by data from Common Formative Assessments and Summative Assessments.</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 2022.</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 2021-2022 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 2022</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> <p>In addition, make sure there is a focus on 9th, 10th and 11th graders to maintain on-time credits and provide opportunities for credit recovery.</p>
<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 2022</p> <p>Monthly checks will be done for any at-risk senior.</p> <p>Each admin/counselor teams will meet with the principal monthly for update 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 2021-2022 school year.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>All 9th and 10th grade students will take the STAR reading assessment and students 2 or more grade levels will be assigned RTI sessions based on their reading deficits Spring STAR tests will show growth of their reading levels.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>STAR, along with Common Formative Assessments from English teachers. LMB trained teachers will continue to work with Critical Reading classes and RTI groups.</p>
<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 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 2022 STAR assessments will show growth and will be monitored at the beginning and end of the fall semester in order to be placed in RTI groups appropriately for the Spring of 2022</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: 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.

Progress towards meeting Goal 1:

GOAL 2: We will improve our Graduation Rate to 95% or higher for the 2021-2022 school year.

Progress towards meeting Goal 2:

GOAL 3: All students reading below grade level will grow at least one grade level during the 2021-2022 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.



R-I-S-E
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
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7	8	9	10	11
14	15	16	17	18
15	16	17	18	19

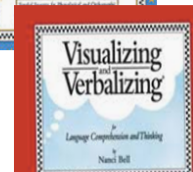
DISTRICT CURRICULUM



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.

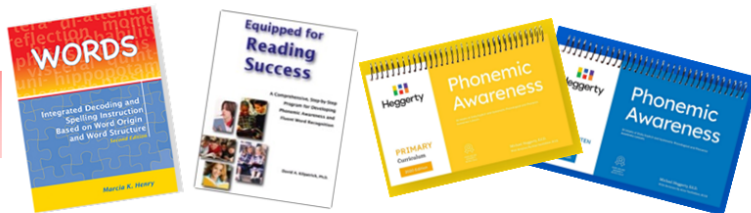


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2022, or has been removed.

GOAL 1: By the end of the 2020-2021 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 2021-2022 PLAN
	REMOVED

DESCRIPTION:

We will continue this goal due to lack of spring data for 2020. We do not have a baseline that allows us to evaluate our progress.

GOAL 2: We will improve our Graduation Rate to 95% or higher for the 2020-21 school year.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

We are very excited about the progress that we have made with this goal and are currently at 94%. We believe we will meet this goal and continue to improve each year.

GOAL 3: All students reading below grade level will grow at least one grade level during the 2020-21 school year.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

It has been difficult to monitor the progress of this goal during the 2020-21 school year due to the lack of attendance. We will continue to work on this and be able to implement more strategies and monitor more closely when all students return to campus for the 2021-22 school year.



2021-2022
RAMSEY MIDDLE HIGH
SCHOOL IMPROVEMENT PLAN

PLANNING TEAM:

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

Name	Title
Dr. Amy Manley	Principal
Gia Bethel	Teacher
Risa Hunter	Teacher
Donna Jamell	Teacher
Brenda Neissl	Teacher
Mahala Williamson	Student
Jane Kuykendall	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 2017-2018 ACT Aspire to the 2018-2019 ACT Aspire there are some specific areas we will target to see student growth.

The 7th grade scores were up in reading but down in English, science, and math. The 8th grade scores were up in all areas. The 9th grade scores were down in all areas. The combined 7th-9th grade scores were down except in math, which went up 1%.

In studying the sub populations we saw an ESSA Index Score increase in Black or African American, Hispanic/Latino, Economically Disadvantaged, English Learners, and Students with Disabilities. Our White students saw an ESSA Index Score drop of 2.08.

The above data indicates a need to continue targeting Reading and Math, while paying specific attention to our 9th grade areas.

Discipline Data in eschool

2018-2018 - May 1

2019-2020 - March 13-

2020-2021 -May 1- 941 incidents

REASONS TO CELEBRATE

The 2018-2019 ACT Aspire 8th Grade scores showed growth in all areas. English demonstrated a 5% growth. Reading demonstrated a 3% growth. Science demonstrated 1% of growth. Math demonstrated an 8% growth. The combined math score demonstrated 1% of growth.

Ramsey Junior High

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
7th				
8th				
9th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

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 to above 50% during the 2021-2022 school year.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Students have increased their ACT Aspire Reading scores to above 50%.</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 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 ACT Aspire Interim assessments twice during the year to determine growth. ● All Ramsey students will take a reading level assessment at the end of the school year to determine growth from the

	<p>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 21-22 ACT Aspire. We should see growth on the ACT Aspire Interim tests throughout the 21-22 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 to above 53% during the 2021-2022 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 to above 53%.</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 ACT Aspire 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 2021-2022 ACT Aspire. We should see growth on the ACT Aspire Interim tests throughout the 21-22 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 2021-2022 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 27, 2022</p> <p>Halfway- December 17, 2021</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: Ramsey students will increase their Reading scores on the ACT Aspire to above 50% during the 2021-2022 school year.

Progress towards meeting Goal 1:

GOAL 2: Ramsey students will increase their ACT Aspire Math scores to above 53% during the 2021-2022 school year.

Progress towards meeting Goal 2:

GOAL 3: Ramsey student disciplinary referrals will decrease by 10% according to data from eschool and Liveschool during the 2021-2022 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.



R-I-S-E
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
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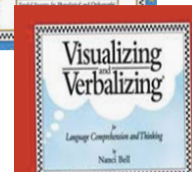
DISTRICT CURRICULUM



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.

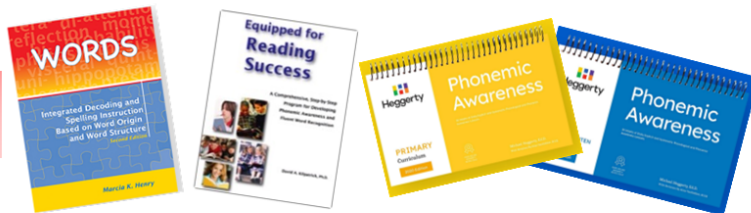


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, or has been removed.

GOAL 1: Ramsey students will increase their Reading scores on the ACT Aspire to above 50% during the 2020-2021 school year.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION:

Ramsey students will continue to work on improving their reading scores during the 2021-2022 school year.

GOAL 2: Ramsey students will increase their ACT Aspire Math scores to above 53% during the 2020-2021 school year.

	MET
	NOT MET
X	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: Ramsey students will continue to work on improving their math scores during the 2021-2022 school year.



2021-2022
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
Lisa Miller	Principal
Michelle Burnett	Assistant Principal
Steve Arnold	Assistant Principal
Jeff Prewitt	Assistant Principal
Meagan Olson	Special Education - Instructional Chair
Carol Bricker	Science - Instructional Chair
Matthew Hominick	English - Instructional Char
Heather Baumgartner	CTE - Business - Instructional Chair
Kristie Coats	Math - Instructional Chair
Mark Minnick	Social Studies - Instructional Chair
Brandy Lewis	ELL - Instructional Chair
Sarah Williams	Counseling and Guidance

David King

Fine Arts - Instructional Chair

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!

We have determined a need for systems of support to enable students to master curriculum while enrolled in a course. Providing support systems will result in a decreased need for credit recovery, and an increase in the number of students considered "on-time" for graduation. Based on grades issued for the first quarter of the 19-20 school year, 251 of 1325 students had at least one failing grade, 19% of our student population. Those numbers have increased as a result of issues raised during the pandemic, with 26% of our student population failing at least one class for the first semester of the 2020-2021 school year.

Southside High School has seen a decrease in academic achievement over the last three years. In addition, we did not meet the 80% growth target in 2019, with an ESSA growth score of 78.5%. Our second identified need is for the development and implementation of a school wide model of instruction. This model will establish a common language of instructional practices for school-wide collaboration, clearly define instructional actions to help students learn and identify areas of instructional growth for teachers at SHS (Warrick, Marzano Resources 2021)

REASONS TO CELEBRATE

We are celebrating:

- Successful implementation of a critical reading class for sophomores reading at the lowest 25th percentile.
- Successful implementation of a 1:1 technology plan for all students 10-12th grade.
- Successful pilot year of Schoology, the district adopted learning management system with an ongoing teacher provided professional development plan.
- Creation of a guiding coalition, and participation in district PLC coaching academy.
- Creation of teams that met to unpack standards and begin to create a vertically aligned curriculum.
- Creation and implementation of the STAR school of innovation.
- 72% of AP scores qualified for college credit.
- 4 National Merit Finalists, and 2 Commended students.

Southside High School

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
9th				
10th				

* This chart will be completed upon receipt of the results of the 2020-2021 state assessments.

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 20% for the 2021-2022 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 20%.</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 curriculum. ● Tier II interventions will be teacher created/implemented by 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:	End of 2021-2022 school year.
I will reach my goal by what date?	End of semester 1, 2021-2022 school year.
Halfway date?	

GOAL 2

Write a SPECIFIC goal.	Southside High School will work collaboratively to create a Model of instruction, implemented in all classrooms by the end of the 2021-2022 school year. (HRS Leading indicator 2.1)
Who/What/Where/How/When	
MEASURABLE:	Walkthrough data demonstrates 90% of classroom learning activities tied to the SHS Model of instruction during April and May 2022.
I know I have reached my goal when...	
ATTAINABLE:	<ul style="list-style-type: none"> • Creation of a model of instruction that includes a common language of instructional practice, clearly defined instructional actions that provides a framework for quality, tier one instruction. • Professional development will pedagogy regarding instructional practice. • Walkthrough data and feedback to monitor practice.
Item(s) I need to achieve this goal.	
RELEVANT:	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.
List why you want to reach this goal. Include a Vision 2023 reference.	

<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>We will reach our goal on May 31, 2022. The end of the first semester will mark the halfway point.</p>
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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: Southside High School will decrease the number of students failing at least one course and the total number of failing grades by 20% for the 2021-2022 school year.

Progress towards meeting Goal 1:

GOAL 2: Southside High School will increase our ESSA growth score by 3% for the 2020-2021 school year.

Progress towards meeting Goal 2:

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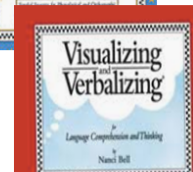
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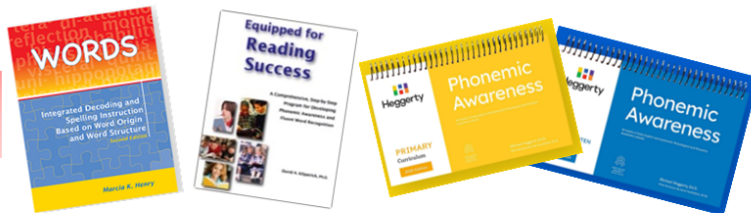


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GOAL 1: Southside High School will decrease the number of students failing at least one course and the total number of failing grades by 20% for the 2020-2021 school year.

	MET
x	NOT MET
x	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: The pandemic and challenges presented therein resulted in an increase in students with failing grades for the first semester of 2020-2021. 26% of our students had at least one F at that point in the year.

GOAL 2: Southside High School will increase our ESSA growth score by 3% for the 2020-2021 school year.

	MET
x	NOT MET
	CONTINUED IN 2021-2022 PLAN
x	REMOVED

DESCRIPTION: