FORT ✦ SMITH
PUBLIC SCHOOLS

BALLMAN ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: With the PLC process, teachers and students will continue to improve and implement the use of student-centered data tracking systems to monitor progress throughout the year to increase reading and math proficiency by 5%.

GOAL 2: Using Character Counts Pillars of Ethical Behavior and Decision Making, Ballman students will build character making better choices to reduce negative behavior referrals by 5%. Positive behavior referrals will be recorded on a Google Sheet to build a baseline for future years. Academic achievement should also improve by 5% in reading and math due to the better choice being made by students.

Ballman Elementary
2019-2020 Feedback and Recommended Modifications to School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Ballman:

- Consider adding an English Learner representative for EL population
- Nice summary of Identified Need in your Data Summary!

FORT ✦ SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Ballman Elementary

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
Bobbi Willis	Parent
Vicky Stouffer	Community Member

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

2018 - ACT Aspire

Grade	English	Reading	Math	Science
3rd	72.5	41.2	54.9	41.2
4th	63.6	29.1	32.7	43
5th	75	28.6	42.9	42.9
6th	73.1	46.2	50	46.2

ESSA-Letter Grade-C
ESSA-Growth in Science Achievement-45.00
ESSA-Reading at Grade Level-37.32
School DRA for Students Reading on Grade Level-74%

2019 - ACT Aspire

Grade	English	Reading	Math	Science
3rd	91	38	68	43
4th	84	44	59	47
5th	93	50	68	53
6th	86	58	57	46

ESSA-Letter Grade-B (.01 point away from an A)
ESSA-Growth in Science Achievement-50.4
ESSA-Reading at Grade Level-47.2
School DRA for Students Reading on Grade Level-70%

(Note: Ballman is a high mobility school, and in 2018-19, 170 new kids have moved into Ballman by May 1st. The majority of these learners are coming in 2-3 grade levels behind in reading. If they stay here with us, we grow their reading skills.)

I-Station Results-Reading

Grade	September 2018	January 2019	March 2019
Kindergarten	84%	93%	93%
1st	82%	83%	83%
2nd	71%	79%	74%

(Over half of the students were new to Ballman in 2018-19 school year.)

I-Station Results-Math

Grade	September 2018	January 2019	March 2019
Kindergarten	76%	88%	90%
1st	69%	79%	80%
2nd	96%	85%	79%

(Over half of the students were new to Ballman in 2018-19 school year.)

Discipline Referral Data
2018-19-69 referrals
2019-20-38 referrals

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: Within the PLC process, in 2018-19, teachers and students began implementing the use of student-centered data tracking systems to monitor progress throughout the year to increase reading and math proficiency by 5%. We believe this is a need that will be ongoing as we continue to improve the process. As we learn more and create more specific learning targets, we need to continue to monitor to ensure students are progressing. We will continue to add items for students to monitor, including attendance. Time will be set aside each week, by grade, for students to practice on their personal goals they have set for themselves. In 2018-19, teachers believed they added too many data points in the first quarter and narrowed the focus for the remainder of the year. Due to this learning process, we feel it is best to keep this goal and continue to improve and refine the process, seeking continual help from our Solution Tree Coaches.

DATA SOURCE: ESSA Data, ACT Aspire Data, Istation-Grades K-2, , DRA Data, Ballman Formative Data Collected by Teachers by Grade.

2: Ballman learning community believes a common language/vocabulary needs to be established throughout the building for expectations of character. Ballman has seen a decline in discipline referrals through the positive, collaborative culture but wants to see a continued decrease in negative referrals to the office. Using Character Counts Pillars of Ethical Behavior and Decision Making, Ballman students will build character making better choices to reduce negative behavior referrals by 5%. Positive behavior referrals will be added and recorded to build a baseline for future years. Academic achievement should also improve by 5% in reading and math due to the better choices being made by students.

IDENTIFIED NEEDS WITH DATA SOURCE (Continue)

DATA SOURCE: ESSA Data, ACT Aspire Data, -Grades K-2, , DRA Data, Ballman Formative Data Collected by Teachers by Grade, Positive and Negative Behavior Referrals

IDENTIFIED GOALS

> Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1:
Within the PLC process, teachers and students will continue to improve and implement the use of student-centered data tracking systems to monitor progress throughout the year to increase reading and math proficiency by 5%.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:
Students will track their own progress using monitoring tools developed by teachers and students using resources from Solution Tree, ASCD, Edutopia, etc. Solution Tree Associates will work with Ballman's collaborative teams to help them continually improve their products and results. The entire school community will continually reflect on the benefits of students being in charge of their own data and will share success stories. Additional time will be provided each week for students to work on their personal goals they set for themselves.

TIMELINE: Aug. 2019-May 2020

IDENTIFIED GOALS (Continue)

<u>GOAL 2:</u>
Using Character Counts Pillars of Ethical Behavior and Decision Making, Ballman students will build character making better choices to reduce negative behavior referrals by 5%. Positive behavior referrals will be recorded on a Google Sheet to build a baseline for future years. Academic achievement should also improve by 5% in reading and math due to the better choices being made by students.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:
Teachers will display the Character Counts posters in the classroom. The character traits will be displayed in common areas, as well. These character traits will be listed on the back of the Ballman Bear Bucks, and as students receive them, teachers will help them understand why they are being given to help build the common language. Discipline and positive behavior referrals will also have the character traits listed, and again, common language and understanding will be built through experiences. The counselor will also center the classroom counseling lessons around these character traits. Parents will also be informed when students exhibit the traits.

TIMELINE: Aug. 2019-May 2020

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1: Beginning the week of Sept. 2nd, teachers will meet weekly, throughout the 2019-20 school year, in collaborative meetings to disaggregate data, student-by-student, skill-by-skill, in order to provide intervention/enrichment during SWARM time Mondays-Thursdays. Teachers will evaluate student tracking of data by continually comparing common formative assessment (CFA) data, as well as, conferencing with students about their individual goals.. Teachers will ensure each student is participating in individual progress monitoring in both reading and math each quarter. Teachers will monitor reading levels weekly as they are working in guided reading groups. K-2 teachers will monitor reading and math growth monthly as they administer the I-station online assessment. 3-6 teachers will also monitor reading, math and science growth as they administer the NWEA MAP Interim Assessments, as well as common formative assessments, to determine if students are on track to meet the target of 5% growth on the ACT Aspire Summative Assessment.

GOAL 2: Beginning the first week of school, teachers will introduce the six pillars of character. Due to enrollment/movement, Ballman will wait until the second week to have assemblies to show the students what the character words "look like". Ballman staff will begin handing out Bear Bucks for good choices and will continue to reward and conference with students to help build the common character vocabulary. Conversations will be had with students when positive or negative referrals are submitted to the office through a Google Form.

Goal Monitoring Plan (continue)

The counselor will provide lessons in classroom counseling sessions to support the character improvement. She will also meet with students on Mondays during the common intervention / enrichment time to help students build vocabulary and strategies to help them be more successful throughout each week. The RTI team will meet monthly to discuss the progress of the Character Counts plan and make adjustments as needed.

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

FORT ✦ SMITH
PUBLIC SCHOOLS

BARLING ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: The K-2 grade teachers will increase the number of students of Tier 1 in ready by 10% on the ISIP (Istation) Assessment by April 2020 and will increase the number of students in Tier 1 in math by 5% by April 2020 on the ISIP (Istation) Assessment.

The 3rd - 6th grade teachers will increase the percentage of students ready or exceeding in reading from 58% to 68% while we will increase the percentage of students in math ready or exceeding from 42% to 52%. (Once ACT Aspire scores come in we will alter current reality percentages to actual and increase by 10% in reading and math).

GOAL 2: 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.

Barling Elementary
2019-2020 Feedback and Recommended Modifications to
School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Barling:

- In your goals, when you are referencing "This site", are you referring to Istation?
- Great emphasis for integration of Arts in the curriculum

FORT SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Barling Elementary

PLANNING TEAM:

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

Name	Title
Carl Hill	Principal
Marna Boltuc	Assistant Principal
Kandace Weisenfels	Counselor
Kelley Darr	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

REVIEW OF DATA:

Barling received a C on the latest ESSA (Every Student Succeeds Act) report card. Low areas included literacy and science. Our emphasis for the 2018-2019 school year has been reading. Our big push is to have as many students as possible reading at grade level or above according to ACT Aspire 2019 test data and the ISIP (Istation's Indicators of Progress) data from April 2019 for K-2nd. We have six job-embedded days scheduled for the 2019-2020 school year to continue to monitor progress/growth, continue to create SMART Goals, learn how to create Common Formative Assessments and Common Summative Assessments. This work will continue during weekly team meetings. We will continue to dig deeper into the essential standards by unpacking all essential standards in reading, writing and math, as well as collaborate horizontally and vertically to monitor progress/growth and to locate gaps in learning.

April 2019 ISIP (Istation) test results for Literacy:

Grade	Tier 1	Tier 2	Tier 3
Kindergarten	61% (34 students)	30% (17 students)	9% (5 students)
First Grade	61% (25 students)	24% (10 students)	15% (6 students)
Second Grade	76% (37 students)	10% (5 students)	14% (7 students)
Totals	66% (96 students)	22% (32 students)	12% (18 students)

April 2019 ISIP (Istation) Math results show:

Grade	Tier 1	Tier 2	Tier 3
Kindergarten	82% (45 students)	13% (7 students)	5% (3 students)
First Grade	78% (32 students)	7% (3 students)	15% (6 students)
Second Grade	69% (34 students)	31% (15 students)	0% (0 students)
Totals	77% (111 students)	17% (25 students)	6% (9 students)

The February NWEA Map (Northwest Evaluation Association - Measures of Academic Progress) testing results predict we will have 58% of our 3-6th graders score ready or exceeding on the ACT Aspire Reading Test and 42% ready or exceeding in Math.

We continue to implement the Arkansas A+ framework. We have five professional development days set up for A+ training for the 2019-2020 school year, as well as opportunities for teachers to showcase their A+ lessons.

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: According to the April 2019 ISIP (Istation) Reading and Math assessments for K-2nd grades, our greatest need is to increase the number of Tier 1 students. According to the March 2019 NWEA MAP Interim Assessments, our greatest need is to increase the number of students who are projected to be ready or exceeding in reading and math on the ACT Aspire assessment.

DATA SOURCE: The data source is the April 2019 ISIP (Istation) Literacy and Math scores for K-2nd grades. The data source for the 3rd-6th grades is the NWEA MAP projected ACT Aspire scores in reading and math taken in March 2019. Teachers will also use Common Assessments, quarterly benchmarks (goals) that will be monitored for progress towards our SMART Goals.

IDENTIFIED NEEDS WITH DATA SOURCE: (continue)

2: Implementing the A+ model to promote student engagement and the integration of arts in the school curriculum to meet students' individualized learning and social/emotional needs.

DATA SOURCE: As of April 30, 2019, we have received 268 discipline referrals to the office during the 2018-2019 school year. This is a decrease of approximately 15 referrals from 2017-2018.

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: The K-2nd grade teachers will increase the number of students in Tier 1 in reading by 10% on the ISIP (Istation) Assessment by April 2020 and will increase the number of students in Tier 1 in math by 5% by April 2020 on the ISIP (Istation) Assessment.

The 3rd-6th grade teachers will increase the percentage of students ready or exceeding in reading from 58% to 68% while we will increase the percentage of students in math ready or exceeding from 42% to 52%. (Once ACT Aspire scores are released we will alter the current reality percentages to actual and increase by 10% in reading and math).

IDENTIFIED GOALS (continue)

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1: Best practices during core instruction will be used, daily (or as needed) use of Istation, intervention with the Title I Elementary Specialist, as well as the Dyslexia Interventionist. There will be school-wide intervention time by grade level in reading and math. Sixth grade buddies will practice reading and math skills with K-1 students (Tier 2 and/or 3) in the mornings before school begins each day except on Fridays. Grade level reading logs will be used with parents to promote reading at home. One School, One Book Program will be used again, as well as other reading and math "celebrations" throughout the year.

TIMELINE:
Yearlong – Continue the implementation of the Lindamood-Bell program with fidelity, monthly ongoing assessment of reading by teachers/parents, continue weekly team meetings, continue the use of the digital data wall, further development of our common intervention system, create common formative assessments to inform common intervention placement and instructional focus, Book Talks on Barling News Networks, quarterly reading challenges and monthly reading focus days.

August - December: School-wide intervention time (student changes made bi-monthly or as needed)
August - May: TIES (Title I Elementary Specialist) interventions and Dyslexia Interventions
August - May: Monthly parent/student reading logs incentives
August - May: Grade level team meetings with vertical meetings too
August: Train 6th grade buddies on working with K-1st grade students in reading and math
September: Kick off the One School, One Book program - Part 1
September - December: Buddies meet each morning to practice reading/math skills with K-1st grade Tier 2 and Tier 3 students
September: Job Embedded Days with Parker Center Staff-focus on Essential Standards and Pacing and Common Assessments

IDENTIFIED GOALS (continue)

October: Math Night at Barling
October: Job Embedded Days with Parker Center Staff-Focus on data, interventions and enrichments
December: Celebration with Reading Math Buddies
January: Job Embedded Days with Parker Center Staff-Focus on data, continue creating Common Assessments, and Enrichment opportunities.
February: Reading Night at Barling
February: One School, One Book Program Part 2
March: Celebration with Reading/Math Buddies
January - May: School-wide intervention time (changes made bi-monthly or as needed)

GOAL 2: 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.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2: We will follow the framework for Arkansas A+ by attending professional development on Arkansas A+ to learn research based practices for integrating the arts and implementing the Arkansas A+ Essentials: Arts, Curriculum, Experiential Learning, Multiple Learning Pathways, Enriched Assessment, Collaboration, Infrastructure, and Climate. This is a research based program that is part of the University of Arkansas College of Education and Health Professionals.

TIMELINE:

Quarterly - author/artist/musician visits to promote the arts for all K-6th grade students.

IDENTIFIED GOALS (continue)

July 29th, 30th, 31st, 2019 – Arkansas A+ professional development

August 2019 – Professional development, planning, and begin implementation

September - April: Teacher of the Month (Showcase using A+ lessons)

September - December: Drums Alive after school with performance at end

October 2019- Arkansas A+ professional development

March 2020- Arkansas A+ professional development (date subject to change)

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1: Quarterly and annual SMART Goals will be written by K-2nd grades for using data from the ISIP (Istation) reading and math assessments. Grade level teams will also write SMART Goals for the year, as well as interim goals which will align with the K-2nd quarterly and annual goal. This site (ISIP-Istation) will also be used to assist in planning interventions for students. Growth/progress will be monitored using the various Istation and ISIP reports.

Quarterly and annual SMART Goals will be written by 3rd-6th grades in reading and math using the NWEA MAP interim assessment data. Grade level teams will also write quarterly and an annual SMART Goal which will align with the 3rd-6th grade SMART Goals. Teachers will also use the MAP reports to monitor growth and progress. This site will also be used to assist in planning interventions for students.

Goal Monitoring Plan (Continue)

GOAL 2: Administration will determine and share the Teacher of the Month who is using A+ lessons. Teachers work will be showcased during Rise and Shine, on the Barling Bobcat Morning News and a short article will be written in the monthly newsletter to let parents know about the engaging lessons taking place at Barling.

Continued monitoring of Discipline Referrals will be kept and a SMART Goal will be written by the entire staff in August after a review of the Discipline Referrals from the previous two years. The P.R.I.D.E. initiative will continue and quarterly meetings will be held to monitor the effectiveness of P.R.I.D.E. Surveys will be conducted twice a year for teachers, students and parents to give feedback.

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

FORT ◆ SMITH
PUBLIC SCHOOLS

BEARD ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

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% 2020 ACT Aspire.

Beard Elementary
2019-2020 Feedback and Recommended Modifications to School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Beard:

- Good detail in Interventions/Practices for meeting Goals
- In Goal 1, is the 41% referring to the 2017-2018 ACT Aspire Scores?
- Consider including RISE training as part of your School Improvement Plans.
- In GOAL 1, was 41% in 2019 supposed to be in 2018?

FORT ✦ SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Beard Elementary

PLANNING TEAM:

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

Name	Title
Angie Abby	Paraprofessional
Kelly 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
Kathy Price	Teacher
Pam Siebenmorgen	Principal
Paul Humphries	Parent

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

1. Review Act Aspire
2. School ESSA Report
3. State Department website charts and graphs
4. Data from Formative and Summative assessments
5. Interim Assessments NWEA and Istation

Each of these items will be reviewed by grade level teachers, special education teachers, interventionist, and administration. The Act Aspire data will be reviewed in August during back to school professional development. Target students will be determined and an action plan created on how to meet their needs. The other items will be reviewed during weekly PLC meetings and also during monthly data meetings where each individual student will be discussed to determine student needs.

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: Improve Reading Scores

DATA SOURCE: Act Aspire, NWEA assessments

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

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% 2020 Act Aspire.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:

- **1A - Professional development in August 2019 to review Act Aspire data and create a list of target students.**
- **1B - Create action plans to support and help target students.**
- **1C - Give formative assessments (NWEA- Maps and Istation, weekly assessments)**
- **1D - Review assessments and analyze data to determine areas of intervention for Tier 2 and Tier 3 students**
- **1E - All students will tract pre-test and post-test common assessments in Leadership Notebooks and create lead measures to meet individual student goals. Students will also track attendance as well.**

TIMELINE: May 2020

GOAL MONITORING PLAN

GOAL 1:

Data Meetings- Monthly meetings to discuss scores on Istation, pre and post common assessments, Maps assessments, report card grades. Target students will be discussed monthly to check for progress or lack of progress.

Interim Assessments – Quarterly reading and math assessments will be reviewed during monthly data meetings. Small intervention groups will be discussed to determine which students need to continue in Tier 2 or Tier 3 support from small group instruction from the classroom teacher and/or interventionist support.

Summative Assessment – End of year State test will be reviewed and analyzed August 2020 to determine next steps.

FINAL EVALUATION OF PLAN

Evaluation plan will be completed with results from the Act Aspire exam 2020.

FORT ✦ SMITH
PUBLIC SCHOOLS

BONNEVILLE ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Improve Science Scores by 5 percent in grades 3-6

GOAL 2: Improve Reading Scores by 5 percent in grades 3-6

GOAL 3: Increase the number of students in Tier 1 to 80 percent in grades K-2 in Math and Literacy.

Bonneville Elementary
2019-2020 Feedback and Recommended Modifications to
School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Bonneville:

- Nice job of detailing how plan and goals will be monitored.
- In Goal 2, consider adding Grades 3-6 to your RISE Professional Development statement.
- Goal 3 includes increase both math and reading but in the Interventions/practice it states take Istation ISIP reading each month...may want to include math Istation ISIP each month as well.

FORT ✦ SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Bonneville Elementary

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 Specialist**
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**
Brooke Loe	**Parent**
Suzanne Gipson	**Community Member**

NEEDS ASSESSMENT

REVIEW OF DATA:

> Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

Overall ESSA Index Score 76.07 (2018)
Value Added Growth Score 81.77 (2018)
Reading at Grade Level Score 48.62 (2018)
Science Achievement Score 42.54 (2018)
Growth in Science Achievement Score 45.08 (2018)
Letter Grade- B

IDENTIFIED NEEDS WITH DATA SOURCE

> Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: Improve Science Scores by 5 percent in grades 3-6

DATA SOURCE: ACT Aspire

2: Improve Reading Scores by 5 percent in grades 3-6

DATA SOURCE: ACT Aspire

3: Increase the number of students in Tier I to 80 percent in grades K-2 in Math and Literacy

DATA SOURCE: Istation Reports

IDENTIFIED GOALS

> Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: Improve Science Scores by 5 percent in grades 3-6

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:
- **Engage in PD with The Next Generation Science Standards. Vertically review the standards to gain a better understanding of the "big picture."**
- **Job embedded PD will be scheduled throughout the year with Science Facilitator to address curriculum issues.**
- **Review NWEA MAP Interim Assessments to determine small group instruction/intervention.**

TIMELINE: August 2019-May 2020

GOAL 2: Improve Reading Scores by 5 percent in grades 3-6

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:
- **Utilize small group instruction: Classroom teacher, Dyslexia Point Person, Interventionist**
- **Implement RISE Arkansas in grades K-6**
- **Administer monthly Istation Reading Assessment: Review Results**
- **Conduct Running Records on students below grade level every two weeks**
- **Review NWEA MAP Interim Assessments to determine small group instruction**

TIMELINE: August 2019-May 2020

IDENTIFIED GOALS (Continue)

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

INTERVENTIONS / PRACTICES FOR MEETING GOAL 3:
- **Administer monthly Istation Reading and Math Assessments**
- **Utilize small group instruction: Classroom teacher, Dyslexia Point Person, Interventionist**
- **Integrate Seeing Stars & Visualizing and Verbalizing in daily instruction**

TIMELINE: August 2019- May 2020

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

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

- **August 2019: Share Science standards vertically to plan a course of action for job embedded PD for the 2019-2020 school year**
- **August 2019: Review 1st Quarter Science Standards and develop a plan of action to integrate math and literacy**
- **October 2019: Review 2nd Quarter Science Standards and develop a plan of action to integrate math and literacy**
- **December 2019: : Review 3rd Quarter Science Standards and develop a plan of action to integrate math and literacy**
- **February 2020: : Review 4th Quarter Science Standards and develop a plan of action to integrate math and literacy**
- **October 2019-March 2020: Review Quarterly Interim Assessments**
- **September 2019-April 2020: Weekly Professional Learning Communities (PLC) Meetings**

GOAL MONITORING PLAN (continue)

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

- **July 2019: Grade K-2 teachers attend RISE Arkansas Professional Development**
- **August 2019: Grades 3-6 continue with RISE Professional Development**
- **August 2019-May 2020: Administer Istation Monthly Assessment**
- **August 2019-March 2020: Review NWEA MAP interim assessment results**
- **September 2019-April 2020: Weekly PLC Meetings**
- **September 2019-April 2020: Monthly Job Embedded Professional Development**

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

- **August 2019-May 2020: Administer Istation Monthly Assessments-Reading and Math**
- **August 2019-May 2020: Small Group Instruction**
- **August 2019-May 2020: Bi-Monthly/Monthly Running Records**
- **August 2019-May 2020: Seeing Stars & Visualizing & Verbalizing**
- **September 2019-April 2020: Weekly PLC Meetings**
- **September 2019-April 2020: Monthly Job Embedded Professional Development**

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

FORT SMITH
PUBLIC SCHOOLS

CARNALL ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Attendance for our students will be 95% each quarter of the 2019-2020 school year.

GOAL 2: Each quarter, we will decrease discipline referrals and suspensions by 25% from the previous quarter total of the year before.

GOAL 3: TIER 1 Strong: By the end of the school year 2020, 75% of our students will meet projected growth in 2 content areas in both the Winter and Spring interim assessment of the NWEA Map and/or be in TIER 1 on Istation.

Carnall Elementary
2019-2020 Feedback and Recommended Modifications to
School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Carnall:

- Good job in writing detailed steps to intervention and practices for meeting goals
- Since being identified as a targeted assisted school because of SPED population, would there need to be SPED specific goal that addresses deficit areas pertaining to this specific population?
- The 2018 ESSA Report is now available in ADE My School Info https://myschoolinfo.arkansas.gov/
- Consider adding goals or steps in reaching goals that include an increased focus on data analysis for the ELL sub group

FORT ✦ SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Carnall Elementary

PLANNING TEAM:

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

Name	Title
Zoey Bershers	Student
Kendra Posey	Parent
Torrey Lougin	Community Member
Tonya Peters	5th/6th grade teacher (Math and Science)
Dana McGuire	Kindergarten Teacher
Dana Brooks	Media Specialist
Brooke Woodruff	Counselor
Jennifer Scott	Title One Elementary Specialist
Melissa Bridges	Assistant Principal
Jill Grinder	Special Education Teacher
Taneka Tate	Principal

NEEDS ASSESSMENT

REVIEW OF DATA:

> **Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.**

2018 ESSA Report: Overall ESSA Index Score: Expected June 2019
2018-19 Attendance: 94.85%
2018-19: Discipline Referrals- 182   Out of School Suspensions- 90

NWEA MAP Interim (% of Students that met growth in at least 2 content areas)

Grade	Winter	Spring
3rd	39	78
4th	42	69
5th	36	65
6th	24	81

% of Students Tier 1 in Istation-MATH

Grade	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
K	67	15	24	28	50	59	35	34	61
1st	43	41	54	46	46	52	52	66	76
2nd	38	60	69	72	63	56	73	52	52
3rd	67	17	47	61	65	74	64	58	50
4th	50	47	44	56	66	59	93	69	81
5th	26	40	33	39	41	65	67	57	70
6th	38	38	42	18	43	62	73	52	55

% of Students Tier 1 in Istation-READING

Grade	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
K	0	3	9	6	22	30	14	31	36
1st	33	44	44	57	57	55	59	55	53
2nd	33	43	57	51	44	61	56	59	74
3rd	36	41	42	39	39	50	50	52	55
4th	0	68	50	22	40	38	56	55	55
5th	58	70	83	68	73	81	78	71	75
6th	26	20	57	45	52	57	42	58	59

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

Identified Needs	Data Source
High number of Student Absences	ESSA School Index
Modify Behavior utilizing PBIS and Liveschool	Suspension Reports Discipline Referrals Liveschool Ratio per student
TIER 1 Strong	ACT Aspire Interim Istation

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: Attendance for our students will be 95% each quarter of the 2019-20 school year.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:
- 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. Mrs. Dewey, 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.)
- 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)

TIMELINE:
May 2020

IDENTIFIED GOALS (Continue)

GOAL 2: Each quarter, we will decrease discipline referrals and suspensions by 25% from the previous quarter total of the year before.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:
- Implemented PBIS (PD for teachers provided by school counselor)
- Growth mindset strategies introduced in grades 2, 5, and 6
- 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)
- Year 2 of Liveschool includes 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

TIMELINE:
May 2020

IDENTIFIED GOALS (Continue)

GOAL 3: TIER 1 Strong: By the end of the school year 2020, 75% of our students will meet projected growth in 2 content areas in both the Winter and Spring interim assessment of the NWEA Map and/or be in Tier 1 on Istation.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 3:
- COLT Keys for each grade level
- Common Formative Assessments
- COLT Key interventions
- SS/VV Tier 2 before or after school (Grades 3rd-6th)
- Differentiated Instruction-Small group (Reading, Writing, and Math)
- Working bell to bell
- PLC Collaboration time
- Book Study: The ART and Science of Teaching and Kid by Kid Skill by Skill
- Instructional Rounds

TIMELINE:
May 2020

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1:
Look at attendance through E-school COGNOS

GOAL 2:

- Discipline Referrals and Suspensions through COGNOS
- Students track Liveschool points

GOAL MONITORING PLAN (Continue)

GOAL 3:
- Common Formative Assessments
- Data Walls

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

FORT SMITH
PUBLIC SCHOOLS

CAVANAUGH ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Cavanaugh will increase student's literacy achievement as measured by:

- K-2 students will achieve an overall 5% gain in their Istation individual index.
- 65% of 3-6 students will achieve a minimum of 4 points growth on the Reading RIT score from Fall to Spring NWEA MAP testing.

GOAL 2: Cavanaugh will increase students' math achievement as measured by:

- K-2 students will achieve an overall 5% gain in their Istation individual ability index by the end of the year.
- 65% of 3-6 students will achieve a minimum of 4 points growth on their Math RIT score from the Fall to Spring NWEA MAP testing.

Cavanaugh Elementary
2019-2020 Feedback and Recommended Modifications to
School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Cavanaugh:
- Like how you included using the NWEA data to assist with monitoring of student progress
- In the goal monitoring section, you may want to consider including administering and monitoring the Istation ISIP monthly for both reading and math. (Instead of by "by the end of 1st quarter") since Istation ISIP is required by ADE in Sept. for all K-2 students.

FORT ◆ SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Cavanaugh Elementary

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
Manon Arnold	Title I Elementary Specialist
Michelle Hall	Partner in Education
Ronika Morgan	Parent
Tiffany Mouada	Counselor
Jeannette Zirbel	First Grade Teacher
Janice Bower	Third Grade Teacher
Crissy Pierce	Fifth Grade Teacher
Stephanie Bailey	NSL Dyslexia Interventionist

NEEDS ASSESSMENT

REVIEW OF DATA:

According to the 2018-2019 Istation and NWEA Map data, Cavanaugh students are in need of support in the area of growth within Literacy and Math.

IDENTIFIED NEEDS WITH DATA SOURCE:

1. K-6 Literacy growth

DATA SOURCE: Istation monthly reports and NWEA Map growth reports

2. K-6 Math growth

DATA SOURCE: Istation monthly reports and NWEA Map growth reports

IDENTIFIED GOALS

> **Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).**

GOAL 1: Cavanaugh will increase students' literacy achievement as measured by:
- K-2 students will achieve an overall 5% gain in their Istation individual ability index.
- 65% of 3-6 students will achieve a minimum of 4 points growth on their Reading RIT score from Fall to Spring NWEA MAP testing.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:

*Teachers will meet with those students needing small group intervention during the designated time. Teachers can use specific information and lessons from either the Istation Cycle Report or the NWEA MAP report to develop specific targeted instruction.

TIMELINE: August 2019-April 2020

GOAL 2: Cavanaugh will increase students' math achievement as measured by:
- K-2 students will achieve an overall 5% gain in their Istation individual ability index by the end of the year.
- 65% of 3-6 students will achieve a minimum of 4 points growth on their Math RIT score from the Fall to Spring NWEA Map testing.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:

*Teachers will meet with those students needing small group intervention during the designated time. Teachers can use specific information and lessons from either the Istation Cycle Report or the NWEA MAP report to develop specific targeted instruction.

TIMELINE: August 2019-2020

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

Teachers in grades K-2 will administer Istation's Indicators of Progress (ISIP) assessments in reading and math at the beginning of the school year to acquire baseline data of students' ability to achieve each goal. ISIP assessments will be administered monthly to track student growth. During PLC meetings, teachers will analyze student progress by monitoring data for each goal to determine adjustments needed in instruction. In April, teachers will use the aforementioned ISIP assessments to evaluate both student growth and determine whether or not the goals were met.

Teachers in grades 3-6 will administer the NWEA Map assessments in reading and math during the first quarter and two additional times over the course of the year to assist with the monitoring of student growth and progress toward the reading and math goals. During PLC meetings, teachers will examine student progress by checking data for each goal to determine adaptations needed in teaching. In April, teachers will use the above-stated NWEA Map assessments to analyze both student growth and ascertain whether or not the goals were attained.

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

FORT ✦ SMITH
PUBLIC SCHOOLS

COOK ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Continue implementation of Professional Learning Communities, collaborative planning time, and intervention time, with teachers during the instructional day.

GOAL 2: All students will improve in the area of Reading and Math using the goals below.

- Istation: At the end of the Year, 75% or more of students will be in Tier 1 Reading.
- Istation: At the end of the Year, 80% or more of the students will be in Tier 1 Math.
- ACT Aspire: In July of 2020, 60% or more of our students (3rd-6th) will be Ready or Exceeding in the area of Reading. (+7% points)
- ACT Aspire: In July of 2020, 67% or more of our students (3rd-6th) will be Ready or Exceeding in the area of Math. (+3% points)

GOAL 3: Teachers will become proficient at creating rigorous common formative assessments during collaborative planning meetings to connect standards-based instruction and assessment.·

Cook Elementary
2019-2020 Feedback and Recommended Modifications to School Improvement Plan
(per District Leadership Team)

General Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Cook:

- Great summary of data in your Needs Assessment!
- In the statement, "*Teachers will become proficient at creating rigorous common formative assessments during collaborative planning meetings to connect standards-based instruction and assessment*", how will this be measured?

FORT SMITH
PUBLIC SCHOOLS

**2019-2020
SCHOOL IMPROVEMENT PLAN**

SCHOOL: Elmer H. Cook Elementary

PLANNING TEAM:

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

Name	Title
Courtney Morawski	Principal
Stephanie Beadle	Parent
Britney Bruce	Community Member
Nicole Shaffer	Assistant Principal
Amber Damiano	Counselor
Dani Nichols	Third Grade Teacher
Cami Stancil	Kindergarten Teacher
Lindsey Estell	Sixth Grade Teacher
Leslie Stewart	Art Teacher
Melissa Bramlett	Second Grade Teacher
Melody Priester	Pre-K Teacher
Pattye Goodman	Specialists
Brandi Gilliaum	1st Grade
Allison Hart	4th Grade

Planning Team (Continue)	
Traci Pixley	5th Grade

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

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 68% White, 13% Hispanic, 9% Black , and 11% other. Cook is a Title I school and has 49% of the student population identified as economically disadvantaged. As for assessment data over the last three years, a couple of trends have developed. In the Weighted Achievement Index, we have subgroups that are not performing at the level that we believe they can. Four student groups show a need for intervention and they are Students with Disabilities, Economically Disadvantaged, English Language Learners, and African American 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.

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 population of students has dipped with the exception of a slight increase in Students with Disabilities. Most alarming is the drop in the score of English Language Learners. This group of students is growing in our school and we need to have systems in place that support their needs.

NEEDS ASSESSMENT (Continue)

In the area of Weighted Achievement Scores, it is also upsetting to see approximately half of our students falling into the two lower growth quadrants. Our mission statement, designed collaboratively among the staff this year, states that we are going to "Inspire, Encourage, and Grow All Students." Our campus has a strong desire to grow all students, however our data indicates that we are not there yet.

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: Campus staff needs to have time to plan differentiated and engaging lessons, and monitor student results during the instructional day. We need to continue implementation of Professional Learning Community collaborative planning practices with daily intervention time for students. These practices commit to the learning of each student.

DATA SOURCE: Istation, Lindamood-Bell, NWEA Interims, ACT Aspire, and other campus data.

2: Our student needs are increasing each year as our student population diversifies. According to our ESSA report, the scores for every population of students has dipped, with the exception of a slight increase in Students with Disabilities between 2017 and 2018. Most alarming is the drop in the score of English Language Learners. However, all student groups need to improve in the area of Reading and Math on our state assessments.

DATA SOURCE: ACT Aspire 2017 and 2018, Istation

IDENTIFIED NEEDS WITH DATA SOURCE: (Continue)

3: There is a need for increased rigor with common formative assessments across all grade levels that align to the state assessments. Common formative assessments provide timely, vital feedback to transform student outcomes. Common Assessments are in the beginning stages at Cook Elementary and would benefit by incorporating higher-order questions that are needed to sustain and monitor the rigorous instruction that prepares students for state assessments.

DATA SOURCE: Istation, Lindamood-Bell, NWEA Interims, ACT Aspire.

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: Continue implementation of Professional Learning Communities, collaborative planning time, and intervention time, with teachers during the instructional day.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:

Revise schedule for next year to include all Collaborative Planning to be held on one day. Create staff collective commitments. Revisit Mission and Vision and update if needed. Organize grade levels to maximize teacher collaboration.

TIMELINE:
1. Reorganize grade levels to create collaboration opportunities for all teachers - May 2019
2. Redesign master schedule to include collaborative planning for every grade all in one day - July 2019
3. Review and update Shared Core Beliefs, Mission, and Vision - August 2019
4. Create Collective Commitments - August 2019
5. Teacher will meet for 60 minutes each week to make instructional decisions and plan for intervention - Monthly during Collaborative Planning time

IDENTIFIED GOALS (Continue)

GOAL 2: All students will improve in the area of Reading and Math using the goals below.
- Istation: At the end of the Year, 75% or more of students will be in Tier 1 Reading.
- Istation: At the end of the Year, 80% or more of students will be in Tier 1 Math.
- ACT Aspire: In July of 2020, 60% or more of our students (3rd-6th) will be Ready or Exceeding in the area of Reading. (+7% points)
- ACT Aspire: In July of 2020, 67% or more of our students (3rd-6th) will be Ready or Exceeding in the area of Math. (+3% points)

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:
Implement reading and math strategies that prepare students for the state assessments school-wide (ie: Close Reading, CGI, etc.). Focus on Standards-Based instruction that incorporates higher-level thinking. Reinforce ELL effective teaching strategies. Use Essential Standards for teaching.

TIMELINE:
1. Summer Book Study: Learn Like a Pirate - Summer 2019
2. Review research-based instructional strategies/Higher Order Thinking Skills - Monthly during Collaborative Planning time
3. Set expectations for higher-level thinking questions on daily assignments and common formative assessments - August 2019 (60% at DOK level 3 or 4).
4. Review ELL SIOP strategies - One per month during Collaborative Planning time
5. Determine and deconstruct Essential Standards for each Unit - Ongoing during Unit Planning time

GOAL 3: Teachers will become proficient at creating rigorous common formative assessments during collaborative planning meetings to connect standards-based instruction and assessment.

IDENTIFIED GOALS (Continue)

INTERVENTIONS / PRACTICES FOR MEETING GOAL 3:
Interventions will include: determining what capacities teachers need to effectively use common formative assessments, determine how equipped teachers are to develop, use and act upon common formative assessments and the student data resulting from these assessments, and develop teachers' capacity to implement effective common formative assessments.

TIMELINE:
- August-September 2019: Define when and how Common Formative Assessments and Common Summative Assessments will be used per grade level.
- September-December 2019: Analyze common formative assessments for rigor during planning time using calibration tool.
- October-May 2019: Analyze student samples of common formative assessments
- January 2020-Ongoing: Implement strategies to design quality and rigorous common formative assessments based on teacher needs.

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1: Continue implementation of Professional Learning Communities, and intervention time, with teachers during the instructional day.

Plan for Monitoring:
- Weekly agendas for meetings
- Intervention Lesson Plans
- Engaging lesson plans evident by classroom walk-throughs

GOAL MONITORING PLAN (Continue)

GOAL 2: All students will improve in the area of Reading and Math using the goals below.
- Istation: At the end of the Year, 75% or more of students will be in Tier 1 Reading.
- Istation: At the end of the Year, 80% or more of students will be in Tier 1 Math.
- ACT Aspire: In July of 2020, 60% or more of our students (3rd-6th) will be Ready or Exceeding in the area of Reading. (+7% points)
- ACT Aspire: In July of 2020, 67% or more of our students (3rd-6th) will be Ready or Exceeding in the area of Math. (+3% points)

Plan for Monitoring:
- Monthly Data Analysis during Collaborative Planning time
  - Istation for K-2, Istation for 3-6, NWEA Map quarterly
- Intervention plans based on data

GOAL 3: Teachers will become proficient at creating rigorous common formative assessments, and student assignments, within collaborative planning meetings to connect to standards-based instruction and state assessments.

Plan for Monitoring:
- Common Assessments will be used regularly and student data will be available to all planning partners (ie: Admin, Instructional Specialists, Team Members, etc.)
- Instructional decisions during planning time will utilize student data and be evident in the weekly Collaborative Planning agendas.
- 60% or more of student work is at DOK Level 3 or 4 as evidenced by using a calibration tool.

FINAL EVALUATION OF PLAN

In **April of 2020,** describe the progress made towards reaching each identified goal for 2019-2020.

FORT ✦ SMITH
PUBLIC SCHOOLS

EUPER LANE ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Increase Reading Proficiency Performance from 64% Exceeding/Ready to 74% Exceeding/Ready on the ACT Aspire. (this may change according to Spring 2019 scores). Increase the percent of students in Tier I on Reading iStation ISIP by 7%.

GOAL 2: Increase Math Proficiency Performance from 71% Exceeding/Ready to 81% Exceeding/Ready on the ACT Aspire. (This may change according to Spring 2019 scores). Increase the percent of students on iStation ISIP in Math in Tier I by 7%.

GOAL 3: Increase attendance from our current average of _____% to 96% average daily attendance.

Euper Lane Elementary
2019-2020 Feedback and Recommended Modifications to School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Euper Lane:

- Nice job in review of data for Needs Assessment! Very thorough and specific.

FORT SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Euper Lane Elementary

PLANNING TEAM:

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

Name	Title
Gina Mann	Principal
Shawn McVey	Assistant Principal
Michelle Henslee	Title I Elementary Specialist
Michelle Burnett	Counselor
Debbie Johnston	Title I Elementary Specialist
Linda Wear	Dyslexia Specialist
Susie Jackson	Grandparent
Larry Schwartz	Community Member
Colleen Orick	PE Teacher
Tiffany Weatherford	Classroom Teacher
Tara Sexton	SPED Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

2017-2018 ESSA School index score is 79.03. Public School Rating = B (72.17-79.25). Our Overall score is above the state average of 70.85. According to the ESSA Report for 17-18, our Low-Income students are performing at 70.58, our English Learners are performing at 75.7, African American students are performing at 66.56, our White students are performing at 81.65, Hispanic/Latino are performing at 74.27, and our Special Education students are performing at 62.7.

NWEA Map: Euper Lane's projected proficiency summary report in MATH states that 51.5% of students in grades 3-6 are Close and 27.3% of students are Ready and 2.7% are Exceeding. We have 18.5% that are in Need of Support. In Reading, Euper Lane has 29.7% of students who are Close and 25.9% of students are Ready and 10% of students are Exceeding. We have 34.4% of students in Need of Support.

The NWEA Map has projected that 66% of our students will be ready and exceeding in math and 78% in Reading. We know with this being the first year of implementation and only having taken 3 interim assessments, this could be skewed slightly.

Istation: April ISIP Assessment in Reading

Grade	Tier 1	Tier 2	Tier 3
Kindergarten	81% (46 students)	11% (6 students)	9% (5 students)
First Grade	60% (27 students)	22% (10 students)	18% (8 students)
Second Grade	84% (42 students)	6% (3 students)	10% (5 students)

Needs Assessment (Continue)

Istation: April ISIP Assessment in Math

Grade	Tier 1	Tier 2	Tier 3
Kindergarten	77% (44 students)	12% (7 students)	11% (6 students)
First Grade	77% (34 students)	11% (5 students)	11% (5 students)
Second Grade	86% (43 students)	12% (6 students)	2% (1 student)

ACT Aspire: Spring 2018 for grades 3-6

ACT Aspire	Exceeding/Ready	Close	Need of Support
English	80%	17%	3%
Reading	64%	17%	20%
Science	62%	14%	24%
Math	71%	25%	5%

We will receive our ACT Aspire scores from the Spring of 2019, analyze, and adjust goals according to our data.

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: Increase percent proficient in performance and growth in Reading on ACT Aspire. We need to increase the number of students in Tier I in reading in first grade Istation ISIP.

DATA SOURCE: Spring 2018 ACT Aspire. We will look at the Spring 2019 scores to adjust this goal according to the results. Istation ISIP scores from the April assessment. We also looked at the progress monitoring from intervention groups in K-2nd grade.

2: Increase percent proficiency in performance and growth in Math on ACT Aspire.

 DATA SOURCE: Spring 2018 ACT Aspire. We will look at the Spring 2019 scores and adjust this goal according to the results. We also used classroom assessments and progress monitoring data.

3: Increase attendance: 2017-2018 school year=94.37%. 2018-2019= __%

DATA SOURCE: Attendance in eSchool.

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: Increase Reading Proficiency Performance from 64% Exceeding/Ready to 74% Exceeding/Ready on the ACT Aspire. (This may change according to Spring 2019 scores). Increase the percent of students in Tier I on Reading Istation ISIP by 7%.

IDENTIFIED GOALS (continue)

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1: Analyze Spring 2019 ACT Aspire assessment results, Unwrapping standards, identifying Essential skills, identify I Can statements, create common formative assessments, create common summative assessments, implementing instructional rounds, analyze progress monitoring data, collaborative intervention/enrichment time in schedule. Analyze ISIP Istation data. Implementation and coaching from Lindamood-Bell- Seeing Stars and Visualizing/Verbalizing, Guided Reading Groups with Accuracy Checks, RISE Training for Teachers in Grades K-6, practice within Istation.

TIMELINE:
June/July: First date of unwrapping the standards with Ellison/Gilmore. Vertical and horizontal alignment.
August/September: Assess students in grades K-6 with appropriate reading level measure. Initial ISIP given
September-December: Form groups (adjusting with use of data) of students in grades K-6 who are below grade level reading expectation (Tier 2) to be met by Interventionists and classroom teachers. Begin Common Intervention time in classrooms. Data analysis and grouping of students according to need through PLC process.
Late September: Second round of unwrapping standards/CFAs/CSAs/Essential Skills for second quarter.
January/March/April-Continue interventions in small groups - Analyzing fresh and relevant data at each PLC.
Late January: Third round of unwrapping the standards/CFAs/CSAs/Essential Skills for second quarter.
March: Fourth round of unwrapping the standards/CFAs/CSAs/Essential Skills for second quarter.
May-Review data from Spring assessments to determine progress toward Goal 1.

GOAL 2: Increase Math Proficiency Performance from 71% Exceeding/Ready to 81% Exceeding/Ready on the ACT Aspire. (This may change according to Spring 2019 scores). Increase the percent of students on Istation ISIP in Math in Tier I by 7%.

IDENTIFIED GOALS (continue)

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2: Analyze Spring 2019 ACT Aspire assessment results, Unwrapping standards, identifying Essential skills, identify I Can statements, create common formative assessments, create common summative assessments, implementing instructional rounds, analyze progress monitoring data, collaborative intervention/enrichment time in schedule. Analyze Istation ISIP data to determine areas of weakness.

TIMELINE:
June/July: First date of unwrapping the standards with Ellison/Gilmore. Vertical and horizontal alignment.
August/September: Assess students in grades K-6 through use of pre/post assessments, common formative assessments, and common summative assessments. Initial ISIP given.
September-December: Form groups (adjusting with use of data) of students in grades K-6 who are below grade level math expectation (Tier 2) to be met by classroom teachers in Tier II intervention and look at alternate enrichment for those above grade level. We will also use Battista progress monitoring. Begin Common Intervention time in classrooms. Data analysis and grouping of students according to need through PLC process.
Late September: Second round of unwrapping standards/CFAs/CSAs/Essential Skills for second quarter.
January/March/April-Continue interventions in small groups - Analyzing fresh and relevant data at each PLC.
Late January: Third round of unwrapping the standards/CFAs/CSAs/Essential Skills for second quarter.
March: Fourth round of unwrapping the standards/CFAs/CSAs/Essential Skills for second quarter.
May-Review data from Spring assessments to determine progress toward Goal 1.
We will continually analyze fresh, relevant data to support students in their targeted areas of weakness. Student-by-student, skill-by-skill.

IDENTIFIED GOALS (continue)

GOAL 3: Increase attendance from our current average of _____% to 96% average daily attendance.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 3:
We will record daily attendance for each class and display in hallway.
Increase parent knowledge of goal in attendance, share information on how important attendance is to education and students achievement.
Continue ATTENDance parties for those who have an average of 95% during the week.

TIMELINE:
August: Share goals with parents at Back to School Picnic
August-May: Record attendance daily. Talk to students on the importance of being at school. Celebrate with ATTENDances.

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1: Guiding coalition will help monitor progress towards goals with bi-weekly/or weekly meetings, whisper coaching with LMB, create a classroom walk through tool used by administration to look for non-negotiables and implementation of Essential Skills/CFS/CSAs. Create a visual data wall of students and their progress. Developmental Reading Assessments, ISIP, and ACT Aspire scores will be reviewed at the beginning of the year. Throughout the year, IST meetings will take place quarterly to review data on each student's progress. PLC meetings will take place weekly to review student data, adjust intervention/enrichment groups/targeted skills.

GOAL MONITORING PLAN (Continue)

GOAL 2: Guiding coalition will help monitor progress towards goals with bi-weekly/or weekly meetings. ISIP and ACT Aspire scores will be reviewed in August. Throughout the year, we will use the Istation Reports, NWEA MAP interims, formative and summative classroom assessments. We will analyze data in our weekly PLC and quarterly IST meetings.

GOAL 3: Guiding coalition will help monitor progress towards goals with weekly updates on attendance. Teachers and staff will communicate with parents if students are increasing absences. Social Worker will be used to communicate with parents/courts if absences increase. Counselor will continue to communicate with parents on a regular basis about the importance of attendance. Students will monitor their attendance through graphing their daily attendance.

FINAL EVALUATION OF PLAN

In **April of 2020,** describe the progress made towards reaching each identified goal for 2019-2020.

FORT ✦ SMITH
PUBLIC SCHOOLS

FAIRVIEW ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Fairview Elementary School Students will increase the number of students reading at grade level by 5%.

GOAL 2: Fairview Elementary School students will increase the number of students reaching proficiency in literacy and math by 5%.

GOAL 3: Fairview Elementary School students will increase their soft skills which will result in a 5% decrease in students reporting that bullying occurs on campus.

Fairview Elementary
2019-2020 Feedback and Recommended Modifications to
School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Fairview:

- Like that a goal was included to address bullying
- In GOAL 2: Fairview Elementary School students will increase the number of students reaching proficiency in literacy and math by 5%. INTERVENTIONS / PRACTICES FOR MEETING GOAL 2: 1. Teachers will meet with students to set and monitor goals in literacy and math 2 times per quarter. 2. IStation reading and math K-6 Does this mean giving the ISIP assessment (ISIP) or using the instruction component of Istation?

FORT ◈ SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Fairview Elementary

PLANNING TEAM:

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

Name	Title
Nicole Shaffer	Principal
Tammy Chase	Assistant Principal
Theresa Frazier	Kindergarten Teacher
Amanda Chavez	First Grade Teacher
Alison Gleason	Third Grade Teacher
Kimberly Watkins	Fourth Grade Teacher
Ginnetta Tipton	Counselor
Patti West	Partner in Education
Hunter Thompson	Community Member

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

ACT Aspire:

Grade 3
- **Reading: 42.0% Ready/Exceeding**
- **Math: 63.8 % Ready/Exceeding**

Grade 4
- **Reading: 55.4 % Ready/Exceeding**
- **Math: 56.6% Ready/Exceeding**

Grade 5
- **Reading: 31% Ready/Exceeding**
- **Math: 63.1% Ready/Exceeding**

Grade 6
- **Reading: 54.2% Ready/Exceeding**
- **Math: 57.8% Ready/Exceeding**

ESSA--Letter Grade B
ESSA--Index Score--79.22
Reading at Grade Level Score--46.95
ESSA--Science Achievement Score--52.56

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: Fairview Elementary School Students will increase the number of students reading at grade level by 5%.

DATA SOURCE:
2019 ACT Aspire--Grades 3-6
NWEA Maps--Grades 3-6
Istation--Grades K-6

2: Fairview Elementary School students will increase the number of students reaching proficiency in literacy and math by 5%.

DATA SOURCE:
2019 ACT Aspire--Grades 3-6
NWEA Maps--Grades 3-6
Istation--Grades K-6

3: Fairview Elementary School students will increase their soft skills which will result in a 5% decrease in students reporting that bullying occurs on campus.

DATA SOURCE:
Discipline Referrals
Parent Surveys
Student Surveys
Teacher Surveys

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: Fairview Elementary School Students will increase the number of students reading at grade level by 5%.

IDENTIFIED GOALS (continue)

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:
1. Use non-fiction text during 50% of instructional time in grades 3-6.
2. Teachers will attend R.I.S.E. training and implement with fidelity.
3. Linda Mood-Bell Seeing Stars will be used during the literacy block in K-2.
4. Teachers will identify essential skills and plan units of study based on these skills
5. Small group instruction and/or interventions will be provided for those students not reaching mastery
6. Tier 2 students will receive classroom interventions, provided by the classroom teacher
7. Tier 3 students will receive interventions from facilitators/interventionist
8. Tier 4 students will receive Interventionist from a NSA Dyslexia Interventionist or special education
9. Istation K-6

TIMELINE: August 2019-May 2020

GOAL 2: Fairview Elementary School students will increase the number of students reaching proficiency in literacy and math by 5%.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:
1. Teachers will meet with students to set and monitor goals in literacy and math 2 times per quarter.
2. Istation reading and math K-6
3. Professional Learning Communities to identify essential standards, develop Common Formative Assessments and use the data to drive interventions and instruction
4. NWEA Maps Goal setting sheets

TIMELINE: August 2019-May 2020

IDENTIFIED GOALS (continue)

GOAL 3: Fairview Elementary School students will increase their soft skills which will result in a 5% decrease in students reporting that bullying occurs on campus.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 3:
1. Professional development on Second Step and G.U.I.D.E.
2. Fully implement Second Step school-wide
3. Professional development in developing Behavior Support Plans
4. Students will be identified and placed with adult mentors
5. Small groups will meet with the counselor
6. Monthly assemblies with a focus on character development
7. LiveSchool and House Wars
8. School-based mental health therapist

TIMELINE: August 2019-May 2020

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1: Fairview Elementary School Students will increase the number of students reading at grade level by 5%.
1. Running records
2. Formative and summative classroom assessments
3. Istation
4. NWEA Maps
5. Administration observations

Goal Monitoring Plan (continue)

GOAL 2: Fairview Elementary School students will increase the number of students reaching proficiency in literacy and math by 5%.
1. Common Formative Assessments
2. NWEA Maps
3. Istation
4. Formative and summative classroom assessments
5. Administration observations

GOAL 3: Fairview Elementary School students will increase their soft skills which will result in a 5% decrease in students reporting that bullying occurs on campus.
1. LiveSchool Reports--Student, teacher and school
2. Office referrals
3. Climate surveys--Teacher, student and parent

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

FORT SMITH
PUBLIC SCHOOLS

HOWARD ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Our goal is to improve Istation's Indicators of Progress (ISIP) reading overall score for K-6 by scoring 70% or above in Tier 1 Istation by April of 2020**.**

GOAL 2: Our goal is to improve by 70% in each class in fact fluency for K-6 by using XtraMath and/or MobyMax, by April of 2020.

GOAL 3: Our goal is to have all students' attendance rate at or above 95% for the school year and to reduce our suspension rate by 10% which will ultimately increase the Student Engagement score on ESSA by at least 10% by April of 2020

Howard Elementary
2019-2020 Feedback and Recommended Modifications to
School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Howard:

- In Goal 1, consider changing to "Ensure that staff (leave out 100%)... since there may be K-2 staff not yet trained.

- Very detailed description for monitoring of goals

FORT ✦ SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Howard Elementary

PLANNING TEAM:

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

Name	Title
Velmar Greene	Principal
Mari Medina	Parent
Keith Cummings	Community Member
Jane Stewart	Counselor
Kacee Kareus	Title I Specialist
Trish Hamlet	Kindergarten Teacher
Melissa Bridges	Assistant Principal
Laurete Wright	Lead Teacher
Amanda Sugg	Resource Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

According to the 2018 Every Student Succeeds Act (ESSA) report, Howard's score was 11% below the state average for the School Quality and Student Success indicator domain. In addition, we received a Student Engagement score of 65.58%. Data summaries per grade level for math and literacy from the April 2019 Istation and Northwest Evaluation Association (NWEA) are available in the shared Google drive.

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: K-6 LITERACY READING & COMPREHENSION

DATA SOURCE: NWEA / ISTATION

2: GRADES 3-6 FACT FLUENCY

DATA SOURCE: NWEA / ISTATION

3: HIGH NUMBER OF STUDENT ABSENCES

DATA SOURCE: ESSA SCHOOL INDEX

IDENTIFIED GOALS

> **Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).**

GOAL 1:
Our goal is to improve Istation's Indicators of Progress (ISIP) Reading overall score for K-6 by scoring 70% or above in Tier 1 Istation by April of 2020.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:

TIMELINE: AUGUST 2019 – APRIL 2020

GOAL 2:
Our goal is to improve by 70% in each class in fact fluency for K-6 by using XtraMath and/or MobyMax, by April of 2020.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:

TIMELINE: AUGUST 2019 – APRIL 2020

GOAL 3:
Our goal is to have all students' attendance rate at or above 95% for the school year and to reduce our suspension rate by 10% which will ultimately increase the Student Engagement score on ESSA by at least 10% by April of 2020.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 3:

TIMELINE: AUGUST 2019 – APRIL 2020

GOAL MONITORING PLAN

GOAL 1:

Incorporate research-based comprehension strategies into read alouds, small group reading, and extended text studies. Provide professional development on Istation reports and how to interpret the data for intervention. Ensure that staff is trained and implementing the Science of Reading (RISE). Professional Learning Community (PLC) Data Teams will be held weekly to monitor student progression. All teachers will provide time for students to work on Istations at least twice a week in order to meet their proficiency goal. Student will be provided intervention based off their assessment.

GOAL 2:

Incorporate number talks into the first 10-15 minutes of every math block with research-based strategies found in Number Talks: Whole Number Computation by Sherry Parrish. Provide professional development on MobyMax and XtraMath reports and how to interpret the data for intervention. Data Teams (PLC) will be held weekly to monitor student progression. All teachers will provide time for students to work on MobyMax and/or XtraMath at least twice a week in order to meet their proficiency goal. Student will be provided intervention based off their assessment.

GOAL 3:

We will continue to work toward the district's goal of 95% attendance through working with our students, parents and school social worker. We will award students who obtain at least 97% attendance with a quarterly award certificate which, along with receiving citizenship or honor roll certificates makes them eligible to attend a special event each quarter. Additionally, we will keep parents informed of their child's attendance rate through having them sign documentation stating they are aware of our goal of 95% attendance along with the students' current number of absences and tardies each quarter.

FINAL EVALUATION OF PLAN

<u>Math/Literacy:</u> Teachers will get a baseline data of students' ability for each goal by September 2019 through Istation, NWEA Interim 1, Developmental Reading Assessment (DRA) levels, MobyMax, and/or XtraMath reports. During weekly data meetings (PLC), teachers will analyze the data and the progress for each goal to determine adjustments needed in instruction and students that need intervention. In April, teachers will use these assessments to evaluate student growth from September through April to determine whether goals are met. This data will be utilized when planning school improvement for the next school year.

<u>Attendance Goal:</u> We will look at our Eschool data to determine whether our 95% goal is met and ultimately for the Student Engagement score on ESSA to increase by at least 10%.

FORT SMITH
PUBLIC SCHOOLS

MORRISON ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1:   Increase reading achievement by 10% as indicated by Istation and ACT Data.

GOAL 2: Implement Positive Behavior Interventions and Supports.

GOAL 3: Improve attendance to at least 95%.

Morrison Elementary
2019-2020 Feedback and Recommended Modifications to School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Morrison:

- Nice review of data in Needs Assessment
- In Goal 1, might want to change "running records" to accuracy checks.
- In Goal 2, if these goals are to be written in SMART goal terms, consider adding a measurable outcome.

FORT SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Harry C. Morrison Elementary

PLANNING TEAM:

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

Name	Title
Britney Ballin	**Principal**
Mayra Estrada	**Parent**
Pat Stanton	**Community Member**
Ashley Hobbs	**Media Specialist**
Brenda Martin	**NSL Dyslexia Interventionist**
Jamie Delung	**Special Education Teacher**
Raven Jackson	**Fourth Grade Teacher**
Sarah Jane Mayer	**Assistant Principal**
Amber Clarke	**Sixth Grade Teacher**
Heather Pettigrew	**Kindergarten Teacher**
Sunshine Burch	**Title One Specialist**

NEEDS ASSESSMENT

REVIEW OF DATA:

ESSA Report indicates that there is student growth with our Latino subgroup but limited growth for White and African American students. Although student growth is shown, there are too few students scoring proficient overall during the 2017-2018 school year. We are tracking reading data with bi weekly running records and DRA assessments at the beginning and end of the year.

Istation Data April 2018 compared to April 2019

- K increased Tier 1 students from 28%-48%
- 1st grade increased Tier 1 from 30%-38%
- 2nd grade has increased Tier 1 from 39% to 56%

Spring Map Projected Proficiency Data Grades 3-6 (No comparison for 2018)

Grade	In Need of Support %	Close %	Ready %	Exceeding %
3	84.1	11.4	4.5	0
4	75.0	16.7	8.3	0
5	78.2	20.0	1.8	0
6	66.0	18.2	4.7	1.2

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: Increase reading achievement in grades K-6. Provide interventions for all students in grades 3-6 who are in need of support as indicated by MAP data.

DATA SOURCE: ACT Aspire scores, DRA scores, Lindamood-bell assessments, and Istation

2: Behavioral interventions for students with frequent office referrals.

DATA SOURCE: Eschool discipline data, teacher perception data

3: Improve attendance to at least 95%.

DATA SOURCE: Eschool and ESSA data

IDENTIFIED GOALS

> **Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).**

GOAL 1: Increase reading achievement by 10% as indicated by Istation and ACT Data.

1. Develop a committee calendar and norms
2. Create schedule for job embedded PLC time
3. Analyze student data
4. Select students that will participate in Lindamood-bell interventions in K-2 and 3-6
5. Schedule LMB intervention times and consultant times
6. Select essential skills for literacy
7. Develop "I can" statements for literacy achievement
8. Develop individual grade level smart goals that align with building level smart goals
9. Develop common assessments to assess essential skills
10. Analyze common assessments and provide intervention to students based on data
11. Celebrate achieving goals for grade level goals

GOAL 1 TIMELINE:

1. August 2019
2. August 2019
3. August 2019
4. September 2019
5. September 2019
6. August 2019
7. August 2019
8. September 2019
9. Ongoing
10. Ongoing
11. Ongoing

DATA SOURCE: ACT Aspire scores, DRA scores, Lindamood-bell assessments, and Istation

IDENTIFIED GOALS (Continue)

GOAL 2: Implement Positive Behavior Interventions and Supports

1. Define roles of PBIS team
2. Hold election for PBIS team
3. Finalize PBIS team selection
4. Develop team goals and calendar
5. Create school store
6. Revisit office referral procedures
7. Launch PBIS at school wide assembly and follow up assemblies throughout the school year
8. Create behavior videos
9. Teach CPI/De-escalation techniques
10. Develop tiered intervention system for behavior
11. Teachers meet with PBIS team as needed after Tier 1 interventions
12. PBIS team coaches and consults with classroom teachers as needed

Goal 2 Timeline

1. May 2019
2. May 2019
3. June 2019
4. August 2019
5. August 2019
6. August 2019
7. August 2019
8. September 2019
9. August 2019
10. August 2019
11. Ongoing
12. Ongoing

DATA SOURCE: Eschool discipline data

IDENTIFIED GOALS (Continue)
GOAL 3: Improve attendance to at least 95%.

1. Share attendance goals with stakeholders including parents and students.
2. Post attendance percentages each week for progress monitoring of our goal.
3. Celebrate the class with the highest attendance rate each month with an incentive.
4. Call in and check on students who are absent and did not call in with an excused absence.
5. Develop incentives for perfect attendance and improved attendance for individual students.

Goal 3 Timeline

1. August 2019
2. Ongoing
3. Ongoing
4. Ongoing
5. Ongoing

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1:
- The Literacy Committee will analyze student data on a bi-weekly schedule. Teachers will progress monitor students using running records and upload the data on our virtual data wall.
- The virtual data wall will be transferred to a data wall in the teacher workroom with students' photos, assessment scores, and intervention information. This data wall will be used to discuss students during collaboration time and for the school data team to analyze during data meetings.
- Assessments will be in the form of running records, DRA assessments, Istation, and common formative assessments.
- We will celebrate growth toward our goals on a monthly basis. Individual classrooms will celebrate meeting classroom goals.
- We will also have school-wide celebrations for progression on school wide smart goals.

GOAL MONITORING PLAN (Continue)

GOAL 2:
- The PBIS team will meet bi weekly to analyze discipline data, monitor goals, and develop interventions for students with behavioral concerns.
- When a student is referred for a tier two or tier three behavioral intervention, the classroom teacher of that student will meet with the PBIS to develop an intervention plan.
- The classroom teacher will report progress of the intervention plan to the PBIS team on a weekly basis and will attend follow up PBIS meetings to monitor the intervention effectiveness.

GOAL 3:
- Weekly attendance reports will be analyzed by the attendance task force.
- Teachers will share attendance concerns with the attendance task force as needed.
- Classroom reports for attendance will be analyzed on a monthly basis to determine the class with this highest attendance percentage.
- The daily attendance percentage will be posted and shared with students.

FINAL EVALUATION OF PLAN

In **April of 2020,** describe the progress made towards reaching each identified goal for 2019-2020.

FORT SMITH
PUBLIC SCHOOLS

ORR ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Increase special education Every Student Succeeds Act (ESSA) Index Value to 57.48

GOAL 2: Develop our Professional Learning Community

Orr Elementary
2019-2020 Feedback and Recommended Modifications to
School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Orr:

- Like that results of perceptual data is included
- Since your school is in need of targeted support for SPED, consider meeting monthly instead of quarterly.
- In Goal 2, Develop our Professional Learning Community, how will this be measured? Maybe revisit the SMART goal components.
- Will NWEA MAP and/or Istation be used for looking at data (monthly or quarterly)?

FORT ⊕ SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Raymond F. Orr Elementary

PLANNING TEAM:

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

Name	Title
Dawn Childress	**Principal**
Shawn McVey	**Assistant Principal**
Tracie Gipson	**Counselor**
Lori England	**Kindergarten Teacher**
Nan Hargett	**3rd Grade Teacher**
Laura York	**4th Grade Teacher**
Dejah Stephens	**5th/6th Grade Teacher**
Marla Needham	**NSL Dyslexia Specialist**
David Bourne	**Parent**
Sherry Sims	**Community Member**

NEEDS ASSESSMENT

REVIEW OF DATA:

> Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

2018 Every Student Succeeds Act (ESSA) Data
2018 ESSA Overall Index Score- 75.02
2018 ESSA Special Education (SPED) Index Value- 54.09
2018 ESSA Weighted Achievement- 72.24
2018 ESSA School Value-Added Growth- 82.27
2018 ESSA School Quality and Student Success- 57.34
2018 ESSA Student Engagement- 72.29
2018 ESSA Reading at Grade Level-All students- 43.6
2018 ESSA Reading at Grade Level-SPED students- 9.8

ACT Aspire 2018- Ready and Exceeding
3rd Grade Math 77.78%   Reading 44.44%
4th Grade Math 51.72%   Reading 36.21%
5th Grade Math 40.00%   Reading 36.92%
6th Grade Math 55.93%   Reading 44.07%

IDENTIFIED NEEDS WITH DATA SOURCE:

> Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: Increase the student achievement of students with disabilities.

DATA SOURCE:

2018 ESSA Index Value of 54.09 in the SPED subgroup
We are on the Additional Targeted Support list for our SPED achievement scores.

IDENTIFIED NEEDS WITH DATA SOURCE: (continue)

2: Develop our Professional Learning Community.

 DATA SOURCE:

Principal interviews with teachers which indicated a need for PLC development, 100% survey results from staff for participation in the FSPS PLC Coaching Academy, no dedicated team time or intervention time in the master schedule, no common formative assessments or guaranteed viable curriculum, lack of systematic behavioral interventions based on RTI model, and systematic Tier 2 classroom interventions are not in place at this time

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: Increase special education Every Student Succeeds Act (ESSA) Index Value to 57.48

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:
- **What I Need (WIN) Time (Response to Intervention and Enrichment) for every student every day**
- **Peer teaching**
- **Increase the amount of time students with Individualized Education Plans (IEPs) are in the regular classroom (self-contained students going in regular education classrooms for part of the day and increased levels of resource push-ins versus pull-outs)**
- **Pairing students with IEPs with a Teacher Mentor**
- **Protected Tier 1 instructional time**
- **Team Time during the school day**
- **Common Formative Assessments that drive instruction**

TIMELINE:
Begin implementing interventions in August and continue throughout the year

IDENTIFIED GOALS (continue)

GOAL 2: Develop our Professional Learning Community

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:

- **Embed Team Time weekly and WIN (What I Need) Time (RTI and Enrichment) daily into the master schedule**
- **Meet with teams weekly to develop common formative assessments and assess student work products and data to inform instructional practice**
- **Develop common formative assessment based on identified essential standards and learning targets**
- **Involve students in goal setting based on learning targets**
- **Guiding Coalition attend RTI @ Work Conference (October)**
- **Book Studies- Simplifying RTI, Simplifying Common Formative Assessments, and The New Art and Science of Teaching**

TIMELINE: Beginning in August when school begins and continuing throughout the school year.

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1: This School Improvement Team will meet quarterly to discuss progress towards increasing student achievement for students identified for special education through the analysis of Istation and NWEA Map data for individual students with Individualized Education Plans. The Guiding Coalition will meet monthly to track student progress using the special education digital data wall. Special education teachers will also meet with teachers weekly during Team Time to track progress using common formative assessment data and Lindamood-Bell data.

Goal Monitoring Plan (Continue)

GOAL 2: This School Improvement Team will meet quarterly to review artifacts created by PLC collaborative teams and to review student data from Istation and NWEA Map scores. The principal will meet with the Guiding Coalition twice a month to discuss the work of the PLC Teams and to monitor the progression and help troubleshoot issues that arise. This quick data will allow for adjustments to be made quickly. The Guiding Coalition will also analyze Istation data monthly to monitor progress.

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

We will meet in April 2020 to evaluate this plan and the progress made toward reaching these goals.

FORT SMITH
PUBLIC SCHOOLS

PIKE ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Reading Comprehension: reading comprehension will increase by 5% by the end of the 2019-2020 school year.

GOAL 2: Discipline: classroom referrals will decrease by 10% during the 2019-2020 school year.

Pike Elementary
2019-2020 Feedback and Recommended Modifications to
School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Pike:

- Interventions/Practices for meeting goals are very clearly defined
- For Goal 1, is a 20% increase attainable by the end of 2019-20 school year? Consider reviewing trend data to set more of a long term goal of 20%.
- Will K-2 teachers be RISE trained?
- NWEA MAP will be used as the Goal 1 Data Source: NWEA Map Interim Assessments, ACT assessment, running records. Maybe consider including Istation for K-2 and also for 3-6 if Istation is used in those grade levels.

FORT SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Albert Pike Elementary

PLANNING TEAM: Coalition Team

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

Name	Title
Monica A. Austin	Principal
Jessica Lemus	Kindergarten Teacher
Lisa McDaniel	Interventionist
Becky Brown	Second Grade Teacher
Veronica Luna	Third Grade Teacher
Sara Williams	Fourth Grade Teacher
Julie Stec	Sixth Grade Teacher
Lawrence Toran	Parent
Marian Conrad	Community Member

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

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

Discipline:
2017-2018 Discipline Referrals: 119

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

Goal 1: Reading Comprehension: reading comprehension will increase by 5% by the end of the 2019-2020 school year.

Goal 1 Data Source: NWEA Map Interim Assessments, ACT assessment, running records, and classroom formative assessments.

IDENTIFIED NEEDS WITH DATA SOURCE (Continue)

Goal 2: Discipline: classroom referrals will decrease by 10% during the 2019-2020 school year

Goal 2 Data Source: Office Referrals and Liveschool

IDENTIFIED GOALS

> **Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).**

Goal 1: Reading Comprehension: reading comprehension will increase by 5% by the end of the 2019-2020 school year.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1: Teachers grades 3 - 6 will be trained in RISE. Teachers K-2 will be trained in Seeing Stars and VV. Five K-2 teachers will participate in the RISE pilot. Teachers will use running records to help develop groups for their guided reading and literacy discussion groups to improve reading comprehension. Teachers will implement reading comprehension response notebooks that will be assessed by a rubric. The rubric will be based on grade level standards. Grade level standards will be taught during the mini lesson. Teachers will pull small groups to differentiate the instruction needed for the students within the classroom. K-2 Teachers will also use Istation to analyze data. We will have 3-6 use the reading portion of Istation to analyze student data.

TIMELINE: August/September teachers will conduct DRAs on students. This information will be used to group students in small groups.
September: teachers will work in collaborative teams to develop standard based rubrics to assess students' comprehension.
Weekly teachers will use data to determine which students need enrichment, grade level support, and interventions.
Bi-monthly the coalition will meet to assess student growth. The coalition team will use the data to determine future professional development for staff members based on reading comprehension data.
Administration will conduct whisper coaching and classroom observations to ensure grade level is being implemented within the classrooms.

IDENTIFIED GOALS (Continue)

Goal 2: Discipline: classroom referrals will decrease by 10% during the 2019-2020 school year

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2: Teachers will be a part of a school book studies on the book Every Student, Every Day written by Kristyn Klei Borrero. The building will meet once a month to apply strategies to the building to help ensure strong relationships and direct procedures and expectations to help decrease student discipline. Staff will implement monthly character books and lessons from Second Step with fidelity. The Coalition team will meet monthly to determine if referrals have decreased.

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1: Reading Comprehension: reading comprehension will increase by 5% by the end of the 2019-2020 school year.

Teachers will analyze data during their team collaboration time. Groups will be developed using the data collected from formative assessments used within the classrooms. Coalition team will look at formative assessments, running records, NWEA MAP Interim Assessments, and ACT Aspire will be assessed to determine professional development training for staff members. Teachers will also use Istation K-6.

GOAL 2: Discipline: classroom referrals will decrease by 10% during the 2019-2020 school year

The coalition team will look at office referrals bi-weekly to determine if the referrals are decreasing in numbers. The tea will look at reasons for referrals to determine professional development or skills needed for staff and students.

FINAL EVALUATION OF PLAN

In **April of 2020,** describe the progress made towards reaching each identified goal for 2019-2020.

FORT SMITH
PUBLIC SCHOOLS

SPRADLING ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: We will integrate and implement English Language Proficiency Standards into Unit Plans in English Language Arts and Math.

GOAL 2: : Special Education students will show 1 ½ years worth of growth in reading grade level.

GOAL 3: Spradling will craft and analyze Common Formative Assessments (CFA) and Common Summative Assessments (CSA) that have multiple DOK levels. A minimum of 2 CFAs per unit will be created.

Spradling Elementary
2019-2020 Feedback and Recommended Modifications to School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Spradling:

- Clearly defined learning needs
- In Goal 1, *"We will integrate and implement English Language Proficiency Standards into Unit Plans in English Language Arts and Math,"* how will this be measured?
- Possibly specify Istation and NWEA MAP (interim) assessments in the Goal Monitoring section.

FORT ✦ SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Spradling Elementary

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
Elizabeth Love	Title I Elementary Specialist
Kathy Glidewell	Title I Elementary Specialist
George McGill	Community Member
Joshua Bogdon	Parent
Kristin Riggs	Counselor
Laura Rippy	Kindergarten Teacher
Jessica Hall	First Grade Teacher
Sarah Griffith	Second Grade Teacher
Courtney Burdick	Third Grade Teacher
Amy Mulhern	Fourth Grade Teacher
Darla Sampley	Sixth Grade Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

- **Spradling has a 40% English Learner population.**

- **Spradling qualified for the ADE Additional Targeted Support for our Special Education population.**

- **Spradling is entering its third year as a Professional Learning Community (PLC) pilot school with Solution Tree. Our focus this year is creating well developed assessments to guide instruction.**

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: Spradling is the number one diverse elementary school in Fort Smith with 40% being English Learners. With that information in mind, we know the importance of implementing and integrating ELP Standards, developing tier 1, 2, and 3 vocabulary, and intentionally designing lessons for time to speak and write.

DATA SOURCE: ESSA Report, Solution Tree

IDENTIFIED NEEDS WITH DATA SOURCE: (continue)

2:   According to Spradling's ESSA reports, Special Education students have been listed as an area of needed improvement for two consecutive years. This will be our second year. Our self-contained SPED students showed great improvements on their interim NWEA scores. 100% of the students showed growth in reading on their Quarter 3 interim in 2019.

DATA SOURCE: ESSA Reports, ACT Aspire, NWEA interim assessments

3: As part of the third year of the PLC pilot, our next steps include a focus on creating well developed assessments in order to drive instruction and organize intervention and remediation groups based on that data.   Grade level teams will analyze the data in order to determine best practices and areas of need.

DATA SOURCE: Solution Tree

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: We will integrate and implement English Language Proficiency Standards into Unit Plans in English Language Arts and Math.

IDENTIFIED GOALS (Continue)

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:
- We will use the Arkansas ELP Standards document as a resource for designing lesson plans, as well as creating intervention and remediation groups.

- Amanda Butler, District ELL Coordinator, will present embedded Professional Development to the staff.

- Small groups will utilize resources such as: Reach, Imagine Learning, and LindaMood Bell Curriculum to develop the ELP Standards in students.

- Classroom instruction will include more speaking and writing opportunities for students.

TIMELINE:
In August grade level teams and vertical teams will create their unit plans of instruction. The ELP Standards will become a part of that plan. As the school year progresses and new Unit plans are created, teams will continue to integrate the Standards.

GOAL 2: Special Education students will show 1 ½ years' worth of growth in reading grade level.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:
- Spradling will use LindaMood Bell Curriculum.

- SPED Students will be integrated into General Education classrooms at different time intervals throughout the school day.

- The SPED teachers are a part of a PLC team for planning.

TIMELINE: Ongoing throughout the year

IDENTIFIED GOALS (Continue)

GOAL 3:   Spradling will craft and analyze Common Formative Assessments (CFA) and Common Summative Assessments (CSA) that have multiple DOK levels. A minimum of 2 CFAs per unit will be created.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 3:
- Professional Development from Solution Tree.

- Grade level teams will have weekly planning time.

TIMELINE: Ongoing as units are created throughout the school year.

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1:
- Each grade level will have ELP Standards attached to all unit plans.

- Student growth on ELPA21 assessment.

- Students graduating from the EL program.

- Student growth on interim assessments, Istation, NWEA MAP and ACT Aspire.

GOAL 2:

- SPED students will demonstrate 1 ½ years growth on Running Records, Interim Assessments, Istation, NWEA MAP and ACT Aspire.

Goal Monitoring Plan (continue)

GOAL 3:
- Each grade level will have well developed CFAs and CSAs to guide instruction.

- Students will be strategically placed in intervention and remediation groups based on data collected from the assessments.

- Grade level teams will become confident at creating well developed assessments.

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

FORT SMITH
PUBLIC SCHOOLS

SUNNYMEDE ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Sunnymede students will increase their ELA Composite score on the 2020 ACT Aspire assessment by 5% from the 2019 ACT Aspire assessment.

GOAL 2: Sunnymede students will increase their Math Composite score on the 2020 ACT Aspire assessment by 5% from the 2019 ACT Aspire assessment.

GOAL 3: Sunnymede students will increase their English proficiency level scores on the 2020 ELPA 21 assessment by 5% from the 2019 ELPA 21 assessment from 34% to 39%.

Sunnymede Elementary
2019-2020 Feedback and Recommended Modifications to
School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Sunnymede:

- Very clear measurable goals
- Like that goals address the specific needs of language learners

FORT ◆ SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Sunnymede Elementary

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**
Lisa Gray	**NSL Dyslexia Interventionist**
Lisa Johnson	**Title I Interventionist**
Sherry Jones	**Title I Interventionist**
Sherry Lipe	**Title I Interventionist**
Theodora Ramirez	**Parent**
Wayne Dawson	**Community Member**

NEEDS ASSESSMENT

REVIEW OF DATA:

According to the ADE My School Info site, Sunnymede students overall ESSA Index Score was 67.78. This score is slightly below the state average for overall ESSA Index Scores of 70.86. English Language Learners overall ESSA Index Score was 67.82. Additionally, according to this report 28.95 of our students were reading at grade level. The science achievement score was 28.95.

The NWEA MAP Spring Math Assessment projects Sunnymede ACT Aspire student scores as the following: 42.7% in need of support, 46.3% close, 11.1% ready, and 0% exceeding. The NWEA MAP Spring Reading Assessment projects Sunnymede ACT Aspire student scores as the following: 59.9.7% in need of support, 30.8% close, 7.7% ready, and 1.5% exceeding.

The Istation's early Reading results depicts 55% of students in Tier I. The Istation's early Math results depict 55.5% of students in Tier I.

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: Sunnymede students will increase their ELA Composite score on the 2020 ACT Aspire assessment by 5% from the 2019 ACT Aspire assessment.

IDENTIFIED NEEDS WITH DATA SOURCE (Continue)

DATA SOURCE:

ACT Aspire Data

NWEA Assessments

Istation Data

School ESSA Report Card

Student GPS

Ellevation

2: Sunnymede students will increase their Math Composite score on the 2020 ACT Aspire assessment by 5% from the 2019 ACT Aspire assessment.

DATA SOURCE:

ACT Aspire Data

NWEA Assessments

Istation Data

School ESSA Report Card

Student GPS

Ellevation

IDENTIFIED NEEDS WITH DATA SOURCE (Continue)

3: Sunnymede students will increase their English proficiency level scores on the 2020 ELPA 21 assessment by 5% from the 2019 ELPA 21 assessment from 34% to 39%.

DATA SOURCE:

ACT Aspire Data

NWEA Assessments

Istation Data

School ESSA Report Card

Student GPS

Ellevation

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1:   Sunnymede students will increase their ELA Composite score on the 2020 ACT Aspire assessment by 5% from the 2019 ACT Aspire assessment.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:

Staff will analyze and identify weaknesses of NWEA MAP Interim data, Istation data, and classroom assessments, while working with the Title I Elementary Specialists to create a plan to improve instruction and learning. Teachers will utilize PLC time horizontally weekly and vertically monthly, to focus on data trends and address student intervention needs. The planning team will review data quarterly. Teachers will additionally meet with the administrators to discuss data on each student.

IDENTIFIED GOALS (Continue)

Professional Development - Continued growth in strategies that improve instruction and learning in literacy. The Title I Elementary Specialists will model strategies to increase literacy achievement for all students. Teachers will continue to increase their knowledge and expand the implementation of R.I.S.E. and Lindamood Bell to increase student achievement. Teachers will continue to learn how to develop and execute lessons in Writers Workshop into daily instructional practices that expand students' knowledge and strategies**.**

Online Resources:

Flip Grid

Istation

Spelling City

Moby Max

PEG

NEARPOD

Buncee

TIMELINE:

NWEA MAP Interim data and Istation data will be tracked three times during the school year to observe student growth prior to the 2020 ACT Aspire Assessment.

Sunnymede will decrease the number of Tier 3 students on the Reading Istation assessment from September 2019 to March 2020 by 10%.

IDENTIFIED GOALS (continue)

GOAL 2: Sunnymede students will increase their Math Composite score on the 2020 ACT Aspire assessment by 5% from the 2019 ACT Aspire assessment.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:

Staff will evaluate NWEA MAP Interim data, Istation data, and classroom assessments, while working with the Title I Elementary Specialists based on weaknesses to create a plan to improve instruction and learning. Teachers will utilize PLC time horizontally weekly and vertically monthly, to focus on data trends and address student intervention needs. The planning team will review data quarterly. Teachers will additionally meet with the administrators to discuss data on each student.

Professional Development - Continued growth in strategies that improve instruction and learning in mathematics. The Title I Elementary Specialists will model strategies to increase mathematics achievement for all students.

Online Resources:
Flip Grid

Istation

Spelling City

Moby Max

PEG

NEARPOD

Buncee

TIMELINE:

NWEA MAP Interim data and Istation data will be tracked three times during the school year to observe student growth prior to the 2020 ACT Aspire Assessment.

Sunnymede will decrease the number of Tier 3 students on the Math Istation assessment from September 2019 to March 2020 by 10%.

IDENTIFIED GOALS (continue)

GOAL 3: Sunnymede students will increase their English proficiency level scores on the 2020 ELPA 21 assessment by 5% from the 2019 ELPA 21 assessment from 34% to 39%.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 3:

Staff will evaluate NWEA MAP Interim data, Istation data, and classroom assessments, while working with the Title I Elementary Specialists based on weaknesses to create a plan to improve instruction and learning. Teachers will utilize PLC time horizontally weekly and vertically monthly, to focus on data trends and address student needs through Intervention. The planning team will review data quarterly. Teachers will meet with the administrators to discuss data on each student. In addition, certified ELL teacher and paraprofessionals will develop and execute lessons to meet targeted goals for ESL students who are receiving language intervention through English 3D and Champs resources.

Professional Development - Continued growth in strategies that improve instruction and learning in relation to ELL students. The English Language Development teacher will work with students and staff to increase language development for all students. Teachers will be trained in Day 3 of Kagan Strategies.

Online Resources:

Flip Grid

Istation

Spelling City

Moby Max

PEG

NEARPOD

Buncee

IDENTIFIED GOALS (continue)

TIMELINE:

NWEA MAP Interim data and Istation data will be tracked three times during the school year to observe student growth prior to the 2020 ACT Aspire Assessment.

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1:
Teachers will utilize PLC time horizontally weekly and vertically monthly to view student data, problem solve, and plan.

Lindamood Bell weekly digest will be reviewed to determine progression of strategies.

NWEA MAP and Istation data will be reviewed three times prior to the 2020 ACT Aspire to check growth or provide point in time remediation.

Sunnymede will decrease the number of Tier 3 students on the Reading Istation assessment from September 2019 to March 2020 by 10%.

The Planning Team will review data quarterly. Teachers will meet with administrators quarterly to discuss individual student data.

Daily classroom walk-through data will show the implementation of R.I.S.E., Lindamood Bell, and Writers Workshop strategies.

GOAL MONITORING PLAN (Continue)

GOAL 2:
Teachers will utilize PLC time horizontally weekly and vertically monthly to view student data, problem solve, and plan.

Mathematics screeners will be reviewed to determine progression of strategies.

NWEA MAP and Istation data will be reviewed three times prior to the 2020 ACT Aspire to check growth or provide point in time remediation.

Sunnymede will decrease the number of Tier 3 students on the Math Istation assessment from September 2019 to March 2020 by 10%.
The Planning Team will review data quarterly. Teachers will meet with administrators quarterly to discuss individual student data.

Daily classroom walk-through data will show the implementation of high yield mathematics strategies.

GOAL 3:

Teachers will utilize PLC time horizontally weekly and vertically monthly to view student data, problem solve, and plan.

NWEA MAP and Istation data will be reviewed three times prior to the 2020 ACT Aspire to check growth or provide point in time remediation.

The Planning Team will review data quarterly. Teachers will meet with administrators quarterly to discuss individual student data.

The ELL teacher will track target goals for students receiving language intervention.

Daily classroom walk-through data will show the implementation of SIOP strategies and Kagan Structures.

FINAL EVALUATION OF PLAN

The 2020 ACT Aspire Assessment scores will depict at least a 5% gain from the 2019 ACT Aspire Assessment in order for Sunnymede Elementary to reach their   ELA Composite and the Mathematics goals.

The 2020 ELPA 21 scores will depict at least a 5% gain from 34% to 39% on the 2019 ELPA 21 scores in order for Sunnymede Elementary to reach their English proficiency goal.

FORT ✦ SMITH
PUBLIC SCHOOLS

SUTTON ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Improve student engagement, in all curricular areas, through the use of Kagan Cooperative Learning structures and strategies.

GOAL 2: Increase literacy proficiency by at least 5% on the Istation (K-2) and ACT Aspire Summative (3-6) assessments.

GOAL 3: Increase math proficiency by at least 5% on the Istation (K-2) and the ACT Aspire (3-6) assessments.

Sutton Elementary
2019-2020 Feedback and Recommended Modifications to School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Sutton:

- Like that professional development for staff is included as part of your goals
- In Goal 1, *"Improve student engagement, in all curricular areas, through the use of Kagan Cooperative Learning structures and strategies,"* how will this be measured?

FORT SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Sutton Elementary

PLANNING TEAM:

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

Name	Title
Jennie Mathews	Principal
TBD	Assistant Principal
Angelica Del Rio	Parent Representative
Todd Freitheim	Community Representative
Mindy Ellis	Teacher/ Literacy Co-Chair
Caryn Glenn	Teacher/ Literacy Co-Chair
Kevin Kaelin	PE Teacher/ Wellness Co-Chair
Tracey Skaggs	Counselor/ Wellness Co-Chair
Christy Graham	Teacher/ Math Co-Chair
Sudean Goodpaster	Title I Elementary Specialist/ Math Co-Chair
Carol Glover	Financial Secretary
Lisa Coon	Process Coordinator

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

According to the 2018 ESSA Report Card, Sutton is currently a C school. Our ESSA score was 69.81. We were 2.36 points from a B this year. We are working hard to help our students grow and achieve so we can move up to a B.

According to the K-6 ELPA 21 scores and the ACT Aspire testing, Sutton has 23 students who met the English Proficiency criteria in 2018 and will be recognized at the school celebration at the end of May. 2019 ELPA 21 scores that have just come in show that we have 40 students at the proficiency level on the ELPA 21. We will await the ACT Aspire scores, currently in progress, to identify which students meet the criteria to move into monitored status.

Classroom observations show the need to continue working on increasing student engagement utilizing Kagan Cooperative Learning Structures.

Parent communication is improving through the use of Class Dojo and the Parent Newsletters in SMORE. We are continuing to communicate to connect more parents, partners, and families to these programs.

2018 Spring ACT Aspire Data (3-6): *(Ready/Exceeding)*

Grade	English	Math	Science	Reading
3	73.9	50	22.6	26.2
4	51.6	37.1	24.2	32.3
5	71.1	33.3	28.6	33.3
6	79.7	57.8	39	30.5

2019 Spring ACT Aspire Data will be reviewed as soon as scores are available.

Needs of Assessments (Continue)

2018-2019 Istation Data (K-2): *ISIP Summary Tier 1 percentages by grade*

September: **Literacy:** K: 21%, 1st: 49%, 2nd: 42%   **Math:** K: 41%, 1st: 57%, 2nd: 59%
January: **Literacy**: K: 35%, 1st: 40%, 2nd: 45%   **Math:** K: 47%, 1st: 60%, 2nd: 41%
April: **Literacy:** K: 39%, 1st: 32%, 2nd: 42%   **Math:** K: 48%, 1st: 56%, 2nd: 48%

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: Continued need for increased student engagement and job-embedded professional development. Observation data shows there are highs and lows in the implementation process throughout the school year. Our goal is to ensure we have consistency in implementation and see steady growth instead of the ups and downs we are currently seeing.

DATA SOURCE: Classroom observations, previous steps taken for long-term School Improvement planning in Indistar, professional development surveys from staff.

2: Continued need for improvement in literacy at all grade levels.

DATA SOURCE: 2018 ACT Aspire Scores and 2018-2019 Istation Scores

3: Continued need for improvement in math at all grade levels.

DATA SOURCE: 2018 ACT Aspire Scores and 2018-2019 Istation Scores

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: Improve student engagement, in all curricular areas, through the use of Kagan Cooperative Learning structures and strategies.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:

- School Trainer will provide Days 1-4 of Kagan Cooperative Learning training for staff during 2019-2020.

- Several teachers will participate in Kagan Thinking Skills training in August 2019.

- Several teachers will participate in Kagan Little Ones (PK-2) training in January 2020.

- All certified staff will plan utilizing a monthly "Structure of the Month" after initial review, and this will be monitored through observations and coaching visits.

- Coaching on Kagan structures will be provided at least quarterly through on-going, job-embedded professional development to assist teachers with implementing structures in the classroom.

- Teachers will purposefully plan to implement Kagan Cooperative Learning structures to increase student engagement and differentiate for all students.

- Lesson plans, quarterly assessments, classroom observations, and reflective conferences will be used to measure progress toward this goal.

- Focus on utilizing Kagan Cooperative Learning Structures to increase language fluency by having students verbalizing more often to process information and practice new skills.

TIMELINE: June 2019-May 2020. This will be ongoing throughout the year. Next steps will be planned after reviewing the data from the school year to plan for the next year.

IDENTIFIED GOALS (Continue)

GOAL 2: Increase literacy proficiency by at least 5% on the Istation (K-2) and ACT Aspire Summative (3-6) assessments.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:

- Classroom teachers will utilize district protocols and curriculum maps to plan instruction based on best practices.

- Focus on language standards to improve upon listening, speaking, reading, and writing skills for all students.

- Instructional Facilitators will help assist teachers with resources, professional development, and modeling.

- District and School PD sessions focused on core curricular areas.

- Administrators will utilize the protocol to evaluate best practices in the classroom.

- Utilization of the LMB "look for" sheet while observing Seeing Stars and Visualizing Verbalizing sessions.

- The Instructional Support Team and Classroom Teachers will plan for specific interventions and monitor the progress of student performance.

- All staff will implement Kagan Cooperative Learning structures across all curricular areas to increase student engagement and achievement.

TIMELINE: August 2019-May 2020. This must be a daily focus. We will utilize quarterly assessment data to monitor progress and plan next steps.

IDENTIFIED GOALS (Continue)

GOAL 3: Increase math proficiency by at least 5% on the Istation (K-2) and the ACT Aspire (3-6) assessments.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 3:

- Classroom teachers will utilize district protocols and curriculum maps to plan instruction based on best practices.

- Instructional Facilitators will help assist teachers with resources, professional development, and modeling.

- District and School PD sessions focused on core curricular areas.

- Administrators will utilize the protocol to evaluate best practices in the classroom.

- The Instructional Support Team and Classroom Teachers will plan for specific interventions and monitor progress of student performance.

- All staff will implement Kagan Cooperative Learning structures across all curricular areas to increase student engagement and achievement.

TIMELINE: August 2019-May 2020. This must be a daily focus. We will utilize quarterly assessment data to monitor progress and plan next steps.

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1: Progress will be monitored through classroom observations, focus walk through data, and coaching notes/data. Sign-in sheets for all professional development sessions as well as coaching schedules can be used for documentation in addition to the observation reports. Data will be reviewed during monthly leadership team meetings and at least quarterly with all staff.

GOAL MONITORING PLAN (Continue)

GOAL 2: Literacy progress will be monitored through a variety of sources: Interim assessments, Istation reports, LMB weekly reports, etc.

GOAL 3: Math progress will be monitored through a variety of sources: Interim assessments, Istation reports, and grade level assessments.

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

FORT ✦ SMITH
PUBLIC SCHOOLS

TILLES ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Improve or maintain Reading proficiency

GOAL 2: Improve or maintain Math proficiency

GOAL 3: Maintain or increase attendance

GOAL 4:
- Focus instruction in technology utilizing the SAMR model to increase depth of knowledge for critical thinking skills.
- Lesson plans will contain questions to help guide students to analyze and create.
- Professional development provided to the staff.

Tilles Elementary
2019-2020 Feedback and Recommended Modifications to School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Tilles:

- Nice inclusion of parental involvement in the goal relating to attendance
- Goals 1-3 should be written in SMART goal format by adding measurable gains in terms of proficiency. (Example: 3 to 5 %)
- In Goal 1, would the K-2 students be using more of the Seeing Stars data for decoding?
- In Goal 4, there was no goal statement provided above the bulleted tasks. How will you measure this goal?

FORT ◆ SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Tilles Elementary

PLANNING TEAM:

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

Name	Title
Regina Thompson	Principal
Jennifer Lyon	Parent
Jennifer Caldwell	Community Member
Jimmy Cook	Assistant Principal
Kim Vongphachanh	Counselor
Christen Wakefield	Title I Elementary Specialist
Lana Neumeier	NSL Dyslexia Interventionist
Felicia Triplett	NSL Dyslexia Interventionist
Miranda Watson	Title I Elementary Specialist
Jerra Thomas	Second Grade Teacher
Kate Ray	Sixth Grade Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

> Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

ACT ASPIRE SUMMATIVE 2018 (3-6)
Istation K-2
NWEA MAPS 3-6
DRA
DYSLEXIA SCREENER
E-SCHOOL/COGNOS

IDENTIFIED NEEDS WITH DATA SOURCE:

> Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

GOAL 1: Improve or maintain Reading proficiency
GOAL 1 DATA SOURCE: ESEA, DRA ASSESSMENTS, Istation K-2, NWEA MAPS 3-6

GOAL 2: Improve or maintain Math proficiency
GOAL 2 DATA SOURCE: ESEA, Istation K-2, NWEA MAPS 3-6, ASSESSMENT

GOAL 3: Maintain or Increase attendance rate
GOAL 3 DATA SOURCE: E-School and Cognos

GOAL 4: Critical thinking in all areas including Technology.
GOAL 4 DATA SOURCE: Critical thinking should reflect in lesson plans, utilize SAMR model, classroom observations by using SAMR rubric

IDENTIFIED GOALS

> Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: Improve or maintain Reading proficiency

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:
- Common planning and instruction to ensure students receive intensive instruction both in a small group and whole group setting.

- Utilize interventionists in targeting students who are close and/or in need of support and as well as teacher recommendations for those who are struggling with skills.

- Implement reading comprehension strategies adding the component of ensuring struggling students are receiving supplemental instruction without sacrificing core instruction from the classroom.

- K-2 Istation-Decrease Tier 3 percentage below 45%

- 3-6 NWEA MAPS-Decrease below average percentage under 57%

GOAL 1 TIMELINE: 2019-2020

GOAL 2: Improve or maintain Math proficiency

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:
- Common planning and instruction to ensure students receive intensive math instruction both in a small group and whole group setting.

- Utilize interventionist in targeting students who are close and/or in need of support and as well as teacher recommendations for those who are struggling with skills.

- K-2 Istation-Decrease Tier 3 percentage below 28%.

- 3-6 NWEA MAPS-Decrease below average percentage to under 54%.

GOAL 2 TIMELINE: 2019-2020

IDENTIFIED GOALS (Continue)

GOAL 3: Maintain or increase attendance

INTERVENTIONS / PRACTICES FOR MEETING GOAL 3:
- Weekly attendance monitoring and core team member meetings

- Parent contact

- Student small groups

- Positive incentives

TIMELINE: 2019-2020

GOAL 4:
- Focus instruction in technology utilizing the SAMR model to increase depth of knowledge for critical thinking skills.

- Lesson plans will contain questions to help guide students to analyze and create.

- Professional development provided to the staff.

GOAL 4 TIMELINE: 2019-2020

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

Identify evidence-based interventions and practices for addressing each goal.

Review reading levels mid-quarterly and progress monitor using Istation data, NWEA MAP Interim Assessment data, and shared data walls in Table Target Time. Elementary Specialists analyze K-2 Istation data weekly and form target groups for the classroom teachers. K-2 teachers instruct target groups based on Istation data. Classroom teachers use NWEA MAP's Interim Assessment data to guide their instruction by planning targeted lessons and activities to improve student achievement.

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS (Continue)

Targeting Tier III students in Math by using Istation data, number readiness assessment and ACT ASPIRE scores to group students for intensive instruction given by the math interventionist. Shared data walls will also be used to track progress.

As attendance concerns arise, parent contact will be made and documented in the form of letters, meetings, and/or phone calls. Student lessons, individual sessions, and small group sessions with the school counselor will be implemented and documented. These lessons/sessions will address the importance of attendance and assessing barriers regarding. Perfect Attendance Celebrations (per semester) are given (42 first semester). Monthly classroom competitions will be take place followed by celebrations for first place winners (2nd semester).

Implement project based learning which will be reflected in lesson plans.

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1:
Literacy data is reviewed and analyzed weekly by teachers, interventionists and elementary specialists. This process drives instruction and assessment. Literacy data will be reviewed quarterly with district staff to assess gains in student progress. Reading levels will be identified K-2 and monitored as well as in grades 3-6 along with comprehension assessments to gauge student growth.

GOAL 2:
Math data is reviewed and analyzed weekly by teachers and the interventionist. Math data will be gathered through common assessments with pre-tests and post-tests on a quarterly basis measuring for student gains and deficiencies. Students not making gains will be seen by the interventionists.

GOAL MONITORING PLAN (Continue)

GOAL 3:
Attendance will be monitored quarterly by eschool percentage and compared to that date from prior year. Current progress as of 1/9/18 is a .55% increase. Weekly progress monitoring of chronic absent with core team members will occur with eschool reports and weekly meetings with collaborative action following each meeting.

GOAL 4:
Classroom observations of project based learning will be conducted using the SAMR model.

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

FORT ☀ SMITH
PUBLIC SCHOOLS

TRUSTY ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Increase knowledge of management and discipline strategies, resulting in a total of 4% fewer discipline referrals than the 3-year total average (each quarter 1% less than 3-year quarterly average).

GOAL 2: Increase overall Literacy achievement by 5%, as measured by ACT Aspire 3-6 TAGG scores.

GOAL 3: Increase overall Mathematics achievement by 5%, as measured by ACT Aspire 3-6 TAGG scores.

Trusty Elementary
2019-2020 Feedback and Recommended Modifications to
School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Trusty:

- Really like that a goal addresses behavioral health needs of students
- In Goal 1, consider adding a measurable percentage decrease for discipline referrals.
- In Goal 3, CGI or ECM training for new staff members will no longer be available at the district level.

FORT ✦ SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Trusty Elementary

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/6th Science Teacher
Rochelle Brown	5th/6th Math Teacher
Lindsay Friend	Kindergarten Teacher
Shannon McKnight	4th Math/Science/Social Studies Teacher
Jennifer Jones	1st Teacher
Jordan Kelley	2nd Teacher
Amber Kuhn	1st Teacher
	Counselor
	5th Literacy Teacher
Misty Minor	Kindergarten Teacher
Theresa Palmertree	Dyslexia Interventionist
John Mullins	6th Literacy Teacher

Keely Sattazahn	Music Teacher
Pamela Secrest	4th Literacy Teacher
Tari Ward	2nd Teacher
Lazara Williams	3rd Teacher
Sarah Jane Mayer	Assistant Principal
Jana Phelan	Media Specialist
Joni Young	Resource Teacher
Lydia Holloway	ArcBest Corporation, Partner in Education
April Turner	Parent

A meeting was held on April 23, 2019 with certified staff members to review the data and determine needs, as well as possible interventions and practices that need to be implemented. An email survey was sent out to all certified staff on April 26, as a follow-up to allow additional input and ideas to be shared. Subsequent meetings and emails were held with the parent and community members for their input.

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

2018-2019 DEMOGRAPHICS

Highest % Races	49% Hispanic	22% Black	18% White
Special Programs	16% SPED	38% ELL	97.5% Poverty
Attendance Rates	94.8% 1st Qtr	94.4% 2nd Qtr	94.1% 3rd Qtr
Teacher Days Absent	K/1 44.5 2/3/4 43.5	5/6 64.5 In/R/EL 88	A/M/P/L 44 Total 284.5

DISCIPLINE DATA

18-19	1st Q referrals	2nd Q referrals	3rd Q referrals
Kin	6	11 (9)	34 (33)
1st	3	2	4
2nd	15 (2,5,3)	28 (12,13)	41 (7,28)
3rd	1	16	6
4th	14	27	15
5th	58 (23)	40 (4)	20
6th	5	16	25

# referrals	1st	2nd	3rd	4th
'18-'19	107	140	144	***
'17-'18	86	111	53	102
'16-'17	124	143	141	122
'15-'16	60	79	111	83
'14-'15	26	51	67	113
'13-'14	102	102	101	88

EL Learners 2018 ELPA

	Level 1	Level 2	Level 3	Yr 1 M	Yr 2 M	Yr 3 M	Yr 4 M	Exit
K* August	11	13						
1st	4	18						
2nd	1	12		3		1		1
3rd	3	20	4	1	2		1	
4th		9	5	1	8			2
5th	2	11	5	1	1	2		2
6th		6	5	3	2	2		

2017 & 2018 Aspire Results

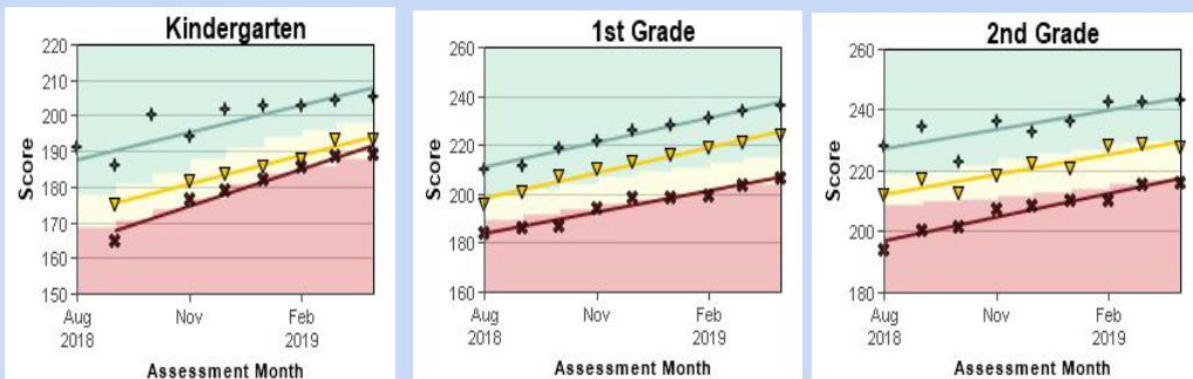|	ENG '17	ENG '18	MAT '17	MAT '18	SCI '17	SCI '18	REA '17	REA '18
3rd	58%	60%	48%	40%	23%	20%	20%	22%
4th	43%	49%	30%	36%	15%	16%	15%	19%
5th	64%	47%	61%	33%	34%	14%	8%	26%
6th	54%	71%	65%	57%	27%	26%	14%	29%

2018-2019 I-Station K-2 April

Reading

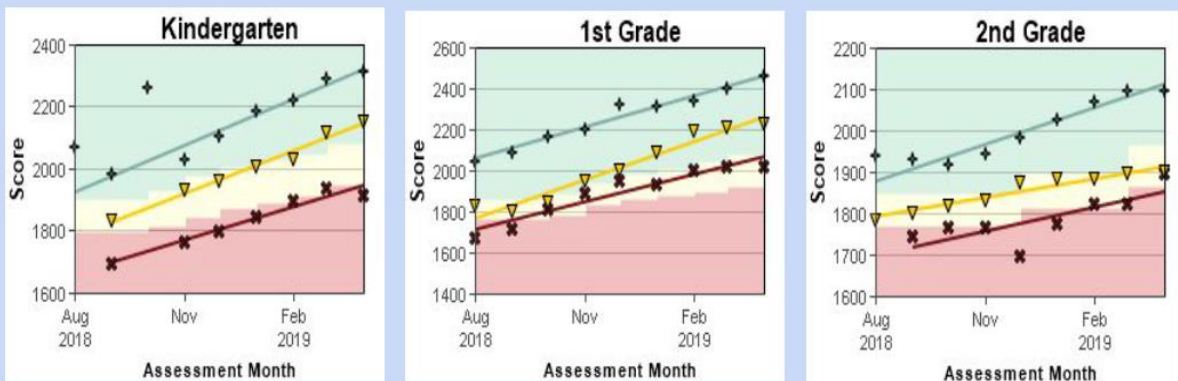| April Testing	Tier 1	Tier 2	Tier 3
Kinder	29%	27%	44%
1st	64%	20%	16%
2nd	65%	18%	18%

Mathematics

April Testing	Tier 1	Tier 2	Tier 3
Kinder	51%	22%	27%
1st	78%	4%	18%
2nd	75%	18%	7%

I-Station K-2 Reading Growth

I-Station K-2 Math Growth

2018-2019 NWEA MAPS DATA

Proficient	1st Qtr	2nd Qtr	3rd Qtr
Reading	11%	9%	7%
Math	15%	10%	7%

MAP Scores can be roughly multiplied by 2 to predict ACT Aspire Scores.

NWEA MAPS DATA-GRADES

*High & High Average

Spring	Math	Reading	Language	Science
3rd	4%	10%	10%	16%
4th	2%	17%	10%	22%
5th	11%	11%	12%	22%
6th	12%	9%	12%	16%

ESSA Grades 2018 (2017)

GRADE: D (C)

OVERALL: 63.82 (66.81)

Achievement: 49.15 (53.6)

Value + Growth:

80.53 (82.4)

Quality/Success:

42.34 (45.8)

Quality Breakdown:

- **Engagement: 62.43 (74.8)**
- **Grade Level Reading:**
  23.86 (15.0)
- **Science: 18.18 (23.5)**
- **Science Growth:**
  43.55 (41.4)

Initiatives

DISTRICT

- **RISE**
- CGI & ECM
- Number Talks
- **SIOP-*use REACH ONLINE**
- Digital Conversion
- **PLCs**
- STEM

SCHOOL

- **VOCABULARY- '19-'20**
- **LindaMood Bell all grades**
- Number Fluency
- Guiding Questions
- **Kagan Structures**
- Pre-testing & Post-testing

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: We still have a need for better strategies for dealing with students in behavioral situations.

DATA SOURCE:
- Discipline referrals have been tracked for the last 6 years. After the 4th quarter, the 3-year average will be re-established. Currently, the 3 year averages are as follows: 1st quarter is 90, 2nd quarter is 111, 3rd quarter is 102, and 4th quarter is 102, for a 3-year average of 101 per quarter and a total of 404 per year.

- Our students have increased mental health needs, trauma, and lack of behavioral skills for success. Staff have expressed need for effective strategies to address these concerns.

2: We still have a need for Literacy improvement.

DATA SOURCE:
- ACT Aspire Scores- Reading scores comparing 2017 to 2018 have trended upward at all grade levels, but are still low (3rd- 22%, 4th- 19%, 5th- 26%, 6th- 29%).

- ESSA Grade Level Reading Scores- Our grade level reading percentages comparing 2017 to 2018 have increased from 15% to 23%, but are still low.

- ESSA Achievement Scores- Our achievement scores comparing 2017 to 2018 have decreased from 53% to 49%.

- NWEA Maps Assessment Data- 3-6 NWEA Maps Assessment scores for Spring were low at each grade level (3rd- 10%, 4th- 17%, 5th- 11%, 6th- 9%).

- Istation Scores- K-2 Istation Reading Score from April showed increased trend lines from August to April scores, with Kindergarten having 29% in Tier 1 and 27% in Tier 2; 1st grade having 64% in Tier 1 and 20% in Tier 2; and 2nd grade having 65% in Tier 1 and 18% in Tier 2.

- ELL Data- We have several ELL students that need additional strategies to move them from Level 2 ELPA to Level 3 ELPA using data from the 2018 ELPA scores. We want to see more students, especially in grade 3-6 moving into Tier 3.

- After our Mass 3-6 LindaMood Bell testing from the fall of this school year, 2018, Doug Arana, and LindaMood Bell consultant has recommended increasing vocabulary strategies during instruction to focus on strengthening their vocabulary to increase Reading achievement.

3: We still have a need for Mathematics improvement.

DATA SOURCE:
- ACT Aspire Scores- Mathematic scores comparing 2017 to 2018 have trended downward at all grade levels, except 4th (3rd- 40%, 4th- 36%, 5th- 33%, 6th- 57%).

- ESSA Achievement Scores- Our achievement scores comparing 2017 to 2018 have decreased from 53% to 49%.

- NWEA Maps Assessment Data- 3-6 NWEA Maps Assessment scores for the Spring were very low at each grade level (3rd- 4%, 4th- 2%, 5th- 11%, 6th- 12%).

- Istation Scores- K-2 Istation Mathematic Score from April showed increased trend lines from August to April scores, with Kindergarten having 51% in Tier 1 and 22% in Tier 2; 1st grade having 78% in Tier 1 and 4% in Tier 2; and 2nd grade having 75% in Tier 1 and 18% in Tier 2.

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: Increase knowledge of management and discipline strategies, resulting in a total of 4% fewer discipline referrals than the 3-year total average (each quarter 1% less than 3-year quarterly average).

IDENTIFIED GOALS (Continue)

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:
- Crisis Prevention Intervention training will be provided to all certified staff.

- Trauma Based Behaviors training will be provided to certified staff.

- A committee of staff members will review current procedures, consequences, and incentives.

- Professional development activities with materials will be provided as needed, based on staff needs.

- Parent communication of behavior will occur through a variety of means, such as: DOJO, Remind, Punch Cards, and communication folders.

- Students will be recognized for good behavior through a variety of means: Tiger Bucks store, monthly STAR Students, Blue Slips for exceptional behavior, and monthly incentive activities.

- Go Guardian will continue to be purchased to assist with monitoring online behavior.

TIMELINE:
- Crisis Prevention Intervention training will occur in Fall 2019.

- Trauma-Based Practices training will occur during the school year.

- Staff will review procedures, consequences, incentives no later than September 2019; and the committee will meet as needed after that.

- Professional development activities will occur throughout the school year of 2019-2020.

- Parent communications will occur at least weekly throughout 2019-2020.

- Tiger Bucks Store will occur at mid-quarter and quarter end.

- STAR Students will be recognized monthly.

- Blue Slips will occur throughout the year, as recognition opportunities occur.

- Incentive activities will occur on a monthly basis.

- Go Guardian will be used on a daily basis to assist with online monitoring.

- Progress will be monitored through the number of referrals on a quarterly basis.

GOAL 2: Increase overall Literacy achievement by 5%, as measured by ACT Aspire 3-6 TAGG scores.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:
- LindaMood Bell intervention strategies will be used with students in grades K-2 as a class and in grades 3-6 as true intervention strategies.

- New staff members will be trained in the LindaMood Bell strategies.

- Staff members will be trained in the RISE initiative.

- Intentional vocabulary strategies will be implemented by certified staff members.

- Staff members will be given time to organize vocabulary most important for their grade level.

- Certified staff will make Reading strategies their schoolwide TESS goal, including applicable LMB, RISE, and vocabulary strategies.

- Online resources will be purchased to strengthen reading through online practice and monitoring, such as: ESGI, RazKids Plus, Reach, etc.

- Classroom teachers will have access to a Specialist to assist them.

- Content Night will include Literacy strategies to assist parents with resources and activities they can do at home to assist their students.

- Recognition and incentives will be given to students for reaching Literacy goals.

- Parents will receive communication of progress at mid-quarter and quarter end.

IDENTIFIED GOALS (Continue)

TIMELINE:
- Professional development activities will begin in Summer or Fall of 2019 and occur throughout the year.

- Progress toward TESS goals will be reviewed at mid-year and year's end for certified staff.

- Online resources will be purchased in the beginning of the Fall and will be used throughout the school year.

- Content Night will occur in the Fall of 2019,

- Recognition and incentives, as well as parent communication, will occur at mid-quarter and quarter end.

GOAL 3: Increase overall Mathematics achievement by 5%, as measured by ACT Aspire 3-6 TAGG scores.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 3:
- New staff members will be trained in the CGI and ECM strategies.

- Intentional vocabulary strategies will be implemented by certified staff members.

- Staff members will be given time to organize vocabulary most important for their grade level.

- Online resources will be purchased and used to strengthen mathematics through practice, such as: ESGI, Moby Max, etc.

- Classroom teachers will have access to a Specialist to assist them.

- Content Night will include Mathematics strategies to assist parents with resources and activities they can do at home to assist their students.

- Recognition and incentives will be given to students for reaching Mathematics goals.

- Parents will receive communication of progress at mid-quarter and quarter end.

IDENTIFIED GOALS (Continue)

TIMELINE:
- Professional development activities will begin in Summer or Fall of 2019 and occur throughout the year.

- Online resources will be purchased in the beginning of the Fall and will be used throughout the school year.

- Content Night will occur in the Fall of 2019,

- Recognition and incentives, as well as parent communication, will occur at mid-quarter and quarter end.

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1: Increase knowledge of management and discipline strategies resulting in fewer discipline referrals than the 3-year average.
- Numbers of office referrals will be compared each quarter to the 3-year quarter average for the quarter.

- Numbers of office referrals will be compared at the end of the year to the 3-year average yearly total.

GOAL 2: Increase overall Literacy achievement by 5%, as measured by ACT Aspire 3-6 TAGG scores
- Student scores on the Istation K-2 will be monitored Fall, Winter, and Spring administrations.

- Student scores on the NWEA Maps 3-6 will be monitored Fall, Winter, and Spring administrations.

- Student scores on the ACT Aspire summative assessments will be compared to previous year scores for students in grades 3-6.

GOAL MONITORING PLAN (Continue)

GOAL 3: Increase overall Mathematics achievement by 5%, as measured by ACT Aspire 3-6 TAGG scores.

- Student scores on the Istation K-2 will be monitored Fall, Winter, and Spring administrations.

- Student scores on the NWEA Maps 3-6 will be monitored Fall, Winter, and Spring administrations.

- Student scores on the ACT Aspire summative assessments will be compared to previous year scores for students in grades 3-6.

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

FORT ✸ SMITH
PUBLIC SCHOOLS

WOODS ELEMENTARY SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Woods 3rd-6th grade teachers will decrease the number of students who test in need of support and close in reading by 20 students by moving students to at least ready. Woods 3rd-6th grade teachers will decrease the number who test in need of support and close in math by 10 students and move them to at least ready. We will use the NWEA MAP Interim Assessments, ACT Aspire data, and the ESSA Report to monitor data.

GOAL 2: Woods K-2nd grade teachers will increase the number of students who test at a Tier 1 level in reading and math and will zero out students in the Tier 3 level. We will use the ISIP (Istation) reading and math assessments to monitor progress.

Woods Elementary
2019-2020 Feedback and Recommended Modifications to
School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Woods:

- Like that your timelines were very specific

FORT SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: John P. Woods Elementary

PLANNING TEAM:

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

Name	Title
Andrea Schwartz	Principal
Marna Boltuc	Assistant Principal
Jeff Judkins	6th Grade Teacher
Alex Pillar	3rd Grade Teacher
Karen Mills	3rd Grade Teacher
Shawna Morganflash	2nd Grade Teacher
Patti Hill	Music Teacher
BJ Barrie	Parent
Renee Durham	Community Member
Leslie Sharp	Title I Elementary Specialist

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

Woods Elementary is ranked an A school with an overall ESSA (Every Student Succeeds Act) score of 84.97 which is down from last year's score of 88.17. In reviewing 2018 data from the overall ESSA School Index report for 3rd-6th grade students, the data indicates that our Students with Disabilities subgroup showed improvement from 64.27 to 69.24. These students were a focus group last year. All other subgroups decreased slightly in overall scores this year according to the overall ESSA score. The ESSA School Index reports the number of students who are in need of support or close and in ELA (English Language Arts) we have 30 students in need of support and 53 students who scored close. In Math we have 7 students in need of support and 44 students who scored close.

ACT Aspire scores will be added to this report once we receive them in June/July 2019.

Kindergartens through 2nd grade students are assessed using the ISIP (Istation's Indicators of Progress) assessment in reading and math.

On the April 2019 report students scored the following in:

Reading

Grade	Tier 1	Tier 2	Tier 3
Kindergarten	76% (60 Students)	13% (10 Students)	11% (9 Students)
First Grade	89% (67 Students)	5% (4 Students)	5% (4 Students)
Second Grade	89% (67 Students)	8% (6 Students)	3% (2 Students)

Math

Grade	Tier 1	Tier 2	Tier 3
Kindergarten	92% (74 Students)	5% (4 Students)	2% (2 Students)
First Grade	91% (70 Students)	3% (2 Students)	6% (5 Students)
Second Grade	91% (68 Students)	7% (5 Students)	3% (2 Students)

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: Woods Elementary greatest need is to decrease the number of students who are in need of support and close on the ESSA report, and to increase the overall ESSA score in 2019 from the 2018 score which was 84.97. The score in 2017 was 88.17.

DATA SOURCE: The data source used is from the 2017 and 2018 ESSA reports and ACT Aspire data will be added in June/July 2019. We also use the projected proficiency scores from NWEA MAP (Northwest Evaluation Assessment - Measures of Academic Progress).

2: Woods Elementary second greatest need is to decrease the number of students in K-2nd testing at Tier 2 or Tier 3 in reading and math.

DATA SOURCE: The data source used is the ISIP Reading and Math Assessments from April 2019. We will monitor progress using the monthly ISIP assessments.

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: Woods 3rd-6th grade teachers will decrease the number of students who test in need of support and close in reading by 20 students by moving students to at least ready. Woods 3rd-6th grade teachers will decrease the number who test in need of support and close in math by 10 students and move them to at least ready. We will use the NWEA MAP Interim Assessments, ACT Aspire data, and the ESSA Report to monitor data.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1: Best Practices used by classroom teachers, School-wide Patriot Goal Time intervention/enrichment time, weekly grade level team meetings, job embedded professional development with Parker Center Staff, Dyslexia interventions, Title I Elementary Specialist Interventions, SMART Goals created by the entire school and by teams, monitor progress using the interim assessment (NWEA MAP for 3rd-6th) and by using common formative assessments and common summative assessments to meet the needs of specific students with specific skills.

TIMELINE:

August: Urgency among staff will be created as we review the data from NWEA MAP, ESSA scores, and the ACT Aspire scores received in June/July 2019.

August: Names of students identified as in need of support or close will be given to grade level teams and SMART Goals and Action Plans will be written by teams.

September-May: Identified students will be monitored monthly by teachers and administrators by using a data wall to collect data and monitor mastery of specific skills and growth.

September-May: Monthly ideas presented during monthly staff meetings for best practices used by classroom teachers with a focus on John Hattie's work.

IDENTIFIED GOALS (Continue)

September-May: Monthly SBC workshops will be offered after school for continued learning of John Hattie's work and best practices.

August-May: Job Embedded Professional Development Days scheduled four times during the school year to focus on interventions and enrichments, as well as continued training on creating common formative assessments and common summative assessments. This time will be used for data disaggregation too.

August-May: Specific weekly goals/plans set for teachers during team meetings with appropriate choices as school year progresses. At the beginning of the year team meetings will focus on norms, essential standards and unpacking standards and pacing. We will then move on to focusing on the four questions of a PLC and grade level teams will have more ownership of which question each team will focus on each week.

August-May: Interventions conducted by Dyslexia Interventionist and Title I Elementary Specialist Intervention

August: SMART Goals created by the entire school and by grade level teams.

October: SMART Goals monitored for student progress/growth.

December: SMART Goals monitored for student progress/growth.

February: SMART Goals monitored for student progress/growth.

April: SMART Goals monitored for student progress/growth.

August-May: Monthly (or more often) celebrations during Wake Up Woods of students and teachers when SMART Goals are met and for other celebratory reasons.

IDENTIFIED GOALS (Continue)

GOAL 2: Woods K-2nd grade teachers will increase the number of students who test at a Tier 1 level in reading and math and will zero out students in the Tier 3 level. We will use the ISIP (Istation) reading and math assessments to monitor progress.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2: Buddy Reading Teams, best practices will be used by classroom teachers, school-wide Patriot Goal Time intervention/enrichment time, weekly grade level team meetings, job embedded professional development with Parker Center Staff, Dyslexia interventions, Title I Elementary Specialist interventions, SMART Goals created by the entire school and by teams, progress monitoring using the ISIP (Istation) assessment in reading and math every month. We will also use common formative assessments and common summative assessments to meet the needs of specific students with specific skills. Mentors will be used to work with children one-on-one in reading and/or math.

TIMELINE:

August: Students testing at Tier 2 or 3 in April 2019 will be identified and teacher teams will create SMART Goals for these particular students and write an action plan to achieve the SMART Goal.

September-May: Monthly ideas presented during monthly staff meetings for best practices used by classroom teachers with a focus on John Hattie's work.

August-May: Job Embedded Professional Development Days four times during the school year to focus on interventions and enrichments, as well as more training on creating our own common formative assessments and common summative assessments. This time will be used for data disaggregation too.

August-May: Specific weekly goals/plans set for teachers during team meetings with appropriate choices as school year progresses. At the beginning of the year team meetings will focus on norms, essential standards and unpacking standards and pacing. We will then move on to focusing on the four questions of a PLC and grade level teams will have more ownership of which question each team will focus on each week.

August-May: Interventions conducted by Dyslexia Interventionist and Title I Elementary Specialist.

IDENTIFIED GOALS (Continue)

August-May: SMART Goals created by entire school and by grade level teams.

August-May: SMART Goals will be monitored monthly after each ISIP (Istation) assessment in reading and math.

August-May: Monthly (or more often) celebrations during Wake Up Woods of students and teachers when SMART Goals are met and for other celebratory reasons.

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1: Teachers and administrators will monitor progress using the NWEA MAP interim assessments and from using common formative assessments and common summative assessments. A data wall will be used to track student growth. If student growth is not shown then the Response to Intervention team will meet to design a detailed action plan for specific students.

GOAL 2: Teachers and administrators will monitor progress using the ISIP (Istation) interim assessments monthly and from using common formative assessments and common summative assessments. A data wall will be used to track student growth. If student growth is not shown then the Response to Intervention team will meet to design a detailed action plan for specific students.

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

FORT SMITH
PUBLIC SCHOOLS

Belle Point

2019-2020

SCHOOL IMPROVEMENT GOALS

GOAL 1: Improve reading skills, proficiency, and comprehension of each student at Belle Point.

Belle Point
2019-2020 Feedback and Recommended Modifications to
School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Belle Point:

- The Needs Assessment should be more of a narrative about how you analyzed multiple pieces of data to identify needs. What did the data tell you about school improvement needs?

- Consider adding goals or steps in reaching goals that include an increased focus on data analysis for the ELL sub group

- Your Goal should be measurable. What percentage increase are you aiming for by the end of the year?

- The interventions and practices should be more detailed to provide specific steps that will be taken in meeting the goal.

- Consider adding another goal(s) to address specific subgroups of students

FORT SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Belle Point

PLANNING TEAM:

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

Name	Title
Tony Jones	**Director**
Michelle Shumate	**Dean of Students**
Ann Harwood	**SPED Teacher**
Grant Needham	**Teacher**
Susanna Post	**Teacher**
Kelly Scott	**Paraprofessional**
Wyatt Flake	**Community Member & Parent**

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

The main piece of data that we examined was the school's reading data. Below is the data that we focused most on:

STAR Assessment Grade Equivalency: 4.8

ACT Aspire Weighted Achievement: 10.27

ESSA School Value-Added Growth: 72.33

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: One need of the school is addressing the reading capability of students at Belle Point. Having students strengthen their individual reading skills should not only impact their reading assessments, but should also improve their learning potential across all curriculums.

DATA SOURCE:
ACT Aspire

STAR Assessment

Lindamood Bell

IDENTIFIED GOALS

GOAL 1: Improve reading skills, proficiency, and comprehension of each student at Belle Point.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1: Lindamood Bell, RTI Tier II and Tier III support.

TIMELINE: Completion of 2019-2020 school year.

GOAL MONITORING PLAN

GOAL 1: Belle Point will examine NWEA Map assessment scores, Lindamood Bell assessment scores, and teacher formative assessments in offering Tier II and Tier III support.

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

FORT SMITH
PUBLIC SCHOOLS

CHAFFIN JUNIOR HIGH

2019-2020

SCHOOL IMPROVEMENT GOALS

GOAL 1: All teachers use open-ended questioning and encourage elaboration.

GOAL 2: All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.

GOAL 3: Chaffin will increase its capacity to address the needs of struggling readers and will show gains in reading scores as measured on ACT Aspire.

Chaffin Junior High
2019-2020 Feedback and Recommended Modifications to
School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Chaffin:
- Like that the school needs were identified by the Chaffin staff and while academics is key, it's not the only need addressed.

- Consider using a measurable percentage of growth instead of "increase."

- How will you measure Goal 2?

- In GOAL 1 and GOAL 2 - How will you know when you are able to get to the point that "all" are doing this?

- GOAL 3: Instead of saying "increasing its capacity to address needs" consider writing this in the form of a measurable goal. What percentage increase would you expect to see from your bottom 25 percentile?

FORT ◆ SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: L. A. Chaffin Junior High

PLANNING TEAM:

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

Name	Title
Todd Marshell	Principal
Nancy Burris	Assistant Principal
Tim Beasley	Community Member
Katie Mankins	Counselor
Dustin Clark	Counselor
Robin Owen	English Teacher
David Rathbun	Math Teacher
Camille Monchamp	Parent
Izabelle Simonian	Student

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

The mission of Chaffin Junior High is to inspire student success through innovative instruction in a culture of high expectations and personal character. This mission serves our building and culture as we continue to identify areas for growth that will increase student performance and success.

Once again Chaffin earned an "A" rating when ESSA scores were released although our rating score did decrease from 84.16 to 84.12.

Chaffin received financial rewards of $118,561.72 from the Arkansas School Recognition Program for being in Top 5% Performance and Top 6-10% in Growth based on ACT Aspire scores from Spring 2018.

Chaffin's demographics, like a lot of schools, continues to be fluid. Chaffin currently serves a population of 840 with roughly 48% qualifying for Free/Reduced priced meals, approximately 10% who are ELL, and approximately 10% who qualify for Special Education services.

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: All teachers use open-ended questioning and encourage elaboration.

DATA SOURCE: This goal was selected by our team in the spring of 2018. A review of Chaffin's ACT Aspire scores from the S'18 indicates the following:

IDENTIFIED NEEDS WITH DATA SOURCE (Continue)

The ADE released student performance scores for English, Math, Science, and Reading. They did NOT release scores for Writing. Considering scoring across these four areas for 3 grade levels (Chaffin serves students in grades 7th, 8th, and 9th), there are 12 areas then to compare to Spring 2017. Of these 12 areas, Chaffin made significant gains in 6 of the 12 areas, scored roughly the same in two areas, and showed decreases in four areas. Reading scores made gains in all three grade levels but science scores dropped in all three grades.

Here is a summary of the areas scores dropped:

7th Grade English scores dropped from 93% to 89% (S'17 to S'18)
7th Grade Science scores dropped from 64% to 61% (S'17 to S'18)
8th Grade Science scores dropped from 68% to 64% (S'17 to S'18)
9th Grade Science scores dropped from 56% to 54% (S'17 to S'18)

Although these scores are significantly higher than the state average, seeing a decrease in student performance scores is concerning.

This goal remains significant and a focus for Chaffin because it addresses weaknesses identified by data. Increasing students' capacity to think, use data, and to defend, rationalize, and explain their positions will prepare them for success. Growth in this area will be reflected by student performance scores.

2: All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.

DATA SOURCE: Again, this need was identified by the Chaffin team in the Spring of 2018. Annual reviews of data pertaining to student conduct and discipline reveals that we as a school community must make Character Education a collective focus at Chaffin Jr. High. Our "Moral Purpose" as an organization is to prepare students for college and career and to be "good" citizens while working to increase student performance. We believe that working together to create and provide a culture of high expectations in terms of conduct and social skills will have a positive impact on student success as measured by grades and state exams. By teaching students to "do right and be kind," we will create a safe learning environment where students excel.

IDENTIFIED NEEDS WITH DATA SOURCE (Continue)

This goal remains relevant and an important focus for teachers and staff at Chaffin Jr. High.

3: Chaffin will increase its capacity to address the needs of struggling readers and will show gains in Reading scores as measured on ACT Aspire.

DATA SOURCE: Again, although Chaffin scores in the area of Reading on the ACT Aspire are well above the state average, and we showed gains in Reading in all three grade levels from Spring 2017 to Spring 2018, the data reveals that this is an area of needed growth.

The newly adopted NWEA Map assessments by Fort Smith Public Schools and implemented beginning in the fall of 2018, also identify students who are struggling with Reading. Analysis and understanding of this data provides opportunities to provide services and timely interventions that will increase student proficiency in this area.

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: All teachers use open-ended questioning and encourage elaboration.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:

- Create more questions/activities where students have to explain their process or defend their position

- Develop and utilize more short answer assessments vs. multiple choice

- Socratic Seminar

- Teachers work to make a habit of always asking follow-up questions like "why" or "how do you know" or "how did you get that"

IDENTIFIED GOALS (Continue)

TIMELINE:

This goal was identified in the spring of 2018 with actions being identified and shared by the team in the fall of 2018. Work on this goal is well underway but is not complete. The Chaffin staff will continue to improve in this area in the 2019-2020 school year. Growth will be evaluated at the end of the school year to determine if it remains a goal moving forward.

GOAL 2: All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:

- Establishment of clear expectations for all students at the beginning of the school year

- Set short term goals for students in areas of behavior, character, attendance, and academics and recognize/reward students at the conclusion of each quarter

- Focus on Digital Citizenship

- Implement "Second Step" curriculum and activities

- Focus on "Soft Skills" as they relate to career planning and goals

- Bulletin Boards posted throughout the building focused on good character and decision making

TIMELINE:

Like goal 1, this goal was created at the end of the 2017-2018 school year. Issues were identified and strategies shared beginning in the fall of 2018 and continued throughout the 2018-2019 school year. The faculty and staff will continue analyzing student disciplinary data and reviewing issues students are having to determine additional strategies and responses during the 2019-2020 school year. Data will be reviewed at the end of the year to determine whether to include this goal in our School Improvement Plan.

IDENTIFIED GOALS (continue)

GOAL 3: Chaffin will increase its capacity to address the needs of struggling readers and will show gains in reading scores as measured on ACT Aspire.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 3:

- Review of student performance data from ACT Aspire and first round of NWEA Map exams administered in the fall of 2020.

- Assign students who are scoring below the 25th percentile to a Reading Interventionist

- Provide services as needed and requested to those identified with dyslexia

TIMELINE:

Scheduling of students will begin as quickly as data is available. Like the others, it is hard to determine or define an expected end date for this goal. Growth in this area for Chaffin will be likely be monitored with changes and modifications until this area becomes a strength.

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1: All teachers use open-ended questioning and encourage elaboration.

Using documentation from classroom observations conducted by building principals along with actions shared by teachers during post-observation conferences.

GOAL MONITORING PLAN (Continue)

GOAL 2: All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.

Particular issues and needs identified by data or staff will be shared during professional development activities. Strategies will also be developed and planned through collaborative efforts of staff. These strategies will be implemented with impact monitored.

Due to increases in social/emotional issues, this area and the action plan lends itself to personnel having to be more "responsive" than "proactive."

GOAL 3: Chaffin will increase its capacity to address the needs of struggling readers and will show gains in reading scores as measured on ACT Aspire.

Increased students receiving services by Reading Specialist
We will analyze student progress on NWEA Map tests and we will see overall increases in student Reading levels and decreases in the number of students reading below the 25 percentile in reading.

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

FORT SMITH
PUBLIC SCHOOLS

DARBY JUNIOR HIGH
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Increase building-wide proficiency in literacy and math by ten percent each.

GOAL 2: Increase student attendance to more than 95%

Darby Junior High
2019-2020 Feedback and Recommended Modifications to School Improvement Plan
(per District Leadership Team)

<u>Feedback for all Schools:</u>

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

<u>Specific Feedback for Darby:</u>
- 10% growth within one year might be difficult to attain. Consider making this a three year goal and having yearly benchmarks.
- Nice work on your continued focus on raising attendance rates

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: William O. Darby Junior High

PLANNING TEAM:

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

Name	Title
Katie Kreimer Hall	Principal
Elizabeth Johnson	Teacher/Parent
Josh Hargett	Community Member
Alexandria Arnold	Student
Shawn Hinkle	Assistant Principal
Maleb Kelley	Assistant Principal
Cherri Byford	Counselor
Kelly Daniels	Counselor
Ana Funes	Secretary/Parent
Angela Veatch	Title I Secondary Specialist

NEEDS ASSESSMENT

REVIEW OF DATA:

- English Learners 42 %

- Low Income 93 %

- Students eligible to receive special education 14%

- State Accountability Rating 68.31

- Public School Letter Grade C

- ESSA School Index Score 68.5

- Total Students Proficient in Reading 32%

- Total Students Proficient in Math 30%

- 9th Grade Students Proficient in Literacy 38.73%

- Current building wide attendance 94**%**

IDENTIFIED NEEDS WITH DATA SOURCE:

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

IDENTIFIED NEEDS WITH DATA SOURCE (Continue)

DATA SOURCE:
ACT Aspire testing results from May 2018

2: During the 2017-2018 school year our student attendance was 94%

DATA SOURCE:
eSchool attendance records

IDENTIFIED GOALS

> **Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).**

GOAL 1: Increase building-wide proficiency in literacy and math by ten percent each.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1: Staff at Darby Jr. High will participate in 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 identify essential standards, create learning targets that can be measured with common formative assessments, provide intervention and enrichment for all students. In addition teachers will continue to use good questioning and discussion 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.

TIMELINE: Completion of 2019-2020 school year

IDENTIFIED GOALS (Continue)

GOAL 2: Increase student attendance to more than 95%

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2: Reinforce good student attendance with quarterly individual and grade-level incentives; individual meetings with students who have poor attendance to identify needed interventions; communicate with guardians about attendance; communicate with social worker and Juvenile Services regarding chronically absent students.

TIMELINE: Completion of 2019-2020 school year

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1: Progress will be evaluated monthly be reviewing the following data sources: Lesson plans, agendas from PLC collaboration, TESS evaluations, principal walk-throughs, common formative assessments, interim assessment scores, semester STAR reading scores, bi-weekly student progress reports.

GOAL 2: Progress will be evaluated weekly by reviewing building-wide and grade level attendance percentages, individual student attendance records.

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

FORT SMITH
PUBLIC SCHOOLS

KIMMONS JUNIOR HIGH
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Student achievement will increase by 5% in the areas of math and reading proficiency.

GOAL 2: The special education subpopulation will meet the 5% cut off score as prescribed by the ACT Aspire Summative Exam.

Kimmons Junior High
2019-2020 Feedback and Recommended Modifications to School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Kimmons:

- Nice detail for goal monitoring of plan
- Will the fundamental reading course be in addition to any Lindamood Bell work, or will that be where the intervention takes place?
- Dr. Johnson has had all Special Education teachers trained in LMB and has agreed to let his teachers participate in the monthly Read to Succeed training provided by the Special Education Department. Might consider adding this in the plan.
- Since being identified as a targeted assisted school in SPED, consider having a SPED teacher on the planning committee.

- Will the students be assigned to RTI based on CFAs? Will the "achieving" students receive enrichment?

FORT SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Dora Kimmons Junior High

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**
Nancy Zeiger	**Reading Interventionist**
Paul Davis	**Community Member**
Stephanie Lloyd	**Teacher**
Charleigh English	**Teacher**
Melissa Mullin	**Teacher**
Nathan Furhman	**Student**

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

- 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.

- According to the 2017-2018 ACT Aspire Data Kimmons Junior High School scored 60% ready of exceeding in English, 35% ready or exceeding in Reading, 25% ready or exceeding in Science, and 27% ready or exceeding in Math.

- According to the 2018 School Report Card Kimmons Junior High School received a letter grade of a C. Currently Kimmons Junior High School has an index score of 64.54.

- 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.

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: To increase the academic performance for the special education subpopulation. To meet the 5% cut score on the ACT Aspire Summative Exam.

DATA SOURCE: ESSA Report and ACT Aspire Report

IDENTIFIED NEEDS WITH DATA SOURCE: (continue)

2: To increase the reading and math proficiency for students identified as in the category of in needs of support or close.

 DATA SOURCE: ESSA Report and ACT Aspire Report

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: Student achievement will increase by 5% in the areas of math and reading proficiency.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:

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 the three school instructional initiatives, which are no call outs (ask, pause call), relevant accountable bell work, and explain, defend and justify responses.

3. Continue to implement a system for administering and examining Common Formative Assessments.

4. 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.

5. The counselors will monitor all students academically. The counselors will provide academic and therapeutic interventions to ensure all students are academically successful.

6. Kimmons Junior High will offer a fundamental math and reading course targeting students who score in the needs of support category on the ACT Aspire.

7. Students who score in the close category on the ACT Aspire will be closely monitored. The students will be provided one on one and small group support to ensure growth.

8. Administration and teachers will attend professional conferences focused on researched based teaching 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 30 minute block daily.

TIMELINE: August 2019-May 2020

GOAL 2: The special education subpopulation will meet the 5% cut off score as prescribed by the ACT Aspire Summative Exam.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:

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. All special education teachers will be in-serviced on the lates co-teaching models, and strategies for instructing students with disabilities.

7. Students who score in the close category on the ACT Aspire will be closely monitored. The students will be provided one on one and small group support to ensure growth.

8. Administration and teachers will attend professional conferences focused on researched based teaching strategies.

9. The administration will continue focused classroom observations and post conferences designed to increase teacher performance.

10. 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 30 minute block daily.

TIMELINE: August 2019 - May 2020

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1: The school leadership team will closely monitor goal one. The school leadership team will evaluate the goal during their bi-monthly meeting. The goals will be monitored via the three NWEA MAP T Interim Assessments. The goal will be furthered monitored via the Common Formative Assessment model. Each teacher will be required to administer various pre and post tests to determine mastery of academic concepts. The results will be discussed, and interventions will be implemented during the RTI time. Lastly, the principal will meet bi-monthly with the Math and Reading Interventionist, and the Instructional Facilitator to discuss data, interventions, teacher and students support, and student progress.

GOAL MONITORING PLAN (Continue)

GOAL 2: The special education department and administration will closely monitor this goal. Various members from the Special Education Department are scheduled to attend a summer professional development on the CoTeach Model. The teachers that attend the professional development will be tasked with providing professional development for the remaining teachers. The special education team and administration will evaluate this goal during their monthly meeting. The goal will be monitored via the three NWEA MAP interim Assessments. The goals will be furthered monitored via the Common Formative Assessment model. Each teacher will be required to administer various pre and post tests to determine mastery of academic concepts. The results will be discussed, and interventions will be put in place during the bi-monthly data meetings. The interventions will be implemented during the RTI time. Lastly, the principal will meet bi-monthly with the Special Education Department, Math and Reading Interventionist, and the Instructional Facilitator to discuss data, interventions, teacher and student support, and student progress.

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

RAMSEY JUNIOR HIGH
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Ramsey students will increase their Reading scores to above 50% during the 2019-2020 school year.

GOAL 2: Ramsey students will increase their Math scores to above 53% during the 2019-2020 school year.

Ramsey Junior High School
2019-2020 Feedback and Recommended Modifications to
School Improvement Plan
(per District Leadership Team)

General Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Ramsey:
- 44% to above 50% in Reading might be a large gain in one year. Might consider extending the timeline to multiple years and make smaller benchmarks within one year.
- Like that a reading class is being offered!
- Should the Goal 1 & 2 under Goal Monitoring Plan be exactly the same thing?

  A suggestion for Goal Monitoring Plan: Instead of having the same exact goal statements, maybe be more specific to each content area. For example, when you say: "**GOAL 1:** We will start the year with the new ACT Aspire results to place students in the Reading ~~and Math~~ intervention classes. Data will be kept on the growth of the individual students in the Reading ~~and Math~~ intervention classes. This data will be processed during collaborative team time. Tier I classroom instruction will be monitored through classroom observations and CFA data. There should be growth on the NWEA interim assessments culminating on the 2020 ACT Aspire benchmark.

GOAL 2: We will start the year with the new ACT Aspire results to place students in the ~~Reading and~~ Math intervention classes. Data will be kept on the growth of the individual students in the ~~Reading and~~ Math intervention classes. This data will be processed during collaborative team time. Tier I classroom instruction will be monitored through classroom observations and CFA data. There should be growth on the NWEA interim assessments culminating on the 2020 ACT Aspire benchmark.

- Glad you are continuing with semester math and reading courses for INS students. Will the students who score on the high end of Close and low end of Ready receive any additional support?

FORT SMITH
PUBLIC SCHOOLS

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Ramsey Junior High

PLANNING TEAM:

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

Name	Title
Amy Manley	**Principal**
Gia Bethel	**Teacher**
Risa Hunter	**Teacher**
Donna Jamell	**Teacher**
Brenda Neissl	**Teacher**
Ava Claire Cooley	**Student**
Jane Kuykendall	**Parent**
Rett Howard	**Community Member**

NEEDS ASSESSMENT

REVIEW OF DATA:

The 2018-2019 School ESSA Public School Rating Score is 73.25 or a 'B'. The 2018 Ramsey ACT Aspire Scores- Percentage of students ready or exceeding- Reading 44% Math 48%

IDENTIFIED NEEDS WITH DATA SOURCE:

1: Ramsey students will increase their Reading scores to above 50% during the 2019-2020 school year.

DATA SOURCE: ACT Aspire Reading scores/ESSA scores

2: Ramsey students will increase their Math scores to above 53% during the 2019-2020 school year.

DATA SOURCE: ACT Aspire Reading scores/ESSA scores

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: Ramsey students will increase their Reading scores to above 50% during the 2019-2020 school year.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1: 7 & 8 grade students who score 'In Need of Support' on the ACT Aspire Reading benchmark will take a semester Reading class which will focus on the growth of individual student reading levels. We will continue with Common Formative Assessments (CFA) and Tier I classroom instruction improvements.

TIMELINE: 1 year

GOAL 2: Ramsey students will increase their Math scores to above 53% during the 2019-2020 school year.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2: 7 & 8 grade students who score 'In Need of Support' on the ACT Aspire Math benchmark will take a semester Math class which will focus on curriculum gaps of the individual student. We will continue with Common Formative Assessments (CFA) and Tier I classroom instruction improvements.

TIMELINE: 1 year

GOAL MONITORING PLAN

GOAL 1: We will start the year with the new ACT Aspire results to place students in the Reading intervention classes. Data will be kept on the growth of the individual students in the Reading intervention classes. This data will be processed during collaborative team time. Tier I classroom instruction will be monitored through classroom observations and CFA data. There should be growth on the NWEA interim assessments culminating on the 2020 ACT Aspire benchmark.

GOAL 2: We will start the year with the new ACT Aspire results to place students in the Math intervention classes. Data will be kept on the growth of the individual students in the Math intervention classes. This data will be processed during collaborative team time. Tier I classroom instruction will be monitored through classroom observations and CFA data. There should be growth on the NWEA interim assessments culminating on the 2020 ACT Aspire benchmark.

FINAL EVALUATION OF PLAN

In <u>April of 2020,</u> describe the progress made towards reaching each identified goal for 2019-2020.

FORT ☀ SMITH
PUBLIC SCHOOLS

NORTHSIDE HIGH SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Improve each Aspire Assessment 2-4%

GOAL 2: Improve the following subgroups to a minimum of 80.00 on the School Value-added Growth Score by increasing the progress toward long-term goal of 2-5% students who are ready/exceeding in each subcategory for both English Arts (ELA) and Mathematics:

- Black or African American
- White
- Students with Disabilities

Northside High School
2019-2020 Feedback and Recommended Modifications to School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Northside:
- Nice job in setting the 2-4% goal. It is very realistic and achievable.
- Very specific steps laid out for the goals
- In identifying 3 subgroups to focus on, has the leadership team identified any potential barriers for these groups of students?
- Consider adding goals or steps in reaching goals that include an increased focus on data analysis for the ELL sub group

2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Northside High School

PLANNING TEAM:

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

Name	Title
Dr. Keri Rathbun	Principal
Bray Ray	Assistant Principal
Jennifer Steele	Assistant Principal
Christopher Davis	Assistant Principal
Stacy Stites	Community Member
Brent Ralston	Parent
Quincy Smith	Student
Rebekah Kreihbel	Student
Claire McClure	Title I Secondary Specialist
Marquita Carty	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**
Tara Law	**English Instructional Chair**
Jason Meharg	**Career Tech Instructional Chair**
Kathy Rogers	**Math Instructional Chair**
Billy Smith	**Physical Education Instructional Chair**
Sayuri Barnett	**Guiding Coalition Member**
Kristen Been	**Guiding Coalition Member**
Randa Grant	**Guiding Coalition Member**
Gordon Manley	**Guiding Coalition Member**
Jacqueline Meeker	**Guiding Coalition Member**
Cheyenne Kasworm	**Guiding Coalition Member**
Courtney Hardcastle	**Guiding Coalition Member**
Ryan Solley	**Guiding Coalition Member**
Frances Spencer	**Guiding Coalition Member**
Karen Vicens	**Guiding Coalition Member**

NEEDS ASSESSMENT

REVIEW OF DATA:

> **Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.**

2017-18 ACT Aspire Scores

English	47% Proficient
Reading	27% Proficient
Math	23% Proficient
Science	26% Proficient

2017-18 % of AP students achieving a 3 or above on AP Exam:
31%

2017-18 Northside ACT Composite Score:
17.2

2017-18 Northside letter grade:
C

IDENTIFIED NEEDS WITH DATA SOURCE:

> **Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).**

1: Improve each Aspire Assessment 2-4%

GOAL ONE DATA SOURCE:

2017-18 ACT Aspire Scores		*2018-2019 ACT Aspire Score Goals*	
English	47% Proficient	English	50%
Reading	27% Proficient	Reading	30%
Math	23% Proficient	Math	26%
Science	26% Proficient	Science	29%

IDENTIFIED NEEDS WITH DATA SOURCE: (continue)

2: Improve the following subgroups to a minimum of 80.00 on the School Value-added Growth Score by increasing the progress toward long-term goal of 2-5% for students who are ready/exceeding in each subcategory for both English Language Arts (ELA) and Mathematics:

- **Black or African American**

- **White**

- **Students with Disabilities**

- **English Learners**

DATA SOURCE:

2017-2018 Progress Percentage in ELA
- Black or African American   16.1
- White   59.4
- Students with Disabilities   2.9
- English Learners   19.9

2018-2019 Progress Percentage Goal in ELA
- Black or African American   20.1
- White   63.4
- Students with Disabilities   6.9
- English Learners   23.9

2017-2018 Progress Percentage in Mathematics
- Black or African American   9.9
- White   39.4
- Students with Disabilities   0.0
- English Learners   12.4

IDENTIFIED NEEDS WITH DATA SOURCE: (continue)

2018-2019 Progress Percentage Goal in Mathematics
- Black or African American   13.9
- White   34.4
- Students with Disabilities   4.0
- English Learners   16.4

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: Improve each Aspire Assessment 2-4%

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:

1. W.I.N. (What I Need) Intervention time will be used twice weekly for students scoring in the 25th percentile or below on the ACT Aspire.

2. Reading and Math Hub Interventions will be used and align with the Odysseyware Pathway plan.

3. Teachers, facilitators and interventionists will use strategies from Lindamood-Bell training.

4. Effective Questioning: Ask-Pause-Call, Defend, Justify and Explain

5. Ensuring students know and understand learning expectations each day.

6. Using the Gradual Release Model during teaching.

IDENTIFIED GOALS (Continue)

TIMELINE:

This goal will be achieved at the completion of the 2019-2020 school year. We are currently awaiting the ACT Aspire results for the 2018-2019 school year. Once ACT Aspire updates the final proficiency percentages, the leadership team will sit down and discuss how to efficiently improve each assessment by 2-4%.

GOAL 2: Improve the following subgroups to a minimum of 80.00 on the School Value-added Growth Score by increasing the progress toward long-term goal of 2-5% for students who are ready/exceeding in each subcategory for both English Language Arts (ELA) and Mathematics:

- Black or African American

- White

- Students with Disabilities

- English Learners

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:

All of the interventions for Goal 1 will be used for Goal 2. In addition, students will keep data notebooks and record their progress from their W.I.N. sessions and each NWEA MAP assessment. Students will meet with their assigned teacher each week during advisory period to review goals and their progress.

TIMELINE:

This goal will be achieved at the completion of the 2019-2020 school year.

1. Students are growing at Northside at the same rate they have shown capable of growing in the past.
2. Students in the three categories will have improved significantly from the 2016-2017 school year.

GOAL MONITORING PLAN

GOAL 1:

The timeline and procedures for determining the effectiveness of the goals will be thoroughly examined using the interim assessment data from the NWEA MAP. We will be able to compare the previous two years of assessment data to determine if the goal has been met. Administrators will work with teachers weekly to review grades. Teachers will work in collaborative teams weekly to analyze data and plan common formative assessments.

GOAL 2:

Administrators will provide feedback to teachers weekly based on classroom observations. Administrators and counselors will work together monthly to identify struggling students and make a plan for achievement. Coaching cycles and feedback will occur throughout the year to support teachers in implementing the research-based teaching strategies. Barriers may be scheduling students with the proper interventions based on the Spring 2019 ACT Aspire scores. However, once scores are received each student scoring below the 25th percentile will be identified with the goal of a plan of intervention based on student needs by September 1, 2019.

FINAL EVALUATION OF PLAN

In April of 2020, describe the progress made towards reaching each identified goal for 2019-2020.

FORT ⊕ SMITH
PUBLIC SCHOOLS

SOUTHSIDE HIGH SCHOOL
2019-2020
SCHOOL IMPROVEMENT GOALS

GOAL 1: Improve reading scores by 5%.

Southside High School
2019-2020 Feedback and Recommended Modifications to School Improvement Plan
(per District Leadership Team)

Feedback for all Schools:

- Please ensure that your planning team chart is complete with names and titles of team members for the 2019-2020 school year.
- Please add parent and community member representative(s) prior to the first quarter school improvement plan review.
- Consider adding Title I Elementary Specialist(s) and/or NSL Dyslexia Specialist(s) to elementary school improvement planning teams.
- Consider adding Secondary Title I positions and/or student representatives to secondary school improvement planning teams.
- Make sure goals are clear, concise, and measurable.
- Quarterly benchmarks should be identified to allow for monitoring of progress towards meeting defined goals.
- Define all acronyms when first referenced in your plan.

Specific Feedback for Southside:
- For the creation of the PLC model, will all subject areas be the focus this first year, or will you target specific areas? How will it be measured? Also, could be more specific with timelines for implementation.
- Love the Critical Reading Class!
- Which content areas will be participating in the "course pacing guides and documents"?
- What criteria will be used to identify essential standards? Will you look at vertical alignment also within the content areas?

FORT ◆ SMITH
PUBLIC SCHOOLS

2019 - 2020

SCHOOL IMPROVEMENT PLAN

SCHOOL: Southside High School

PLANNING TEAM:

Name	Title
Lisa Miller	Principal
Liana Bolton	Assistant Principal
Steve Arnold	Assistant Principal
Jeff Prewitt	Assistant Principal
Meagan Olson	Special Education - Instructional Chair
Carol Bricker	Science - Instructional Chair
Karen Davis	English - Instructional Chair
Heather Baumgartner	CTE - Business - Instructional Chair
Dana Goins	Math - Instructional Chair
Randy Kern	Social Studies - Instructional Chair
Brandy Lewis	ELL - Instructional Chair
Sean Carrier	Fine Arts - Instructional Chair
Savannah Smith	Counseling and Guidance - Chair
Sheila Goodfellow	Foreign Language - Instructional Chair

Miles Epperson	Student
Angie Ha	Student
Gabrielle Woodrome	PTSA president - Parent
Karen Schwarz	Community Member

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as ACT Aspire, School ESSA Report with Letter Grade, etc.

2017-18 ACT Aspire Scores   **2016-17 ACT Aspire Scores**

English   74.00% Proficient   English   75.00% Proficient
Reading   50.00% Proficient   Reading   52.00% Proficient
Math   43.42% Proficient   Math   35.89% Proficient
Science   49.56% Proficient   Science   50.1 % Proficient

2017-18 % of AP students achieving a 3 or above on AP Exam:
69%

2017-18 ACT Composite Score: **2016-17 ACT Composite Score:**
22.43   22.3

2017-2018 Overall ESSA score: **2016-2017 Overall ESSA score:**
73.00   73.77

2017-18 ESSA letter grade: **2017-18 ESSA letter grade:**
B   B

2017-2018 Graduation rate: **2016-2017 Graduation rate:**
90.11%   90.3%

NEEDS ASSESSMENT (Continue)

2017-2018 College going rate:　　　**2016-2017 College going rate:**
58.42%　　　　　　　　　　　　　56.91%

2017-2018 On time credits:　　　**2016-2017 On time credits:**
77.2%　　　　　　　　　　　　77.4%

IDENTIFIED NEEDS WITH DATA SOURCE:

Need one: Improve tier I instruction with a focus on on-level instruction and fundamental skills.

2017-2018 College going rate:　　　**2016-2017 College going rate:**
58.42%　　　　　　　　　　　　　56.91%

2017-2018 On time credits:　　　**2016-2017 On time credits:**
77.2%　　　　　　　　　　　　77.4%

IMPLEMENTATION OF PLAN

Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.

Create PLC model to create job embedded professional development with a focus on Tier I instruction, identification of essential standards and evidence of mastery for students in these areas.

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

Identify evidence-based interventions and practices for addressing each goal.

- Creation of a guiding coalition

- Participation in district PLC coaching academy

- Creation of structure to facilitate job embedded professional development

- Identification of essential standards for each course

HOW PLAN WILL BE MONITORED / EVALUATED

Describe the timeline and procedures for evaluating progress towards meeting each goal.

- Leadership team meeting agenda and minutes

- PLC team meeting agendas and minutes

- Course pacing guides and documents

- CWT documentation of instruction aligned to identified essential standards

IDENTIFIED NEEDS WITH DATA SOURCE:

Need one: Improve tier I instruction with a focus on on-level instruction and fundamental skills.

2017-18 ACT Aspire Scores		**2016-17 ACT Aspire Scores**	
Reading	50.00% Proficient	Reading	52.00% Proficient

IMPLEMENTATION OF PLAN

Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.

Improve reading scores by 5%

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

Identify evidence-based interventions and practices for addressing each goal.

- Identification of 10th graders reading in lowest 25th percentile

- Development of Critical reading class

- Creation of reading curriculum, focused on personalized instruction based on pre and post testing

- Reading intervention using Lindamood Bell strategies

HOW PLAN WILL BE MONITORED / EVALUATED

Describe the timeline and procedures for evaluating progress towards meeting each goal.

- Pre and post test scores for identified students

- NWEA map scores, fall and spring, all sophomores

- Lexile level growth, fall to spring, all sophomores

- ACT aspire reading scores, April, 2020

FINAL EVALUATION OF PLAN

Describe progress made towards meeting and identified goal(s) for 2019-2020.