



**2020-2021**  
**BALLMAN ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**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 Laves	Speech
Ana Arens	EL Paraprofessional
Bobbi Willis	Parent
Vicky Stouffer	Community Member

<b>Tracy Gilmore</b>	<b>K-12 Literacy Coordinator</b>
<b>Debra Ellison</b>	<b>K-12 Math Coordinator</b>

## **NEEDS ASSESSMENT**

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

All data was reviewed including demographic information, Istation Reading and Math, and ACT Aspire Reading, Writing, English, Math, and Science scores. The demographics of our students include 52% White, 26% Hispanic, 5% African American, and 17% other. We are a Title I school and have 73% of the student population identified as Economically Disadvantaged. In the Weighted Achievement Index, we have subgroups that are not performing at the level that we believe they can. Two student groups show a need for intervention and they are Students with Disabilities and African American students. These groups are scoring 10-15% below the other subgroups. In the area of School Value-Added Growth, Students with Disabilities and African American students appear in the Lower Achievement/Lower Growth area. These need to be addressed as well.

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

## REASONS TO CELEBRATE

- SPED referrals decreased almost 50% in the past three years from 23 to 12 (75% of the 12 were speech only referrals)
- Increased the number of ELL students exiting program from 3-14
- Discipline referrals have decreased and positive referrals have increased
- On the March 2020 ACT Aspire Interims-10 out of 16 categories in grades 3-6 were at or surpassing last year's ACT Summative (still had 6 weeks of instruction before we were to give the summative)
- Third grade cohort students increased reading achievement from 24%-54% from 2016-2019.
- Fourth grade cohort students increased reading achievement from 30%-58% from 2016-2018.
- EL Subpopulation is out-scoring all other populations on ACT Aspire
- Five out of six summative Istation categories increased in achievement ranging from 1-24% in the 2019-20 school year.

## Ballman Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

Grade	English	Reading	Science	Math
3rd	62%	26%	34%	49%
4th	76%	50%	38%	65%
5th	78%	36%	35%	52%
6th	86%	54%	61%	54%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Within the assessment process and as supported by Cassie Erkens, teachers will increase the use of authentic, timely feedback strategies used to inspire hope in students, so they can move to their next steps of learning, for the ultimate goal of increasing literacy and math achievement by 5% by April 2021.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be a 5% increase in reading and math achievement from the 2020 September Istation to the 2021 April assessment and the 2019 ACT Aspire to the 2021 ACT Aspire. We will also assess for growth on the ACT Aspire Interims and will increase by 5% in literacy and math.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. The Guiding Coalition will support staff through professional development and bi-weekly meetings.</li> <li>2. Teachers will provide documentation of feedback for all learners and will show examples of inspiring hope (focusing on strengths).</li> <li>3. Students will self monitor their learning based on the feedback from teachers to co-determine next steps of learning.</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Instruction:</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>

<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by Apr. 2021.</p> <p>Progress towards meeting each goal will be reviewed by the School Improvement Planning Team at the end of the first semester and shared with the School Guiding Coalition Team.</p>
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## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>By May, 2021, disconnected students (those students with minimal or no contact with school staff during Covid-19) will decrease by 10%. This targeted group will be identified through end-of-year data shared by each classroom teacher regarding zooms, face-times, phone calls, emails, google classroom, or classroom dojo.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Progress of the goal will be measured by perception data from students, teachers, and student families, consistent contact with school staff, consistent attendance in school (either in-person or virtual), participation in coursework, and production of proficient coursework (cfa's, unit summative assessments, report cards).</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Students will meet with the counselor individually or with a group weekly.</li> <li>2. Assign mentors to meet with students to support their emotional well being.</li> <li>3. The Guiding Coalition will check on the progress of this goal bi-weekly.</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Well Being/Mental Health:</b> Each student will receive needed support that ensures physical, mental and emotional health.</p>

<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	Goal will be reached by May 2021.  Progress towards meeting each goal will be reviewed by the School Improvement Planning Team at the end of the first semester and shared with the School Guiding Coalition Team
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## **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

FORT SMITH  
PUBLIC SCHOOLS  
**Literacy Plan**

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

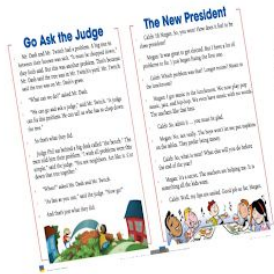
*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6



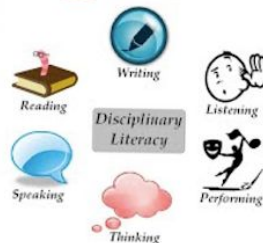
**District Support**



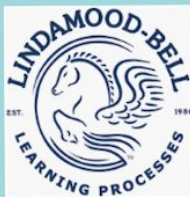
Decodable text for student use



Sound Walls posted in each classroom

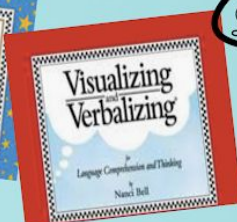


**Additional Materials & Training**



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension



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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

**Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.**

**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%.

X	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

This goal has been met and will continually be part of the work at Ballman as the implementation of the PLC process continues. On the K-2 Istation Assessment, 4 out of the 6 areas had already exceeded the 5% growth when school closed. On the ACT Aspire Interim Assessment, 10 of the 16 areas had exceeded the 5% growth.

**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 choices being made by students.

X	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

This goal has been met and will continually be part of the work at Ballman as the implementation of the PLC process continues. On the K-2 Istation Assessment, 4 out of the 6 areas had already exceeded the 5% growth when school closed. On the ACT Aspire Interim Assessment, 10 of the 16 areas had exceeded the 5% growth.

Discipline referrals had decreased, and the positive referrals exceeded the number of negative referrals. The behavior of the 4th-6th grade level span has been impacted the most. They had an 80% reduction in the number of discipline referrals. The positive character program, along with higher engagement in the classroom, has supported these students with an optimal learning environment.



**2020-2021  
BARLING ELEMENTARY  
SCHOOL IMPROVEMENT PLAN**

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**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
Deborah Johnston	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

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

Data from Istation and ACT Aspire was reviewed, as well as, demographic information. Barling earned a 72.7 on the 18-19 ESSA (Every Student Succeeds Act) School Index. This is a rating of a B for the Arkansas Public School Ratings. Barling scored an 82.49 on the Value Added Growth Report which determines that we had higher growth than expected. Unfortunately, we continue to have lower achievement than desired. All subgroups at Barling scored higher than the state average on the ESSA School Index except white students who scored 71.68 vs the state average of 74.11. We are identified as a Title I School in which 77% of our students are considered economically disadvantaged.

According to the 18-19 ACT Aspire reading scores, 39% of 3rd-6th grade students scored ready or exceeding. This low percentage is considered an identified need for improvement since 61% of our students are not ready or exceeding according to the ACT Aspire results. According to the March 2020 Istation Reading scores 60% of our K-2nd graders scored either a 3, 4, or 5. Again, this is considered an identified need for improvement since 40% of our students are not showing achievement in reading.

## REASONS TO CELEBRATE

Barling went from a C to a B in 2018-19 on the ESSA School Index Rating.

During the March - May 2020 pandemic, we made contact with 100% of our students through Virtual Learning.

One School, One Book was successfully implemented with all students/staff.

Five of our staff members are National Board Certified Teachers.

21 of 28 staff members have earned their Masters degrees.

Two classroom teachers are beginning to work on their doctorate level coursework.

ACT Aspire scores for 3rd-6th graders increased by 3% in reading and 2% in math.

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

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

## Barling Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

Grade	English	Reading	Science	Math
3rd	70%	43%	38%	45%
4th	66%	32%	27%	66%
5th	69%	35%	42%	56%
6th	66%	47%	49%	65%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>The percentage of 3rd-6th graders at Barling who score ready or exceeding on the ACT Aspire reading assessment will increase from 39% to 50% on the May 2021 assessment.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be an 11% increase from the May 2019 ACT Aspire Reading Assessment to the May 2021 ACT Aspire Reading Assessment.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. In Need of Support and Close students will be identified.</li> <li>2. The Diagnostic Decision Tree for Reading (RISE-Day 6) will be used to identify interventions needed.</li> <li>3. Teachers (and teams) will also use CFAs, CSAs, monthly Istation assessments, ACT Aspire Classroom Assessments, and ACT Aspire interim assessments to help diagnose specific skills students are not mastering. .</li> <li>4. Students will receive Intervention by classroom teachers, Title I Elementary Specialists, Title I Elementary Para and Dyslexia Interventionists on specific skills.</li> <li>5. Results of progress monitoring will be collected monthly and reviewed collaboratively with classroom teachers and the instructional team of each student. .</li> <li>6. Modifications in intervention will be made as deemed necessary based upon student needs.</li> <li>7. Title I interventionists will work with students from January -April to add another layer of support for students who are not progressing.</li> </ol>

<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Instruction:</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p> <p><b>Result Statement 3:</b> Ensure all students have access to specific accelerations to achieve grade-level standards and beyond.</p> <p><b>Result Statement 7:</b> Ensure students receive instructional support using Response to Intervention (RTI) and/or supplemental services.</p> <p>“The 4th grade is the watershed year. We can predict that if a child is not reading proficiently in the 4th grade, he or she will have approximately a 78% chance of not catching up. <math>\frac{2}{3}</math> of students who cannot read proficiently by the end of the 4th grade will end up in jail or on welfare.”</p> <p><a href="https://www.begintoread.com/research/literacystatistics.html">https://www.begintoread.com/research/literacystatistics.html</a></p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by May 2021.</p> <p>Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.</p>



## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>The percentage of K-2nd graders at Barling who score a 3, 4, or 5 on the Istation reading assessment will increase from 60% to 70% on the April 2021 assessment.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be a 10% increase from the March 2020 Istation Reading Assessment to the April 2021 Istation Reading Assessment.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Students who scored a 1 or 2 on the Istation Reading in March 2020 will be identified.</li> <li>2. The Diagnostic Decision Tree for Reading (RISE-Day 6) will be used to identify interventions needed.</li> <li>3. Teachers (and teams) will use CFAs, CSAs, and monthly Istation assessments to diagnose specific skills students are not mastering.</li> <li>4. Staff will be provided PD monthly on effects of poverty and reading proficiency.</li> <li>5. Students will receive Intervention by classroom teachers, Title I Elementary Specialists, Title I Elementary Para and Dyslexia Interventionists on specific literacy skills.</li> <li>6. Results of progress monitoring will be collected monthly and reviewed collaboratively with classroom teachers and the instructional team of each student. .</li> <li>7. Modifications in intervention will be made as deemed necessary based upon student needs.</li> </ol>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by April 2021.</p> <p>Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.</p>

## GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Barling staff will Implement the framework designed by Arkansas A+ for the integration of arts in the school curriculum to increase engagement and meet students' individualized learning and social/emotional needs with a focus on the Arkansas A+ Essentials: Arts, Curriculum, Experiential Learning, Multiple Learning Pathways, Enriched Assessment, Collaboration, Infrastructure, and Climate .</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will create and support best practices using A+ Essentials framework to increase student engagement in order to increase student achievement by May 2021.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Continued Professional Development for all staff from Arkansas A+.</li> <li>2. Continue the One School, One Book twice per year to promote engagement and attendance of students.</li> <li>3. Monitor staff lesson plans in using the arts, experiential learning and enriched assessment, as well as through observations.</li> <li>4. Invite authors and artists to visit school to engage students in the arts.</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Instruction:</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p> <p><b>Result Statement 12:</b> Create and support best practices to increase student engagement in order to increase student achievement.</p> <p>"Arkansas A+ Schools provide schools with ongoing professional development, support and research. A+ Schools combine interdisciplinary teaching and daily arts instruction, offering students opportunities to develop creative, innovative ways of thinking, learning and demonstrating knowledge. In Arkansas A+ schools, teaching the state's mandated curriculum involves a collaborative, multi-disciplined approach with the arts — dance/movement, theater, music, creative writing and visual arts — continuously woven into every aspect of a child's learning."</p> <p><a href="https://wordpressua.uark.edu/arkansasaplus/">https://wordpressua.uark.edu/arkansasaplus/</a></p>

<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by May 2021.</p> <p>Progress towards meeting the goal will be reviewed by the School Improvement Planning Team at the end of the first semester and shared with the Guiding Coalition/School Leadership Team.</p>
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# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

**GOAL 3:**

FORT SMITH PUBLIC SCHOOLS  
Literacy Plan

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

## State Requirement

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

*ADE Prescribed Pathways of Awareness Credentials*

COHORTS 1 - 4			
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B			
COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
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	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6

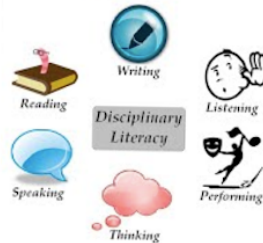


## District Support



Sound Walls posted in each classroom

Decodable text for student use



## Additional Materials & Training



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

**Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.**

**GOAL 1:** The K-2 grade teachers will increase the number of students in Tier 3, 4, or 5 in reading from 63% to 72% on the ISIP (Istation) Assessment by April 2020 and will increase the number of students in Tier 3, 4, or 5 in math from 76% to 86% 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 40% to 50% while we will increase the percentage of students who are exceeding or ready in math from 59% to 69%.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** This goal will continue since we were unable to take the ACT Aspire or the April Istation assessments. The goal has been updated with most current data and has been divided into two separate goals. One goal will pertain to the K-2nd grades and the other goal will pertain to the 3rd-6th grades.

**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 .

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** This goal will be continued since we were unable to attend the professional development in the spring provided by Arkansas A+ due to the coronavirus pandemic.



**2020-2021  
BEARD ELEMENTARY  
SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

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



# NEEDS ASSESSMENT

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

All data was reviewed including demographic information, Istation Reading and Math, and ACT Aspire Reading and Math. The demographics of our students include 54% white, 12 % African American, 12% Hispanic, 22% other. We have 14% of our student population identified as Special Education. We are a Title 1 school and have 70% of the student population identified as Economically Disadvantaged. Yearly the Beard staff will review Act Aspire test data. The trend shows that our ESSA index scores have declined the past three years. All students have gone from 80.22 in 2017 to 77.48 in 2018 to 73.64 in 2019. African American students have gone from 74.78 in 2017 to 73.88 in 2018 to 69.45 in 2019. Hispanic students have gone from 80.86 in 2017 to 79.74 in 2018 to 76.08 in 2019. White students have gone from 82.5 in 2017 to 76.53 in 2018 to 72.96 in 2019. Economically disadvantaged students have gone from 76.27 in 2017 to 75.05 in 2018 to 71.55 in 2019. Students with disabilities have gone from 66.59 in 2017 to 63.59 in 2018 to 56.43 in 2019.

## REASONS TO CELEBRATE

The three year ESSA score for our English Language Learners did not show a trend of a three year decrease. ELL students in 2017 scored 75.87, 83.38 in 2018 and 76.23 in 2019.

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

School Letter Grade remains a B.

Attendance continues to be at 95% and higher the majority of school days.

## Beard Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

Grade	English	Reading	Science	Math
3rd	58%	34%	22%	54%
4th	80%	53%	44%	74%
5th	71%	34%	39%	54%
6th	76%	46%	46%	52%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Beard's reading scores in grades 3-6 will improve on the Act Aspire and will increase from 41% in 2019 to 50% May 2021 Act Aspire.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be a 9% increase from 2019 to May 2021 Act Aspire.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Students will be identified who are not showing growth.</li> <li>2. Intervention groups will be developed to support students who are struggling.</li> <li>3. Data will be reviewed monthly with the data team.</li> <li>4. Action plans created to support students not making growth.</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>In order for students to be successful the Beard staff must develop a curriculum that is relevant and promotes rigor, critical thinking skills, and meets all students needs in order for students to learn and grow academically.</p> <p>Student early acquisition of foundational reading skills is essential to continued academic success.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by May 2021</p> <p>Progress towards meeting the goal will be reviewed in January 2021.</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Beard's math scores in grades 3-6 will improve on the Act Aspire and will increase from 58% in 2019 to 65% May 2021 Act Aspire.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be a 7% increase from 2019 to May 2021 Act Aspire.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>5. Students will be identified who are not showing growth.</li> <li>6. Intervention groups will be developed to support students who are struggling.</li> <li>7. Data will be reviewed monthly with the data team.</li> <li>8. Action plans will be created to support students not making growth.</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>In order for students to be successful the Beard staff must develop a curriculum that is relevant and promotes rigor, critical thinking skills, and meets all students needs in order for students to learn and grow academically.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by May 2021</p> <p>Progress towards meeting the goal will be reviewed in January 2021.</p>

# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**



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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.

**GOAL 1:** Beard's reading scores in grades 3-6 will improve on the Act Aspire and will increase from 41% in 2019 to 50% 2020 Act Aspire.

	<b>MET</b>
	<b>NOT MET</b>
x	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Because we were unable to take the 2019-2020 ACT Aspire, we will continue the goal for the 2020-2021 school year.





**2020-2021**  
**BONNEVILLE ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

<b>Name</b>	<b>Title</b>
Sharla Whitson	Principal
Laura Gladden	Assistant Principal
Erin Staples	Media Specialists
Lana McLaughlin	Title I Specialist
Shannon Rutherford	Counselor
Shannon Bonnett	SLP
Meredith Simpson	1st Grade Teacher
Staci Giertz	4th Grade Teacher
Bridget Borges	6th Grade Teacher
Heather Robbins	Parent
Suzanne Gipson	Community Member

# NEEDS ASSESSMENT

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

The following data was reviewed: ACT Aspire-Literacy, Math, and Science and Istation-Reading and Math. The 2018-2019 ACT Aspire scores showed very little growth. The English scores have been consistently in the 80th percentile. Areas of concern continue to be Reading and Science. The third grade reading scores are an area which needs to improve. K-2 has had success with Lindamood Bell intervention and will continue to focus on timely and prescriptive individual interventions.

Science scores in 3rd-5th have shown little or no growth. A focus will continue to be placed in K-2 in regards to STEM activities and exposure to nonfiction reading. Job Embedded professional development will continue to support teacher growth and understanding of the science standards.

Reading scores have minimum growth as well. Utilizing Istation assessments in grades K-6, the staff has been able to further disaggregate an individual students needs. The Istation data has been used as a type of screener for our older students that may need specific phonic intervention or further dyslexia screeners. Third grade will also utilize onscreen reading assignments to give the students ample exposure, practice, and endurance.

# REASONS TO CELEBRATE

Bonneville has the following reasons to celebrate:

- The students score consistently high in English.
- 3rd grade moved from 56% in 2017-2018 to 72% in 2018-2019 Exceeding/Ready in ACT Aspire Math.
- Kindergarten increased the number of students scoring in Tiers 3-5 on Istation reading from 7 to 21 in 2019-2020.
- First grade increased the number of students scoring Tier 3-5 on Istation reading from 25 to 35 in 2019-2020.
- 75% of first grader students scored in Tiers 3-5 on Istations.
- Second grade increased the number of students scoring Tier 3-5 on Istation reading from 31-38 in 2019-2020.
- 80% of second grade students scored Tier 3-5 on Istation.

## Bonneville Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>3rd</b>	<b>80%</b>	<b>28%</b>	<b>36%</b>	<b>72%</b>
<b>4th</b>	<b>84%</b>	<b>50%</b>	<b>37%</b>	<b>46%</b>
<b>5th</b>	<b>78%</b>	<b>47%</b>	<b>38%</b>	<b>51%</b>
<b>6th</b>	<b>81%</b>	<b>58%</b>	<b>48%</b>	<b>60%</b>

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Improve 2021 ACT Aspire Science scores by 5% in grades 3-6.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Each grade level has improved by 5% from the previous year.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• K-2 will complete two STEM projects per month.</li> <li>• Teachers will attend job embedded science professional development.</li> <li>• 3rd-6th grades will commit to one nonfiction book per week and analyze charts and graphs weekly.</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Each student will have high quality instruction that targets their identified individual needs.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>May 2021</p> <p>Complete Common Formative Assessment for every science unit</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Improve 2010 ACT Aspire Reading scores by 5% in grades 3-6.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Each grade level has improved by 5% from the previous year.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Implement RISE</li> <li>• Monthly Istation Assessment</li> <li>• ACT Interim Results</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Each student will have high quality instruction that targets their identified individual needs.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>May 2021            Observation of RISE Implementation            Review/Analyze month Istation score            ACT Aspire Interim (1st/3rd quarter)</p>

## GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>80% of K-2 students will score Tier 3-5 on monthly Istation Assessment in reading and math.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Monthly assessment are reviewed and analyzed for progress</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Monthly Istation Results</li> <li>• Small group instruction by Classroom teacher, DIE, &amp; TIE</li> <li>• Integrate Seeing Stars: Visualizing and Verbalizing in daily Instruction</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Each student will have high quality instruction that targets their identified individual needs.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Each month review assessment to monitor progress</p>

# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

**GOAL 3:**



FORT SMITH PUBLIC SCHOOLS  
Literacy Plan

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

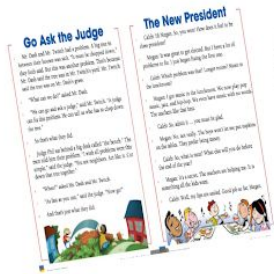
*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6



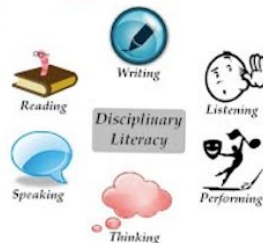
**District Support**



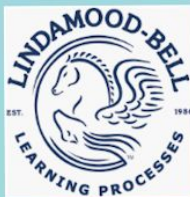
Decodable text for student use



Sound Walls posted in each classroom

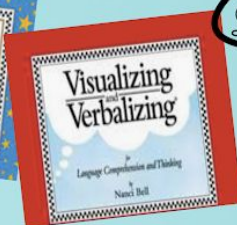


**Additional Materials & Training**



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Unable to assess due to Covid 19.

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Unable to assess due to Covid 19.

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Unable to assess in April and May due to Covid 19.



**2020-2021  
CARNALL ELEMENTARY  
SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

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

# NEEDS ASSESSMENT

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

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

Grade	Interim 1	Interim 2
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	
<b>K</b>	67	15	24	28	50	59	35	34	
<b>1st</b>	43	41	54	46	46	52	52	66	
<b>2nd</b>	38	60	69	72	63	56	73	52	
<b>3rd</b>	67	17	47	61	65	74	64	58	
<b>4th</b>	50	47	44	56	66	59	93	69	
<b>5th</b>	26	40	33	39	41	65	67	57	
<b>6th</b>	38	38	42	18	43	62	73	52	

**% of Students Tier 1 in Istation-READING**

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

**Summative of data:**

Our data points include pre and post assessments, Istation, NWEA Interim testing, ACT Aspire. Our pre and post assessment data includes many of our students are gaining skills as they through each unit. However, very few are reaching mastery of all skills in each unit.

Our Istation reveals we have a huge mobility rate in K-2; we have to look at the growth of individual students and not overall percentages. About 70% of our students are making some growth in either Reading, Math, or both.

NWEA Interim testing data suggest we are not exposing our students to many skills when they are being tested. Many skills tested on NWEA were taught later in the year. Of the skills taught, 37% showed mastery in the 2019-2020 school year and 32% in the 2018-2019 school year. We have revamped our maps for the upcoming school year. Lastly, our ACT discloses we are on an upward trajectory increasing in every area 3-6% every year.

We have created 3 tiers of the RTI at Work pyramid for Carnall in an effort to ensure high levels of learning for all our students. While creating this, we were able to access our Current Reality and uncover strengths and weaknesses; this allowed us to create a roadmap that included school-wide and teacher responsibilities, universal screening and diagnostic assessments, and better access to Tier 2 and Tier. This is our 3rd School Improvement goal, Tier 1 Strong.

## REASONS TO CELEBRATE

- Carnall was the only elementary school in FSPS that increased in every grade level and every content area on the 2019 ACT Aspire Summative Assessment.
- Every grade level showed an increase from September to March in Tier 3,4, or 5 in Istation.
- Our Special Education population showed an increase of 12% from March 2019 to March 2020 in Istation.
- Our goal was for 75% of our students to make growth in at least 2 content areas on the NWEA interim. Our 3rd and 6th grades achieved this goal and 4th and 5th showed tremendous growth.
- Every month in the 2019-20 school year, we engaged in a Parental Involvement activity every month that included partners, community members, students, teachers, and staff.
- In February, 150 of our 182 families were represented at our Pancakes for Parents event. It was a huge success; biggest event to date!

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Attendance for our students will be 95% each quarter of the 2020-21 school year.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will use ESchool to monitor attendance. Our goal is at least 95% every quarter.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>● Ms. B, school counselor send home attendance “helps” each month in RED folder</li> <li>● Created a Google Doc to record conversations with parents concerning attendance</li> <li>● Ms. Betancourt, attendance secretary, calls students with unexcused absences</li> <li>● 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.</li> <li>● Ms. B talks to students that are chronically absent to see how she can help</li> <li>● 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.</li> <li>● FUN times with Attendance-every month for students with PERFECT attendance except Dec and May (free recess, attendANCE, decorate cookies, etc.)</li> </ul>



	<ul style="list-style-type: none"> <li>• 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.)</li> <li>• Perfect Attendance for semester-students take a field trip to different businesses within the city (Confectionately Yours, RAM, Domino's Pizza)</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Successful schools begin by engaging students and making sure they come to school regularly. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by May 2021.</p> <p>Progress towards meeting each goal will be reviewed by the School Improvement Planning Team at the end of each quarter and shared with the Leadership team.</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Each quarter, we will decrease discipline referrals and suspensions by 10% from the previous quarter total of the year before.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will use Liveschool and Discipline referrals to monitor. There will be an increase in Liveschool points and a decrease of 10% in Discipline Referrals and suspensions.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>● implemented PBIS (PD for teachers provided by school counselor)</li> <li>● Growth mindset strategies introduced in grades 2, 5, and 6</li> <li>● 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)</li> <li>● COLT Essentials (Manner of the month)</li> <li>● COLT STAR of the month</li> <li>● Admin meets with students that have a negative Liveschool balance</li> <li>● Increased TIER 1 power academically (small differentiated groups in Reading, Writing, Math)</li> <li>● Year 2 of Liveschool includes COLT Expectations (BE Safe, RE Responsible, BE Safe)</li> <li>● Counselor Lunch Bunch-counselor meets with different students at lunch to discuss manners, feelings, and/or conflict resolution</li> <li>● 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</li> </ul>

<p><b>RELEVANT:</b></p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Behavior problems in school interfere with academic learning.</p>
<p><b>TIMELY:</b></p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>May 2021</p>

**GOAL 3**

<p>Write a <b>SPECIFIC</b> goal.</p> <p>Who/What/Where/How/When</p>	<p>TIER 1 Strong: By the end of the school year 2021, 75% of our students will meet projected growth in at least 2 content areas on both the ACT Aspire Interim/or be in Tier 3,4, or 5 on Istation.</p>
<p><b>MEASURABLE:</b></p> <p>I know I have reached my goal when...</p>	<p>We will review the Istation and ACT Aspire Interim reports.</p>

<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>● COLT Keys for each grade level</li> <li>● Common Formative Assessments</li> <li>● COLT Key interventions</li> <li>● SS/VV Tier 2 before or after school (Grades 3rd-6th)</li> <li>● Differentiated Instruction-Small group (Reading, Writing, and Math)</li> <li>● Working bell to bell</li> <li>● PLC Collaboration time</li> <li>● Book Study: Kids Deserve It (Summer) and Culturize</li> <li>● Instructional Rounds</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>All students deserve equal opportunities to a quality education in a safe and accepting environment structured to foster the learning process.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>May 2021</p>

# MID-YEAR GOAL MONITORING

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

**GOAL 3:**

FORT SMITH  
PUBLIC SCHOOLS  
**Literacy Plan**

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

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Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways  
of Proficiency Credentials*

*ADE Prescribed Pathways  
of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4-6

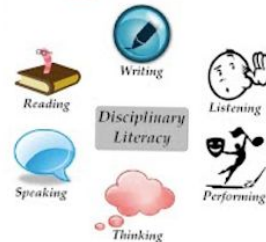


**District Support**

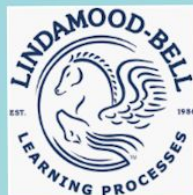


Sound Walls posted in each classroom

Decodable text for student use



**Additional Materials & Training**



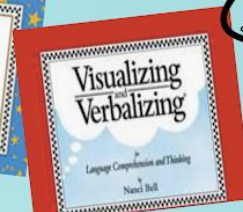
All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration



Increases automaticity of word recognition



Increases strategies in language comprehension



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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

**Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.**

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

x	<b>MET</b>
	<b>NOT MET</b>
x	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** For the 2019-20 school year, our attendance rate was 94% in 1st and 2nd quarter, 3rd quarter was 91%, and 4th quarter was 100% (due to COVID 19 and emergency virtual learning).

We understand that when children are absent, they miss out on fundamental social and emotional learning along with foundational skills in Reading, Writing, Math, Science, and Social Studies. We want students to continue to have the skillset of good attendance along with the foundational skills gained in an elementary setting.

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

	<b>MET</b>
x	<b>NOT MET</b>
x	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** For the 2019-2020 school year, we didn't quite meet our goal; our discipline referrals and out of school suspensions were reduced by 4% from the previous year. We had the same number of discipline referrals in 3 quarters as we did all of the 2018-2019 school year. Discipline is a self-improvement practice. It is what helps us all to achieve our goals in life. We will continue to work on this goal in the 2019-2020 school year.

**GOAL 3:** TIER 1 Strong: 3rd-6th grade NWEA scores - 60% of our students will meet projected growth in 2 content areas; K-2nd 80% of students will be in TIER 1 on Istation.

	<b>MET</b>
x	<b>NOT MET</b>
x	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** For the 2019-2020 school year, we did not meet our goal; our Istation scores for grades K-2 were 72% in Math and 56% in Reading. NWEA Map, Interim % of Students that met growth in at least 2 content areas, in grades 3-6 were 35% in Winter and 73% in Spring. With a relentless commitment to learning how all students can learn at high levels with structured support, we will continue to make strides to becoming TIER 1 Strong, therefore meeting our goal.





**2020-2021**  
**CAVANAUGH ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Hank Needham	Principal
Hillary Key	Assistant Principal
Michelle Hall	Partner in Education
Ronika Morgan	Parent
Tiffany Mouada	Counselor
Meghan Estep	First Grade Teacher
Manon Arnold	Fourth Grade Teacher
Crissy Pierce	Sixth Grade Teacher
Stephanie Bailey	NSL Dyslexia Interventionist
Jennifer Foster	Title I Elementary Specialist

# NEEDS ASSESSMENT

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

All data was reviewed including demographic information, Istation Reading and Math, and ACT Aspire Reading, Writing, Math, and Science scores. The demographics of our students include 54% White, 17% African American, 16% Hispanic, and 13% other. Cavanaugh is a Title I school, and 65% of our student population is identified as Economically Disadvantaged. After analyzing available assessment data, we have discovered a few commonalities. ESSA reports from 2018 and 2019 indicate that all subgroups except English Language Learners and Students with Disabilities demonstrated a decrease in the number of students performing at proficiency levels. Based on this data, there is a need to focus on overall student growth in both Literacy and Math.

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

# REASONS TO CELEBRATE

\*\*Highest ESSA score of all the elementary schools in Fort Smith (2019)

\*\*Arkansas PTA Teacher of the Year (Crissy Pierce)

\*\*PTA Board of Distinction

\*\*Lindamood Bell praised Stephanie Bailey as having the second highest student scores.

\*\*Teachers' knowledge gain about technology

\*\*Stronger home/school relationships through more authentic communication because of the pandemic and virtual learning.

\*\*Staff feels more open to change, and feel they are more able to differentiate due to the pandemic and virtual learning.

\*\*18 6th grade students received the Presidential Award for Excellence and Achievement.

\*\*Halle Anderson: 3rd place in the Sebastian County Spelling Bee

## Cavanaugh Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>3rd</b>	<b>70%</b>	<b>54%</b>	<b>44%</b>	<b>62%</b>
<b>4th</b>	<b>78%</b>	<b>58%</b>	<b>55%</b>	<b>59%</b>
<b>5th</b>	<b>90%</b>	<b>57%</b>	<b>59%</b>	<b>52%</b>
<b>6th</b>	<b>76%</b>	<b>54%</b>	<b>63%</b>	<b>52%</b>

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>The number of K-6 students performing at levels 3,4,or 5(Istation) will increase by 5% from September 2020 to May 2021 in the area of Literacy.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be a 5% increase, from the September 2020 ISIP assessment to the May 2021 ISIP test, in the overall number of K-6 students scoring at levels 3,4,or 5 in Literacy.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Students scoring Level 1 and Level 2 will be identified.</li> <li>2. Students will be assigned to an intervention group with the appropriate instructor (ie classroom teacher or interventionist).</li> <li>3. Monthly ISIP results will be collected and discussed during PLC weekly meetings.</li> <li>4. Intervention groups will change as necessary depending upon the data collected each month.</li> <li>5. All K-6 teachers will receive Istation training and learn how to utilize various data reports (Debra Ellison)</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Instruction: Design, develop and implement instructional programs to promote rigor, relevance, collaboration, and critical-thinking skills and to provide learning environments designed to meet each student's unique needs and aspirations.</p> <p><b>Each student will have high-quality instruction that targets their individual needs.</b></p>

<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by May 2021.</p> <p>January 2021</p>
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## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>The number of K-6 students performing at levels 3-5 (Istation) will increase by 5% from September 2020 to May 2021 in the area of Math.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be a 5% increase, from the September 2020 ISIP test to the May 2021 ISIP test, in the overall number of K-6 students scoring at levels 3, 4, or 5 in Math.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Students scoring Level 1 and Level 2 will be identified.</li> <li>2. Students will be assigned to an intervention group with the appropriate instructor (ie classroom teacher or interventionist).</li> <li>3. Monthly ISIP results will be collected and discussed during weekly PLC meetings.</li> <li>4. Intervention groups will change as necessary depending upon the data collected each month.</li> <li>5. All K-6 teachers will receive Istation training and learn how to utilize various data reports (Debra Ellison)</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Instruction: Design, develop and implement instructional programs to promote rigor, relevance, collaboration, and critical-thinking skills and to provide learning environments designed to meet each student's unique needs and aspirations.</p> <p><b>Each student will have high-quality instruction that targets their individual needs.</b></p>

<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	Goal will be reached by May 2021    January 2021.
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**MID-YEAR GOAL MONITORING**  
*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

FORT SMITH  
PUBLIC SCHOOLS  
**Literacy Plan**

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

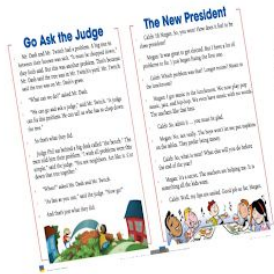
*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6



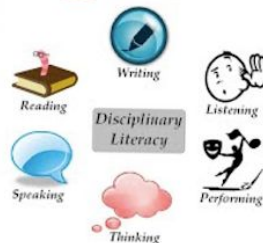
**District Support**



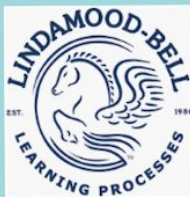
Decodable text for student use



Sound Walls posted in each classroom

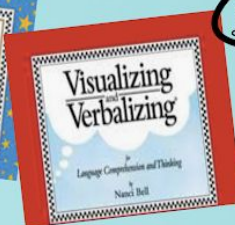


**Additional Materials & Training**



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension



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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.

**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 RT score from Fall to Spring NWEA Map testing.

	<b>MET</b>
x	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
x	<b>REMOVED</b>

**DESCRIPTION:** This goal was not met due to the fact that we did not have spring testing data. The goal was removed due to the need of developing a new goal that aligns to our school-wide goal of using Common Formative Assessments.

**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 activate a minimum of 4 points on their Math RTI score from the Fall to Spring NWEA Map testing.

	<b>MET</b>
x	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
x	<b>REMOVED</b>

**DESCRIPTION:** This goal was not met due to the fact that we did not have spring testing data. The goal was removed due to the need of developing a new goal that aligns to our school-wide goal of using Common Formative Assessments.



**2020-2021  
COOK ELEMENTARY  
SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Courtney Morawski	Principal
Sarah-Jane Mayer	Assistant Principal
Brook Jackson	Community Member
Amber Damiano	Counselor
Dani Nicholas	Third Grade Teacher
Patty Goodman	Interventionist
Sarah Davis	First Grade
Carrie Curtis	Media Specialists
Kandi Morris	5th/6th grade Math/Science

# NEEDS ASSESSMENT

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

All data was reviewed including demographic information, Istation Reading and Math, and ACT Aspire Reading, Writing, English, Math, and Science scores. Cook enrollment is currently at 545 students ranging from PreK through sixth grade. The demographics of our students include 67% White, 12% Hispanic, 10% Black, 11% Other, and 49% of our students receive a free and/or reduced lunch. Our school's economically disadvantaged students have slowly changed from 31% receiving free and/or reduced lunches 10 years ago to 49% today.

Using the ACT Aspire assessment data over the last three years (2017, 2018, 2019, None for 2020), a couple of trends have been identified. Reading scores trail math in all grade levels over the last three years. Istation data supports the need to strengthen reading on campus. An area of strength is English. 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.

## REASONS TO CELEBRATE

Many positive changes happened in the 2019-2020 year at Cook. One thing to celebrate is the change in pedagogy for the 3rd and 4th grade reading instructional blocks. Both teams worked hard to align their reading blocks to match the components of RISE as well as incorporating skills identified in the Science of Reading. The reading instruction in these classrooms improved and we are excited to see the results next year.

## Cook Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>3rd</b>	<b>71%</b>	<b>34%</b>	<b>40%</b>	<b>65%</b>
<b>4th</b>	<b>76%</b>	<b>63%</b>	<b>52%</b>	<b>59%</b>
<b>5th</b>	<b>95%</b>	<b>59%</b>	<b>67%</b>	<b>78%</b>
<b>6th</b>	<b>79%</b>	<b>53%</b>	<b>55%</b>	<b>71%</b>

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Teachers will use the Science of Reading in all subject areas to develop the five components identified in RISE. By December 2020, all teachers will create reading blocks that incorporate the RISE components and teacher schedules will reflect the components.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<ul style="list-style-type: none"> <li>• Teachers' reading blocks incorporate the RISE components and teacher schedules reflect the components.</li> <li>• Reading scores will improve</li> </ul>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• All teachers to complete RISE training</li> <li>• Continued support from Curriculum &amp; Instruction over the year to help teachers reach their RISE goals.</li> <li>• Consistent monitoring by administration</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Vision 2023 Result 13:</b> Create, administer, and analyze formative/interim assessments that drive student enrichment and interventions throughout the school year.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<ul style="list-style-type: none"> <li>• This will be an ongoing, with each grade level team meeting benchmarks at different times.</li> <li>• By the end of the year, RISE components should be in every reading block.</li> </ul>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Cook will monitor student success using common formative assessments with 80% of students showing mastery on Essential Standards and 100% of students showing growth on Essential Standards each quarter.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<ul style="list-style-type: none"> <li>• When 80% of students show mastery of Essential Standards and 100% of students showing growth on Essential Standards each quarter.</li> </ul>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Teachers will identify Student Success Criteria for each of the essential standards.</li> <li>• Teachers will create or align Common Formative Assessments that measure Essential Standards</li> <li>• Other relevant data.</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Result 12: Create and support best practices to increase student engagement in order to increase student achievement.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<ul style="list-style-type: none"> <li>• Data from CFA's will be analyzed and tracked at least once a quarter.</li> <li>• We will readdress this goal after the 2nd quarter to confirm we are on track.</li> </ul>



# GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>50% of families will attend at least one of our evening opportunities to acquire necessary information, knowledge, and skills to support their children’s education at home and at school such as literacy night and blended learning night.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<ul style="list-style-type: none"> <li>• 50% of families will participate in one of our after hours events to support learning</li> </ul>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Parent Survey</li> <li>• Sign-in sheets for participation in events</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Vision 2023 Belief #5:</b> The involvement of families is important to the success of students</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>There will be a survey at the beginning of the year and the end of the year. We will measure success after each event as well.</p>

# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

**GOAL 3:**

FORT SMITH PUBLIC SCHOOLS  
**Literacy Plan**

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators , counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
 COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
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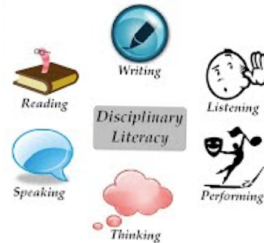


**District Support**



Sound Walls posted in each classroom

Decodable text for student use



**Additional Materials & Training**



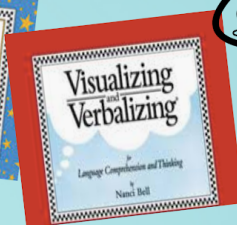
All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration



Increases automaticity of word recognition



Increases strategies in language comprehension



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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

**Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.**

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

X	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** This goal has been met and will continue to be a part of how we do business at Cook.

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN (with some changes)</b>
	<b>REMOVED</b>

**DESCRIPTION:** We made adjustments to this goal to focus more on the process to improve versus just the out comes. We are focused on reading and ensuring that the science of reading is used in daily instruction.

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN (with some changes)</b>
	<b>REMOVED</b>

**DESCRIPTION:** This goal was not specific enough to drive change. It has been tweaked and is not goal #2 for this year with actionable steps to meet the goal.



**2020-2021**  
**EUPER LANE ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Gina Mann	Principal
Michelle Burnett	Asst. Principal
Donna Jones	Title I Elementary Specialist
Joan Kincannon	Counselor
Karen Meadors	Special Education Resource Teacher
Shelly Broadway	Parent
Larry Schwartz	Community Member
Colleen Orick	PE Teacher
Tiffany Weatherford	Classroom Teacher
Tara Sexton	SPED Teacher

# NEEDS ASSESSMENT

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

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

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

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

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

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

# REASONS TO CELEBRATE

<b>Istation Literacy</b>							
<b>Number of students at each level - March 2020</b>							
Grade	Level 5	Level 4	Level 3	Level 2	Level 1	Total Number of students tested	% Level 3, 4, 5
K	15	16	15	6	6	58	80%
1 <sup>st</sup>	15	15	19	9	5	63	78%
2 <sup>nd</sup>	12	14	9	8	2	45	78%
3 <sup>rd</sup>	12	14	11	5	1	43	87%
4 <sup>th</sup>	17	9	13	10	5	58	72%
5 <sup>th</sup>	20	13	9	7	2	51	82%
6 <sup>th</sup>	33	21	12	7	9	82	81%
Above the Goal		Meeting Goal		Approaching Goal		No Change	Below Goal

1. We are making phenomenal progress in literacy in Istation from K-6th grade. We have 4 grade levels that increased the percentage of students in level 3, 4, 5 in Istation.
2. We had a Family Fun Fair that included science, literacy, math, and wellness and our attendance increased by 14% by having them all together on night.
3. We have implemented LMB with fidelity and our scores reflect that hard work.
4. We have a new mission, vision, collective commitments, and are goal driven on a daily basis. We are working successfully our PLC Lifestyle at Euper Lane and the results will shine through.
5. We have created and implemented a daily promise that we say with morning announcements. Involving students in their learning and focus for the day with these four promises: Work toward my goals, Be in charge of my learning, Choose to be positive and kind, make my school the best! We connect these goals into our daily discussions about academics and behavior.



## Euper Lane Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>3rd</b>	<b>78%</b>	<b>54%</b>	<b>46%</b>	<b>74%</b>
<b>4th</b>	<b>83%</b>	<b>65%</b>	<b>37%</b>	<b>55%</b>
<b>5th</b>	<b>85%</b>	<b>49%</b>	<b>46%</b>	<b>59%</b>
<b>6th</b>	<b>82%</b>	<b>59%</b>	<b>59%</b>	<b>73%</b>

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p><b>Increase Reading Proficiency Performance from 56% Exceeding/Ready (on Spring 2019) to 63% Exceeding/Ready on the ACT Aspire for the 2020-2021 school year. Increase the percentage of students in Level 3, 4, &amp; 5 on Reading Istation ISIP by 7% for the 2020-2021 school year.</b></p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be a 7% increase in students in Levels 3-5 and the overall achievement score on ACT Aspire will be greater than or equal to 63%.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Level 1 and Level 2 students will be identified.</li> <li>2. Students will be assigned to an Intervention group; responsible instructors will be assigned. For example, classroom teacher, Title I Elementary Specialist.</li> <li>3. Results of progress monitoring will be collected monthly and reviewed collaboratively with each instructor and the school leadership team.</li> <li>4. Modifications in intervention will be made as deemed necessary based upon student needs</li> <li>5. Ensure all applicable staff are attending Lindamood Bell coaching sessions.</li> <li>6. Data discussions with individual students in grades 3-6 by principal, teacher, and counselor.</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Instruction:</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p> <p><b>Student early acquisition of foundational reading skills is</b></p>

	<b>essential to continued academic success.</b>
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	Goal will be reached by May 2021.  Progress towards meeting each goal will be reviewed by the School Improvement Planning Team at the end of the first semester and shared with the School Leadership Team.

## GOAL 2

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/How/When</b>	<b>Increase Math Proficiency Performance from 65% Exceeding/Ready (on Spring 2019) to 72% Exceeding/Ready on the ACT Aspire for the 2020-2021 School year. Increase the percentage of students on Istation ISIP in Math in Level 3, 4, &amp; 5 by 7% for the 2020-2021 school year.</b>
<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	There will be a 7% increase in students in Levels 3-5 and the overall achievement score on ACT Aspire will be greater than or equal to 72%.
<b>ATTAINABLE:</b>  <b>Item(s) I need to achieve this goal.</b>	<ol style="list-style-type: none"> <li>1. Level 1 and Level 2 students will be identified.</li> <li>2. Students will be assigned to an Intervention group; responsible instructors will be assigned. For example, classroom teacher, Title I Elementary Specialist.</li> <li>3. Results of progress monitoring will be collected monthly and reviewed collaboratively with each instructor and the school leadership team.</li> <li>4. Modifications in intervention will be made as deemed necessary based upon student needs</li> <li>5. Ensure all applicable staff are attending Lindamood Bell coaching sessions.</li> <li>6. Data discussions with individual students in grades 3-6 by principal, teacher, and counselor.</li> </ol>

<p><b>RELEVANT:</b></p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p><b>Instruction:</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p> <p><b>With the implementation of Eureka Math, we look for an increase in the math scores.</b></p>
<p><b>TIMELY:</b></p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal will be reached by May 2021.</p> <p>Progress towards meeting each goal will be reviewed by the School Improvement Planning Team at the end of the first semester and shared with the School Leadership Team</p>

**GOAL 3**

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Increase attendance from our current average of 93% to 96% average daily attendance during the 2020-2021 school year.</p>
<p><b>MEASURABLE:</b></p> <p>I know I have reached my goal when...</p>	<p>Attendance has increased to 96% or beyond.</p>
<p><b>ATTAINABLE:</b></p> <p>Item(s) I need to achieve this goal.</p>	<ol style="list-style-type: none"> <li>1. Discuss with students and parents that attendance is important.</li> <li>2. Implement all incentives for attendance.</li> <li>3. Implement new expectations of attendance policy as a result of COVID 19 pandemic.</li> <li>4. Monitor students with high absences and work with social worker, counselor, and parents on support needed to</li> </ol>

	increase attendance.
<b>RELEVANT:</b> <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<p>Well Being/Mental Health: Each student will receive needed support that promotes physical, mental and emotional health. Instruction: Each student will engage in high-quality instruction that targets identified individual needs from preschool through graduation.</p> <p>We want all students to be at school daily. If they are unable to, we have to problem-solve the absences. If they need help with social emotional or other, we will address the need.</p>
<b>TIMELY:</b> <b>I will reach my goal by what date?</b> <b>Halfway date?</b>	<p>Increase attendance by May 2021.</p> <p>Progress towards meeting each goal will be reviewed by the School Improvement Planning Team at the end of the first semester and shared with the School Leadership Team</p>

**MID-YEAR GOAL MONITORING**  
*(To Be Completed at the end of the first Semester)*

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

measurable data.

**GOAL 1:**

**GOAL 2:**

**GOAL 3:**

FORT SMITH  
PUBLIC SCHOOLS  
**Literacy Plan**

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

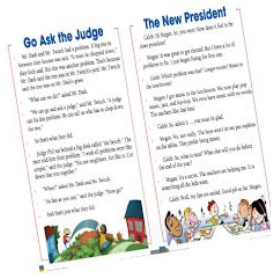
*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6



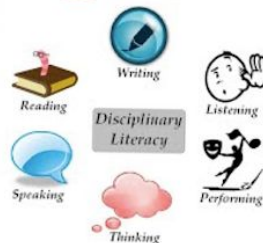
**District Support**



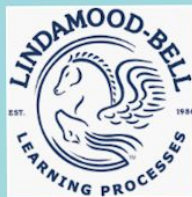
Decodable text for student use



Sound Walls posted in each classroom

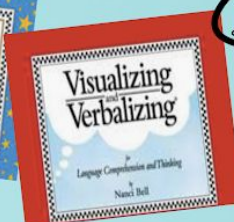


**Additional Materials & Training**



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.

**GOAL 1:** Increase Reading Proficiency Performance from 56% Exceeding/Ready to 63% Exceeding/Ready on the ACT Aspire. Increase the percent of students in Level 3, 4, & 5 on Reading Istation ISIP by 7%.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

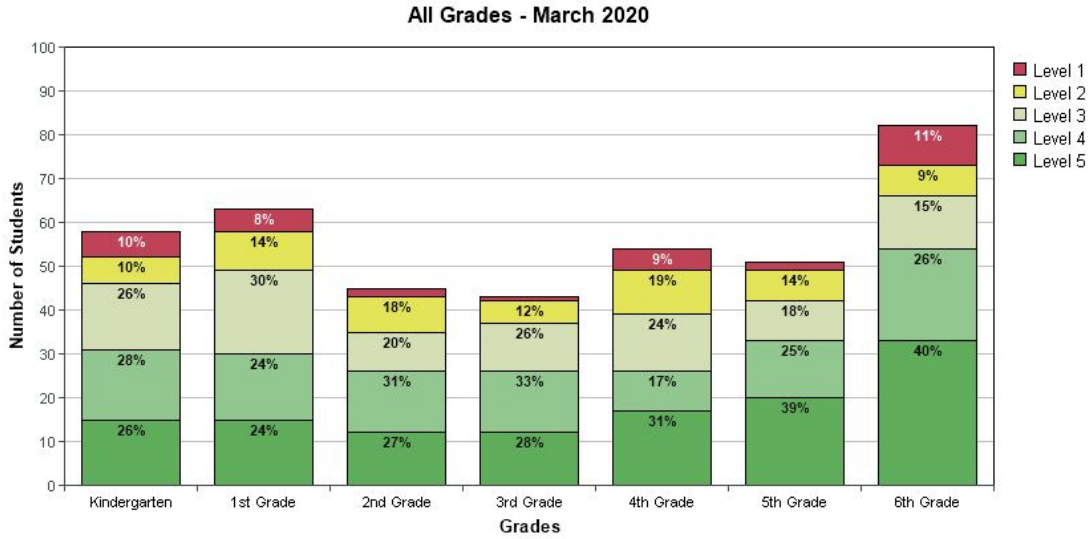
**DESCRIPTION:**

### Semester Goal Monitoring

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



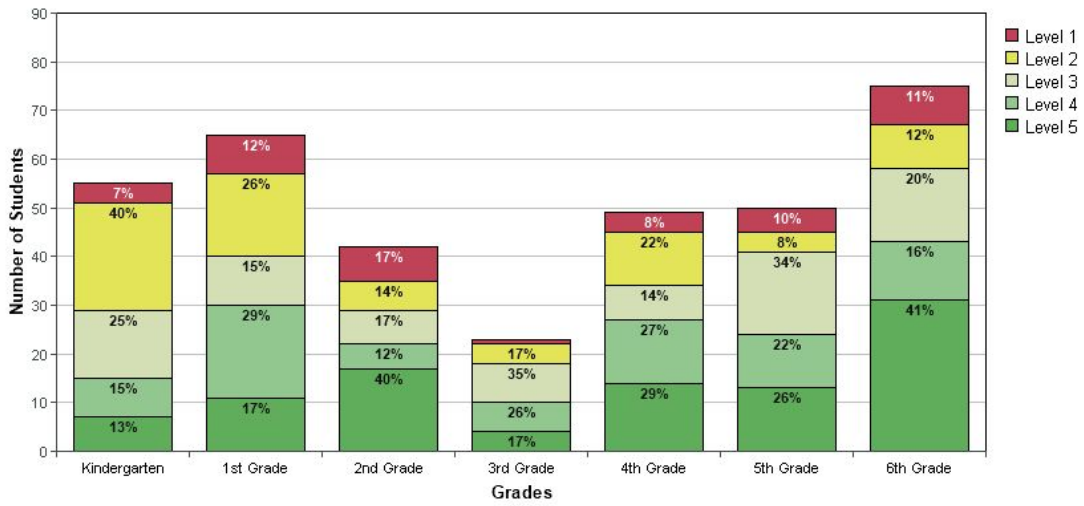
## Progress towards meeting Goal 1 - Include measurable data in your description



### Number of students at each level - March 2020

Grade	Level 5	Level 4	Level 3	Level 2	Level 1	Total Number of students tested	% Level 3, 4, 5
<b>K</b>	15	16	15	6	6	58	80%
<b>1<sup>st</sup></b>	15	15	19	9	5	63	78%
<b>2<sup>nd</sup></b>	12	14	9	8	2	45	78%
<b>3<sup>rd</sup></b>	12	14	11	5	1	43	87%
<b>4<sup>th</sup></b>	17	9	13	10	5	58	72%
<b>5<sup>th</sup></b>	20	13	9	7	2	51	82%
<b>6<sup>th</sup></b>	33	21	12	7	9	82	81%
Above the Goal		Meeting Goal		Approaching Goal		No Change	Below Goal

**All Grades - September 2019**



**Number of students at each level - September 2019**

Grade	Level 5	Level 4	Level 3	Level 2	Level 1	Total Number of students tested	% Level 3, 4, 5
<b>K</b>	7	8	14	22	4	55	53%
<b>1<sup>st</sup></b>	11	19	10	17	8	65	62%
<b>2<sup>nd</sup></b>	17	5	7	6	7	42	69%
<b>3<sup>rd</sup></b>	4	6	8	4	1	23	78%
<b>4<sup>th</sup></b>	14	13	7	11	4	49	70%
<b>5<sup>th</sup></b>	13	11	17	4	5	50	82%
<b>6<sup>th</sup></b>	31	12	15	9	8	75	77%

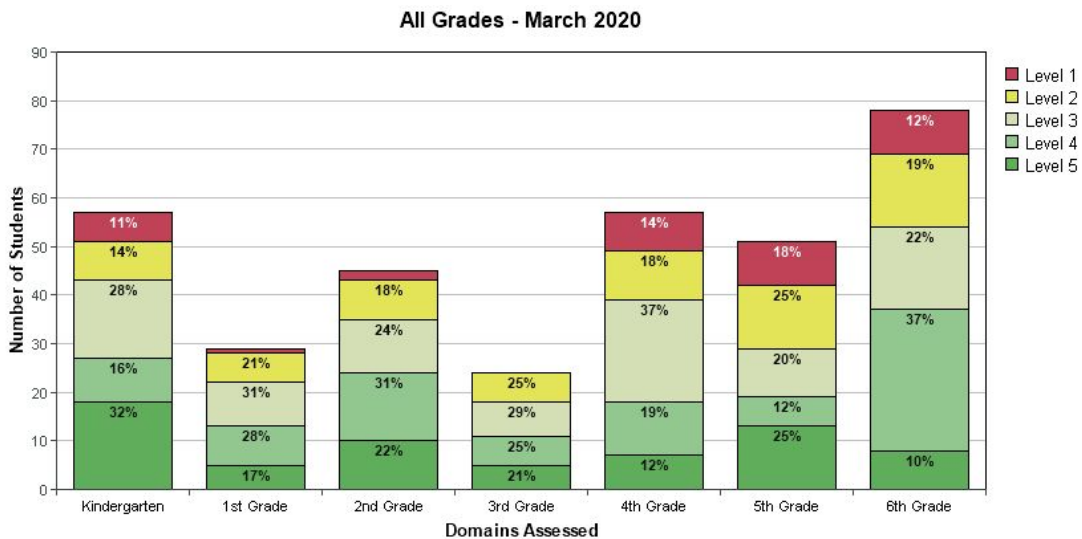
**GOAL 2:** Increase Math Proficiency Performance from 65% Exceeding/Ready to 72% Exceeding/Ready on the ACT Aspire. Increase the percent of students on Istation ISIP in Math in Level 3, 4, & 5 by 7%.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

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

**Progress towards meeting Goal 2 - Include measurable data in your description**



**Number of students at each level - March 2020**

Grade	Level 5	Level 4	Level 3	Level 2	Level 1	Total Number of students tested	% Level 3, 4, 5
<b>K</b>	18	9	16	8	6	57	76%

1 <sup>st</sup>	5*	8*	9*	6*	1*	28/75*	76%*Not all assessed
2 <sup>nd</sup>	10	14	11	8	2	43	77%
3 <sup>rd</sup>	5*	6*	7*	6*	0	24/50*	75%Only one class assessed
4 <sup>th</sup>	7	11	21	10	8	57	68%
5 <sup>th</sup>	13	6	10	13	9	51	57%
6 <sup>th</sup>	8	29	17	15	9	78	69%
Above the Goal		Meeting Goal		Approaching Goal		No Change	Below Goal

**Number of students at each level - September 2019**

Grade	Level 5	Level 4	Level 3	Level 2	Level 1	Total Number of students tested	% Level 3, 4, 5
K	14	12	11	10	8	55	67%
1 <sup>st</sup>	19	17	12	11	6	65	73%
2 <sup>nd</sup>	13	9	14	4	2	42	85%
3 <sup>rd</sup>	6	9	3	5	3	26	69%
4 <sup>th</sup>	1	9	11	22	11	54	39%
5 <sup>th</sup>	10	2	11	15	12	50	46%
6 <sup>th</sup>	17	23	12	9	5	66- 18 students not tested	78%

**GOAL 3:** Increase attendance from our current average of 93% to 96% average daily attendance.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

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

**Progress towards meeting Goal 3 - Include measurable data in your description**

<b>Grade</b>	<b>Time Frame</b>	<b>Attendance Rate %:</b>
Kindergarten	Quarter 1	93.62%
	Quarter 2	93.89%
	Quarter 3 & 4	COVID 19
First Grade	Quarter 1	95.18%
	Quarter 2	93.15%
	Quarter 3 & 4	COVID 19
Second Grade	Quarter 1	95.14%
	Quarter 2	93.84%
	Quarter 3 & 4	COVID 19
Third Grade	Quarter 1	93.84%
	Quarter 2	95.19%
	Quarter 3 & 4	COVID 19
Fourth Grade	Quarter 1	94.90%

	Quarter 2	93.80%
	Quarter 3 & 4	COVID 19
Fifth Grade	Quarter 1	95.34%
	Quarter 2	95.06%
	Quarter 3 & 4	COVID 19
Sixth Grade	Quarter 1	95.31%
	Quarter 2	95.10%
	Quarter 3 & 4	COVID 19

First Quarter average daily attendance = 94.76%

Second Quarter average daily attendance= 94.29%

We also have medically fragile students who are often sick for longer periods of time due to their disabilities and other health impairments.

During the 2019-2020 school year, we implemented the following initiatives to increase attendance:

1. Each class will track their daily attendance.
2. Competition throughout the school for consecutive perfect attendance.
3. Incentives for attendance at goal of 97%
4. AttenDANCES for classes that maintain an average goal of 97% for the week.
5. Goals reviewed on Eagle Eye News every week.
6. Encouraging hand washing, covering our mouths when coughing, eating healthy, and getting enough rest at night to maintain our health and fight illnesses such as flu, viruses, and strep throat which are very common right now.

Due to COVID 19, we were unable to fully assess this goal. We plan to make this a goal for the 2020-2021 school year. We know we will have challenges with changes in the attendance policies due to the coronavirus and COVID 19 Pandemic. We want to be able to ensure we implement these new changes with fidelity, but still encourage attendance. This goal may adjust as we learn more about the expectations from the ADE/CDC/ADSE.

**Goal 4: 18/37 students (48%) will increase by one mastered skill on DLM assessment by May 2021.**

Our building has decided to add a goal for our Special Education Department. Euper Lane currently has seven self-contained classrooms with a wide range of abilities. The students do not take the state ACT Aspire assessment. They take the DLM - Dynamic Learning Maps Assessment if they are in grades 3-6. Teachers instruct students using the frameworks of this assessment and are able to progress monitor throughout the administration of this assessment. These skills are directly tied to their IEP goals.

# of Skills Mastered	Number of students with these skills					
	0 skills	1 skill	2 skills	3 skills	4 skills	5 or more skills
<b>Determine critical elements of text.</b> 3 <sup>rd</sup> grade 15 skills    4 <sup>th</sup> grade 15 skills 5 <sup>th</sup> grade 10 skills	12	7	1	2	4	3
<b>Construct understandings of text</b> 3 <sup>rd</sup> grade 10 skills    4 <sup>th</sup> grade 10 skills 5 <sup>th</sup> grade 15 skills	15	5	6	1	3	0
<b>Integrate ideas and information from text</b> 3 <sup>rd</sup> grade 5 skills    4 <sup>th</sup> grade 5 skills 5 <sup>th</sup> grade 5 skills	20	2	4	0	0	0
<b>Uses writing to communicate</b> 3 <sup>rd</sup> grade 10 skills    4 <sup>th</sup> grade 15 skills 5 <sup>th</sup> grade 10 skills	8	1	5	6	7	1

We have the data for the building to show each student's progress in their skill development.

We chose not to share that with this report. We are working to better identify this data by grade level. Let us know if you have any questions!



**2020-2021**  
**FAIRVIEW ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Nicole Shaffer	Principal
Ami Griggs	Assistant Principal
Theresa Frazier	Kindergarten Teacher (Guiding Coalition)
Amanda Chavez	First Grade Teacher (Guiding Coalition)
Alison Gleason	Third Grade Teacher (Guiding Coalition)
Kimberly Watkins	First Grade Teacher (Guiding Coalition)
Ginnetta Tipton	Counselor
Melissa Dooly	Title 1 Elementary Specialist (Guiding Coalition)
Patti West	Partner in Education
Hunter Thompson	Community Member



# NEEDS ASSESSMENT

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

All data for Fairview Elementary was reviewed including demographic information, Istation Reading and Math (for grades K-2), NWEA/MAP (for grades 3-6) scores for all content areas, and ACT Aspire Reading, Writing, English, Math, and Science scores (for the 2018-2019 school year). The demographics of Fairview students include 52% White, 24% Hispanic, 8% African American, and 16% other. We are a Title I school and have 75% of the student population identified as Economically Disadvantaged. As for assessment data over the last three years, a couple of trends have developed. The first trend noticed is that the Public-School Rating Score for Fairview shows a decline from 2017 to 2019. Scores are 79.16, 78.58, and 77.39, respectively. In the 2019 Weighted Achievement Index, we have subgroups that are not performing at the level that we believe they can. Three student groups show a need for intervention and they are Students with Disabilities, African American students, and our English Language Learner students. In the area of School Value-Added Growth, Students with Disabilities and African American students appear in the Lower Achievement/Lower Growth area. These need to be addressed as well. The number of students requiring Level 1 and Level 2 interventions and support has increased over the past three years.

Our student needs are increasing each year as our student population diversifies. As indicated by our last two years of ESSA index scores, the score for every subgroup of students has declined. The needs of all students are growing at Fairview and we need to have systems in place that support their needs.

## REASONS TO CELEBRATE

- Kindergarten and 1st grade showed an increase of 30% and 36% respectively in percentage of Tier 1 students in Mathematics from September 2018 to April 2019.
- Kindergarten, 1st grade, and 2nd grade showed an increase of 24% , 24% and 25% respectively in percentage of Tier 1 students in Reading from September 2018 to April 2019.
- ACT Aspire for 2019 showed 79% of all students grades 3-6 were ready or exceeding in English.

## Fairview Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

Grade	English	Reading	Science	Math
3rd	74%	40%	43%	66%
4th	76%	55%	52%	68%
5th	80%	42%	49%	62%
6th	84%	51%	51%	67%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>By May 2021, Fairview Elementary School will increase the number of students reaching proficiency in literacy by 5 percent as measured on the data points in the following data sources.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Fairview will have reached this goal when 5 percent or higher of students have reached proficiency in literacy using the following data points:</p> <ul style="list-style-type: none"> <li>2019 ACT Aspire Data (grades 3-6)</li> <li>Common Formative Assessments on Essential Standards (grades K-6)</li> <li>Istation Monthly Assessments (grades K-6)</li> <li>DRA Assessments (as applicable)</li> <li>Quarterly Assessments (as applicable)</li> </ul>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Use non-fiction text during 50% of instructional time in grades 3-6.</li> <li>2. Teachers will attend R.I.S.E. training and implement with fidelity.             <ol style="list-style-type: none"> <li>a. RISE walkthrough forms will be used to track this data.</li> </ol> </li> <li>3. LindaMood-Bell Seeing Stars will be used during the literacy block in K-2.</li> <li>4. Teachers will identify essential skills and plan units of study based on these skills.</li> <li>5. Small group instruction and/or interventions will be provided for those students not reaching mastery.</li> <li>6. Literacy interventions will be conducted daily for 20 minutes.</li> <li>7. Tier 2 students will receive classroom interventions, provided by the classroom teacher.</li> </ol>

	<p>8. Tier 3 students will receive interventions from a TIES, Dyslexia Interventionist or a special education teacher in addition to the classroom teacher.</p> <p>9. Istation reading K-6.</p>
<p><b>RELEVANT:</b></p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>A Vision 2023 belief is that: All students have the potential to become productive citizens in our diverse and rapidly-changing world. To become productive citizens, students must have the knowledge and understanding of reading and this proficiency goal will be one they can witness growth in and note their achievement (personal and schoolwide).</p>
<p><b>TIMELY:</b></p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Timeline for this goal is August 2020-May 2021.</p> <p>The halfway date will occur in December 2020.</p>

## GOAL 2

<p>Write a <b>SPECIFIC</b> goal.</p> <p>Who/What/Where/How/When</p>	<p>By May 2021, Fairview Elementary School will increase the number of students reaching proficiency in mathematics by 5 percent as measured on the data points in the following data sources.</p>
<p><b>MEASURABLE:</b></p> <p>I know I have reached my goal when...</p>	<p>Fairview will have reached this goal when 5 percent or higher of students have reached proficiency in literacy using the following data points:</p> <p>2019 ACT Aspire Data (grades 3-6)</p> <p>Common Formative Assessments on Essential Standards (grades K-6)</p> <p>Istation Monthly Assessments (grades K-6)</p> <p>Quarterly Assessments (as applicable)</p>

<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Teachers will identify essential skills and plan units of study based on these skills.</li> <li>2. Teachers will develop and use Common Formative Assessment data to drive interventions for math.</li> <li>3. Math interventions will be conducted daily for 20 minutes.</li> <li>4. Istation math K-6.</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>A Vision 2023 belief is that: All students have the potential to become productive citizens in our diverse and rapidly-changing world. To become productive citizens, students must have the knowledge and understanding of mathematics and the procedures to be effective in this subject. This proficiency goal will be one they can witness growth in and note their achievement (personal and schoolwide).</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Timeline for this goal is August 2020-May 2021.</p> <p>The halfway date will occur in December 2020.</p>

### GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>By May 2021, Fairview Elementary School students will decrease office referrals and negatives in LiveSchool by 5 percent through strong interpersonal relationships between staff and students to build a safe, sharing environment.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Fairview will have reached this goal when the total number of office referrals and negatives in LiveSchool are tallied and have decreased by 5 percent from the previous school year.</p>

<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Professional development on Second Step</li> <li>2. Fully implement Second Step school-wide</li> <li>3. Professional development in developing Behavior Support Plans</li> <li>4. Students will be identified and placed with adult mentors</li> <li>5. Small groups will meet with the counselor</li> <li>6. Monthly assemblies with a focus on character development</li> <li>7. LiveSchool and House Wars</li> <li>8. School-based mental health therapist</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Beliefs of Vision 2023 include: All students deserve equal opportunities to a quality education in a safe and accepting environment structured to foster the learning process as well as All students have the potential to become successful, productive citizens in our diverse, rapidly changing world.</p> <p>This goal serves to ensure students are given the opportunities to learn and grow in proper and productive behaviors as well as how their behaviors can impact the environment around them. The use of LiveSchool also brings in the parents so that they are immediately aware of both positive and negative behaviors. This gives families and the school the opportunity to engage in conversations about ensuring the learning environment is the most effective it can be for all students.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Timeline for this goal is August 2020-May 2021.</p> <p>The halfway date will occur in December 2020.</p>

# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

**GOAL 3:**



FORT SMITH  
PUBLIC SCHOOLS  
**Literacy Plan**

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

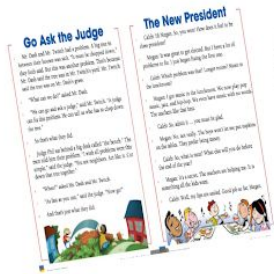
*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6



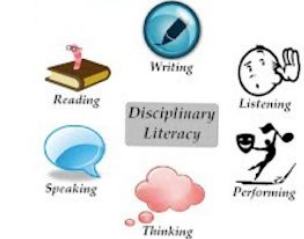
**District Support**



Decodable text for student use



Sound Walls posted in each classroom



**Additional Materials & Training**



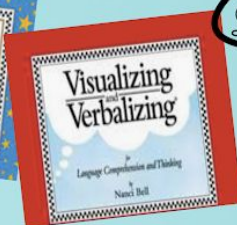
All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition

1



2



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

**Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.**

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

This goal will be continued but changed to fit the SMART Goal protocol as well as changing “reading at grade level” to “students proficient in literacy”

Progress was made, but not to the desired 5 percent.

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

This goal will be continued but changed to fit the SMART Goal protocol as well as removing literacy from this goal to focus on math in goal 2.

Progress was made, but not to the desired 5 percent.

**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.

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
X	<b>REMOVED</b>

**DESCRIPTION:**

This goal will be removed from the 2020-2021 plan and one will replace it based on student behaviors. There was not a way to effectively track “soft skills” and therefore we will focus on student interaction, as well as formatting this behavior goal to meet the requirement of a SMART Goal.



**2020-2021  
HOWARD ELEMENTARY  
SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

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

# NEEDS ASSESSMENT

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

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

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

## REASONS TO CELEBRATE

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

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

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

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

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

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

## Howard Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

Grade	English	Reading	Science	Math
3rd	54%	13%	11%	32%
4th	49%	27%	15%	38%
5th	72%	23%	32%	47%
6th	56%	25%	29%	37%

### AMI Data

Grade	# of Students with NO - Wifi	# of Students who did NOT Participate in AMI Zoom Lessons
PK	12	13
K	23	25
1st	11	18
2nd	7	17
3rd	8	21
4th	7	17
5th	10	28
6th	2	17

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Students identified as high-risk due to not participating in AMI in the spring of 2020 will be regularly scheduled for interventions (virtual and face-to-face). Interventions may include a before or after school Homework Help program utilizing community volunteers as well as staff in which parents/guardians would also be encouraged to participate.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will reach this goal when at least 75% of noted high-risk students are regularly participating in interventions.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>We will need volunteers and staff to assist with interventions to meet this goal. Volunteers will be recruited from Partners in Education, FSPS Mentoring program and staff at the beginning of the school year through email surveys and Zoom meetings. Students will be identified based on data collected during spring AMI lessons. A review of the Master Schedule with help prevent conflicts in scheduling staff for interventions with identified students.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations</p> <p><b>High Risk students who did not participate in spring AMI activities will begin the school year further behind than those who did.</b></p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Date of Goal is December 1</p> <p>Halfway goal will be October 1</p>



## GOAL 2

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

## GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Seek out resources to ensure that 100% of the families at Howard Elementary have access to the internet. At the beginning of the school year, our Guiding Coalition and our Media Specialist will seek out means to provide internet hotspots for check out for any school families without internet access.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will reach our goal when all families have obtained internet access.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>We will need donations or funding to obtain hotspots for families in need to meet this goal.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Equity: Develop and implement a system-wide plan to provide all students with the resources they need to optimize their learning</p> <p>Technology: Provide appropriate technology that is consistently available, effectively supported and equitably distributed for group and individual instruction.</p> <p><b>Adequate access to the internet will be critical for ALL students during the upcoming blended education plan.</b></p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal is May 1</p> <p>Halfway Goal is December 1</p>

# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

FORT SMITH PUBLIC SCHOOLS  
Literacy Plan

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6



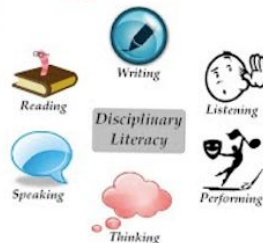
**District Support**



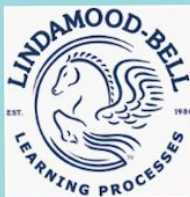
Decodable text for student use



Sound Walls posted in each classroom

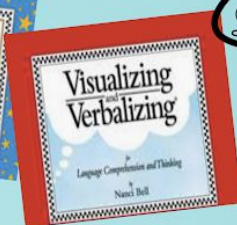


**Additional Materials & Training**



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.

**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.

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
X	<b>REMOVED</b>

**DESCRIPTION:**

New goals were created to focus on the needed emphasis of parent communication, social emotional needs of students and technology access equalization.

**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.

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
X	<b>REMOVED</b>

**DESCRIPTION:**

**New goals were created to focus on the needed emphasis of parent communication, social emotional needs of students and technology access equalization.**

**GOAL 3:** Our goal 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.

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
x	<b>REMOVED</b>

**DESCRIPTION:**

**New goals were created to focus on the needed emphasis of parent communication, social emotional needs of students and technology access equalization.**



**2020-2021**  
**MORRISON ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Britney Ballin	Principal
Elizabeth Love	Asst. Principal
Mayra Estrada	Parent
Pat Stanton	Community Member
Amy Alexis	Media Specialist
Brenda Martin	NSL Dyslexia Specialist
Jamie Delung	Special Education Teacher
Raven Jackson	Fourth Grade Teacher
Amber Clarke	Sixth Grade Teacher
Heather Pettigrew	Kindergarten Teacher
Sunshine Burch	Title One Specialist

# NEEDS ASSESSMENT

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

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. The ESSA report also indicated that we had more than 5% of students who are absent more than 5% of the school year during 2018-2019.

Based on teacher observations and discussions surrounding the large number of students needing interventions on grade level standards, we determined that tier one instruction must be improved in order to reduce the number of students needing tier 2 and tier 3 interventions. Strong tier one instructional strategies are imperative for reducing the number of students needing interventions for grade level essential standards. Tier one instructional strategies for behavior must also be developed and taught consistently across classrooms in order to reduce the number of students needing behavioral interventions.



# REASONS TO CELEBRATE

## 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 increased Tier 1 from 39% to 56%

(The tiers for istation changed after this the 2018-2019 school year. Now, level 1 shows the students who are in need of intervention. Tier 1 during the 2018-2019 school year showed the students who did not need intervention.)

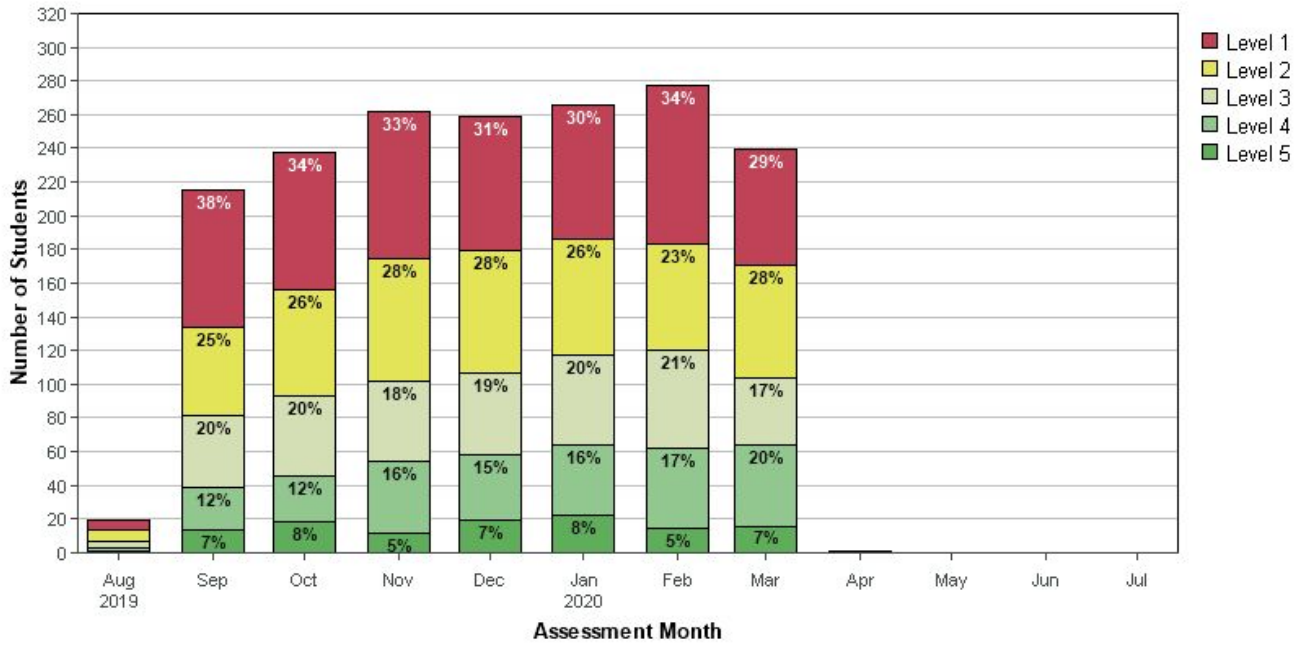
- 95% of students maintained an attendance rate of 95% of the school year during 2019-2020.
- All teachers in 3rd-6th grade worked with district coordinators to develop literacy schedules that match the Science of Reading requirements and received training on implementation of RISE components.
- All standards for literacy and math have been unpacked by grade level teams.
- Students in all grades decreased Level 1 on Istation from 38% to 29%.

**Morrison Elementary**

**2018-2019 ACT Aspire % Exceeding/Ready**

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>3rd</b>	<b>44%</b>	<b>19%</b>	<b>12%</b>	<b>31%</b>
<b>4th</b>	<b>55%</b>	<b>21%</b>	<b>8%</b>	<b>37%</b>
<b>5th</b>	<b>50%</b>	<b>17%</b>	<b>20%</b>	<b>18%</b>
<b>6th</b>	<b>44%</b>	<b>23%</b>	<b>25%</b>	<b>19%</b>

### All Grades - Overall Reading



# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Increase literacy achievement by 10% as indicated by ACT Aspire and decrease students scoring level 1 as indicated by Istation.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>10% more students are achieving in literacy on the ACT Aspire Assessment than in the year 2019 and 10% fewer students are scoring level one on the Istation Assessment.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>● Level 1 and Level 2 students will be identified.</li> <li>● Students will be assigned to an Intervention group; responsible instructors will be assigned. For example, classroom teacher, Title I Elementary Specialist.</li> <li>● Results of progress monitoring will be collected monthly and reviewed collaboratively with each instructor and the school leadership team and reviewed during data meetings</li> <li>● Modifications in intervention will be made as deemed necessary based upon student needs</li> <li>● Tier one instruction will be closely monitored to ensure that RISE components are implemented.</li> <li>● Common assessments will be developed for literacy essential standards in each grade level.</li> <li>● Results of the common assessments will be discussed and action plans will be created to reteach skills to students who are not mastering the assessed learning targets or to implement new strategies for teaching specific learning targets.</li> </ul>

<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Instruction:</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p> <p>Implement the Professional Learning Community (PLC) Process district-wide to ensure guaranteed, viable curriculum for higher level of student lea and guaranteed, focused teacher collaboration.</p> <p>Result 12: Create and support best practices to increase student engagement in order to increase student achievement. Result 13: Create, administer, and analyze formative/interim assessments that drive student enrichment and interventions throughout the school year.</p> <p><b>Student early acquisition of foundational reading skills is essential to continued academic success.</b></p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Our goal will be reached by May 2021</p> <p>The halfway point for our goal will be January 2021.</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Maintain attendance of 95% of the school year by 95% of the student population for the 2020-2021 school year.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>95% of students attend school 95% of the school year (95% of students will miss fewer than 9 days a year).</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>● Share attendance goals with stakeholders including parents and students.</li> <li>● Post attendance percentages each week for progress monitoring of our goal.</li> <li>● Celebrate the class with the highest attendance rate each month with a shoutout during Mustang Round-Up.</li> <li>● Call in and check on students who are absent and did not call in with an excused absence.</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Students must attend school in order to receive best practice instruction from teachers and to receive interventions for grade level essential standards.</p> <p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>We will meet our goal by May 2021.</p> <p>We will reach our halfway point by January 2021.</p>

## GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Decrease the number of office referrals by 10%</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We have 10% fewer office referrals as indicated by eschool data.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>● The PBIS team will meet bi weekly to analyze discipline data, monitor goals, and develop interventions for students with behavioral concerns.</li> <li>● 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.</li> <li>● 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.</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>We will reach our goal by May 2021.</p> <p>We will reach our halfway date by January 2021.</p>

# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

**GOAL 3:**



FORT SMITH  
PUBLIC SCHOOLS  
**Literacy Plan**

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

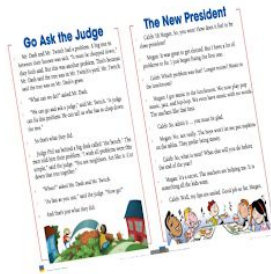
*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6

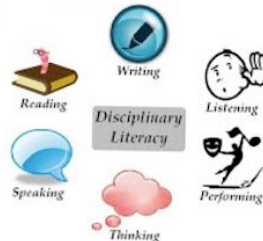


**District Support**

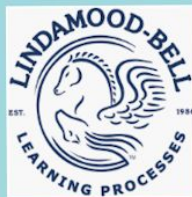


Sound Walls posted in each classroom

Decodable text for student use

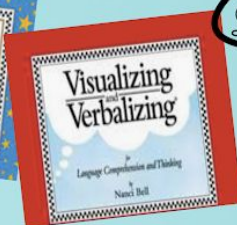


**Additional Materials & Training**



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Due to COVID, we did not have enough data to determine completion of this goal.

**GOAL 2:** Implement Positive Behavior Interventions and Supports

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Due to COVID, we did not have enough data to determine completion of this goal. However, based on data in January, we were on track to meet this goal.

**GOAL 3:** Improve attendance to at least 95%.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Due to COVID, we did not have enough data to determine completion of this goal. However, based on data in January, we were on track to meet this goal, and I expect we would have if the school year had continued. We will continue to work toward this goal for the upcoming school year.



**2020-2021  
ORR ELEMENTARY  
SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Dawn Childress	Principal
Michelle Burnett	Assistant Principal
Tracie Gipson	Counselor
Lori England	Kindergarten Teacher
Nan Hargett	3rd/4th Grade Teacher
Kristel Knubley	1st Grade Teacher
Dejah Stephens	5th/6th Grade Teacher
Marla Needham	NSL Dyslexia Specialist
Josh Hargett	Parent
Sherry Sims	Community Member

# NEEDS ASSESSMENT

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

Since we were unable to assess using ACT Aspire in the Spring of 2020, we must use Istation for our assessment data for the 2020-2021 school year. We will use the February 2020 Istation assessment data because it is the last comprehensive set of data that we collected in the 2019-2020. Our students identified as having special education needs had a proficiency level of 13% in reading. Our overall student population had a proficiency level of 53% in reading and 59.29% in math. These proficiency levels will be used as baseline data as we measure growth of our proficiency levels in the 2020-2021 school year. This data includes all grade levels from kindergarten through sixth grades.

Our school was identified as an Additional Targeted Support school for our special education sub-population in November 2018. This designation highlighted a major area of concern in our student achievement data. We began addressing this concern immediately by using professional development opportunities to train our teachers in best evidence based practices based on the PLC at Work model from Solution Tree. We changed our master schedule for the 2019-2020 school year to include both Response to Intervention (RTI) time, which we call WIN Time (What I Need), and PLC Team Time for teachers to collaborate on meeting individual student needs. We also protected our special education students' grade level instruction time by having our special education resource teachers push into classrooms during math classes instead of pulling students out for math interventions. This kept our students that are served by our special education resource teachers from missing essential learning with their peers.

## NEEDS ASSESSMENT (Continue)

In January 2020, we began sending our self-contained special education students to general education classrooms for part of the day to increase their exposure to grade level content. We made that decision mid-year based on our results from the NWEA Map tests that we gave in Fall and Winter. These assessments indicated that our students that were being served by resource teachers were making more growth than our students served in our self-contained special education classroom. We have identified a need to further increase our special education students' access to grade level curriculum for the 2020-2021 school year. We will be working in conjunction with Solution Tree, Guy Fenter Education Cooperative, and the Arkansas Department of Education through an Inclusive Practices PLC Project grant that we received to learn more about and implement more inclusive practices through the PLC process to best serve our special education sub-population. This partnership will be the vehicle in which we propel forward in the service to our students.

Our ACT Aspire data from the 2017, 2018, and 2019 school years demonstrates a downward trend. The overall math average proficiency dropped by 4.8% from 2017 to 2018, and it dropped by 7.65% from 2018 to 2019. Our reading proficiency dropped drastically by 15.33% from 2017 to 2018 and dropped 3.75% from 2018 to 2019. While our reading scores did drop from 2018 to 2019, we are hopeful that our trajectory was leveling out and that we will see great gains on our 2021 ACT Aspire scores based on the great PLC work that we have engaged in and will continue to engage in. It is our mission to "Ignite learning in a fun, safe, respectful, and accepting environment in which all students thrive." In order for all students to thrive, all students must achieve at high levels. Focusing on the reading acquisition and achievement of our special education students and improving math and reading achievement for all students will help us move toward our goal of preparing all students for the next grade level and for their future success.

## REASONS TO CELEBRATE

- We received an Inclusive Practices PLC Project grant from the Arkansas State Department of Education for the 2020-2021 school year.
- We were successful in the 2019-2020 school year in creating Professional Learning Community (PLC) Team Time in our schedule for our teachers so that they had one hour each week to implement PLC practices. They were able to identify essential standards, unpack the standards into learning targets, create unit plans for math and reading, and create common formative assessments. They also learned to use data protocols to use common formative assessments to create intervention and enrichment groups.
- We were also successful in creating WIN Time (What I Need). This time was effectively used to provide interventions based on common formative assessment data and to protect students' core instruction by not allowing them to be pulled from core instruction for Tier 3 interventions.
- We have been in contact with 100% of our students and their families since we moved to remote teaching.
- Our teachers have continued serving our special education students and our students that receive Tier 3 interventions during our remote teaching.
- Our teachers have continued to work in their PLC Teams to plan forward for next year.
- Our Guiding Coalition effectively navigated the difficult shift to remote teaching and were a great support to the rest of our teachers. We were able to meet every week during remote teaching.
- Our students' parents have been overwhelmingly positive in partnering with our teachers and have been supportive of their children's learning during this time.

## Orr Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>3rd</b>	<b>68%</b>	<b>36%</b>	<b>40%</b>	<b>60%</b>
<b>4th</b>	<b>63%</b>	<b>37%</b>	<b>33%</b>	<b>50%</b>
<b>5th</b>	<b>68%</b>	<b>29%</b>	<b>29%</b>	<b>42%</b>
<b>6th</b>	<b>67%</b>	<b>31%</b>	<b>38%</b>	<b>43%</b>



# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>By May 1, 2021, our goal is to increase our special education student proficiency in reading by 8% on Istation using the February 2020 Istation scores as a baseline.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>When we have 8% more special education students proficient in reading than we did in February 2020, we will know that we have reached our goal.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>This is attainable because we have put systems of intervention in place, created common formative assessments to drive instruction, and we will be working with consultants from Solution Tree to help us specifically meet the needs of our students identified as having special needs.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Our school has been identified as needing Additional Targeted Support for our special education sub-population levels of achievement. Having this goal is important because we need to specifically target our special education practices and measure our progress throughout the year. We selected Istation data because we give this assessment monthly and because it is the assessment data that we have available from the 2019-2020 school year. This goal supports the following Vision 2023 Objectives:</p> <p>Equitable Access: Each FSPS student will have equal access to programs, resources and opportunities.</p>

	Instruction: Each student will have high-quality instruction that targets their identified individual needs from PK through graduation.
<b>TIMELY:</b>  I will reach my goal by what date?  Halfway date?	May 1, 2021 is the goal completion date.  January 1, 2021 will be our halfway date.

## GOAL 2

<b>Write a SPECIFIC goal.</b>  Who/What/Where/How/When	By May 1, 2021, our goal is to increase our overall student proficiency in reading and mathematics by 8% on Istation using the February 2020 Istation scores as a baseline.
<b>MEASURABLE:</b>  I know I have reached my goal when...	When we have an 8% increase in overall student proficiency in reading and mathematics from our February 2020 Istation data, we will know that we have reached our goal.
<b>ATTAINABLE:</b>  Item(s) I need to achieve this goal.	This is attainable because we have put systems of intervention in place, created unit plans with essential standards and learning targets, created common formative assessments to drive instruction, and we will be working with consultants from Solution Tree to help us specifically meet individual student needs. (Diane Kerr from Solution Tree suggested that we set a goal between 8% and 10% because the PLC practices that we are putting in place are likely to produce great increases in our student achievement data.)

<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>We want to reach this learning goal because our students deserve our dedication to helping them achieve at high levels. It also aligns with our mission to help ALL students thrive at Orr Elementary School. This goal supports the following Vision 2023 Objectives:</p> <p>Equitable Access: Each FSPS student will have equal access to programs, resources and opportunities.</p> <p>Instruction: Each student will have high-quality instruction that targets their identified individual needs from PK through graduation.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>May 1, 2021 is the goal completion date.</p> <p>January 1, 2021 will be our halfway date.</p>

# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

FORT SMITH PUBLIC SCHOOLS  
Literacy Plan

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

State Requirement

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction .

Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

ADE Prescribed Pathways of Proficiency Credentials

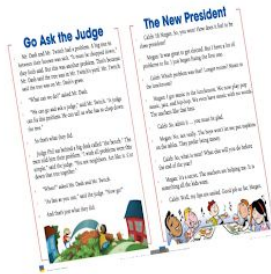
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COHORTS 1 - 4  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6



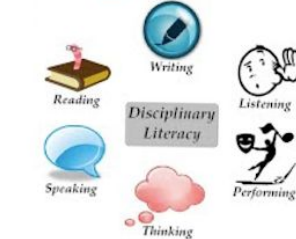
District Support



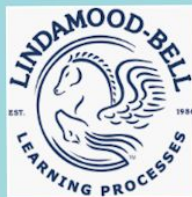
Decodable text for student use



Sound Walls posted in each classroom

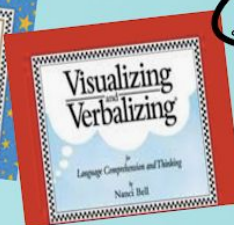


Additional Materials & Training



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.

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

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
x	<b>REMOVED</b>

**DESCRIPTION:** Since we were unable to take the ACT Aspire this year, we will not have an ESSA index value to measure whether we achieved this goal. To avoid this issue in the future, we have replaced this goal with a data measure (Istation) that we will be able to monitor monthly.

**GOAL 2:** Develop our Professional Learning Community

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
x	<b>REMOVED</b>

**DESCRIPTION:** We will continue the development of our Professional Learning Community, but we replaced this goal with a student achievement goal that will be impacted by the work we have done and will continue to do in developing our PLC.



**2020-2021  
PIKE ELEMENTARY  
SCHOOL IMPROVEMENT PLAN**

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**PLANNING 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
Sara Williams	Fourth Grade Teacher
Julie Stec	Sixth Grade Teacher
Amanda Key	Parent
Marian Conrad	Community Member



# NEEDS ASSESSMENT

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

## **ACT Aspire Scores:**

**Third Grade:** English: 62% exceeding/ready Reading: 31% exceeding/ready Science: 33% exceeding/ready Math: 47% exceeding/ready

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

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

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

## **ESSA Report with letter Grade: C**

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

#### **Kindergarten**

**Tier 1 - 35%**

**Tier 2 - 35%**

**Tier 3 - 29%**

#### **1st Grade**

**Tier 1 - 31%**

**Tier 2 - 34%**

**Tier 3 - 31%**

#### **2nd Grade**

**Tier 1 - 39%**

**Tier 2 - 35%**

**Tier 3 - 27%**

#### **3rd Grade**

**Tier 1 - 55%**

**Tier 2 - 29%**

**Tier 3 - 16%**

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

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

**Our data is telling us that in math that only 41% of our students are on grade level in math comprehension according to ACT Aspire. Our teachers will work together in grade level teams to use formative assessments to evaluate student understanding. This will help guide small group instruction. Teachers will focus in small groups working on intervention strategies to bridge the gap and help students to succeed academically in math. Since we have low reading scores teachers will need to focus on ensuring students understand math vocabulary in order to understand how to work math word problems correctly. They will incorporate math vocabulary into their mini lessons and when working with students in small groups.**

**Our discipline data shows that we were averaging about 16 office referrals from August to mid March. As a staff they will receive training in restorative practices. Looking at our office referrals many were classroom management issues or escalated behavior because of teacher/student relationships. The training will give teachers strategies on how to build positive relationships with students. Also, they will be trained how to work with students on how to express themselves, so that it doesn't escalate into an office referral.**

# REASONS TO CELEBRATE

## Istation:

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

## Pike Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

Grade	English	Reading	Science	Math
3rd	53%	24%	20%	33%
4th	65%	39%	30%	44%
5th	62%	26%	31%	33%
6th	46%	20%	28%	25%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Students will increase their reading comprehension by 5% by the end of the 2020-2021 school year.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>When our ACT Aspire scores have gone from 27% to 32%. Istation reading scores go from 49% to 54%</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>RISE training for staff. RISE taught with fidelity. LMB taught with fidelity. LMB coaching. CFAs to assess students during the 20-21 school year. Teachers will have a common intervention time. Instructional leaders observing and meeting with staff to discuss instruction going on in the classroom and how it is meeting student needs. Team Collaboration</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Pike wants to grow the students' reading comprehension by 5% because it is important for students to be able to analyse and understand what they are reading. Reading comprehension affects all areas of curriculum. Learning Environment: Each student will have instructionally supportive learning environments that are safe, nurturing and welcoming.</p>

<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Pike will reach this goal by May 2021.</p> <p>Halfway date will be December 2020.</p>
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## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Students will increase their math comprehension by 5% by the end of the 2020-2021 school year.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Act Aspire goes from 34% to 39%</p> <p>Istation Overall Math Scores go from 35% to 40%</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>CGI and ECM used in room teachers have been trained.</p> <p>Use of manipulatives</p> <p>CFAs to assess students during the 20-21 school year.</p> <p>Teachers will have a common intervention time.</p> <p>Instructional leaders observing and meeting with staff to discuss instruction going on in the classroom and how it is meeting student needs.</p> <p>Team Collaboration</p>

<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Martinez and Martinez (2001) highlight the importance of reading to mathematics students:</p> <p>[Students] ... learn to use language to focus and work through problems, to communicate ideas coherently and clearly, to organize ideas and structure arguments, to extend their thinking and knowledge to encompass other perspectives and experiences, to understand their own problem-solving and thinking processes as well as those of others, and to develop flexibility in representing and interpreting ideas. At the same time, they begin to see mathematics, not as an isolated school subject, but as a life subject—an integral part of the greater world, with connections to concepts and knowledge encountered across the curriculum. (p. 47)</p> <p>Learning Environment: Each student will have instructionally supportive learning environments that are safe, nurturing and welcoming.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Pike will reach this goal by May 2021.</p> <p>Halfway date will be December 2020.</p>

# GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Student referrals will decrease by 10% during the 2020-2021 school year. (19-20 114, we only have records till March 13 because of Covid-19)</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Pike will know they reached their goal when they have decreased their office referrals from 114 to 104 by March of 2021.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>A behavior team was developed in April 2020. The team is reading the book Hacking School Discipline: 9 ways to create a culture of empathy and responsibility using restorative justice. They will do training with the staff over the summer how to implement circle time to their daily schedules. The committee will analyze data monthly throughout the school year. Administration will do classroom walkthroughs to ensure that teachers are implementing circle time with fidelity. More training will be given to teachers who are not implementing circle time with fidelity. Also, in May of 2020 a celebration team was implemented to ensure students who are showing empathy and implementing the district word of the week will be celebrated with positive referrals.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>The goal of restorative discipline is to change the school climate rather than merely respond to student behavior (Nathan Manyard and Brad Weinstein) the authors of Hacking School Discipline. At Pike Elementary we want to change the culture vs just responding to the discipline. We know students learn when in the classroom vs. being removed for classroom discipline.</p> <p>Well Being/Mental Health: Each student will receive needed support that ensures physical, mental and emotional health.</p>



<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	Goal will be reached in May 2021.  Halfway mark will be December 2020.
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# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

**GOAL 3:**

FORT SMITH PUBLIC SCHOOLS  
Literacy Plan

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

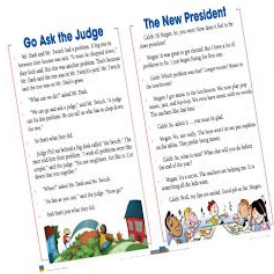
*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6



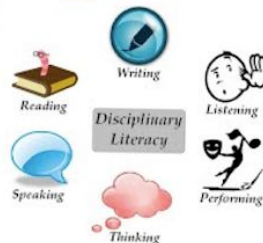
**District Support**



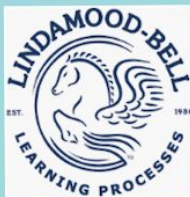
Decodable text for student use



Sound Walls posted in each classroom

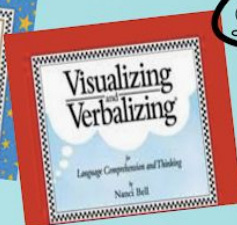


**Additional Materials & Training**



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Our teachers were working each month to improve student reading scores each month. As a building we were not able to identify on the ACT Aspire if we grew our reading score by 5%. We will continue to work on this goal for the 20-21 school year.

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** When we left in March we had 114 office referrals. We were unable to complete our school year due to Covid-19. Pike staff will incorporate restorative practices for the 20-21 school year, so we will continue to work on this goal to improve student behavior.



**2020-2021  
SPRADLING ELEMENTARY  
SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Robyn Dawson	Principal
Dana Booth	Assistant Principal
Sheila Jones	Title I Elementary Specialist
George McGill	Community Member
Joshua Bogdon	Parent
Kristin Riggs	Counselor
Laura Rippy	Kindergarten Teacher
Jessica Hall	First Grade Teacher
Courtney Burdick	Third Grade Teacher
Kate Meyers	Fourth Grade Teacher
Darla Sampley	Sixth Grade Teacher

# NEEDS ASSESSMENT

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

Spradling Elementary School is a Title I school made up of 51.8% Hispanic, 19.5% African American, 18.5% Caucasian, 5.9% Asian, 3.6% 2 or more races, and .8% Native American. 40% of our students qualify as English Learners, 97% of students are considered to be from low income homes, and 13% qualify for Special Education Services. Spradling has also been identified as a Needs of Additional Targeted Support for our Special Education Department.

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

## REASONS TO CELEBRATE

- Solution Tree Model School status
- Successful completion of the Apprenticeship Program partnering with University of Arkansas-Fort Smith
- Interim ACT Aspire test scores improved overall
- RTI Model fully implemented and functioning
- Heightened awareness of ELL proficiencies
- STARS documentation system to track student data created
- Greater emphasis on vocabulary development to support all students, especially ELL
- Technology advancements through virtual teaching and communicating



## Spradling Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>3rd</b>	<b>68%</b>	<b>22%</b>	<b>22%</b>	<b>48%</b>
<b>4th</b>	<b>54%</b>	<b>25%</b>	<b>15%</b>	<b>32%</b>
<b>5th</b>	<b>59%</b>	<b>34%</b>	<b>25%</b>	<b>47%</b>
<b>6th</b>	<b>50%</b>	<b>30%</b>	<b>25%</b>	<b>43%</b>

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>All teachers in grades 3-6 will integrate and implement English Language Proficiency Standards into Unit Plans in ELA and Math by the end of the 2020-2021 school year.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>English Learners have made gains on their ACT, Istation, and ELPA21 scores.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>● Amanda Butler, District ELL Coordinator will meet with each grade level team to review the English Language Proficiency Standards (ELP) and examples of practices to integrate them into unit plans.</li> <li>● Small group instruction will continue to be built into the daily schedule utilizing resources such as: Reach, Imagine Learning, and LindaMood Bell Curriculum.</li> <li>● Classroom instruction will include more speaking and writing opportunities for students.</li> <li>● ELP standards will continue to be documented as a resource for designing lesson plans, as well as creating intervention and remediation groups.</li> <li>● Classroom teachers will continue to place an emphasis on vocabulary development of students.</li> </ul>

<p><b>RELEVANT:</b></p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>This goal is important in order to support our high EL population. Vision 2023 encourages us to support equity, instruction, and wellness among all students.</p>
<p><b>TIMELY:</b></p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>By the end of 2020-2021 school year, our goal is for all classrooms to have ELP standards fully implemented into daily lessons.</p> <p>December 2020</p>

**GOAL 2**

<p><b>Write a SPECIFIC goal.</b></p> <p>Who/What/Where/How/When</p>	<p>Spradling Special Education students in grades K-6 will show 1 ½ years worth of growth in reading/literacy levels by the end of the 2020-2021 school year.</p>
<p><b>MEASURABLE:</b></p> <p>I know I have reached my goal when...</p>	<p>Classroom assessments and interims will show student growth.</p> <p>CFAs, CSAs, ACT Aspire, Running Records, LMB</p>
<p><b>ATTAINABLE:</b></p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> <li>• Spradling will continue to utilize the LindaMood Bell Curriculum and Training.</li> <li>• SPED students will continue to be integrated into General Education classrooms throughout the day.</li> <li>• SPED teachers took on a more active role during 2019-20 on PLC teams and planning. This will continue for 2020-21.</li> <li>• SPED ACT Interim data will be used to monitor growth.</li> </ul>

<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Spradling is listed as a Needs of Additional Targeted Support for our SPED Department. Our goal is to give all students equity in their learning by supporting them through quality instruction and wellness.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>May 2021</p> <p>December 2020</p>

**GOAL 3**

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>K-6 grade level teams will unpack Writing and Language Arts standards and complete their units. The process will be well underway by August 2020, full completion by December 2020.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will know this is complete when all grade level units for both Writing and Language Arts are complete.</p> <p>Student scores will increase in Istation, ACT Aspire, and classroom assessments</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>*Tracy Gilmore will provide Professional Development and train teachers in the use of multiple resources.</p> <p>*District ELA Google site will be utilized</p> <p>*Team collaborative time will be used to develop the grade level units</p>

<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Both Writing and Language Arts are core subjects that are foundational in all areas of education. With our large English Learner population, it is vital that these two areas be a focus. Classrooms are creating opportunities for students to practice communication skills (writing, speaking, and listening) into their lessons daily.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>By December 2020, Writing and Language Arts standards will be unpacked. Units, including CFAs and CSAs will be completed.</p> <p>October 31, 2020</p>

**MID-YEAR GOAL MONITORING**  
*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

**GOAL 3:**

FORT SMITH  
PUBLIC SCHOOLS  
**Literacy Plan**

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction .

Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

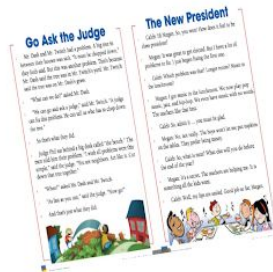
*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6



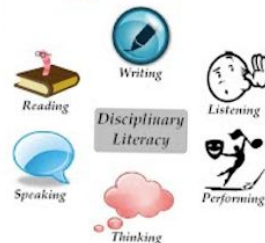
**District Support**



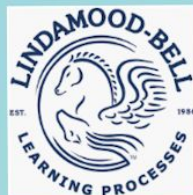
Decodable text for student use



Sound Walls posted in each classroom



**Additional Materials & Training**



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

**Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.**

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

- Amanda Butler, District ELL Coordinator met with each grade level team in September 2019 to review the English Language Proficiency Standards (ELP) and examples of practices to integrate them into unit plans.
- Small group instruction continues to be built into the daily schedule utilizing resources such as: Reach, Imagine Learning, and LindaMood Bell Curriculum.
- Classroom instruction includes more speaking and writing opportunities for students.
- ELP standards will continue to be documented as a resource for designing lesson plans, as well as creating intervention and remediation groups.
- Spradling had students qualify to exit the ELL program based on their ELPA21 scores.
- Classroom teachers placed an emphasis on vocabulary development of students.
- We will continue working on this goal since we were not able to complete this task prior to the end of the year due to school closing and COVID.



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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

- Spradling will continue to utilize the LindaMood Bell Curriculum.
- SPED students will continue to be integrated into General Education classrooms throughout the day.
- SPED teachers took on a more active role during 19-20 on PLC teams and planning.
- SPED ACT Interim data demonstrated much growth.
- We will continue working on this goal since we were not able to complete this task prior to the end of the year due to school closing and COVID.

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

X	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

All grade level teams have crafted and analyzed CFAs and CSAs with multiple DOK levels for each unit.



**2020-2021**  
**SUNNYMEDE ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Krystle T. Smith	Principal
Joni Donoho	Assistant Principal
Sherry Lipe	NSL Dyslexia Interventionist
Lisa Johnson	Title I Specialist
Sherry Jones	5th Grade Teacher
Kesley Struckhoff	Counselor
Theodora Ramirez	Parent
Wayne Dawson	Community Member

# NEEDS ASSESSMENT

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

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

Sunnymede students showed growth from the September 2019 Istation to the March 2020 Istation. Kindergarten students increased from 16% to 20% proficient, First grade students increased from 19% to 38% proficient, Second grade students decreased slightly from 55% to 54% proficient, Third grade students increased from 67% to 72% proficient, Fourth grade students increased from 53% to 59% proficient, Fifth grade students increased from 38% to 69% proficient, and Sixth grade students remained steady at 54% proficient, no increases or decreases.

Sunnymede Kindergarten students increased from 23% to 44% proficient, First grade students decreased from 58% to 45% proficient, Second grade students decreased from 65% to 26% proficient, Third grade remained steady at 64% proficient, Fourth grade decreased from 46% to 32% proficient, Fifth grade increased from 12% to 31% proficient, and Sixth grade increased from 42% to 43% proficient. Sunnymede Elementary school must align math practices with best practice strategies to increase students' math scores and set them up for success in future learning.

Sunnymede staff will need to simultaneously focus on literacy and math during PLC's to make a positive impact on learning.

# REASONS TO CELEBRATE

Progression of PLC implementation - Identified Essential literacy and math standards at each grade level

Horizontal and Vertical collaboration

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

Math Celebrations to promote students for improving math basic facts

Family Literacy and Math Nights promote how to carry on learning from school to home

Cafecito Nights assist ELL parents in helping their child at home and understanding modern educational practices

A plethora of technology tools are utilized daily to promote engagement in learning

Pen Pal program with Cox communications, FNB, and FCN is a mentoring program that also gives students the opportunity to improve writing skills

The Family Literacy Program engages parents in our school culture and allows them to learn English while actively participating in their child's education

After school robotics program allows 6th graders to explore engineering and technology initiatives

After school coding program allows 5th graders to explore coding initiatives

Our mentoring program brings the community and students together

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

Sunny News celebrations celebrating students showing good choices and character

## Sunnymede Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>3rd</b>	<b>65%</b>	<b>28%</b>	<b>29%</b>	<b>53%</b>
<b>4th</b>	<b>60%</b>	<b>28%</b>	<b>24%</b>	<b>32%</b>
<b>5th</b>	<b>67%</b>	<b>25%</b>	<b>30%</b>	<b>23%</b>
<b>6th</b>	<b>75%</b>	<b>35%</b>	<b>36%</b>	<b>39%</b>

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Sunnymede students will increase their ELA Composite score on the 2021 ACT Aspire assessment by 5% from the 2019 ACT Aspire assessment.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be a 5% increase on the September 2020 Istation test to the May 2021 Istation test.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>Teachers will implement RISE components Utilize PLC time to review data from Common Formative Assessments to provide Core intervention and remediation Students will be assigned to an Intervention group based on: K-2 screeners, Dyslexia screeners, RISE assessments, and LMB assessments All trained staff will implement LMB strategies</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Increasing proficiency in Reading ACT Aspire scores will produce better reading skills. Student early acquisition of foundational reading skills is essential to continued academic success and success in society with daily needs.</p> <p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>

<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	May 2021  January 2021
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## GOAL 2

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/How/When</b>	Sunnymede students will increase their Math Composite score on the 2021 ACT Aspire assessment by 5% from the 2019 ACT Aspire assessment.
<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	There will be a 5% increase on the September 2020 Istation test to the May 2021 Istation test.
<b>ATTAINABLE:</b>  <b>Item(s) I need to achieve this goal.</b>	Teachers will implement best practices in Core math instruction with manipulatives Utilize PLC time to review data from Common Formative Assessments to provide Core intervention and remediation Students will be assigned to an Intervention group based on IStation data
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	Increasing proficiency in Math ACT Aspire scores will produce better math skills. Student early acquisition of foundational math skills is essential to continued academic success and success in society with daily needs.  Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.

**TIMELY:**

**I will reach my goal  
by what date?**

May 2021

**Halfway date?**

January 2021



# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

FORT SMITH  
PUBLIC SCHOOLS  
**Literacy Plan**

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction .

Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6

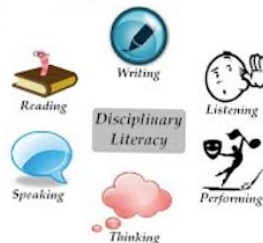


**District Support**

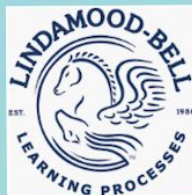


Sound Walls posted in each classroom

Decodable text for student use

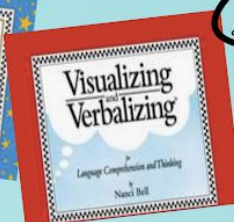


**Additional Materials & Training**



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

**Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.**

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Due to the cancellation of ACT Aspire Testing in the Spring of 2020, because of Covid-19, Sunnymede Elementary will continue goals.

**GOAL 2:** Sunnymede students will increase their Math Composite score on the 2021 ACT Aspire assessment by 5% from the 2019 ACT Aspire assessment.

	<b>MET</b>
X	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Due to the cancellation of ACT Aspire Testing in the Spring of 2020 due to Covid-19, Sunnymede Elementary will continue goals.

**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%.

	<b>MET</b>
X	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Sunnymede Elementary students decreased their ELPA proficiency scores by 9%. This decrease includes but is not limited to: reduction of time of a certified EL staff and discontinued use of English 3D coaching support, and lack of understanding of English Language Proficiency standards.



**2020-2021**  
**SUTTON ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Jennie Mathews	Principal
Clint Gillman	Assistant Principal
Angelica Del Rio	Parent Representative
Fernando Legaria	Community Representative
Mindy Ellis	Teacher/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
Stephanie Grimm	Title I Elementary Specialist/Math Co-Chair
Carol Glover	Financial Secretary
Lisa Coon	Process Coordinator

# NEEDS ASSESSMENT

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

Through our parent involvement survey conducted online (May 2020), we were able to see what our parents would like to know more about and how they would like to be more involved with their children's academics. The topics reaching over 50% (ranging from 50-71.4%) include the following: Science, Technology, Reading, Math, Health & Wellness, Social Media Safety, Monitoring Student Grades, Ways to help calm a child, transitioning to Jr. High, and Drug/Alcohol prevention. We will address these topics through parent involvement activities throughout the school year in 2020-2021. We have learned through the Alternative Methods of Instruction (AMI) how very critical parent involvement and parent communication truly is. At the beginning of 2019-2020, we had between 30% and 80% of our parents signed up for our Class Dojo messaging program. By semester, we had some classes at 100%, but the majority were between 50-60%. At the onset of AMI, our teachers and staff worked very hard to increase the connectivity of our families. At the end of the school year almost all of our families were connected. As a team, we will work hard on the front end to get families connected.

Our Leadership Team and Instructional Support Team monitor student attendance, behavior, and academics. Having AMI has really shown us the increased need to connect with our students to keep them in school (even if we are online), focused on the positives, and setting goals for their future. We were able to connect with most families (75-100%) each week, but we were not getting student work or engagement in live sessions with teachers (only 25-50% in most cases). Not knowing exactly what the coming year will bring, we need to be prepared and plan to address behavior, attendance, and academic participation both online and in person.

Our ACT Aspire and Istation data show plenty of room for growth. We will continue to work on improving academic achievement. We know we have additional challenges to face since we have been on AMI the past quarter. Our students were already behind, so the urgency is even greater going into this coming school year.

## REASONS TO CELEBRATE

\*We were able to increase the number of parents connected through Class Dojo before the end of the school year. (We want to do this earlier next school year.)

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

\*Teachers are utilizing Kagan Structures more in their lesson plans and instruction. They are working on creating multi-structure lessons and using the structures across the curriculum for various functions of learning.

\*The students that connected through Zoom and Google Meet were able to practice important skills in addition to what the AMI packets through PBS offered.

\*Our teachers are learning important skills to help integrate technology to continue learning through a virtual environment if needed.

\*Our PLC work on essential standards, unit planning, and common formative assessments continued through the 4th quarter utilizing online programs and zoom meetings to collaboratively work on moving forward for the coming school year.

## Sutton Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>3rd</b>	<b>63%</b>	<b>25%</b>	<b>24%</b>	<b>49%</b>
<b>4th</b>	<b>53%</b>	<b>33%</b>	<b>17%</b>	<b>46%</b>
<b>5th</b>	<b>64%</b>	<b>17%</b>	<b>17%</b>	<b>26%</b>
<b>6th</b>	<b>66%</b>	<b>42%</b>	<b>37%</b>	<b>38%</b>



# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Increase literacy, math, and science proficiency by at least 5% on the Istation (K-2 Literacy/Math) and ACT Aspire Summative (3-6 Literacy/Math/Science) by April/May 2021.</p> <p>Who: All staff through PLC teams</p> <p>What: Utilize Kagan Cooperative Learning Structures and data analysis to plan purposeful lessons to target student needs.</p> <p>Where: All classes, all grade levels</p> <p>How: Continuous training on district resources, PLCs, Kagan, and interventions.</p> <p>When: Ongoing</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will utilize Istation and ACT Aspire assessments to monitor progress toward this goal.</p> <p>We will know when we have met the goal when we have at least a 5% increase in each curricular area assessed.</p> <p>K-2 (Assessments are September, January, and April)</p> <p>3-6 (Interims will be first and third quarter, the summative will be in May)</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>* Students in need of support will be identified through beginning of the year screeners.</li> <li>* We will use the monthly Istation assessments and ACT Aspire Interim Assessments to monitor student progress, refocus intervention needs, and develop goals with students.</li> <li>* Training will continue through PLCs on reviewing data and utilizing that data to plan instruction.</li> <li>* Continuous training and implementation of Kagan Cooperative Learning Structures to increase student engagement in all curricular areas.</li> <li>* Focus on showing students how Literacy, Math, and Science connect to all content areas and all grade levels.</li> <li>* Quarterly job-embedded coaching for all certified teachers.</li> </ul>

	* Goals will be set at the school, grade, and classroom level
<b>RELEVANT:</b> <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<p>This goal is a first step toward our ultimate goal of ALL students learning at high levels. Improving student achievement and engagement are necessities and high priorities. When students are engaged and able to perform at grade level and beyond, they are able to be successful not only at school, but in life.</p> <p>2023 Goal: Instruction: Each student will have high-quality instruction that targets their identified individual needs from PK through graduation.</p>
<b>TIMELY:</b> <b>I will reach my goal by what date?</b> <b>Halfway date?</b>	<p>We hope to achieve this first step by May 2021. We will then reassess and make our next goal to continuously reach higher and higher.</p> <p>Target Date: May 2021</p> <p>Halfway Date: January 2021 Assessments</p>

## GOAL 2

<b>Write a SPECIFIC goal.</b> <b>Who/What/Where/How/When</b>	<p>Improve parent involvement by having 100% of our families connected through Class Dojo and providing authentic, relevant, opportunities for two-way home/school communication and hands on ways to support their child’s academic, emotional, and physical well being during the 2020-2021 school year.</p> <p>Who: All families, all staff          What: Events and Two-Way communication methods to increase parent involvement          Where: At school and Online options          How: Through physical and virtual avenues          When: Ongoing throughout the school year, not just P/T conferences.</p>
<b>MEASURABLE:</b> <b>I know I have reached my goal when...</b>	<p>There are multiple ways to document this goal (Physical sign in sheets for events held at school, logs through agendas/folders, class dojo, surveys, etc.)</p> <p>As a school team, we will know when we have met our goal when we have 100% of our families connected through Dojo and improved participation in school events and parent opportunities throughout the school year.</p>

<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>*Start up front with training parents/guardians on how to sign up for Class Dojo and make sure they are aware of all the methods of communication (folders, agendas, dojo, email, planning hours, etc.).</p> <p>*Plan out the school year events ahead of time to share with families at the onset of the school year.</p> <p>*Incorporate the ideas parents provided on the May 2020 needs assessment survey so that the topics of events (cafecitos, family activities, etc.) are related to the needs our families identified.</p> <p>*Document events throughout the year</p> <p>*Gather information from families to continue to improve and meet our families' needs.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Having parents working with educators creates a solid learning environment that focuses on the needs of all students and all families. When families are involved in the education process, our students will be more successful.</p> <p>Vision 2023 Goal: Learning Environment: Each student will have instructionally supportive learning environments that are safe, nurturing, and welcoming.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>This is an ongoing goal. We will document all activities, outreach opportunities, and communication outlets.</p> <p>Our specific target is for the 2020-2021 school year, ending May 2021.</p> <p>End of First Semester, December 2020</p>

## GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Reduce the number of chronic absentees and excessive discipline referrals by at least 10% by the end of May 2021.</p> <p>Who: All staff will be involved in the process.          What: Reduce the number of students on the chronic absentee list and excessive referrals list.          Where: All grades, all classes          How: By focusing on the causes and creating goals for improvement.          When: During the 2020-2021 school year.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will know we have met our goal when we have at least a 10% reduction in the number of chronic absentees and excessive discipline referrals by May 2021.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>*Identify students with chronic absences and excessive discipline referrals based on 2019-2020 data reports.</li> <li>*Meet with those students, and families, to identify areas for needed support</li> <li>*Collaboratively set goals for the 2020-2021 school year with students/families</li> <li>*Provide ways to connect to the needed support identified (School Based Mental Health, Guidance, School Resources, Community Resources, Counseling, etc.)</li> <li>*Monitor progress toward goals at least quarterly</li> <li>*Celebrate success of all students in areas of excellent attendance, excellent behavior, improved attendance, improved behavior.</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Student needs must be addressed in order to provide the best learning environment. If a child is missing school excessively or if they are misbehaving excessively, there are likely underlying issues that need to be addressed.</p> <p>Vision 2023 Goal: Well Being/Mental Health: Each student will receive needed support that ensures physical, mental, and emotional health.</p>

<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	End Date: May 2021  Halfway Date: End of 1st Semester, December 2020
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# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

**GOAL 3:**

FORT SMITH PUBLIC SCHOOLS  
Literacy Plan

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

## State Requirement

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

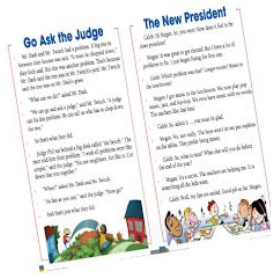
*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6

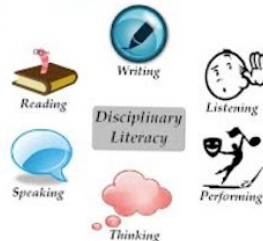


## District Support

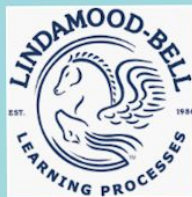


Sound Walls posted in each classroom

Decodable text for student use

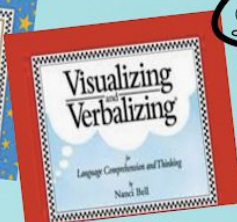


## Additional Materials & Training



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

**Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.**

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

	<b>MET</b>
X	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** This goal was not met to the full capability of our goals. Having closed out the school year through Alternate Methods of Instruction, we were unable to accomplish all we set out to accomplish this school year. We are continuing our goals, but combining them because our work on increasing student engagement should be directly connected to our goals of increasing student achievement. We will continue to plan purposefully to engage students at higher levels whether we are online or in person for the coming school year.



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

	<b>MET</b>
X	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
X	<b>REMOVED</b>

**DESCRIPTION:** We were not able to finish the school year as planned and we did not have the April Istation testing or the Spring ACT Aspire Testing this school year. This specific goal will be removed for the coming school year because we are combining our goals for improving student achievement with our increasing student engagement goals.

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

	<b>MET</b>
x	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
x	<b>REMOVED</b>

**DESCRIPTION:** We were not able to finish the school year as planned and we did not have the April Istation testing or the Spring ACT Aspire Testing this school year. This specific goal will be removed for the coming school year because we are combining our goals for improving student achievement with our increasing student engagement goals.



**2020-2021  
TILLES ELEMENTARY  
SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Regina Thompson	Principal
Jimmy Cook	Assistant Principal
Jennifer Lyon	Parent
Jennifer Caldwell	Community Member
Laura Carter	Counselor
Christen Wakefield	Second Grade Teacher
Charles Williams	NSL Dyslexia Interventionist
Miranda Watson	Title I Elementary Specialist
Kate Ray	Sixth Grade Teacher

# NEEDS ASSESSMENT

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

All data was reviewed including demographic information, Istation Reading and Math, and ACT Aspire Reading, Writing, English, Math, and Science scores. The demographics of our students include 60.5% Hispanic, 21% White, 11.% African American, and 6.6% other. We are a Title I school and have 96% 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. Two student groups show a need for intervention and they are Students with Disabilities and Caucasian Students. The number of students requiring Level 1 and Level 2 interventions and support has increased over the past three years.

While continuing to focus on students in need of support we will identify students specific needs and dedicate extra attention in helping them show growth. Those students that are close or within range will receive additional support in closing the gap.

ACT ASPIRE data for 3-6 shows 29% of the students performing at the Close range.

Istation data for K-2 indicates 28% of the students are in Level 2 (close category) in Literacy and 29% scoring in Level 2 for Math.

## REASONS TO CELEBRATE

ACT ASPIRE END OF YEAR 2019:

The African American students expected progress of growth was 22.7% and we made gains of 29.6%.

ELL students the expected progress was 34.82% and their achievement was 42.5%

The African American students' expected progress of growth in Mathematics was 32.9% and we made gains of 55.6%.

ELL students expected progress in Mathematics was 50.42% and their achievement was 59.1%.

## Tilles Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>3rd</b>	<b>64%</b>	<b>30%</b>	<b>20%</b>	<b>64%</b>
<b>4th</b>	<b>56%</b>	<b>39%</b>	<b>38%</b>	<b>59%</b>
<b>5th</b>	<b>58%</b>	<b>19%</b>	<b>17%</b>	<b>37%</b>
<b>6th</b>	<b>64%</b>	<b>25%</b>	<b>17%</b>	<b>49%</b>

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p>	<p>K-2 students that were identified as Level 2 (28%) will decrease to (25%) by the end of 2020-2021.</p>
<p><b>Who/What/Where/ How/When</b></p>	<p>3-6 students will decrease from 29% to 25% by the end of the 2020-2021.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be a 3% decrease, from the September 2020 Istation test to the May 2021 Istation test, in the overall number of K-2 students scoring at Levels 1 and Level 2</p> <p>3-6 students will show a decrease of 4% in the area of Close by the end of 2020-2021.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1) Level 1 and Level 2 students will be identified.</li> <li>2) Students will be assigned to an Intervention group; responsible instructors will be assigned. For example, classroom teacher, Title I Elementary Specialist.</li> <li>3) Results of progress monitoring will be collected monthly and reviewed collaboratively with each instructor and the school leadership team. .</li> <li>4) Modifications in intervention will be made as deemed necessary based upon student needs</li> <li>5) Ensure all applicable staff are attending Lindamood Bell Coaching sessions (K-2)</li> <li>6) 3-6 students will be assessed through the ACT ASPIRE interim.</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Instruction:</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p> <p>Student early acquisition of foundational reading skills is essential to continued academic success.</p>

<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	Goal will be reached by May 2021.  Progress towards meeting each goal will be reviewed by the School Improvement Planning Team at the end of the first semester and shared with the School Leadership Team.
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## **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

FORT SMITH  
PUBLIC SCHOOLS  
**Literacy Plan**

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

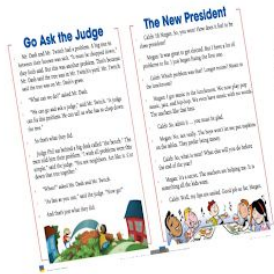
*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6



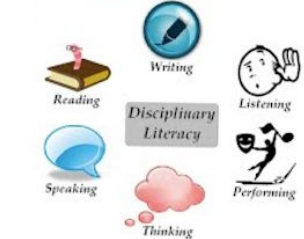
**District Support**



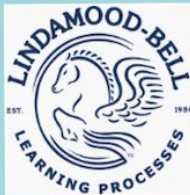
Decodable text for student use



Sound Walls posted in each classroom



**Additional Materials & Training**



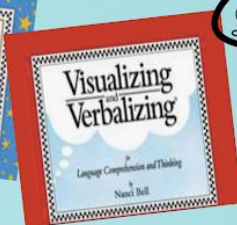
All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition

1



2



Increases strategies in language comprehension



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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.

**GOAL 1:** Improve or maintain Reading proficiency

	<b>MET</b>
	<b>NOT MET</b>
x	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** This goal was rewritten to reflect a SMART Goal. Also, we were not able to measure improvement due to not administering the state assessment.

**GOAL 2:** Improve or maintain Math proficiency

	<b>MET</b>
	<b>NOT MET</b>
x	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** This goal was rewritten to reflect a SMART Goal. Also, we were not able to measure improvement due to not administering the state assessment.



**2020-2021**  
**TRUSTY ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**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
Caitlin Alewine	Counselor
Joseph Cope	5th Literacy Teacher
Theresa Palmertree	Dyslexia Interventionist
Shawn Stobaugh	Dyslexia Interventionist

<b>Pamela Secrest</b>	<b>6th Literacy Teacher</b>
<b>Brandi Cappello</b>	<b>Music Teacher</b>
<b>Robert Hutchens</b>	<b>4th Literacy Teacher</b>
<b>Tari Ward</b>	<b>2nd Grade Teacher</b>
<b>Wendy Mulligan</b>	<b>3rd Grade Teacher</b>
<b>Ashley Rolan</b>	<b>3rd Grade Teacher</b>
<b>Lazara Williams</b>	<b>Title I Elementary Specialist</b>
<b>Elizabeth Love</b>	<b>Assistant Principal</b>
<b>Jana Phelan</b>	<b>Media Specialist</b>
<b>Joni Young</b>	<b>Resource Teacher</b>
<b>Nancy Gallo</b>	<b>ELL Paraprofessional</b>
<b>Lisa Hansen</b>	<b>Secretary</b>
<b>Stephanie Garcia</b>	<b>Secretary</b>
<b>Lydia Holloway</b>	<b>ArcBest Corporation, Partner in Education</b>
<b>April Turner</b>	<b>Parent</b>
<b>Debra Ellison</b>	<b>District Math Coordinator</b>
<b>Tracy Gilmore</b>	<b>District Literacy Coordinator</b>
<b>Leslie Brodie</b>	<b>District Science Coordinator</b>
<b>Amanda Butler</b>	<b>District ELL Coordinator</b>
<b>Cathey Ford</b>	<b>District Interventionist/Dyslexia Coordinator</b>

Various meetings were held to discuss data, needs, and suggestions for the new year, via Zoom: April 23, 2020; May 5, 2020; May 12, 2020; May 19, 2020; and May 21, 2020. From May 5- May 18, teachers contacted parents of students in their homeroom classes to get input on what they feel would help their student be successful, especially considering the digital platform that we had to move to.

# NEEDS ASSESSMENT

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

All data were reviewed by staff members, including demographics, Istation Reading and Math scores, NWEA Maps Reading and Math scores, discipline referral data, and attendance data, as well as data collected from our informal survey of staff and parents about needs. Our demographics for this school year include a population of 97-98% poverty, 38.6% English as a Second Language Learners, 13.6% Students with Disabilities, 4.6% Highly Mobile, 0.3% Homeless, 1.9% Immigrant, and 0.3% Migrant. Our population is very diverse with 53.1% Latino, 20.7% African American, 13.9% Caucasian, 5.6% Two or More Races, 4.3% Asian, 2.5% American Indian. Important to note about classroom teachers is the percentage of teachers that are new to the profession or new to the grade or district. Of 14 classroom teachers, 21% of all classroom teachers are new to the profession and another 21% of all classroom teachers are new to the district or to their grade level within the past 2 years. This is a total of 42% of teachers that are new to the profession, district, or grade level. In addition, in upper grades (3-6), 38% of classroom teachers are new to the profession and 25% of classroom teachers are new to the district or their grade level. This is a total of 63% of classroom teachers in grades 3-6 who are new to the profession, new to their grade level, or new to the district.

Discussions between all teachers and their students' parents revealed that 15-20% have no internet access at all. About 30-40% have access through a parent's phone, which is not always accessible or on a limited data plan. Others have internet access, but the internet is unstable or at a relative's house. When parents discussed their issues with online learning, besides access, they named needing to know how sites and learning platforms worked, including communication platforms. They also said they would like manipulatives, a list of websites, and books. When interacting with parents, it was noted that many did not know how to navigate online websites or apps on their phones. This is definitely an area of need for parents to be able to support their students at home. Many parents were very frustrated with online learning due to the gap in knowledge of websites, apps, and platforms.

A review of academic data shows continued needs in all areas, despite some growth by various grade levels. Students in lower grades are making progress in their Istation scores. The following grade levels grew the number of students in Tier I in Reading: Kindergarten from 10 to 17 (despite having subs for most of the first semester) and First from 19 to 27. In

Mathematics, the following grade levels grew the number of students in Tier I: First from 20 to 35; and Second from 25 to 30. In the last few years, in upper grades, our scores have declined for our ACT Aspire assessments. There are 30 long-term ELs in grades 4-6. For the past two years, we have concentrated on implementation of LindamoodBell at all grade levels. We are making progress in many of the areas. This progress is not yet showing up in our 3-6 ACT Aspire scores, but we are hopeful that we will soon see increases, since so many areas have gone up for our students.

## REASONS TO CELEBRATE

- Despite demographics and challenges, we averaged a 94.6% attendance rate.
- Despite having several new staff members and staff disruptions this year, our referrals were only slightly over the targeted average of 101 per quarter with an average of 109 per quarter.
- 1st and 2nd Grade students are moving into the upper Tier I Math (Istation).
- K and 1st Grade are moving students into the upper Tier I Reading (Istation).
- LindamoodBell scores for students (mostly in grades 3-6) have increased in all areas for the group of students in the program. Most tested areas have resulted in large or moderate statistically significant gains.
- We have begun the process of becoming a Professional Learning Community and have incorporated time for teachers to meet within the scheduled week.
- Teachers have identified essential skills in Literacy and Mathematics and are almost finished with unpacking them.

## Trusty Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

Grade	English	Reading	Science	Math
3rd	46%	14%	18%	32%
4th	41%	23%	13%	17%
5th	43%	8%	13%	21%
6th	47%	25%	22%	42%

### Attendance Per Quarter 2019-2020

1st Quarter	2nd Quarter	3rd Quarter	AVERAGE
94.6	93.2	96.0	94.6

**Istation Reading Scores 2019-2020  
Number of Students in Tier I**

	September	January
Kinder	10	17
First	19	27
Second	20	17

**Istation Mathematics Scores 2019-2020  
Number of Students in Tier I**

	September	January
Kinder	19	19
First	20	35
Second	25	30

**Behavior Referrals Per Quarter**

Year	1st Quarter	2nd Quarter	3rd Quarter
2016-2017	124	143	141
2017-2018	86	111	53
2018-2019	107	141	144
2019-2020	92	137	107
3 yr avg 2017-2020	95	130	101

**\*\*New resulting 3-year per quarter average=109**



# IDENTIFIED GOALS

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

## GOAL 1      BEHAVIOR/CLASSROOM MANAGEMENT

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Increased use of classroom and behavior management strategies will result in fewer discipline referrals than the 3-year average of 109 per quarter.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Discipline referrals will be monitored per quarter, based on the target of less than 109, for an overall average of less than 109 for the 2020-2021 school year.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>The Behavior Committee will continue to unpack the identified behavioral skills students are lacking.</p> <p>The Behavior Committee will develop lessons for identified behavioral skills.</p> <p>Staff members will receive professional development on topics such as: trauma, discipline, and engagement.</p> <p>Parents will be involved through a communication platform (ex: DOJO) that allows them to see positive reinforcement and comments on behavior.</p> <p>Parents will be provided with training on apps and platforms used for communication.</p> <p>Students with excessive referrals will receive interventions from either counselor, assistant principal, or principal.</p> <p>Data will be reviewed on a quarterly basis.</p>

<p><b>RELEVANT:</b></p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>This goal is relevant because behavior issues disrupt the instructional environment for individuals, as well as the class. The majority of our students enter our school with a lot of emotional issues and traumas every year. However, the pandemic and loss of regular instruction and stability will be another obstacle to overcome in the Fall for our students.</p> <p>It relates to the Wellness Strategy in Vision 2023, which says, "Develop and train empathetic and nurturing employees to be sensitive to and supportive of the needs of all children and families."</p>
<p><b>TIMELY:</b></p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Our goal will be met by May 2021.</p> <p>Our progress will be measured quarterly, including at semester, December 2020.</p>

**GOAL 2 LITERACY ACHIEVEMENT**

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>The number of K-2 and 3-6 students will increase their Literacy achievement by 4%, as measured by Istation (K-2) and ACT Aspire (2-6) results.</p>
<p><b>MEASURABLE:</b></p> <p>I know I have reached my goal when...</p>	<p>Istation scores (K-2) will result in a 4% increase in the number of students in the highest tier, Tier I. ACT Aspire scores (3-6) will result in a 4% increase in the number of students Proficient or above.</p>

<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>Teacher grade level and vertical teams will continue to review and unpack essential standards.</p> <p>Teachers will begin creating Common Formative and Common Summative Assessments on the Essential Standards.</p> <p>Professional Growth Plans, as the school-wide goal, will be focused on vocabulary teaching and incorporation for all certified staff members.</p> <p>Teachers will be provided with access to District Coordinators to work on rigor and appropriate scaffolding in lesson development, including ELL support.</p> <p>New teachers will be provided with opportunities to work with District Coordinators to strengthen their knowledge of core instruction and planning, as well as scaffolding supports for students with a variety of needs, to include ELL.</p> <p>Teachers will be provided with professional development on topics such as: technology integration, English Language Learner scaffolding, engagement strategies, vocabulary strategies, Common Formative Assessments, RISE, LindamoodBell, and Professional Learning Communities (depending on individual needs for some topics).</p> <p>Teachers will participate in focused Professional Learning Communities.</p> <p>Teachers providing LindamoodBell interventions will continue to receive coaching by consultants.</p> <p>Teachers will review data from Common Formative Assessments and make adjustments in their instruction, such as reteaching, providing intervention, or providing enrichment opportunities.</p> <p>Teachers will be provided opportunities to work with Technology Integration Specialists, as well as opportunities for professional development in online learning.</p> <p>Technology Integrated Content Nights will be provided for parents, so they can learn to use websites, applications, and platforms to assist their students at home.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Students need Literacy skills for survival and to make success in all other academic areas. We have students, from poverty and EL learners, who come to us with deficits in these areas.</p> <p>It relates to the Vision 2023 Instruction Strategy, “Design, develop, and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student’s unique needs and aspirations.</p>

<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Our goal will be met by May 2021.</p> <p>Our progress will be measured at the beginning, middle, and end of the year by ACT Aspire Interims and Summative, as well as Istation administrations.</p>
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### **GOAL 3 MATHEMATICS ACHIEVEMENT**

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>The number of K-2 and 3-6 students will increase their Literacy achievement by 4%, as measured by Istation (K-2) and ACT Aspire (2-6) results.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Istation scores (K-2) will result in a 4% increase in the number of students in the highest tier, Tier I. ACT Aspire scores (3-6) will result in a 4% increase in the number of students Proficient or above.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>Teacher grade level and vertical teams will continue to review and unpack any essential standards.</p> <p>Teachers will begin creating Common Formative and Common Summative Assessments on the Essential Standards.</p> <p>Professional Growth Plans, as the school-wide goal, will be focused on vocabulary teaching and incorporation for all certified staff members.</p> <p>Teachers will be provided with access to District Coordinators to work on rigor and appropriate scaffolding in lesson development, including ELL support.</p> <p>New teachers will be provided with opportunities to work with District Coordinators to strengthen their knowledge of core instruction and planning, as well as EL supports.</p> <p>Teachers will be provided with professional development on topics</p>

	<p>such as: technology integration, English Language Learner scaffolding, engagement strategies, vocabulary strategies, Common Formative Assessments and Professional Learning Communities (depending on individual needs for some topics). Teachers will participate in focused Professional Learning Communities.</p> <p>Teachers will be provided opportunities to work with Technology Integration Specialists, as well as opportunities for professional development in online learning.</p> <p>Teachers will review data from Common Formative Assessments and make adjustments in their instruction, such as reteaching, providing intervention, or providing enrichment opportunities.</p> <p>Technology Integrated Content Nights will be provided for parents, so they can learn to use websites, applications, and platforms to assist their students at home.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Students need Mathematics skills for survival and to make success in all other academic areas. We have students, from poverty and EL learners, who come to us with deficits in these areas.</p> <p>It relates to the Vision 2023 Instruction Strategy, “Design, develop, and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student’s unique needs and aspirations.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Our goal will be met by May 2021.</p> <p>Our progress will be measured at the beginning, middle, and end of the year by ACT Aspire Interims and Summative, as well as Istation administrations.</p>

# MID-YEAR GOAL MONITORING

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

**GOAL 3:**

FORT SMITH  
PUBLIC SCHOOLS  
**Literacy Plan**

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

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Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction.

Administrators, counselors, teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4-6

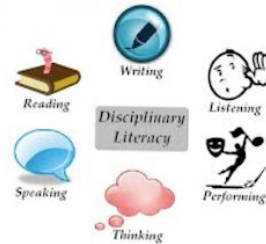


**District Support**

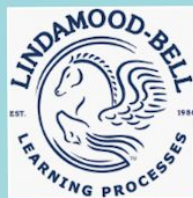


Sound Walls posted in each classroom

Decodable text for student use



**Additional Materials & Training**



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

---

## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

**Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.**

**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).

	<b>MET</b>
X	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** We were close to meeting our goal this year, as we had an average of 109 referrals per quarter. Our goal would have been met if we had gotten 101 referrals per quarter.

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

	<b>MET</b>
X	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>



**DESCRIPTION:** We did not meet our goal of a 5% increase in Literacy achievement scores. Although we were unable to take the ACT Aspire for comparison, NWEA Maps scores indicated less than 5% increase in scores. In grades 3-6, students in the LindaMood Bell intervention program, provided by both classroom teachers and interventionists, had significant increases in their Reading abilities in several areas. We plan to continue our efforts in the upcoming year.

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

	<b>MET</b>
X	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** We did not meet our goal of a 5% increase in Mathematics achievement scores. Although we were unable to take the ACT Aspire for comparison, NWEA Maps scores indicated less than 5% increase in scores. However, in grades K-2, we saw an increase in Tier I students and a decrease in Tier III students from the beginning of the year Fall scores to Winter scores. We plan to continue our efforts in the upcoming year.



**2020-2021**  
**WOODS ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**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
Karen Mills	3rd Grade Teacher
Shawna Morganflash	2nd Grade Teacher
Alex Pillar	1st Grade Teacher
Patti Hill	Music Teacher
BJ Barrie	Parent
Renee Durham	Community Member
Leslie Sharp	Title I Elementary Specialist

# NEEDS ASSESSMENT

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

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

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

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

## REASONS TO CELEBRATE

Woods earned the National Blue Ribbon School Award in 2017.

The Woods staff remained connected virtually with 100% of students from March - May 2020 during the pandemic using several creative formats.

Our art teacher, Mrs. Stacy Bates, created several videos and continued our weekly Wake Up Woods virtually to ensure connections during the pandemic..

The Guiding Coalition has led the staff through writing a new mission statement, vision statement, and collective commitments to build the foundation of our PLC.

The Guiding Coalition has participated in the PLC Academy led by Solution Tree.

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

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

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

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

## Woods Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

Grade	English	Reading	Science	Math
3rd	82%	51%	44%	73%
4th	79%	57%	47%	53%
5th	84%	52%	56%	66%
6th	93%	69%	68%	82%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>The percentage of 3rd-6th graders at Woods who score ready or exceeding on the ACT Aspire reading assessment will increase from 57% to 67% on the May 2021 assessment.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be a 10% increase from the May 2019 ACT Aspire Reading Assessment to the May 2021 ACT Aspire Reading Assessment</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1) In Need of Support and Close students will be identified.</li> <li>2)The Diagnostic Decision Tree for Reading (RISE-Day 6) will be used to identify interventions needed.</li> <li>3) Teachers (and teams) will also use CFAs, CSAs, monthly Istation assessments, ACT Aspire Classroom Assessments, and ACT Aspire interim assessments to help diagnose specific skills students are not mastering. .</li> <li>4) Students will receive Intervention by classroom teachers, Title I Elementary Specialists, Title I Elementary Para and Dyslexia Interventionists on specific skills.</li> <li>5) Results of progress monitoring will be collected monthly and reviewed collaboratively with classroom teachers and the instructional team of each student. .</li> <li>6) Modifications in intervention will be made as deemed necessary based upon student needs.</li> </ol>

<p><b>RELEVANT:</b></p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p><b>Instruction:</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p> <p><b>Result Statement 3:</b> Ensure all students have access to specific accelerations to achieve grade-level standards and beyond.</p> <p><b>Result Statement 7:</b> Ensure students receive instructional support using Response to Intervention (RTI) and/or supplemental services.</p> <p>“The 4th grade is the watershed year. We can predict that if a child is not reading proficiently in the 4th grade, he or she will have approximately a 78% chance of not catching up. <math>\frac{2}{3}</math> of students who cannot read proficiently by the end of the 4th grade will end up in jail or on welfare.”</p> <p><a href="https://www.begintoread.com/research/literacystatistics.html">https://www.begintoread.com/research/literacystatistics.html</a></p>
<p><b>TIMELY:</b></p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal will be reached by May 2021.</p> <p>Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>The percentage of K-2nd graders at Woods who score a 3, 4, or 5 on the Istation reading assessment will increase from 75% to 85% on the April 2021 assessment.</p>
<p><b>MEASURABLE:</b></p> <p>I know I have reached my goal when...</p>	<p>There will be a 10% increase from the March 2020 Istation Reading Assessment to the April 2021 Istation Reading Assessment.</p>

<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>1.) Students who scored a 1 or 2 on the Istation Reading in March 2020 will be identified.</p> <p>2.)The Diagnostic Decision Tree for Reading (RISE-Day 6) will be used to identify interventions needed.</p> <p>3.) Teachers (and teams) will use CFAs, CSAs, and monthly Istation assessments to diagnose specific skills students are not mastering.</p> <p>4.) Students will receive Intervention by classroom teachers, Title I Elementary Specialists, Title I Elementary Para and Dyslexia Interventionists on specific literacy skills.</p> <p>5.) Results of progress monitoring will be collected monthly and reviewed collaboratively with classroom teachers and the instructional team of each student. .</p> <p>6.) Modifications in intervention will be made as deemed necessary based upon student needs.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Instruction:</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p> <p><b>Result Statement 7:</b> Ensure students receive instructional support using Response to Intervention (RTI) and/or supplemental services.</p> <p><b>Response to intervention (RTI)</b> is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement. According to John Hattie's work, RTI has a 1.25 influence on student achievement</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by May 2021.</p> <p>Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.</p>



## GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Woods staff will pilot the Schoology: Learning Management System to Implement a blended learning format with K-6th grade students to increase student engagement while meeting students' individualized learning and social/emotional needs by May 2021.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Classroom teachers will use the Schoology system with fidelity to increase best practices and student engagement in order to increase student achievement by May 2021.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1.) Build a campus level curriculum/technology team.</li> <li>2.) Provide Professional Development for all staff on the implementation of the Schoology Learning Management System.</li> <li>3.) Continue quarterly training on Schoology to promote online learning and blended learning for K-6 students.</li> <li>4.) Monitor staff lesson plans in using the program, as well as through observations.</li> <li>5.) Monitor the use of the program through quarterly reports and present quarterly reports to the Guiding Coalition/Leadership Team.</li> <li>6.) Annually review the effectiveness of the technology in the classroom, in blended learning and online.</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Technology:</b> Provide appropriate technology that is consistently available, effectively supported and equitably distributed for group and individual instruction.</p> <p><b>Result Statement 4:</b> Technology use will be aligned with instructional best practices.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by May 2021.</p> <p>Progress towards meeting the goal will be reviewed by the School Improvement Planning Team at the end of the first semester and shared with the Guiding Coalition/School Leadership Team.</p>

# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

**GOAL 3:**



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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

**Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.**

**GOAL 1:** Woods 3rd-6th grade teachers will increase the percent of students exceeding and ready in reading from 57% to 64%. Woods 3rd-6th grade teachers will increase the percent of students exceeding and ready in math from 70%-75%. We will use the NWEA MAP Interim Assessments, ACT Aspire data, and the ESSA Report to monitor data.

	<b>MET</b>
X	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Due to the coronavirus we did not give the ACT Aspire and do not have the data to conclude if we met our goal. We will continue the reading goal for our students but will not continue the math goal.

**GOAL 2:** Woods K-2 grade teachers will increase the number of students in Tier 1 in reading from 85% to 90%. Woods K-2 grade teachers will increase the number of students in Tier 1 in math from 91% to 93%.

	<b>MET</b>
X	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

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



**2020-2021  
BELLE POINT  
SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Tony Jones	Director
Ann Harwood	SPED Teacher
Grant Needham	Teacher
Susanna Post	Teacher
Alisha Fagan	Paraprofessional
Micah Fox	Student
Wyatt Flake	Community Member & Parent

# NEEDS ASSESSMENT

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

The identified needs at Belle Point are continuing to address both reading and math achievement scores. Both reading and math scores are below 10% proficiency on the ACT Aspire. Belle Point has trained each teacher in a reading program entitled Lindamood Bell. Each Belle Point student receives 25 minutes of Lindamood Bell instruction each day to address the reading gaps.

In addition to implementing Lindamood Bell throughout the entire school, Belle Point also has four teachers trained in On Cloud Nine. On Cloud Nine is the math version of Lindamood Bell, which will help address the low proficiency scores in math. Accompanying the Lindamood Bell period, Belle Point also has an Response to Intervention period. During the RTI period each math teacher will identify struggling students and implement the On Cloud Nine training to better serve the math needs of each identified student.

## REASONS TO CELEBRATE

Belle Point successfully implemented the Lindamood Bell reading program across the entire school during the 2019-2020 school year. Unfortunately, Belle Point was unable to take the ACT Aspire or retest students in the Lindamood Bell program due to COVID-19. Nevertheless, teachers will feel much more comfortable in the 2020-2021 school year as the implementation year is typically the most difficult. We are excited about sustaining the Lindamood Bell program for next year, and will look forward to seeing the amount of progress that has been made!



## Belle Point

### 2018-2019 ACT Aspire % Exceeding/Ready

Grade	English	Reading	Science	Math
7th	43%	0%	0%	0%
8th	11%	0%	0%	11%
9th	11%	0%	0%	6%
10th	27%	0%	18%	9%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Increase reading scores of each Belle Point student on the ACT Aspire and Lindamood Bell test by 5%.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>After each interim assessment, as well as summative ACT Aspire assessment and Lindamood Bell retest we will have the goal to increase the proficiency rating by 5%.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1.) Continue to implement and sustain the Lindamood Bell reading program.</li> <li>2.) Implement research-based SLOP strategies.</li> <li>3.) Sustain an effective RTI period.</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Improving the reading proficiency levels of each student should be an obligation of all educators, as reading is the foundation of all knowledge. This goal aligns with Vision 2023's objective of each student having equitable access to programs, resources and opportunities.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by the end of the 2020-2021 school year when students take the ACT Aspire.</p> <p>As opposed to a halfway date, I'd rather assess Belle Point's progress after each interim NWEA Map assessment.</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Raise math scores of each Belle Point student on the ACT Aspire and On Cloud 9 test by 5%.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<ol style="list-style-type: none"> <li>1.) Continue to implement and sustain the Lindamood Bell reading program.</li> <li>2.) Implement research-based SIOP strategies.</li> <li>3.) Sustain an effective RTI period.</li> <li>4.) Implement the On Cloud 9 math program.</li> </ol>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>Implement the On Cloud Nine program, as well as SIOP strategies and effective RTI.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Improving the math proficiency levels of each student should be an obligation of each math teacher, due to the low math achievement scores throughout the state of Arkansas. This goal aligns with Vision 2023's objective of each student having equitable access to programs, resources and opportunities.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by goal by the end of the 2020-2021 school year when students take the ACT Aspire.</p> <p>As opposed to a halfway date, I'd rather assess Belle Point's progress after each interim NWEA Map assessment.</p>

# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

FORT SMITH  
PUBLIC SCHOOLS  
**Literacy Plan**

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction .

Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways  
of Proficiency Credentials*

*ADE Prescribed Pathways  
of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6



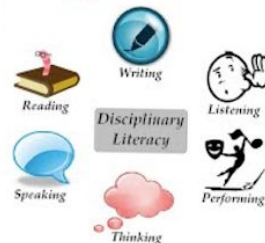
**District Support**



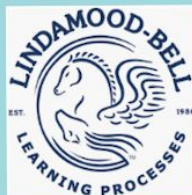
Decodable text for student use



Sound Walls posted in each classroom

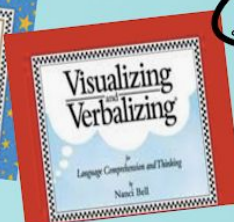


**Additional Materials & Training**



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.

**GOAL 1:** Increase reading achievement 2%-4%

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Belle Point will continue to monitor the reading and math achievement for each individual student. Due to COVID-19, Belle Point was unable to accurately assess whether or not students were able to raise achievement scores.

**GOAL 2:** Belle Point students will increase their Math ACT Aspire ready scores from 7% to 15%

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Belle Point will continue to monitor the reading and math achievement for each individual student. Due to COVID-19, Belle Point was unable to accurately assess whether or not students were able to raise achievement scores.

**GOAL 3:** Belle Point will increase attendance rates, decrease suspensions, and total incidents.

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

Belle Point will continue to have the goal of monitoring attendance with the goal of improving daily attendance.



**2020-2021  
CHAFFIN JUNIOR HIGH  
SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

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



# NEEDS ASSESSMENT

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

While Chaffin scores in the area of Reading on the ACT Aspire are well above the state average, we dropped in Reading in all three grade levels from Spring 2018 to Spring 2019. The data reveals that this is an area of needed growth. Since testing in Arkansas was suspended in the spring of 2020, no current data is available.

The NWEA Map assessments used by Fort Smith Public Schools 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.

Over the course of the past few years, we have used various tools as our interim assessment. This has made it difficult to adequately use data to drive instruction. There is a need to increase our capacity to develop formative assessments for the purposes of measuring student progress on essential standards and providing timely interventions.

# REASONS TO CELEBRATE

Chaffin used Title I funds to hire a Reading Interventionist to help with struggling readers. Last year a Reading Interventionist was moved from an elementary setting to address the needs of students identified with Dyslexia. Finally, we have two special education teachers who have been trained to serve students identified as having special needs with dyslexia.

These teachers have served or are currently serving 70 students that have been identified as dyslexic are having reading issues.

Below is a breakdown of the progress of students being served in the Lindamood Bell program (Seeing Stars or Visualizing and Verbalizing) at the end of the first semester. Due to issues related to Covid 19, summary data from the second semester was not available.

## Student Reading Level Gains:

1 Grade	8 Students
1.5 Grades	4 Students
2 Grades	14 Students
2.5 Grades	8 Students
3 Grades	11 Students
3.5 Grades	3 Students
4 Grades	6 Students
4.5 Grades	1 Student
5 Grades	2 Students
6 Grades	2 Students

## Chaffin Junior High

### 2018-2019 ACT Aspire % Exceeding/Ready

Grade	English	Reading	Science	Math
7th	89%	58%	65%	72%
8th	84%	74%	58%	68%
9th	74%	58%	55%	56%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>The percentage of students scoring “Ready” in Reading as measured by the Spring 2021 ACT Aspire will increase by 3% in each grade.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be a 3% increase in students scoring “Ready” in reading on the Spring 2021 ACT Aspire when compared to the Spring 2019 ACT Aspire.</p> <p>Note: ACT Aspire was not administered in the Spring of 2019 due to COVID 19. Data from the 2019-2020 school year will not be available for comparison.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>● Assess student reading levels early in fall of 2020</li> <li>● Place students reading at or below the 25th percentile in class with interventionist</li> <li>● Provide interventions to students</li> <li>● Use tools to monitor progress throughout the year</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Instruction: Each student will have high-quality instruction that targets their identified individual needs.</p> <p>Student acquisition of foundational reading skills is essential to continued academic success.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by May 2021.</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Teachers will participate in PLC meetings weekly to identify essential learnings and competencies for student learning within their content area and develop at least one formative assessment for each unit. Data from the assessments will be collected and analyzed for the purpose of providing responsive remediation.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Documentation will show progress of weekly meetings along with the identification of Essential Learnings and development of formative assessments.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>Master schedule will be created to provide common planning for teachers in core subject areas. Where applicable, teachers will collaborate to identify essential standards per quarter. Teachers will create at least one formative assessment per unit.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Instruction:</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Chaffin is in the second cohort of the district's PLC rollout. During the 2020-2021 school year, we will build capacity through professional development opportunities and strategic scheduling. The structure and the direction for the work will be in place by May 2021.</p>

# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

FORT SMITH PUBLIC SCHOOLS  
Literacy Plan

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

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SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
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			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6



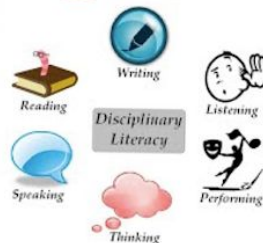
**District Support**



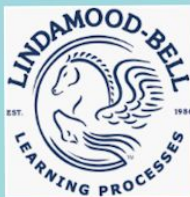
Decodable text for student use



Sound Walls posted in each classroom

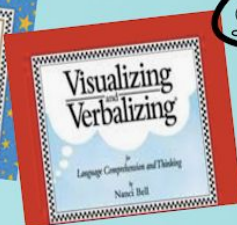


**Additional Materials & Training**



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.

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

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
X	<b>REMOVED</b>

**DESCRIPTION:** Open-ended questioning with elaboration is a strategy that moves students to higher order thinking. As a staff, we will continue to improve our practice of writing and asking these types of questions to our students.

This goal has been removed from the 2020-2021 SIP because it is not written as a SMART Goal.



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

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
x	<b>REMOVED</b>

**DESCRIPTION:** Character education is essential to helping young adolescents navigate junior high. Proper conduct and behavior is also critical to a positive school culture that promotes high levels of student success. The faculty and staff at Chaffin will always be focused on ways to promote positive social skills, self-respect and positive relationships. However, this goal is being removed from the 2020-2021 SIP because it is not written as a SMART Goal.

**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.

	<b>MET</b>
	<b>NOT MET</b>
x	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** The “focus” of this goal will continue in the 2020-2021 SIP, but has been reworded as a SMART Goal. Great progress was made in 2019-2020 as noted in our “Reasons to Celebrate” portion of the 2020-2021 SIP. Unfortunately, students were not tested by the ACT Aspire in May 2020 to see how the progress of our students would have impacted the overall percentage of students scoring at or above “READY”.



**2020-2021**  
**DARBY JUNIOR HIGH SCHOOL**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Katie Kreimer Hall	Principal
Patience Hudlow	Teacher/Parent
Josh Hargett	Community Member
Abigail Funes	Student
Shawn Hinkle	Assistant Principal
Maleb Kelley	Assistant Principal
Cherri Byford	Counselor
Cassidy Hodge	Counselor
Ana Funes	Secretary/Parent
Angela Veatch	Title I Secondary Specialist

# NEEDS ASSESSMENT

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

All data was reviewed including demographic information, attendance, discipline, counseling and ACT Aspire Reading, Writing, English, Math, and Science scores. The demographics of our students include 26% White, 53% Hispanic, 13% African American, and 8% other. We have 93% of the student population identified as Economically Disadvantaged and 16% are eligible for Special Education services.

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. According to recent data, 35.97% are reading at grade-level. As indicated by our last three years of ESSA Index Scores, the score for every subgroup of students has slightly declined. We have subgroups that are not performing at the level that we believe they can. The overall ESSA Index Score for all students is 66.67 but the overall ESSA Index Score for African American students is only 60.24

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

## REASONS TO CELEBRATE

During the first year of the PLC Project at Darby Jr. High, our staff has made great efforts to establish a shared purpose that is specific to student learning. There has been a huge time investment this year having dialogue about our mission, vision, values, and goals. Through the quality professional development and guidance of our Solution Tree consultants, we have a better understanding that these four pillars are the key to having a strong foundation for a successful organization. We start every staff meeting and professional development session by reviewing our shared mission and vision for our school. These were created by soliciting feedback from all staff members and coming to a consensus of why we come to work and what type of school we are trying to become. This was a very powerful process that brought our staff closer together in so many ways. Our next step in this work is to find ways to celebrate students and staff “living the mission” and celebrate when we meet the goals that will get us closer to our shared vision.

The biggest change we saw this school year in our foundational work was the creation of staff collective commitments. These collective commitment statements have been edited multiple times throughout the year to ensure we have adult behaviors that will always be positive, productive, and honest. They have held us accountable to always focus on student learning and collaborate together to overcome any obstacles that might stand in our way. Our Lead PLC Coach, Kim Bailey, set up a meeting structure that helps us be more efficient during our weekly team collaboration times. This structure, in addition to our collective commitments, forces teachers to always celebrate the work we are doing, have a plan that focuses on the PLC work, and constantly be reflecting on our teaching practices. Our weekly team meetings have become the best professional learning opportunities our teachers have had all year long! Teachers are learning from each other through conversations and observations. They are trying new things (growth mindset) and have a stronger relationship with their teammates. We have seen an increase in self-efficacy and leadership by multiple teachers this year due to this work.

## Darby Junior High

### 2018-2019 ACT Aspire % Exceeding/Ready

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>7th</b>	<b>77%</b>	<b>25%</b>	<b>29%</b>	<b>35%</b>
<b>8th</b>	<b>68%</b>	<b>42%</b>	<b>31%</b>	<b>32%</b>
<b>9th</b>	<b>51%</b>	<b>36%</b>	<b>30%</b>	<b>30%</b>

# IDENTIFIED GOALS

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

## GOAL 1

<b>Write a SPECIFIC goal.</b> <b>Who/What/Where/How/When</b>	Increase building-wide proficiency in literacy from 32% of students currently being proficient to 42% of students being proficient as measured by the ACT Aspire 2021 end of year reading assessment.
<b>MEASURABLE:</b> <b>I know I have reached my goal when...</b>	Students take the ACT Aspire test in the Spring of 2021 and at least 42% of them score meeting or exceeding.
<b>ATTAINABLE:</b> <b>Item(s) I need to achieve this goal.</b>	Staff at Darby Jr. High will participate in year two of the state's PLC project. Darby will receive up to 50 days of training, coaching, and support from Solution Tree to build and sustain a strong culture of collaboration that will enhance student learning. Through the PLC process teachers will 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 discussions techniques such as open ended higher-order questions, effective wait time, random selection; keep students engaged in learning through the use of student collaboration and grouping, materials and resources, student choice in learning tasks; and have a focus on vocabulary and rich language to increase comprehension.

<p><b>RELEVANT:</b></p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p><b>Instruction:</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p> <p>ALL students deserve to learn at high levels. Literacy and math skills will provide students with the knowledge they need to be successful in future academics and career fields.</p>
<p><b>TIMELY:</b></p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal will be reached by May 2021.</p> <p>Progress towards meeting each goal will be reviewed by all teachers after each ACT interim assessment is given (once a quarter).</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p>Who/What/Where/How/When</p>	<p>Increase building-wide proficiency in math from 30% of students currently being proficient to 40% of students being proficient as measured by the ACT Aspire 2021 end of year assessment.</p>
<p><b>MEASURABLE:</b></p> <p>I know I have reached my goal when...</p>	<p>Students take the ACT Aspire test in the Spring of 2021 and at least 40% of them score meeting or exceeding.</p>
<p><b>ATTAINABLE:</b></p> <p>Item(s) I need to achieve this goal.</p>	<p>Staff at Darby Jr. High will participate in year two of the state's PLC project. Darby will receive up to 50 days of training, coaching, and support from Solution Tree to build and sustain a strong culture of collaboration that will enhance student learning. Through the PLC process teachers will identify essential standards, create learning targets that can be measured with common formative assessments, provide intervention and</p>

	<p>enrichment for all students. In addition teachers will continue to use good questioning and discussions techniques such as open ended higher-order questions, effective wait time, random selection; keep students engaged in learning through the use of student collaboration and grouping, materials and resources, student choice in learning tasks; and have a focus on vocabulary and rich language to increase comprehension.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Instruction:</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p> <p>ALL students deserve to learn at high levels. Literacy and math skills will provide students with the knowledge they need to be successful in future academics and career fields.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by May 2021.</p> <p>Progress towards meeting each goal will be reviewed by all teachers after each ACT interim assessment is given (once a quarter).</p>



# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

FORT SMITH PUBLIC SCHOOLS  
Literacy Plan

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction. Administrators, counselors, teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4-6



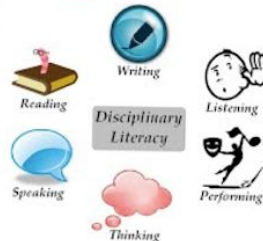
**District Support**



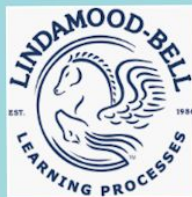
Decodable text for student use



Sound Walls posted in each classroom

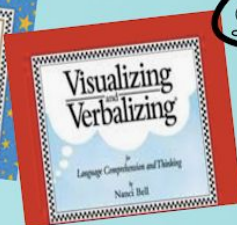


**Additional Materials & Training**



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

**Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.**

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

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

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

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

**GOAL 2:** Increase student attendance to more than 95%.

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
X	<b>REMOVED</b>

**DESCRIPTION:** This goal is being removed due to the unknown attendance policies for the upcoming school year. Before moving to AMI and online learning at the end of the third quarter, our average daily attendance was 94%.



**2020-2021  
KIMMONS JUNIOR HIGH  
SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Christopher Johnson	Principal
Pamela Ehnle	Instructional Facilitator
Lena Medlock	Math Interventionist
Rachel Foster	Parent
Paul Davis	Community Member
Rachael Foster	Teacher
Charleigh English	Teacher
Melissa Mullin	Teacher
Mason Medlock	Student

# NEEDS ASSESSMENT

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

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

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

## REASONS TO CELEBRATE

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

# Kimmons Junior High

## 2018-2019 ACT Aspire % Exceeding/Ready

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>7th</b>	<b>73%</b>	<b>30%</b>	<b>32%</b>	<b>35%</b>
<b>8th</b>	<b>65%</b>	<b>46%</b>	<b>27%</b>	<b>37%</b>
<b>9th</b>	<b>46%</b>	<b>30%</b>	<b>24%</b>	<b>21%</b>



# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Kimmons Junior High School will increase the academic performance of the special education subpopulation to meet the 5% cut score on the ACT Aspire Summative Exam</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will have reached our goal when the SPED subpopulation reach the 5% cut score on the ACT Aspire Summative Exam</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>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.</li> <li>2. All case manager teachers will progress monitor students to ensure academic success.</li> <li>3. A root cause analysis will be conducted for students who display deficits for the purpose of providing equitable academic interventions.</li> <li>4. Continue to implement a system for administering and examining Common Formative Assessments.</li> <li>5. Special education teachers will collaborate and participate in the PLC system.</li> </ol>

	<p>6. Administration and teachers will attend professional conferences focused on researched based teaching strategies.</p> <p>7. The administration will continue focused classroom observations and post conferences designed to increase teacher performance.</p> <p>8. Kimmons Junior High School will implement a Response to Intervention system designed to provide interventions and enrichment activities for all students. The RTI system will be implemented in a 30 minute block daily.</p> <p>9. All SPED students will utilize either the LindaMood Bell or the Fast Forward reading programs to address the reading deficits</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Instruction:Each student will engage in high-quality instruction that targets identified individual needs from preschool through graduation.</p> <p>It is important that all SPED students receive high quality interventions to address their specific learning needs in order to succeed academically.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by May 2021</p> <p>The goal will be reviewed after the first semester to determine progress.</p>

## GOAL 2

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

	<p>7. All students who are reading below grade level will receive a reading intervention daily for 30 minutes utilizing the Fast Forward Reading Program.</p> <p>8. All Language Arts, Social Studies, and Science teachers will receive professional development centered on reading strategies.</p> <p>9. The administration will continue focused classroom observations and post conferences designed to increase teacher performance.</p> <p>10. Each subpopulation will be closely monitored to ensure all academic needs are being met, and interventions are put in place when necessary.</p> <p>11. Kimmons Junior High School will implement a Response to Intervention system designed to provide interventions and enrichment activities for all students. The RTI system will be implemented in a 30 minute block daily.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Instruction: Each student will engage in high-quality instruction that targets identified individual needs from preschool through graduation.</p> <p>It is important that all students receive high quality instruction and interventions to address their specific learning needs in order to succeed academically.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by May 2021</p> <p>The goal will be reviewed after the first semester to determine progress.</p>

# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

FORT SMITH  
PUBLIC SCHOOLS  
**Literacy Plan**

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

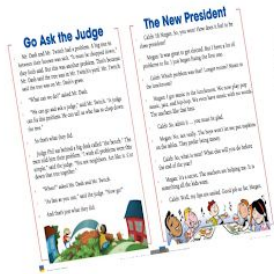
*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6



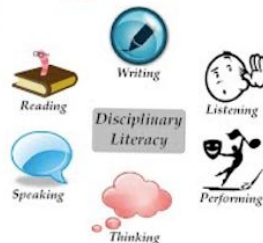
**District Support**



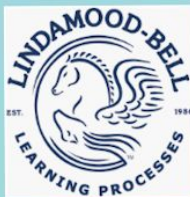
Decodable text for student use



Sound Walls posted in each classroom

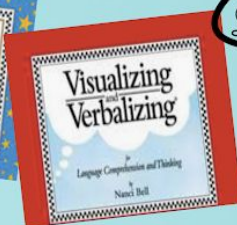


**Additional Materials & Training**



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

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

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

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





**2020-2021  
RAMSEY JUNIOR HIGH  
SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Dr. Amy Manley	Principal
Gia Bethel	Teacher
Risa Hunter	Teacher
Donna Jamell	Teacher
Brenda Neissl	Teacher
Mahala Williamson	Student
Jane Kuykendall	Parent
Rett Howard	Community Member

# NEEDS ASSESSMENT

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

In comparing the 2017-2018 ACT Aspire to the 2018-2019 ACT Aspire there are some specific areas we will target to see student growth.

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

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

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

## REASONS TO CELEBRATE

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

## Ramsey Junior High

### 2018-2019 ACT Aspire % Exceeding/Ready

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>7th</b>	<b>83%</b>	<b>48%</b>	<b>42%</b>	<b>52%</b>
<b>8th</b>	<b>84%</b>	<b>64%</b>	<b>45%</b>	<b>59%</b>
<b>9th</b>	<b>58%</b>	<b>38%</b>	<b>35%</b>	<b>41%</b>

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Ramsey students will increase their Reading scores on the ACT Aspire to above 50% during the 2020-2021 school year.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Students have increased their ACT Aspire Reading scores to above 50%.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>Students will receive effective instruction, common formative assessments, and timely interventions during W.I.N. time.</p> <ul style="list-style-type: none"> <li>● All Ramsey students will take a reading level assessment at the beginning of the school year.</li> <li>● Effective reading instruction will be monitored through regular classroom observations.</li> <li>● Common formative assessments will be created by collaborative teams and given to all students in grades 7-9.</li> <li>● The data from the common formative assessments will be reviewed by collaborative teams during their weekly meetings.</li> <li>● Student interventions will be based on the data collected from the common formative assessments. Student Interventions will be created by the collaborative teams.</li> <li>● Interventions will occur in Tier 1 classrooms and/or during Tier 2/3 W.I.N. time.</li> <li>● All Ramsey students will take ACT Aspire Interim assessments twice during the year to determine growth.</li> <li>● All Ramsey students will take a reading level assessment at the end of the school year to determine growth from the</li> </ul>

	<p>beginning of the school year.</p> <ul style="list-style-type: none"> <li>• All students will take the ACT Aspire at the end of the year to determine growth in reading.</li> <li>• This process will be monitored by collaborative teams and administration to ensure all students are receiving the reading support they need.</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>It is important for every single individual to show growth: students and staff. Equity of resources, including instruction, is imperative to reach each student’s unique needs and aspirations.</p> <p>Equity: Develop and implement a system-wide plan to provide all students with the resources they need to optimize their learning.</p> <p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student’s unique needs and aspirations.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>The goals will be met when we take the 20-21 ACT Aspire. We should see growth on the ACT Aspire Interim tests throughout the 20-21 school year.</p>

**GOAL 2**

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Ramsey students will increase their ACT Aspire Math scores to above 53% during the 2020-2021 school year.</p>
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<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Students have increased their ACT Aspire Math scores to above 53%.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>Students will receive effective instruction, common formative assessments, and timely interventions during W.I.N. time.</p> <ul style="list-style-type: none"> <li>● All Ramsey students will take a math pre-assessment at the beginning of the school year created by the math collaborative team.</li> <li>● Effective math instruction will be monitored through regular classroom observations.</li> <li>● Common formative assessments will be created by collaborative teams and given to all students in grades 7-9.</li> <li>● The data from the common formative assessments will be reviewed by collaborative teams during their weekly meetings.</li> <li>● Student interventions will be based on the data collected from the common formative assessments. Student Interventions will be created by the collaborative teams.</li> <li>● Interventions will occur in Tier 1 classrooms and/or during Tier 2/3 W.I.N. time.</li> <li>● All Ramsey students will take ACT Aspire Interim assessments twice during the year to determine growth.</li> <li>● All students will take the ACT Aspire at the end of the year to determine growth in math.</li> <li>● This process will be monitored by collaborative teams and administration to ensure all students are receiving the math support they need.</li> </ul>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>The goals will be met when we take the 20-21 ACT Aspire. We should see growth on the ACT Aspire Interim tests throughout the 20-21 school year.</p>

# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**





FORT SMITH  
PUBLIC SCHOOLS  
**Literacy Plan**

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6



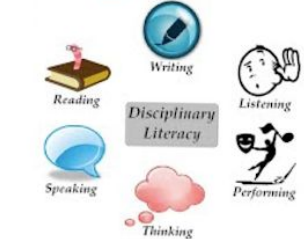
**District Support**



Decodable text for student use



Sound Walls posted in each classroom



**Additional Materials & Training**



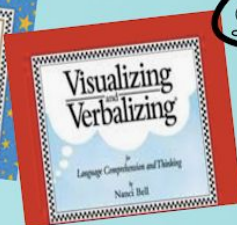
All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition

1



2



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

**Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.**

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** We will continue with this goal as there is not a benchmark for the 2019-2020 school year due to COVID-19.

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** We will continue with this goal as there is not a benchmark for the 2019-2020 school year due to COVID-19.



**2020-2021  
NORTHSIDE HIGH SCHOOL  
SCHOOL IMPROVEMENT PLAN**

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**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
Jared Meyers	Assistant Principal
Stacy Stites	Community Member
Brent Ralston	Parent
J.T. Beasley	Student
Natalie Estrada	Student
Claire McClure	Title I Secondary Specialist
Jessie Barker	Special Education Instructional Chair
Aimee Brinkley	Science Instructional Chair
Ladawna Dillman	Fine Arts Instructional Chair

<b>Dustin Dooly</b>	<b>Foreign Language Instructional Chair</b>
<b>Leah French</b>	<b>Media Center Specialist</b>
<b>Cee Cee Hollimon</b>	<b>Career Tech Instructional Chair</b>
<b>Martin Hyatt</b>	<b>Social Studies Instructional Chair</b>
<b>Tara Law</b>	<b>English Instructional Chair</b>
<b>Amy Fischer</b>	<b>Career Tech Instructional Chair</b>
<b>Courtney Hardcastle</b>	<b>Math Instructional Chair</b>
<b>Billy Smith</b>	<b>Physical Education Instructional Chair</b>
<b>Sayuri Barnett</b>	<b>Guiding Coalition Member</b>
<b>Kristen Been</b>	<b>Guiding Coalition Member</b>
<b>Randa Grant</b>	<b>Guiding Coalition Member</b>
<b>Gordon Manley</b>	<b>Guiding Coalition Member</b>
<b>Jacqueline Meeker</b>	<b>Guiding Coalition Member</b>
<b>Tara Law</b>	<b>Guiding Coalition Member</b>
<b>Ryan Solley</b>	<b>Guiding Coalition Member</b>
<b>Frances Spencer</b>	<b>Guiding Coalition Member</b>
<b>Karen Vicens</b>	<b>Guiding Coalition Member</b>

# NEEDS ASSESSMENT

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

Northside High School is one of the most diverse high schools in our state. We are diverse both culturally and socio-economically. Seventy-five percent of our students qualify for free or reduced lunch and 30% of our students are English Language Learners. As shown in our data below, many of our students come to us not reading on grade level, behind academically, with many lacking on-time credits needed for graduation.

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

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

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

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

## REASONS TO CELEBRATE

- Conducted data visits with every 10th grader
- AP, counselor and Graduation Coach staffed and met with all at-risk seniors weekly
- ELPA 21 proficiency increased from 41% in 2017 to 69% in 2019
- Had growth in each area on ACT Aspire from 2018-2019
- ACT Aspire growth from 2016-2019
  - English 43% to 52.3%
  - Math 13% to 22%
  - Science 20% to 28%
  - Reading 24% to 29%
- Graduation Rate has increase from 86% to 91.4%
- Continue to see growth in each subgroup
- All students in the Class of 2020 graduated

**Northside High School**

**2018-2019 ACT Aspire % Exceeding/Ready**

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>10th</b>	<b>52%</b>	<b>29%</b>	<b>28%</b>	<b>22%</b>



# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>By the end of the 2020-2021 school year ACT Aspire scores will improve at least 2-4% in Math, English and Science for grade 10.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be an increase of 2-4% from the Spring 2019 ACT Aspire scores and the Spring 2021 ACT Aspire Scores.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>Current data on each incoming 10th grader. Due to the lack of test data for Spring 2019, the MAP interim assessment data will be used, along with pre-tests given during the beginning of the Fall of 2020. RTI based on student and skill data from common formative assessments.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Strategy 3 Instruction:            Ensure all students receive instructional support using Response to Intervention and/or supplemental services.            Ensure all students have access to specific accelerations to achieve grade-level standards and beyond.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Based on the data received for the Spring 2021 ACT Aspire. Progress will be monitored by data from Common Formative Assessments and from MAP Interim Assessments.</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>We will improve our Graduation Rate to 95% or higher for the 2020-21 school year.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Our goal will be met when we receive our graduation rate in the Fall of 2021</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>Continue weekly sessions with Graduation Coach and admin/counselor teams.</p> <p>In addition, make sure there is a focus on 10th and 11th graders to maintain on-time credits and provide opportunities for credit recovery.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Strategy 3 Instruction: Ensure all students have access to specific accelerations to achieve grade-level standards and beyond. Create and support best practices to increase student engagement in order to increase student achievement.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by Fall 2021</p> <p>Monthly checks will be done for any at-risk senior.</p> <p>Each admin/counselor teams will meet with the principal in January for update on on-time credits for each grade.</p>

## GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>All students reading below grade level will grow at least one grade level during the 2020-21 school year.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>All 10th grade students will take the STAR reading assessment and students 2 or more grade levels will be assigned RTI sessions based on their reading deficits Spring STAR tests will show growth of their reading levels.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>STAR and MAP Assessments along with Common Formative Assessments from English teachers. LMB trained teachers will continue to work with Critical Reading classes and RTI groups.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Strategy 3 Instruction:</p> <p>Develop capacity for differentiated, student centered instruction informed by curriculum objectives, performance data, and formative assessments Ensure students receive instructional support using Response to Intervention and/or supplemental services.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Reading ACT Aspires scores will show an increase by the Fall of 2021 STAR assessments will show growth and will be monitored at the beginning and end of the fall semester in order to be placed in RTI groups appropriately for the Spring of 2021</p>

# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**

**GOAL 3:**

FORT SMITH PUBLIC SCHOOLS  
Literacy Plan

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

## State Requirement

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

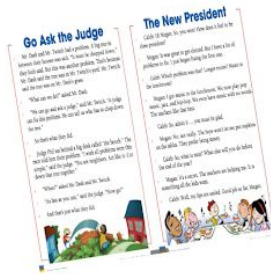
*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
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	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6

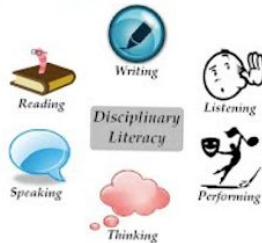


## District Support

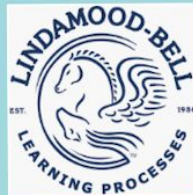


Sound Walls posted in each classroom

Decodable text for student use

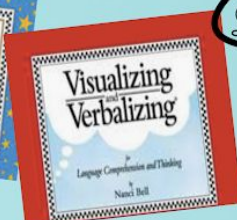


## Additional Materials & Training



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

**Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.**

**GOAL 1:** By the end of the 2019-2020 school year ACT Aspire scores will improve at least 2-4% in Math, English and Science for grade 10.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Due to the lack of ACT Aspire spring scores we will continue working on our goals in 2020-2021

**GOAL 2:** By the end of the 2019-20 school year, ESSA data will show improvement from 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

	<b>MET</b>
X	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Due to the lack of ESSA data for the Spring of 2020, we will continue working on goals for 2020-21



**2020-2021**  
**SOUTHSIDE HIGH SCHOOL**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

<b>Name</b>	<b>Title</b>
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
Michele Walker	English - Instructional Char
Heather Baumgartner	CTE - Business - Instructional Chair
Kristie Coats	Math - Instructional Chair
Randy Kern	Social Studies - Instructional Chair
Brandy Lewis	ELL - Instructional Chair
Savannah Smith	Counseling and Guidance



<b>David King</b>	<b>Fine Arts - Instructional Chair</b>
<b>Sheila Goodfellow</b>	<b>Foreign Language - Instructional Chair</b>
<b>Caitlyn Elliott</b>	<b>Student</b>
<b>Kate Bautista</b>	<b>Student</b>
<b>Samantha Hall</b>	<b>Parent</b>
<b>Karen Schwartz</b>	<b>Community Member</b>

# NEEDS ASSESSMENT

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

We have determined a need for systems of support to enable students to master curriculum while enrolled in a course. Providing support systems will result in a decreased need for credit recovery, and an increase in the number of students considered "on-time" for graduation. Based on grades issued for the first quarter of the 19-20 school year, 251 of 1325 students had at least one failing grade, 19% of our student population. Currently, 100% of our student population are enrolled in traditional coursework that sets the time, pace and place of skills attainment. As the data shows, this traditional programming meets the needs of a segment of the population, but does not ensure learning for all.

Southside High School has seen a decrease in academic achievement over the last three years. In addition, we did not meet the 80% growth target in 2019, with an ESSA growth score of 78.5%. Our second identified need is for student performance on the ACT Aspire Summative assessment to show marked growth. We believe that this goal will be best met by creating a learning environment that emphasizes mastery of core content areas. We believe that providing opportunities to experience flexible, self directed, blended and/or virtual learning environments tied to mastery of standards will provide options for students who have needs that are not addressed by the traditional classroom.

# REASONS TO CELEBRATE

We are celebrating:

- Successful implementation of a critical reading class for sophomores reading at the lowest 25th percentile.
- Successful implementation of a 1:1 technology plan for all students 10-12th grade.
- Successful pilot year of Schoology, the district adopted learning management system with an ongoing teacher provided professional development plan.
- Creation of a guiding coalition, and participation in district PLC coaching academy.
- Creation of teams that met once a week to unpack standards and begin to create a vertically aligned curriculum.
- Working with a school of innovation council, created and submitted a school of innovation plan that all but one staff member supported with a yes vote.

**Southside High School**

**2018-2019 ACT Aspire % Exceeding/Ready**

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>10th</b>	<b>69%</b>	<b>42%</b>	<b>47%</b>	<b>42%</b>

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Southside High School will decrease the number of students failing at least one course and the total number of failing grades by 20% for the 2020-2021 school year.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>The number of students failing at least one class and the total number of failing grades has decreased by 20%.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>● Guaranteed and viable curriculum designed to ensure mastery of essential standards by each student. Professional development on unpacking standards, writing CFAs and CSAs will be ongoing in PLC meetings.</li> <li>● Creation of common formative assessments for core classes by unit.</li> <li>● Data analysis of student mastery student by student/standard by standard.</li> <li>● Development of response to intervention programs to support teacher implementation of curriculum.</li> <li>● Tier II interventions will be teacher created/implemented by PLC group as part of an RTI program.</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>This instructional goal will ensure that each student will have high-quality instruction that targets their individual needs (Vision 2023) through identification of where students have not mastered learning considered essential to the course.</p>

<b>TIMELY:</b>	End of 2020-2021 school year.
<b>I will reach my goal by what date?</b>	End of semester 1, 2020-2021 school year.
<b>Halfway date?</b>	

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Southside High School will increase our ESSA growth score by 3% for the 2020-2021 school year.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>As measured by the ACT aspire end of year summative assessments and the ESSA performance and growth indexes at the end of the 2020-2021 school year.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>● Creation of flexible, self directed, blended and/or virtual learning environments tied to mastery of standards that will provide options for students who have needs that are not addressed by the traditional classroom.</li> <li>● Professional development will include site directed and district developed blended learning academy.</li> <li>● Courses will be monitored by administration, directly by reviewing courses in Schoology, as well as administrative walkthroughs and feedback from students, parents and teachers.</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Equal access to technology was a Vision 2023 goal. Creating blended curriculum options using the learning management systems and chromebooks provided by the district to create options for students to access individualized curriculum aligned to essential standards.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>We will reach our goal on May 31, 2021. The end of the first semester will mark the halfway point.</p>

# **MID-YEAR GOAL MONITORING**

*(To Be Completed at the end of the first Semester)*

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

**GOAL 1:**

**GOAL 2:**



FORT SMITH PUBLIC SCHOOLS  
Literacy Plan

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

**State Requirement**

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

*ADE Prescribed Pathways of Proficiency Credentials*

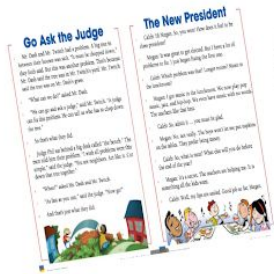
*ADE Prescribed Pathways of Awareness Credentials*

**COHORTS 1 - 4**  
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6



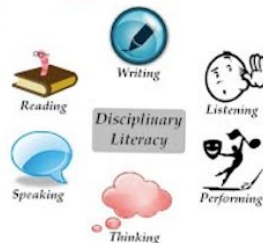
**District Support**



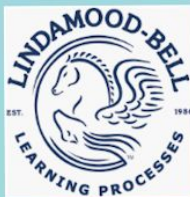
Decodable text for student use



Sound Walls posted in each classroom

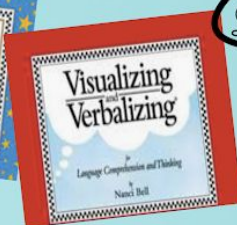


**Additional Materials & Training**



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration

Increases automaticity of word recognition



Increases strategies in language comprehension

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## FINAL EVALUATION OF 2019-2020 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.

**GOAL 1:** Improve reading scores by 5%.

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
X	<b>REMOVED</b>

**DESCRIPTION:** We have removed this specific goal, but will continue to focus on improving our reading scores.