

**Fort Smith Public Schools
Ballman Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: Using social studies and science as a springboard for integrating non-fiction text to deepen comprehension and increase science vocabulary, teachers will foster more real world evidence in learning. With this integration, students will increase science and reading achievement scores by 5%, and this will increase the number of students reading at grade level by 5% also.

Describe and/or list the initial starting point	Progress towards meeting Goal 1																																																																									
<p>-- Solution Tree Literacy Associate, Jaquie Heller, is working with Ballman staff to help integrate specific strategies to deepen comprehension and increase science vocabulary.</p> <p>-- Additional non-fiction texts are being purchased.</p> <p>-- Mr. Marion, Media Specialist, is researching and purchasing extra online, class-sets, of non-fiction texts.</p> <div style="text-align: center; margin: 10px 0;"> <p>2017 - 2018 ACT Aspire</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Grade</th> <th>Reading</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>38%</td> <td>43%</td> </tr> <tr> <td>4th</td> <td>44%</td> <td>47%</td> </tr> <tr> <td>5th</td> <td>50%</td> <td>53%</td> </tr> <tr> <td>6th</td> <td>58%</td> <td>46%</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin: 10px 0;"> <p>NWEA Map Interim Assessment</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Grade</th> <th>Reading</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>30%</td> <td>42%</td> </tr> <tr> <td>4th</td> <td>45%</td> <td>62%</td> </tr> <tr> <td>5th</td> <td>31%</td> <td>40%</td> </tr> <tr> <td>6th</td> <td>39%</td> <td>28%</td> </tr> </tbody> </table> </div> <div style="margin-top: 20px;"> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">I-Station Profic.</td> <td style="width: 30%;"></td> <td style="width: 30%;">Literacy-Sept.</td> </tr> <tr> <td>Kindergarten</td> <td></td> <td>60%</td> </tr> <tr> <td>1st Grade</td> <td></td> <td>40%</td> </tr> <tr> <td>2nd Grade</td> <td></td> <td>63%</td> </tr> </table> </div>	Grade	Reading	Science	3rd	38%	43%	4th	44%	47%	5th	50%	53%	6th	58%	46%	Grade	Reading	Science	3rd	30%	42%	4th	45%	62%	5th	31%	40%	6th	39%	28%	I-Station Profic.		Literacy-Sept.	Kindergarten		60%	1st Grade		40%	2nd Grade		63%	<p>-- Solution Tree Literacy Associate, Jaquie Heller, has worked with Ballman staff to help integrate specific strategies to deepen comprehension and increase science vocabulary. Julie Cobb, FS Technology Integration Specialist is working with teachers to provide assistance with online tools and templates to create engaging technology strategies to also deepen his work.</p> <p>-- Additional non-fiction texts are being purchased.</p> <p>-- Mr. Marion, Media Specialist, has researched and taken teacher surveys to purchase extra online, class-sets, of non-fiction texts.</p> <div style="text-align: center; margin: 10px 0;"> <p>The Second NWEA Map Interim Assessment</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Grade</th> <th>Reading</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>9%</td> <td>34%</td> </tr> <tr> <td>4th</td> <td>35%</td> <td>53%</td> </tr> <tr> <td>5th</td> <td>19%</td> <td>36%</td> </tr> <tr> <td>6th</td> <td>39%</td> <td>25%</td> </tr> </tbody> </table> </div> <div style="margin-top: 20px;"> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">I-Station Profic.</td> <td style="width: 20%;">Literacy September 2017</td> <td style="width: 20%;">Literacy January 2018</td> <td style="width: 20%;">Literacy January 2017</td> </tr> <tr> <td>Kind.</td> <td>60%</td> <td>86%</td> <td>65%</td> </tr> <tr> <td>1st Gr.</td> <td>40%</td> <td>83%</td> <td>78%</td> </tr> <tr> <td>2nd Gr.</td> <td>63%</td> <td>77%</td> <td>63%</td> </tr> </table> </div>	Grade	Reading	Science	3rd	9%	34%	4th	35%	53%	5th	19%	36%	6th	39%	25%	I-Station Profic.	Literacy September 2017	Literacy January 2018	Literacy January 2017	Kind.	60%	86%	65%	1st Gr.	40%	83%	78%	2nd Gr.	63%	77%	63%
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GOAL 2: Within the PLC process, teachers and students will implement the use of student-centered data tracking systems to monitor progress throughout the year to increase reading and math proficiency by 5%.

Describe and/or list the initial starting point	Progress towards meeting Goal 2																																																																																																				
<p>-- Teachers are consistently monitoring the number of goals and the data collection by students to ensure continued growth in each student.</p> <p style="text-align: center;">2017 - 2018 ACT Aspire</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Grade</th> <th style="background-color: #cccccc;">Reading</th> <th style="background-color: #cccccc;">Math</th> </tr> </thead> <tbody> <tr><td>3rd</td><td>38%</td><td>68%</td></tr> <tr><td>4th</td><td>44%</td><td>59%</td></tr> <tr><td>5th</td><td>50%</td><td>68%</td></tr> <tr><td>6th</td><td>58%</td><td>57%</td></tr> </tbody> </table> <p style="text-align: center;">NWEA Map Interim Assessment</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Grade</th> <th style="background-color: #ffff00;">Reading</th> <th style="background-color: #ffff00;">Math</th> </tr> </thead> <tbody> <tr><td>3rd</td><td>30%</td><td>31%</td></tr> <tr><td>4th</td><td>45%</td><td>45%</td></tr> <tr><td>5th</td><td>31%</td><td>40%</td></tr> <tr><td>6th</td><td>39%</td><td>28%</td></tr> </tbody> </table> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #cccccc;"></th> <th style="background-color: #cccccc;">Literacy</th> <th style="background-color: #cccccc;">Math</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">I-Station Profic.</td> <td style="background-color: #cccccc;">Sept</td> <td style="background-color: #cccccc;">Sept</td> </tr> <tr> <td style="background-color: #cccccc;">Kindergarten</td> <td>60%</td> <td>60%</td> </tr> <tr> <td style="background-color: #cccccc;">1st Grade</td> <td>40%</td> <td>59%</td> </tr> <tr> <td style="background-color: #cccccc;">2nd Grade</td> <td>63%</td> <td>83%</td> </tr> </tbody> </table>	Grade	Reading	Math	3rd	38%	68%	4th	44%	59%	5th	50%	68%	6th	58%	57%	Grade	Reading	Math	3rd	30%	31%	4th	45%	45%	5th	31%	40%	6th	39%	28%		Literacy	Math	I-Station Profic.	Sept	Sept	Kindergarten	60%	60%	1st Grade	40%	59%	2nd Grade	63%	83%	<p>-- Teachers are consistently monitoring the number of goals and the data collection by students to ensure continued growth in each student. In December, teachers believed they chose too many goals to monitor and focused on the most essential data monitoring for each grade. Solution Tree Associates are continuing to help with this process.</p> <p style="text-align: center;">The Second NWEA Map Interim Assessment</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Grade</th> <th style="background-color: #cccccc;">Reading</th> <th style="background-color: #cccccc;">Math</th> </tr> </thead> <tbody> <tr><td>3rd</td><td>9%</td><td>19%</td></tr> <tr><td>4th</td><td>35%</td><td>25%</td></tr> <tr><td>5th</td><td>19%</td><td>27%</td></tr> <tr><td>6th</td><td>39%</td><td>25%</td></tr> </tbody> </table> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #cccccc;"></th> <th style="background-color: #cccccc;">September 2017</th> <th style="background-color: #cccccc;">January 2018</th> <th style="background-color: #cccccc;">January 2017</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">I-Station Prof. Literacy</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">Kindergarten</td> <td>60%</td> <td>86%</td> <td>65%</td> </tr> <tr> <td style="background-color: #cccccc;">1st Grade</td> <td>40%</td> <td>83%</td> <td>78%</td> </tr> <tr> <td style="background-color: #cccccc;">2nd Grade</td> <td>63%</td> <td>77%</td> <td>63%</td> </tr> </tbody> </table> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #cccccc;"></th> <th style="background-color: #cccccc;">September 2017</th> <th style="background-color: #cccccc;">January 2018</th> <th style="background-color: #cccccc;">January 2017</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">I-Station Prof. Math</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">Kindergarten</td> <td>60%</td> <td>90%</td> <td>77%</td> </tr> <tr> <td style="background-color: #cccccc;">1st Grade</td> <td>59%</td> <td>80%</td> <td>75%</td> </tr> <tr> <td style="background-color: #cccccc;">2nd Grade</td> <td>83%</td> <td>83%</td> <td>92%</td> </tr> </tbody> </table>	Grade	Reading	Math	3rd	9%	19%	4th	35%	25%	5th	19%	27%	6th	39%	25%		September 2017	January 2018	January 2017	I-Station Prof. Literacy				Kindergarten	60%	86%	65%	1st Grade	40%	83%	78%	2nd Grade	63%	77%	63%		September 2017	January 2018	January 2017	I-Station Prof. Math				Kindergarten	60%	90%	77%	1st Grade	59%	80%	75%	2nd Grade	83%	83%	92%
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GOAL 1: Increase the percentage of students reading at grade level.																																									
Describe and/or list the initial starting point	Progress towards meeting Goal 1																																								
<p>According to NWEA Map, we continue to lag behind our goals. Through implementation of PLC Model:</p> <ul style="list-style-type: none"> -- Essential Standards were determined in August -- Essential skills were paced by unit for the entire school year -- Teachers worked collaborately during team meetings to plan instruction --Teacher teams have followed the Plan Do Act Study model to increase learning -- Schoolwide interventions are held daily K-6 Grade -- Monthly reading initiatives have been implemented to build a culture of reading 	<p>Only one class had a higher score on NWEA Map on the December testing than the October testing. However, it was discussed that other schools also experiences a drop. We expect an increase on the March assessment and the ACT Aspire testing in April. More individual attention has been given in every grade. We anticipate an increase in reading scores. Team PLC times have been devoted to looking at individual student data and why students are having difficulty. More importantly, we are developing next steps for interventions. We have hosted some type of reading incentive each month. Reading is a main emphasis for this school year. Positive results have been noted for the January testing.</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade</th> <th style="text-align: center;">Sept Results</th> <th style="text-align: center;">Jan Results</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">Kindergarten</td> </tr> <tr> <td style="text-align: center;">Tier 1</td> <td style="text-align: center;">25</td> <td style="text-align: center;">32</td> </tr> <tr> <td style="text-align: center;">Tier 2</td> <td style="text-align: center;">17</td> <td style="text-align: center;">17</td> </tr> <tr> <td style="text-align: center;">Tier 3</td> <td style="text-align: center;">10</td> <td style="text-align: center;">3</td> </tr> <tr> <td colspan="3" style="text-align: center;">First Grade</td> </tr> <tr> <td style="text-align: center;">Tier 1</td> <td style="text-align: center;">24</td> <td style="text-align: center;">28</td> </tr> <tr> <td style="text-align: center;">Tier 2</td> <td style="text-align: center;">14</td> <td style="text-align: center;">14</td> </tr> <tr> <td style="text-align: center;">Tier 3</td> <td style="text-align: center;">5</td> <td style="text-align: center;">1</td> </tr> <tr> <td colspan="3" style="text-align: center;">Second Grade</td> </tr> <tr> <td style="text-align: center;">Tier 1</td> <td style="text-align: center;">34</td> <td style="text-align: center;">39</td> </tr> <tr> <td style="text-align: center;">Tier 2</td> <td style="text-align: center;">10</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">Tier 3</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> </tbody> </table> <p>Teachers and students are working very hard to be good readers. We are very pleased with the progress most of our struggling readers have made. We have started utilizing more Lindamood Bell instruction for any student in SPED for reading assistance. Our interventionists are working with our students most needing the help. All are making progress according to weekly assessments.</p>		Grade	Sept Results	Jan Results	Kindergarten			Tier 1	25	32	Tier 2	17	17	Tier 3	10	3	First Grade			Tier 1	24	28	Tier 2	14	14	Tier 3	5	1	Second Grade			Tier 1	34	39	Tier 2	10	4	Tier 3	5	6
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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.

Describe and/or list the initial starting point	Progress towards meeting Goal 2
<p>We still are seeing evidence of integrated lessons in class. Student work posted is showing a higher level of Blooms. Lessons are showing more integration.</p>	<p>Melanie Landrum, our leader in Arkansas A+, is scheduled to come to Barling to check on our progress and plan for the professional development day on Monday, February 18, 2019. She also is coming on January 31 to meet with Mrs. Boltuc, Mrs. Johnson (teacher liaison), and me to discuss our progress and what the topic for the February PD day will be. We have a survey A+ asks each teacher to complete to see how that teacher thinks the program is going. The general consensus is we believe in the A+ Philosophy, but we haven't yet made it to the point where it is a natural thought to have in our lesson plan thinking. We also are finding it easy to incorporate the art and writing in lessons, but struggle to include music, drama, and movement. This could be the focus for the February PD day.</p>

**Fort Smith Public Schools
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GOAL 1: Beard's reading scores in grades 3-6 will improve on the Act Aspire and will increase from 41% in 2018 to 50% on 2019 Act Aspire.

Describe and/or list the initial starting point	Progress towards meeting Goal 1
<p>Spring 2018 test scores in Reading indicated that 3rd-6th scored at 41%. Attendance at the end of May was 97% and 96% for the 2017-2018 school year. Behavior in May of 2018 was 19 disciplines and 12 suspensions. The teachers in K-2 are focusing on results of Istation and attempting to strengthen the core instruction with a focus on phonemic awareness and the other components students are struggling with on the screener. Teachers in 3-6 that attended the R.I.S.E. training also are focusing on gaps around phonemic awareness. Istation is given K-6 with the attempt to identify gaps and address the gaps within the general education classroom. Reading Istation is analyzed at monthly data meetings. Daily teachers and students are entering and checking data in student leadership notebooks. Accountability partners for each student will discuss if lead measures are implemented and working.</p>	<ol style="list-style-type: none"> 1. Istation results in reading were reviewed during monthly data meetings. From November to December students in K, 1st, 2nd, 3rd, 6th decreased in the number of students in Tier 2 and Tier 3. 3rd grade decreased but there are a large number of students who are in Tier 2 and Tier 3. The interventionist is working with 3rd grade and 4th and 5th to determine what interventions need to take place for those students in Tier 2 and Tier 3. 2. Maps scores were reviewed and teachers focused on students that were not making growth. At a meeting after school, teachers discussed ways to work with students on providing interventions for the large amount of students not making growth. Teachers shared concerns about students are not trying on the assessments. Consequences were discussed for students who were not giving effort on the assessment. The teachers also decided they are going to do a Fun Friday where teachers will work providing interventions on skills that students are showing a deficit. 3rd and 4th grade teachers will work together to divide up students in smaller groups and 5th and 6th will also work together to provide interventions in smaller groups as well on every Friday until the Act Aspire. It was discussed that this needs to be a daily focus and not just on Friday.

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GOAL 2: Beard's math scores in grades 3-6 will improve on the Act Aspire and will increase from 65% in 2018 to 70% on 2019 Act Aspire.

Describe and/or list the initial starting point	Progress towards meeting Goal 2
<p>Spring 2018 test scores in math indicated we scored in 3rd-6th at 63%. Attendance at the end of May was 97% and 96% for the 2017-2018 school year. Behavior in May of 2018 was 19 disciplines and 12 suspensions. In August, ACT Aspire math results is analyzed and based on scores target groups are developed. Math Istation is given to all K-6 students and analyzed at each monthly data meetings. Daily teachers and students are entering and checking data in student leadership notebook. Accountability partners for each student will discuss if lead measures are implemented and working. Teachers in 3-6 are working to identify gaps and create activities and lessons to close those gaps.</p>	<ol style="list-style-type: none"> 1. Istation results in math were reviewed during monthly data meetings. From November to December students in Kindergarten, 1st, 2nd, and 3rd increased in the number of students in Tier 2 and Tier 3. Kindergarten did decrease in the number of Tier 3 students. In grades 4th, 5th, and 6th the number of students in Tier 2 and Tier 3 decreased. 2. Maps scores were reviewed and teachers focused on students who were not making growth. At a meeting after school, teachers discussed ways to work with students on providing interventions for the large amount of students not making growth. Teachers shared concerned students are not trying on the assessments. Consequences were discussed for students who were not giving effort on the assessment. The teachers also decided they are going to do a Fun Friday where teachers will work with providing interventions on skills where students are showing a deficit. 3rd and 4th grade teachers will work together to divide up students in smaller groups and 5th and 6th will also work together to provide interventions in smaller groups as well on every Friday until the Act Aspire. It was discussed that this needed to be a daily focus and not just on Friday.

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GOAL 3: Beard's ELL subpopulations will improve on the Act Aspire and will increase from 44% in 2018 to 50% scoring ready or higher on 2019 Act Aspire.	
Describe and/or list the initial starting point	Progress towards meeting Goal 3
<p>Beard ELL population scored at 44% with 3rd-6th grade. Cindy Martin came to do SIOP strategies with the staff in August. Staff members are implementing those strategies.</p>	<p>Data was reviewed and this continues to be a population of concern. Teachers focused on ensuring these students are a part of the intervention groups and using strategies from summer professional development on SIOP to help support ELL students in understanding of concepts.</p>

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GOAL 4: Beard will continue Leader in Me process in order for 100% of students to show growth in all subpopulations on the state assessment in April 2019.

Describe and/or list the initial starting point	Progress towards meeting Goal 4
<p>Teachers are working on switching from proficiency goals to growth goals. Each student has a leadership notebook where they create WIGS (Wildly Important Goals). They each create lead measures to help reach their goal. All students are weekly updating notebook and working with an accountability partner to check progress.</p>	<ol style="list-style-type: none"> 1. All students are working toward showing growth with their WIG. 2. The students meet weekly with their accountability partner where they discuss progress towards their goal and if their lead measures are being effective. 3. Students each track their attendance including early outs and tardies. 4. Students also track their discipline.

**Fort Smith Public Schools
 Bonneville Elementary
 2018-2019 School Improvement Plan
 Second Quarter Goal Monitoring**

GOAL 1: Improve Science Scores by 5 percent in grades 3-6		
Describe and/or list the initial starting point	Progress towards meeting Goal 1	
Analyzing Reading Assessments • IStation Results • NWEA MAPS • Building Wide—Practicing using and creating charts and graphs ACT 2018 Science Achievement Score 42.54	MAPS SCIENCE	
	3rd Grade-October	3rd Grade- December
	Avg 18	31
	HiAvg 31	17
	Hi 35	21
	4th Grade-October	4th Grade- December
	Avg 33	15
	HiAvg 17	13
	Hi 8	4
	5th Grade-October	5th Grade- December
	Avg 32	15
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GOAL 2: Improve Reading Scores by 5 percent in grades 3-6						
Describe and/or list the initial starting point	Progress towards meeting Goal 2					
Analyzing Reading Assessments <ul style="list-style-type: none"> • Istation Results • NWEA MAPS • Utilizing Dyslexia Screener and other screeners to develop and implement reading interventions • Developed a Reading Council- Older students sharing an enthusiasm for reading with the school • Presented ACT Aspire Test Talks to the students; assisted them in developing a goal for the 18-19 school year 	<ul style="list-style-type: none"> • IStation three times per week • Students needing Tier 2 or Tier 3 intervention see the Intervention Specialist or the Dyslexia Specialist on a daily basis. 					
	3rd Grade	Tier	Oct	Nov	Dec	
		1	77	73	79	
		2	6	8	10	
	4th Grade	3	17	19	10	
		Tier	Oct	Nov	Dec	
		1	55	56	54	
	5th Grade	2	17	17	13	
		3	28	27	33	
		Tier	Oct	Nov	Dec	
	6th Grade	1	69	70	75	
		2	12	13	11	
		3	20	17	13	
	6th Grade	Tier	Oct	Nov	Dec	
		1	82	74	86	
		2	6	22	6	
		3	12	4	8	

**Fort Smith Public Schools
Bonneville Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

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

Describe and/or list the initial starting point	Progress towards meeting Goal 3																																																																																																				
<p style="text-align: center;">October-Reading</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade</th> <th style="text-align: center;">Tier 1</th> <th style="text-align: center;">Tier 2</th> <th style="text-align: center;">Tier 3</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Kindergarten</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">13%</td> </tr> <tr> <td style="text-align: center;">First</td> <td style="text-align: center;">71%</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">6%</td> </tr> <tr> <td style="text-align: center;">Second</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">2%</td> </tr> </tbody> </table> <p style="text-align: center;">October-Math</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade</th> <th style="text-align: center;">Tier 1</th> <th style="text-align: center;">Tier 2</th> <th style="text-align: center;">Tier 3</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Kindergarten</td> <td style="text-align: center;">58%</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">21%</td> </tr> <tr> <td style="text-align: center;">First</td> <td style="text-align: center;">56%</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td style="text-align: center;">Second</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>	Grade	Tier 1	Tier 2	Tier 3	Kindergarten	59%	28%	13%	First	71%	23%	6%	Second	72%	26%	2%	Grade	Tier 1	Tier 2	Tier 3	Kindergarten	58%	21%	21%	First	56%	29%	15%	Second	100%	0%	0%	<p>Teachers utilize assessment results to group students based on their individual needs. Students receive intervention on a daily basis.</p> <p style="text-align: center;">Reading</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade</th> <th style="text-align: center;">Tier</th> <th style="text-align: center;">Nov</th> <th style="text-align: center;">Dec</th> </tr> </thead> <tbody> <tr> <td rowspan="3" style="text-align: center;">Kindergarten</td> <td style="text-align: center;">1</td> <td style="text-align: center;">72</td> <td style="text-align: center;">74</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">18</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> </tr> <tr> <td rowspan="3" style="text-align: center;">First</td> <td style="text-align: center;">1</td> <td style="text-align: center;">63</td> <td style="text-align: center;">79</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">35</td> <td style="text-align: center;">17</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">4</td> </tr> <tr> <td rowspan="3" style="text-align: center;">Second</td> <td style="text-align: center;">1</td> <td style="text-align: center;">72</td> <td style="text-align: center;">77</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">23</td> <td style="text-align: center;">21</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5</td> <td style="text-align: center;">2</td> </tr> </tbody> </table> <p style="text-align: center;">Math</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade</th> <th style="text-align: center;">Tier</th> <th style="text-align: center;">Nov</th> <th style="text-align: center;">Dec</th> </tr> </thead> <tbody> <tr> <td rowspan="3" style="text-align: center;">Kindergarten</td> <td style="text-align: center;">1</td> <td style="text-align: center;">68</td> <td style="text-align: center;">66</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">18</td> <td style="text-align: center;">21</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">13</td> <td style="text-align: center;">13</td> </tr> <tr> <td rowspan="3" style="text-align: center;">First</td> <td style="text-align: center;">1</td> <td style="text-align: center;">56</td> <td style="text-align: center;">63</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">25</td> <td style="text-align: center;">25</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">19</td> <td style="text-align: center;">13</td> </tr> <tr> <td rowspan="3" style="text-align: center;">Second</td> <td style="text-align: center;">1</td> <td style="text-align: center;">92</td> <td style="text-align: center;">84</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">6</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Grade	Tier	Nov	Dec	Kindergarten	1	72	74	2	18	15	3	10	10	First	1	63	79	2	35	17	3	2	4	Second	1	72	77	2	23	21	3	5	2	Grade	Tier	Nov	Dec	Kindergarten	1	68	66	2	18	21	3	13	13	First	1	56	63	2	25	25	3	19	13	Second	1	92	84	2	2	16	3	6	0
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**Fort Smith Public Schools
Carnall Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: Our goal is to have all students' attendance rate at or above 95% for the school year.

Describe and/or list the initial starting point	Progress towards meeting Goal 1
<ul style="list-style-type: none"> -- Identified students that attendance was below 95% from the 2017-18 school year; Dr. Tate called the parents and Ms. Woodruff talked to students about attendance policy and access to learning. -- Ms. B sends a flyer with attendance "helps" each month in the monthly folder -- Created a Google Drive to track conversations with parents and students -- Ms. Betancourt calls students with unexcused absences every day. -- Dr. Tate follows up with parents at 3 parent permission, 5 unexcused; Mrs. Devey calls parents at 7 unexcused, home visit at 8, and files FINS at 10 -- Ms. B follows up with the students -- Weekly we have a random drawing for attendance-if your name is drawn and you are here you get a prize -- Fun Times for Attendance-every month for students with perfect attendance except Dec and May -- 154 perfect attendance in September; 140 perfect attendance in October, -- 96.19% for 1st Nine weeks 	<ul style="list-style-type: none"> -- Attendance rate-94.99% for 2nd Nine Weeks -- Attendance percentage posted on front door every morning (96 above on green, 95 -94 on yellow, anything on red) -- ConnectEd messages every month to make parents aware of attendance percentage and number of students with perfect attendance -- 93 students with perfect attendance in November and 138 for December -- 11 students Perfect Attendance for the 1st Semester. These students toured Confectionately Yours, made cupcakes and sampled with milk.

**Fort Smith Public Schools
Carnall Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 2: Our goal is decrease discipline referrals and suspension reports by 25% in the 2018-19 school year.

Describe and/or list the initial starting point	Progress towards meeting Goal 2
<ul style="list-style-type: none"> -- Implemented PBIS (PD for teachers and supported by counseling sessions from counselor. -- Growth mindset strategies introduced in Grades 2, 5, and 6 -- Year 2 of Liveschool includes COLT Expectations (BE Responsible, Respectful, Be Safe) -- Liveschool rewards school wide every 2 weeks (SHS Buddies, COLT cash Store, COLT Theater, Game Day, Bingo Bash, Pizza and Pop with the Principal, Kona Ice Day) -- WOW (Worthy of Watching) Board (students making good choices randomly selected) -- COLT Essentials (Manner of the Month) -- Admin meets with a student every Friday that has had a negative balance in Liveschool for the week -- Increased our TIER 1 power academically (small differentiated groups in Reading, Math, and Writing) -- 1st Quarter 2018 38 Office referrals (8% decrease from 2017) -- 1st Quarter 2018 6 Out of School Suspensions (46% decrease from 2017) 	<ul style="list-style-type: none"> -- 2nd Quarter 2018-37 Office Referrals (16% decrease from 2017) -- 2nd Quarter 2018 -13 Out of School Suspensions (No change from 2017) -- All students with a positive Liveschool Balance went to Chuck E Cheese for our Positive Behavior Intervention Support field trip on December 18; 252/256 students had a positive balance. -- Liveschool positive to negative ratio is 10:1; Liveschool considers a healthy school 5:1 -- Counselor meets with students that do not have a healthy ration to create behavior plan and provide support -- Counselor Lunch Bunch-counselor meets with different students at lunch to discuss manners, feelings, and /or conflict resolution -- HOPE Sessions (Having Optimism, Preparing Everyone) teachers meet with counselor and principal to discuss and create action plan for students who are struggling academically, behaviorally, and/or emotionally.

**Fort Smith Public Schools
Carnall Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

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.

Describe and/or list the initial starting point	Progress towards meeting Goal 3						
-- COLT Key post-assessments created -- COLT Key interventions time 30 minutes every day -- October Istation Kinder (Tier 1-9%) -- October Istation 1st Grade (Tier 1-48%) -- October Istation 1st Grade (Tier 1-54%)	NWEA MAP Interim Assessments-PERCENTAGE Met Growth in Content Areas (Winter Session)						
	Grade	Number of Students	Reading	English Language Arts	Math	Science	% Met growth in 2 content areas
	3rd	31	32	39	26	52	39%
	4th	33	33	30	21	21	42%
	5th	33	27	30	33	36	36%
	6th	33	27	33	21	15	24%
	iStation MATH Percentage in Tier 1						
	Grade	Aug	Sept	Oct	Nov	Dec	
	Kinder	0	13	21	25	51	
	1st	43	38	50	47	43	
	2nd	38	60	69	71	63	
	iStation READING Percentage in Tier 1						
	Grade	Aug	Sept	Oct	Nov	Dec	
	Kinder	13	12	8	6	19	
	1st	29	43	45	57	57	
2nd	34	43	57	50	44		

**Fort Smith Public Schools
Cavanaugh Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: Our goal is to improve comprehension of text K-6 that will be measured by 80% of Kindergarten students reaching Tier I in listening comprehension on the Istation subtest, 80% of students in grades 1 & 2 reaching Tier I on the Istation comprehension subtest, and for 80 % of the students in grades 3-6 to achieve a proficient score on the "Key Ideas and Details" questions on the NWEA MAP Interim III by April, 2019.

Describe and/or list the initial starting point	Progress towards meeting Goal 1
<p>Our classroom teachers participate in common intervention times. The expectation is that by 8:15 am, teachers (K-2) will have their first intervention group meeting for Literacy, and 3-6 teachers will be focusing on Math. The intervention groups are determined by using data gathered from Istation, NWEA Map, dyslexia screeners, and classroom assessments. In addition, Students are STAR tested at the beginning of each quarter and reading goals are set, too. Students are recognized for achieving their Accelerated Reader goal at monthly and quarterly assemblies. "Goal Getter Celebration" activities are provided each quarter to reward students for their reading accomplishments. Students are encouraged to read each morning in the cafeteria before school starts and encouraged to take their library books home each to strengthen their fluency, vocabulary, and comprehension development. Our Partner in Education, Steve Beam Construction Company, sponsors our Accelerated Reader program. Funds awarded to Cavanaugh through the Arkansas Recognition Program have been used to purchase library books for the Media Center and money has been appropriated for the expansion of classroom libraries in grades 3-6 to encourage students to read and to bolster their comprehension skills development. Students in K-1 are recognized for reading growth each quarter by United Federal Credit Union. Students that grow two reading levels during each quarter are honored at the quarterly awards assembly and receive books compliments of the United Federal Credit Union.</p>	<p>Teachers are continuing to provide daily interventions at common building-wide intervention times. The expectation for teachers is that they will use data from the ISIP, Progress monitoring, and the NWEA MAP to determine their intervention groups and the specific skills needed per group. Teachers (3-6) have been made aware of the Learning Continuum aspect of NWEA MAP to better target the deficit skills of their students. They are also aware of the access they have to Istation intervention lessons to plan for small group instruction.</p>

**Fort Smith Public Schools
Cavanaugh Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 2: Our goal is to improve student knowledge of Number Sense. This will be measured by 80% of students scoring at proficiency on the grade level Math Screener assessment by April, 2019.

Describe and/or list the initial starting point	Progress towards meeting Goal 2
<p>During the scheduled Math time, the teachers will have a designated intervention time to pull intervention groups based on the data gathered from Math Screeners, interim testing, and classroom assessments. Each month a student from all 16 K-6 classrooms is recognized by our Partner in Education, Horace Mann, as the Mathematics Achievement Award recipient for continuous Number Sense development. Students are recognized on the Horace Mann Math Achievement Bulletin Board each month.</p>	<p>Teachers administered the second quarter math screeners and growth was realized across the board. As we enter the third quarter, teachers are continuing to meet with math intervention groups to ensure struggling students and "bubble" kids are given the opportunity to receive targeted support on the skills they are still lacking. The students that show Tier 1 on ISIP, or that show "high achievement/low growth" on NWEA MAP, are expected to work on extension activities to continue to progress and strengthen their mathematical skills.</p>

**Fort Smith Public Schools
Cavanaugh Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 3: Our goal is to have our average daily attendance rate at or above 95% for the school year and ultimately, for the Student Engagement score on ESSA to increase by at least 10%.

Describe and/or list the initial starting point	Progress towards meeting Goal 3
<p>Home visits will be made after 5 absences. Phone calls will be made after 3 absences. Awards will be given to students who have perfect attendance. The social worker, counselor, and assistant principal meet weekly to discuss concerns about absences and tardies. Each quarter students with Perfect Attendance are recognized by our Partner in Education, Health Depot, with a free ice cream. Students are recognized on the Perfect Attendance Bulletin Board and celebrated at the quarterly Recognition Assembly.</p>	<p>Meetings between the counselor, assistant principal, and the social worker are continuing, primarily focusing on those students who are habitually absent or tardy. We are in the planning process of development for a special reward for those students who have 95% (or better) attendance during the quarter.</p>

**Fort Smith Public Schools
Cook Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: Implement a dedicated intervention time for each grade level next year to ensure differentiated instruction occurs based on student results from frequent standards-based assessments. A four-tier model will be used and quarterly RTI committee meetings will dictate intervention instruction and monitor individual student success.

Describe and/or list the initial starting point	Progress towards meeting Goal 1
<p>Teachers did not have a dedicated intervention time. Students were pulled out for services all throughout the day. In 2017-2018 we began quarterly Rtl meetings.</p>	<p>We have had our 2nd RTI meeting to analyze data and make decisions. Teachers are using their 1 hour per week meetings to review the data that is collected through the week to make intervention lessons. Our goal for the 3rd quarter is to ensure the Essential standards are used for intervention work and planning.</p>

**Fort Smith Public Schools
Cook Elementary
School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 2: Implement Professional Learning Communities with teachers during the instructional day. These collaborative meetings will commit to the learning of each student. Campus staff will plan engaging lessons, monitor results, and offer a variety of questioning through the instructional day.

Describe and/or list the initial starting point	Progress towards meeting Goal 2
Some teams of teachers met regularly to talk about plans.	We have continued the work the teachers are doing during the PLC process. They have reached their short-term SMART goals and we will work to develop student-centered SMART goals for the 3rd quarter. We celebrated the work the teachers have done in their Tier 1 and 2 meetings at our November staff meeting. We are working towards developing Unit Plans to teach from for the 3rd quarter and are giving each grade level team a 1/2 day of planning.

**Fort Smith Public Schools
Euper Lane Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: Ensure that all students at Euper Lane are reading at or above grade level expectation.

Describe and/or list the initial starting point	Progress towards meeting Goal 1
<p>Interim 1: The NWEA MAP percentages were determined using the Norm Level Grade Mean RIT</p> <p>6th Grade: NWEA MAP: 33% not ready -Istation Oct. ISIP: 29% not ready 5th Grade: NWEA MAP: 47% not ready -Istation Oct. ISIP: 39% not ready 4th Grade: NWEA MAP: 42% not ready - Istation Oct. ISIP: 32% not ready 3rd Grade: NWEA MAP: 30% not ready - Istation Oct. ISIP: 19% not ready 2nd Grade: Istation October ISIP - 34% not ready 1st Grade: Istation October ISIP - 40% not ready Kindergarten: Istation October ISIP - 43% not ready</p>	<p>Classroom teachers and leadership team listed Targeted students, analyzed their data by looking at their Mean RIT, length of test time, and individual answers to determine student results. We noticed that some students had a short test time, so we went deeper into the data and looked at individual student's answers per question.</p> <p>Interim 1: The NWEA MAP percentages were determined using the Norm Level Grade Mean RIT</p> <p>6th Grade: NWEA MAP: 32% not ready - Istation Oct. ISIP: 26% not ready 5th Grade: NWEA MAP: 53% not ready - Istation Oct. ISIP: 27% not ready 4th Grade: NWEA MAP: 54% not ready - Istation Oct. ISIP: 30% not ready 3rd Grade: NWEA MAP: 47% not ready - Istation Oct. ISIP: 17% not ready Jan ISIP-16% not ready (7 students) 2nd Grade: Istation October ISIP - 37% not ready - Jan ISIP - 31% not ready (14 students) 1st Grade: Istation October ISIP - 36% not ready Jan ISIP: 42% no ready (19 students) Kindergarten: Istation October ISIP - 27% not ready Jan ISIP: 25% (13 students)</p> <p>We met in PLC to discuss results of NWEA and Istation assessments. We held data meetings with students to focus on logistics of testing and discuss their results and set goals for the next assessment.</p> <p>When looking at the January ISIP results, we saw increases in Tier I students in 3-6th grade. K-2 did not make as much progress, so this is a topic of discussion in PLC. We will be looking at each student's results, analyzing test questions and how the students answered to find out where to go with instruction, intervention, and enrichment.</p>

**Fort Smith Public Schools
Euper Lane Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 2: Ensure all students are performing at or above on grade level expectations on mathematics standards.

Describe and/or list the initial starting point	Progress towards meeting Goal 2
<p>Interim 1: The NWEA MAP percentages were determined using the Norm Level Grade Mean RIT. 6th Grade: NWEA MAP: 51% not ready - Istation Oct. ISIP: 17% not ready 5th Grade: NWEA MAP: 45% not ready - Istation Oct. ISIP: 68% not ready 4th Grade: NWEA MAP: 54% not ready - Istation Oct. ISIP: 45% not ready 3rd Grade: NWEA MAP: 30% not ready - Istation Oct. ISIP: 12% not ready 2nd Grade: Istation October ISIP - 24% not ready 1st Grade: Istation October ISIP - 27% not ready Kindergarten: Istation October ISIP - 33% not ready</p> <p>Classroom teachers and leadership team listed Targeted students, analyzed their data by looking at their Mean RIT, length of test time, and individual answers to determine student results. We noticed that some students had a short test time, so we went deeper into the data and looked at individual student's answers per question.</p>	<p>Interim 1: The NWEA MAP percentages were determined using the Norm Level Grade Mean RIT . 6th Grade: NWEA MAP: 53% not ready Istation Oct. ISIP: 10% Jan ISIP: 7% not ready (4 students) 5th Grade: NWEA MAP: 68 % not ready Istation Oct. ISIP: 31% not ready Jan ISIP: 27% not ready (21 students) 4th Grade: NWEA MAP: 66% not ready Istation Oct. ISIP: 21% not ready Jan ISIP: 20% not ready (10 students) 3rd Grade: NWEA MAP: 47% not ready Istation Oct. ISIP: 10% not ready Jan ISIP: 8% Not Ready (4 students) 2nd Grade: Istation October ISIP - 26% not ready Jan ISIP - 8% not ready (8 students) 1st Grade: Istation October ISIP - 22% not ready Jan ISIP - 35% not ready (8 students) Kindergarten: Istation October ISIP - 30% not ready) Jan ISIP - 13% not ready (5 students)</p> <p>We met in PLC to discuss results of NWEA and Istation assessments. We held data meetings with students to focus on logistics of testing and discuss their results and set goals for the next assessments. We constantly use data to drive instruction, interventions, and enrichment</p>

**Fort Smith Public Schools
Euper Lane Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 3: We will continue our PLCs at every grade level for the 2018-2019 school year with a focus on student data, including formative and summative assessments.

Describe and/or list the initial starting point	Progress towards meeting Goal 3
<p>For the 2018-2019 school year, a PLC time was scheduled in the master schedule to allow teachers 45-60 minutes of PLC time weekly. We are currently creating a schedule of focus areas to discuss during PLC along with student data. We plan to unwrap standards and identify Essential Skills and "I can" statements per grade level. With 3rd and 4th grade teachers, we are collaborating with Dr. Collet and Mrs. Stanton from the University of Arkansas with a focus on "Lesson Study". This is a process where teachers analyze student data, identify needs, and then collaborate to develop and refine a lesson based on students' response to instruction.</p>	<p>We have met weekly in PLCs to discuss student data, instruction, and assessments. We are working to identify the essential skills in each content area across grade levels. After we identify the essential skills, we identify the "I Can..." statements. We will also begin to discuss the use of instructional rounds (cycle of peer observations, data analysis, feedback, and modifications to instruction). An additional walk through tool will be implemented to gather data on student engagement, instructional strategies, assessments, and use of technology. We will work toward creating common formative and summative assessments within the grade levels.</p>

**Fort Smith Public Schools
Fairview Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: Fairview Elementary School students will increase Reading at Grade Level Scores by 5%.

Describe and/or list the initial starting point	Progress towards meeting Goal 1
<ul style="list-style-type: none"> *We have now given 3 ISIP Assessments and have data to show growth *Classroom instruction and interventions are based on data from ISIP, The Universal Dyslexia Screener, and classroom assessments *Preparing for Parent/Teacher conferences in order to share relevant data about student Lexile levels *All teachers are providing guided/small group reading instruction. 	<ul style="list-style-type: none"> *Students continue to make gains in all areas of reading as indicated by the monthly ISIP Assessments *Teachers are able to deliver more targeted interventions based on data from ISIP and The Universal Dyslexia Screener *The number of students in Tier 1 has increased resulting in a significant decrease in students needing Tier 2 and 3 interventions.

**Fort Smith Public Schools
Fairview Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 2: Fairview Elementary School students will increase Literacy and Math Proficiency by 5%.

Describe and/or list the initial starting point	Progress towards meeting Goal 2
<ul style="list-style-type: none"> *Developed a plan to provide teachers with one hour of collaboration time each week *Provide teachers one hour of collaboration time each week to analyze data, plan instruction, and determine next steps *Full implementaion of Linda Mood-Bell in K-2 classrooms *Full implementation of Linda Mood-Bell in the areas of Special Education, Dyslexia Point personnel, and Elementary Specialist *Administrators Zoom conference with Holly Aaron each month to discuss student growth and instructional needs *Use pre/post assessments to track progress towards essential standards *Provide professional development to improve ELL instruction 	<ul style="list-style-type: none"> *Teachers are meeting for one hour/week to develop common formative assessments based on essential standards for each unit of study in in literacy and math *Teachers are provided one day/quarter to develop units of study, assessments, and interventions in literacy and math (Elementary Specialist are involved in this planning) *Continued implementation of Linda Mood-Bell *Teachers and administrators receive support via Zoom coaching from Linda Mood-Bell Representatives *Common Formative Assessment data used to determine instructional and intervention needs *The number of students needing interventions in literacy and math continues to decrease *Applied for and accepted into the Fort Smith Professional Learning Community Academy *Ongoing professional development and support from district Literacy, Math, and Science Coordinators (New professional resources, initiatives, and directives)

**Fort Smith Public Schools
Fairview Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 3: We will improve student accountability with 5% reduction in Chronic Minors as recorded in LiveSchool.

Describe and/or list the initial starting point	Progress towards meeting Goal 3
<ul style="list-style-type: none"> *Implemented revised school-wide procedures *Montly celebrations recognizing LiveSchool top point earners *Implement House Points for students in grades 4-6 	<ul style="list-style-type: none"> *Teachers and staff continue to review with students the Schoolwide Expectations: Being Safe Being Responsible Being Respectful *Decline in Cronic Minors during second quarter

**Fort Smith Public Schools
Howard Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: Our goal is to improve comprehension of text K-6: by scoring 70% or above in Tier 1 Istation for the comprehension subtest in K-2 and to have at least 70% of students correctly answer Key Ideas and Details questions on NWEA Interim III in April of 2019.

Describe and/or list the initial starting point	Progress towards meeting Goal 1
<p>During staff development the week before school begin, as a PLC we talked about the importance of identifying Essential Standards that students needed to learn at each grade level. Then, we looked at the ACT Aspire Summative scores and found that as a school we struggle with Comprehension of Text. Next, each PLC team developed a SMART goal to address this area. For our goal to improve comprehension of text 1st-2nd gave PAST and CORE Assessment to students to determine who are struggling and then had Data Meetings to discuss steps to provide interventions for the identified students. We are in the process of having data meetings with 3-6th grade to determine students who need to be given the PAST and CORE assessment that will identify struggling concepts that teachers can work on during intervention.</p>	<ul style="list-style-type: none"> -- We used the NWEA class reports to determine students who need intervention. -- Grade level teachers gave a Phonemic Awareness Assessment to determine student weaknesses for specific skills to group students for intervention. We have a Northside student intern assisting with the testing. -- Each grade level team has met and grouped the students depending on their struggles. -- Reading comprehension interventions groups have been developed based on this data. -- Elementary Specialist has added 4 additional groups (14 students) to the TIS doing Seeing Stars and Visualizing & Verbalizing.

**Fort Smith Public Schools
Howard Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 2: Our goal is to improve student fluency in addition, subtraction, multiplication, and division facts by having third grade students 50% fluent in multiplication/division, fourth grade students 70% fluent in multiplication/division and fifth and sixth grade students 80% fluent in multiplication/division in XtraMath by April of 2019.

Describe and/or list the initial starting point	Progress towards meeting Goal 2
<p>During staff development the week before school begin, as a PLC we talked about the importance of identifying Essential Standards that students needed to learn at each grade level. Then, we looked at the ACT Aspire Summative scores and found that as a school we struggle with Number & Operations in Base Ten. Next, each PLC team developed a SMART goal to address this area. Math screeners that help identify weak grade level concepts for number sense were given and used to identify those students that were weak in this area. After being identified, those students were provided opportunities to strengthen this skill during intervention groups or by utilizing programs such as Xtramath, Istations, MobyMax, etc... to work on mastering grade level number sense.</p>	<ul style="list-style-type: none"> -- Teachers are having children set individual math goals. -- Teachers are using Xtramath and Istation to assess the students. -- A timed progress monitoring multiplication assessment will be used to enable students to track their fluency and progress and set their own weekly goals.

**Fort Smith Public Schools
Howard Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

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

Describe and/or list the initial starting point	Progress towards meeting Goal 3
<p>Attendance Award was modified to reflect the district goal of 95% Attendance. A mail merge letter was created by the school using attendance data from eSchool. The letters were distributed by teachers during Parent/Conferences. Each parent had to sign an original, for accountability, and received a copy of the document. The letter stated the district goal of 95% for each student and advised the parent how many days their child had been absent or tardy thus far this year as well as listing the child's current rate of attendance. The goal is to keep the parents aware of how much time their child is missing from school on a regular basis so that they can monitor it more closely throughout the year. We hope that this will make them more mindful of scheduling appointments after school or during breaks. Our current rate of attendance is 96%, so we have seen an increase in attendance for the school year, up from 94.6%.</p>	<p>Our total attendance decreased from 95% to 94%. Kindergarten had the greatest decrease from 95% to 91% due to discipline referrals and suspensions. One of the children has now been placed in ELK, so hopefully this trend will reverse. After reviewing attendance data it came to our attention that students with attendance problems may have also have instability in the home, however, we will need to have our social worker more involved with these families to reverse the overall trend as K, 2, 3, 4, 5 and 6 all had a least one point decrease in attendance.</p> <p>Based on the FSPS Discipline Listing Report, there were a total of 17 Out-of-School suspensions reported for the First Quarter of 2018-2019 school year. The breakdown is as follows:</p> <p style="text-align: center;">Student A: 7 Days Student B: 2 Days Student C: 1 Day Student D: 4 Days Student E: 3 Days</p> <p>Based on the FSPS Discipline Listing Report, there were a total of 24 Out-of-School suspensions reported for the Second Quarter of 2018-2019 school year. The breakdown is as follows:</p> <p style="text-align: center;">Student A: 6 Days Student B: 1 Day Student C: 2 Days Student D: 1 Day Student E: 1 Day Student F: 5 Days Student G: 5 Days Student H: 1 Day Student I: 2 Days</p> <p>We believe that this increase is due to our trial efforts at behavior modification for repeat disciplinary referral students.</p>

**Fort Smith Public Schools
Morrison Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

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

Describe and/or list the initial starting point	Progress towards meeting Goal 1
Our starting point for Goal 1 was that we are achieving 24% in literacy according to ACT data. Teachers have created binders to track student literacy data. We are holding PLC meetings to discuss literacy standards.	Based on Istation data, reading proficiency increased from 23% in January 2018 to 47% in January 2019.

**Fort Smith Public Schools
Morrison Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 2: Increase math achievement by increasing math performance by 15% in grades 3-6 grade as indicated by ACT Aspire data, Istation data, and MAP assessments.

Describe and/or list the initial starting point	Progress towards meeting Goal 2
Teachers began working on essential skills for mathematics instruction.	Based on Istation data, students scored 55% proficient in January of 2018 and 55% in January 2019. Since our focus during team meetings has consisted primarily of literacy data, we are going to alternate our focus during the second semester in order to show growth in math instruction.

**Fort Smith Public Schools
Morrison Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 3: Change the school culture to a family like environment that promotes character building and leadership skills in order to decrease office referrals.

Describe and/or list the initial starting point	Progress towards meeting Goal 3
<p>We have implemented a Kindness Club and have made being friendly a part of our school mission. Every day we say our goal of becoming the "friendliest school in Fort Smith." We are teaching character education and providing students with leadership opportunities to help them become responsible leaders in our community. Our office referrals have decreased and the number of Out of School Suspensions has decreased as a part of our efforts. We have a fine dining experience once a quarter that teaches students how to act in a social setting and how to be a good audience. Students are taught appropriate table manners and asked to interact with guest servers with polite phrases such as please and thank you. Students are also encouraged to dress appropriately for the event. We have also incorporated a leadership lunch series for our sixth grade students. Once a month, leaders from the community speak to our sixth grade students about being a leader. The students research the fields of the leaders prior to the presentation and bring prepared questions to ask. After the presentation and Q&A, the community leaders have lunch with our students in the lobby, and students are encouraged to make introductions and shake hands with the leaders.</p>	<p>Office referrals have stayed almost the same based on last year's discipline data. We had 70 office referrals last year compared to 71 office referrals this year. However, we believe the data does not represent the change because of a change in how discipline data is more effectively documented this school year. We believe some referrals were not reported last school year. Staff training was put in place to develop a better behavior management system. We believe that our level of disrespect and violence among students is significantly reduced, and we hope to have more accurate data in the second semester and following years.</p>

**Fort Smith Public Schools
Morrison Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 4: Increase parental involvement and support by increasing attendance to school functions and by promoting positive family-school interactions.	
Describe and/or list the initial starting point	Progress towards meeting Goal 4
<p>In addition to school wide parental involvement activities such as our STEAM night, Donuts for Dad, Muffins for Mom, our school open house, we are adding parent outreach effort by making positive office referrals. Teachers send students to the office when the students are exhibiting positive traits and an administrator calls home in order to let the parents know that we are so proud of their child and glad they are at Morrison. We want parents to know that we love their children and that they are cared for when they attend school. We have found success in getting parent buy in for supporting behavior expectations when we reach out to them as school partners and build rapport.</p>	<p>Attendance for Donuts for Dad increased from by over 50 parents during the 2018-2019 school year. We placed 10 positive office referrals during the first semester, and have a goal to make 30 positive calls home during the third quarter.</p>

**Fort Smith Public Schools
Orr Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: Increase special education ESSA Index Value to 57.48

Describe and/or list the initial starting point	Progress towards meeting Goal 1
<ul style="list-style-type: none"> - 2018 ESSA Index Value for special education sub group 53.65 - 2018 ESSA Value Added Growth for Students with Disabilities 78.49 - 2018 ESSA Value Added Growth in ELA for Students with Disabilities 75.80 - 2018 ESSA Weighted Achievement for Students with Disabilities 24.38 - 2018 ESSA Reading at Grade Level-SPED students 9.8% - 2017-18 ACT Aspire Reading 3rd Grade with IEP- 13% - 2017-18 ACT Aspire Math 3rd Grade with IEP- 50% - 2017-18 ACT Aspire Reading 4th Grade with IEP- 11% - 2017-18 ACT Aspire Math 4th Grade with IEP- 11% - 2017-18 ACT Aspire Reading 5th Grade with IEP- 8% - 2017-18 ACT Aspire Math 5th Grade with IEP- 8% - 2017-18 ACT Aspire Reading 6th Grade with IEP- 29% - 2017-18 ACT Aspire Math 6th Grade with IEP- 29% 	<ul style="list-style-type: none"> -- Special Education students are receiving interventions from classroom teachers and resource or self-contained teachers based on their identified needs -- Special Education teachers have received training in and use Leveled Literacy Interventions from Fountas and Pinnell -- Special Education students identified as having markers of dyslexia are receiving Lindamood Bell interventions -- Special Education teachers will receive RTS (Read to Succeed) training -- All teachers will complete either RISE training or Science of Reading training this year -- Special Education teachers receive one on one coaching from Lindamood Bell trainers. We are implementing this with our self-contained teacher Bell trainers. We are implementing this with our self-contained teacher . -- Development of Professional Learning Community with a focus on student agency (purpose, ownership including goal setting, motivation, engagement, self-efficacy, voice, and choice) --10 students with disabilities met their NWEA Map Goal -- 63.33% of students with disabilities demonstrated growth on the NWEA Map assessment from the Fall to the Winter test

**Fort Smith Public Schools
Orr Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 2: Increase school-wide Literacy/Math scores by at least 5%	
Describe and/or list the initial starting point	Progress towards meeting Goal 1
<ul style="list-style-type: none"> -- We have begun working on our PLC -- Teachers in K - 6th Grade have analyzed and determined the essential standards for English Language Arts and Math -- Teachers have paced their Unit 1 curriculum and some collaborative teams have paced through the first semester. -- We have a Leadership Team in place to advise the principal on PLC progress and to help with planning. Our Leadership team has met twice. -- We also have a School Improvement Team that has met to discuss students that are not progressing in interventions or that may possibly need referrals for special education. -- Our first and second grade teachers are placing students in Tier 2 intervention groups and will work together to provide interventions for students with similar skill gaps. -- We are implementing Lindamood-Bell with fidelity in Kindergarten through second grade and in our interventions small groups. -- The principal has met with Holly from Lindamood-Bell and will continue to meet with her on the first Thursday of each month to discuss progress and next steps. -- Our counselor has a plan in place to keep in contact with parents of students that are absent from school more than 4 day and provides them with information and support when needed. 	<ul style="list-style-type: none"> -- We have begun working on our PLC. We also will receive training through a district initiative to implement the -- We have scheduled job embedded professional development to work on setting learning targets for each essential standard. -- Teachers are working in their collaborative teams to pace the curriculum throughout the school year. -- We have a Leadership Team in place to advise the principal on PLC progress and to help with planning. Our Leadership Team meets monthly. -- We also have a School Improvement Team that has met to discuss students that are not progressing in interventions or that may possibly need referrals for special education. -- Our first and second grade teachers place students in Tier 2 intervention groups and work together to provide interventions for students with similar skill gaps. -- We are implementing Lindamood-Bell with fidelity in Kindergarten through second grade and in our interventionists small groups. -- The principal meets with Holly from Lindamood-Bell and will continue to meet with her on the first Thrusday of each month to discuss progress and the next steps. -- Our counselor has been implementing the plan to keep in contact with parents of students that are absent from school more than 4 days and provides them with information and suppor when needed. We have implemented a quarterly incentive for perfect attendance and LiveSchool points for attendance. Our attendance has improved from 95.55% to 96.09% since the beginning of the year.

-- Istation September Math ISIP-Kindergarten - 49% on Benchmark,
1st Grade - 48% on Benchmark, 2nd Grade - 64% on Benchmark,
3rd Grade - 66% on Benchmark, 4th Grade - 42% on Benchmark,
5th Grade - 24% on Benchmark, 6th Grade - 68% on Benchmark
-- Istation September Reading ISIP - Kindergarten - 51% on Benchmark
1st Grade - 40% on Benchmark, 2nd Grade - 64% on Benchmark,
3rd Grade - 64% on Benchmark, 4th Grade - 55 on Benchmark,
5th Grade - 66% on Benchmark, 6th Grade - 54% on Benchmark

-- Istation December Math ISIP - Kindergarten 57% (Increase 8%),
1st Grade - 62% (Increase 14%), 2nd Grade - 73% (Increase 9%),
3rd Grade (Nov) 74% (Increase 8%), 4th - 60% (Increase 18%),
5th Grade 51% (Increase 27%), 6th Grade 73% (Increase 5%)
-- Istation December Reading ISIP - Kindergarten 50% (Decrease 1%),
1st Grade 72% (Increase 32%), 2nd Grade 57% (Decrease 7%)
3rd Grade (Nov) 69% (Increase 5%), 4th Grade 53% (Decrease 2%)
5th Grade 64% (Decrease 2%), 6th Grade 67% (Increase 7%)

**Fort Smith Public Schools
Orr Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 3: Implement Positive Behavior Interventions and Support through the use of LiveSchool to improve student behavior by achieving a school-wide ratio of 50:1 (positive to negative) reinforcements of behavior	
Describe and/or list the initial starting point	Progress towards meeting Goal 3
<ul style="list-style-type: none"> -- Our new teachers have been trained in LiveSchool. -- On October 15, 2018 we had 77,533 positive points given by teachers and 1,998 demerits since the beginning of this school year. -- This is 39.1 ratio. Only 45 out of the 1,998 negative behaviors documented in LiveSchool have resulted in office referrals. -- 2% of the discipline is being referred to the office. -- We are going to implement Houses in LiveSchool in an effort to encourage students and staff to strive toward meeting positive school-wide behavior goals. -- These Houses will divide our students into 4 groups that will compete for group incentives. We will kick the Houses initiative off at our October 29th Mustang Morning Meeting. 	<ul style="list-style-type: none"> -- On October 15, 2018 we had 77,533 positive points given by teachers and 1,998 demerits since the beginning of this school year. On December 20, 2018, our year to date positive points are at 161,000 and demerits are at 4,264 -- December, we have a 45:1 ratio for the year. Only 133 out of the 4,264 negative behaviors documented in LiveSchool have resulted in office referrals. -- 3% of the discipline is being referred to the office. -- We have implemented Houses using LiveSchool, and we have had one group incentive party so far. We will do one of these incentive parties each month. This has increased the ratio of positive to negative reinforcements and the amount of LiveSchool participation implemented school-wide.

**Fort Smith Public Schools
Pike Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: Reading Comprehension: reading comprehension will increase by 20% by the end of the 2018-2019 school year.

Describe and/or list the initial starting point	Progress towards meeting Goal 1
1. Continuation of instructional observations	1. Mrs. West and Mrs. Austin will continue to do instructional observations on teachers during reading instruction. The focus will be on small group instruction. Then we will meet with teachers to give feedback and to have reflection time for the teachers. Reflection will help to improve student instruction.
2. Teachers are continuing use of data in team collaboration meetings	2. Teachers will continue to use data from Istation, NWEA Map testing, running records, and other formative assessments to help guide instruction and the grouping of students.
3. K-2 skills based groups from Istation (Mrs. West apart of this)	3. Mrs. West will work with K-2 teachers after their data comes back from Istation testing to determine with students need more intensive interventions.
4. Seeing Stars/VV implementation (coaching)	4. K-2 teachers, interventionist and special education teachers will continue to work with Linda-Mood Bell. The focus will be coaching. The teachers will teach the lessons and will receive feedback from their coach. Mrs. Austin will also continue monthly meetings with Holly Aaron.
5. 3-6 students (5 from each class) will be assigned to a lower grade to attend Seeing Star Lessons	5. Teachers in grades 3-6 have worked with Mrs. Austin to identify their students from NWEA Map testing who have fallen into the low growth/low performance quadrant who do not receive any extra help. The 5 lowest students will be identified and will be partnered up with a lower grade to attend Seeing Stars session.
6. Caught Reading Books/Principal Reading	6. Caught reading slips will continue to be handed out to students who are caught reading throughout the building. Their slips are placed in a drawing for a free book. Also, students who show growth are being sent to the office for the principal to listen to. They then receive a free book and their picture on the reading bulletin board.
7. Implementation of Classroom Libraries	7. During February PD teachers will be taught how to implement classroom libraries. The first week of March Pike will have a huge celebration t introduce the books to the students.

8. Use of Data from MAP Testing (Mrs. Austin apart of this)

8. Mrs. Austin sat down with the teachers and discussed the four quadrants with the teachers. They then made a plan of using the action plans that are one of the reports on the NWEA Map testing sight. The teachers put c listed their goal and the students goal to improve their reading level. The action plans are signed by the teacher, student, and parent. A copy will be kept in the classroom and office. The student must be aware of the goals set by themselves and their teacher if asked.

Reading NWEA Map Testing December Testing:

72/247 = 29% on Grade Level in 3-6

83/247 = 34% made their growth mark in 3-6

**Fort Smith Public Schools
Pike Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 2: Discipline: classroom referrals will decrease by 10% during the 2018-2019 school year.

Describe and/or list the initial starting point	Progress towards meeting Goal 2
<p>1. Continuation of Golden Tray</p> <p>2. Monthly Character books</p> <p>3. Dismissal Procedures Continued</p> <p>4. Self-Reflection on Behavior</p> <p>5. Implementation of Positive Behavior Referrals</p>	<p>1. The implementation of the "Golden Tray" will continue third quarter. students became very competitive for the tray. During the third quarter there will be a principal award for the classes who receive the tray the most times.</p> <p>2. We will continue with the implementation of the monthly character books to help students improve social development.</p> <p>3. The use of Carriderpro has really helped to build positive relationships with the parents. We will continue to build the positive relationships with parents while keeping their child safe.</p> <p>4. We are working on creating a more reflective piece for our students who come to the office with discipline issues. Many of our students who are repeat offenders receive some form of counseling. We have more students who need counseling, but we only have the Perspective counselor one day a week.</p> <p style="text-align: center;">August: Referral 1 September: Referral 1 October: Referral 10 Suspensions 4 November: Referral 26 Suspensions 5 December: Referral 19 Suspensions 7</p> <p>5. We implemented second quarter positive office referrals. November we had 16 referrals and for the month of December 71 referrals. The students get a positive note home and their picture on the wall. This has helped students with being more positive about school.</p>

**Fort Smith Public Schools
Sradling Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: According to Spradling's ESSA reports, Special Education students have been listed as an area of needs improvement for two consecutive years.

Special Education students will improve in ACT Aspire scores by 3% in Math and Literacy.

Describe and/or list the initial starting point	Progress towards meeting Goal 1
<p>Our Special Education teacher held IEP amendment conferences with every student serviced so that she could serve each student in the general education classroom. She has worked with the general education classroom teachers to schedule time(s) throughout the day to push into the classroom and work with the student(s) on grade level work, as well as the work she needs completed in order to meet the IEP goals. The SPED teacher has also become a member of the Guiding Coalition and is becoming an integral part of the PLC process. She has begun attending weekly team meetings so that she can gain a better understanding of what is expected of each student on grade level curriculum.</p>	<ul style="list-style-type: none"> * Self Contained Special Education 2nd quarter NWEA Map results showed 80% Observed Growth and 40% Projected Growth. *IEP goals have been rewritten to address new data. *47% Self Contained students are spending a Literacy block in a general education classroom each day. *SPED teachers are included in a 70 minute team planning meeting each week. *Self-Contained SPED teacher spends 30 minutes each week with a Title I Elementary Specialist for support on classroom management and curriculum. *Resource teacher pushing into general education classrooms supporting grade level skills with high expectations has been successful. One student is already being considered for possibly exiting the SPED program. *Some SPED students are receiving an additional tier 3 small group intervention. *SPED teachers meet with the Principal for a Data Day once a quarter.

**Fort Smith Public Schools
Spradling Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 2: Students who show deficiencies in essential standards will participate in the RTI process. Students will increase proficiency by 30% in these standards.

Describe and/or list the initial starting point	Progress towards meeting Goal 2
<p>A schedule has been finalized that allows each grade level the 40 minute block of intervention/enrichment time that does not require the students to be pulled out of classroom core instruction. Specialists have been assigned a period of time 2-3 times per week where they pull FLEX groups (enrichment groups for students who have already met the learning targets). This allows for up to 7-8 groups of students to be seen during this time, providing more one-on-one/small group instruction that is targeted to meet each student's needs.</p>	<ul style="list-style-type: none"> *Spradling has added a full time interventionist to the team paid for with award funds from the Arkansas Department of Education for Academic Growth. *Grade level teams examined data and created charts to form tier 1, 2, and 3 groups for math, literacy, and behavior. *A team has been created which includes district level SPED, EL, literacy, and math department leaders, building speech teacher, counselor, and classroom teacher to closely examine needs of specific students that have been brought to the team with concerns to determine the best plan of action and next steps *2nd grade set a goal of 77% of students will be in tier 1 reading on Istation in April. December results show 60% of students have achieved that goal.

**Fort Smith Public Schools
Spradling Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 3: Continue work in the PLC process	
Describe and/or list the initial starting point	Progress towards meeting Goal 3
<p>Teacher teams have assessed where they are in the process and figured out what their next step is. Each team has identified a weakness they are working on. They have created SMART goals that align with the school goals. They have met with our Solution Tree Representative to discuss the next step in furthering our knowledge of the PLC @ Work process, which required the teams to determine proficiency levels for each essential standard that was identified. They have met with the assessment coach and made a plan moving forward on how to better assess student learning. We have scratched the surface of what RTI really means and what it looks like in our school. The Guiding Coalition is exploring ways to make intervention/RTI time more effective.</p>	<ul style="list-style-type: none"> *Grade level teams have invested time with PLC specialists in literacy, math, and assessments targeting specific needs to their team. *The Guiding Coalition has met with our school PLC Coach to assist in our understanding of the RTI process and how best to meet our goals. * We had a school wide "Big B" Celebration in honor of Spradling receiving a B on our report card! Special guests included were Commissioner Key, Jeff Jones (founder of Solution Tree/PLC), Fort Smith board members, Superintendent, and Central Office Administrators. Northside High School drum line and cheerleaders helped to celebrate as well.

**Fort Smith Public Schools
Sunnymede Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: Sunnymede students will increase their ELA Composite score on the ACT Aspire assessment by 5% from 36.1% to 41.1%.

Describe and/or list the initial starting point	Progress towards meeting Goal 1
<p>K – 2nd PLC’s connect to the Universal Dyslexia Screeners to targeted to Level 1 Students.</p> <p>PLC and classroom coaching have been connected to studying a writing continuum and what make a good narrative writing.</p> <p>All grades took ISIP on Istation to study reading data to acquire reading levels.</p> <p>Working on setting up real Writers Workshop</p> <p>Working on Accuracy Checks vs. Running Records</p> <p>All K – 2 teachers, Special Education teachers and Interventionists are LMB trained</p> <p>All staff participating in R.I.S.E. training</p>	<p>TIES Intervention Groups</p> <p>4 - 1st grade 30 min intervention groups (Tier 2)</p> <p>3 - 2nd grade LMB Intervention 30 min groups</p> <p>7 - 3rd - 6th grade LMB Intervention 30 min groups</p> <p>Pushing in or pulling students based on Istation Data (Tier 2) kindergarten</p> <p>*We are picking up a new LMB group (4th grade) from the bottom 25% of 4th grade</p> <p>*1st-2nd - Teachers :</p> <p>*Have utilized UDS data to form fluid intervention groups which change based on progress monitoring data.</p> <p>*TIES utilize PLC time to study the data and assist in reforming intervention groups as needed.</p> <p>During PLC Meetings :</p> <p>We have worked with teachers on content in application with RISE strategies, decoding and phonological awareness.</p> <p>*3rd - 6th:</p> <p>Will study 2nd quarter MAP data to inform instruction and intervention groups.</p>

**Fort Smith Public Schools
Sunnymede Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 2: Sunnymede students will increase their Math score on the ACT Aspire assessment by 5% from 44.7% to 49.7%.

Describe and/or list the initial starting point	Progress towards meeting Goal 2
<p>Math Screeners building wide were administered building wide and used to target small group interventions.</p> <p>PLC connected to study student data from screeners</p> <p>Some teachers went to Number Talks PD to gain knowledge on Number Sense</p> <p>Used data from Math Istation to plan for classroom instruction</p>	<p>*Continued 1st quarter learning schoolwide through coaching/modeling . math strategies for interventions.</p> <p>*Fluency is the biggest area of need - The ACSIP Math Committee focused on this as our theme for Family Math Night - we had a large participation.</p>

**Fort Smith Public Schools
Sunnymede Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 3: Sunnymede students will increase their English proficiency level by 5% on the ELPA 21 assessment from 26.9% to 31.9%.

Describe and/or list the initial starting point	Progress towards meeting Goal 3
<p>ELPS/Ellevation data training with ELL coordinator for all staff</p> <p>Certified ELD teacher is being coached by English 3D certified personnel</p> <p>Certified ELD teacher meets with long-term ELL students and uses research based ELD program with these students (English 3D, Reach)</p> <p>Teachers use Kagan/SIOP strategies to engage learners</p> <p>All staff received Kagan Day 2 and Brain Trauma PD at the beginning of 2018 - 19 school year.</p>	<p>* During our school-wide RTI and data meetings in October 2018, there were ELLS identified as needing immediate language support in a pull out model while other ELLS were recognized for their growth and no longer needed a pull out group - these students needed push in language support instead. After the data meetings, I rearranged my schedule in order to better support the needs of our ELLS at Sunnymede.</p> <p>* In addition to RTI meetings, I met with Amanda Butler and our paraprofessionals on December 7, 2018. We discussed every single ELL in our building and made notes on whether they were supported through a push in model or pull out model using an ELD program. We worked hard to try to ensure there wasn't a single student who was falling through the cracks. Upon analyzing the data from Mrs. Butler and the Parker Center, we recognized three students who need different services as well as grade level (fourth) who need more support. We all adjusted our schedules accordling to reflect this change.</p> <p>* Sunnymede will be taking the ELPA 21 the last week of January and into the month of February; therefore, we do not have updated data (yet) for this assessment. We will report our new scores as soon as they are available.</p>

**Fort Smith Public Schools
Sutton Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: Improve student engagement in all curricular areas.

Describe and/or list the initial starting point	Progress towards meeting Goal 1																			
<p>So far this year, we have had a Kagan Stretch and Review PD with all certified staff.</p> <p>We were able to get our chosen school site trainer approved and she attended training this summer. She will be able to work with our new staff to get them caught up with the five days of CL training.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">CL</th> <th style="text-align: center;">Percent Currently Trained</th> <th style="text-align: center;">Percent Needing Training</th> </tr> </thead> <tbody> <tr> <td>Day 1</td> <td style="text-align: center;">74</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Day 2</td> <td style="text-align: center;">64</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Day 3</td> <td style="text-align: center;">64</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Day 4</td> <td style="text-align: center;">74</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Day 5</td> <td style="text-align: center;">88</td> <td style="text-align: center;">12</td> </tr> </tbody> </table> <p>Mrs. House and two more teachers have applied for scholarships for winter academy to attend coaching training. We hope to hear positive news in the very near future.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="text-align: center;"> <p>Positive Interdependence Individual Accountability Equal Participation Simultaneous Interaction</p> </td> </tr> </tbody> </table>	CL	Percent Currently Trained	Percent Needing Training	Day 1	74	26	Day 2	64	36	Day 3	64	36	Day 4	74	26	Day 5	88	12	<p>Positive Interdependence Individual Accountability Equal Participation Simultaneous Interaction</p>	<p>We hosted a Kagan Higher Order Thinking Skills workshop on Saturday, January 12th. This will provide teachers who attend ways to increase student engagement while thinking about higher levels of Blooms levels. Each teacher/administrator who attends will leave with new skills for increasing student engagement and teaching to higher order thinking skills.</p> <p>The majority of the teachers needing make up training are requesting for make-up sessions to be this summer. We will schedule dates for the ramp up training, but still focus on the structures we learned in our August PD, or previous trainings, to increase student engagement.</p> <p>We actually have 3 teachers and Mrs. House signed up for the Kagan Winter Academy in January.</p> <p>Mrs. House and I have created a focus walk form to focus our walk-throughs more specifically on our SIP goals this year. We will implement the new form starting in January and have another form of quantifiable data to share with our team on our progress toward our goals.</p> <p>We added a new staff member to our team to begin in January, so this will increase our number of staff that needs to be trained. We will get her scheduled with our make-up sessions.</p> <p>Our Kagan Coaching Visit with the consultant is scheduled for February 5-6. Each staff member will have one: one, real time coaching visit to improve student engagement in the classroom.</p>
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**Fort Smith Public Schools
Sutton Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 2: Continue to increase parent/family engagement and communication with the school.

Describe and/or list the initial starting point	Progress towards meeting Goal 2								
<p>We have held several parent meetings so far this year including four informative sessions at various times to help parents understand our new dismissal procedures. Mrs. House and I held a parent coffee morning session and plan to do more of these throughout the year. We had our Meet the Teacher Night and an Open House event this past quarter. We have partnered with Adult Ed again this year to offer English Classes for our parents. These began October 9th. We are using Canva to create digital flyers for events, so parents don't just get paper copies, they can see it online as well. Many classes are using Class Dojo to communicate with parents and are using the Class Story feature to allow a safe platform for sharing student work and activities in class.</p>	<p>We have scheduled our annual Donuts for Dads and Muffins for Moms celebration events. We are still trying to decide if we will have an open house/share out type event or just keep the family celebration that our families enjoy. Our team is still discussing this.</p> <p>We have used Canva for parent and community updates during the first semester. We only have the data that Parent Link shows us, so we aren't sure if the newsletter is being read as widely as we want. We have talked with other schools about SMORE and plan to do updates with that this coming semester. It tracks usage.</p> <p>Our Class Dojo is picking up. More teachers are using it this quarter and we will have another PD to share with those who haven't used it yet. The class stories are going over very well with our families.</p> <p style="text-align: center;">23 Teachers Currently Signed Up 249 Parents Currently Sigend Up</p> <p style="text-align: center;">December 7, 2018 Report</p> <table border="1" data-bbox="1171 1175 1824 1305"> <tbody> <tr> <td>Messages Sent</td> <td>123</td> </tr> <tr> <td>Class Stories Shared</td> <td>29</td> </tr> <tr> <td>Skills Celebrated</td> <td>866</td> </tr> <tr> <td>Positive Feedback</td> <td>88%</td> </tr> </tbody> </table> <p>We will have more communication sessions through Cafecitos and Coffee with the Principals this semester to help parents understand the various tests coming up (ELPA, Istation, NWEA, and ACT Aspire). We will also help communicate about the transition days/events for 6th grade going to Jr. High</p>	Messages Sent	123	Class Stories Shared	29	Skills Celebrated	866	Positive Feedback	88%
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**Fort Smith Public Schools
Sutton Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 3: Increase Spring 2019 Literacy scores by at least 5% on the Istation and ACT Aspire Summative Assessments.

Describe and/or list the initial starting point					Progress towards meeting Goal 3																																																																																																										
<p>We are learning to read the NWEA Map reports, as there are 5 categories reported on it compared to the four categories reported through ACT Aspire Summative Assessments. We will continue PD efforts to make sure we are focusing our time on the best available information.</p> <p style="text-align: center;">Spring 2018 ACT Aspire Data:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>English</th> <th>Math</th> <th>Science</th> <th>Reading</th> <th>(Ready/Exceeding)</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>73.9</td> <td>50</td> <td>22.6</td> <td>26.2</td> <td></td> </tr> <tr> <td>4</td> <td>51.6</td> <td>37.1</td> <td>24.2</td> <td>32.3</td> <td></td> </tr> <tr> <td>5</td> <td>71.1</td> <td>33.3</td> <td>28.6</td> <td>33.3</td> <td></td> </tr> <tr> <td>6</td> <td>79.7</td> <td>57.8</td> <td>39</td> <td>30.5</td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">October 2018 NWEA Map Data</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Lang. Usage</th> <th>Math</th> <th>Science</th> <th>Reading</th> <th>(Avg/Hi Avg/High Combined)</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>47</td> <td>49</td> <td>59</td> <td>46</td> <td></td> </tr> <tr> <td>4</td> <td>55</td> <td>50</td> <td>48</td> <td>52</td> <td></td> </tr> <tr> <td>5</td> <td>42</td> <td>25</td> <td>43</td> <td>49</td> <td></td> </tr> <tr> <td>6</td> <td>55</td> <td>44</td> <td>54</td> <td>56</td> <td></td> </tr> </tbody> </table> <p>Our concern is that NWEA looks at 5 categories and ACT looks at 4 categories of proficiency. We are cautiously aware that the "average" category reported on the NWEA Map may be split between the upper and lower on the ACT Aspire in the spring.</p> <p style="text-align: center;">Istation Data (K-2 Literacy)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>September</th> <th>January</th> <th>April</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>38</td> <td>37</td> <td>53</td> </tr> </tbody> </table>					Grade	English	Math	Science	Reading	(Ready/Exceeding)	3	73.9	50	22.6	26.2		4	51.6	37.1	24.2	32.3		5	71.1	33.3	28.6	33.3		6	79.7	57.8	39	30.5		Grade	Lang. Usage	Math	Science	Reading	(Avg/Hi Avg/High Combined)	3	47	49	59	46		4	55	50	48	52		5	42	25	43	49		6	55	44	54	56		Year	September	January	April	2017-18	38	37	53	<p>NWEA MAP RESULTS (Mean RIT)</p> <table border="1"> <thead> <tr> <th colspan="3">Reading</th> </tr> <tr> <th>Grade</th> <th>Fall</th> <th>Winter</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>182.5</td> <td>185.6</td> </tr> <tr> <td>4th</td> <td>194.4</td> <td>195.5</td> </tr> <tr> <td>5th</td> <td>199.6</td> <td>196.7</td> </tr> <tr> <td>6th</td> <td>207.2</td> <td>205.7</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Math</th> </tr> <tr> <th>Grade</th> <th>Fall</th> <th>Winter</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>185.6</td> <td>188.8</td> </tr> <tr> <td>4th</td> <td>197.3</td> <td>198.1</td> </tr> <tr> <td>5th</td> <td>200.6</td> <td>203.2</td> </tr> <tr> <td>6th</td> <td>207.3</td> <td>210.6</td> </tr> </tbody> </table> <p>We have K-2 Istation Testing scheduled for January 22-25.</p>			Reading			Grade	Fall	Winter	3rd	182.5	185.6	4th	194.4	195.5	5th	199.6	196.7	6th	207.2	205.7	Math			Grade	Fall	Winter	3rd	185.6	188.8	4th	197.3	198.1	5th	200.6	203.2	6th	207.3	210.6
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**Fort Smith Public Schools
Tilles Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: Improve or maintain Reading proficiency	
Describe and/or list the initial starting point	Progress towards meeting Goal 1
<p>Beginning the 2018-2019 school year 45% of the K-2 students scored Tier 3 on the Istation Reading Assessment. Our goal is to decrease this percentage amount by May 2019.</p> <p>Beginning the 2018-2019 school year 57% of 3-6 students scored below average on the NWEA MAPS Reading Assessment. Our goal is to decrease this percentage amount by May 2019.</p>	<p>December 2018 - 28% of K-2 students are Tier 3. We have implemented a block of time every morning where no students are pulled out so the classroom teacher and the Elementary Specialists can serve small groups of students in the area(s) they are in need.</p> <p>December 2018- 69% of 3-6 students scored below average. Classroom teachers are developing target lesson plans and activities to help close the gap.</p>

**Fort Smith Public Schools
Tilles Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 2: Improve or maintain Math proficiency	
Describe and/or list the initial starting point	Progress towards meeting Goal 2
<p>Beginning the 2018-2019 school year 28% of the K-2 students scored Tier 3 on the Istation Math Assessment. Our goal is to decrease this percentage amount by May 2019.</p> <p>Beginning the 2018-2019 school year 54% of the 3-6 students scored below average on the NWEA MAPS Math Assessment. Our goal is to decrease this percentage amount by May 2019.</p>	<p>December 2018 - 15% of K-2 students are Tier 3. Classroom teachers have been given ample time to perfect their instruction and differentiate to meet the individual needs of their students resulting in measurable academic gains.</p> <p>December 2018- 64% of 3-6 students scored below average. Classroom teachers are developing targeted lesson plans and activities to help close the gap.</p>

**Fort Smith Public Schools
Tilles Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 3: Maintain or increase attendance rate of 95.24%	
Describe and/or list the initial starting point	Progress towards meeting Goal 3
<p>There is a pattern of decline with the school year 2016-2017 percentage rate of 96.13 and the school year 2015-2016 being 95.82. Last year's total attendance percentage rate was 95.24.</p>	<p>At the end of Quarter 2 last year the percentage rate was 96.34 with a comparative increase of .55%. The 1st semester Tilles percentage rate is 96.81%</p>

**Fort Smith Public Schools
Tilles Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 4: Critical thinking in all areas including Technology.

Describe and/or list the initial starting point	Progress towards meeting Goal 4
Teachers were given training on SAMR model, to encourage them to move instruction from substitution to augmentation. This is measured by classroom observations throughout the semester.	Observations indicate that students are moving toward modification with their use of technology. Teachers are providing opportunities for projects.

**Fort Smith Public Schools
Trusty Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: Increase teacher strategies for management and discipline resulting in higher reported confidence on teacher surveys and fewer discipline referrals than the 3-year average.

Describe and/or list the initial starting point	Progress towards meeting Goal 1
<p>Our 1st Quarter discipline referral count was 107. Although this is much higher than our first quarter average, it is only a little above our 3-year average per quarter. On June 20, we attended the "Oppositional, Defiant, Disruptive Students" seminar and purchased materials to assist with implementation. Our staff, however, did not find this seminar helpful for our needs. Staff members were trained on August 10 by a behavioral specialist from the coop focusing on Basics of Applied Behavioral Analysis (principles of reinforcement, behavior, and punishment. Staff members felt this was very beneficial. We changed many of our discipline practices to include more positive incentives and more structure. Currently, all staff members are using DOJO to reinforce behavior. Many staff members also attended the second "voluntary" training on the teacher-directed day, August 14, with the behavioral specialist, which focused on using contracts and token economies, as well as reinforcing the concepts from Day 1. Our staff reviewed our current guidelines, procedures and incentives to make them more aligned schoolwide before August 15. We have already allowed students to visit the Tiger Bucks store twice, mid-quarter and quarter end, to spend the "money" associated with their DOJO points. K-1 teachers decided to transition from punch cards to the DOJO/Tiger Bucks system, making all STAR grades consistent. Blue slips for great behavior have been implemented. Students from each grade level have been chosen on a monthly basis to be recognized. We had some difficulty getting started with GoGuardian, but as of mid-October, all 3-6 teachers have access to this program to allow them to monitor students on their Chromebooks in real time. All teachers communicate very frequently, daily and weekly, with parents through a combination of communication folders and DOJO posts.</p>	<p>Our 2nd Quarter discipline referral count was 140. This is higher than our second quarter average (111). Our suspensions (14) were only slightly higher than our 2nd quarter average (12). We are continuing to use DOJO points that translate into Tiger Bucks to be spent at the Tiger Bucks Incentive Store. The students go after every mid-quarter and quarter. In addition, we are continuing STAR Student recognition and Blue Slip recognition, as well as parent communication through DOJO, Remind, and Communication Folders. In addition, we have 24 mentors working with individual students in grades 5 and 6. We have community partners from the Roundtable working with our Golden Knights and Royal Jewels to strengthen their leadership, behavioral, and social skills.</p>

**Fort Smith Public Schools
Trusty Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

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

Describe and/or list the initial starting point	Progress towards meeting Goal 2
<p>Our overall 3-6 proficiency rate on the NWEA maps test for Reading was 11.3%. We have been providing small group instruction in Reading in all classrooms. K-2 are implementing the LindamoodBell strategies. All staff was trained on June 5 by Lisa Dieker on Strategies to Support Students with Disabilities. Many grade levels are implementing pre-tests and post-tests for units and discussing the results with colleagues. Vertical meetings are held on a rotating basis for teachers to discuss student performance, strategies, and curriculum alignment in the following bands: K/1; 2/3; 4/5/6 Math; and 4/5/6 Literacy. Certified staff is using data to make instructional decisions as their TESS schoolwide focus goal. We added one staff member in K-2, and she was trained in the LindamoodBell strategies this summer. All K-2 teachers are receiving coaching on their implementation, as well as interventionist and resource teachers. Some staff members are currently going through the RISE training for 3-6. Other staff members watched the first 3 videos required for RISE on October 19. Our Instructional Specialist is assisting teachers with resources, but she is also spending most of her time intervening with small groups. K-1 teachers have the ESGI program to assist them with collecting and using data, as well as providing materials for parent involvement. All teachers have access to RazKids Plus and Headsprouts. Many staff has access to IXL Language Arts and Spelling/Vocabulary City. Homework binders and newsletters are being sent home with information focused on what the students are learning. A Literacy Night was held on September 18 for parents to receive information on strategies and resources to help their students with Reading and Writing. Mid-Quarter progress reports were signed with 100% participation. We are currently working on finishing up conferences with parents for the Quarter. Recognition, including certificates, was given to students for their achievement in various areas at mid-quarter and quarter end.</p>	<p>Our overall 3-6 High/High Average rate on the NWEA maps test for Reading was 15%. All students in K-2 receive classroom group instruction in LindamoodBell Reading Strategies with continued consultant coaching. We are continuing all recognition, data use, and websites to support instruction. Vertical meetings are held on a rotating basis for teachers to discuss student performance, strategies, and curriculum alignment in the following bands: K/1; 2/3; 4/5/6 Math; and 4/5/6 Literacy. Parent communication has continued with 100% report cards and mid-terms signed. In addition to the strategies/activities above, we have begun to pilot the LindamoodBell Reading Strategies during Intervention time for students in grades 3-6. As part of the process, all teachers in grades 3-6 were trained, all students were assessed, and students were grouped for instruction. Teachers were able to begin the week before Winter Break.</p>

**Fort Smith Public Schools
Trusty Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

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

Describe and/or list the initial starting point	Progress towards meeting Goal 3
<p>Our overall 3-6 proficiency rate on the NWEA maps test for Math was 14.6%. All staff was trained on June 5 by Lisa Dieker on Strategies to Support Students with Disabilities. Many grade levels are implementing pre-tests and post-tests for units and discussing the results with colleagues. Vertical meetings are held on a rotating basis for teachers to discuss student performance, strategies, and curriculum alignment in the following bands: K/1; 2/3; 4/5/6 Math; and 4/5/6 Literacy. Certified staff is using data to make instructional decisions as their TESS schoolwide focus goal. Staff not completed CGI/ECM training are currently continuing that training. K-1 teachers have the ESGI program to assist them with collecting and using data, as well as providing materials for parent involvement. All teachers have access to IXL Math and Moby Max. Homework binders and newsletters are being sent home with information focused on what the students are learning. Mid-Quarter progress reports were signed with 100% participation. We are currently working on finishing up conferences with parents for the Quarter. Recognition, including certificates, was given to students for their achievement in various areas at mid-quarter and quarter end.</p>	<p>Our overall 3-6 High/High Average rate on the NWEA maps test for Math was 9%. We are continuing all recognition, data use, and websites to support instruction. Vertical meetings are held on a rotating basis for teachers to discuss student performance, strategies, and curriculum alignment in the following bands: K/1; 2/3; 4/5/6 Math; and 4/5/6 Literacy. Parent communication has continued with 100% report cards and mid-terms signed. We had our Family Math Night on November 13.</p>

**Fort Smith Public Schools
Woods Elementary
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: Develop our Professional Learning Community to help teachers meet individual student learning needs through professional development and collaboration. We will increase Math and Literacy Scores in 3rd-6th grade by 5% based on 2018 ACT Aspire Scores.

Describe and/or list the initial starting point	Progress towards meeting Goal 1
<ul style="list-style-type: none"> • Job embedded professional development and collaboration • Team Meetings (Weekly) • School Wide Interventions/Enrichments (PGT-Patriot Goal Time) • SMART Goals—School wide, grade level, classroom • CFAs and CSAs • Developed proficiency maps/pacing guides • Determined Essential Standards 	<ul style="list-style-type: none"> • Job embedded professional development and collaboration continues- Next Dates are Jan. 29, 30, 31 • Team Meetings (Weekly)-Continuing team meetings weekly • School Wide Interventions/Enrichments (PGT-Patriot Goal Time)- Continuing PGT • SMART Goals—School wide, grade level, classroom-According to the Istation and NWEA Map testing we have reached the SMART goals set last quarter. We are on track! • Classroom Formative Assessments and Classroom Summative Assessments -Continuing creating and using these assessments to guide instruction/intervention/enrichment • Developed proficiency maps/pacing guides-Utilizing proficiency maps/pacing guides • Determined Essential Standard-Utilizing our Essential Standards each week

**Fort Smith Public Schools
 Belle Point Center: A New Tech Academy
 2018-2019 School Improvement Plan
 Second Quarter Goal Monitoring**

GOAL 1: Move 50% of active 17-18 high risk attendance students into low or moderate risk in 18-19.

Describe and/or list the initial starting point	Progress towards meeting Goal 1
<p>Under the SQSS report, Belle Point received a total of 15 points out of a possible 80 points on the student engagement section. Therefore, the goal is to move students who were considered “students at high risk” into the category of “students at moderate risk.” In an attempt to meet this goal, Belle Point has started an attendance incentive program. Students can have no more than two absences per month to be eligible for the incentive. The incentives will include selections that students will vote on including a pizza party, free dress days, and Lokomotion Family Fun Park.</p>	<p>Here are the percentages of the Belle Point attendance each month and overall this year:</p> <ul style="list-style-type: none"> August - 74.6% September - 72.6% October - 77.4% November - 75.7% Overall - 75.38% <p>Belle Point is up 3.3% when compared to last school year.</p>

**Fort Smith Public Schools
 Belle Point Center: A New Tech Academy
 2018-2019 School Improvement Plan
 Second Quarter Goal Monitoring**

GOAL 2: Increase the reading grade equivalency score of students who begin and end the school year at Belle Point by 1.5 grade level.

Describe and/or list the initial starting point	Progress towards meeting Goal 2
<p>Each student at Belle Point took the STAR reading assessment at the beginning of the school year. The students that started the year at Belle Point had average an average of 4.8. Periodically, students will retest on the STAR assessment to determine their overall grade equivalency score. The goal is to achieve at a 6.3 for students who end the school year at Belle Point through an incentive program. The incentive program is for any student who shows progress on the STAR assessment. The incentive includes a tablet, a \$50 gift card from Wal-Mart, and a \$50 gift card from TJ Maxx. Any student who grows on the STAR assessment will have their name placed in a hat, and three student names will be drawn from the hat. Again, the goal is to get students reading and increasing their grade equivalency score to a 6.3 as a school by the end of the 2018-2019 school year.</p>	<p>On the latest STAR assessment, the students that began the school year achieved at a 5.3 grade equivalency level, which is a 0.5 increase. We also have three certified teachers in English and social studies who have received the Lindamood-Bell visualizing and verbalizing training to help incorporate research-based strategies to improve the reading skills of students.</p>

**Fort Smith Public Schools
Chaffin Junior High School
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

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

Describe and/or list the initial starting point	Progress towards meeting Goal 1
<p>At the time this goal was identified, we were looking at 2017 ACT Aspire results. We had a 3.3% drop in 7th Grade Science from the 2016 assessment and a drop in 7th grade Reading scores. Testing results from 2018 assessment indicate a decrease in student performance scores in all three grades in Science and a drop in 7th Grade English. Strategies identified by staff include:</p> <ul style="list-style-type: none"> --Improve questioning by asking more "why" and "how" questions --Require students to defend, explain, and provide evidence for responses --Require students to show work and explain in detail their answers in more "problem solving" activities. <p>Departments have collaborated to create open-ended questions and activities for units that require students to think/perform at high DOK levels. Administrators are looking for evidence of this focus on "questioning" during observations and are engaging teachers in post conferences.</p>	<p>(Strategies/Actions Implemented During 1st Quarter)</p> <ul style="list-style-type: none"> --Work to get into habit of always asking WHY --Graphic Organizers to work through explanations --Take a stand/Defend your position --Justify your answer --Model different methods and have students choose which is best --Ask "How do you know that" --Short answer assessments vs. multiple choice --What emotion does this piece of music evoke? --Ask for connections --Socratic Seminar --Curiosity Corner --Students in a group responsible for the answers of others --In music class, compose a short piece of music that represents and idea --Have students give you another way to do something --Restate what someone else says --Explain your process --Create own open-ended question --Four Step Art Critique (Describe/Analyze/Interpret/Judgement)

**Fort Smith Public Schools
Chaffin Junior High School
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

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

Describe and/or list the initial starting point	Progress towards meeting Goal 2
<p>A good initial starting point for this goal is a clear understanding that a building wide focus on Character Education will directly impact our culture and learning environment making "learning" possible. Students who are happy and feel safe at school have a better chance of focusing on classwork. In addition, by reducing the number of days of lost instruction through SDC or out of school suspension should have a direct impact on student achievement scores. This year we began a major focus on building relationships...Teacher to student, teacher to parent, and student to student. We have also worked to expand ways to recognize and honor students for good choices and decision making. We are expanding our mentoring program that we have in place to serve new students. At this point, our student population is 6% larger than October 1, 2017. However, we have seen a decrease of 43% in office referrals that require discipline.</p>	<p>(Strategies/Actions Implemented During 1st Quarter)</p> <ul style="list-style-type: none"> --Focus on Digital Citizenship with Chromebooks --9th grade Keystone/7th Health Meet and Greet --Teachers model expected behavior/attitude --7 Habits --Kagan team building questions --Student led discussion w/group expectations --Focus on "Soft Skills"/Employability Skills --Current Events to see Consequences with actions and consequences --Respectful Arguing or Arguing with grace --Catharsis - Putting yourself in someone else's shoes --Do Right and Be Kind --Reward positive behaviors --Encourage Natural Student Leaders --Model Strategies through stories we read --Bellwork with quotes or videos to make kids think or write about what is right --Shine light on individual student strengths --Acknowledge positive behavior while re-directing inappropriate behavior --Communicate positive behavior to parents --Second Step Curriculum --Had activities where students wrote on contents of our Bulletin Boards --Speak up /Listen up (Ready to respond)/Lift up (Encourage or thought provoking) --Clear Expectations

**Fort Smith Public Schools
Chaffin Junior High School
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 3: All teachers include vocabulary development (general vocabulary and terms specific to the subject) at learning objective.	
Describe and/or list the initial starting point	Progress towards meeting Goal 3
<p>Reading scores across all three grades in 2016 and 2017 were low and stagnant although well above district and state averages.</p> <p style="padding-left: 40px;">7th Grade (59/58) 8th Grade (70/72) 9th Grade (59/60)</p> <p>Reading scores did increase across the district in 2018 Chaffin's 2018 results are...</p> <p style="padding-left: 40px;">7th Grade - 62 (+4) 8th Grade - 75 (+3) 9th Grade - 68 (+8)</p> <p>Incoming 7th grade cohort performance indicates that 6% fewer scored Ready last spring in Reading. Teachers are addressing academic vocab through: Bellwork, notebooks, daily assignment, quizzes, and assessments. Principals are looking for evidence of "vocabulary" during observations and discussing with teachers in post conferences.</p>	<p>(STRATEGIES AND ACTIONS IMPLEMENTED DURING 1ST QUARTER)</p> <ul style="list-style-type: none"> --Quizlet --Picture/Definition/Word --Students Review for a class --Vocabulary Games --Teaching the difference between "high level" and "low level" vocabulary words --Regular use of terms used in multiple scenarios --Reflective Questions to describe learning, success, and challenges --"Root word" Bellwork --Annotations - Identifying the unknown words --Window Pane Vocabulary --Four Corners (Word/definition/Sentence/Picture) --Rhyming Games --Kagan Strategy of Quiz-Quiz-Trade --Jeopardy Review --Identify meaning of Root words, prefixes, and suffixes --Context Clues --"Look for Synonym" Exercises --Visuals/Connections/Real World Applications --Word Walls --Bellringer Work - Quote/Define/Real World Example/Reflection --Frayer Model --Partner Practice --Posters

**Fort Smith Public Schools
Darby Junior High School
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: Increase each grade level's proficiency in literacy by ten percent	
Describe and/or list the initial starting point	Progress towards meeting Goal 1
<p>1st Quarter NWEA Reading Test 7th Grade - 38% were average or above 8th Grade - 50% were average or above 9th Grade - 58% were average or above</p>	<p>2nd Quarter NWEA Reading Test 7th Grade - 39% were average or above 8th Grade - 44% were average or above 9th Grade - 47% were average or above</p> <p>We continue to have literacy lessons in ALL class; growth mindset lessons, goal setting with students. A new literacy interventionist will see all dyslexia students as well as identified struggling reading students six periods of the day. The 1:15 self-contained SPED teacher will add two more (4 total) Lindamood Bell reading groups.</p>

**Fort Smith Public Schools
Darby Junior High School
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

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

Describe and/or list the initial starting point	Progress towards meeting Goal 2
<p>Last year's end of the year attendance was 94.1%; As of Oct 2nd we had 96.5% attendance rate; 7th and 9th grade have 97.2% daily attendance rate and 8th grade has 97% daily attendance rate.</p>	<p>Currently 2nd quarter attendance is 94.2%. For the 2nd quarter 7th grade is at 94.3%; 8th grade is at 95.2%; and 9th grade is 93.1 %. 187 students attended the first quarter attendance celebration at Gideon's. Year to date attendance is 95.2% based on eSchool attendance records. Based on student survey results 74% of students stated they missed school because of illness and 18% of students reported not having transportation. The second quarter attendance incentive is scheduled for January at Midland Bowl.</p>

**Fort Smith Public Schools
Kimmons Junior High School
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: To increase the academic performance for the special education subpopulation.	
Describe and/or list the initial starting point	Progress towards meeting Goal 1
<p>Weekly progress reports have been generated and SPED students' grades are closely monitored. If a student's grade begins to decline, the SPED case manager provides interventions, small groups, and pull outs. The administration performs daily observations on multiple teachers. The administration has developed a focus 10 list. These particular teachers' incentive teams have met throughout the quarter, and developed various incentives. The teachers are required to administer a formative assessment every two weeks. A data meeting is performed every 2nd week of the month. The teachers have vertical and horizontal meetings the 4th week of the month.</p>	<p>The administration and counselors continue to check the academic progress of each special education student. Failure conferences and individual student conferences were held. Any SPED student that was in danger of failing was given the opportunity to make up any necessary assignments, and assigned tutoring. During the monthly data meetings teachers report out on the progress of the SPED students. The students assigned to the reading labs and math labs have shown academic growth. The administration continues with the focus 10 list. It was decided to add SPED teachers into the next cycle.</p>

**Fort Smith Public Schools
Kimmons Junior High School
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 2: To increase the reading and math proficiency for students identified as in the category of in needs of support or close.	
Describe and/or list the initial starting point	Progress towards meeting Goal 2
<p>A math and reading lab was established for the 2018-2019 school year. The administration set up an initial plan to increase classroom observations, and provide face-to-face feedback. The administration has begun a teacher focus list to improved instruction, with the majority of the list being comprised of math teachers. The school instructional leadership team was restructured. The incentive team met to plan out various activities for achievement, attendance, behavior, and grades. ACT Aspire Data was disaggregated for all sub groups. We began to implement a PLC system that encourages collaboration and data talks. The teachers have begun administering Classroom Formative Assessments (CFA) and conducting data meetings to determine student needs.</p>	<p>The math and reading students made progress from August until the end of the semester. 70% of the students assigned to the reading lab showed a growth in their reading ability. In the math lab, 51 of 57 students demonstrated growth. With the exception of the six students every student improved by at least one grade level with the highest placing at 7th grade. The second MAP test was administered; the students reached or exceeded their projected growth in every area except 7th and 8th grade reading. The teachers continue to administer CFA's and conduct data meetings to determine student needs. Kimmons applied for and was selected to be a part of Cohort I PLC Pilot. The guiding coalition will utilize the training to improve the current PLC system in place.</p>

**Fort Smith Public Schools
 Kimmons Junior High School
 2018-2019 School Improvement Plan
 Second Quarter Goal Monitoring**

GOAL 3: Implement an effective Common Formative Assessment Protocol where all stakeholders understand the importance of making data driven instructional decisions.

Describe and/or list the initial starting point	Progress towards meeting Goal 3
<p>The teachers were refreshed on how to administer a CFA, and the PLC system. Teachers have begun attending data meetings to discuss results of their CFA's and to collaborate. A schedule has been set up for administering the CFA's.</p>	<p>The teachers continue to implement a CFA biweekly. The teachers utilize the data to drive instruction. Students who show deficits are referred to tutoring, math homework hall, or provided Tier I and Tier II interventions. Kimmons applied for and was selected to be a part of Cohort I PLC Pilot. The guiding coalition will utilize the training to improve the current PLC system in place.</p>

**Fort Smith Public Schools
Northside High School
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 1: Improve each Aspire Assessment 2-4%	
Describe and/or list the initial starting point	Progress towards meeting Goal 1
<p>We divided our students in small reading groups called "Reading Hub". These students were students who scored in the 25th percentile or below. Reading Hub students meet with a teacher during WIN to work on reading interventions. Fourteen teachers attend the Lindamood Bell training last month and will begin working with our students both in the classroom and during WIN. In addition to the Reading Hub, we identified 75 students who scored the lowest on the NWEA MAP math Interim 1. We are using Odysseyware to create a learning pathway specific to the student's needs. We have 50 students in math hub who are working with teachers on their deficits.</p>	<p>Student Growth Summary for Math (Winter Assessment) showed an overall 46% of student that met their projected growth; Language 49%; Reading 46%</p>

**Fort Smith Public Schools
Northside High School
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 2: Improve the following subgroups to a minimum of 80.00 on the School Value-added Growth Score:

- *Hispanic/Latino
- *English Learners
- *Students with Disabilities

Describe and/or list the initial starting point	Progress towards meeting Goal 2
<p>Ms. Kilgore continues to work with our EL teachers and students. She pulls small groups in throughout the day and uses the Lindamood Bell training with them to improve literacy skills. Ms. Wintory continues to work with our special education teachers and small groups of SPED students. Nine of the fourteen teachers trained in LMB last month were EL or SPED teachers.</p>	<p>Percentage of Students that Met Projected Growth for these sub groups on the Winter Assessment:</p> <p style="margin-left: 40px;">Math EL 78% Language EL 68% Reading EL 69% Reading and Language for SPED 33%</p>

**Fort Smith Public Schools
 Ramsey Junior High School
 2018-2019 School Improvement Plan
 Second Quarter Goal Monitoring**

GOAL 1: Ramsey students will increase their Reading scores to above 50% during the 2018-2019 school year.

Describe and/or list the initial starting point	Progress towards meeting Goal 1
<p>The NWEA interim results indicate our Combined Reading scores are 65% average or above. Of the students who rank below the 25th percentile on the 17-18 ACT Aspire, all but three of our 7th and 8th grade students are receiving interventions on a daily basis while all but 19 9th grade students are receiving interventions on a daily basis.</p>	<p>The NWEA Winter results indicate our Combined Reading scores are 61% average or above. Ramsey continues to monitor students in the reading intervention classes. We have added another period of dyslexia intervention to our schedule.</p>

**Fort Smith Public Schools
Ramsey Junior High School
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 2: Ramsey students will increase their Math scores to above 53% during the 2018-2019 school year.

Describe and/or list the initial starting point	Progress towards meeting Goal 2
The NWEA interim results indicate our Combined Math scores are 59% average or above.	The NWEA Winter results indicate our Combined Math scores are 56% average or above. Ramsey continues to monitor students in our Math intervention classes.

**Fort Smith Public Schools
Ramsey Junior High School
2018-2019 School Improvement Plan
Second Quarter Goal Monitoring**

GOAL 3: Ramsey students will increase their attendance rate to above 95% for the 2018-2019 school year.

Describe and/or list the initial starting point	Progress towards meeting Goal 3
Attendance is an ongoing goal for Ramsey Jr. High.	Students at Ramsey Jr. High are rewarded for perfect attendance each nine weeks. Letters are sent to the parents of students who have missed five days or more. Counselors are meeting with students that have attendance issues individually and in groups during lunch. We are working closely with our social worker to make home visits for students who have attendance issues.

**Fort Smith Public Schools
 Southside High School
 2018-2019 School Improvement Plan
 Second Quarter Goal Monitoring**

GOAL 1: Southside High School’s primary goal will be to raise the proficiency percentage of all students in math/reading/science with the targeted focus on the above identified underperformance subgroups. We will achieve a 2% increase each school year for three consecutive years, culminating in an overall 6% increase at the end of the three years.

- A. All students will demonstrate increased performance in the understanding and application of statistical reasoning.**
- B. All students will exhibit increased comprehension of literary, practical, and content texts.**

Describe and/or list the initial starting point	Progress towards meeting Goal 1
<p>All sophomores were given the first NWEA/Map assessment. All sophomores then meet with Mrs. Miller to review their scores, review 1st quarter norms and compare to reading lexile levels for sophomores. Based on individual student needs, students were assigned personalized pathways in Odysseyware, including - but not limited to, statistics and probability, informational and literary reading. In addition, professional development for teachers included data disaggregation of NWEA/Map scores, ESSA scores for 2017/2018 and questioning and discussion techniques.</p>	<p>Met with Math teachers to review Map reports and work on leading pathways. All students assigned pathways based upon identified areas of need by interim assessments. In addition, all students were assigned probability and statistics pathways based upon the schoolwide goal. During MAP testing were required to complete interventions in Math and Reading. Setting up processes for PLC development for the 19-20 school year. We are looking to develop critical reading classes for students who are in the 25th percentile in reading and not served through special education courses. Class would provide a credit bearing manner for students to receive dyslexia intervention and decodable reading strategy for students who are not identified as having dyslexia markers. During the current school year, students who are identified as targeted Title I students are receiving intervention using Reading Plus, a computer based platform that individualized reading instruction in both literary and nonfiction texts.</p>