FORT SMITH
PUBLIC SCHOOLS

BALLMAN ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

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.

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%.

FORT SMITH
PUBLIC SCHOOLS

2018-2019
SCHOOL IMPROVEMENT PLAN

SCHOOL: Ballman Elementary

PLANNING TEAM:

Name	Title
Lori Griffin	Principal
Matt Friery	Parent
Pepper Sanford	Community Member
Karen Williamson	Counselor
Laura Gladden	Title I Elementary Specialist
Robert Marion	Media Specialist
Tina Robben	Third Grade Teacher
Brandy Jones	Fourth Grade Teacher
Joni Rogers	Kindergarten Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

ACT Aspire-Grades 4-5-6 decreased in reading, math and science proficiency
ESSA-Letter Grade-C
ESSA-Science Achievement Score-40.14
ESSA-Growth in Science Achievement-45.00
ESSA-Reading at Grade Level-37.32
School DRA for Students Reading on Grade Level-74%

IDENTIFIED NEEDS WITH DATA SOURCE:

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.

GOAL 1 DATA SOURCE: 2019 ACT Aspire-Grades 3-6, DRA Reading Level-Grades K-6

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%.

GOAL 2 DATA SOURCE: NWEA MAP interim assessments-Grades 3-6, IStation-Grades K-2, Ballman Online Data Wall

May 1, 2018 Submission

IMPLEMENTATION OF PLAN

GOAL 1: Teachers will integrate 25% more non-fiction text into the reading block, by unit, to deepen comprehension.

GOAL 1 TIMELINE: Aug. 2018-May 2019

 GOAL 2: Teachers will ensure students master the reading standards at each grade level to deepen overall understanding and strategies for reading of non-fiction texts.

GOAL 2 TIMELINE: Aug. 2018-May 2019

GOAL 3: Teachers will have students monitor progress in reading and math by implementing a data tracking system by quarter/unit.

GOAL 3 TIMELINE: Aug. 2018-May 2019

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

Goal 1: Teachers will integrate more science and social studies into the literacy block to deepen comprehension and increase science vocabulary. According to Dr. Paul Elliott at Trent University, when students use science and social studies as they are learning literacy strategies, they can draw on real-world evidence to generate more explanations, arguments and questions in their mind that make sense to them. 3rd and 5th/6th grade literacy teachers and instructional facilitator will attend R.I.S.E. (Reading Initiative for Student Excellence) Academy Training to learn about the science of reading and how to provide effective core instruction as well as support for struggling readers through explicit and systematic instruction for word recognition, vocabulary, and comprehension.

May 1, 2018 Submission

Goal 2: Students will track their own progress using monitoring tools developed by teachers and students using resources from Solution Tree, ASCD, Edutopia, etc. Solution Tree Associates will work with Ballman's collaborative teams to help them continually improve their products and results. The entire school community will continually reflect on the benefits of students being in charge of their own data and will share success stories.

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

Beginning the week of Sept. 3rd, teachers will meet weekly, throughout the 2018-19 school year, in collaborative meetings to disaggregate data, student-by-student, skill-by-skill, in order to provide intervention/enrichment during SWARM time Mondays-Thursdays. Teachers will also work throughout the year to focus on core instruction by integrating 25% more non-fiction text into the reading block. Teachers will work unit-by-unit to improve the online unit plans. Teachers will evaluate both goals by continually comparing common formative assessment (CFA) data. Teachers will ensure each student is participating in individual progress monitoring in both reading and math each quarter. Teachers will monitor reading levels weekly as they are working in guided reading groups. K-2 teachers will monitor reading and math growth monthly as they administer the I-station online assessment. 3-6 teachers will also monitor reading, math and science growth as they administer the NWEA MAP Interim Assessments to determine if students are on track to meet the target of 5% growth on the ACT Aspire Summative Assessment.

FORT SMITH PUBLIC SCHOOLS
BALLMAN ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

FORT ✦ SMITH
PUBLIC SCHOOLS

BARLING ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

GOAL 1: Increase the percentage of students reading at grade level.

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.

FORT SMITH
PUBLIC SCHOOLS

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Barling Elementary

PLANNING TEAM:

Name	Title
Carl Hill	Principal
Misty Cates	Parent
To Be Selected	Community Member
Dawn Childress	Assistant Principal
Kandace Weisenfels	Counselor
Kim Rahi	Fifth Grade Teacher
Donna Jones	First Grade Teacher
Amy Gordon	Fourth Grade Teacher
Sherry Durham	Second Grade Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as ACT Aspire, School ESSA Report with Letter Grade, Etc.

2017 ESEA School Report data indicates that the two subgroups with the lowest achievement levels at Barling Elementary are Students with Disabilities and Economically Disadvantaged. English Language Arts percentages of proficiency dropped by nearly 10% from the 2016 school year to the 2017 school year for Students with Disabilities. The same student subgroup increased in mathematics proficiency by 9%. The Economically Disadvantaged subgroup demonstrated proficiency growth in both areas but demonstrated lower achievement than the other subgroups at Barling Elementary. The 2017 ESSA School Index: School Value-Added Growth report aligns with these observations by placing both Economically Disadvantaged and Students with Disabilities subgroups in the Lower Achievement Higher Growth quadrant of the scatter plot for weighted achievement. All other subgroups are in the Higher Achievement Higher Growth quadrant. The Student Quality and Student Success Component of Reading at Grade Level on the 2017 ESSA School Index places Barling Elementary in the lower half of the state distribution for all students with a combined score of only 46.41. The Science Achievement Score from the same report also places Barling Elementary in the lower half of the state distribution of scores.

Areas of strength at Barling Elementary according to the 2017 ESEA data are growth in English Language Arts and Mathematics by the English Learner and Hispanic/Latino subgroups.

As of 4/24/18, we have received 282 discipline referrals to the office in the 2017-2018 school year.

IDENTIFIED NEEDS WITH DATA SOURCE:

GOAL 1:
Increase the percentage of students reading at grade level.

GOAL 1 DATA SOURCE:
2017 ESSA Student Quality and Student Success Component of Reading at Grade Level Report and 2017 ESEA School Report (Even though Barling Elementary scored significantly higher than the state average, 39.71% of all students tested at Barling Elementary in English Language Arts were not proficient.)

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.

GOAL 2 DATA SOURCE:
2017 ESSA School Index Reports, 2017 ESEA School Report, and Barling 2017-18 Discipline Referral Spreadsheet

IMPLEMENTATION OF PLAN

> **Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.**

GOAL 1:
Increase the percentage of students reading at grade level.

GOAL 1 TIMELINE:
 Yearlong – Continue the implementation of the Lindamood-Bell program with fidelity, monthly ongoing assessment of reading, continue weekly PLC team meetings, continue the use of the digital data wall, further development of our common intervention system, creating common formative assessments to inform common intervention placement and instructional focus, Leadership Team will

meet monthly to assess progress toward goals, Book Talks on Barling News Networks, monthly reading challenges and monthly reading focus days

May 2018 – Conduct a survey of students to request classroom books

July 2018 – Purchase books for classroom libraries

August 2018 – Professional development, implement the use of RTI folders for targeted students that need intervention, assess students' reading level, develop reading achievement and growth benchmarks for incentives, develop a plan for students tracking their own data, have a Barling Book Beach Party to promote reading (Read *Only One Me*, paint rocks to go along with the book theme, Slip and Slides, water games, distribute information to parents about the importance of reading), display a "Leaders are Readers" bulletin board with faculty pictures with the current books they are reading

September 2018 – Students begin setting reading goals, common interventions in place, do a Kick-off for Barling Bobcat Book Clubs, Reading Campout Day

October 2018 - Reward students for reading achievement and growth, incorporate literacy theme in the Barling Fall Carnival, Mystery Book Breakout Day (do activities with mystery books)

November 2018 – Get a Taste for Books Day

December 2018 – Give the Gift of Reading Day and Santa Around the World (every page read is 1 mile students travel in tracking Santa's journey)

January 2019 - Reward students for reading achievement and growth, hold our First Annual Barling Bobcat Super Bowl of Books, 101 Reasons to Read Day on the 101st Day of School (Read 101 minutes!)

February 2019- For the Love of Reading challenge (door contest with Partners in Education judging) and Get Cozy with a Good Book Day (pajamas)

March 2019 - Reward students for reading achievement and growth, Hats off to Reading Day (wear hats that students create to share their excitement about reading)

April 2019- Read with Your Friends Month (choose a book to read and discuss with your friends)

May 2019 – Read about the World Around You Day (enjoy reading informational texts outside), Reward students for reading achievement and growth

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.

GOAL 2 TIMELINE:
July 16th -20th, 2018 – Arkansas A+ professional development

August 2018 – Professional development, planning, and begin implementation

September 2018 – Job-embedded professional development with help from the Parker Center

October 2018- Arkansas A+ professional development

November 2018 - Job-embedded professional development with help from the Parker Center

February 2019 - Job-embedded professional development with help from the Parker Center

March 2019- Arkansas A+ professional development (date subject to change)

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

Goal 1: We will promote reading through monthly reading challenges and reading focus days. We will increase student agency to motivate students to read by providing them with more choices, helping them set reading goals, and having them track their own reading progress data. We will individually target students that are not reading at grade level. We will identify these students by carefully

examining data in PLC team meetings. We will incentivize both reading achievement and reading growth. We will involve community members to help students understand the importance of reading. We will increase the number of books in our classroom libraries and provide students with more time at school to read. We will continue common interventions for students that are not reading on grade level. We will also continue implementing Lindamood-Bell with fidelity.

Fowers-Coils, A. (2016). *Reading fluency interventions that work in high-poverty schools* (Order No. 10123803). Available from ProQuest Dissertations & Theses Global. (1807112833). Retrieved from http://0-search.proquest.com.library.uark.edu/docview/1807112833?accountid=8361

Scheepers, R. (2011). Reading is FUNdamental: The effect of a reading programme on vocabulary development in a high poverty township school. Per Linguam, 24(1). doi:http://dx.doi.org/10.5785/24-1-38

Taylor, B., Pearson, P., Peterson, D., & Rodriguez, M. (2003). Reading Growth in High-Poverty Classrooms: The Influence of Teacher Practices That Encourage Cognitive Engagement in Literacy Learning. The Elementary School Journal, 104(1), 3-28. Retrieved from http://0-www.jstor.org.library.uark.edu/stable/3203047

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

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

The Barling Elementary Leadership Team will meet monthly to discuss school improvement data. The team will make adjustments based on monitoring. In order to evaluate progress toward meeting Goal 1, the Leadership Team will track students reading on grade level through multiple data measures including I-Station, NWEA MAP Interim Assessments, Running Records, Lindamood-Bell data, and DRA to determine if the number of students reading on grade level has increased. To evaluate progress in meeting Goal 2, the Leadership Team will examine teacher artifacts (lesson plans, curriculum maps, alignment documents, etc.), student artifacts (art projects, multi-media productions, etc.), student performances, and discipline referral data.

FORT SMITH PUBLIC SCHOOLS
BARLING ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

BEARD ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

GOAL 1: Beard's reading scores in grades 3-6 will improve on the Act Aspire and will increase from 60% in 2018 to 65% on 2019 Act Aspire.

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.

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.

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.

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Beard Elementary

PLANNING TEAM:

Name	Title
Pam Siebenmorgen	Principal
Lacey Jenning	Parent
To Be Selected	Community Member
Angie Abby	Paraprofessional
Kelly Bean	Media Specialist
Kelsea Dugger	Second Grade Teacher
Audra Efurd	Counselor
Rae Ann Henson	Title I Elementary Specialist
Jacqueline Humphries	Kindergarten Teacher
Tina King	First Grade Teacher
Carla Mathis	Sixth Grade Teacher
Desirae Niemann	Fourth Grade Teacher

Name	Title
Kathy Price	Special Education Teacher
Mia Shawhan	Speech Teacher
Britney Smith	Kindergarten teacher
Stephanie Trosper	3rd grade teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as ACT Aspire, School ESSA Report with Letter Grade, Etc.

1. Reviewed Act Aspire
2. School ESSA Report
3. State Department Website charts/graphs
4. Information from Formative Data Meetings
5. Interim Assessment

IDENTIFIED NEEDS WITH DATA SOURCE:

GOAL 1: Reading scores stagnant
GOAL 1 DATA SOURCE: Act Aspire

GOAL 2: Math in all subgroups except White and Economically Disadvantaged are declining
GOAL 2 DATA SOURCE: ESSA Report

GOAL 3: Hispanic Subgroup is not improving compared to other subgroups
GOAL 3 DATA SOURCE: ESSA Report/Subgroup data

GOAL 4: Students attendance, students taking responsibility for their learning
GOAL 4 DATA SOURCE: Attendance Records and Leadership Notebooks

IMPLEMENTATION OF PLAN

Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.

GOAL 1: Beard's reading scores in grades 3-6 will improve on the Act Aspire and will increase from 60% in 2018 to 65% on 2019 Act Aspire.
GOAL 1 TIMELINE: May 2019

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.
GOAL 2 TIMELINE: May 2019

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.
GOAL 3 TIMELINE: May 2019

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
GOAL 4 TIMELINE: May 2019

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

GOAL 1: Beard's reading scores in grades 3-6 will improve on the Act Aspire and will increase from 60% in 2018 to 65% on 2019 Act Aspire.

1a: Professional development on how the state is testing the expectation of Grade Level Reading on the Act Aspire, and implement new learning in all classes.

1b: Reading Istation assessment K-6 data will be analyzed to determine areas of intervention needed for Tier 2 and Tier 3 students.

1c: All students will track pre-test and post-test common assessments in Leadership Notebooks and create lead measures to meet individual student goals.

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.

2a: Professional development on how to implement small intervention math groups, and implement new learning in all classes.

2b: Math Istation assessment K-6 data will be analyzed to determine areas of intervention needed for Tier 2 and Tier 3 students.

2c: All students will track pre-test and post-test math common assessments in Leadership Notebooks and create lead measures to meet individual student goals.

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

GOAL 3: Beard will improve on the Act Aspire and will increase from 44% of ELL subpopulation to 50% scoring ready or exceeding on 2019 Act Aspire Math.

3a: Professional development on how to implement strategies for ELL students to improve math achievement during whole group and small group instruction.

3b: Teachers will implement new learnings in math whole group and small group lessons to make content comprehensible.

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 2019.

4a: Students will create WIGS (Wildly Important Goals) and create lead measures to reach goal.

4b: All students will track interim assessment data in their leadership notebooks in the areas of literacy and stem.

4c: All students will track attendance, tardies, and early outs.

4d: Professional Development on empowering students in their learning and taking accountability for their own learning.

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

1. **Data Meetings – monthly meetings to discuss scores on Istation, pre and post common assessments, report card grades. Target students will be discussed monthly to check for progress or lack of progress.**
2. **Interim Assessments – Quarterly reading and math assessments will be reviewed during monthly data meetings. Small intervention groups will be discussed to determine which students need to continue in Tier 2 or Tier 3 support from small group instruction from the classroom teacher and/or interventionist support.**
3. **Summative Assessment – End of year State test will be reviewed and analyzed August 2019 to determine next steps.**

FORT SMITH PUBLIC SCHOOLS
BEARD ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 4:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT ⬥ SMITH
PUBLIC SCHOOLS

BELLE POINT CENTER: A NEW TECH ACADEMY
2018-2019
SCHOOL IMPROVEMENT GOALS

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

GOAL 2: Move 25% of returning 17-18 moderate and high risk attendance staff into low risk in 18-19.

GOAL 3: 100% of classroom teachers will individually and collaboratively analyze and reflect on student performance assessments, teaching and learning, in order to shift culture from task oriented to improvement oriented so that projects are more engaging and authentic.

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Belle Point Center: A New Tech Academy

PLANNING TEAM:

Name	Title
Maria K. Arnold	**Principal**
Susanna Post	**Parent**
To Be Selected	**Community Member**
To Be Selected	**Student**
Michelle Shumate	**Dean of Students**
Susan Holder	**Instructional Facilitator**

NEEDS ASSESSMENT

REVIEW OF DATA, as of 4/30/18:

1. **New Tech Network School Success Rubric- arnold**
   a.   re-evaluate rubric

2. **New Tech Culture Survey- arnold**
   a.   look at evidence related to authenticity and audience

 What does this data tell us?

Adult relationships are huge for our culture. Evidence that students feel they are gaining the skills necessary to complete projects.

Evidence that written communication is improving with the expectation of weekly IAKTs. Data from survey shows that students overall feel disengaged from the projects. 48.6% of students say the projects are never or sometimes exciting. Majority of students say they never or sometimes present to an authentic audience. Majority of students say they never or sometimes speak with experts to solve problems. A majority of students report that they feel "ready to go" to apply and get a job.

3. Teacher Absences- arnold

    a.   ****CONFIDENTIAL*** What is the impact of absences in each group?

What does this data tell us?
3rd Quarter absences are the highest. Incentivise teachers to launch 3rd quarter with a new project, not a carry-over from December. Require that classroom teachers have sub plans and student work in ECHO for the day they are out (same as "sub plans").

Students will have some accountability in ECHO for that class period.

    b.

JRH	1st Aug 8- Oct 13 16 total	2nd Oct 14-Dec 19 12 total	3rd Jan 3- Mar 9 19 total	4th Mar 10- May 24
	0	3	12	
	8	0	6	
	8	9	1	

c.

SRH	1st Aug 8- Oct 13 18 total	2nd Oct 14-Dec 19 32 total	3rd Jan 3- Mar 9 50 total	4th Mar 10- May 24
	1	3	1	
	3	2	1	
	6	2	13	
	2	10	8	
	1	8	12	
	2	4	6	
	3	3	9	

d.

Non-Instructional	1st Aug 8- Oct 13 16 total	2nd Oct 14-Dec 19 39 total	3rd Jan 3- Mar 9 33 total	4th Mar 10- May 24
	5	14	11	
	3	12	10	
	2	6	1	
	2	0	5	
	0	5	3	
	0	1	0	
	4	1	3	

4. TESS Data (looking with Implementation Dip)- arnold & post
a. ****CONFIDENTIAL***

What does this data tell us?

Critical Friend Protocol needs revised for 2018-2019. P3 reflection day with students.

teacher	16-17 TESS rating	Impl. dip
	D	Rigor
	D	N/A
	P	we don't know - reflect
	P	co-teach and reflect
	D	-
	P	top of the implementation dip (trainer program)
	P	more work for students (agency) not adult
	P	top of the implementation dip (trainer program)
	D	accountability in producing and executing PBLs
	P	revisit after NTAC

5. **ACT Aspire Interim Data- holder**

   a.

   <u>What does this data tell us?</u>

   Students are responding well to incentives being offered for students testing (incentives for STAR and Interim Assessments). There is growth grades 7-12.

ACT Aspire Data
11/30/17
Comparisons from Interim I to Interim II

<u>% of students that took both and showed growth</u>

	English	Reading	Science	Math
7th (2)	0%	0%	100%	50%
8th (7)	71%	57%	57%	86%
9th (10)	60%	70%	50%	30%
10th (8)	50%	50%	75%	50%

Growth %= 53% growth

ACT Aspire Data
1/29/18
Comparisons from Interim I to Interim III
% of students that took all three and showed growth

	English	Reading	Science	Math
7th	100%	100%	50%	100%
8th	57%	83%	57%	43%
9th	63%	50%	50%	44%
10th	75%	75%	50%	67%

Growth %= 67%

6. STAR- holder

a.

STAR		% that grew in Read	% that grew in Math
Grade Level Growth			
7		67%	80%
8		88%	88%
9		83%	90%
10		63%	80%
11		60%	67%
12		100%	100%

b.

STAR		% that grew in Read	% that grew in Math
Cohort Growth			
Cohort 1		70%	91%
Cohort 2		67%	100%
Cohort 3		70%	100%

7. [Discipline Data](#)- shumate

8. Demographic Data- shumate
   a.   Student attendance
   b.   Entry/ W/D
   c.   Add/ Drop
   d.   Mobility rate by last test date
   e.   ESSA- Chronic Absenteeism- post

What does this data tell us?

Our discipline interventions do work! (ISS and OSS numbers have declined). Keeping track of major incidents will help to tailor students and target repeat offenders. Highly mobile students are at least 80% of our population. We need to do a better job tracking students in cohorts to determine if growth is happening. Students with uninterrupted enrollment won't have a growth % but should also be monitored for achievement purposes.

9. **SWLOs- post (walker)**

What does this data tell us?

We have an issue with chronic absenteeism. We have a need to incentivise for attendance. Students who are considered "low risk" have evidence of good grades (73% in agency schoolwide).

IDENTIFIED NEEDS WITH DATA SOURCE:

GOAL 1: Move 50% of active 17-18 high risk attendance students into low or moderate risk in 18-19.
GOAL 1 DATA SOURCE:
Current reality- 83% of active Belle Point New Tech students are chronically absent (17 or more absences) from August 15-April 9, 2018 as pulled from Cognos Reporting "Period Absences" using attendance codes A, E, PP, R, S, U, UP.

GOAL 2: Move 25% of returning 17-18 moderate and high risk attendance staff into low risk in 18-19.
GOAL 2 DATA SOURCE:
Current reality- 6% of Belle Point New Tech staff are chronically absent (17 or more absences) from August 15-April 9, 2018 as pulled from AESOP Reporting "Absentee Report" using attendance codes Sick Leave & Personal Business.
47% of Belle Point New Tech staff are moderately absent (8-16 absences) from August 15-April 9, 2018 as pulled from AESOP Reporting "Absentee Report" using attendance codes Sick Leave & Personal Business.

GOAL 3: 100% of classroom teachers will individually and collaboratively analyze and reflect on student performance assessments, teaching and learning, in order to shift culture from task oriented to improvement oriented so that projects are more engaging and authentic.

GOAL 3 DATA SOURCE:
48.6% of students say the projects are never or sometimes exciting. Majority of students say they never or sometimes present to an authentic audience. Majority of students say they never or sometimes speak with experts to solve problems.
Spectrum of School Development, Spring 2018 Culture
Survey, School Success Rubric, TESS self-assessments, Implementation Dip

IMPLEMENTATION OF PLAN

> **Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.**

Schoolwide AIM Statement:

2017-2018 AIM Create an academic culture of learning using intentional dialogue with a focus on high quality project execution and demonstration of student pride

AIM (to be finalized at BPNT Planning Summit, July 2018)

- Academic culture- partially implemented
- Intentional dialogue- partially implemented, creating opportunities for social discourse
- (peer-to-peer, adult to peer, etc.)- changing "ignoring peers" to "supporting peers" and "ignoring distractions"
- High quality project execution- partially implemented, prbL's need to cfg with a partner?????
- Community based project execution
- From classroom based to community based (design)

GOAL 1: Chronic Absences- students GOAL 1 TIMELINE:

End of 1st Quarter- Identify students who were chronically absent in 2017-2018. Identify and apply interventions for improving school attendance first quarter. Utilize local FINS for attendance. Review attendance with chronically absent students every

Friday. Offer incentive plan. Create specific student attendance goals on Student Action Plans.

End of 2nd Quarter- Continue to apply interventions for improving school attendance first quarter. Utilize local FINS for attendance. Monitor progress for identified chronically absent students. Continue to review attendance with chronically absent students every Friday. Offer incentive plan. Conduct attendance meetings with parents in October and December. Monitor goals in Student Action Plans with referring principal.

End of 3rd Quarter- Continue to apply interventions for improving school attendance first quarter. Utilize local FINS for attendance. Monitor progress for identified chronically absent students. Continue to review attendance with chronically absent students every Friday. Offer incentive plan. Conduct attendance meetings with parents in February, March, and April.

GOAL 2: Chronic Absences- staff GOAL 2 TIMELINE:
End of 1st Quarter- Review attendance with each staff member individually. Identify staff who were chronically absent in 2017-2018. Identify and apply interventions for improving attendance. Offer incentive plan for all staff.

End of 2nd Quarter- Monitor progress for identified chronically absent staff and moderately absent staff. Offer incentive plan for all staff.

End of 3rd Quarter- Monitor progress for identified chronically absent staff and moderately absent staff. Offer incentive plan for all staff. Meet with teachers who are chronically absent weekly.

GOAL 3: Building a reflective culture GOAL 3 TIMELINE:
End of 1st Quarter- Create AIM Statement as a whole staff at the BPNT Planning Summit July 2018. Set actionable goals for AIM. Create opportunities to reflect weekly in ECHO course for Adult Learning. Each Tuesday, staff will submit weekly reflection in ECHO. Offer PD on becoming a reflective learner and use the "Power of Habit" text.

End of 2nd Quarter- Continue to monitor weekly reflection in ECHO and offer feedback to staff. Create more opportunity for reflective critical friend process (improved protocol) and promote student reflective process in ECHO. Offer PD on becoming a reflective facilitator with students and use the "Power of Habit" text.

End of 3rd Quarter- Continue to monitor weekly reflection in ECHO and offer feedback to staff. Monitor progress on AIM statement.

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

Using the *New Tech Network Spectrum of School Development*, we will identify areas of growth that will be focused on for implementing change.

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

Monitoring attendance (students) in eSchool, monitoring attendance (staff) in AESOP, creating a reflective culture (all students and staff) in ECHO.

FORT SMITH PUBLIC SCHOOLS
BELLE POINT CENTER: A NEW TECH ACADEMY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

FORT ✧ SMITH
PUBLIC SCHOOLS

BONNEVILLE ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

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

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

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

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: BONNEVILLE ELEMENTARY

PLANNING TEAM:

Name	Title
Sharla Whitson	**Principal**
Brooke Loe	**Parent**
To Be Selected	**Community Member**
Erin Staples	**Media Specialist/Lead Teacher**
Shannon Rutherford	**Counselor**
Shannon Bonnett	**Speech Language Pathologist**
Lana McLaughlin	**Title I Elementary Specialist**
Meredith Simpson	**First Grade Teacher**
Bridget Borges	**Sixth Grade Teacher**

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as ACT Aspire, School ESSA Report with Letter Grade, etc.

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

IDENTIFIED NEEDS WITH DATA SOURCE:

GOAL 1: Improve Science Scores by 5 percent in grades 3-6
GOAL 1 DATA SOURCE: ACT Aspire

GOAL 2: I Improve Reading Scores by 5 percent in grades 3-6
GOAL 2 DATA SOURCE: ACT Aspire

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

IMPLEMENTATION OF PLAN

Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.

GOAL 1: Improve Science Scores by 5 percent in grades 3-6
GOAL 1 TIMELINE: August 2018-May 2019

GOAL 2: Improve Reading Scores by 5 percent in grades 3-6
GOAL 2 TIMELINE: August 2018-May 2019

GOAL 3: Increase the number of students in Tier I to 80 percent in grades K-2 in Math and Literacy
GOAL 3 TIMELINE: August 2018-May 2019

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

GOAL 1: Improve Science Scores by 5 percent in grades 3-6
Interventions:
- **Grades K-6 will develop a plan to address science standards with integration in literacy and math**
- **Review NWEA MAP interim assessments to determine small group instruction**

GOAL 2: Improve Reading Scores by 5 percent in grades 3-6
 Interventions:
- **Utilize small group instruction: Classroom teacher, Dyslexia Point Person, and the Interventionist**
- **Implement RISE Arkansas**
- **Administer monthly IStation Reading Assessment; review results**
- **Conduct Running Records on students below grade level every two weeks**
- **Review NWEA MAP interim assessments to determine small group instruction**

GOAL 3: Increase the number of students in Tier I to 80 percent in grades K-2 in Math and Literacy
Interventions:
- **Administer monthly IStation Reading Assessment; Computer Adaptive Testing activities**
- **Utilize Small group instruction: Classroom, Dyslexia Point Person, and the Interventionist**
- **Conduct bi-monthly/monthly Running Records**
- **Integrate Seeing Stars and Visualizing and Verbalizing in daily instruction**

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

GOAL 1: Improve Science Scores by 5 percent in grades 3-6
Timeline:
- **August 2018: Review 1st Quarter Science Standards and develop a plan of action to integrate math and literacy**
- **October 2018: Review 2nd Quarter Science Standards and develop a plan of action to integrate math and literacy**
- **December 2018: : Review 3rd Quarter Science Standards and develop a plan of action to integrate math and literacy**
- **February 2019: : Review 4th Quarter Science Standards and develop a plan of action to integrate math and literacy**
- **October 2018-March 2019: Review Quarterly Interim Assessments**
- **September 2018-April 2019: Weekly Professional Learning Communities (PLC) Meetings**
- **September 2018-April 2019: Monthly Job Embedded Professional Development**

GOAL 2: Improve Reading Scores by 5 percent in grades 3-6
Timeline:
- **July 2018: Grade 3-6 teachers attend RISE Arkansas Professional Development**
- **August 2018-May 2019: Administer IStation Monthly Assessment**
- **August 2018-March 2019: Review NWEA MAP interim assessment results**
- **August 2018-May 2019: Running Records**
- **September 2018-April 2019: Weekly PLC Meetings**
- **September 2018-April 2019: Monthly Job Embedded Professional Development**

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

Timeline:
- **August 2018-May 2019: Administer IStation Monthly Assessment**
- **August 2018-May 2019: Small Group Instruction**
- **August 2018-May 2019: Bi-Monthly/Monthly Running Records**
- **August 2018-May 2019: Seeing Stars & Visualizing & Verbalizing**
- **September 2018-April 2019: Weekly PLC Meetings**
- **September 2018-April 2019: Monthly Job Embedded Professional Development**

FORT SMITH PUBLIC SCHOOLS
BONNEVILLE ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT ⬥ SMITH
PUBLIC SCHOOLS

CARNALL ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

GOAL 1: Our goal is to improve comprehension of text K-6 by scoring 80% or above in tier 1 Istation for the comprehension subtest in K-2 and to have at least 80% of students correctly answer Key Ideas and Details questions on NWEA MAP Interim III in April of 2019.

GOAL 2: Our goal is to improve student knowledge of number sense by scoring 80% proficient on the grade level number sense assessment in April 2019.

GOAL 3: Our goal is to improve student fluency in addition, subtraction, multiplication, and division facts by having kindergarten students at least 50% fluent in addition/subtraction, first grade students 75% fluent in addition/subtraction, second grade students 100% fluent in addition/subtraction, third grade students 50% fluent in multiplication/division, fourth grade students 75% fluent in multiplication/division and fifth and sixth grade students 100% fluent in multiplication/division in Xtra Math by April of 2019.

GOAL 4: Our goal is to have all students' attendance rate at or above 95% for the school year.

GOAL 5: Our goal is decrease discipline referrals and suspension reports by 25%.

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Carnall Elementary

PLANNING TEAM:

Name	Title
Taneka Tate	Principal
Valerie Farrar	Parent
To Be Selected	Community Member
Melissa Bridges	Assistant Principal
Stephanie Grinder	Special Education Teacher; Teacher in Charge
Brooke Woodruff	Counselor
Tonya Peters	Fifth Grade Teacher; Upper Grade Representative
Dana McGuire	Kindergarten Teacher; Lower Grade Representative
Robin Pratt-Webber	NSL Dyslexia Interventionist

NEEDS ASSESSMENT

REVIEW OF DATA:

2017 ESSA Report: Overall ESSA Index Score 70.38

2017-18 Attendance Rate: 94.38%
2017-2018 Behavioral Data: 211 Discipline Referrals, 57 Suspension Reports

IDENTIFIED NEEDS WITH DATA SOURCE:

Identified Needs	Data Source
K-6 Literacy Comprehension	ACT Aspire/Istation
K-6 Number Sense	ACT Aspire/Istation
High number of Student Absences	ESSA School Index
Modify Behavior utilizing PBIS and Liveschool	Suspension Reports Discipline Referrals

IMPLEMENTATION OF PLAN

Goal	Timeline
Our goal is to improve comprehension of text K-6 by scoring 80% or above in tier 1 Istation for the comprehension subtest in K-2 and to have at least 80% of students correctly answer Key Ideas and Details questions on NWEA MAP Interim III in April of 2019.	August 2018-April 2019
Our goal is to improve student knowledge of number sense by scoring 80% proficient on the grade level number sense assessment in April 2019.	August 2018-April 2019
Our goal is to improve student fluency in addition, subtraction, multiplication, and division facts by having kindergarten students at least 50% fluent in addition/subtraction, first grade students 75% fluent in addition/subtraction, second grade students 100% fluent in addition/subtraction, third grade students 50% fluent in multiplication/division, fourth grade students 75% fluent in multiplication/division and fifth and sixth grade students 100% fluent in multiplication/division in Xtra Math by April of 2019.	August 2018-April 2019
Our goal is to have all students' attendance rate at or above 95% for the school year.	2018-2019 School Year
Our goal is decrease discipline referrals and suspension reports by 25%	May 2019

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

Goal 1:
Incorporate research-based comprehension strategies into read alouds, small group reading, and extended text studies such as those found in Jan Richardson's The Next Step Forward in Guided Reading and Jennifer Serravallo's The Reading Strategies

Book. Provide professional development on comprehension strategies. Progress monitor individual student reading levels with running records and DRA assessments bimonthly or monthly. Analyze the data gathered from the comprehension section of these assessments during PLC meetings to determine next steps in classroom instruction.

Goal 2:

 Incorporate a number talks into the first 10-15 minutes of every math block with research-based strategies found in <u>Number Talks: Whole Number Computation</u> and/or <u>Number Talks: Fractions, Decimals, and Percentages</u> by Sherry Parrish. Teaching strategies will be supported with professional development. Make number sense the priority of math interventions, comprising a minimum of ten minutes of the 30 minute scheduled intervention time. Progress monitor student's mastery of number sense with monthly assessments. Analyze the data gathered from these assessments during PLC meetings to determine intervention strategies and classroom instruction. Students will practice math fluency in at least one math station twice a week individually or with a partner during math small group time. Students will get on XtraMath at least three times a week. Parents will be informed of our math goals and students will have free home access to XtraMath. Students will track their progress towards fact fluency goals.

Goal 3:
Students will track their daily attendance with a data chart. Incentives for perfect attendance will be given monthly.

Goal 4:
As part of our PBIS process, teachers and other staff members will use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students on task in a positive manner, we do the following when teaching academics and behavior: Constantly teach and refer to our school wide expectations. PBIS professional development and support will be offered throughout the year.

EVALUATION OF PLAN

<u>Literacy/Math Goals:</u>
Teachers will get baseline data of students' ability for each goal by September 2018 through Istation, NWEA MAP Interim I, DRA levels, DSA levels, grade-level number sense assessments, STAR Math and Xtra Math reports. During monthly data meetings, teachers will analyze progress monitoring data for each goal to determine adjustments needed in instruction. In April, teachers will use the aforementioned assessments to evaluate both student growth from

September until April and to determine whether or not the goals were met. This data will be taken into account when planning school improvement for the following year.

Attendance Goal:

We will look at our Eschool data to determine whether or not our 95% goal is met and ultimately for the Student Engagement score on ESSA to increase by at least 10%.

Behavior Goal:

We will look at Eschool data to determine total number of referrals and suspension reports in Microsoft word to determine if we decreased both by 25%.

FORT SMITH PUBLIC SCHOOLS
CARNALL ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 4:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 5:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT ✦ SMITH
PUBLIC SCHOOLS

CAVANAUGH ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

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 students in grades 3-6 to achieve a minimum score of 80% on the "Key Ideas and Details" questions on the NWEA MAP Interim III by April, 2019.

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

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%.

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Cavanaugh Elementary

PLANNING TEAM:

Name	Title
Hank Needham	**Principal**
Meredith Rea	**Parent**
Dana Craig	**Community Representative**
Manon Arnold	**Title I Elementary Specialist**
Beth Parker	**NSL Dyslexia Interventionist**
Meghan Estep	**First Grade Teacher**
Crissy Pierce	**Fifth Grade Teacher**
Tiffany Mouada	**School Counselor**
Janice Bower	**Third Grade Teacher**
Donella Smither	**First Grade Teacher**
Janelle Bray	**Special Education Resource Teacher**

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as ACT Aspire, School ESSA Report with Letter Grade, etc.

According to the 2017 ESSA report, Cavanaugh's lowest score was in the School Quality and Student Success indicator domain. See attached data analysis of areas in need of improvement per grade level in math and literacy from the April 2018 Istation and NWEA MAP Interim III.

IDENTIFIED NEEDS WITH DATA SOURCE:

GOAL 1: K-6 Literacy Comprehension
GOAL 1 DATA SOURCE: ACT Aspire/Istation

GOAL 2: K-6 Number Sense
GOAL 2 DATA SOURCE: ACT Aspire/Istation

GOAL 3: High Number of Student Absences
GOAL 3 DATA SOURCE: ESSA School Index

IMPLEMENTATION OF PLAN

Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.

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 students in grades 3-6 to achieve a minimum score of 80% on the "Key Ideas and Details" questions on the NWEA MAP Interim III by April, 2019.

GOAL 1 TIMELINE: August 2018-April 2019

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

GOAL 2 TIMELINE: August 2018-April 2019

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%.

GOAL 3 TIMELINE: August 2018-April 2019

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

Goal 1: Incorporate research-based comprehension strategies into read alouds, small group reading, and extended text studies such as those found in Jan Richardson's The Next Step Forward in Guided Reading and Jennifer Serravallo's The Reading Strategies Book; provide professional development on comprehension strategies; progress monitor individual student reading levels with running records and DRA assessments monthly; analyze the data gathered from the comprehension section of these assessments during PLC meetings to determine next steps in classroom instruction.

Goal 2: Incorporate a Number Talk into the first 10-15 minutes of every math block with research-based strategies found in Number Talks: Whole Number Computation and/or Number Talks: Fractions, Decimals, and Percentages by Sherry Parrish; teaching strategies will be supported with professional development; make number sense the priority of math interventions by dedicating a minimum of 10 minutes of the 30-minute scheduled intervention time; progress monitor student's mastery of number sense with the math screeners at the beginning, mid-year, and end-of-year; analyze the data gathered from these assessments during PLC meetings to determine intervention strategies and classroom instruction.

Goal 3: Students will track their daily attendance with a data chart posted in the classroom; Perfect Attendance recognition and/or incentives will be given monthly and quarterly to individual students and classrooms.

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

Literacy/Math Goals: Teachers will get baseline data of students' ability for each goal by September 2018 through Istation, NWEA MAP Interim I, DRA levels, grade-level number sense assessments, and Xtra Math reports. During quarterly PLC meetings, teachers will analyze progress monitoring data for each goal to determine adjustments needed in instruction. In April, teachers will use the aforementioned assessments to evaluate both student growth from September through the end of March and determine whether or not the goals were met. This data will be taken into account when planning school improvement goals for the following year.

Attendance Goal: We will look at Eschool data to determine whether or not our 95% goal is met and ultimately, for the Student Engagement score on ESSA to increase by at least 10%.

FORT SMITH PUBLIC SCHOOLS
CAVANAUGH ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT ✦ SMITH
PUBLIC SCHOOLS

CHAFFIN JUNIOR HIGH SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

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

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

GOAL 3: All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.

FORT SMITH
PUBLIC SCHOOLS

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Chaffin Junior High School

PLANNING TEAM:

Name	Title
Todd Marshell	Principal
Angela Tilley	Parent
To Be Selected	Community Member
To Be Selected	Student
Nancy Burris	Assistant Principal
Randall Carter	Assistant Principal
Sherri Gauger	Counselor
Katie Mankins	Counselor
Robin Owen	English Teacher
David Rathbun	Math Teacher
Terry Overbey	Science Teacher
Marcus Woodward	Social Studies Teacher
Steven Surles	Technology Education Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

Inspiring student success through innovative instruction in a culture of high expectations and personal character is the mission of Chaffin Junior High. Teachers strive to meet this mission in the development of their instruction and professional learning. With this purpose, all teachers of Chaffin met during professional development in March 2018 to invest in the areas of growth and determined practices needed in all classrooms to improve those areas as a whole.

Chaffin received an "A" State Grade reporting from the ADE Data Center with an 84.16 over point school rating. Statistically, Chaffin's population is 10% English Learners, 41% Low Income and 8% of students eligible to receive Special Education.

Chaffin also qualified in the Arkansas School Recognition Program. Chaffin will receive financial awards for being in the top 10% of public school to achieve high student performance on the state required assessment.

IDENTIFIED NEEDS WITH DATA SOURCE:

GOAL 1: All teachers use open-ended questioning and encourage elaboration.
GOAL 1 DATA SOURCE:
ACT Aspire data for **7th grade Science** shows a drop in performance 3.3% from 2016 to 2017.
ACT Aspire data for **7th grade Math** shows only a 0.1% increase in scores from 2016 to 2017.
ACT Aspire data shows **7th grade Reading** dropped from 59% in Spring 2016 to 58% in Spring 2017. The 6th grade students coming to Chaffin showed a 1% drop in scores in this area.

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

GOAL 2 DATA SOURCE:

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

GOAL 3: All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.

GOAL 3 DATA SOURCE:

This is a goal that can be utilized across all three grade levels in all tested subjects. Overall ACT Aspire **English** scores for **7th grade** increased only 0.6% from 2016 to 2017 as well as those 6th grade students coming to Chaffin showed a 3% overall drop in scores.

ACT Aspire data shows **7th grade Reading** dropped from 59% in Spring 2016 to 58% in Spring 2017. The 6th grade students coming to Chaffin showed a 1% drop in scores in this area.

ACT Aspire data shows **9th grade Reading** only increased 0.7% from 2016 to 2017.

ACT Aspire data for **7th grade Science** shows a drop in performance 3.3% from 2016 to 2017.

IMPLEMENTATION OF PLAN

> **Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.**

GOAL 1: All teachers use open-ended questioning and encourage elaboration.
GOAL 1 TIMELINE: Fall 2018 to Spring 2021

GOAL 2: All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.
GOAL 2 TIMELINE: Fall 2018 to Spring 2021

GOAL 3: All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.
GOAL 3 TIMELINE: Fall 2018 to Spring 2021

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

Goal 1: All teachers use open-ended questioning and encourage elaboration.
*Teachers will model and develop more "why?" and "how?" questions in units of instruction.
*Teachers will challenge students to develop "why?" and "how?" questions within a unit of study.
*Teachers will encourage students to explain and demonstrate strategies used in problem solving.
*Each department of learning will develop and use open-ended questioning frequently to encourage in-depth thinking.
*Summative assessments will have at least one open-ended question.
*Students develop questioning strategies within peer groups.

Goal 2: All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.
*Teachers will teach and encourage use of common courtesies.
*Beginning of the year learning objectives will have activities for students to learn and know every classmate's name.
*Implement a Student of the Month program recognizing and rewarding students who demonstrate positive social skills.
*Implement a reward program recognizing students who haven't been involved in a discipline referral to the office.
*Design and implement a "Cell Phone Challenge" encouraging students to put away their technology and have face-to-face conversations at the lunch table.
*Teachers will teach respect for points of view through text and current events.
*Teachers will design lesson plans to engage students in team building activities.
*The teachers will develop a shared vocabulary that is reinforced throughout the building with a "word of the week/month" display.
*Develop a positive campaign throughout the building, incorporating a #dorightbekind theme on bulletin boards and student announcements.
*Develop and implement a mentoring program for at-risk students to meet with business leaders of the community in order to develop positive social skills and self-respect.
*Create a student leadership team allowing these students to meet and mentor new enrolling students at Chaffin creating a positive environment and developing positive social skills for those students.

*Create a student leadership team in technology support allowing these students to help with technology repairs and instruction with other students creating peer-led groups of positive social interaction and development of self-respect.

Goal 3: All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.
*Teachers will collaborate across disciplines on vertical alignment of vocabulary development.
*Teachers will use online vocabulary development applications.
*Teachers encourage and hold students accountable for use of proper academic vocabulary.
*Utilize Kagan strategies for student engagement and understanding of vocabulary.

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

Each goal has several procedures developed by the staff at Chaffin. These are procedures every teacher can implement in any classroom unit of instruction and specifically goes to the purpose of the school's mission statement. Each goal can be fully implemented in 3 years and evaluated by teacher's through their professional learning plans, administration through observations, or actual implementation of programs.

FORT SMITH PUBLIC SCHOOLS
CHAFFIN JUNIOR HIGH
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT ✦ SMITH
PUBLIC SCHOOLS

COOK ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

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.

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.

FORT ☀ SMITH
PUBLIC SCHOOLS

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Cook Elementary

PLANNING TEAM:

Name	Title
Courtney Morawski	Principal
Stephanie Beadle	Parent
To Be Selected	Community Member
Nicole Shaffer	Assistant Principal
Amber Dailey	Third Grade Teacher
Camella Stancil	Kindergarten Teacher
Lindsey Estell	Sixth Grade Teacher
Leslie Stewart	Art Teacher
Melissa Bramlett	Second Grade Teacher
Melody Priester	Pre-K Teacher
Pattye Goodman	First Grade Teacher

Name	Title
Donna Smith	Special Education Teacher
Allison Hart	Fourth Grade Teacher
Traci Pixley	Fifth Grade Teacher
Mary Karnes	NSL Dyslexia Interventionist

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as ACT Aspire, School ESSA Report with Letter Grade, etc.

All data was reviewed including demographic information, IStation Reading and Math, and Aspire Reading, Writing, English, and Science. The demographics of our students include a rate of 49% for our free/reduced lunch students, 68% White, 13% Hispanic, Black 9%, and other 11%. Cook is a Title I school and has 49% of the student population identified as economically disadvantaged. As for assessment data over the last three years, a couple of trends have developed. In the Weighted Achievement Index, we have subgroups that are not performing at the level that we believe they can. Three student groups show a need for intervention and they are Students with Disabilities, Economically Disadvantaged, and African American students. In the area of School Value-Added Growth, Students with Disabilities and African American students appear in the Lower Achievement/Lower Growth area. These need to be addressed as well.

IDENTIFIED NEEDS WITH DATA SOURCE:

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.

GOAL 1 DATA SOURCE:
IStation, Lindamood-Bell, NWEA Interims and Summative ACT Aspire
Based on the data from both the 2017 ESEA and 2017 ESSA reports, we have identified the need to improve targeted individualized instruction for our students that are not achieving. While our school performed slightly higher than the state average in Literacy, 48.71% of our third grade students, 42.85% of our fourth grade students, 24.69% of our fifth grade students, and 20.74% of our sixth grade students were Close or In Need of Support. While our school performed significantly higher than the state average in Mathematics, 23.08% of our third grade students, 42.86% of our fourth grade students, 38.27% of our fifth grade students, and 21.95% of our sixth grade students were Close or In Need of Support.

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.

GOAL 2 DATA SOURCE:
IStation, Lindamood-Bell, NWEA Interims and Summative ACT Aspire, Lesson Plans
In the ESSA 2017 Weighted Achievement Index, we have subgroups that are not performing at the level that we believe they can. Three student groups show a need for access to aligned, standards-based instruction and they are Students with Disabilities, Economically Disadvantaged, and African American students.

IMPLEMENTATION OF PLAN

Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.

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. Quarterly RTI committee meetings will direct intervention instruction and monitor individual student success.

GOAL 1 TIMELINE:

August 2018: Staff will participate in a PLC protocol professional development.
August 2018: Staff will develop SMART goals for their PLC time.
August 2018-May 2018: Grade level teams will meet bi-weekly to analyze student data using a variety of assessment tools. Staff will also meet to discuss and develop instructional strategies to increase student achievement.
January 2019: Staff will revisit their SMART goals and make adjustments as student data provides information.

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.

GOAL 2 TIMELINE:

June 2018-August 2018: Staff will participate in a book study using The Wild Card
August 2018: Staff will participate in professional development activities to actively engage students in lessons using ideas and research from The Wild Card

August 2018: Staff will participate in professional development activities used to develop higher order thinking skills and increasing depth of knowledge questioning strategies
August 2018-May 2019: Staff will participate in continued professional development activities as well as implement instructional practices to increase student engagement, and in turn, student achievement

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

Goal 1:

Implementing an effective RTI model should begin with quality core instruction that meets the needs of most learners. The goal for Cook will be 25% or less of students to require additional support beyond good Tier I instruction in 2018-2019. For those students who need extra support, Tier II in the RTI model relies on supplemental interventions delivered in small groups for 20 to 30 minutes daily and Cook will aim for 20% or less of students in Tier II. When students have had an opportunity to receive support from the teacher in Tier II, and they are not responding, then intensive support may be used in Tier III. Cook's goal for Tier III will be no more than 5% of students requiring more intensive interventions than those provided in Tier II (Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analysis of response-to-intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment, 23,* 381–394).

Goal 2:

Teachers, along with building administrators and instructional facilitator(s)/interventionist(s) will meet in PLC teams bi-weekly during the school year. Building administrators will work with the instructional facilitator(s)/interventionist(s), the technology integration specialist, and other Parker Center staff to provide professional development. Building administrators and the instructional facilitator(s)/interventionist(s) will work with teams to create goals and assess whether team level goals are being met. Building administrators will monitor the work that is created in PLC team meetings.

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

The Leadership Team consists of a member from each grade level as well as each specialty area. This team will meet quarterly to evaluate data to determine if our staff and students are progressing toward our goals. The Leadership Team will monitor and make adjustments as needed based on the evidence.

To evaluate the effectiveness of the interventions for Goal #1, the Leadership Team will examine NWEA MAP interim assessments, ACT Aspire, I-Station, and Lindamood Bell

data, artifacts, documents created through the PLC team meetings, and student artifacts (student work, assessments, data notebooks, portfolios, etc.)
Goal #2 will be evaluated based on the effectiveness of SMART goals set by the PLC teams. Goal 1 will also be evaluated using PLC team meeting minutes, student assessment data, and other documents created in PLC meetings.

FORT SMITH PUBLIC SCHOOLS
COOK ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT ✦ SMITH
PUBLIC SCHOOLS

DARBY JUNIOR HIGH SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

GOAL 1: Increase each grade level's proficiency in literacy by ten percent.

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

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Darby Junior High School

PLANNING TEAM:

Name	Title
Katie Kreimer Hall	Principal
Elizabeth Johnson	Parent
To Be Selected	Community Member
To Be Selected	Student
Shawn Hinkle	Assistant Principal
Maleb Kelley	Assistant Principal
Cherri Byford	Counselor
Kelly Daniels	Counselor
Ashley Gerhardson	NSL Secondary Dyslexia Interventionist
Angela Veatch	Title I Secondary Specialist

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as ACT Aspire, School ESSA Report with Letter Grade, etc.

English Learners 42 %
Low Income 93 %
State Accountability Rating 68.31
Public School Letter Grade C
ESSA School Index Score 68.5
7th Grade Students Proficient in Literacy 50.52%
8th Grade Students Proficient in Literacy 55.61%
9th Grade Students Proficient in Literacy 38.73%
Current building wide attendance 94%

IDENTIFIED NEEDS WITH DATA SOURCE:

GOAL 1: Increase each grade level's proficiency in literacy by ten percent.
GOAL 1 DATA SOURCE: ACT Aspire Results

GOAL 2: Increase student attendance to more than 95%
GOAL 2 DATA SOURCE: eSchool Attendance Records

IMPLEMENTATION OF PLAN

Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.

GOAL 1: Increase each grade level's proficiency in literacy by ten percent.
GOAL 1 TIMELINE: Completion of 2018-2019 school year

GOAL 2: Increase student attendance to more than 95%
GOAL 2 TIMELINE: Completion of 2018-2019 school year

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

GOAL 1: Teachers will 1) use good questioning and discussions techniques such as open ended higher-order questions, effective wait time, random selection; 2) keep students engaged in learning through the use of student collaboration and grouping, materials and resources, student choice in learning tasks; 3) monitor the learning progress with the use of common formative assessments; focus on vocabulary and rich language to increase comprehension.

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

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

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

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

FORT SMITH PUBLIC SCHOOLS
DARBY JUNIOR HIGH
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT SMITH
PUBLIC SCHOOLS

EUPER LANE ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

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

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

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.

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Euper Lane Elementary

PLANNING TEAM:

Name	Title
Ginna Mann	Principal
Ellen Selby	Parent
To Be Selected	Community Member
Michelle Henslee	Title I Elementary Specialist
Shawn McVey	Assistant Principal
Michelle Burnett	Counselor
Colleen Orick	P.E. Teacher
Collette Haga	NSL Dyslexia Interventionist
Stephanie Redwine	Kindergarten Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as ACT Aspire, School ESSA Report with Letter Grade, etc.

Goal 1: According to our ESSA Report, 64.86% of our students are reading at grade level. This number was based on ACT Aspire Reading scores from Spring 2017. According to our April iStation ISIP Summary Report, 31% of our K-2 students are Tier 3 in Literacy.

Goal 2: According to our ESSA Report, 70.38% of our 3-6 grade students are performing at grade level on math standards. According to our April iStation ISIP Math Summary Report, 23% of our K-2 students are Tier 3 in Math.

Goal 3: According to ESSA Report, we implemented PLC with fidelity for the 2016-2017 school year. The main focus was ELA and the result was an increase from 62.75% to 72.16% proficient on ACT Aspire for grades 3-6. Grades 3-6 on the ACT Aspire Math showed a decrease in proficiency from 73.68% to 70.38%.

IDENTIFIED NEEDS WITH DATA SOURCE:

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

GOAL 1 DATA SOURCE: We will use data from iStation, NWEA MAP interim assessments, Developmental Reading Assessments, and classroom Running Records.

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

GOAL 2 DATA SOURCE: We will use data from NWEA MAP interim assessments, iStation, Formative assessments, and summative assessments.

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.

GOAL 3 DATA SOURCE: ACT Aspire scores, iStation reports, Running Records, DRA, and teacher created formative assessments such as standards-based common assessments.

IMPLEMENTATION OF PLAN

> **Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.**

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

GOAL 1 TIMELINE:

August/September-Assess students in grades 1-6 with appropriate reading level measure.

September-Form groups of students in grades 1-6 who are below grade level reading expectation (Tier 2) to be met by Interventionists and classroom teachers. Begin Common Intervention time in classrooms.

October/November/December-Meet with students who are below grade level in small groups for intervention.

January-Assess Kindergarten students for placement in intervention groups.

February/March/April-Continue interventions in small groups

May-Review data from Spring assessments to determine progress toward Goal 1.

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

GOAL 2 TIMELINE:

August/September: Assess students current math placement by gathering data from iStation, review ACT Aspire test results from Spring 2018, and formative assessments.

October-May: Look at weekly iStation reports, formative assessments, and summative assessment data in weekly PLCs. New master schedule that allows for horizontal and vertical PLCs and common planning time.

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

GOAL 3 TIMELINE:

August-May: Grade-level PLCs will meet weekly and Grade-level PLCs quarterly will be used for vertical alignment.

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

Goal 1: Lindamood-Bell Seeing Stars and Visualizing/Verbalizing, Guided Reading Groups with Running Records, Leveled Literacy Intervention by Fountas/Pinnell, RISE Training for Teachers in Grades 3-6, practice within iStation.

Goal 2: iStation Reports, NWEA MAP interims, ACT summative assessments, formative and summative classroom assessments.

Goal 3: Agendas and minutes of each PLC meeting will be documented on Google Drive: Staff Handbook: PLC. Teachers will update and review the digital data wall through PLCs. Data from multiple sources will be reviewed and used to make data-driven decisions for student achievement.

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

Goal 1: Developmental Reading Assessments, ISIP, and ACT Aspire scores will be reviewed at the beginning of the year. Throughout the year, IST meetings will take place quarterly to review data on each student's progress. PLC meetings will take place weekly to review student data.

Goal 2: ISIP and ACT Aspire scores will be reviewed in August. Throughout the year, we will use the iStation Reports, NWEA MAP interims, formative and summative classroom assessments. We will analyze data in our weekly PLC and quarterly IST meetings.

Goal 3: Weekly lesson plans, common intervention focus, data wall, and student performance will be monitored for growth and discussed at weekly PLCs.

FORT SMITH PUBLIC SCHOOLS
EUPER LANE ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FAIRVIEW ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

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

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

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

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Fairview Elementary School

PLANNING TEAM:

Name	Title
Peggy Walter	**Principal**
Ashley Harris	**Parent**
To Be Selected	**Community Member**
Tammy Chase	**Assistant Principal**
Ginnetta Tipton	**Counselor**
Nicki Petrucci	**Library/Media Specialist**
Mary McCain	**Kindergarten Teacher**
Amanda Chavez	**First Grade Teacher**
Laina Thornton	**Second Grade Teacher**
Abby Saviers	**Third Grade Teacher**
Emily Durham	**Fourth Grade Teacher**

Planning Team (Cont.)

Name	Title
Missy Edwards	Fifth Grade Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as ACT Aspire, School ESSA Report with Letter Grade, etc.

ACT Aspire:
Grade 3 Increased scores from 2016 in English, Reading, Writing, and Science and stayed same in Math

Grade 4 Decreased scores from 2016 in English, Reading, Science and Math. Increase in Writing.

Grade 5 Increased scores from 2016 in English, Reading, Writing, Science and Math

Grade 6 Increased scores from 2016 in English, Reading, Writing and Math. Decrease in Science

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

IDENTIFIED NEEDS WITH DATA SOURCE:

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

GOAL 1 DATA SOURCE:

2019 ACT Aspire – Grades 3-6
DRA Reading Level – Grades K-6

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

GOAL 2 DATA SOURCE:
2019 ACT Aspire – Grades 3-6
IStation – Grades K-2

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

GOAL 3 DATA SOURCE:
Data from Live School

IMPLEMENTATION OF PLAN

Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.

GOAL 1: Teachers will integrate 25% more non-fiction text into the reading block to help increase students reading at grade level.
GOAL 1 TIMELINE: August 2018-May 2019

GOAL 2: Teachers will have students monitor progress in reading and math and have them track their data.
GOAL 2 TIMELINE: August 2018-May 2019

GOAL 3: Fairview Elementary School students will increase student accountability and engagement by reducing the number of chronic minor incidents by 5%.
GOAL 3 TIMELINE: August 2018-May 2019

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

Tier I students will receive interventions from classroom teachers.
Tier II students will receive interventions from classroom teachers and
Facilitators/Interventionists.
Tier III students will receive intervention from classroom teachers and Special Education
Services.

K-2 teachers fully implement Lindamood-Bell
3-6 Select teachers Pilot Rise

NWEA MAP Interim – Grades 3-6
IStation – Grades K-6
Progress Monitoring
Site Based Professional Development for teachers
Planning Days for Teachers
Disaggregate Data and plan for enrichments and interventions
Progress Monitoring
Review Data from LiveSchool
    Student Reports
    Teacher Reports
    School Reports
Students will be identified to be placed with adult mentors
Small groups meet with counselors
Students will be identified to be referred for school based mental health services.
Continued support from LiveSchool support staff

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

Teachers will meet weekly during Professional Learning Communities to disaggregate data in order to provide interventions and enrichments for all students. Teachers will work throughout the year, focusing on core instruction by integrating 25% more non-fiction text into the reading block. Teachers will monitor reading levels weekly as they participate in guided reading groups.

K-2 teachers will monitor reading and math growth monthly as they administer IStation assessments. Teachers in grades 3-6 will monitor reading, math and science growth as they administer NWEA MAP Interim Assessment to determine if students are on track to meet the target of 5% growth on the ACT Aspire Summative Assessment.

Teachers will be engaged in professional development to review school wide procedures and student expectations for the 2018-2019 school year. Teachers will review current behavior management system, PBIS, and LiveSchool. The goal is to have 100% implementation of school wide procedures with a 5% reduction in the number of chronic minor offenses occurring throughout the school.

FORT SMITH PUBLIC SCHOOLS
FAIRVIEW ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT ✦ SMITH
PUBLIC SCHOOLS

HOWARD ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

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 ACT Aspire Interim III in April of 2019.

GOAL 2: Our goal is to improve student knowledge of number sense by scoring 80% proficient on the grade level Math Screener assessment in April 2019.

GOAL 3:
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

GOAL 4:

Our goal is to have all students' 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%.

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: HOWARD ELEMENTARY

PLANNING TEAM:

Name	Title
Velmar Greene	Principal
Mari Medina	Parent
To Be Selected	Community Member
Jane Stewart	Counselor
Lisa Grace	Physical Education Teacher
Trish Hamlet	Kindergarten Teacher
Mary Bellah	Assistant Principal
Laurete Wright	Lead Teacher
Tanya Porter	Resource Teacher
Beverly Martens	Third Grade Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

> **Include multiple sources of data such as ACT Aspire, School ESSA Report with Letter Grade, etc.**

According to the 2017 ESSA report, Howard's score was low in the School Quality and Student Success indicator domain. See attached data analysis of areas in need of improvement per grade level in math and literacy from the April 2018 Istation and ACT Aspire Interim III.

IDENTIFIED NEEDS WITH DATA SOURCE:

GOAL 1: K-6 LITERACY COMPREHENSION
GOAL 1 DATA SOURCE: ACT ASPIRE / ISTATION

GOAL 2: K-2 NUMBER SENSE
GOAL 2 DATA SOURCE: ACT ASPIRE / ISTATION

GOAL 3: GRADES 3-6 FACT FLUENCY
GOAL 3 DATA SOURCE: ACT ASPIRE / ISTATION

GOAL 4: HIGH NUMBER OF STUDENT ABSENCES
GOAL 4 DATA SOURCE: ESSA SCHOOL INDEX

IMPLEMENTATION OF PLAN

Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.

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 ACT Aspire Interim III in April of 2019.

GOAL 1 TIMELINE: AUGUST 2018 – APRIL 2019

GOAL 2:
Our goal is to improve student knowledge of number sense by scoring 80% proficient on the grade level Math Screener assessment in April 2019.

GOAL 2 TIMELINE: AUGUST 2018 – APRIL 2019

GOAL 3:
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.

GOAL 3 TIMELINE: AUGUST 2018 – APRIL 2019

GOAL 4:
Our goal is to have all students' 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%.

GOAL 4 TIMELINE: 2018 – 2019 SCHOOL YEAR

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

Goal 1: Incorporate research-based comprehension strategies into read alouds, small group reading, and extended text studies such as those found in Jan Richardson's The Next Step Forward in Guided Reading and Jennifer Serravallo's The Reading Strategies Book. Provide professional development on comprehension strategies. Assess individual student reading levels monthly. Analyze the data gathered from the comprehension section of these assessments during PLC (Professional Learning Community) meetings to determine next steps in classroom instruction.

Goal 2: Incorporate number talks into the first 10-15 minutes of every math block with research-based strategies found in Number Talks: Whole Number Computation by Sherry Parrish. Teaching strategies will be supported with professional development. Make number sense the priority of math interventions, comprising a minimum of ten minutes, three days per week. Progress monitor student's mastery of number sense with the math screeners at the beginning, mid-year, and end of year. Analyze the data gathered from these assessments during PLC meetings to determine intervention strategies and classroom instruction.

Goal 3: Incorporate number talks into the first 10-15 minutes of every math block with research-based strategies found in Number Talks: Whole Number Computation by Sherry Parrish. Students will practice math fluency at least twice a week individually or with a partner during math block. Students will utilize XtraMath at least three times per week. Parents will be informed of our math goals and students will have free home access to XtraMath. Students will track their progress in reaching fact fluency goals.

Goal 4: Students will track their attendance with a data chart. Incentives for perfect attendance will be given quarterly.

EVALUATION OF PLAN

<u>Literacy/Math Goals:</u> Teachers will get baseline data of students' ability for each goal by September 2018 through Istation, NWEA MAP Interim I, DRA levels, grade-level number sense assessments, and Xtra Math reports. During quarterly PLC meetings, teachers will analyze progress monitoring data for each goal to determine adjustments needed in instruction. In April, teachers will use these assessments to evaluate both student growth from September through April as well as to determine whether goals are met. This data will be utilized when planning school improvement for the next school year.

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

FORT SMITH PUBLIC SCHOOLS
HOWARD ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 4:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT ✦ SMITH
PUBLIC SCHOOLS

KIMMONS JUNIOR HIGH SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

GOAL 1: To increase the academic performance for the special education subpopulation.

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

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

FORT ✦ SMITH
PUBLIC SCHOOLS

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Kimmons Junior High School

PLANNING TEAM:

Name	Title
Christopher Johnson	**Principal**
Lena Medlock	**Parent**
To Be Selected	**Community Member**
To Be Selected	**Student**
Jared Meyers	**Assistant Principal**
Shauna Cox	**Counselor**
Pamela Enhle	**Title I Secondary Specialist**
Adam Coats	**Band Director**
Donna East	**Physical Education Teacher**
Felicia Florez	**Special Education/English Teacher**
Kelli Remy	**Science Teacher**
Samantha Springs	**English Teacher**

May 1, 2018 Submission

Name	Title
Todd Tierney	Technology Education Teacher
Katie Weaver	Physical Education Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

> **Include multiple sources of data such as ACT Aspire, School ESSA Report with Letter Grade, etc.**

- According to the 2018 ESSA Report Kimmons Junior High School has shown growth in every sub population. However, the special education subpopulation has underperformed for the past two years missing the state cutoff score for the subpopulation.
- According to the 2018 ESSA Report Kimmons Junior High School had 300 students score in the needs of support area for English, and 329 in the area of math. There were 173 students in the close category for English, and 240 students in the close category for math.
- According to the 2016-2017 ACT Aspire Data Kimmons Junior High School scored 26% proficiency in Reading, 20% proficiency in Writing, 24% proficiency in Science, and 23% proficiency in Math.
- According to 2018 School Report Card Kimmons Junior High School received a letter grade of a D. Currently Kimmons Junior High School has an index score of 62.42.

IDENTIFIED NEEDS WITH DATA SOURCE:

GOAL 1: To increase the academic performance for the special education subpopulation
GOAL 1 DATA SOURCE: ESSA Report, ACT Aspire Report

GOAL 2: To increase the reading and math proficiency for students identified as in the category of in needs of support or close.
GOAL 2 DATA SOURCE: ESSA Report, ACT Aspire Report

GOAL 3: Implement an effective Common Formative Assessment Protocol where all stakeholders understand the importance of making data driven instructional decisions.
GOAL 3 DATA SOURCE: ESSA Report, ACT Aspire Report

IMPLEMENTATION OF PLAN

> **Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.**

GOAL 1: Student achievement will increase by 5% in the areas of math and reading proficiency.
GOAL 1 TIMELINE: August 2018-May 2019

GOAL 2: The special education subpopulation will have an overall increase in achievement by 5%.
GOAL 2 TIMELINE: August 2018-May 2019

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

Goal One:
1. Examine and perform a root cause analysis on the causes for low performance in the areas of math and reading.
2. Continue to implement the three school instructional initiatives, which are no call outs (ask, pause call), relevant accountable bell work, and explain, defend and justify responses. Kimmons Junior High School will add a fourth initiative of the Gradual Release Model. The Gradual Release Model will encourage small group activities inside the classroom.
3. Continue to implement a system for administering and examining Common Formative Assessments

4. Continue to implement a Professional Learning Community (PLC). The PLC's will consist of horizontal and vertical collaboration, data meetings, and prescriptive professional development to address the needs of teachers and students.
5. The counselors will monitor all students academically. The counselors will provide academic and therapeutic interventions to ensure all students are academically successful.
6. Kimmons Junior High School will offer a fundamental math and reading course targeting students who score in the needs of support category on the ACT Aspire.
7. Students who score in the close category on the ACT Aspire will be closely monitored. The students will be provided one on one and small group support to ensure growth.
8. Administration and teachers will attend professional conferences focused on researched based teaching strategies.
9. The administration will continue focused classroom observations and post conferences designed to increase teacher performance.
10. Each subpopulation will be closely monitored to ensure all academic needs are being met, and interventions are put in place when necessary.

Goal Two:
1. All special education students will be closely monitored. Students will be provided additional opportunities and support through one on one and small group instruction.
2. All case manager teachers will progress monitor through students to ensure academic success.
3. A root cause analysis will be conducted for students who display deficits for the purpose of providing equitable academic interventions.
4. Continue to implement a system for administering and examining Common Formative Assessments.
5. Special education teachers will collaborate and participate in the PLC system.
6. All special education teachers will be in-serviced on the latest co-teaching models, and strategies for instructing students with disabilities.
7. Students who score in the close category on the ACT Aspire will be closely monitored. The students will be provided one on one and small group support to ensure growth.
8. The administration will continue focused classroom observations and post conferences designed to increase teacher performance

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

The school leadership team will closely monitor each goal. The school leadership team will evaluate each goal during their bi monthly meeting. The goals will be monitored via the three NWEA MAP Interim assessments that are administered three times each year. The goals will be furthered monitored via the Common Formative Assessment model. Each teacher will be required to administer various pre and post tests to determine mastery of academic concepts. The results will be discussed, and interventions will be put in place during the bimonthly data meetings. Lastly, the principal will meet bimonthly with the Math and Reading Interventionist, and the Instructional Facilitator to discuss data, interventions, teacher and student support, and student progress.

FORT SMITH PUBLIC SCHOOLS
KIMMONS JUNIOR HIGH
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT ✦ SMITH
PUBLIC SCHOOLS

MORRISON ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

GOAL 1: Increase science achievement by 10% by incorporating STEM activities into all classrooms.

GOAL 2: Increase learning time by reducing office referrals and time spent on redirecting discipline.

GOAL 3: Change the school culture to a family like environment that promotes kindness and caring.

GOAL 4: Increase parental involvement to support student achievement and school/parent relations.

GOAL 5: Increase the number of students reading on grade level by 20%.

FORT ☀ SMITH
PUBLIC SCHOOLS

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Morrison Elementary

PLANNING TEAM:

Name	Title
Britney Ballin	Principal
Mayra Estrada	Parent
Molly Pollock	Community Member
Ashley Hobbs	Media Specialist
Brenda Martin	NSL Dyslexia Interventionist
Jamie Delung	Special Education Teacher
Raven Jackson	Fourth Grade Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

ESSA Report indicates that there is student growth with our Latino subgroup but limited growth for white and African American students. Although student growth is shown, there are too few students scoring proficient overall. Based on ACT Aspire date, science is our lowest performing area. Reading achievement continues to be low with a large number of students scoring below basic and needing reading intervention in grades k-2. We are tracking reading data with bi weekly running records and DRA assessments at the beginning and end of the year.

IDENTIFIED NEEDS WITH DATA SOURCE:

GOAL 1: Increase science achievement by 10% by incorporating STEM activities into all classrooms.
GOAL 1 DATA SOURCE: ACT Aspire scores

GOAL 2: Increase learning time by reducing office referrals and time spent on redirecting discipline.

GOAL 2 DATA SOURCE: ACT aspire data, teacher feedback, office referral data from eschool.

GOAL 3: Change the school culture to a family like environment that promotes kindness and caring.
GOAL 3 DATA SOURCE: student perception surveys, teacher feedback

GOAL 4: Increase parental involvement to support student achievement and school/parent relations.

GOAL 4 DATA SOURCE: ACT Aspire data, teacher feedback, eschool discipline data

GOAL 5: Increase the number of students reading on grade level by 20%.
GOAL 5 DATA SOURCE: DRA scores, running records

IMPLEMENTATION OF PLAN

> **Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.**

GOAL 1: Increase science achievement by 10% by incorporating STEM activities into all classrooms.
STEM committee actions:
1. Develop a committee calendar, expectations, and clearly define goals.
2. Help with planning school wide stem activities
3. Help provide support for stem activities
4. Reach out to partners to find materials
5. **Create an inventory or materials and maintain a stockpile of materials for teachers to access**

GOAL 1 TIMELINE:
1. August 2018
2. September 2018 and ongoing
3. Ongoing
4. August 2018 and as needed throughout the year
5. ongoing

GOAL 2: Increase learning time by reducing office referrals and time spent on redirecting discipline.
1. Develop a committee calendar, expectations, and
2. Collect Information from classroom teachers regarding behaviors
3. Analyze classroom dojo and office referral data
4. Help establish interventions for Tier 2 and Tier 3 Students
5. Reach out to outside resources for support for Tier 3 Students
6. **Create a positive referral form**

GOAL 2 TIMELINE:
1. August 2018

2. July 2018
3. July 2018
4. Ongoing
5. Ongoing
6. August 2018

GOAL 3: Develop a committee calendar, expectations, and clearly define goals.

Decorate the school-
1. Manage the Kindness Tree
2. Create a (Kindness Chain Link)-We will work with Mrs. Ray when she teaches about kindness. The Kindness Chain will wrap from the Lobby and go all the way around the school (inside) and back up to the Lobby. Students get to connect a link to the chain when they are caught by a teacher being kind.
3. Develop a school aesthetic that is warm and welcoming and promotes positivity: painted rocks out front, colorful flowers on the tables, student artwork framed and hung up around the school….
4. Establish a school decorating committee composed of 6th graders will be able to complete an application to join the decorating committee.
5. Create a Morrison Family Tree and update it as students move in and when we have visitors. The Family Tree will be painted in the front Lobby. We will also keep track of who comes and goes in a binder.

GOAL 3 TIMELINE:
1. Ongoing
2. September 2018
3. Ongoing
4. September 2018
5. September 2018 and ongoing

Goal 4: Increase parental involvement to support student achievement and school/parent relations.

1. Develop a committee calendar, expectations, and clearly define goals.
2. Recruit parents, partners, and community members for PTA and Volunteering
3. Plan PTA Fundraisers and meetings
4. Host Volunteer information session
5. Host Volunteer Appreciation luncheon
6. Host cafecitos twice a quarter

GOAL 4 Timeline:
1. August 2018
2. August 2018 and ongoing
3. August 2018 and ongoing
4. September 2018
5. May 2019
6. Ongoing

GOAL 5 **Increase the number of students reading on grade level by 20%.**
1. Create literacy stations with accountability
2. Create a literacy data notebook
3. Create a targeted list of skills to teach during small group instruction
4. Assess students on target skills bi weekly
5. Meet with PLC teams to discuss target skill mastery
6. Develop interventions with PLC teams for students who are struggling with target skills
7. Conduct bi weekly running records
8. Utilize the book room to select appropriate books for reading instruction.

GOAL 5 Timeline:
1. August 2018
2. August 2018
3. August 2018
4. Ongoing
5. Ongoing beginning September 2018
6. Ongoing beginning September 2018
7. Ongoing beginning September 2018
8. Ongoing beginning September 2018

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

- Agendas and minutes will be created for each goal committee to stay on task and goal oriented.
- Data sources will be collected in the form of surveys, test scores, and discipline data.

- Goals and action plans will change as needed based on data and feedback.

EVALUATION OF PLAN

- The leadership team will meet bi weekly and receive feedback from goal teams.
- Updates from the goal committees will be scheduled for the day before each meeting via a google form.
- Goal teams will analyze data at each of their meetings and submit that to the school leadership team for review.
- The leadership team will discuss the progress of each goal and provide feedback to the goal committee teams.
- Goal committee teams will change goals and actions plans as needed based on new data and the leadership team's feedback.

FORT SMITH PUBLIC SCHOOLS
MORRISON ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 4:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 5:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

NORTHSIDE HIGH SCHOOL

2018-2019

SCHOOL IMPROVEMENT GOALS

GOAL 1: Improve each Aspire Assessment 2-4%

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

*Hispanic/Latino
*English Learners
*Students with Disabilities

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Northside High School

PLANNING TEAM:

Name	Title
Dr. Keri Rathbun	**Principal**
Rusty Bush	**Parent**
To Be Selected	**Community Member**
To Be Selected	**Student**
Tony Jones	**Assistant Principal**
Claire McClure	**Title I Secondary Specialist**
Marquita Carty	**Title I Secondary Specialist**
Brad Ray	**Assistant Principal**
Chris Davis	**Assistant Principal**
Jennifer Steele	**Assistant Principal**

NEEDS ASSESSMENT

REVIEW OF DATA:

2016-2017 ACT Aspire Scores:

English 48% Proficient

Math 18% Proficient

Science 24% Proficient

Reading 31% Proficient

Writing 52% Proficient

2016-2017 % of AP students achieving a 3 or above on AP Exam:

36%

2017-2018 Northside ACT Composite Score:

17.4

2016-2017 Northside letter grade:

D

IDENTIFIED NEEDS WITH DATA SOURCE:

GOAL 1: Improve each Aspire Assessment 2-4%

GOAL 1 DATA SOURCE:

2016-2017 Aspire Scores	*2017-2018 Aspire Score Goals*
English 48% Proficient	English 51% Proficient
Math 18% Proficient	Math 21% Proficient
Science 24% Proficient	Science 27% Proficient
Reading 31% Proficient	Reading 34% Proficient
Writing 52% Proficient	Writing 55% Proficient

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

GOAL 2 DATA SOURCE:

2016-2017 Growth Scores	*2017-2018 Growth Goals*
*Hispanic 79.59	*Hispanic 80.00
*ELL's 79.73	*ELL's 80.00
*Stu. w/ Disabilities 78.96	*Stu. w/ Disabilities 80.00

IMPLEMENTATION OF PLAN

Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.

GOAL 1: Improve each Aspire Assessment 2-4%

GOAL 1 TIMELINE:
This goal will be achieved at the completion of the 2018-2019 school year. We are currently awaiting the ACT Aspire results for the 2017-2018 school year. Once ACT Aspire updates the final proficiency percentages, the leadership team will sit down and discuss how to efficiently improve each assessment by 2-4%.

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

*Hispanic/Latino
*English Learners
*Students with Disabilities

GOAL 2 TIMELINE:

This goal will also be achieved at the completion of the 2018-2019 school year. The score of 80.00 will indicated two significant achievements:

1. Students are growing at Northside at the same rate they have shown capable of growing in the past.
2. Students in those three categories will have improved significantly from the 2016-2017 school year.

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

Goal 1: Interventions will be put in place to improve the implementation of the following three research-based instructional strategies:

1. Effective Questioning: Ask-Pause-Call & Defend, Justify, & Explain
2. Ensuring students know and understand learning expectations each day.
3. Using the Gradual Release Model

Goal 2: In addition to using the above research-based instructional strategies, two key positions have been hired to address the appropriate populations:

1. English Language Learner Facilitator
2. Self-Contained Interventionist

The above positions will work directly with ELL and students with disabilities subgroups to ensure students are learning and growing at the same rate they have shown capable of in the past.

EVALUATION OF PLAN

Goal 1: The timeline and procedures for determining the effectiveness of the goals will be to thoroughly examine the interim assessment data from the NWEA MAP. We will be able to compare the previous two years of assessment data to determine if the goal appears to have been met.

Goal 2: The following research-based instructional strategies will be implemented into the daily instruction of the ELL and self-contained classrooms:

1. Effective Questioning: Ask-Pause-Call & Defend, Justify, & Explain
2. Ensuring students know and understand learning expectations each day.
3. Using the Gradual Release Model

At the end of each 9 weeks, the administration will observe each ELL and self-contained teacher to determine the implementation of the above teaching strategies. Coaching cycles and feedback will occur to support teachers in implementing the research-based teaching strategies.

FORT SMITH PUBLIC SCHOOLS
NORTHSIDE HIGH
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT ✦ SMITH
PUBLIC SCHOOLS

ORR ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

GOAL 1: Increase Lit/math scores for SPED population

GOAL 2: Increase Lit/math scores for general population

GOAL 3: Improve student/teacher accountability as it applies to behavior and discipline

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Raymond F. Orr Elementary

PLANNING TEAM:

Name	Title
Pat Cagle	**Principal**
Kendy Brown	**Parent**
To Be Selected	**Community Member**
Dr. Shawn McVey	**Assistant Principal**
Debra Lively	**Special Education Teacher**
Ashley Bourne	**Special Education Teacher**
Marla Needham	**NSL Dyslexia Interventionist**
Cindy Loughmiller	**Title I Elementary Specialist**
Brian Wakefield	**Speech Pathologist**
Tracie Gipson	**Counselor**

NEEDS ASSESSMENT

REVIEW OF DATA:

> Include multiple sources of data such as ACT Aspire, School ESSA Report with Letter Grade, etc.

ACT/Aspire summative and formative 2017-2018
Stride Academy formative assessments 2017-2018
ESSA Overall Index Score-75.02%
ESSA Weighted Achievement-72.24%
ESSA School Value-Added Growth-82.27
ESSA School Quality and Student Success-57.34%
ESSA Student Engagement-72.29%
ESSA Reading at Grade Level-All students-43.6%
ESSA Reading at Grade Level-SPED students-9.8

IDENTIFIED NEEDS WITH DATA SOURCE:

GOAL 1: Increase Lit/math scores for SPED population
GOAL 1 DATA SOURCE:
Act/Aspire summative and NWEA MAP formative data
I-Station quarterly assessments
Formative and summative classroom assessments

GOAL 2: Increase Lit/math scores for general population
GOAL 2 DATA SOURCE:
Act/Aspire summative and NWEA MAP formative data
I-Station quarterly assessments
Formative and summative classroom assessments

GOAL 3: Improve student/teacher accountability as it applies to behavior and discipline
GOAL 3 DATA SOURCE:
LiveSchool continuing data

IMPLEMENTATION OF PLAN

Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.

GOAL 1: Increase Lit/math scores for SPED population
GOAL 1 TIMELINE: Scores will increase by 3%-5% by the spring of 2020
NWEA MAP Interim Assessment (quarterly)
I-Station (Quarterly)

GOAL 2: Increase Lit/math scores for general population
GOAL 2 TIMELINE: Scores will increase by 5%-7% by the spring of 2020
NWEA MAP Interim Assessment (quarterly)
I-Station (Quarterly)

GOAL 3: Improve student/teacher accountability as it applies to behavior and discipline
GOAL 3 TIMELINE: Office discipline will decrease by
15%-20% by the spring of 2019
Live School data reports (monthly)

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

Goals 1 and 2:
Tier 1 students: small group instruction provided by classroom teacher
Tier 2 students: small group instruction provided by facilitator/interventionist
Tier 3 students: small groups provided by resource teacher and/or self-contained teacher

Goal 3:
Small group intervention provided by counselor
Identify students to pair with an adult mentor

Identify students for referral to SBMH
Continue support from LiveSchool support staff

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

Progress monitor by classroom teacher/interventionist

NWEA MAP Interim Assessment (quarterly)

ACT/Aspire formative assessment (EOY)

I-Station (Quarterly)

Live School Data: Student, teacher, school reporting data

Professional Development: disaggregate data and plan for interventions

FORT SMITH PUBLIC SCHOOLS
ORR ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

PIKE ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

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

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

FORT SMITH
PUBLIC SCHOOLS

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Pike Elementary

PLANNING TEAM: Coalition Team

Name	Title
Monica A. Austin	Principal
Lawrence Toran	Parent
Miarian Conrad	Community Member
Sara Williams	Fourth Grade Teacher/PTA President
Lisa McDaniel	Title I Elementary Specialist
Julie Stec	Sixth Grade Teacher
Becky Brown	Second Grade Teacher
Jessica Lemus	Kindergarten Teacher
Veronica Luna	Third Grade Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

IDENTIFIED NEEDS WITH DATA SOURCE:
 ACT Aspire Scores:
Third Grade: : English: 62% exceeding/ready   Reading: 41% exceeding/ready
Writing: 32% exceeding/ready   Math: 40% exceeding/ready   Science: 36%
Fourth Grade: : English: 47% exceeding/ready   Reading: 31% exceeding/ready
Writing: 18% exceeding/ready   Math: 30% exceeding/ready   Science: 20%
Fifth Grade: : English: 62% exceeding/ready   Reading: 17% exceeding/ready
Writing: 35% exceeding/ready   Math: 30% exceeding/ready   Science: 13%
Sixth Grade: : English: 75% exceeding/ready   Reading: 47% exceeding/ready
Writing: 71% exceeding/ready   Math: 67% exceeding/ready   Science: 51%
ESSA Report with Letter Grade: C
GOAL 1: Reading Comprehension: reading comprehension will increase by 20%
by the end of the 2018-2019 school year.
GOAL 1 DATA SOURCE: NWEA MAP Interim Assessments, ACT Assessment,
running records, and classroom formative assessment.

Discipline:
Tier 1: 95 Referrals
Tier 2: 91 Referrals
Tier 3: 87 Referrals
GOAL 2: Discipline: classroom referrals will decrease by 10% during the
2018-2019 school year.
GOAL 2 DATA SOURCE: Office referrals and Liveschool

IMPLEMENTATION OF PLAN

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

GOAL 1 TIMELINE: August teachers will be retrained on the use of running records. Monthly meetings will be help to discuss in teams the information gained from the data to group students according to their needs.

September instructional facilitators will train teachers on how to implement rubrics to help in the assessment of comprehension notebooks. Teachers will then collaborate monthly to determine student understanding in their notebooks

October PD consultant will come in to help ensure teachers are engaging all students with rigor and differentiation of work.

Weekly teachers will use data to determine which students need enrichment, grade level support and interventions.

Each month the coalition team will meet to assess student growth. Leadership team will use the data to determine future professional development for staff members based on reading comprehension data.

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

GOAL 2 TIMELINE: Teachers will begin in August reading the Book Heart! by Timothy D. Kanold. This book study will continue throughout the school year.

Once a month a new character book will be implemented with students. The entire staff will focus on the character with the students each month.

October a consultant will work with student on the rigor of curriculum in the classroom and have teachers reflect on reading scores in accordance with classroom discipline.

Monthly the coalition team will visit and determine training for teachers.

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

Goal 1: Teachers will use guided reading and literacy discussion groups to improve reading comprehension. Teachers will also use reading comprehension notebooks assessed by rubric based on grade level standards. Teachers will also meet weekly to discuss formative assessments, reading, comprehension notebooks and running records to determine student grouping. Assessments will also be used to determine the rigor of work within the classroom and grade levels.

Goal 2: Teachers will a part of a school book study on the book Heart! by Timothy D. Kanold. The building will reflect on their professional life and the effects it has on a student as a whole. Staff will implement monthly character books and display in their lesson plans lessons that are based around the skills. Coalition team will meet monthly to determine if referrals have decreased.

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

Coalition team will look at the data from goals 1 and 2.
Reading goal: will look at formative assessments, running records, NWEA MAP Interim Assessments, and ACT Aspire will be assessed to determine if the reading comprehension skills are improving. The team will determine professional development training for staff members based on data accumulated. Discipline goal: will look at office referrals to determine if they are decreasing in numbers. The team will look at the reasons for the referrals to determine professional development or skills needed for students.

FORT SMITH PUBLIC SCHOOLS
PIKE ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT ✦ SMITH
PUBLIC SCHOOLS

RAMSEY JUNIOR HIGH SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

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

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

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

FORT ✦ SMITH
PUBLIC SCHOOLS

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Ramsey Junior High

PLANNING TEAM:

Name	Title
Amy Manley	Principal
Karen Gipson	Parent
To Be Selected	Community Member
To Be Selected	Student
Jeff Prewitt	Assistant Principal
Dianna Storey	Assistant Principal
Lainie Bruce	Counselor
Michele Daily	Counselor
Jane Kuykendall	Media Clerk
Gayla Watson	Business Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

ACT Aspire Reading 44% Math 48%

Ramsey ESSA Score=C 72.47 (Ramsey students), 72.33 (Ramsey and Belle Point students)

Attendance Rate= 94.79 As of 4-30-18

IDENTIFIED NEEDS WITH DATA SOURCE:

GOAL 1: Ramsey students will increase their Reading scores to above 50% during the 2018-2019 school year.
GOAL 1 DATA SOURCE: ACT Aspire Reading scores/ESSA scores

GOAL 2: Ramsey students will increase their Math scores to above 53% during the 2018-2019 school year.
GOAL 2 DATA SOURCE: ACT Aspire Math scores/ESSA scores

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

IMPLEMENTATION OF PLAN

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

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

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

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

Goal 1: 7 & 8 grade students who score 'In Need of Support' on the ACT Aspire Reading benchmark will take a semester Reading class which will focus on the growth of individual student reading levels. We will continue with Common Formative Assessments and Tier I classroom instruction improvements. Our school-wide PGP goal will focus on TESS Domain 3b-Using Questioning and Discussion Techniques and 3c- Engaging Students in Learning.

Goal 2: 7 & 8 grade students who score 'In Need of Support' on the ACT Aspire Math benchmark will take a semester Math class which will focus on curriculum gaps of the individual student. We will continue with Common Formative Assessments and Tier I classroom instruction improvements. Our school-wide PGP goal will focus on TESS Domain 3b-Using Questioning and Discussion Techniques and 3c- Engaging Students in Learning.

Goal 3: Ramsey will focus on attendance incentives each quarter for all students. The Ramsey administration team will have meetings every month with students that have attendance issues.

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

Goal 1 and 2: We will start the year with the new ACT Aspire results to place students in the Reading and Math intervention classes. Data will be kept on the growth of the individual students in the Reading and Math intervention classes. This data will be processed in PLC. Tier I classroom instruction will be monitored through classroom observations and CFA data. There should be growth on the NWEA MAP Interim assessments culminating on the 2019 ACT Aspire benchmark.

Goal 3: Attendance Reports will be run every two weeks. We will have attendance incentives every quarter. There will be monthly meetings with students who have below a 95% attendance rate.

FORT SMITH PUBLIC SCHOOLS
RAMSEY JUNIOR HIGH
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

SOUTHSIDE HIGH SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

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.

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Southside High School

PLANNING TEAM:

Name	Title
Wayne Haver	Principal
Linda Sexton	Parent
To Be Selected	Community Member
To Be Selected	Student
Liana Bolton	Assistant Principal
Ann Morocco	NSL Secondary Dyslexia Interventionist
Tamera Bardin	Science Inclusion Teacher
Carol Bricker	Science Teacher
Karen Davis	English Teacher
Jodee Flatte	English Inclusion Teacher
Dana Goins	Math Teacher
Randy Kern	Social Studies Teacher
Brandy Lewis	ELL Teacher

PLANNING TEAM (Cont.)

Name	Title
Belinda Sims	Special Ed. Science Inclusion Teacher
Jolene Trotter	Special Ed. English and Math Resource Teacher
Glena Wilhite	Special Ed. Math Inclusion Teacher
Walter Woodie	Social Studies Inclusion Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as ACT Aspire, School ESSA Report with Letter Grade, etc.

Newsweek Magazine has once again named Southside High School as one of America's Top 1000 High Schools and number nine in Arkansas. GreatSchoolsOrg also notified Southside that it has been designated as one of 814 high schools across the nation to receive the College Success '18 Award for ensuring students prepare for college, enroll in college, and succeed once they are there. Southside High School has also been included in "Best High Schools 2018" by Niche.com. Southside continues to excel in the College Board Advanced Placement Program. Southside offered 20 AP Courses in 2017, with students taking 1,146 AP Exams, of which 57.2% of all students scored a three or higher. (State average is 35.6 %.) Members of the ACSIP team met to review and disaggregate data from the following state report and assessments: 2017 ESSA School Index, 2017 ACT Aspire, and the 2017 ACT.   Review of data from the ESSA School Index and a comparison of scores between the ACT Aspire and ACT exams confirmed Southside High School's continued achievements in graduation rate, student engagement, and academic growth. However, areas of concern were also noted. Student achievement scores indicated that overall, students need specific interventions in the areas of reading, math, and science.

IDENTIFIED NEEDS WITH DATA SOURCE:

According to the 2017 ESSA School Index: School Value-Added Growth Report, 80.78% of Southside students demonstrated expected growth; and furthermore, the 2017 ESSA School Index: Weighted Achievement Report shows that 65.41% demonstrated higher levels of achievement.

Traditionally Southside High School scores higher than the state and nation in assessment averages. However, comparison between the 2017 Arkansas State Report and the 2017 ACT Aspire Assessment for Southside High School indicates the following underperformance subgroups that tested below state average of ready or exceeding performance in a given subject area:

- Special Education:
  - Math (AR 10.8% < SHS 2%)
  - Science (AR 14.8% < SHS 10%)
- English Language Learners:
  - Reading (AR 21 %< SHS 14%)
- Economically Disadvantaged:
  - Reading (AR 40.8% < SHS 39%)
- Hispanic
  - Reading (AR 43% < SHS 40%)

Whereas the SHS Black/African American subgroup did score higher on average than those in Arkansas, it was noted that overall achievement scores do need to be increased in all areas: reading 32%, science 17%, and math 13%

IMPLEMENTATION OF PLAN

> **Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.**

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.

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

- Through an analysis of the ACT and ACT Aspire tests, the SHS math department will identify the statistical understanding required of students. (Fall/Winter 2018)
- The SHS math department will design specific methods to effectively incorporate statistical reasoning in algebra and geometry classes. (Summer 2018 – Spring 2019)
- Strategies and units focused on statistical understanding will be implemented in all algebra and geometry classes. (Fall 2018 –Spring 2020)
- Student testing will be used to ascertain the number of students reading below grade level and the primary areas of weakness existent in this segment of the SHS school population. (Fall/Winter 2018)
- Research-based strategies targeting the specific areas of weakness in the reading skills of SHS students will be identified and implemented in all social studies, science, and English classrooms at SHS. (Fall 2018 – Spring 2020)
- Research-based strategies specific to visual literacy will be identified and implemented in all social studies, science, math, and English classrooms at SHS. (Fall 2018– Spring 2020)
- Professional Development will be provided to all teachers to facilitate learning of best practices in reading and math strategies.

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

- Student outcomes in reading, math, and science will be identified and measured quarterly through ACT Aspire Interim Assessments. (Fall 2018-Spring 2020)
- Common formative assessments (CFAs) in reading, algebra, and geometry will be administered at a minimum of once per quarter to allow progress monitoring and collection of data for analysis of student development in reading and statistical reasoning skills. (Fall 2018 – Spring 2020)

- Analysis of CFAs data will occur in corresponding Professional Learning Communities after these assessments are administered to monitor levels of student proficiency and identify interventions if so needed.
- Progress monitoring of student reading level development, through STAR testing, will occur at the end of the first semester and again at the end of the second semester. (Fall 2018-Spring 2020)
- Analysis of STAR testing data will occur in all English PLCs at the end of the first semester and again at the end of the second semester to monitor the efficacy of strategies in use and adjust efforts as deemed appropriate. (Fall 2018-Spring 2020)
- Program evaluation of math and reading strategy implementation will occur through the collection of end of the year testing data. Adjustments and redesign will occur according to information provided by the data. (End of the academic year 2018/2019 and 2019/2020)

FORT SMITH PUBLIC SCHOOLS
SOUTHSIDE HIGH
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT ✦ SMITH
PUBLIC SCHOOLS

SPRADLING ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

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.

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

GOAL 3: Continue work in the PLC process

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Spradling Elementary School

PLANNING TEAM:

Name	Title
Robyn Dawson	**Principal**
Joshua Bogdon	**Parent**
To Be Selected	**Community Member**
Mary Bellah	**Assistant Principal**
Dana Booth	**Title I Elementary Specialist**
Kathy Glidewell	**Title I Elementary Specialist**
Ashley Nelson	**Counselor**
Susan Echols	**Media Specialist**
Laura Rippy	**Kindergarten Teacher**
Delana King	**First Grade Teacher**
Elizabeth Love	**Second Grade Teacher**
Courtney Gosch	**Sixth Grade Teacher**

PLANNING TEAM (Cont.)

Name	Title
Amy Mulhern	Third Grade Teacher
Darla Sampley	Fifth Grade Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as ACT Aspire, School ESSA Report with Letter Grades, etc.

In April 2018, Spradling was recognized as achieving within the top 5% of academic growth in the state of Arkansas with a score of 87.3 in Value-Added Growth.

The 2017 ESSA Index Scores by Subgroup show growth in each category with the exception of our white subgroup and our Students with Disabilities subgroup. Our Students with Disabilities subgroup had a 0.4 drop.

The white subgroup had an overall 1.8 drop from 2016 to 2017. This subgroup also has the lowest student engagement score.

Spradling is entering its second year as a Professional Learning Community (PLC) pilot school with Solution Tree where they are focusing on building wide alignment of the Response to Intervention (RTI) process.

IDENTIFIED NEEDS WITH DATA SOURCE:

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.

DATA SOURCE: ESSA Reports and ACT Aspire

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

 DATA SOURCE: ACT Aspire and Istation

3: Continue work in the PLC process

 DATA SOURCE:
Staff will continue their knowledge and understanding of the PLC process. 100% of the instructional staff will participate.
Student achievement will increase by 10% overall according to ACT Aspire and Istation data.

IMPLEMENTATION OF PLAN

> **Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.**

1: The Special Education teachers will begin to push in to the classrooms to support on grade level instruction. This push in will be in addition to their small groups for the Lindamood-Bell phonetic instruction.
 TIMELINE: 2018-2021

2: Spradling faculty will receive RTI training through Solution Tree in order to implement the RTI process with fidelity to improve student achievement.

 TIMELINE: 2018-2019

3: Spradling will continue to implement training completed through Solution Tree to carry out the PLC processes with use of identifying essential skills, developing Common Formative Assessments, weekly grade level team meetings, leadership team meetings, quarterly review of SMART goals, curriculum mapping, pacing guides, and Data Days.
 TIMELINE: 2018-2020

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

Interventions will be put into place to meet the needs of all students based on data collected from interim assessments, common formative assessments, and classroom observations.

Special Education teachers will begin to work with their students in the regular classroom on grade level instruction and support. The students will remain under grade level instruction with support of SPED resource staff. SPED students receiving dyslexia support will be pulled in small groups by SPED teacher.

Grade level teams will work together during their weekly meetings and on Data Days to execute quality RTI processes. Classroom teachers will be responsible for Tier I and Tier II level interventions. Tier III will be performed by IF/Interventionist.   Pull out people will also help with interventions during FLEX time.

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

Teachers have a working knowledge of the RTI processes and protocol.

Evaluations will be completed through daily walk throughs of classrooms, lesson plans, conversations between administrator and classroom teachers. As well as tracking of data through the data protocol, overall growth index on NWEA MAP interim assessments (3-6) and Istation (K-2), and quarterly awards ceremonies for students.

FORT SMITH PUBLIC SCHOOLS
SPRADLING ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT ✦ SMITH
PUBLIC SCHOOLS

SUNNYMEDE ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

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

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

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

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Sunnymede Elementary

PLANNING TEAM:

Name	Title
Krystle Smith	**Principal**
Theodora Ramirez	**Parent**
To Be Selected	**Community Member**
Joni Donoho	**Assistant Principal**
Lisa Gray	**NSL Dyslexia Interventionist**
Lisa Johnson	**Title I Elementary Specialist**
Sherry Johnson-Lipe	**Title I Elementary Specialist**

NEEDS ASSESSMENT

REVIEW OF DATA:

After extensive review of data, Sunnymede will focus on data from ACT Aspire tests, ESSA School Index, School ESSA Report Card, and ELPA 21 scores via Ellevation.

IDENTIFIED NEEDS WITH DATA SOURCE:

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

GOAL 1 DATA SOURCE:

ACT Aspire Data
ESSA School Index Data
School ESSA Report Card
Student GPS
Ellevation

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

GOAL 2 DATA SOURCE:

ACT Aspire Data
ESSA School Index Data
School ESSA Report Card
Student GPS

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

GOAL 3 DATA SOURCE:

ACT Aspire Data
ESSA School Index Data
School ESSA Report Card
ELPA 21 Data
Ellevation Data
Student GPS

IMPLEMENTATION OF PLAN

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

GOAL 1 TIMELINE:
Staff will evaluate NWEA MAP Interim data, iStation data, and classroom assessments and work with Title I ELementary Specialists based on weaknesses to create a plan to improve instruction and learning. Teachers will utilize PLC time horizontally weekly and vertically monthly, to focus on data trends and address student needs through Intervention. The RTI team will review data quarterly. Teachers will additionally meet with the administrators to discuss data on each student.

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

GOAL 2 TIMELINE:
Staff will evaluate NWEA MAP Interim Assessment data, iStation data, and classroom assessments and work with facilitators based on weaknesses to create a plan to improve instruction and learning.

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

GOAL 3 TIMELINE:
Staff will evaluate English Language subgroups, NWEA MAP Interim data, iStation data, and classroom assessments and work with facilitators based on weaknesses to create a plan to improve instruction and learning. Teachers will use Sheltered Instruction Observation Protocol (SIOP) to address academic needs of English learners. Teachers will utilize PLC time horizontally weekly and vertically monthly, to focus on data trends and address student needs through Intervention. The RTI team will review data. Teachers will additionally meet with the administrators to discuss data on each student.

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

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

INTERVENTION:
Professional Development - In addition to district provided literacy opportunities like R.I.S.E., Lindamood Bell, etc., Sunnymede staff will focus on professional learning in the area of writers workshop. Facilitators will work with teams of teachers to increase achievement in the area of writing. Sunnymede staff will receive professional development in the area of brain injury.

Online Resources -
Flip Grid
iStation
Moby Max
Spelling City
IXL - Literacy
Brain Pop
PEG
NEARPOD
Buncee
GET EPIC

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

INTERVENTION:
Professional Development - In addition to district provided mathematics opportunities like Cognitively Guided Instruction, Number Talks, etc., Sunnymede staff will utilize Universal Math Screeners to determine area of weakness for students in computation problems.

Online Resources -
Flip Grid
iStation
Moby Max
Spelling City
IXL - Math
Brain Pop
PEG
NEARPOD - ELL Content
Buncee
GET EPIC

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

INTERVENTION:
Professional Development - In addition to district provided SIOP, Sunnymede will provide building specific data on ELL proficiency standards, ELPA 21 scores, and on instructional support for language. The English Language Development teacher will work with students and staff to increase language development for all students. Teachers will also be trained in Day 2 and Day 3 of Kagan structures.

Online Resources -
Flip Grid
iStation
Moby Max
Spelling City
IXL
Brain Pop
PEG
NEARPOD
Buncee
GET EPIC

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

GOAL 1:

Teachers will utilize PLC time horizontally weekly and vertically monthly to view student data.

The RTI team will review data quarterly. Teachers will additionally meet with the administrators quarterly to discuss data on each student.

Administrators will meet with grade level teams to review Interim student data.

GOAL 2:

Teachers will utilize PLC time horizontally weekly and vertically monthly to view student data.

The RTI team will review data quarterly. Teachers will additionally meet with the administrators quarterly to discuss data on each student.

Administrators will meet with grade level teams to review Interim student data.

GOAL 3:

Teachers will utilize PLC time horizontally weekly and vertically monthly to view student data.

The RTI team will review data quarterly. Teachers will additionally meet with the administrators quarterly to discuss data on each student.

Administrators will meet with grade level teams to review Interim student data.

Daily classroom walk-through data will show implementation of new teaching strategies with Kagan structures.

FORT SMITH PUBLIC SCHOOLS
SUNNYMEDE ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT ✦ SMITH
PUBLIC SCHOOLS

SUTTON ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

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

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

GOAL 3: Focus on literacy and math best practices.

FORT ☀ SMITH
PUBLIC SCHOOLS

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Sutton Elementary School

PLANNING TEAM:

Name	Title
Jennie Mathews	**Principal**
Alaina Hernandez	**Parent**
Todd Fretheim	**Community Representative**
Mindy Ellis	**Kindergarten Teacher; Literacy Co-Chair**
Caryn Glenn	**Second Grade Teacher; Literacy Co-Chair**
Kevin Kaelin	**Physical Education Teacher; Wellness Co-Chair**
Tracey Skaggs	**Counselor; Wellness Co-Chair**
Christy Graham	**Fifth Grade Teacher; Math Co-Chair**
Lisa Coon	**Secretary; Process Coordinator**
Carol Glover	**Financial Secretary**
Sudean Goodpaster	**Title I Elementary Specialist**

NEEDS ASSESSMENT

REVIEW OF DATA:

According to the 2017 ESSA Report Card, Sutton is currently a C school.

  School Quality and Student Success: 51.21 %
  School Value-Added Growth: 84.75 %
  Weighted Achievement: 63.47 %
  2017 ESSA School Index Overview: 72.27%

3-6 ACT Aspire Interim Assessments for 2017-2018:

  English: 1Q: 56%   2Q: 58%   3Q: 61%
  Reading: 1Q:16%   2Q: 23%   3Q: 30%
  Science: 1Q: 18%   2Q: 23%   3Q: 28%
  Math: 1Q: 27%   2Q: 33%   3Q: 42%

K-6 ELPA 21 Scores are continuing to improve. Sutton had 39 students who met all of the English Proficiency criteria and were recognized at the district celebration.

2017-2018 K-2 Istation Data:

  September: 38% Literacy   63% Math
  January: 37% Literacy   69% Math
  April: 53% Literacy   70% Math

Professional Development Needs:

    Our Building PGP goal is component 3C: Student Engagement. All staff will receive professional development on increasing student engagement.

  Personal goals of Staff are differentiated:

Domain 1: 33%

Domain 2: 26%

Domain 3: 40%

Domain 4: 1%

IDENTIFIED NEEDS WITH DATA SOURCE

GOAL 1: Low student achievement in math (47.12 All/37.95 TAGG) and literacy (52.56 All/41.93 TAGG), specifically in the SPED subgroup (14.34).

GOAL 1 DATA SOURCE: 2017 ACT Aspire Scores, IOWA Scores, ELPA 21 data, Istation, PEG Writing, ESSA School Report Card reports

GOAL 2: Limited home/school communication

GOAL 2 DATA SOURCE: Attendance at engagement activities, use of communication folders and agendas, parent compacts, home/school communication logs

GOAL 3: Continued need for increased student engagement and job-embedded professional development.

GOAL 3 DATA SOURCE: Classroom observations, previous steps taken for long-term ACSIP planning in Indistar, professional development surveys from staff.

IMPLEMENTATION OF PLAN

Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.

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

GOAL 1 TIMELINE: This will be an ongoing plan. After implementing intervention steps for the 2018-2019 school year, next steps will be identified for continued growth in this area. Progress will be monitored through quarterly assessments, classroom observations, coaching sessions, and reflective conferences.

*Teachers will purposefully plan to implement Kagan Cooperative Learning structures to increase student engagement.

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

GOAL 2 Intervention/Practices: ONGOING
    *Parent Engagement Activities will be planned throughout the school year.
    *Parent-Student-Teacher compacts will be revised and signed each year. A meeting explaining the importance of family engagement and the purpose of the compact will be held each fall.
    *Two-way communication will be established and expected through the use of Tuesday folders and student agendas.
    Attendance and participation will be monitored for each activity. Parents will be surveyed to plan for the types of sessions they wish to have offered as well.

GOAL 3: Focus on literacy and math best practices.

GOAL 3 Intervention/Practices: ONGOING
    *Classroom teachers will utilize district protocols and curriculum maps to plan instruction based on best practices.
    *Instructional Facilitators will help assist teachers with resources, professional development, and modeling.
    *District and School PD sessions focused on core curricular areas.
    *Administrators will utilize the protocol to evaluate best practices in the classroom.
    *The Instructional Support Team and Classroom Teachers will plan for specific interventions and monitor progress of student performance.
    *All staff will implement Kagan Cooperative Learning structures across all curricular areas to increase student engagement and achievement.

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

GOAL 1 Interventions/Practices:
*School Trainer will attend Summer Academy 2018 in order to be trained to keep staff updated with Kagan Cooperative Learning training.
*Teachers will be designated to become school coaches and attend Winter Academy 2019 in Dallas.
*All staff will receive a Stretch and Grow training in August 2018.
*Coaching on Kagan structures will be provided through on-going, job-embedded professional development to assist teachers with implementing structures in the classroom.
*Teachers will purposefully plan to implement Kagan Cooperative Learning structures to increase student engagement.
*Lesson plans, quarterly assessments, classroom observations, and reflective conferences will be used to measure progress toward this goal.

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

GOAL 2 Intervention/Practices: ONGOING
*Parent Engagement Activities will be planned throughout the school year.
*Parent-Student-Teacher compacts will be revised and signed each year. A meeting explaining the importance of family engagement and the purpose of the compact will be held each fall.
*Two-way communication will be established and expected through the use of Tuesday folders and student agendas.

GOAL 3: Focus on literacy and math best practices.

GOAL 3 Intervention/Practices: ONGOING
*Classroom teachers will utilize district protocols and curriculum maps to plan instruction based on best practices.
*Instructional Facilitators will help assist teachers with resources, professional development, and modeling.
*District and School PD sessions focused on core curricular areas.
*Administrators will utilize the protocol to evaluate best practices in the classroom.

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

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

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

Many of our goals will be an ongoing focus, but the steps listed in the timeline areas above can be completed on the date the goal is expected to be met.

Evaluation will take place through monthly Leadership Team meetings, monthly Instructional Support Team meetings, and quarterly ACSIP committee meetings.

Weekly PLC meetings at the team level will focus on progress toward these goals in those specific grade levels and teams.

Evidence sources will include sign-in sheets, engagement activity attendance, K-2 Istation scores, 3-6 ACT Aspire scores, K-6 ELPA 21 scores, quarterly assessment scores, classroom observation notes, data walls, surveys, etc.

FORT SMITH PUBLIC SCHOOLS
SUTTON ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT ☀ SMITH
PUBLIC SCHOOLS

TILLES ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

GOAL 1: Improve or maintain Reading proficiency

GOAL 2: Improve or maintain Math proficiency

GOAL 3: Critical thinking in all areas including Technology.

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: Tilles Elementary

PLANNING TEAM:

Name	Title
Regina Thompson	Principal
Jennifer Lyons	Parent
To Be Selected	Community Member
Ed Hansen	Assistant Principal
Kim Vongphachanh	Counselor
Christen Wakefield	Title I Elementary Specialist
Lana Neumeier	NSL Dyslexia Interventionist
Felicia Triplett	NSL Dyslexia Interventionist
Stephanie Grimm	Title I Elementary Specialist
Jerra Thomas	Second Grade Teacher
Kate Ray	Sixth Grade Teacher

NEEDS ASSESSMENT

REVIEW OF DATA:

ESEA
ACT ASPIRE SUMMATIVE 2017
ACT ASPIRE INTERIMS 2017-2018

IDENTIFIED NEEDS WITH DATA SOURCE:

GOAL 1: Improve or maintain Reading proficiency
GOAL 1 DATA SOURCE: ACT ASPIRE, ESEA

GOAL 2: Improve or maintain Math proficiency
GOAL 2 DATA SOURCE: ACT ASPIRE, ESEA

GOAL 3: Critical thinking in all areas including Technology.
GOAL 3 DATA SOURCE: Critical thinking should reflect in lesson plans, utilize SAMR model, classroom observations

IMPLEMENTATION OF PLAN

Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.

GOAL 1:
- Common planning and instruction to ensure students receive intensive instruction both in a small group and whole group setting.
- Utilize interventionists in targeting students who are close and/or in need of support and as well as teacher recommendations for those who are struggling with skills.

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

GOAL 1 TIMELINE: 2018-2019

GOAL 2:
- Common planning and instruction to ensure students receive intensive math instruction both in a small group and whole group setting.
- Utilize interventionist in targeting students who are close and/or in need of support and as well as teacher recommendations for those who are struggling with skills.

GOAL 2 TIMELINE: 2018-2019

GOAL 3:
- Focus instruction in technology utilizing the SAMR model to increase depth of knowledge for critical thinking skills.
- Lesson plans will contain questions to help guide students to analyze and create.

GOAL 3 TIMELINE:

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

Review reading levels mid-quarterly and progress monitor using iStation data, NWEA MAP Interim Assessment data, and shared data walls in Professional Learning Communities.

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

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

EVALUATION OF PLAN

Literacy data will be reviewed quarterly to assess gains in student progress.   Reading levels will be identified K-2 and monitored as well as in grades 3-6 along with comprehension assessments to gauge student growth.

Math data will be gathered through common assessments with pre-tests and post-tests on a quarterly basis measuring for student gains and deficiencies. Students not making gains will be seen by the interventionists.

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

FORT SMITH PUBLIC SCHOOLS
TILLES ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	**QTR 1**	**QTR 2**	**QTR 3**	**Outcome**
Date:	Date:	Date:	Date:	Date:

FORT ✦ SMITH
PUBLIC SCHOOLS

TRUSTY ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

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.

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

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

FORT ✦ SMITH
PUBLIC SCHOOLS

2018-2019
School Improvement Plan

SCHOOL: TRUSTY ELEMENTARY

PLANNING TEAM:

Name	Title
Shantelle Edwards	Principal
JR Bergenstock	Parent
Misty Minor	Parent
Lazara Williams	Parent
To Be Selected	Community Member
Cara Abshere	Resource Teacher
Hollie Allensworth	Fifth/Sixth Grade Writing Teacher
Robyn Bates	Fifth/Sixth Grade Writing/Science/Social Studies Teacher
Rochelle Brown	Fifth/Sixth Grade Math Teacher
Lindsay Friend	Kindergarten Teacher
Angela Giberson	Media Specialist
Joni Hamlett	Second Grade Teacher (transferring 2018-2019)
Jennifer Jones	First Grade Teacher
Jordan Kelley	Second Grade Teacher

PLANNING TEAM (Cont.):

Name	Title
Danielle McAllister	Fifth/Sixth Grade Literacy Teacher
Mychel Medina	Counselor
Mikayla Rich	Third Grade Teacher
Jennifer Sanchez	Fourth Grade Math/Science Teacher
Amber Thomason	First Grade Teacher
Tari Ward	Second Grade Teacher

A meeting was held on April 2, 2018 with all certified staff members to review the data and determine needs, as well as possible interventions and practices that need to be implemented. Email conversations occurred after this date, allowing other ideas to be considered. Those in attendance at the meeting were: Shantelle Edwards (principal), Cara Abshere (resource), Hollie Allensworth (5/6 Writing teacher), Robyn Bates (5/6 Science/Social Studies teacher), JR Bergenstock (Music teacher), Rochelle Brown (5/6 Math teacher), Lindsay Friend (Kindergarten teacher), Angela Giberson (Media teacher), Joni Hamlett (2nd grade teacher), Jennifer Jones (1st grade teacher), Tracy Keifer (Facilitator), Jordan Kelley (2nd grade teacher), Danielle McAllister (5/6 Literacy teacher), Mychel Medina (counselor), Misty Minor (Kindergarten teacher), Mikayla Rich (3rd grade teacher), Jennifer Sanchez (4th Math/Science teacher), Amber Thomason (1st grade teacher), Lynne Ward (Interventionist), Tari Ward (4th Literacy/Social Studies teacher), and Lazara Williams (3rd grade teacher).

Another meeting with Leadership Team members occurred on April 26, 2018, to prioritize interventions and practices. All certified staff members were invited. Leadership Team members in attendance were: Shantelle Edwards (principal), Melissa Bridges (assistant principal), Mychel Medina (counselor), Rochelle Brown (5th/6th Math teacher), and Danielle McAllister (5th/6th Literacy teacher).

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as ACT Aspire, School ESSA Report with Letter Grade, etc.

A Slides presentation was shared with staff on April 2, 2018, which included several data sources, such as Student Demographics (including SWD, ELL, Attendance, & Discipline referrals) per grade level, Teacher Attendance, Discipline Data, Mobility per grade level, ELL Levels (1,2,3, Yr1M, Yr2M, & Yr3M), TESS Top Growth areas (aggregated), Climate Survey results with top concerns, DRA Reading Levels at Semester End, 2016 and 2017 Aspire Results (Compared), Classroom Assessment results from all 5 assessments this year (grades 3-6), IStation results from January (grades K-2), IStation Math and Reading growth results (grades K-2), and ESSA grades with category scores. Other concerns were discussed, as well.

Student Demographics

Ss	SWD Oct 1	ELL Oct 1	Disc Ref Tot (3rd Q)	Attend 1st-3rd Qtr Cum
K	5%	32%	32	92.8%
1st	14%	43%	6	92.7%
2nd	8%	53%	3	94%
3rd	10%	50%	31	94.9%
4th	16%	40%	82	94.4%
5th	27%	33%	34	95.1%
6th	2%	31%	61	93.6%
AVG	11.7%	40.8%	N/A	94%

Discipline Data (Referrals by quarter)

Year	1st	2nd	3rd	4th
'17-'18	86	111	53	***
'16-'17	124	143	141	122
'15-'16	60	79	111	83

Mobility Concerns

(As of 01.06.18)	K -since Sept	1st	2nd	3rd	4th	5th	6th
# non-mobile	51	36	38	32	19	17	11
# total Ss	60	46	49	50	53	53	36
% non-mobile	85%	78%	78%	64%	36%	32%	31%

English Language Learners

	Level 1	Level 2	Level 3	Yr 1 M	Yr 2 M	Yr 3 M	Exit
1st	2	16	1	0	0	0	0
2nd	0	23	3	2	0	0	0
3rd	0	11	16	9	1	0	0
4th	1	13	9	0	0	2	1
5th	1	7	9	2	0	0	0
6th	0	7	5	0	1	0	1

TOP TESS GROWTH AREAS

The top TESS Areas aggregated from both Classroom Walkthrough

Data, as well as formal and informal observations were:

- 1F Designing Assessments-Use assessments for instructional changes
- 1F Designing Assessments-Creating classroom assessments
- 3D Using Assessments-Students assess themselves with rubrics
- 2E Using Technology-Deeper levels of use

TOP CONCERNS FROM CLIMATE SURVEYS

TEACHER SURVEYS

- Overall Average was 2.7 out of 3.0
- TOP Teacher Concerns: Students respecting teachers, & Students being well-behaved

STUDENT SURVEYS

- Overall Average was 2.4 out of 3.0
- TOP Student Concerns: Students being well-behaved, & Students respecting other students

2016 and 2017 ASPIRE RESULTS COMPARED

	ENG '16	ENG '17	MAT '16	MAT '17	SCI '16	SCI '17	REA '16	REA '17	WRI '16	WRI '17
3rd	55%	58%	51%	48%	23%	23%	15%	20%	13%	21%
4th	53%	43%	57%	30%	29%	15%	25%	15%	8%	17%
5th	46%	64%	50%	61%	25%	34%	11%	8%	14%	9%
6th	61%	54%	63%	65%	30%	27%	22%	14%	17%	64%

IStation Results

Jan Reading	Tier 1	Tier 2	Tier 3
Kinder	33%	22%	45%
1st	43%	43%	15%
2nd	40%	23%	38%

Jan Math	Tier 1	Tier 2	Tier 3
Kinder	44%	15%	42%
1st	57%	15%	28%
2nd	73%	19%	8%

ESSA GRADES
- 66.99 C- Overall Grade
    - Achievement Points = 53.6
    - Value + Growth Points = 82.4
    - Quality/Success Points = 45.8
        - Engagement = 74.8
        - Grade Level Reading = 15.0
        - Science Achievement = 23.5
        - Science Growth = 41.4

IDENTIFIED NEEDS WITH DATA SOURCE:

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.

GOAL 1 DATA SOURCE:
Data on discipline referrals for each quarter from the last 3 years is as follows:

Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
'17-'18	86	111	53	102
'16-'17	124	143	141	122
'15-'16	60	79	111	83
3 year average	90	111	102	102

 Data from climate surveys for students and teachers show the number one concern is student behavior and respect. Teachers averaged 2.7/3.0 and students averaged 2.4/3.0. The averages were positive, but can definitely be improved. Due to staff mobility next year, caused by a variety of factors, a baseline will be obtained via construction of another survey, which will be given before the beginning of the student year.

Through conversations in the data review meeting with all certified staff, this was a major concern for staff members. In addition, another concern was being able to monitor student devices, (all grades are 1:1) while instructing small groups and

helping other students. Students are spending time on websites that are not learning sites and thus decreasing their learning time.

GOAL 2:

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

GOAL 2 DATA SOURCE:

Data from several sources were used to determine that Literacy would be a primary focus area.

Our Grade Level Reading Score on our ESSA report was 15.0.
- ACT Aspire 3-6 TAGG scores in Language Arts were 24.00 in 2017 and 24.16 in 2017, for an overall 2 year composite of 24.08.
- Our overall average this year from all 3-6 Aspire Classroom Assessments (5 given throughout the year) was 44.5.
- Our IStation April results for K-2 were as follows:
  - Kindergarten: Tier 1- 39%; Tier 2- 25%; and Tier 3- 37%
  - First Grade: Tier 1- 55%; Tier 2- 28%; and Tier 3- 17%
  - Second Grade: Tier 1- 58%; Tier 2- 10%; and Tier 3- 31% DRA aggregated scores from grades 1-6 at the end of the Fall Semester results were:

ABOVE PROFICIENT	PROFICIENT	CLOSE TO PROFICIENT TO 1 YEAR BELOW	2-3 YEARS BELOW PROFICIENT
45%	17%	9%	8%

GOAL 3:

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

GOAL 3 DATA SOURCE:

Data from several sources of data were used to determine that Math would be one of our primary goals.

- Our ACT Aspire 3-6 TAGG scores were 58.67 in 2016 and 48.32 in 2017, for a 2 year composite of 53.51.
- Our overall average this year from all 3-6 Aspire Classroom Assessments (5 given throughout the year) was 38.65.
- Our IStation April results for K-2 were as follows:
  - Kindergarten: Tier 1- 49%; Tier 2- 16%; and Tier 3- 35%
  - First Grade: Tier 1- 77%; Tier 2- 13%; and Tier 3- 11%
  - Second Grade: Tier 1- 73%; Tier 2- 17%; and Tier 3- 10%

IMPLEMENTATION OF PLAN

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

GOAL 1 TIMELINE: PROFESSIONAL DEVELOPMENT

- Certified staff members will take a survey assessing their confidence with behavioral management strategies before June 20.
- Staff members will attend Oppositional, Defiant, Disruptive Students seminar given by a behavioral specialist through PESI on June 20. At this seminar, staff members will receive materials (handbooks, books, etc.) to assist with implementation.
- Staff members will be trained on August 10 by a Coop behavioral specialist focusing on Basics of Applied Behavioral Analysis, including principles of reinforcement, behavior, and punishment.
- Staff members will be offered the opportunity to be trained on August 14 by a Coop behavioral specialist focusing on contracts, token economies, etc. (This is optional, of course, as it is the teacher-directed day. So, only those who choose will attend.)
- A staff committee will review current PBIS strategies being used, as well as schoolwide guidelines, procedures, and incentives to determine if any changes are necessary. This will occur before August 15 (first full day with students).

MONITORING & INCENTIVES

- DOJO will be used by teachers to track behavior and incentives, as well as communicate with parents, in grades 2-6. This will be implemented before September 1, and will continue throughout the year.
- Students in grades 2-6 will be allowed to use their points, translated into Tiger Bucks, at mid-quarter and quarter, to purchase incentives from the Tiger Bucks Store.
- Remind app and Punch Cards will be used by teachers to track behavior and communicate with parents, in grades K-1. This will be implemented by September 1, and will continue throughout the year.
- Students in grades K-1 will be allowed to visit Treasure Boxes at the end of each punch card completion.
- For students in all grade levels, Blue Slips with recognition the next day and a small prize will be given for students who go above and beyond exhibiting our vision: Positive Attitude, Academic Achievement, Work Ethic, and Social Success. This will occur every day.

- STAR Students from each grade level will be recognized each month beginning in September. Students will receive incentives to continue their great work. This will continue until mid-April.
- Go Guardian, or another online monitoring program, will be implemented beginning in September and will continue throughout the year, to assist teachers will monitoring websites students are accessing.

PARENT INVOLVEMENT
- In addition to the above strategies, parents will be informed at least weekly, regarding their students' behavior through communication folders.

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

GOAL 2 TIMELINE: PROFESSIONAL DEVELOPMENT
- School-level training will be provided, on an as-needed basis, on small group instruction for those needing assistance. This will begin in August and will continue throughout the year.
- A consultant on Strategies to Support Students with Disabilities will train staff members in the use of these strategies on June 5.
- Pre-tests and Post-tests will be used in all classrooms, at least quarterly to as frequent as mid-quarterly. This will occur beginning in August and will continue throughout the year.
- Time to collaborate on results of pre-tests and post-tests, as well as any revisions for current assessments, will be given for all certified teachers. This will occur throughout the year.
- Certified will be evaluated on their use of data to make instructional changes, as this is the schoolwide TESS goal. This will begin in the Fall and will continue throughout the year.
- Staff not trained in LindamoodBell Strategies that teach K-2 Literacy, Dyslexia Interventionists, or Facilitators will attend training in these strategies.
- Staff not trained in Effective Literacy will be trained in RISE strategies this summer.
- Staff will work with a Instructional Specialist on an as-needed basis, as well as in grade level and vertical teams to look at data and instruction.

INDIVIDUALIZE PRACTICE & INSTRUCTION
- K-1 will utilize ESGI to assist them in collecting and using data, providing individualized materials for parental involvement, etc. This will begin in September and will continue to throughout the year.
- Students will have access to a variety of online resources for practice and assessment on their individualized levels, such as: IXL Language Arts, RazKids Plus, Headsprouts, and Spelling/Vocabulary City.

PARENT INVOLVEMENT
- ● Homework binders will be provided for students in Kindergarten to allow their parents to practice individualized skills with them at home.
- ● Grade level newsletters in communication folders will be sent at least monthly, informing parents of upcoming events, as well as curriculum, for the month.
- ● A Literacy Night will be held in the Fall to assist parents with strategies that will help their students practice at home.
- ● Mid-Quarter and Quarterly progress reports will be sent with the expectation of 100% signed and returned. This will begin in the mid-quarter of the first quarter and will continue throughout the year.
- ● Recognition will be given to students who meet their Literacy goals on a mid-quarterly and quarterly basis. This will begin in the mid-quarter of the first quarter and will continue throughout the year.

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

GOAL 3 TIMELINE: PROFESSIONAL DEVELOPMENT
- ● School-level training will be provided, on an as-needed basis, to teachers who need assistance with the implementation of Number Talks. This will begin in August and will continue throughout the year.
- ● A consultant on Strategies to Support Students with Disabilities will train staff members in the use of these strategies on June 5.
- ● Pre-tests and Post-tests will be used in all classrooms, at least quarterly to as frequent as mid-quarterly. This will occur beginning in August and will continue throughout the year.
- ● Time to collaborate on results of pre-tests and post-tests, as well as any revisions for current assessments, will be given for all certified teachers. This will be provided at least monthly, and will occur throughout the year.
- ● Certified will be evaluated on their use of data to make instructional changes, as this is the schoolwide TESS goal. This will begin in the Fall and will continue throughout the year.
- ● Staff not trained in CGI or ECM strategies will attend training this summer.

INDIVIDUALIZE PRACTICE & INSTRUCTION
- ● K-1 will utilize ESGI to assist them in collecting and using data, providing individualized materials for parental involvement, etc. This will begin in September and will continue to throughout the year.
- ● Students will have access to a variety of online resources for practice and assessment on their individualized levels, such as: IXL Mathematics and Moby Max.

PARENT INVOLVEMENT

● Homework binders will be provided for students in Kindergarten to allow their parents to practice individualized skills with them at home.

● Grade level newsletters in communication folders will be sent at least monthly, informing parents of upcoming events, as well as curriculum, for the month.

● A Math Night will be held in the Fall to assist parents with strategies that will help their students practice at home.

● Mid-Quarter and Quarterly progress reports will be sent with the expectation of 100% signed and returned. This will begin in the mid-quarter of the first quarter and will continue throughout the year.

● Recognition will be given to students who meet their Math goals on a mid-quarterly and quarterly basis. This will begin in the mid-quarter of the first quarter and will continue throughout the year.

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

Several effective practices from the School Success Indicators, based on Wise-Ways apply to several of our goals. So, practices will be listed with Goals tagged in parentheses below:

● Engage teachers in assessing and monitoring student mastery (Goals 2,3)

● Engage teachers in differentiating and aligning learning activities (Goals 2,3)

● Assess student learning frequently with standards-based assessments (Goals 2,3)

● Expect and monitor sound instruction in a variety of modes-Preparation (includes pre/post assessments & results to inform instruction) (Goals 2,3)

● Expect and monitor sound instruction in a variety of modes-Student Directed Small-Group and Independent Work (Goals 2,3)

● Expect and monitor sound instruction in a variety of modes-Computer-Based Instruction (Goals 2,3)

● Expect and monitor sound homework practices and communication with parents (Goals 1,2,3)

● Expect and monitor sound classroom management (Goal 1)

● Provide a tiered system of instructional and behavioral supports and interventions (Goals 1,2,3)

● Meet the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed (Goals 1,2,3)

● Provide two-way, school-home communication linked to learning (Goals 1,2,3)

● Educate parents to support their children's learning and teachers to work with parents (Goals 2,3)

- Blended learning: Mix traditional classroom instruction with online delivery of instruction and content, granting the student a degree of control over time, place, pace, and/or path (Goals 2,3)
- Social Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency (Goal 1)

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

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.

EVALUATION:
- Student behavior will be evaluated quarterly by the number of office referrals, grade level, and individual students.
- Teacher confidence with behavioral management will be evaluated at the beginning and end of the year using a constructed survey with a mix of questions focused on climate and behavioral strategies.
- Student behavior will be evaluated using a climate survey, given to both students and teachers, at the beginning and end of year.

GOAL 2:

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

EVALUATION:
- Student DRA scores will be monitored at the beginning and end of the year to determine growth.
- Student scores on NWEA MAP Interim Assessments will be monitored at least 3 times a year at grades 3-6.
- Student scores on Istation will be monitored at least 3 times a year at grades K-3.
- Pre-tests and post-tests will be compared to determine student growth and areas needing reteaching, at least quarterly to mid-quarterly.
- Student scores on Act Aspire Summative assessments will be compared to previous year scores for students in grades 3-6.

GOAL 3:

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

EVALUATION:
- Student scores on NWEA MAP Interim Assessments will be monitored at least 3 times a year at grades 3-6.
- Student scores on Istation will be monitored at least 3 times a year at grades K-3.
- Pre-tests and post-tests will be compared to determine student growth and areas needing reteaching, at least quarterly to mid-quarterly.
- Student scores on Act Aspire Summative assessments will be compared to previous year scores for students in grades 3-6.

FORT SMITH PUBLIC SCHOOLS
TRUSTY ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

FORT ✦ SMITH
PUBLIC SCHOOLS

WOODS ELEMENTARY SCHOOL
2018-2019
SCHOOL IMPROVEMENT GOALS

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.

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

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

FORT ✦ SMITH
PUBLIC SCHOOLS

2018-2019

SCHOOL IMPROVEMENT PLAN

SCHOOL: John P. Woods Elementary

PLANNING TEAM:

Name	Title
Andrea Schwartz	Principal
BJ Barrie	Parent
To Be Selected	Community Member
Dawn Childress	Assistant Principal
Jennifer Schwartz	Kindergarten Teacher
Jennifer Howald	Fourth Grade Teacher
Marna Boltuc	Title I Elementary Specialist

NEEDS ASSESSMENT

REVIEW OF DATA:

In reviewing 2017 data from the ESEA School Report and the ESSA School Index reports, there is consistent data indicating that our Students with Disabilities subgroup is showing the least amount of growth and proficiency. While the mean percentage of proficiency for all students in English Language Arts is 81.25%, Students with Disabilities had an average level of proficiency of only 30.77%. In Mathematics, students scored at a proficiency level of 85.62% school wide. Students with Disabilities scored at or above a proficiency level on average 38.46%. The ESSA School Index reports a score for students reading on grade level. Students with Disabilities earned 15.4 points, whereas the All Students category earned 68.3 points. Out of all subgroups, Students with Disabilities is the only subgroup that does not fall in the Higher Achievement Higher Growth quadrant of the School Value-Added Growth Score scatter plot. Instead, Students with Disabilities falls in the Lower Achievement Higher Growth quadrant. While we are proud of the growth, we know that with targeted and individualized instruction we can increase achievement in this student subgroup.

IDENTIFIED NEEDS WITH DATA SOURCE

GOAL 1: Develop our Professional Learning Community to help teachers meet individual student learning needs through professional development and collaboration. Our Professional Learning Community will work cohesively to research best practices, identify essential standards, develop pacing/alignment plans, create common formative assessments, plan and deliver interventions for students based on assessment data, and increase student agency by empowering students to set goals, make choices, and track their own progress so that they can understand why they are doing the work they are doing.

GOAL 1 DATA SOURCE: Based on the data from both the 2017 ESEA and 2017 ESSA reports, we have identified the need to improve targeted individualized instruction for our students that are not achieving. While our school performed significantly higher than the state average, we still had 22.33% of our students in English Language Arts performing below proficiency and 16.11% of our students not achieving in Mathematics.

Out of 304 students tested in English Language Arts, 68 students were not proficient. In Mathematics, 49 students out of the 306 students tested were not proficient. An even greater concern is that 69.23% of our Students with Disabilities scored below proficient in English Language Arts and 61.43% were not proficient in Mathematics. In the Students with Disabilities subgroup, 13 students were tested in English Language Arts and Mathematics. Nine students did not achieve in English Language Arts and eight students did not achieve in Mathematics.

GOAL 2: Align our school vision with Vision 2023- Develop a new mission statement, align our parent involvement plan with the new vision and mission, communicate the new mission and vision to the community and parents, reinforce the new mission and vision in communications with the faculty and staff, develop a culture of individualized and innovative teaching and learning by focusing on the vision and mission in purposeful interactions

GOAL 2 DATA SOURCE: Based on the data from both the 2017 ESEA and 2017 ESSA reports, we have identified the need to improve targeted individualized instruction for our students that are not achieving. Fort Smith Public Schools' Vision 2023 which was developed by community members, parents, students, and educators includes the need for individualized instruction as well. This vision was developed based on research.

IMPLEMENTATION OF PLAN

Based on needs, identify a minimum of one to three goal(s) and action(s) with timelines for reaching each goal.

GOAL 1: Develop our Professional Learning Community to help teachers meet individual student learning needs through professional development and collaboration. Our Professional Learning Community will work cohesively to research best practices, identify essential standards, develop pacing/alignment plans, create common formative assessments, plan and deliver interventions for students based on assessment data, assess intervention effectiveness, and increase student agency by empowering students to set goals, make choices, and track their own progress so that they can understand why they are doing the work they are doing.

GOAL 1 TIMELINE:

June and July 2018- conduct book study using *Kids Deserve It*

August 2018- professional development on best practices, pacing/alignment, common formative assessments, interventions, and student agency

August 2018- May 2019- implement instructional practices to increase student agency including empowering students to set goals, make choices, and track their own progress so that they can understand why they are doing the work they are doing. Students will produce evidence of this student agency.

September 2018- April 2019- meet weekly with grade level teams to analyze student data, develop pacing/alignment plans, create common formative assessments, plan interventions, assess intervention effectiveness, plan ways to increase student agency

GOAL 2: Align our school vision with Vision 2023- Develop a new mission statement, align our parent involvement plan with the new vision and mission, communicate the new mission and vision to the community and parents, reinforce the new mission and vision in communications with the faculty and staff, the community, and parents, develop a culture of individualized and innovative teaching and learning by focusing on the vision and mission in purposeful interactions

GOAL 2 TIMELINE:

August 2018- meet with stakeholders to develop a new mission statement and outline our vision to align with Vision 2023

August 2018- May 2019- develop a culture of individualized and innovative teaching and learning by focusing on the vision and mission in purposeful interactions

September 2018- align our parent involvement plan with the new vision and mission

September 2018- communicate the new mission and vision to the faculty and staff, community, and parents

September 2018- Ongoing- reinforce the new mission and vision in communications with the faculty and staff, community, and parents; develop instructional practices through our PLC team meetings and job-embedded professional development to progress in our new mission and vision

INTERVENTIONS/PRACTICES FOR EFFECTIVENESS

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

Goal 1: The Woods Professional Learning Community will engage in a book study to continue growing over the summer.
- Teachers will meet in PLC teams weekly during the school year.
- Building administrators will work with the instructional facilitator/interventionist, the technology integration specialist, and the Parker Center staff to provide professional development.
- Building administrators and the instructional facilitator/interventionist will work with teams to create goals and assess whether team level goals are being met.
- Building administrators will monitor the work that is created in PLC team meetings.

DuFour, R., & DuFour, R. (2012). *School leader's guide to professional learning communities at work*. Retrieved from https://0-ebookcentral-proquest-com.library.uark.edu

Goal 2: In order for the Fort Smith Public Schools Vision 2023 to be successful, each school site will need to align with this vision.
- The mission and vision of the school guides the practices that take place on an everyday basis.
- By aligning with the district vision, Woods Elementary will prepare students for their futures in our community.
- Without clear communication of the vision on an ongoing basis, the focus of our school would be unclear.
- This is the time to revise and implement a new mission and vision in order to align with the Fort Smith Public Schools' new district goals and beliefs.

Hattangadi, V. (2015). Changing and aligning of vision and mission statements. *Sansmaran Research Journal, 5*(2), 25-28. Retrieved from http://0-search.proquest.com.library.uark.edu/docview/1960239324?accountid=8361

EVALUATION OF PLAN

Describe the timeline and procedures for evaluating progress towards meeting each goal.

The Woods Elementary Leadership Team will meet quarterly to evaluate data to determine if we are progressing toward our goals. We will monitor and make adjustments as needed based on the evidence.

To evaluate the effectiveness of the interventions for Goal 1:
- The Leadership Team will examine NWEA MAP interim assessments, ACT Aspire, I-Station, and Lindamood Bell data, artifacts (documents and projects created through the book study *Kids Deserve It* and documents created through the PLC team meetings), and student artifacts (student work, assessments, data notebooks, portfolios, etc.)

To evaluate the effectiveness of the interventions for Goal 2:
- Will be evaluated based on the creation of a new school mission statement, parent communication logs, sign-in sheets from parent involvement events, and data from Facebook and the school website to determine outreach effectiveness.

FORT SMITH PUBLIC SCHOOLS
WOODS ELEMENTARY
SCHOOL IMPROVEMENT PLAN
QUARTERLY GOAL MONITORING

GOAL 1:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 2:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date:

GOAL 3:				
Initial Starting Point	QTR 1	QTR 2	QTR 3	Outcome
Date:	Date:	Date:	Date:	Date: