



**2022-2023**  
**BALLMAN ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Laura Gladden	Principal
Peyton Lazzo	Counselor
Alison Sampson	2nd Grade
Heather Adair	5th Grade
Logan Clements	Resource
Holly Layes	Speech
Claudia Gonzalez	EL Paraprofessional
Cara Sonnier	Parent
Sara Havard	Community Member
Tracy Newhart	K-5 Literacy Coordinator

Debra Ellison	K-5 Math Coordinator
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# NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

- Ballman received an ESSA score of 68.89 which is a rating of C. Ballman is 3.28 points from a rating of B.
- One student group that shows the biggest need for interventions in ACT Aspire is Students with Disabilities. They scored 52.03. This is 12 to 16 below our Hispanic/Latino, English learners, and white students.
- Our next group that shows the need for interventions in ACT Aspire is Black/African American students. These students are scoring 4 to 9 below the other subgroups.
- We had 17 out of 46 3rd grade students score needs improvement on ACT Aspire reading 2021-2022. 11 of 46 3rd grade students scored close on ACT Aspire reading 2021-2022. Now the 4th grade group needs targeted interventions to show growth.

## REASONS TO CELEBRATE

- Ballman had 290 positive referrals in 2021-2022. In 2019-2020 Ballman had 167 positive referrals. In 2020-2021 Ballman had 79 positive referrals.
- EL Subpopulation is scoring second only to white population on ACT Aspire.
- On the 2021-22 I-Station Assessments, students increased school-wide from 47% to 61% in reading and from 42% to 63% in math.
- On the 2021-22 I-Station Assessments, kindergarten students went from 30% to 65% in reading and 57% to 93% in math.
- On the 2021-22 I-Station Assessments, first grade students went from 60% to 89% in math.

## **Ballman Elementary**

### **2021-2022 ACT Aspire % Exceeding/Ready\***

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>3rd</b>	<b>57%</b>	<b>34%</b>	<b>38%</b>	<b>55%</b>
<b>4th</b>	<b>62%</b>	<b>45%</b>	<b>44%</b>	<b>40%</b>
<b>5th</b>	<b>77%</b>	<b>41%</b>	<b>36%</b>	<b>33%</b>

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Literacy achievement for all 3rd-5th grade students will increase by 10%, going from <b>39% to 49% (at least 78 students)</b> on the state assessment in April 2023</p> <ul style="list-style-type: none"> <li>• 3rd grade will move at least 5 students from the lowest performance levels on Istation to ready on ACT Aspire in reading in addition to maintaining the 25 students who scored in the highest performance levels on Istation reading 2022.</li> <li>• 4th grade will move at least 5 students from the lowest performance levels on ACT Aspire to ready on ACT Aspire in reading in addition to maintaining the 18 students who scored ready or exceeding on ACT Aspire reading 2022.</li> <li>• 5th grade will move at least 5 students from the lowest performance levels on ACT Aspire to ready on ACT Aspire in reading in addition to maintaining the 20 students who scored ready or exceeding on ACT Aspire reading 2022.</li> <li>• This will occur within the literacy blocks and as supported by district reading initiatives. Teachers will increase the rigor and effectiveness of tier one instruction so students can move to their next steps of learning to meet the individualized needs of all students.</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>I will know I have reached my goal when 78 3rd-5th grade students score ready or exceeding in reading on the 2023 ACT Aspire.</p>

<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Teachers will increase the rigor and effectiveness of core classroom instruction using Benchmark Literacy with fidelity.</li> <li>2. The Guiding Coalition will support the staff through professional development and bi-weekly meetings.</li> <li>3. Teachers will provide documentation of rigorous research-based best practices in unit/weekly lesson plans to meet the needs of all students.</li> <li>4. The instructional specialist will provide support in planning and teaching specific research-based strategies based on the elements in The Art and Science of Teaching.</li> <li>5. Teachers will provide small group instruction in classrooms to meet individual needs of all students.</li> <li>6. Teachers will provide targeted interventions to identified students in grades 3rd, 4th, &amp; 5th to improve reading and math.</li> <li>7. The Collaborative Teacher Teams and Guiding Coalition will systematically monitor the progress of this goal using Istation Data.</li> <li>8. Teachers will observe each other and administrators will complete observations, especially during the literacy block, and provide timely feedback.</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b><u>Instruction:</u></b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by May 2023.</p> <p>Progress towards meeting each goal will be reviewed by the School Improvement Planning Team at the end of the first semester and shared with the School Guiding Coalition Team.</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Math Achievement will increase for all 3rd-5th grade students by 10%, going from <b>43% to 53% (83 students)</b> on the state assessment in April 2023.</p> <p>3rd grade will move at least 5 students from the lowest performance levels on Istation to ready on ACT Aspire in math in addition to maintaining the 23 students who scored in the highest performance levels on Istation math 2022.</p> <p>4th grade will move at least 5 students from the lowest performance levels on ACT Aspire to ready on ACT Aspire in math in addition to maintaining the 27 students who scored ready or exceeding on ACT Aspire math 2022.</p> <p>5th grade will move at least 5 students from the lowest performance levels on ACT Aspire to ready on ACT Aspire in math in addition to maintaining the 18 students who scored ready or exceeding on ACT Aspire math 2022.</p> <p>This will occur within the math instruction blocks and as supported by district math initiatives. Teachers will increase the rigor and effectiveness of tier one instruction so students can move to their next steps of learning to meet the individualized needs of all students.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>I will know I have reached my goal when 83 3rd-5th grade students score ready in math on the 2023 ACT Aspire.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Teachers will increase the rigor and effectiveness of tier one instruction using Eureka Math with fidelity.</li> <li>2. The Guiding Coalition will support the staff through professional development and bi-weekly meetings.</li> <li>3. Teachers will provide documentation of rigorous research based best practices in unit/weekly lesson plans to meet the needs of all students.</li> <li>4. The instructional specialist will provide support in planning and teaching specific research based strategies based on</li> </ol>

	<p>the elements in The Art and Science of Teaching.</p> <ol style="list-style-type: none"> <li>Teachers will provide small group instruction in classrooms to meet the individual needs of all students.</li> <li>Teachers will provide targeted interventions to identified students in grades 3rd, 4th, &amp; 5th to improve reading and math.</li> <li>The Collaborative Teacher Teams and Guiding Coalition will systematically monitor the progress of this goal using Istation Data.</li> <li>Teachers will observe each other and administrators will complete observations, and provide timely feedback.</li> </ol>
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<b><u>Instruction:</u></b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>Goal will be reached by Apr. 2023.</p> <p>Progress towards meeting each goal will be reviewed by the School Improvement Planning Team at the end of the first semester and shared with the School Guiding Coalition Team.</p>

## Goal 3

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/How/When</b>	<p>All classroom teachers will improve student connections while building meaningful, productive relationships with every student and colleague to improve student attendance 10% from 53.86 to 63.86 on our school report card engagement score.</p> <p>Improve daily attendance of 32 students to being absent less than 5% of the time enrolled in addition to maintaining the daily attendance of 175 students who are absent less than 5% of the time enrolled.</p> <p>This will occur by May 2023 by integrating the EXCEL Model (E-Engage, X-E-plore, C- Communicate, E- Empower, L-Launch) in daily practices. This will also be monitored through the</p>
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	observation of Capturing Kids Hearts strategies being implemented in all classrooms.
<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	I will know I have reached my goal when the daily attendance of 207 students are absent less than 5% of the time enrolled which will improve my school report card rating.
<b>ATTAINABLE:</b>  <b>Item(s) I need to achieve this goal.</b>	<ol style="list-style-type: none"> <li>1. Implementing Capturing Kids Hearts Professional Development.</li> <li>2. High level of implementation of practices on a daily basis.</li> <li>3. Teacher will greet students at the door.</li> <li>4. Teachers will create a social contract with their class.</li> <li>5. Teachers will begin the day with sharing good things and end with a launch.</li> <li>6. Teachers implement Capturing Kids Hearts four questions when dealing with misbehavior and disrespect.</li> <li>7. Teachers will celebrate students' success.</li> </ol>
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<b>Instruction:</b> The staff are focused on interventions and student successes using high quality instruction. They are conscientious of the emotional and social support for students based on nurturing and empathy.
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>Goal will be reached by May 2023.</p> <p>Progress towards meeting each goal will be reviewed by the School Improvement Planning Team at the end of the first semester and shared with the School Guiding Coalition Team.</p>

# MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester (December 2022)*

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

**GOAL 1:** Literacy Achievement for all 3rd-5th grade students will increase by 10%, going from 39% to 49% (at least 78 students) on the state assessment in April 2023

3rd grade will move at least 5 students from the lowest performance levels on Istation to ready on ACT Aspire in reading in addition to maintaining the 25 students who scored in the highest performance levels on Istation reading 2022.

4th grade will move at least 5 students from the lowest performance levels on ACT Aspire to ready on ACT Aspire in reading in addition to maintaining the 18 students who scored ready or exceeding on ACT Aspire reading 2022.

5th grade will move at least 5 students from the lowest performance levels on ACT Aspire to ready on ACT Aspire in reading in addition to maintaining the 20 students who scored ready or exceeding on ACT Aspire reading 2022.

## Progress towards meeting Goal 1:

**GOAL 2:** Math Achievement will increase for all 3rd-5th grade students by 10%, going from 43% to 53% (83 students) on the state assessment in April 2023.

3rd grade will move at least 5 students from the lowest performance levels on Istation to ready on ACT Aspire in math in addition to maintaining the 23 students who scored in the highest performance levels on Istation math 2022.

4th grade will move at least 5 students from the lowest performance levels on ACT Aspire to ready on ACT Aspire in math in addition to maintaining the 27 students who scored ready or exceeding on ACT Aspire math 2022.

5th grade will move at least 5 students from the lowest performance levels on ACT Aspire to ready on ACT Aspire in math in addition to maintaining the 18 students who scored ready or exceeding on ACT Aspire math 2022.

**Progress towards meeting Goal 2:**

**Goal 3: All classroom teachers will improve student connections while building meaningful, productive relationships with every student and colleague to improve student attendance 10% from 53.86 to 63.86 on our school report card engagement score.**

**Progress towards meeting Goal 3:**

## STATE REQUIREMENTS



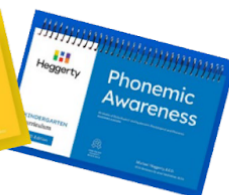
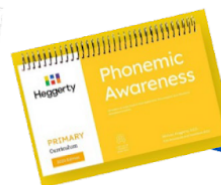
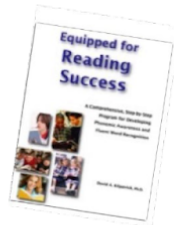
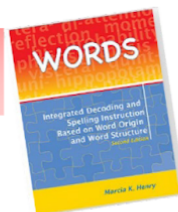
RSC Academy Transfer Schedule Summer 2022					
Students Enrolled in RSC Academy					
Section	Course #	Prerequisites	Date	Location	Teachers
Step 1: English Language and Foreign Language	ENGL001	3	June 1, 2022 (9:00-12:00)		This Section
Step 1: French	FRAN001	3	June 1, 2022 (9:00-12:00)		This Section
Step 1: Spanish	SPAN001	3	June 1, 2022 (9:00-12:00)	Computer Lab 202	This Section
Step 1: English, Mathematics, and Biology	ENGL001	6	June 1, 2022 (12:00-3:00)		This Section
Step 1: Mathematics	MATH001	6	June 1, 2022 (12:00-3:00)		This Section
<b>34 Students RSC Previews C Sections 24</b>					
Step 1: Physics	PHYS001	3	June 1, 2022 (9:00-12:00)		This Section
Step 1: Mathematics and Biology	ENGL001	3	June 1, 2022 (9:00-12:00)	Computer Lab 202	This Section
Step 1: Mathematics, Chemical Connections	ENGL001	3	June 1, 2022 (9:00-12:00)		Cathy Hays & Stacy Steinhilber
Step 1: Mathematics	ENGL001	4	June 1, 2022 (9:00-12:00)		Cathy Hays & Stacy Steinhilber
Step 1: Biology & Math Together	ENGL001	5	June 1, 2022 (9:00-12:00)		Cathy Hays & Stacy Steinhilber

# DISTRICT CURRICULUM



**SPIRE**

## SUPPLEMENTAL RESOURCES



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# **FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN**

**(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)**

**Describe the progress made towards the completion of EACH goal in your  
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal  
has been met, continues to be a goal for 2022-2023, or has been removed.**

**GOAL 1: Within the assessment process and as supported by Cassie Erkens, teachers will increase the use of authentic, timely feedback strategies used to inspire hope in students, so they can move to their next steps of learning, for the ultimate goal of increasing literacy and math achievement by 5% by April 2021.**

<b>X</b>	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**GOAL 2: By May 2022, all classroom teachers will achieve proficiency in RISE instruction.**

<b>X</b>	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**2022-2023**  
**BARLING ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Carl Hill	Principal
Liana Bolton	Assistant Principal
Kandace Weisenfels	Counselor
Carlena Weakley	K-5 Instructional Specialist
Tammy Coomer	Pre-K Teacher
KaLee Greenwood	1st Grade Teacher
Tammy McKissic	3rd Grade Teacher
Amy Gordon	4th Grade Teacher
Candice Harris	Special Education Teacher
Nancy Koger	Parent
Matt Earley	Community Member

# NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

- Barling received an ESSA score of 69.13 which is a rating of C. In order to receive a B, we need to raise our score to 72.17. This is an increase of 3.04 points.
- The 2021-22 ACT Aspire included grades 3-5. It showed 31% of students scored ready or exceeding. This low percentage is an identified need for improvement since 69% of our students are not ready or exceeding according to the ACT Aspire results.
- According to the April 2022 Istation testing, 29% of our students scored on or above grade level. Our goal is to increase our ACT Aspire score to 45% ready or exceeding for the 2022-23 testing session. Our goal is to increase our Istation score to 40% on or above grade level in 2023.
- Barling will focus on Literacy and Math during our PLC time to make the gains needed. Teachers will work to implement the Benchmark and Eureka curriculums with fidelity.

## REASONS TO CELEBRATE

- Barling received a letter grade of C on the ESSA report card. This places us sixth in the district.
- Barling had 100% participation on the ELPA 21 assessment (onsite and virtual) and 100% completion of our ACT Aspire testing.
- On the ACT Aspire our 3rd grade math scores increased from 45% ready or exceeding in 2021 to 60% ready or exceeding in 2022. Additionally, the 4th grade reading scores increased from 35% ready or exceeding in 2021 to 43% ready or exceeding in 2022. Fourth grade science scores increased from 29% ready or exceeding in 2021 to 45% ready or exceeding in 2022. Finally, our 5th grade science scores increased from 30% ready or exceeding to 43% ready or exceeding in 2022. Fifth grade math scores increased from 45% ready or exceeding to 47% ready or exceeding in 2022.
- In comparison to the overall scores for Fort Smith Public Schools, Barling outscored the district on 12 of 16 comparisons (75% of the scores). In comparison to the state of Arkansas, Barling outscored the state on 9 of 16 comparisons (56% of the scores) and tied on 2 comparisons (13% of the scores).



## Barling Elementary

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
3rd	66	22	12	60
4th	61	43	45	45
5th	66	32	43	47

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>The percentage of 3rd-5th graders at Barling who score ready or exceeding on the ACT Aspire reading assessment will increase from <b>31% to 45% (at least 20 students)</b> on the May 2023 state assessment.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>An additional twenty students will score ready or exceeding on the May 2023 ACT Aspire reading assessment to increase from 31% to 45% proficiency.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. In Need of Support and Close students will be identified.</li> <li>2. The Diagnostic Decision Tree for Reading (RISE-Day 6) will be used to identify interventions needed.</li> <li>3. Teachers will implement the Benchmark curriculum. Mr. Hill and Mrs. Bolton will monitor to ensure the curriculum is being used with fidelity.</li> <li>4. Teacher teams will use CFAs, CSAs, and monthly Istation assessments to identify specific skills students are not mastering.</li> <li>5. Students will receive intervention by classroom teachers, K-5 instructional specialists, Title I elementary paraprofessionals and dyslexia interventionists on specific skills.</li> <li>6. Results of progress monitoring will be collected monthly and reviewed collaboratively with classroom teachers and the instructional team of each student.</li> <li>7. K-5 instructional specialist will work with teachers to improve Tier 1 instruction.</li> </ol>

<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<b>Instruction:</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations. <b>Result Statement 3:</b> Ensure all students have access to specific accelerations to achieve grade-level standards and beyond. <b>Result Statement 7:</b> Ensure students receive instructional support using Response to Intervention (RTI) and/or supplemental services.
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>Goal will be reached by May 2023.</p> <p>Progress towards meeting the goal will be reviewed by the Guiding Coalition/School Leadership Team.</p> <p>In December, all grade levels will review Istation reading scores. The 3rd, 4th, and 5th graders scoring 70% or higher will likely score proficient or exceeding.</p>

## GOAL 2

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/How/When</b>	<p>The percentage of K-2nd graders at Barling who score on or above grade level on the Istation reading assessment will increase from <b>29% to 40% (at least 6 students)</b> on the April 2023 assessment.</p>
<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	<p>An additional six students will need to score a 4 or 5 on the April 2023 Istation Reading Assessment to achieve an 11% increase.</p>

<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Students who scored below grade level on the Istation reading in April 2022 will be identified for support.</li> <li>2. The Diagnostic Decision Tree for Reading (RISE-Day 6) will be used to identify interventions needed.</li> <li>3. Teachers will implement the Benchmark Curriculum. Mr. Hill and Mrs. Bolton will monitor to ensure the curriculum is being used with fidelity.</li> <li>4. Teacher teams will use assessments (CFAs, CSAs), and monthly Istation assessments to identify specific skills students need to master.</li> <li>5. Students will receive intervention by classroom teachers, K-5 instructional specialists, Title I elementary paraprofessionals and dyslexia interventionists on specific literacy skills.</li> <li>6. Results of progress monitoring will be collected monthly and reviewed collaboratively with classroom teachers and the instructional team for each student.</li> <li>7. K-5 instructional specialists will work with teachers to improve core classroom instruction.</li> </ol>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by April 2023.</p> <p>Progress toward meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.</p> <p>In December, all grade levels will review Istation reading results.</p>

# MID-YEAR GOAL MONITORING

***To Be Completed at the end of the first Semester (December 2021)***

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

**GOAL 1:** The percentage of 3rd-5th graders at Barling who score ready or exceeding on the ACT Aspire reading assessment will increase from 39% to 50% (at least 20 students) on the May 2023 state assessment.

**Progress towards meeting Goal 1:**

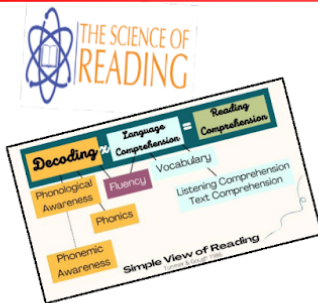
**GOAL 2:** The percentage of K-2nd graders at Barling who score a 4 or 5 on the Istation reading assessment will increase from 50% to 60% (at least 6 students) on the April 2023 assessment..

**Progress towards meeting Goal 2:**

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Trainer	Course	Start Date	End Date	Location	Notes
David Thompson	ESOL	6/1	6/15	ESOL	ESOL
David Thompson	ESOL	6/16	6/20	ESOL	ESOL
David Thompson	ESOL	6/21	6/25	ESOL	ESOL
David Thompson	ESOL	6/26	6/30	ESOL	ESOL
David Thompson	ESOL	7/1	7/5	ESOL	ESOL
David Thompson	ESOL	7/6	7/10	ESOL	ESOL
David Thompson	ESOL	7/11	7/15	ESOL	ESOL
David Thompson	ESOL	7/16	7/20	ESOL	ESOL
David Thompson	ESOL	7/21	7/25	ESOL	ESOL
David Thompson	ESOL	7/26	7/30	ESOL	ESOL
David Thompson	ESOL	7/31	8/4	ESOL	ESOL
David Thompson	ESOL	8/5	8/9	ESOL	ESOL
David Thompson	ESOL	8/10	8/14	ESOL	ESOL
David Thompson	ESOL	8/15	8/19	ESOL	ESOL
David Thompson	ESOL	8/20	8/24	ESOL	ESOL
David Thompson	ESOL	8/25	8/29	ESOL	ESOL
David Thompson	ESOL	8/30	9/3	ESOL	ESOL
David Thompson	ESOL	9/4	9/8	ESOL	ESOL
David Thompson	ESOL	9/9	9/13	ESOL	ESOL
David Thompson	ESOL	9/14	9/18	ESOL	ESOL
David Thompson	ESOL	9/19	9/23	ESOL	ESOL
David Thompson	ESOL	9/24	9/28	ESOL	ESOL
David Thompson	ESOL	9/29	10/3	ESOL	ESOL
David Thompson	ESOL	10/4	10/8	ESOL	ESOL
David Thompson	ESOL	10/9	10/13	ESOL	ESOL
David Thompson	ESOL	10/14	10/18	ESOL	ESOL
David Thompson	ESOL	10/19	10/23	ESOL	ESOL
David Thompson	ESOL	10/24	10/28	ESOL	ESOL
David Thompson	ESOL	10/29	11/2	ESOL	ESOL
David Thompson	ESOL	11/3	11/7	ESOL	ESOL
David Thompson	ESOL	11/8	11/12	ESOL	ESOL
David Thompson	ESOL	11/13	11/17	ESOL	ESOL
David Thompson	ESOL	11/18	11/22	ESOL	ESOL
David Thompson	ESOL	11/23	11/27	ESOL	ESOL
David Thompson	ESOL	11/28	12/2	ESOL	ESOL
David Thompson	ESOL	12/3	12/7	ESOL	ESOL
David Thompson	ESOL	12/8	12/12	ESOL	ESOL
David Thompson	ESOL	12/13	12/17	ESOL	ESOL
David Thompson	ESOL	12/18	12/22	ESOL	ESOL
David Thompson	ESOL	12/23	12/27	ESOL	ESOL
David Thompson	ESOL	12/28	12/31	ESOL	ESOL

## DISTRICT CURRICULUM



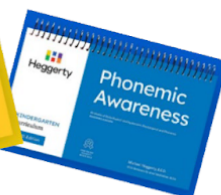
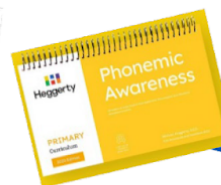
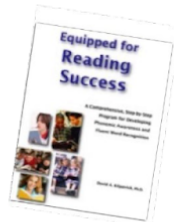
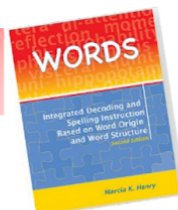
Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.

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

Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES



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## FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your  
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal  
has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** The percentage of 3rd-5th graders at Barling who score ready or exceeding on the ACT Aspire reading assessment will increase from 39% to 50% on the May 2022 assessment. That is an increase of 16 students moving from In Need of Support or Close to Ready or Exceeding. According to our Istation data, our 3rd, 4th, and 5th graders are having 50% of all students score Level 3, 4, or 5 on January testing.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**GOAL 2:** The percentage of K-2nd graders at Barling who score a 3, 4, or 5 on the Istation reading assessment will increase from 60% to 70% on the April 2021 assessment.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**GOAL 3:** Barling staff will implement the framework designed by Arkansas A+ for the integration of arts in the school curriculum to increase engagement and meet students' individualized learning and social/emotional needs with a focus on the Arkansas A+ Essentials: Arts, Curriculum, Experiential Learning, Multiple Learning Pathways, Enriched Assessment, Collaboration, Infrastructure, and Climate.

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
X	<b>REMOVED</b>

**DESCRIPTION:** Changed the goal to reflect the implementation of Capturing Kids Hearts Program to be implemented District wide.





**2022-2023**  
**BEARD ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Dana Rackley	Principal
Dana Brooks	Assistant Principal
Kimberly Swaim	Paraprofessional
Jessica Sharp	Media Specialist
Rebecca Bingham	Teacher
Claude Legris	Partner in Education Member
Morgan Montgomery	Teacher
Audra Efurd	Counselor
Jacqueline Humphries	Teacher
Tina King	Teacher
Carla Mathis	Teacher
Sarah Murrah	Parent
Dora Solomon	K-5 Instructional Specialist

# NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

- Beard received an ESSA score of 75.52 which is a rating of B.
- 2022 ACT Aspire data shows 44% of students are Ready/Exceeding in Reading.
- 2022 ACT Aspire data shows 55% of students are Ready/Exceeding in Math.

## REASONS TO CELEBRATE

- Our School Letter Grade remains a B.
- Our ACT Aspire scores increased from 2021 to 2022.
  - English 69% to 82%
  - Reading 36% to 44%
  - Math 41% to 55%

## Beard Elementary

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
3rd	82%	42%	44%	67%
4th	80%	42%	43%	42%
5th	84%	49%	58%	56%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Beard's reading scores in grades 3-5 will improve on the ACT Aspire and will increase by 10% overall from <b>44% (in 2022) to at least 54% on the May 2023 ACT Aspire.</b></p> <p>That includes at least 4 3rd graders, 5 4th graders, and 5 5th graders.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be a 10% increase from 2022 to May 2023 ACT Aspire.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• In order for students to be successful the Beard staff must implement the Benchmark curriculum with fidelity that is relevant and promotes rigor, critical thinking skills, and meets all students' needs in order for students to learn and grow academically. Teachers are trained in the Science of Reading and use this philosophy in reading instruction.</li> <li>• Improving core classroom instruction.</li> <li>• Students who are not showing growth will be identified through monitoring progress on monthly IStation and assessment data.</li> <li>• Intervention groups will be developed to support students who are struggling.</li> <li>• Instructional Specialists will conduct coaching cycles with teams to support core classroom instruction.</li> <li>• Progress monitor utilizing K-2 Dyslexia screeners.</li> <li>• Students track their own proficiency data and essential learning.</li> <li>• Building admin. will observe in all 3rd-5th grade literacy blocks, and provide timely feedback.</li> </ul>

<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	Beard wants to reach this goal in order to increase student success.  Our goal aligns with Vision 2023 strategy 3 Instruction.
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>   <b>Halfway date?</b>	Goal will be reached by May 2023  Progress towards meeting the goal will be reviewed in January 2023.

## GOAL 2

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/How/When</b>	Beard's Math scores in grades 3-5 will improve on the ACT Aspire and will increase by 10% overall from <b>55% (in 2022) to at least 65% May 2023 ACT Aspire.</b> That includes at least 4 3rd graders, 5 4th graders, and 5 5th graders.
<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	There will be a 10% increase from 2022 to May 2023 ACT Aspire.
<b>ATTAINABLE:</b>  <b>Item(s) I need to achieve this goal.</b>	<ul style="list-style-type: none"> <li>• In order for students to be successful the Beard staff must implement the Eureka curriculum with fidelity that is relevant and promotes rigor, critical thinking skills, and meets all students' needs in order for students to learn and grow academically</li> <li>• Improving core classroom instruction</li> <li>• Students who are not showing growth will be identified through monitoring progress on monthly IStation and assessment data</li> </ul>

	<ul style="list-style-type: none"> <li>• Intervention groups will be developed to support students who are struggling.</li> <li>• Instructional Specialists will conduct coaching cycles with teams to support core classroom instruction</li> <li>• Students track their own proficiency data and essential learning</li> <li>• Building administrators will observe math instruction in all 3rd-5th grade math classes, and provide timely feedback</li> </ul>
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<p>Beard wants to reach this goal in order to increase student success</p> <p>Our goal aligns with Vision 2023 strategy 3 Instruction</p>
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>Goal will be reached by May 2023</p> <p>Progress towards meeting the goal will be reviewed in January 2023</p>

# MID-YEAR GOAL MONITORING

***To Be Completed at the end of the first Semester - (December 2022)***

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

**GOAL 1:** Beard's reading scores in grades 3-5 will improve on the ACT Aspire and will increase by 10% overall from 44% (in 2022) to at least 54% on the May 2023 ACT Aspire.

That includes at least 4 3rd graders, 5 4th graders, and 5 5th graders.

Progress towards meeting Goal 1:

**GOAL 2:** Beard's Math scores in grades 3-5 will improve on the ACT Aspire and will increase by 10% overall from 55% (in 2022) to at least 65% May 2023 ACT Aspire.

That includes at least 4 3rd graders, 5 4th graders, and 5 5th graders.

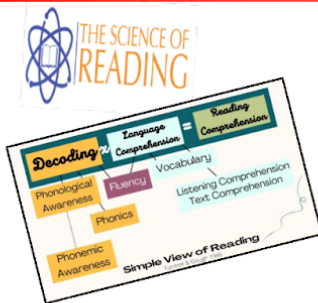
Progress towards meeting Goal 2:



# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Content & Objectives	Date	Location	Trainer
Grade 1-2 Language and Phonics	Phonics, Phonemic Awareness, Vocabulary	June 2, 2022 (Monday)	Room 101	Tracy Bostick
Grade 3-4 Language and Phonics	Phonics, Phonemic Awareness, Vocabulary	June 3, 2022 (Tuesday)	Room 101	Tracy Bostick
Grade 5-6 Language and Phonics	Phonics, Phonemic Awareness, Vocabulary	June 4, 2022 (Wednesday)	Room 101	Tracy Bostick
Grade 7-8 Language and Phonics	Phonics, Phonemic Awareness, Vocabulary	June 5, 2022 (Thursday)	Room 101	Tracy Bostick
Grade 9-10 Language and Phonics	Phonics, Phonemic Awareness, Vocabulary	June 6, 2022 (Friday)	Room 101	Tracy Bostick
Grade 11-12 Language and Phonics	Phonics, Phonemic Awareness, Vocabulary	June 7, 2022 (Saturday)	Room 101	Tracy Bostick

## DISTRICT CURRICULUM



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

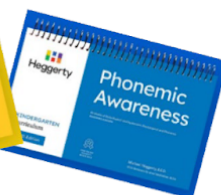
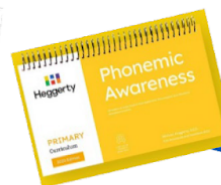
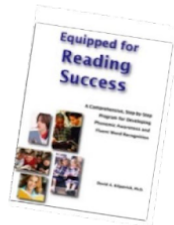
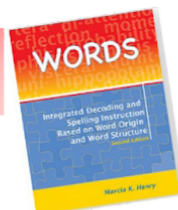


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.

Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES



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# FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your  
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal  
has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** Beard's reading scores in grades 3-6 will improve on the ACT Aspire and will increase from 36% in 2021 to 39% May 2022 ACT Aspire.

X	MET
	NOT MET
	CONTINUED IN 2022-2023 PLAN
	REMOVED

**GOAL 2:** Beard's math scores in grades 3-6 will improve on the ACT Aspire and will increase from 41% in 2021 to 44% May 2022 ACT Aspire.

X	MET
	NOT MET
	CONTINUED IN 2022-2023 PLAN
	REMOVED



## **2022-2023 BELLE POINT SCHOOL IMPROVEMENT PLAN**

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### **PLANNING TEAM:**

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

<b>Name</b>	<b>Title</b>
<b>Matthew Hominick</b>	<b>Director</b>
<b>Brayden McKeown</b>	<b>SPED Teacher</b>
<b>Deigo Olivarez</b>	<b>Teacher</b>
<b>Kathy Ewing</b>	<b>Teacher</b>
<b>Mikayla Stem</b>	<b>Paraprofessional</b>
<b>Zoe Manuel</b>	<b>Student</b>
<b>Cynthia Madden</b>	<b>Parent</b>
<b>Tony Jones</b>	<b>Community Member</b>

# NEEDS ASSESSMENT

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- **Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

- Because of the low number of students enrolled, percentages can vary greatly based upon a small number of students. For this reason, Belle Point's identified needs are to focus on identified student needs to raise individual student achievement in reading and math. In most cases Belle Point students have significant gaps in their learning due to high mobility throughout their educational careers. High mobility has a profoundly negative impact on student learning, due to a student's lack of attendance in a consistent environment and difficulty with staying in a set curriculum (Hattie, 2011).
- Belle Point will address the learning gaps by incorporating the Tier II support system of Response to Intervention (RtI). Belle Point will also address the gaps by offering a Tier III support system for Literacy and Math. By having a set time for RtI, reading intervention, and math intervention, Belle Point will be intentional about addressing the learning gaps that students have experienced.

## REASONS TO CELEBRATE

- All but one senior at Belle Point (5 total) will be graduating in the class of 2022.
- Each student at Belle Point (grades 7-10) has been tested in the ACT Aspire.
- Each teacher at Belle Point has completed all of their required professional development, despite the challenges of the 2021-2022 school year.
- Kathy Ewing was a finalist for the FSPS Teacher of the Year award.
- We have implemented the PLC process, created a guiding coalition and interdisciplinary curriculum teams at Belle Point.
- We have created common planning, reading intervention time, and more opportunities for credit recovery.

## Belle Point

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
6th	23%	16%	15%	0%
7th	28%	14%	14%	14%
8th	17%	4%	0%	0%
9th	19%	6%	0%	0%
10th	27%	7%	7%	13%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Each student at Belle Point will increase their individual reading achievement and growth based on identified needs and interventions by 10% .</p> <p>There will be a 30 minute intervention period each day to address reading gaps.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will begin the 2022-2023 school year by assessing students' individual reading scores. We will assess students again at the end of the year to determine how much progress was made during the year.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>Items I need to achieve this goal is to create a period in the daily schedule for the reading intervention period, as well as ensure that each teacher has been properly trained to utilize the new reading intervention system.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>This goal is essential as reading is the foundation of all learning, and creates an equitable situation for students who have experienced high mobility.</p> <p>Equitable Access: Each FSPS student will have equal access to programs, resources and opportunities.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Students will receive their initial reading assessment in August of 2022. The halfway date for a second assessment will occur in January of 2022. The final assessment will occur in May of 2022 to understand how much progress was made during the 2021-2022 school year.</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Each student at Belle Point will increase their individual math achievement and growth based upon identified needs and interventions.</p> <p>There will be a 30 minute intervention period each day to address reading gaps.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will begin the 2022-2023 school year by assessing students. We will assess students again at the end of the year to determine how much progress was made during the year.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>Items I need to achieve this goal is to create a period in the daily schedule for the math intervention period, as well as ensure that each teacher has been properly trained to utilize the identified intervention model.</p>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>This goal is essential as math scores at Belle Point are consistently within the “needs improvement” category on the ACT Aspire. By having a period specifically for math intervention it creates an equitable situation for students who have experienced high mobility.</p> <p>Equitable Access: Each FSPS student will have equal access to programs, resources and opportunities.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Students will receive their initial math intervention assessment in August of 2022. The halfway date for a second assessment will occur in January of 2023. The final assessment will occur in May of 2023 to understand how much progress was made during the 2022-2023 school year.</p>



# MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** Each student at Belle Point will increase their individual reading achievement and growth based on identified needs and interventions by 10%

**Progress towards meeting Goal 1:**

**GOAL 2:** Each student at Belle Point will increase their individual math achievement and growth based upon identified needs and interventions.

There will be a 30 minute intervention period each day to address reading gaps.

**Progress towards meeting Goal 2:**

## STATE REQUIREMENTS



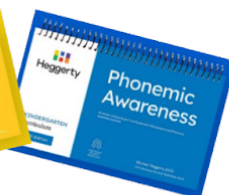
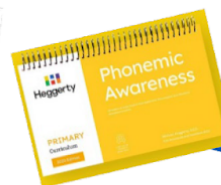
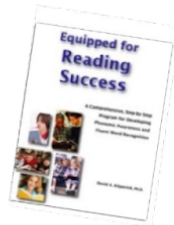
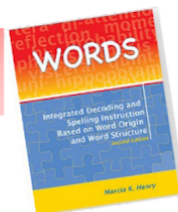
RSC Academy Transfer Schedule Summer 2022					
Students Enrolled in RSC Academy					
Section	Course #	Prerequisites	Date	Location	Teachers
Step 1: English Language and Foreign Language	ENGL001	3	June 1, 2022 (9:00-12:00)		This Section
Step 1: French	FRAN001	3	June 1, 2022 (9:00-12:00)		This Section
Step 1: Physics	PHYS001	3	June 10, 2022 (8:00-11:00)	Computer Lab 201	This Section
Step 1: English Language, Statistics, and Biology	ENGL001	6	June 10, 2022 (8:00-11:00)		This Section & Counseling
Step 1: Counseling	ENGL001	6	June 10, 2022 (8:00-11:00)		This Section & Counseling
<b>34 Students RSC Previews C Sections 24</b>					
Step 1: Physics	PHYS001	3	June 1, 2022 (9:00-12:00)		This Section
Step 1: Mathematics and Biology	ENGL001	3	June 1, 2022 (9:00-12:00)		This Section
Step 1: English Language, Statistics, and Counseling	ENGL001	3	June 10, 2022 (8:00-11:00)		Counseling Hall & Biology
Step 1: Counseling	ENGL001	4	June 10, 2022 (8:00-11:00)		Counseling Hall & Biology
Step 1: English & Math Together	ENGL001	5	June 10, 2022 (8:00-11:00)		Counseling Hall & Biology

# DISTRICT CURRICULUM



**SPIRE**

## SUPPLEMENTAL RESOURCES



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## FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your  
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal  
has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** Each student at Belle Point will increase their individual reading capacity.  
There will be a 30 minute intervention period each day to address reading gaps.

	<b>MET</b>
	<b>NOT MET</b>
<b>X</b>	<b>CONTINUED IN 2022-2023 PLAN (for district intervention model)</b>
	<b>REMOVED</b>

**GOAL 2:** Each student at Belle Point will increase their individual math ability based on the  
Cloud 9 model. There will be a 30 minute intervention period each day to support reading gaps.

	<b>MET</b>
	<b>NOT MET</b>
<b>X</b>	<b>CONTINUED IN 2022-2023 PLAN (for district intervention model)</b>
	<b>REMOVED</b>



**2022-2023**  
**BONNEVILLE ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Donna Jones	Principal
Kristi Morris	Assistant Principal
Erin Staples	Media Specialist
Teresa Terry	K-5 Instructional Specialist
Ashley McShan	Counselor
Shannon Bonnett	Speech Language Pathologist
Meredith Simpson	1st Grade Teacher
Sherry Shock	5th Grade Teacher
Sarah Wilson	Resource Teacher
Audra Watkins	Parent
Suzanne Gipson	Community Member

# NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

- Bonneville received a ESSA score of 71.46 which is a rating of C. Bonneville is 0.71 points from a rating of B.
- One student group that shows the biggest need for interventions on the ACT Aspire is students with disabilities. They scored 52.88 which is 15 to 24 below our Hispanic/Latino, White, English Learners, and Low-Income students.
- Our next group that shows a need for interventions for ACT Aspire is Black/African American students. These students scored 11 to 15 below the other subgroups.
- Our 3rd, 4th, and 5th grade students scored below 50% in the "ready" category for reading on the ACT Aspire.
- Our 4th and 5th grade students scored below 50% in the "ready" category for math on the ACT Aspire.

# REASONS TO CELEBRATE

Bonneville has the following reasons to celebrate:

- Overall Reading Istation
  - Increased percentage of students scoring on or above grade level from 34% in September (83 students) to 50% in May (133 students)
  - As students achieve grade level content our number of students “in need of support are decreasing”
- Overall Math Istation
  - Increased percentage of students performing on or above grade level from 22% in September (53 students) to 35% in May (93 students)
  - As students achieve grade level content our number of students “in need of support are decreasing”
- Act Aspire
  - Increased percentage of 3rd grade students scoring on or above grade level increased from 43% to 69%

## Bonneville Elementary

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
3rd	67%	40%	40%	69%
4th	70%	45%	42%	49%
5th	80%	48%	50%	46%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Literacy achievement will increase by 10% for All Student subgroups from <b>44% to 54% (at least 79 students)</b> on the state assessment in April 2023.</p> <p>3rd Grade- 40%: 3rd grade will move at least 5 students from the lowest performance levels on Istation to ready on ACT Aspire in reading, in addition to maintaining the 24 students who scored in the highest performance levels on Istation reading 2022.</p> <p>4th Grade- 45% - 50% - 4th grade will move at least 5 students from the lowest performance levels on ACT Aspire to ready in reading, in addition to maintaining the 21 students who scored ready or exceeding in reading on ACT Aspire 2022.</p> <p>5th Grade- 48% - 53% - 5th grade will move at least 5 students from the lowest performance levels on ACT Aspire to ready in reading, in addition to maintaining the 19 students who scored ready or exceeding in reading on ACT Aspire 2022.</p> <p>This will occur within the literacy blocks and as supported by district reading initiatives. Teachers will increase the rigor and effectiveness of tier one instruction so students can move to their next steps of learning to meet the individualized needs of all students.</p>
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<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	I will know I have reached my goal when 79 3th - 5th grade students score ready or exceeding in reading on the 2023 ACT Aspire.
<b>ATTAINABLE:</b>  <b>Item(s) I need to achieve this goal.</b>	<ul style="list-style-type: none"> <li>• Teachers will increase the rigor and effectiveness of core classroom instruction using Benchmark Literacy with fidelity</li> <li>• Teachers will provide small group instruction in classrooms to meet individual needs of all students.</li> <li>• Teachers will continue to implement RISE</li> <li>• Teachers will use data from monthly Istation testing to guide their instruction</li> <li>• PLC- Focus on District Essential Standards and utilize Common Formative Assessments to drive instruction</li> <li>• Instructional Specialist will work with identified teachers using student-centered coaching cycles</li> <li>• Building administrators will observe literacy blocks and provide timely feedback.</li> </ul>
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	May 2023  December 2022

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Math for 3rd-5th grade students will increase by 10% going from <b>55% to 66% (at least 81 students)</b> on the state assessment in April 2023.</p> <p>3rd Grade- will move at least 5 students from the lowest performance levels on Istation to ready on the ACT Aspire in math, in addition to maintaining the 9 students who scored in the highest performance levels on Istation math 2022.</p> <p>4th Grade will move at least 5 students from the lowest performance levels on ACT Aspire to ready on ACT Aspire in math, in addition to maintaining the 36 students who scored ready or exceeding on ACT Aspire math 2022.</p> <p>5th Grade will move at least 5 students from the lowest performance levels on the ACT Aspire to ready on the ACT Aspire math, in addition to maintaining the 21 students who scored ready or exceeding on the ACT Aspire math 2022.</p> <p>This will occur in the math instruction blocks and as supported by district math initiatives. Teachers will increase the rigor and effectiveness of core classroom instruction so students can move to their next steps of learning to meet the individual needs of all students.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>I will know I have reached my goal when 81 students 3rd-5th grade students score ready in math on the 2023 ACT Aspire.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Teachers will increase the rigor and effectiveness of core classroom instruction using Eureka math with fidelity.</li> <li>• Teachers will provide small group intervention/groups to meet individual needs of students.</li> <li>• Incorporate Number Talks.</li> <li>• Teachers will use data from monthly Istation assessment to guide their instruction.</li> <li>• Instructional Specialist will work with identified teachers using student-centered coaching cycles.</li> </ul>

	<ul style="list-style-type: none"> <li>Building administrators will observe math blocks and provide timely feedback.</li> </ul>
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	May 2023  December 2022

## MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1: Literacy achievement will increase by 10% for All Student subgroups from 44% to 54% (at least 79 students) on the state assessment in April 2023.**

**3rd Grade- 40%: 3rd grade will move at least 5 students from the lowest performance levels on Istation to ready on ACT Aspire in reading, in addition to maintaining the 24 students who scored in the highest performance levels on Istation reading 2022.**

**4th Grade- 45% - 50% - 4th grade will move at least 5 students from the lowest performance levels on ACT Aspire to ready in reading, in addition to maintaining the 21 students who scored ready or exceeding in reading on ACT Aspire 2022**

**5th Grade- 48% - 53% - 5th grade will move at least 5 students from the lowest**

performance levels on ACT Aspire to ready in reading, in addition to maintaining the 19 students who scored ready or exceeding in reading on ACT Aspire 2022.

**Progress towards meeting Goal 1:**

**GOAL 2: Math for 3rd-5th grade students will increase by 10% going from 55% to 66% (at least 81 students) on the state assessment in April 2023.**

**3rd Grade-** will move at least 5 students from the lowest performance levels on Istation to ready on the ACT Aspire in math in addition to maintaining the 9 students who scored in the highest performance levels on Istation math 2022.

**4th Grade** will move at least 5 students from the lowest performance levels on ACT Aspire to ready on ACT Aspire in math in addition to maintaining the 36 students who scored ready or exceeding on ACT Aspire math 2022.

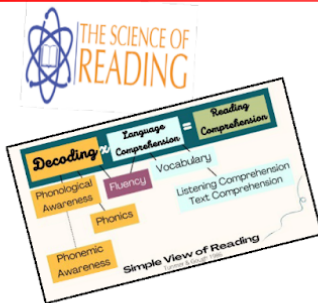
**5th Grade** will move at least 5 students from the lowest performance levels on the ACT Aspire to ready on the ACT Aspire math in addition to maintaining the 21 students who scored ready or exceeding on the ACT Aspire math 2022

**Progress towards meeting Goal 2:**

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Trainer	Course	Start Date	End Date	Location	Notes
David Thompson	ESL	7/1/22	7/15/22	ESL	Trainer
David Thompson	ESL	7/1/22	7/15/22	ESL	Trainer
David Thompson	ESL	7/1/22	7/15/22	ESL	Trainer
David Thompson	ESL	7/1/22	7/15/22	ESL	Trainer
David Thompson	ESL	7/1/22	7/15/22	ESL	Trainer
David Thompson	ESL	7/1/22	7/15/22	ESL	Trainer
David Thompson	ESL	7/1/22	7/15/22	ESL	Trainer
David Thompson	ESL	7/1/22	7/15/22	ESL	Trainer
David Thompson	ESL	7/1/22	7/15/22	ESL	Trainer
David Thompson	ESL	7/1/22	7/15/22	ESL	Trainer

## DISTRICT CURRICULUM



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



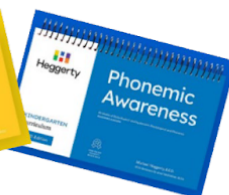
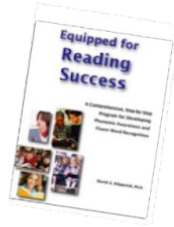
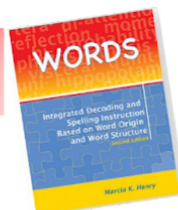
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES



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## **FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN**

**(As required by the Arkansas Department of Elementary and Secondary  
Education as part of the current year School Improvement Plan)**

**Describe the progress made towards the completion of EACH goal in your  
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal  
has been met, continues to be a goal for 2022-2023, or has been removed.**

**GOAL 1: Improve ACT Aspire Reading scores by 5% in each grade 3-5 in the  
2021-2022 school year.**

**3rd Grade - 36% to 41%**

**4th Grade - 58% to 63%**

**5th Grade - 46% to 51%**

**Score 80% on Istation for each grade K-2.**

	<b>MET</b>
	<b>NOT MET</b>
<b>X</b>	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

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

**3rd Grade - 43% to 48%**

**4th Grade - 58% to 63%**

**5th Grade - 44% to 49%**

**Score 80% on Istation for each grade K-2.**

	<b>MET</b>
	<b>NOT MET</b>
<b>X</b>	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

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

	<b>MET</b>
	<b>NOT MET</b>
<b>X</b>	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>



**2022-2023**  
**CARNALL ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Jennie Mathews	Principal
Dexter Pendergraft	Assistant Principal
Callie Spahn	Media Specialist
Brooke Blanco Briceno	Counselor
Misty Moore	Special Education Teacher
Kim Teal	Dyslexia Interventionist
Jennifer Scott	K-5 Instructional Specialist
Amy Wisley	Parent
Dana McGuire	Kindergarten Teacher
Tonya Peters	Second Grade Teacher



## NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

Carnall received an ESSA score of 59.65 which is a rating of D.

Based on the spring 2022 ACT Aspire data, 57% of our 3rd-5th grade students scored at the IN NEED OF SUPPORT level for Reading. That is 58 of our students in those grade levels. There is a definite need to focus on improving Literacy instruction.

When reviewing the other subject areas of the ACT Aspire, we feel the low reading levels are what are also affecting those content areas (Science and Math) because many of the ACT Aspire questions have to be read.

Our students are not currently reading at grade level and in order to be successful individuals, we must improve their reading levels.

## REASONS TO CELEBRATE

\*Our English scores were our highest area on Spring 2022 ACT Aspire

\*We were able to reduce the number of students scoring below grade level on IStation Reading from 40% in September 2021 to 25% in May 2022.

\*We were able to increase the number of students scoring on or above grade level on IStation Reading from 17% in September 2021 to 26% in May 2022.

## **Carnall Elementary**

### **2021-2022 ACT Aspire % Exceeding/Ready\***

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>3rd</b>	<b>55%</b>	<b>19%</b>	<b>13%</b>	<b>34%</b>
<b>4th</b>	<b>31%</b>	<b>25%</b>	<b>25%</b>	<b>19%</b>
<b>5th</b>	<b>49%</b>	<b>19%</b>	<b>23%</b>	<b>32%</b>
<b>Overall 3rd-5th</b>	<b>46%</b>	<b>21%</b>	<b>20%</b>	<b>29%</b>

## IDENTIFIED GOALS

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

### GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>By the end of the school year 2023, students in grades 3-5, will <b>increase reading proficiency</b> (Ready/Advanced) level by at least 15% on the Spring ACT Aspire, going from <b>21% to 36% (at least 37 students)</b>.</p> <p>-3rd from 19%-34% (at least 13 students)          -4th from 25% to 40% (at least 13 students)          -5th from 19% to 34% (at least 11 students)</p> <p>By the end of the school year 2023, the % of students <b>scoring In Need of Support in grades 3-5 will decrease from from 57% to 35% (decrease by at least 22 students)</b>.</p> <p>-3rd from 68%-35% (decrease by at least 12 students)          -4th from 47% to 35% (decrease by at least 4 students)          -5th from 55% to 35% (decrease by at least 6 students)</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>ACT Aspire data will show that we have moved from 21% to at least 36% Ready or Exceeding.</p> <p>ACT Aspire data will show we have moved from 57% to 35% or less, In Need of Support.</p> <p>We will monitor ongoing progress through monthly Istation assessments and classroom assessments.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Using grade level District Essential Standards to teach literacy.</li> <li>• Utilize our Instructional Specialist for Student-Centered Coaching Cycles with all teachers during the school year.</li> <li>• Implementation of Benchmark Literacy materials and instruction.</li> </ul>

	<ul style="list-style-type: none"> <li>• Our 3rd-5th grade teachers will participate in monthly coaching with Benchmark Education consultants. The focus will be on mini-lesson instruction and scaffolding to meet the needs of all students.</li> <li>• Explicit vocabulary instruction in all content areas to help build understanding.</li> <li>• Focused and purposeful Read Alouds</li> <li>• Weekly reading conferences with students (1:1) focused on improving each child's reading skills.</li> <li>• Providing time for students to read independently to practice skills.</li> <li>• Targeted, small-group reading interventions implementing Marzano's research based teaching strategies from <i>The New Art and Science of Teaching</i>.</li> <li>• Building admin. will observe during the literacy block in all 3rd-5th grade classrooms, and provide timely feedback.</li> </ul>
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<p>If a student is not able to read on grade level or above, they will continue to have difficulty in all subject areas.</p> <p>Our Why: Student Success is our ultimate goal.</p> <p>Our students must be able to read in order to be successful.</p>
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>By Spring 2023</p> <p>Halfway: December/January</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>By the end of the 2022-2023 academic year, the number of students performing on grade level at Carnall Elementary in Kindergarten, 1st, and 2nd grade will <b>increase from 10% to 36%</b> in Reading as demonstrated by IStation assessment data.  <b>(moving at least 25 students to proficiency)</b></p> <ul style="list-style-type: none"> <li>• Kindergarten will increase from 15% to 36% <ul style="list-style-type: none"> <li>◦ moving at least 9 students to proficiency</li> </ul> </li> <li>• 1st grade will increase from 4% to 36% <ul style="list-style-type: none"> <li>◦ moving at least 9 students to proficiency</li> </ul> </li> <li>• 2nd grade will increase from 11% to 36% <ul style="list-style-type: none"> <li>◦ moving at least 7 students to proficiency</li> </ul> </li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Istation Reading data will show that we have moved from 10% to at least 36% proficiency in reading in grades K, 1, and 2.</p> <p>We will monitor ongoing progress through monthly IStation assessments and classroom assessments.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Using grade level District Essential Standards to teach literacy.</li> <li>• Utilize our Instructional Specialist for Student-Centered Coaching Cycles with all teachers during the school year.</li> <li>• Implementation of Benchmark Literacy materials and instruction.</li> <li>• Explicit vocabulary instruction in all content areas to help build understanding.</li> <li>• Focused and purposeful Read Alouds to model fluent reading and understanding vocabulary in context.</li> <li>• Weekly reading conferences with students (1:1) focused on improving each child's reading skills.</li> <li>• Providing time for students to read independently to practice skills.</li> <li>• Targeted, small-group reading interventions implementing Marzano's research based teaching strategies from <i>The New Art and Science of Teaching</i>.</li> <li>• Building admin. will observe during the literacy block in all K-2 grade classrooms, and provide timely feedback.</li> </ul>

<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>If a student is not able to read on grade level or above, they will continue to have difficulty in all subject areas.</p> <p>Our Why: Student Success is our ultimate goal.</p> <p>Our students must be able to read in order to be successful.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>By Spring 2023</p> <p>Halfway: December/January</p>

# MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** By the end of the school year 2023, students in grades 3-5, will **increase reading proficiency** (Ready/Advanced) level by at least 15% on the Spring ACT Aspire, going from **21% to 36% (at least 37 students)**.

Progress towards meeting Goal 1:

**GOAL 2:** By the end of the 2022-2023 academic year, the number of students performing on grade level at Carnall Elementary in Kindergarten, 1st, and 2nd grade will **increase from 10% to 36%** in Reading as demonstrated by I

Station assessment data. **(moving at least 25 students to proficiency)**

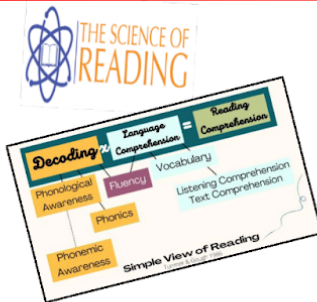
- Kindergarten will increase from 15% to 36%
  - moving at least 9 students to proficiency
- 1st grade will increase from 4% to 36%
  - moving at least 9 students to proficiency
- 2nd grade will increase from 11% to 36%
  - moving at least 7 students to proficiency

Progress towards meeting Goal 2:

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



RIS Academy Training Schedule Summer 2022

Session	Course # / # of Participants	Date	Location	Trainer(s)
Read 180: Language and Phonics for Success	F1801	June 2, 2022 (Tuesday)	Read 180	Tracy Bostad
Read 180: Phonics and Fluency	F1802	June 7, 2022 (Monday)	Read 180	Tracy Bostad
Read 180: Vocabulary and Comprehension	F1803	June 14, 2022 (Monday)	Read 180	Tracy Bostad & Kristin Hays
Read 180: Language and Phonics for Success	F1801	June 21, 2022 (Monday)	Read 180	Tracy Bostad & Kristin Hays
Read 180: Phonics and Fluency	F1802	June 28, 2022 (Monday)	Read 180	Tracy Bostad & Kristin Hays
Read 180: Vocabulary and Comprehension	F1803	July 5, 2022 (Monday)	Read 180	Tracy Bostad & Kristin Hays
Read 180: Language and Phonics for Success	F1801	July 12, 2022 (Monday)	Read 180	Tracy Bostad & Kristin Hays
Read 180: Phonics and Fluency	F1802	July 19, 2022 (Monday)	Read 180	Tracy Bostad & Kristin Hays
Read 180: Vocabulary and Comprehension	F1803	July 26, 2022 (Monday)	Read 180	Tracy Bostad & Kristin Hays

## DISTRICT CURRICULUM



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



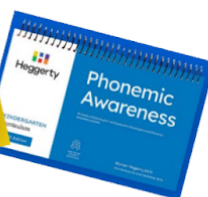
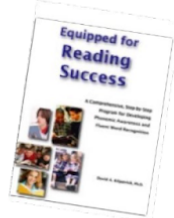
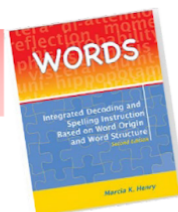
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



## SUPPLEMENTAL RESOURCES





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## FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your  
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal  
has been met, continues to be a goal for 2022-2023, or has been removed.

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

	<b>MET</b>
X	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
X	<b>REMOVED</b>

**GOAL 2:** Each quarter, we will decrease discipline referrals and suspensions by 10% from the  
previous quarter total of the year before.

	<b>MET</b>
X	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
X	<b>REMOVED</b>

**GOAL 3:** TIER 1 Strong: By the end of the school year 2021, 75% of our students will meet projected growth in at least 2 content areas on both the ACT Aspire Interim/or be in Tier 3,4, or 5 on IStation.

	<b>MET</b>
X	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN (Reading focused)</b>
	<b>REMOVED</b>



**2022-2023**  
**CAVANAUGH ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Clint Gillman	Principal
Jimmy Cook	Assistant Principal
Michelle Hall	Partner in Education
Chelsea Sykes	Parent
Tiffany Mouada	Counselor
Meghan Estep	Second Grade Teacher
Manon Arnold	Fourth Grade Teacher
Ashley Hobbs	SPED Resource Teacher
Stephanie Bailey	NSL Dyslexia Interventionist
Jennifer Foster	Title I Elementary Specialist
Beth Parker	Fourth Grade Teacher
Brandy Jones	Fifth Grade Teacher
Aimee Hartsfield	3-5 SPED Teacher

# NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

- Current year ESSA index is a "B" at 74.95. We are 4.34 points from an "A"
- School year 21-22 ACT Aspire data shows a need in reading for grades 3 - 5. The ACT Aspire data is as follows in the categories of "in need of support" & "close".
  - 3rd grade reading - 19 students in need of support and 12 close.
  - 4th grade reading - 9 students in need of support and 14 close.
  - 5th grade reading - 18 students in need of support and 16 close.
- School year 21-22 Istation data is used to determine the reading proficiency for this year's 3rd - 5th grade students. Students that score in the 70th percentile (level 4 & 5) on their Istation scores are most likely to score proficient on the Act Aspire assessment. The Istation scores used to determine the need assessment are from the April 2022 istation assessment. These scores indicate the following:
  - Level 1-3 (below grade level) students = 75
  - Level 4 (on or above grade level) students =11
  - Level 5 (on or above grade level) students = 2

## REASONS TO CELEBRATE

- ☐ School letter grade is a “B” at 74.95 placing Cavanaugh 4.34 points below an “A” school rating.
- ☐ Cavanaugh School was designated a Purple Star School by the Arkansas Council for Military Children.
- ☐ Cavanaugh School was awarded \$48,150 from DESE through the Arkansas School Recognition & Reward Program for High Math Growth (Top 5% in the State) and Overall Growth (Top 10% in the State) on the 2021 ACT Aspire.
- ☐ Cavanaugh achieved higher than the state average on the following indicators:
  - ☐ Weighted Achievement Score
  - ☐ Value-Added Growth Score
  - ☐ School Quality and Student Success Score

## Cavanaugh Elementary

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
3rd	68%	32%	24%	62%
4th	84%	58%	51%	59%
5th	66%	36%	39%	56%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>By April 2023, K-2 student proficiency will increase from 43% (58 students) to 60% (80 students) of students scoring on or above grade level on the Istation Reading assessment.</p> <ul style="list-style-type: none"> <li>Kindergarten will increase from 43% (19 students) to 60% (26 students).</li> <li>First Grade will increase from 52% (26 students) to 60% (30 students)</li> <li>Second Grade will increase from 33% (13 students) to 60% (24 students)</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>All students will be assessed at the beginning, middle and end of the year.</p> <p>We will be progress monitored monthly using the Istation for reading.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>❖ Whole group instruction/review using Benchmark</li> <li>❖ Daily interventions that are progress monitored bi-weekly</li> <li>❖ Instructional Walkthroughs by administration</li> <li>❖ Use Common Formative Assessments's (CFA'S) to provide additional instruction and intervention.</li> <li>❖ Instructional Specialist will collaborate with identified teachers to support their work via</li> </ul>

	student-centered coaching cycles
<b>RELEVANT:</b>  List why you want to reach this goal. Include a Vision 2023 reference.	Based on the Science of Reading, decoding is an essential component to becoming a skilled reader.  Each student will have high-quality instruction that targets their individual needs.
<b>TIMELY:</b>  I will reach my goal by what date?  Halfway date?	The goal will be reached by May 2023.    January 2023 will be the halfway date.

## GOAL 2

Write a <b>SPECIFIC</b> goal.  Who/What/Where/How/When	By April 2023, 3rd-5th grade student proficiency will increase from <b>40% (64 students) to 60% (91 students)</b> on the Act Aspire Reading assessment. <ul style="list-style-type: none"> <li>• 3rd grade will increase proficiency from 31% (14 students) to 60% (27 students).</li> <li>• 4th grade will increase proficiency from 57% (31 students) to 70% (38 students).</li> <li>• 5th grade will increase proficiency from 36% (19 students) to 60% (32 students).</li> </ul>
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<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	<p>In April of 2023, 60% of 3rd -5th grade students will be proficient on the ACT Aspire Reading assessment.</p>
<b>ATTAINABLE:</b>  <b>Item(s) I need to achieve this goal.</b>	<ul style="list-style-type: none"> <li>❖ Whole group instruction/review using Benchmark</li> <li>❖ Instructional Specialist will collaborate with identified teachers to support their work via student-centered coaching cycles</li> <li>❖ Classroom observations and walkthroughs by building administrators.</li> <li>❖ Istation subtest scores will be used to identify students and guide instruction in interventions (Tier 2). Subtests will be reading comprehension, word analysis, vocabulary, and text fluency.</li> <li>❖ Use Common Formative Assessments's (CFA'S) to provide additional instruction and intervention.</li> </ul>
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<p>Students in the 70th percentile (level 4 or 5) on the reading ISIP (Istation) are projected to score proficient or higher on the Reading ACT Aspire.</p> <p><b>Each student will have high-quality instruction that targets their individual needs.</b></p>
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>The goal will be reached by May 2023.</p> <p>January 2023 will be the halfway date.</p>

# MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1: By April 2023, K-2 student proficiency will increase from 43% (58 students) to 60% (80 students) of students scoring on grade level on the Istation Reading assessment.**

- Kindergarten will increase from 43% (19 students) to 60% (26 students).
- First Grade will increase from 52% (26 students) to 60% (30 students)
- Second Grade will increase from 33% (13 students) to 60% (23 students)

Progress towards meeting Goal 1:

**GOAL 2: By April 2023, 3rd-5th grade student proficiency will increase from 40% (64 students) to 60% (91 students) Act Aspire Reading assessment.**

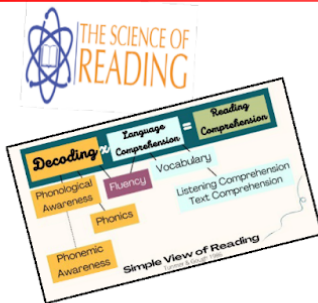
- 3rd grade will increase proficiency from 31% (14 students) to 60% (27 students).
- 4th grade will increase proficiency from 57% (31 students) to 70% (38 students).
- 5th grade will increase proficiency from 36% (19 students) to 60% (32 students).

Progress towards meeting Goal 2:

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



R-I-S-E

Trainer	Course	Start Date	End Date	Location	Notes
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	

## DISTRICT CURRICULUM



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

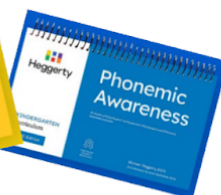
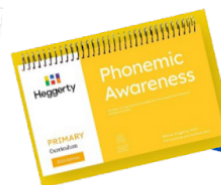
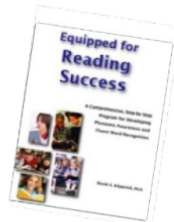
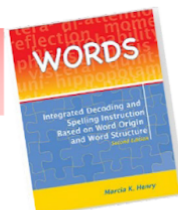
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.

Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SPIRE

SUPPLEMENTAL  
RESOURCES



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## FINAL EVALUATION OF 2021-2022 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** The number of K-5 students performing at levels 3,4,or 5 on the monthly ISIP assessment will increase by 10% from September 2021 to May 2022 in the area of Literacy.

	<b>MET</b>
<b>X</b>	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
<b>X</b>	<b>REMOVED FROM 2022-2023 PLAN</b>

**DESCRIPTION:** Cavanaugh School realized a 4% proficiency increase from September 2021 to April 2022 on the monthly ISIP assessment. Falling 6% short of the 2021-2022 SIP Literacy Goal, there were several possible factors that contributed to the limited student growth that was realized. Some contributing factors include high teacher turnover from 2020-2021, large teacher and student absenteeism attributed to COVID-19, especially affecting students with IEPs, the delayed roll-out of the new Benchmark Education literacy program, and the attitude of teachers pertaining to the Lindamood-Bell “Seeing Stars” phonics program. Another possible contributing factor to the limited progress made toward our 2021-2022 SIP Literacy Goal was that literacy was not the focal point of PLC Team Meetings throughout the year due to math instruction being the targeted focus. Additionally, teachers in grades 3-5 indicated that the Vocabulary and Word Analysis subcomponents on the monthly ISIP Total Reading assessments did not represent true reading progression. Another factor to consider was that Cavanaugh gained 15 students in grades K-5 from October 2021 to April 2022 that were at an academic disadvantage. Three of the post September enrollees were placed in the K-2 SPED self-contained class, three had

existing IEPs from their former schools, and two more were in a 45-minute dyslexia intervention group at their forwarding school. Finally, the lack of progress of our English Language Learner students contributed to our literacy goal being realized. After analyzing ISIP data from September 2021 to April 2022, it was discovered that there was a 10% decrease in the number of students scoring at Levels 3, 4, or 5. One possible explanation for the decrease was that our English Language Learner paraprofessional was absent from November 2021 to March 2022.

**GOAL 2:** The number of K-5 students performing at levels 3-5 on the monthly ISIP assessment will increase by 10% from September 2021 to May 2022 in the area of Math.

<b>X</b>	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
<b>X</b>	<b>REMOVED FROM 2022-2023 PLAN</b>

**DESCRIPTION:** Cavanaugh School realized an 16% increase on overall math growth on the monthly ISIP assessments from September 2021 to April 2022. English Language Learners experienced a 4% increase over that same span of time. According to classroom teachers, credit for the sizable increase was given to the implementation of Eureka Math with fidelity and the development of CFA's to monitor and plan math interventions. Some classrooms experienced tremendous growth because of their low scores on the initial assessment administered in September. Conversely, some grade levels had high proficiency in September and made limited progress moving students from Level 1 or 2 to Levels 3,4, & 5 the duration of the school year.



**2022-2023**  
**CHAFFIN MIDDLE SCHOOL**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Todd Marshall	Principal
Nancy Burris	Assistant Principal
Tim Bailey	Community Member
Katie Mankins	Counselor
Dustin Clark	Assistant Principal
Robin Owen	English Teacher
Mary Lovelady	Math Teacher
Camille Monchamp	Parent
Kensley Mankins	Student

# NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

- Chaffin received an ESSA Index Score of 79.9 which is a letter grade of A.
- Results from the Spring 2022 ACT Aspire showed significant improvements in READING. 64 percent of our 8th grade cohort scored Ready or Exceeding. Only 46% of this group scored Ready or Exceeding as 7th graders in S'21. That is an 18% increase in one year.
- Chaffin was a junior high in spring of 2021 and a middle school in spring of 2022. This makes additional data a bit more difficult to compare. However, data was collected on the 6th grade cohort and 7th grade cohort and comparisons were made from their 2021 to 2022 scores. The analysis revealed that as a group, the 7th grade CMS scores dropped from 53.13% during their 6th grade year at their elementary school to 47% (-6%) Ready/Exceeding. The 6th grade cohort grew from 48.88% their 5th grade year at elementary to 58% (+9%) in the spring of 2022.

# REASONS TO CELEBRATE

- Chaffin's preliminary 2022 ESSA Letter Grade remained the same-"A"
- 6th Grade Cohort Reading Scores increased by 9% from S'21 to S'22
- 8th Grade Cohort Reading Scores increased by 18% from S'21 to S'22

## How are we addressing Reading at CMS?

- Required novel study - Skills based
- Self-selected book- emphasis and promote library access
- Required daily independent reading (10 minutes per day/40 uninterrupted minutes in the LMC every other week)
- Bellwork- Daily skill practice
- Class library provided for students in English class
- Digital diagnostics
- Advisory period dedicated to DEAR (Drop Everything and Read)

## What tools are we using to assess student progress in Reading?

- AR
- Interactive Notebooks
- Unit Test
- Common Formative Assessments
- Projects relating to skills learned through required class novel

## What interventions are we using to address Reading gaps?

- Advisory period - Interventions
- Digital diagnostic test- reveals where gaps are in reading
- Digital diagnostic - Strand analysis groups students according to skill level

## How are we using the DATA to ensure progress?

- Having students retake unit tests and CFAs after interventions
- Digital diagnostic Test - Prescriptive lessons based on individual gaps
- Common Formative Assessments
- Computer based testing- Shows student growth
- NWEA



**Chaffin Middle School**

**2021-2022 ACT Aspire % Exceeding/Ready\***

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>6th</b>	<b>81</b>	<b>58</b>	<b>59</b>	<b>73</b>
<b>7th</b>	<b>88</b>	<b>47</b>	<b>49</b>	<b>63</b>
<b>8th</b>	<b>76</b>	<b>64</b>	<b>58</b>	<b>57</b>

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>The percentage of students scoring “Ready” in Reading as measured by the Spring 2023 ACT Aspire will increase by 3%.</p> <p>Current 6th Grade S’22 = TBD; S’23 = TBD + 3            Current 7th Grade S’22 = 58; S’ 23 = 61            Current 8th Grade S’22 =47; S’ 23 = 50</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be a 3% increase in students scoring “Ready” in reading on the Spring 2023 ACT Aspire when compared to the Spring 2022 ACT Aspire.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Review all student reading scores from 2022 administration of ACT Aspire</li> <li>• Assess student reading levels early in fall of 2022</li> <li>• Provide interventions to students</li> <li>• Use tools to monitor progress throughout the year</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Instruction: Each student will have high-quality instruction that targets their identified individual needs.</p> <p>Student acquisition of foundational reading skills is essential to continued academic success</p>

<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	Goal will be reached by May 2023
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## GOAL 2

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/How/When</b>	Attain Level 1 Certification as a High Reliability School  Faculty, staff, students, parents, and the community feel that Chaffin Middle School is safe and maximizes collaboration for the enhancement of student learning.
<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	Perceptual data will be obtained through student, staff, and parent surveys  Leading Indicators: <ul style="list-style-type: none"> <li>• The faculty and staff perceive the school environment as safe, supportive and orderly</li> <li>• Students, parents, and the community perceive the school environment as safe, supportive, and orderly</li> <li>• Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students</li> </ul>
<b>ATTAINABLE:</b>  <b>Item(s) I need to achieve this goal.</b>	Master schedule will be created to provide common planning for teachers in core subject areas.  Staff will serve as a High Reliability team to assess current perceptions of the school culture and seek input from stakeholders regarding thoughts, feeling, and ideas
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<b>Instruction:</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.  <b>Wellness:</b> Develop and train empathetic and nurturing employees to be sensitive to and supportive of the needs of all children and families.

<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	On or before May 2023

## MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** The percentage of students scoring "Ready" in Reading as measured by the Spring 2023 ACT Aspire will increase by 3%.

Current 6th Grade S'22 = TBD; S'23 = TBD + 3

Current 7th Grade S'22 = 58; S' 23 = 61

Current 8th Grade S'22 =47; S' 23 = 50

**Progress towards meeting Goal 1:**

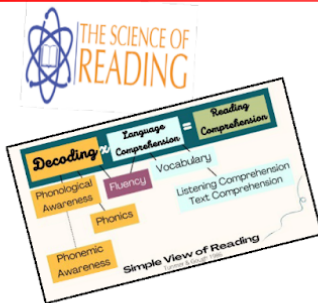
**GOAL 2:** Attain Level 1 Certification as a High Reliability School

**Progress towards meeting Goal 2:**

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Trainer	Course	Start Date	End Date	Location	Notes
David Thompson	ESOL	6/1	6/15	ESOL	ESOL
David Thompson	ESOL	6/16	6/20	ESOL	ESOL
David Thompson	ESOL	6/21	6/25	ESOL	ESOL
David Thompson	ESOL	6/26	6/30	ESOL	ESOL
David Thompson	ESOL	7/1	7/5	ESOL	ESOL
David Thompson	ESOL	7/6	7/10	ESOL	ESOL
David Thompson	ESOL	7/11	7/15	ESOL	ESOL
David Thompson	ESOL	7/16	7/20	ESOL	ESOL
David Thompson	ESOL	7/21	7/25	ESOL	ESOL
David Thompson	ESOL	7/26	7/30	ESOL	ESOL
David Thompson	ESOL	7/31	8/4	ESOL	ESOL
David Thompson	ESOL	8/5	8/9	ESOL	ESOL
David Thompson	ESOL	8/10	8/14	ESOL	ESOL
David Thompson	ESOL	8/15	8/19	ESOL	ESOL
David Thompson	ESOL	8/20	8/24	ESOL	ESOL
David Thompson	ESOL	8/25	8/29	ESOL	ESOL
David Thompson	ESOL	8/30	9/3	ESOL	ESOL
David Thompson	ESOL	9/4	9/8	ESOL	ESOL
David Thompson	ESOL	9/9	9/13	ESOL	ESOL
David Thompson	ESOL	9/14	9/18	ESOL	ESOL
David Thompson	ESOL	9/19	9/23	ESOL	ESOL
David Thompson	ESOL	9/24	9/28	ESOL	ESOL
David Thompson	ESOL	9/29	10/3	ESOL	ESOL
David Thompson	ESOL	10/4	10/8	ESOL	ESOL
David Thompson	ESOL	10/9	10/13	ESOL	ESOL
David Thompson	ESOL	10/14	10/18	ESOL	ESOL
David Thompson	ESOL	10/19	10/23	ESOL	ESOL
David Thompson	ESOL	10/24	10/28	ESOL	ESOL
David Thompson	ESOL	10/29	11/2	ESOL	ESOL
David Thompson	ESOL	11/3	11/7	ESOL	ESOL
David Thompson	ESOL	11/8	11/12	ESOL	ESOL
David Thompson	ESOL	11/13	11/17	ESOL	ESOL
David Thompson	ESOL	11/18	11/22	ESOL	ESOL
David Thompson	ESOL	11/23	11/27	ESOL	ESOL
David Thompson	ESOL	11/28	12/2	ESOL	ESOL
David Thompson	ESOL	12/3	12/7	ESOL	ESOL
David Thompson	ESOL	12/8	12/12	ESOL	ESOL
David Thompson	ESOL	12/13	12/17	ESOL	ESOL
David Thompson	ESOL	12/18	12/22	ESOL	ESOL
David Thompson	ESOL	12/23	12/27	ESOL	ESOL
David Thompson	ESOL	12/28	12/31	ESOL	ESOL

## DISTRICT CURRICULUM



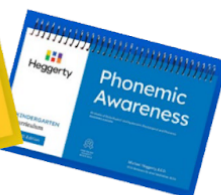
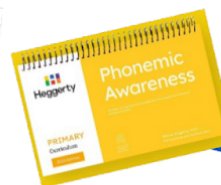
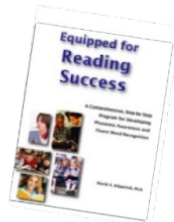
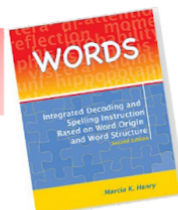
Fort Smith Public Schools will obtain the resources necessary to support teachers and students with implementation of the new K-5 literacy adoption and 6-12 courses aligned with the Science of Reading.

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

Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES



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## FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your  
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal  
has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** The percentage of students scoring “Ready” in Reading as measured by the Spring  
2022 ACT Aspire will increase by 3% in each grade.

	<b>MET</b>
	<b>NOT MET</b>
<b>X</b>	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**GOAL 2:** Recreate our PLC teams and create a structure that ensures common planning for  
continuation of identification of Essential Skills and the development of Common Formative  
Assessments. Teachers in four core subject areas. Weekly.

	<b>MET</b>
	<b>NOT MET</b>
<b>X</b>	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Continued in plan but created a more specific goal



**2022-2023**  
**COOK ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Nicole Shaffer	Principal
Cedra Flake	Assistant Principal
Brooke Jackson	Community Member
Shannan Davis	Parent Member
Angela Jones	Counselor (Guiding Coalition)
Allison Hart	Third Grade Teacher
Pattye Goodman	K-5 Instructional Specialist (Guiding Coalition)
Sarah Davis	First Grade Teacher (Guiding Coalition)
Abby Saviers	Media Specialist
Kandi Morris	Fifth Grade Teacher (Guiding Coalition)

# NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

Cook Elementary's current ESSA Report Card grade is a B.

- Cook Elementary's ESSA Overall score is 74.11 which is 6.83 points higher than the state average

Cook's 2022 ACT Aspire (administered in May 2022 for grades 3-5) data shows that:

- 43% of 3rd grade students were at or above grade level for Reading
- 79% of 3rd grade students were at or above grade level for English/Language Arts
- 60% of 3rd grade students were at or above grade level for Math
- 56% of 4th grade students were at or above grade level for Reading
- 77% of 4th grade students were at or above grade level for English/Language Arts
- 56% of 4th grade students were at or above grade level for Math
- 49% of 5th grade students were at or above grade level for Reading
- 84% of 5th grade students were at or above grade level for English/Language Arts
- 63% of 5th grade students were at or above grade level for Math

Cook's 2022 IStation (administered in May 2022 for grades K-2) data shows that:

- 45% of Kindergarten students were at or above grade level for Literacy
- 69% of Kindergarten students were at or above grade level for Math
- 37% of 1st grade students were at or above grade level for Literacy
- 86% of 1st grade students were at or above grade level for Math
- 60% of 2nd grade students were at or above grade level for Literacy
- 50% of 2nd grade students were at or above grade level for Math



# REASONS TO CELEBRATE

We have so much to celebrate from the 21-22 school year. Even through changes such as two new building administrators, new counselor, finalized construction, the implementation of a new literacy curriculum, new math curriculum, and a new learning management system, we were still able to:

- ESSA School Report Card Grade: B
- Students in kindergarten, 2nd, 3rd, and 4th grades showed an overall growth in IStation literacy.
- Students in kindergarten, 1st, 2nd, and 3rd grades showed an overall growth in IStation math.
- Students in 3rd and 5th grades showed growth in the areas of ready and exceeding on the 2022 ACT Aspire for Reading.
- Students in 3rd, 4th, and 5th grades showed growth in the areas of ready and exceeding on the 2022 ACT Aspire for English/Language Arts.
- Students in 3rd and 5th grades showed growth in the areas of ready and exceeding on the 2022 ACT Aspire for Science.
- All K-5th grade teachers used RISE components within their literacy block and other subjects to ensure best practices being used in teaching.
- 4 students were able to exit the ELL Program by scoring proficient on the ELPA21 Assessment in speaking, reading, writing, and listening with a projection of 11 more students exiting dependent on their ACT Aspire scores or Istation Scores.
- Teachers/staff worked together as a team and helped each other to ensure that when teachers/staff had to be out due to the pandemic, everyone stepped up and did whatever was needed to ensure student learning took place daily. Cook exemplified what a team is and does to always do what is best for children.
- Guy Fenter Education Cooperative literacy and math specialists have been active in our PLC meetings to help us determine what data is best to track and use to create interventions for our students.
- Team meetings occur weekly, with teachers using student data to create Common Formative Assessments and to group students.
- Scheduled intervention time per grade level implemented to protect instruction time.
- Capturing Kids Hearts is in full swing and students and staff are learning and growing together.

## Cook Elementary

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
3rd	79	43	44	60
4th	77	56	52	56
5th	84	49	57	63

# IDENTIFIED GOALS

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

## GOAL 1

Write a SPECIFIC goal.

Who/What/Where/  
How/When

Teachers will use the Science of Reading in all subject areas while implementing Benchmark Literacy curriculum to increase the IStation (grades K-2) and ACT Aspire (grades 3-5) scores in literacy by May 2023:

Percentages increases in at or above grade level (per grade level) are as follows:

### I-STATION (Literacy)

- Kindergarten (80 students): from **45 to 55 percent**
  - (36→44 students)
- 1st Grade (93 students): from **37 to 47 percent**
  - (34→43 students)
- 2nd Grade (74 students): from **60 to 70 percent**
  - (44→51 students)

### ACT ASPIRE (Reading)

- 3rd Grade (66 students): **43 to 53 percent**
  - (28→35 students)
- 4th Grade (81 students): **56 to 66 percent**
  - (45→53 students)
- 5th Grade (66 students): **49 to 59 percent**
  - (32→39 students)

### ACT ASPIRE (English/Language Arts)

- 3rd Grade (66 students): **79 to 84 percent**
  - (52→55 students)
- 4th Grade (81 students): **77 to 82 percent**
  - (62→66 students)
- 5th Grade (66 students): **84 to 89 percent**
  - (55→59 students)

**AND**

Decrease the number of students below grade level on the IStation (grades K-2) and ACT Aspire (grades 3-5) scores in literacy by May 2023:

	<p>Percentages decrease in at or above grade level (per grade level) are as follows:</p> <p><b><u>I-STATION (Literacy)</u></b></p> <ul style="list-style-type: none"> <li>Kindergarten (80 students): from <b>32 to 27 percent</b> <ul style="list-style-type: none"> <li>(25→21 students)</li> </ul> </li> <li>1st Grade (93 students): from <b>34 to 29 percent</b> <ul style="list-style-type: none"> <li>(32→27 students)</li> </ul> </li> <li>2nd Grade (74 students): from <b>17 to 12 percent</b> <ul style="list-style-type: none"> <li>(13→8 students)</li> </ul> </li> </ul> <p><b><u>ACT ASPIRE (Reading)</u></b></p> <ul style="list-style-type: none"> <li>3rd Grade (66 students): <b>57 to 52 percent</b> <ul style="list-style-type: none"> <li>(38→34 students)</li> </ul> </li> <li>4th Grade (81 students): <b>44 to 39 percent</b> <ul style="list-style-type: none"> <li>(36→31 students)</li> </ul> </li> <li>5th Grade (66 students): <b>51 to 46 percent</b> <ul style="list-style-type: none"> <li>(34→30 students)</li> </ul> </li> </ul> <p><b><u>ACT ASPIRE (English/Language Arts)</u></b></p> <ul style="list-style-type: none"> <li>3rd Grade (66 students): <b>21 to 16 percent</b> <ul style="list-style-type: none"> <li>(14→10 students)</li> </ul> </li> <li>4th Grade (81 students): <b>23 to 18 percent</b> <ul style="list-style-type: none"> <li>(19→14 students)</li> </ul> </li> <li>5th Grade (66 students): <b>16 to 11 percent</b> <ul style="list-style-type: none"> <li>(11→7 students)</li> </ul> </li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There is growth in student learning</p> <ul style="list-style-type: none"> <li>Teachers' subject area content lessons will incorporate the RISE components</li> <li>RISE components observed by the administrative team and timely feedback provided</li> <li>May 2023 ISIP Reading Scores (K-5)</li> <li>2023 ACT Aspire Scores (3-5)</li> <li>Beginning/Middle/End of the year assessments for K-2 students to include: DSA, Acadience MAZE, Acadience Oral Reading Fluency</li> <li>Beginning/Middle/End of the year assessments for 3-5 students to include: PAST, Letter Knowledge Survey, Foundational Skills, Decoding, DSA</li> </ul>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>All teachers to complete RISE training for current grade levels</li> <li>Both building administrators will observe literacy instruction in all K-5 classrooms and provide timely feedback</li> <li>Continued support from Curriculum &amp; Instruction over the year to help teachers reach their RISE goals</li> </ul>

	<ul style="list-style-type: none"> <li>• Benchmark Literacy PD</li> <li>• Benchmark Literacy will be taught in all classrooms K-5</li> <li>• Monthly Istation Data - Progress Monitoring</li> <li>• Job Embedded PD for all teachers</li> <li>• Coaching cycles with Instructional Specialist for every teacher</li> <li>• Consistent monitoring by administration</li> <li>• Effective use of an intervention schedule</li> <li>• Tier 2 students will receive classroom interventions through small group instruction, provided by the classroom teacher</li> <li>• Tier 3 students will receive interventions from an Instructional Specialist or a special education teacher</li> </ul>
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	Vision 2023 Result 12: Create and support best practices to increase student engagement in order to increase student achievement.
<b>TIMELY:</b>  <b>I will reach my goal by what date? Halfway date?</b>	May 2023; Halfway point is December 2022

## GOAL 2

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/How/When</b>	<p>Teachers will use the Eureka Math curriculum to increase the IStation (grades K-2) and ACT Aspire (grades 3-5) scores in math by May 2023:</p> <p>Percentages increases in at or above grade level (per grade level) are as follows:</p> <p><b><u>I-STATION (Math)</u></b></p> <ul style="list-style-type: none"> <li>• Kindergarten (80 students): from <b>69 to 79 percent</b> <ul style="list-style-type: none"> <li>◦ (55→63 students)</li> </ul> </li> <li>• 1st Grade (93 students): from <b>86 to 91 percent</b> <ul style="list-style-type: none"> <li>◦ (79→84 students)</li> </ul> </li> <li>• 2nd Grade (74 students): from <b>50 to 60 percent</b> <ul style="list-style-type: none"> <li>◦ (37→44 students)</li> </ul> </li> </ul> <p><b><u>ACT ASPIRE (Math)</u></b></p> <ul style="list-style-type: none"> <li>• 3rd Grade (66 students): <b>60 to 70 percent</b> <ul style="list-style-type: none"> <li>◦ (39→46 students)</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• 4th Grade (81 students): <b>56 to 66 percent</b> <ul style="list-style-type: none"> <li>◦ (45→53 students)</li> </ul> </li> <li>• 5th Grade (66 students): <b>63 to 73 percent</b> <ul style="list-style-type: none"> <li>◦ (41→48 students)</li> </ul> </li> </ul> <p><b>AND</b></p> <p>Decrease the number of students below grade level in the IStation (grades K-2) and ACT Aspire (grades 3-5) scores in math by May 2023: Percentages decrease in at or above grade level (per grade level) are as follows:</p> <p><b><u>I-STATION (Math)</u></b></p> <ul style="list-style-type: none"> <li>• Kindergarten (80 students): from <b>11 to 6 percent</b> <ul style="list-style-type: none"> <li>◦ (8→5 students)</li> </ul> </li> <li>• 1st Grade (93 students): from <b>10 to 5 percent</b> <ul style="list-style-type: none"> <li>◦ (9→5 students)</li> </ul> </li> <li>• 2nd Grade (74 students): from <b>19 to 14 percent</b> <ul style="list-style-type: none"> <li>◦ (14→10 students)</li> </ul> </li> </ul> <p><b><u>ACT ASPIRE (Math)</u></b></p> <ul style="list-style-type: none"> <li>• 3rd Grade (66 students): <b>40 to 30 percent</b> <ul style="list-style-type: none"> <li>◦ (26→20 students)</li> </ul> </li> <li>• 4th Grade (81 students): <b>44 to 34 percent</b> <ul style="list-style-type: none"> <li>◦ (36→27 students)</li> </ul> </li> <li>• 5th Grade (66 students): <b>37 to 32 percent</b> <ul style="list-style-type: none"> <li>◦ (24→21 students)</li> </ul> </li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Each grade level has increased by 5% in Math levels 4 and 5 (on or above grade level) overall AND decreased by 10% in the levels 1 and 2 (below grade level).</p> <p>We will measure this using:</p> <ul style="list-style-type: none"> <li>• 2023 ACT Aspire Data (grades 3-5)</li> <li>• Common Formative Assessments &amp; Common Summative Assessments on District Essential Standards (grades K-5)</li> <li>• Istation Monthly Assessments (grades K-5)</li> <li>• May 2023 ISIP Math Scores (K-5)</li> <li>• Beginning/Middle/End of the year assessments</li> </ul>

<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Teachers will utilize team meetings to write/create Common Formative Assessments/Common Summative Assessments</li> <li>• Teachers will utilize team meetings to group students and plan for instruction. Teachers will use district curriculum- Eureka Math- with fidelity</li> <li>• Teachers will work with our Instructional Specialist throughout coaching sessions to ensure instructional strategies meet the needs of the students</li> <li>• Small group instruction and/or interventions will be provided for those students not reaching mastery</li> <li>• Tier 2 students will receive classroom interventions, provided by the classroom teacher through small group instruction</li> <li>• Tier 3 students will receive interventions from an Instructional Specialist or a special education teacher</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Vision 2023 Result 13:</b> Create, administer, and analyze formative/interim assessments that drive student enrichment and interventions throughout the school year.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<ul style="list-style-type: none"> <li>• Data from CFAs will be analyzed and tracked at least once a quarter</li> <li>• Data from beginning/middle/end of the year assessments will be used to guide instruction</li> <li>• We will readdress this goal after the 2nd quarter to confirm we are on track</li> </ul> <p>December 2022</p>

## GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>By May 2023, Cook Elementary School will <b>decrease office referrals and behavior incidents by 10 percent (from 273 to less than 250)</b> through implementation of Capturing Kids Hearts, building strong interpersonal relationships, using effective SEL strategies, and learning to build a safe, sharing environment.</p>
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<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Cook Elementary School will have reached this goal when the total number of office referrals and behavior incidents in SmartData Dashboard and/or eSchool are tabulated and have decreased by 10 percent from the 2021-2022 school year.</p> <p>Cook Elementary had 273 office referrals last year. The goal for 2022-2023 will be less than 250.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Professional Development based around social-emotional learning</li> <li>• Professional development in Capturing Kids Hearts and implement with fidelity across all grade levels</li> <li>• Explicit guidance in developing effective behavior support plans</li> <li>• Student mentoring groups</li> <li>• Small group meetings with counselors</li> <li>• SBMH Therapist</li> <li>• Behavior Matrix will be developed</li> <li>• SmartData dashboard access</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Vision 2023:</b> A Vision 2023 belief is that: all students deserve equal opportunities to a quality education in a safe and accepting environment structured to foster the learning process as well as all students having the potential to become successful, productive citizens in our diverse, rapidly changing world.</p> <p>This goal serves to ensure students are given the opportunities to learn and grow in proper and productive behaviors as well as how their behaviors can impact the environment around them. The training of teachers in Capturing Kids Hearts links to one of our districts "4 Big Rocks." This gives families and school staff the opportunity to engage in meaningful conversations about ensuring the learning environment is the most effective it can be for all students.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal Date: May 2023</p> <p>Halfway Date: December 2022</p>



# MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** Teachers will use the Science of Reading in all subject areas while implementing Benchmark Literacy curriculum to increase the IStation scores in literacy by 5 percent in K-5 by May 2023.

Teachers will use the Science of Reading in all subject areas while implementing Benchmark Literacy curriculum to increase the IStation (grades K-2) and ACT Aspire (grades 3-5) scores in literacy by May 2023:

Percentages increases in at or above grade level (per grade level) are as follows:

## **I-STATION (Literacy)**

- Kindergarten (80 students): from **45 to 55 percent**
  - (36→44 students)
- 1st Grade (93 students): from **37 to 47 percent**
  - (34→43 students)
- 2nd Grade (74 students): from **60 to 70 percent**
  - (**44→51 students**)

## **ACT ASPIRE (Reading)**

- 3rd Grade (66 students): **43 to 53 percent**
  - (28→35 students)
- 4th Grade (81 students): **56 to 66 percent**
  - (45→53 students)
- 5th Grade (66 students): **49 to 59 percent**
  - (32→39 students)

## **ACT ASPIRE (English/Language Arts)**

- 3rd Grade (66 students): **79 to 84 percent**
  - (52→55 students)
- 4th Grade (81 students): **77 to 82 percent**
  - (62→66 students)
- 5th Grade (66 students): **84 to 89 percent**
  - (55→59 students)

**AND**

Decrease the number of students below grade level in the IStation (grades K-2) and ACT Aspire (grades 3-5) scores in literacy by May 2023:  
Percentages decrease in at or above grade level (per grade level) are as follows:

### **I-STATION (Literacy)**

- Kindergarten (80 students): from **32 to 27 percent**
  - (25→21 students)
- 1st Grade (93 students): from **34 to 29 percent**
  - (32→27 students)
- 2nd Grade (74 students): from **17 to 12 percent**
  - (13→8 students)

### **ACT ASPIRE (Reading)**

- 3rd Grade (66 students): **57 to 52 percent**
  - (38→34 students)
- 4th Grade (81 students): **44 to 39 percent**
  - (36→31 students)
- 5th Grade (66 students): **51 to 46 percent**
  - (34→30 students)

### **ACT ASPIRE (English/Language Arts)**

- 3rd Grade (66 students): **21 to 16 percent**
  - (14→10 students)
- 4th Grade (81 students): **23 to 18 percent**
  - (19→14 students)
- 5th Grade (66 students): **16 to 11 percent**
  - (11→7 students)

## **Progress towards meeting Goal 1:**

**GOAL 2:** Teachers will use the Eureka Math curriculum to increase the IStation (grades K-2) and ACT Aspire (grades 3-5) scores in math by May 2023:

Percentages increases in at or above grade level (per grade level) are as follows:

### **I-STATION (Math)**

- Kindergarten (80 students): from **69 to 79 percent**
  - (55→63 students)
- 1st Grade (93 students): from **86 to 91 percent**
  - (79→84 students)
- 2nd Grade (74 students): from **50 to 60 percent**
  - (37→44 students)

### **ACT ASPIRE (Math)**

- 3rd Grade (66 students): **60 to 70 percent**

- (39→46 students)
- 4th Grade (81 students): **56 to 66 percent**
  - (45→53 students)
- 5th Grade (66 students): **63 to 73 percent**
  - (41→48 students)

**AND**

Decrease the number of students below grade level in the IStation (grades K-2) and ACT Aspire (grades 3-5) scores in math by May 2023: Percentages decrease in at or above grade level (per grade level) are as follows:

**I-STATION (Math)**

- Kindergarten (80 students): from **11 to 6 percent**
  - (8→5 students)
- 1st Grade (93 students): from **10 to 5 percent**
  - (9→5 students)
- 2nd Grade (74 students): from **19 to 14 percent**
  - (14→10 students)

**ACT ASPIRE (Math)**

- 3rd Grade (66 students): **40 to 30 percent**
  - (26→20 students)
- 4th Grade (81 students): **44 to 34 percent**
  - (36→27 students)
- 5th Grade (66 students): **37 to 32 percent**
  - (24→21 students)

**Progress towards meeting Goal 2:**

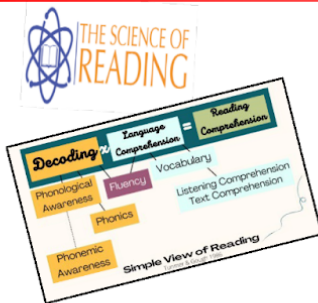
**GOAL 3:** By May 2023, Cook Elementary School will decrease office referrals and behavior incidents by 10 percent (from 273 to less than 250) through implementation of Capturing Kids Hearts, building strong interpersonal relationships, using effective SEL strategies, and learning to build a safe, sharing environment.

**Progress towards meeting Goal 3:**

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Trainer	Course	Start Date	End Date	Location	Notes
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	

## DISTRICT CURRICULUM



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



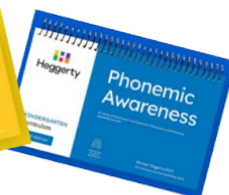
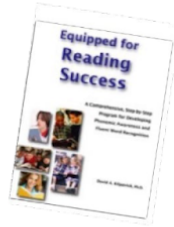
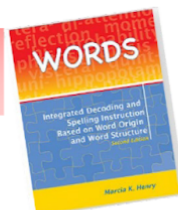
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES



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## FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** Teachers will use the Science of Reading in all subject areas while implementing our new Benchmark Literacy curriculum to increase the IStation scores in literacy by 10 percent in K-5 by May 2022.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

The staff at Cook Elementary reviewed and revised this goal to change the percent increase to mirror that of the district literacy goal.

**GOAL 2:** Teachers will create Common Formative Assessments and Common Summative Assessments in mathematics using the PLC model and will monitor student success using CFAs with 80% of students showing mastery on Essential Standards and 100% of students showing growth on Essential Standards each quarter.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>

	<b>REMOVED</b>
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**DESCRIPTION:**

Goal 2 will continue this year as it was not effectively met in 2021-2022 due to 2 new curriculum (literacy and math), new district essential standards and other Covid protocols only allowing us to meet virtually.



**2022-2023**  
**DARBY MIDDLE SCHOOL**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Jason Meharg	Principal
Maleb Kelley	Assistant Principal
Emilee Moss	Assistant Principal
Naomi Funes	Student
Addison Moss	Student
Ana Funes	Secretary/Parent
Miranda Gary	Community Member
Cassidy Hodge	Counselor
Cherri Byford	Counselor
Angela Veatch	6-8 Instructional Specialist

# NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

- Darby Middle School's overall ESSA score for 2021 - 22 was 59.69 resulting in a public school rating letter grade D.
- Darby's ACT Aspire Spring 2022 Aggregate (grades 6 - 8) reading score was 33% Ready/Exceeding.
- Darby's ACT Aspire Spring 2022 Aggregate (grades 6 - 8) math score was 25% Ready/Exceeding.



## REASONS TO CELEBRATE

- Darby was recognized as a Professional Learning Community (PLC) Model school in August of 2022.
- The reading aggregate content area scores on the ACT Aspire assessment increased from 21% ready or exceeding in 2020-21 to 33% ready or exceeding in 2022-23.
- For school year 2022-23 we implemented an after school tutoring program to target students who are struggling in math and literacy with Tier 2 intervention.
- For school year 2022-23 the Health Science Academy achieved 95% growth in enrollment from 38 to 74 students.
- Student discipline outcome goals/results had a decline in suspensions:
  - 34% decrease in male suspensions (79 to 45)
  - 38% decrease in female suspensions (29 to 13)

## Darby Middle School

### 2022-2023 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
6th	51%	31%	22%	29%
7th	70%	32%	31%	26%
8th	56%	35%	24%	21%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Darby's ACT Aspire Spring 2023 Aggregate (grades 6 - 8) Reading score will be 38% Ready/Exceeding which is 5% higher than the 2022 score of 33% Ready/Exceeding. (263 students)</p> <p>Each grade will have 5% more students Ready/Exceeding on the ACT Aspire Reading assessment in Spring 2023:</p> <ul style="list-style-type: none"> <li>• 6th grade: Move from 31% (75 out of 242 students) to 36% (approx 13 more students)</li> <li>• 7th grade: Move from 32% (75 out of 233 students) to 37% (approx 12 more students)</li> <li>• 8th grade: Move from 35% (82 out of 233 students) to 40% (approx 12 more students)</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>At least 5% more students in each grade score Ready/Exceeding on the ACT Aspire Reading assessment and the school's aggregate score is 38% or higher.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>Staff at Darby Middle School will:</p> <ul style="list-style-type: none"> <li>• Building leadership will be in classrooms observing language arts instruction and providing feedback to teachers post-observation.</li> <li>• Instructional specialists will focus their support on coaching cycles that support our classroom teachers to improve Tier 1 instruction.</li> <li>• Interventions will occur during Tier 1 classroom instruction and/or during Tier 2 SWAG time.</li> <li>• All Darby students will take the NWEA interim assessments three times during the year to determine growth.</li> <li>• All Darby students will take the ACT Aspire at the end of</li> </ul>

	<p>the year to determine growth in reading.</p> <ul style="list-style-type: none"> <li>• Implement an after school tutoring program for students requesting Tier 2 intervention support.</li> <li>• Use professional development days to sustain a strong culture of collaboration to enhance student learning.</li> </ul>
<p><b>RELEVANT:</b></p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<ul style="list-style-type: none"> <li>• All students deserve to learn at high levels. Literacy skills will provide students with the knowledge they need to be successful in future academics and career fields.</li> <li>• Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</li> </ul>
<p><b>TIMELY:</b></p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>The goals will be met when we take the 22-23 ACT Aspire. We should see growth on the NWEA Interim assessment throughout the 22-23 school year.</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Darby's ACT Aspire Spring 2023 aggregate (grades 6 - 8) math score will be 30% Ready/Exceeding which is 5% higher than the 2022 score of 25% Ready/Exceeding (208 students).</p> <ul style="list-style-type: none"> <li>• 6th grade: Move from 29% (70 out of 242 students) to 34% (approx 13 more students)</li> <li>• 7th grade: Move from 26% (61 out of 233 students) to 31% (approx 12 more students)</li> <li>• 8th grade: Move from 21% (49 out of 233 students) to 26% (approx 12 more students)</li> </ul>
<p><b>MEASURABLE:</b></p> <p>I know I have reached my goal when...</p>	<p>At least 5% more students in each grade score Ready/Exceeding on the ACT Aspire math assessment and the school's aggregate score is 30% or higher.</p>

<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>Staff at Darby Middle School will:</p> <ul style="list-style-type: none"> <li>• Building leadership will be in classrooms observing math instruction and providing feedback to teachers post-observation.</li> <li>• Instructional specialists will focus their support on coaching cycles that support our classroom teachers to improve Tier 1 instruction.</li> <li>• Interventions will occur during Tier 1 classroom instruction and/or during Tier 2 SWAG time.</li> <li>• All Darby students will take the NWEA Interim assessments three times during the year to determine growth.</li> <li>• All Darby students will take the ACT Aspire at the end of the year to determine growth in math.</li> <li>• Implement an after school tutoring program for students requesting Tier 2 intervention support.</li> <li>• Use professional development days to sustain a strong culture of collaboration that will enhance student learning.</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<ul style="list-style-type: none"> <li>• All students deserve to learn at high levels. Math skills will provide students with the knowledge they need to be successful in future academics and career fields.</li> <li>• Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</li> </ul>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>The goals will be met when we take the 22-23 ACT Aspire. We should see growth on the NWEA Interim assessment throughout the 22-23 school year.</p>

# MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** Darby's ACT Aspire Spring 2023 aggregate (grades 6 - 8) reading score will be 38 % Ready/Exceeding which is 5% higher than the 2022 score of 33% Ready/Exceeding. (263 students)

Each grade will have 5% more students Ready/Exceeding on the ACT Aspire Reading assessment in Spring 2023:

- 6th grade: Move from 31% (75 out of 242 students) to 36% (approx 13 more students)
- 7th grade: Move from 32% (75 out of 233 students) to 37% (approx 12 more students)
- 8th grade: Move from 35% (82 out of 233 students) to 40% (approx 12 more students)

## **Progress towards meeting Goal 1:**

**GOAL 2:** Darby's ACT Aspire Spring 2023 Aggregate (grades 6 - 8) Math score will be 30% Ready/Exceeding which is 5% higher than the 2022 score of 25% Ready/Exceeding.(208 students)

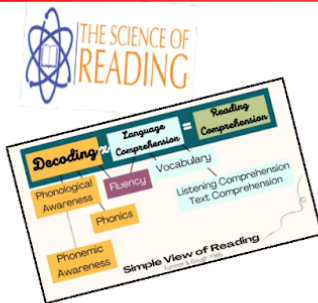
- 6th grade: Move from 29% (70 out of 242 students) to 34% (approx 13 more students)
- 7th grade: Move from 26% (61 out of 233 students) to 31% (approx 12 more students)
- 8th grade: Move from 21% (49 out of 233 students) to 26% (approx 12 more students)

## **Progress towards meeting Goal 2:**

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



R-I-S-E

Trainer	Course	Start Date	End Date	Location	Notes
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	

## DISTRICT CURRICULUM



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

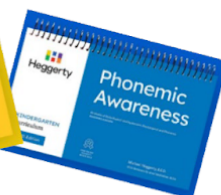
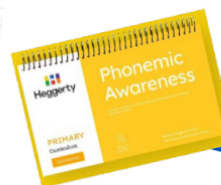
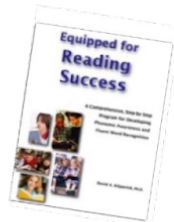
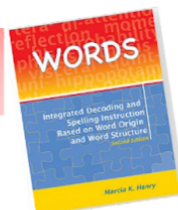
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.

Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SPIRE

SUPPLEMENTAL  
RESOURCES



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# FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your  
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal  
has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** Increase building-wide proficiency in literacy from 32% of students currently being proficient to 42% of students being proficient as measured by the ACT Aspire 2022 end of year reading assessment.

	<b>MET</b>
	<b>NOT MET</b>
<b>X</b>	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Darby students took the ACT Aspire reading test in May 2022. Results of the assessment are not yet available. Our focus on increasing literacy skills will continue this school year to continue to close the achievement gap in this area.

**GOAL 2:** Increase building-wide proficiency in math from 30% of students currently being proficient to 40% of students being proficient as measured by the ACT Aspire 2022 end of year assessment.

	<b>MET</b>
	<b>NOT MET</b>
<b>X</b>	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>



**DESCRIPTION:** Darby students took the ACT Aspire math test in May 2022. Results of that assessment are not yet available. Our focus on increasing math skills will continue this school year to continue to close the achievement gap in this area.



**2022-2023**  
**EUPER LANE ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Gina Mann	Principal
Hillary Key	Assistant Principal
Rozanna Brown	K-5 Instructional Specialist
Joan Kincannon	Counselor
Katie Bennett	Special Education Resource Teacher
Kealey Williams	Parent
Brandi Simmons	Community Member
Stacey Glover	Art Teacher
Karen Meadors	Classroom Teacher
Jill Jones	Dyslexia Specialist

# NEEDS ASSESSMENT & REASONS TO CELEBRATE

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Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.

## **Needs Assessment:**

Euper Lane received an ESSA score of 76.28 which is a Letter Grade of B.

Based on our 21-22 ACT Aspire scores, we have determined our greatest areas of need to be the following:

- **Reading:** Integration of Knowledge and Ideas.
- **Science:**
  - Scientific Investigations and Evaluation of Models, inferences, and experimental results are the two categorical focus areas.
  - 3-5 grade students are in need of additional STEAM lab work.

## **Celebrations:**

ESSA School Index Letter Grade, "B"

- ACT Aspire Overall Math Scores showed that we have 71% reaching or exceeding the benchmark
- English, our scores show that we have 78% reaching or exceeding Benchmark
- 80% of our 3-5 grade students are demonstrating proficiency in their production of writing.
- 24% decrease in office referrals for the 21-22 SY due to implementation of CKH
- Special Education teachers and paraprofessionals (21 total) fully trained in the STAR (functional routines) curriculum by December 2022
- New playground equipment provided by PTA (arriving soon)

## Euper Lane Elementary

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
3rd	76%	45%	35%	59%
4th	79%	59%	60%	54%
5th	83%	41%	47%	62%

Overall EL Scores:	78%	55%	49%	71%
Overall FS Scores:	61%	36%	36%	32%
Overall AR Scores:	64%	39%	39%	36%

EL-Euper Lane   FS-Fort Smith   AR-Arkansas

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Increase Reading Proficiency Performance from <b>55% Exceeding/Ready (on Spring 2021) to 62%</b> Exceeding/Ready on the ACT Aspire for the 2022-2023 school year (<b>We will focus on at least 12 students to increase the score</b>).</p> <p>Increase the percentage of students <b>performing on grade level from 46% to 52%</b> on the Reading Istation ISIP for the 2022-2023 school year. We will focus on moving 10 additional students into &lt;70% overall in Reading for a total of 73 students performing at grade level.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be a 7% increase in students &lt;70% percentile Levels 4-5 on the Reading Istation ISIP and the overall achievement score on ACT Aspire will be greater than or equal to 62%.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Continued implementation of the Euper Lane Instructional Framework and Expectations of Instruction will give explicit guidance to teachers and staff for effective core classroom (Tier I) instruction using Benchmark Literacy with fidelity.</li> <li>2. Progress measured with Benchmark Literacy assessments</li> <li>3. Students performing below grade level will be identified using the monthly ISIP Istation assessment.</li> <li>4. These students will be assigned to an Intervention group; responsible instructors will be assigned. For example, classroom teacher, Instructional Specialist.</li> <li>5. Students on or above grade level will receive enrichment support to allow for further growth.</li> <li>6. Results of progress monitoring will be collected monthly and reviewed collaboratively with each instructor and the school leadership team.</li> <li>7. Modifications in intervention will be made as deemed</li> </ol>

	<p>necessary based upon student needs</p> <ol style="list-style-type: none"> <li>8. Data discussions with individual students in grades 3-5 by principal, teacher, and counselor.</li> <li>9. Weekly Team Meetings: Analyze learning goals, analyze instruction, analyze student progress, progress monitor, make adjustments to assessments and instruction.</li> <li>10. Instructional Specialist will work with identified teachers using the student-centered coaching cycle.</li> <li>11. Building admin. will observe in all 3rd-5th grade literacy blocks, and provide timely feedback.</li> </ol>
<p><b>RELEVANT:</b></p> <p>List why you want to reach this goal. Include a Bog Rock reference.</p>	<p><b>Big Rock: The Big Rock: Career Focus, High Reliability Schools, PLC</b></p> <p><b>Early acquisition of foundational reading skills is essential to continued academic success.</b></p>
<p><b>TIMELY:</b></p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal will be reached by May 2023.</p> <p>Progress towards meeting each goal will be reviewed by the Guiding Coalition at the end of the first semester and shared with staff.</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Increase Science Proficiency Performance from <b>49% Exceeding/Ready (on Spring 2022) to 56% Exceeding/Ready</b> on the ACT Aspire for the 2022-2023 School year. <b>(We will focus on at least 12 students to increase this score).</b></p>
<p><b>MEASURABLE:</b></p> <p>I know I have reached my goal when...</p>	<p>There will be a 7% increase in students' overall achievement score on the 2023 ACT Aspire Science test.</p>

<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Analyze ACT Aspire data from 21-22 SY.</li> <li>2. Identified the area of greatest weakness for each grade level.</li> <li>3. Continued implementation of the Euper Lane Instructional Framework and Expectations of Instruction will give explicit guidance to teachers and staff for effective instruction in science curriculum.</li> <li>4. Science Common Formative Assessments (CFAs) will be used to progress monitor student achievement.</li> <li>5. Provide additional opportunities for hands-on (STEAM) learning in the classrooms and Science Lab.</li> <li>6. Data discussions with individual students in grades 3-5 by principal, teacher, and counselor.</li> <li>7. Weekly Team Meetings: Analyze learning goals, analyze instruction, analyze student progress, progress monitor, make adjustments to assessments and instruction.</li> <li>8. Building admin. will observe in classrooms during science instruction, and provide timely feedback.</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Big Rock reference.</b></p>	<p><b>The Big Rock: Career Focus, High Reliability Schools, PLC</b></p> <p><b>We want students to obtain science skills that will better prepare them for their future learning (PEAK+) and provide them with effective instruction (HRS2) and a viable curriculum (HRS 3)</b></p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by May 2023.</p> <p>Progress towards meeting each goal will be reviewed by the Guiding Coalition at the end of the first semester and shared with staff.</p>

## GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Implementation of Capturing Kids' Hearts Program will build our school climate/culture and relationships through social-emotional support for teachers and students to <b>increase attendance to 96% for staff and students</b> and <b>decrease behavior referrals by 7%</b> by the end of the 2022-23 school year.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Attendance has increased to 96% or beyond. Decrease behavior referrals by 7%.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Implement the Capturing Kids Hearts program with fidelity.</li> <li>2. Discuss with students and parents that attendance is important.</li> <li>3. Implement all incentives for attendance.</li> <li>4. Monitor students with high absences and work with the social worker, counselor, and parents on support needed to increase attendance.</li> <li>5. Implementation of a Parent Newsletter sent weekly.</li> <li>6. Implementation of Parent Informational sessions</li> <li>7. Increase opportunities for parent and community feedback on school climate and culture (HRS 1).</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Big Rock reference.</b></p>	<p><b>Big Rock: Relationships:</b> Each student and staff will receive needed support that promotes physical, mental and emotional health.</p> <p>We want all students to be at school daily. If they are unable to, we have to problem-solve the absences. If they need help with social emotional or other, we will address the need.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Implement Capturing Kids Hearts Program with fidelity by May 2023. Increase attendance by May 2023. Decrease behavior referrals by May 2023</p> <p>Progress towards meeting each goal will be reviewed by the Guiding Coalition at the end of the first semester and shared with the staff.</p>



# MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** Increase Reading Proficiency Performance from **55% Exceeding/Ready (on Spring 2021) to 62%** Exceeding/Ready on the ACT Aspire for the 2022-2023 school year **(We will focus on at least 12 students to increase the score).**

Increase the percentage of students **performing on grade level from 41% to 48%** on the Reading Istation ISIP for the 2022-2023 school year. We will focus on moving 10 additional students into level 4 or 5 for a total of 76 students performing at grade level.

## **Progress towards meeting Goal 1:**

**Goal 2:** Increase Science Proficiency Performance from **49% Exceeding/Ready (on Spring 2022) to 56%** Exceeding/Ready on the ACT Aspire for the 2022-2023 School year. (We will focus on at least 12 students to increase this score).

## **Progress towards meeting Goal 2:**

**GOAL 3:** Implementation of Capturing Kids' Hearts Program will build our school climate/culture and relationships through social-emotional support for teachers and students to increase attendance to 96% for staff and students and decrease behavior referrals by 7% by the end of the 2022-23 school year.

## **Progress towards meeting Goal 3:**

## STATE REQUIREMENTS



RICE Academy Teacher Schedule Summer 2022					
12:00pm - 2:00pm					
Session	Classroom #	Practicing Staff	Date	Location	Facilitator
Step 1: Self-Learning and Personalized Learning	F40101	3	June 1, 2022 (Thurs)		This Session
Step 1: Practice	F40101	3	June 1, 2022 (Thurs)		This Session
Step 1: Practice	F40101	3	June 1, 2022 (Thurs)		This Session
Step 1: Self-Learning, Practice, and Workshop	F40101	3	June 1, 2022 (Thurs)	Computer Lab	This Session & Coaching
Step 1: Coaching	F40101	3	June 1, 2022 (Thurs)		This Session & Coaching
<b>5th Secondary RISE Pathway C: Session 2-6</b>					
Step 1: Practice	F40101	3	June 1, 2022 (Thurs)		This Session
Step 1: Coaching and Self-Reflection	F40101	3	June 1, 2022 (Thurs)		This Session
Step 1: Coaching and Student Collaboration	F40101	3	June 1, 2022 (Thurs)		Coaching and Self-Reflection
Step 1: Coaching	F40101	3	June 1, 2022 (Thurs)		Coaching and Self-Reflection
Step 1: Coaching and Self-Reflection	F40101	3	June 1, 2022 (Thurs)		Coaching and Self-Reflection

# DISTRICT CURRICULUM



**SPIRE**

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## FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** Increase Reading Proficiency Performance from 55% Exceeding/Ready (on Spring 2021) to 62% Exceeding/Ready on the ACT Aspire for the 2021-2022 school year. Increase the percentage of students in Level 3, 4, & 5 on Reading Istation ISIP by 7% for the 2021-2022 school year.

	<b>MET</b>
	<b>NOT MET</b>
<b>X</b>	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**GOAL 2:** Increase Math Proficiency Performance from 58% Exceeding/Ready (on Spring 2021) to 65% Exceeding/Ready on the ACT Aspire for the 2021-2022 school year. Increase the percentage of students on Istation ISIP in Math in Level 3, 4, & 5 by 7% for the 2021-2022 school year.

<b>X</b>	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**GOAL 3:** Implementation of Capturing Kids' Hearts Program will build our school climate/culture and relationships through social-emotional support for teachers and students to increase attendance to 96% for staff and students and decrease behavior referrals by 7%.

	<b>MET</b>
	<b>NOT MET</b>
<b>X</b>	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>



## **2022-2023 FAIRVIEW ELEMENTARY SCHOOL IMPROVEMENT PLAN**

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### **PLANNING TEAM:**

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

<b>Name</b>	<b>Title</b>
<b>Ami Griggs</b>	<b>Principal</b>
<b>Jennifer Lyon</b>	<b>Assistant Principal</b>
<b>Nicki Turner</b>	<b>Library Media Specialist (Guiding Coalition)</b>
<b>Amanda Johnson</b>	<b>First Grade Teacher (Guiding Coalition)</b>
<b>Robyn Young</b>	<b>Third Grade Teacher (Guiding Coalition)</b>
<b>Kimberly Watkins</b>	<b>Parent</b>
<b>Ginnetta Tipton</b>	<b>Counselor</b>
<b>Margaret Scherrey</b>	<b>K-5 Instructional Specialist (Guiding Coalition)</b>
<b>Pattie West</b>	<b>Partner in Education</b>
<b>Aaron Chastain</b>	<b>Community Member</b>

# NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

- Fairview received an ESSA score of 64.44 which is a "D" on the 2021-2022 ESSA Public School Rating Score "Report Card." This is a two letter grade decrease from our previous grade of "B" when last reported in 2018-2019.
- Fairview's 2021-2022 ESSA School Score Index was 64.44 which was only 0.54 points away from the next Public School Rating Score Category of a "C" at 64.98
- Fairview's 2021-2022 ESSA School Score Index was 64.44 which was 2.84 points below the state average score of 67.28
- Fairview had less than 50% of students "Ready/Exceeding" in reading in grades 3-5 as measured by the 2021-2022 ACT Aspire
  - 3rd- 20% Ready/Exceeding
  - 4th- 43% Ready/Exceeding
  - 5th- 36% Ready/Exceeding
- Fairview had less than 40% of students "Ready/Exceeding" in math in grades 3-5 as measured by the 2021-2022 ACT Aspire
  - 3rd- 32% Ready/Exceeding
  - 4th- 38% Ready/Exceeding
  - 5th- 34% Ready/Exceeding
- Fairview's 1st grade did not achieve growth in reading or math proficiency (Levels 3-5) as measured by the May 2022 Istation Assessment
  - Reading: 15% decrease from 63% proficient (20/21) to 48% (21/22)
  - Math: 2% decrease from 79% proficient (20/21) to 77% (21/22)

## REASONS TO CELEBRATE

- Fairview's 2021-2022 4th grade had 4% growth number of students Ready/Exceeding as measured by the ACT Aspire
  - 2020-2021: 39% Ready/Exceeding
  - 2021-2022: 43% Ready/Exceeding
- Fairview's 2021-2022 5th Grade exceeded the Arkansas state averages for English, Reading, and Science (3 out of 4 tested subjects) in 2021-2022
  - English: State 66% vs Fairview 72%
  - Reading: State 34% vs Fairview 36%
  - Science: State 37% vs Fairview 47%
- Fairview's 2021-2022 4th and 5th grade exceeded the FSPS district averages for all tested subject areas except 5th grade math
  - 4th English: District 58% vs Fairview 62%
  - 4th Reading: District 38% vs Fairview 43%
  - 4th Science: District 35% vs Fairview 38%
  - 4th Math: District 36% vs Fairview 38%
  - 5th English: District 65% vs Fairview 72%
  - 5th Reading: District 33% vs Fairview 36%
  - 5th Science: District 36% vs Fairview 47%
- Fairview's Special Education subpopulation exceeded the 2021-2022 ESSA School Score Index Arkansas state average (52.71) by 0.07 points (52.78)

## Fairview Elementary

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
3rd	56%	20%	20%	32%
4th	62%	43%	38%	38%
5th	72%	36%	47%	34%



# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Fairview Elementary School will increase the number of students reaching proficiency in READING on ACT Aspire by 10 percent, <b>from 33% to 43% (86 students).</b></p> <ul style="list-style-type: none"> <li>• 3rd Grade- 20% to 30% (23 students)</li> <li>• 4th Grade- 43% to 53% (42 students)</li> <li>• 5th Grade- 36% to 46% (26 students)</li> </ul> <p>AND</p> <p><b>Decrease</b> the number of students in the “in need of support” category on ACT Aspire by 10 percent, from <b>42% to 32% (65 students).</b></p> <ul style="list-style-type: none"> <li>• 3rd Grade- 57% to 47% (35 students)</li> <li>• 4th Grade- 34% to 24% (19 students)</li> <li>• 5th Grade- 36% to 26% (14 students)</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Each grade level has increased by 10% in Reading overall AND decreased by 10% in the “in need of support” category.</p> <p>We will measure this using:</p> <ul style="list-style-type: none"> <li>• 2023 ACT Aspire Data (grades 3-5)</li> <li>• Common Formative Assessments &amp; Common Summative Assessments on Essential Standards (grades K-5)</li> <li>• Istation monthly assessments (grades K-5)</li> <li>• PAST, Core Phonics Survey, Oral Reading Fluency (as applicable)</li> <li>• QPA/QSA Benchmark Literacy Assessments (as applicable)</li> </ul>

<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Teachers will implement RISE and the Science of Reading with fidelity.</li> <li>2. Teachers will use district curriculum- Benchmark Literacy- with fidelity</li> <li>3. Teachers will work with our Instructional Specialist to receive support in effective instructional strategies (including planning instruction, modeling lessons, creating assessments, &amp; tracking data)</li> <li>4. Administrators (principal and AP) will observe every grade level literacy block for use of quality instructional strategies and provide timely and actionable feedback to all teachers</li> <li>5. Teachers will use identified District Essential Standards, and others as deemed appropriate, and expand units of study based on these skills.</li> <li>6. Teachers will create Common Formative Assessments/Common Summative Assessments to assess the effectiveness of instruction and student performance</li> <li>7. End of Unit Summative CSA data will be tracked monthly/quarterly using a digital data spreadsheet</li> <li>8. Small group instruction and/or interventions will be provided for those students not reaching mastery.</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>A Vision 2023 belief is that: All students have the potential to become productive citizens in our diverse and rapidly-changing world. To become productive citizens, students must have the knowledge and understanding of reading and this proficiency goal will be one they can witness growth in and note their achievement (personal and schoolwide).</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal Date: May 2023</p> <p>Halfway Date: December 2022</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Fairview Elementary School will <b>increase</b> the number of students reaching proficiency in MATH on ACT Aspire by 10 percent, from <b>35% to 45%, (91 students)</b></p> <ul style="list-style-type: none"> <li>• 3rd Grade- 32% to 42% (32 students)</li> <li>• 4th Grade- 38% to 48% (38 students)</li> <li>• 5th Grade- 34% to 44% (25 students)</li> </ul> <p>AND</p> <p><b>Decrease</b> the number of students in the “in need of support” category on ACT Aspire by 10 percent from <b>19% to 9% (19 students)</b></p> <ul style="list-style-type: none"> <li>• 3rd Grade- 21% to 11% (8 students)</li> <li>• 4th Grade- 18% to 8% (6 students)</li> <li>• 5th Grade- 19% to 9% (5 students)</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Each grade level has increased by 5% in Math overall AND decreased by 10% in the “in need of support” category.</p> <p>We will measure this using:</p> <ul style="list-style-type: none"> <li>• 2023 ACT Aspire Data (grades 3-5)</li> <li>• Common Formative Assessments &amp; Common Summative Assessments on Essential Standards (grades K-5)</li> <li>• Istation Monthly Assessments (grades K-5)</li> </ul>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. Teachers will use district curriculum- Eureka Math- with fidelity</li> <li>2. Teachers will work with our Instructional Specialist to receive support in effective instructional strategies (including planning instruction, modeling lessons, creating assessments, &amp; tracking data)</li> <li>3. Administrators (principal and AP) will observe every grade level math block for use of quality instructional strategies and provide timely and actionable feedback to all teachers</li> <li>4. Teachers will use identified District Essential Standards, and others as deemed appropriate, and expand units of study based on these skills.</li> <li>5. Teachers will create CFAs/CSAs to assess the effectiveness of instruction and student performance</li> <li>6. End of Unit Summative CSA data will be tracked monthly/quarterly using a digital data spreadsheet</li> </ol>

	7. Small group instruction and/or interventions will be provided for those students not reaching mastery.
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	A Vision 2023 belief is that: All students have the potential to become productive citizens in our diverse and rapidly-changing world. To become productive citizens, students must have the knowledge and understanding of reading and this proficiency goal will be one they can witness growth in and note their achievement (personal and schoolwide).
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	Goal Date: May 2023  Halfway Date: December 2022

## GOAL 3

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/How/When</b>	Fairview Elementary School will decrease the number of suspensions (in-school & out-of-school) by 10% (from 26 suspensions in 2021-2022 to no more than 23 suspensions in 2022-2023).
<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	Total number of office referrals and behavior incidents in SmartData Dashboard and/or eSchool are tabulated and have decreased by 10 percent from the 2021-2022 school year.
<b>ATTAINABLE:</b>  <b>Item(s) I need to achieve this goal.</b>	<ol style="list-style-type: none"> <li>Professional development in Capturing Kids Hearts and implementation with fidelity across all grade levels <ol style="list-style-type: none"> <li>EXCEL model</li> <li>Social Contracts</li> <li>Morning Greetings</li> <li>Good Things</li> <li>End of Day Launches</li> </ol> </li> <li>Explicit guidance in developing effective behavior support plans</li> <li>Student mentoring groups</li> </ol>

	<ul style="list-style-type: none"> <li>4. Small group meetings with school counselors</li> <li>5. SBMH Therapist</li> <li>6. Behavior Matrix will be developed</li> <li>7. SmartData dashboard access and data tracking</li> </ul>
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<p>A Vision 2023 belief is that: all students deserve equal opportunities to a quality education in a safe and accepting environment structured to foster the learning process as well as all students having the potential to become successful, productive citizens in our diverse, rapidly changing world.</p> <p>This goal serves to ensure students are given the opportunities to learn and grow in proper and productive behaviors as well as how their behaviors can impact the environment around them. The training of teachers in Capturing Kids Hearts links to one of our districts "4 Big Rocks." This gives families and school staff the opportunity to engage in meaningful conversations about ensuring the learning environment is the most effective it can be for all students.</p>
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>Goal Date: May 2023</p> <p>Halfway Date: December 2022</p>

# MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** Fairview Elementary School will increase the number of students reaching proficiency in READING on ACT Aspire by 10 percent, from 33% to 43% (86 students).

- 3rd Grade- 20% to 30% (23 students)
- 4th Grade- 43% to 53% (42 students)
- 5th Grade- 36% to 46% (26 students)

**Progress towards meeting Goal 1:**

Based on December Istation Reading Data for students reaching Levels 4 & 5 and End of Unit Reading CSA data

**GOAL 2:** Fairview Elementary School will increase the number of students reaching proficiency in MATH on ACT Aspire by 10 percent, from 35% to 45%, (91 students).

- 3rd Grade- 32% to 42% (32 students)
- 4th Grade- 38% to 48% (38 students)
- 5th Grade- 34% to 44% (25 students)

**Progress towards meeting Goal 2:**

Based on December Istation Math Data for students reaching Levels 4 & 5 and End of Unit Math CSA data

**Goal 3:** Fairview Elementary School will decrease the number of suspensions (in-school & out-of-school) by 10% from 26 suspensions in 2021-2022 to no more than 23 suspensions in 2022-2023.

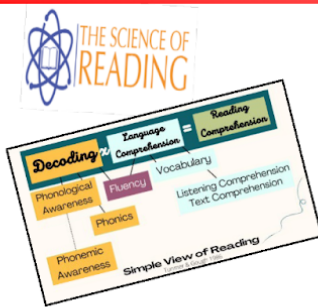
**Progress towards meeting Goal 3:**

Based on SmartData Dashboard and eSchool data

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



R · I · S · E

Session	Trainer(s)	Topic	Location	Notes
Level 1: Introduction to the Science of Reading	Dr. J. Smith	July 1, 2022 (Monday)	Fort Smith	Trainer: Dr. J. Smith
Level 2: Phonics and Fluency	Dr. J. Smith	July 2, 2022 (Tuesday)	Fort Smith	Trainer: Dr. J. Smith
Level 3: Vocabulary and Comprehension	Dr. J. Smith	July 3, 2022 (Wednesday)	Fort Smith	Trainer: Dr. J. Smith
Level 4: Reading Comprehension and Writing	Dr. J. Smith	July 4, 2022 (Thursday)	Fort Smith	Trainer: Dr. J. Smith
Level 5: Reading Comprehension and Writing	Dr. J. Smith	July 5, 2022 (Friday)	Fort Smith	Trainer: Dr. J. Smith
Level 6: Reading Comprehension and Writing	Dr. J. Smith	July 6, 2022 (Saturday)	Fort Smith	Trainer: Dr. J. Smith
Level 7: Reading Comprehension and Writing	Dr. J. Smith	July 7, 2022 (Sunday)	Fort Smith	Trainer: Dr. J. Smith
Level 8: Reading Comprehension and Writing	Dr. J. Smith	July 8, 2022 (Monday)	Fort Smith	Trainer: Dr. J. Smith
Level 9: Reading Comprehension and Writing	Dr. J. Smith	July 9, 2022 (Tuesday)	Fort Smith	Trainer: Dr. J. Smith
Level 10: Reading Comprehension and Writing	Dr. J. Smith	July 10, 2022 (Wednesday)	Fort Smith	Trainer: Dr. J. Smith
Level 11: Reading Comprehension and Writing	Dr. J. Smith	July 11, 2022 (Thursday)	Fort Smith	Trainer: Dr. J. Smith
Level 12: Reading Comprehension and Writing	Dr. J. Smith	July 12, 2022 (Friday)	Fort Smith	Trainer: Dr. J. Smith
Level 13: Reading Comprehension and Writing	Dr. J. Smith	July 13, 2022 (Saturday)	Fort Smith	Trainer: Dr. J. Smith
Level 14: Reading Comprehension and Writing	Dr. J. Smith	July 14, 2022 (Sunday)	Fort Smith	Trainer: Dr. J. Smith
Level 15: Reading Comprehension and Writing	Dr. J. Smith	July 15, 2022 (Monday)	Fort Smith	Trainer: Dr. J. Smith
Level 16: Reading Comprehension and Writing	Dr. J. Smith	July 16, 2022 (Tuesday)	Fort Smith	Trainer: Dr. J. Smith
Level 17: Reading Comprehension and Writing	Dr. J. Smith	July 17, 2022 (Wednesday)	Fort Smith	Trainer: Dr. J. Smith
Level 18: Reading Comprehension and Writing	Dr. J. Smith	July 18, 2022 (Thursday)	Fort Smith	Trainer: Dr. J. Smith
Level 19: Reading Comprehension and Writing	Dr. J. Smith	July 19, 2022 (Friday)	Fort Smith	Trainer: Dr. J. Smith
Level 20: Reading Comprehension and Writing	Dr. J. Smith	July 20, 2022 (Saturday)	Fort Smith	Trainer: Dr. J. Smith
Level 21: Reading Comprehension and Writing	Dr. J. Smith	July 21, 2022 (Sunday)	Fort Smith	Trainer: Dr. J. Smith
Level 22: Reading Comprehension and Writing	Dr. J. Smith	July 22, 2022 (Monday)	Fort Smith	Trainer: Dr. J. Smith
Level 23: Reading Comprehension and Writing	Dr. J. Smith	July 23, 2022 (Tuesday)	Fort Smith	Trainer: Dr. J. Smith
Level 24: Reading Comprehension and Writing	Dr. J. Smith	July 24, 2022 (Wednesday)	Fort Smith	Trainer: Dr. J. Smith
Level 25: Reading Comprehension and Writing	Dr. J. Smith	July 25, 2022 (Thursday)	Fort Smith	Trainer: Dr. J. Smith
Level 26: Reading Comprehension and Writing	Dr. J. Smith	July 26, 2022 (Friday)	Fort Smith	Trainer: Dr. J. Smith
Level 27: Reading Comprehension and Writing	Dr. J. Smith	July 27, 2022 (Saturday)	Fort Smith	Trainer: Dr. J. Smith
Level 28: Reading Comprehension and Writing	Dr. J. Smith	July 28, 2022 (Sunday)	Fort Smith	Trainer: Dr. J. Smith
Level 29: Reading Comprehension and Writing	Dr. J. Smith	July 29, 2022 (Monday)	Fort Smith	Trainer: Dr. J. Smith
Level 30: Reading Comprehension and Writing	Dr. J. Smith	July 30, 2022 (Tuesday)	Fort Smith	Trainer: Dr. J. Smith

## DISTRICT CURRICULUM



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

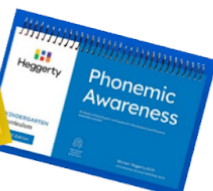
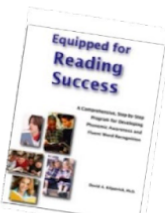
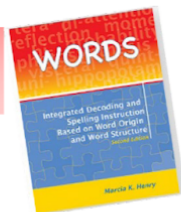
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.

Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SPIRE

SUPPLEMENTAL  
RESOURCES



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## FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** By May 2022, Fairview Elementary School will increase the number of students reaching proficiency in literacy by 5 percent from 36% to 41% and decrease the number of students “in need of support” by 10% from 40% to 30% as measured on the data points in the following data sources.

	<b>MET</b>
X	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

Goal has been modified to reflect specific grade level goals for the number of students and percentages needed to show an increase in proficiency by 10% and decrease of “in need of support.”

**GOAL 2:** By May 2022, Fairview Elementary School will increase the number of students reaching proficiency in math by 5 percent from 51% to 56% and decrease the number of students “in need of support” by 10% from 12% to 2% as measured on the data points in the following data sources.

	<b>MET</b>
X	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>



	<b>REMOVED</b>
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**DESCRIPTION:** Goal has been modified to reflect specific grade level goals for the number of students and percentages needed to show an increase in proficiency by 10% and decrease of “in need of support.”

**GOAL 3:** By May 2022, Fairview Elementary School will decrease office referrals and behavior incidents by 10 percent

	<b>MET</b>
X	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

This goal will be modified to remove the words “LiveSchool” and “negatives” and replace them with “behavior incidents,” respectively.



**2022-2023**  
**HOWARD ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Velmar Greene	Principal
Dexter Pendergraft	Assistant Principal
Kaitlyn Jones	Parent
Keith Cummings	Community Member
Jane Stewart	Counselor
Trishalana Hamlet	Instructional Specialist
Michelle Henslee	Instructional Specialist
Vanessa Rivera	Kindergarten Teacher
Amber Pitts	Second Grade Teacher
Veronica Luna-Geels	Third Grade Teacher
Misty McGatha	Fourth Grade Teacher
Cora Davis	Fifth Grade Teacher

<b>Laura Bandimere</b>	<b>Media Specialist</b>
<b>Lisa Grace</b>	<b>Physical Education Teacher</b>

## NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

- Howard's 2022 State Accountability Rating Score was 59.32, falling 5 points below the 2018-2019 score of 66.52, moving from a C to a D letter grade. (State average dropped 4 points during this timeframe as well from 71.3 to 67.28.)
- Howard Elementary is committed to ensuring all students learn grade level standards or above. This commitment began with acknowledging a change in student demographics with an increased number of English Language Learners and learning the necessary professional practices and routines to ensure learning for all students.
- Student demographics include 25.75% African American, 13.26% Caucasian, 58.33% Hispanic, 92% Economically Disadvantaged.
- Based on the 2022 ACT Aspire reading test, 19% of Howard students scored Exceeding/Ready in reading. Thirty students in grades 3-5, or 25% of students tested, were within 5 points of scoring Ready.
- With an English Language Learner population of 48.86%, the opportunity to learn and deliver best practices in language acquisition strategies is imperative to ensure the learners have access to the curriculum.
- In addition, Howard continues to develop a data mindset to increase staff proficiency in utilizing data to respond to needs of learners whether academic or social-emotional.
- This focus on results will support creating a culture of learning as we continuously work to improve our academic growth and performance.

# REASONS TO CELEBRATE

Howard Elementary is in the second year of the state Cohort 5 implementation of the Professional Learning Community at Work process. The staff and structures of Howard are being aligned to focus on learning, building a collaborative culture, and a results orientation.

We are excited to celebrate the following:

1. Implementing the PLC process evidenced by
  - a. All ***teachers working on a grade-level team.***
  - b. A working committed ***guiding coalition.***
  - c. ***Dedicated time*** in the day for ***additional time and support of intervention.***
2. Increased academic performance for ELL learners evidenced by
  - a. ***Focused efforts on ELL students and Sheltered Instruction strategies*** resulted in a ***gain of 27% for ALL 3rd Grade*** students at Howard on the ACT Aspire English Assessment, ***moving from 30% to 57% percent proficient.***
  - b. ***Increase in ELL students scoring proficient*** on ELPA from ***4 students in 2021 to 17 in 2022, a 325% increase.***
3. ESSA Value Added Growth Index score of ***82.77 was higher than the state average.***
4. Howard's ACT Aspire ***English/Language score of 39%*** was ***10% higher*** than the FSPS District score of 29%.

## Howard Elementary

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
3rd	57%	8%	6%	17%
4th	37%	25%	19%	23%
5th	49%	22%	27%	14%

# IDENTIFIED GOALS

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

## GOAL 1: Literacy (Grades 3, 4, 5)

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>During the 2022-2023 school year, Howard Elementary will increase performance in 3rd, 4th and 5th grade reading scores on the ACT Aspire from <b>19% to 34% Exceeding and Ready. (at least 18 students)</b></p> <ul style="list-style-type: none"> <li>• Third Grade from 8% to 28% (at least 8 additional students scoring Exceeding/Ready)</li> <li>• Fourth Grade from 25% to 37% (at least 4 additional students scoring Exceeding/Ready)</li> <li>• Fifth Grade from 22% to 36% (at least 6 additional students scoring Exceeding/Ready)</li> </ul> <p>SUB GOALS:</p> <p>Decrease by 10% the students scoring In Need of Support.</p> <ul style="list-style-type: none"> <li>• 3rd grade will <b>decrease from 22 to 20</b> (at least 2 students)</li> <li>• 4th grade will <b>decrease from 28 to 25</b> (at least 3 students)</li> <li>• 5th grade will <b>decrease from 25 to 22</b> (at least 3 students)</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>The academic performance goal in reading will be monitored and measured for increase by reviewing and responding to: Istation results from Beginning of the Year, Middle of the Year and End of the Year.</p> <p>Common Formative Assessment data on District Essential Standards</p> <p>Language acquisition standards from ELPA</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>This goal will be attained as growth and increased performance is evidenced as follows:</p> <p>1.)Teacher teams utilize <b><i>District Essential Standards aligned to Benchmark Literacy</i></b> as their core reading</p>

	<p>program.</p> <p>2.)Teacher teams utilize targeted EL <b><i>sheltered strategies to support language acquisition</i></b> and access to grade level District Essential Standards.</p> <p>3.)<b><i>Building administrators</i></b> will be <b><i>observing quality instruction</i></b> in each 3-5 literacy block and provide timely feedback.</p> <p>4.)The <b><i>Instructional Specialist</i></b> will <b><i>support</i></b> identified teachers <b><i>through student-centered coaching cycles</i></b>.</p>
<p><b>RELEVANT/RESULT ORIENTED:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>With a mission of high levels of learning for all, Howard Elementary will actualize the vision as follows:</p> <ol style="list-style-type: none"> <li>1. Ensure access and learning of grade level District Essential Standards (TIER 1/Core Classroom) and provide additional time and support when needed to increase academic performance (Response to Intervention-RTI)</li> <li>2. Ensure data from ELPA is utilized for learning campus wide to inform instructional practices for English language learners as Howard's population is nearly 60% Hispanic with an English language learner population over 40%.</li> </ol> <p><b>Instruction :</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Date of Goal is May 2023</p> <p>Halfway goal will be December 2022</p>

## GOAL 2: Literacy (Grades K, 1, 2)

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>During the 2022-2023 school year, Howard Elementary will <b>increase</b> performance in Kindergarten, 1st and 2nd grade reading scores on the End of the Year Istation by 10% from <b>14% to 24% On Grade Level (at least 29 students)</b> and <b>decrease</b> by 10% <b><i>from 86% to 76% the students scoring Below Grade Level (move at least 12 students to On</i></b></p>
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	<p><b>Grade Level).</b></p> <ul style="list-style-type: none"> <li>• Kindergarten from 5% to 15% (at least 6 students scoring On Grade Level)</li> <li>• First Grade from 9% to 19% (at least 7 students scoring On Grade Level)</li> <li>• Second Grade from 27% to 37% (at least 16 students scoring On Grade Level)</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>The academic performance goal in reading will be monitored and measured for increase by reviewing and responding to: Istation results from Beginning of the Year, Middle of the Year and End of the Year. Common Formative Assessment data on District Essential Standards Language acquisition standards from ELPA</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>This goal will be attained as growth and increased performance is evidenced as follows:</p> <ol style="list-style-type: none"> <li>1.)Teacher teams utilize <b><i>District Essential Standards aligned to Benchmark Literacy</i></b> as their core reading program.</li> <li>2.)Teacher teams utilize targeted EL <b><i>sheltered strategies to support language acquisition</i></b> and access to grade level District Essential Standards.</li> <li>3.)<b><i>Building administrators</i></b> will be <b><i>observing quality instruction</i></b> in each K-2 literacy block and provide timely feedback.</li> <li>4.)The <b><i>Instructional Specialist</i></b> will <b><i>support</i></b> identified teachers <b><i>through student-centered coaching cycles.</i></b></li> </ol>
<p><b>RELEVANT/RESULT ORIENTED:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>With a mission of high levels of learning for all, Howard Elementary will actualize the vision as follows:</p> <ol style="list-style-type: none"> <li>1. Ensure access and learning of grade level essential standards (TIER 1) and provide additional time and support when needed to increase academic performance (Response To Intervention-RTI)</li> <li>2. Ensure data from ELPA is utilized for learning campus wide to inform instructional practices for English language learners as Howard's population is nearly 60% Hispanic with an</li> </ol>



	<p>English language learner population over 40%.</p> <p><b>Instruction :</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>
<p><b>TIMELY:</b> I will reach my goal by what date? Halfway date?</p>	<p>Date of Goal is May 2023</p> <p>Halfway goal will be December 2022</p>

### GOAL 3: PLC Process

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>During the 2022-2023 school year, Howard Elementary will continue implementing the PLC process resulting in a culture of learning, collaboration, and results orientation moving from implementing to developing as evidenced by the criteria in the PLC at Work continuums. The priorities for the implementation are as follows:</p> <ol style="list-style-type: none"> <li>1. Deliver a guaranteed and viable curriculum with a focus on literacy, comprehension and vocabulary.</li> <li>2. Develop process to collect, utilize, and respond to data</li> </ol>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Evidence of goals being attained include:</p> <ol style="list-style-type: none"> <li>1. Teacher team utilization of District Essential Standards and district curriculum and pacing with ongoing formative checks.</li> <li>2. Routine and regular review and respond to formative and summative data on learning of District Essential Standards and Language acquisition standards by the Guiding Coalition and teacher teams.</li> </ol>

<b>ATTAINABLE:</b>  <b>Item(s) I need to achieve this goal.</b>	<p>The goal is achievable and attainable</p> <ol style="list-style-type: none"> <li>1. Administrators and teachers demonstrate understanding of the curriculum, District Essential Standards and teaching and assessing cycle.</li> <li>2. Processes and protocols are developed at the campus and team level to review and respond to data.</li> </ol>
<b>RELEVANT/RESULT ORIENTED:</b>  <b>List why you want to reach this goal.</b>  <b>Include a Vision 2023 reference.</b>	<p>With a mission of high levels of learning for all, Howard Elementary will actualize the vision as follows:</p> <ol style="list-style-type: none"> <li>1. Ensure learning and growth for all students in reading/literacy</li> <li>2. Utilize data and measure progress by tightly monitoring and collecting the evidence of learning.</li> </ol> <p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations</p>
<b>TIMELY:</b> <b>I will reach my goal by what date?</b> <b>Halfway date?</b>	<p>The goals and progress of Howard Elementary will be monitored as follows:</p> <p>Date of Goal is May 2023</p> <p>Halfway goal will be December 2022</p>

## MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** During the 2022-2023 school year, Howard Elementary will increase performance in 3rd, 4th and 5th grade reading scores on the ACT Aspire from **19 % to 34% Exceeding and Ready. (at least 18 students)**

- Third Grade from **8% to 28%** (at least 8 additional students scoring Exceeding/Ready)

- Fourth Grade from **25% to 37%** (at least 4 additional students scoring Exceeding/Ready)
- Fifth Grade from **22% to 36%** (at least 6 additional students scoring Exceeding/Ready)

#### SUB GOALS:

Decrease by 10% the students scoring In Need of Support.

- 3rd grade will **decrease from 22 to 20** (at least 2 students)
- 4th grade will **decrease from 28 to 25** (at least 3 students)
- 5th grade will **decrease from 25 to 22** (at least 3 students)

#### Progress towards meeting Goal 1:

**GOAL 2:** During the 2022-2023 school year, Howard Elementary will **increase** performance in Kindergarten, 1st and 2nd grade reading scores on the End of the Year Istation by 10% from **14% to 24% On Grade Level (at least 29 students)** and **decrease** by 10% ***from 86% to 76% the students scoring Below Grade Level (move at least 12 students to On Grade Level)***.

- Kindergarten from 5% to 15% (at least 6 students scoring On Grade Level)
- First Grade from 9% to 19% (at least 7 students scoring On Grade Level)
- Second Grade from 27% to 37% (at least 16 students scoring On Grade Level)

#### Progress towards meeting Goal 2:

**GOAL 3:** During the 2022-2023 school year, Howard Elementary will continue implementing the PLC process resulting in a culture of learning, collaboration, and results orientation moving from implementing to developing as evidenced by the criteria in the PLC at Work continuums. The priorities for the implementation are as follows:

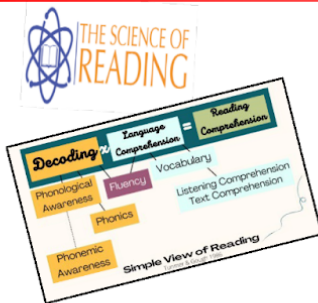
1. Deliver a guaranteed and viable curriculum with a focus on literacy, comprehension and vocabulary
2. Develop process to collect, utilize, and respond to data

#### Progress towards meeting Goal 3:

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Content & Objectives	Date	Location	Trainer
Grade 1 Literacy Foundations	1.0001	5	July 5, 2022 (Friday)	Tracy Bostick
Grade 2 Literacy Foundations	2.0001	6	July 6, 2022 (Saturday)	Tracy Bostick
Grade 3 Literacy Foundations	3.0001	7	July 7, 2022 (Sunday)	Tracy Bostick
Grade 4 Literacy Foundations	4.0001	8	July 8, 2022 (Monday)	Tracy Bostick
Grade 5 Literacy Foundations	5.0001	9	July 9, 2022 (Tuesday)	Tracy Bostick
Grade 6 Literacy Foundations	6.0001	10	July 10, 2022 (Wednesday)	Tracy Bostick
Grade 7 Literacy Foundations	7.0001	11	July 11, 2022 (Thursday)	Tracy Bostick
Grade 8 Literacy Foundations	8.0001	12	July 12, 2022 (Friday)	Tracy Bostick
Grade 9 Literacy Foundations	9.0001	13	July 13, 2022 (Saturday)	Tracy Bostick
Grade 10 Literacy Foundations	10.0001	14	July 14, 2022 (Sunday)	Tracy Bostick
Grade 11 Literacy Foundations	11.0001	15	July 15, 2022 (Monday)	Tracy Bostick
Grade 12 Literacy Foundations	12.0001	16	July 16, 2022 (Tuesday)	Tracy Bostick

## DISTRICT CURRICULUM



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



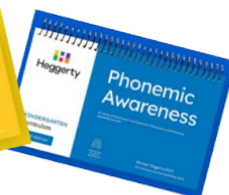
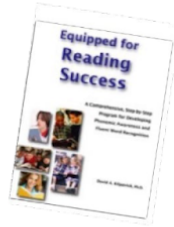
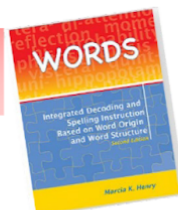
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES



# FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

**Describe the progress made towards the completion of EACH goal in your PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal has been met, continues to be a goal for 2022-2023, or has been removed.**

**GOAL 1:** During the 2021-2022 school year, Howard Elementary will implement the PLC process moving engagement in the work from pre-implementing to implementing as evidenced by the criteria in the PLC at Work continuums.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

- We have completed year one of the Solution Tree PLC Cohort 5. Through monthly meeting with our PLC Coaches we have made the following progress:

<b>Stages</b>	<b>Pre-Initiating</b>	<b>Initiating</b>	<b>Implementing</b>
<b>Communication</b>		10/21	1/22
<b>Foundation</b>		10/21	1/22
<b>Collaborative Culture /High Performing Teams</b>			10/21

<b>Team Goals</b>		10/21	1/22
<b>Clarifying What Students Must Learn</b>		10/21	1/22
<b>Turning Data Into Information</b>	10/21	1/22	
<b>Monitoring Each Student's Learning</b>	10/21	1/22	
<b>Systemic Interventions and Extensions</b>		10/21	1/22

**GOAL 2:** During the 2021-2022 school year, Howard Elementary will increase performance on all state assessments in all tested grade levels by 15% as PLCs collaborate, learn and achieve results.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

- Using essential standards to plan lessons
- Writing Unit Plans that addresses differentiation regarding student groups
- Learning proficiency level descriptors for ELs
- Utilizing data to improve English Language Learner performance

**GOAL 3:** During the 2021-2022 School year, Howard Elementary will implement the RTI process moving from pre-initiating to initiating as indicated in the PLC Continuum.

	<b>MET</b>
	<b>NOT MET</b>
<b>X</b>	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

***Created and Implemented an EL Plan which included:***

- Teachers learning the EL proficiency levels and where their kids are with a focus on reading and writing.
- Teachers utilize Ellevation to learn strategies to help their students at each level.
- Gaining access to Ellevation for all staff members so that the site can be utilized by non-classroom staff.
- Setting EL goals by grade based on descriptors
- Each pullout staff member selects 1-2 kids that they can focus on helping with speaking/listening during engagements with the students.
- Writing “I Can” statements using the language goals.
- Developing Differentiated Sheltered Instruction PD selected by each Team.
- Informing students of their current level and having them write goals based on that level.



**2022-2023**  
**KIMMONS MIDDLE SCHOOL**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Shawn Hinkle	Principal
Pamela Ehnle	6-8 Instructional Specialist
Lena Medlock	Teacher
Caroline Heyn	Teacher
Gregory Carthon	Community Member
Silvia Picazo	Parent
Britt Humphries	Teacher
Melissa Mullin	Teacher
Joel Mendez	Student



## NEEDS ASSESSMENT

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Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.

- Kimmons Middle School has an overall ESSA Index score of 62.41 and has been given a "D" Public School Rating; 1.32 points from being recognized as a "C" school.
- Kimmons Middle School Index score for English learners decreased by 2.14 points.
- Kimmons Middle School Index score for Students with Disabilities decreased by .38 points.

## REASONS TO CELEBRATE

- Subpopulations at Kimmons Middle School increased:
  - Black or African American Subpopulation increased by 1.06 points.
  - Hispanic/Latino Subpopulation increased by 0.42 points.
  - White Subpopulation increased by 0.73 points.
  - Economically Disadvantaged Subpopulation increased by 0.52 points.
- Kimmons Middle School with an overall ESSA Index Score of 62.41 is 1.32 points from being a "C" rated school.
- The overall ESSA score for Kimmons Middle School increased from 62.25 to 62.41 which is an increase of 0.16 points.

## Kimmons Junior High

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
6th	54%	26%	22%	32%
7th	66%	20%	24%	24%
8th	58%	34%	26%	24%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Kimmons Middle School will increase the Special Education subpopulation from 5% of students scoring Exceeding/Ready to 10% in reading on the ACT Aspire Assessments in Spring 2023. (at least 13 students)</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will have reached our goal when at least 10% of the SPED subpopulation is scoring Exceeding/Ready on the ACT Aspire Reading Assessment in Spring 2023. (at least 13 students)</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. The administration will continue focused classroom observations to ensure quality instruction is occurring and post conferences designed to increase teacher performance.</li> <li>2. All special education students will be closely monitored. Students will be provided additional opportunities and support through one-on-one and small-group instruction.</li> <li>3. All case manager teachers will progress monitor students to ensure academic success.</li> <li>4. A root cause analysis will be conducted for students who display deficits for the purpose of providing equitable academic interventions.</li> <li>5. Continue to implement a system for administering and examining Common Formative Assessments.</li> </ol>

	<p>6. Special education teachers will collaborate and participate in the Professional Learning Community (PLC) system.</p> <p>7. Administration and teachers will attend professional conferences focused on researched based teaching strategies.</p> <p>8. Kimmons Middle School will implement a Response to Intervention system designed to provide interventions and enrichment activities for all students. The RTI system will be implemented in a 30 minute block daily.</p> <p>9. All teachers will display annotated performance based objectives, and ensure students have an understanding of the vocabulary.</p> <p>10. All teachers will display a power word wall.</p> <p>11. All students will gain proficiency and utilize the gradual release model.</p> <p>12. All teachers will utilize writing strategies.</p> <p>13. Instructional Specialists will work with identified teachers using the student-centered coaching cycle.</p>
<p><b>RELEVANT:</b></p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>Instruction: Each student will engage in high-quality instruction that targets identified individual needs from preschool through graduation.</p> <p>It is important that all SPED students receive high quality interventions to address their specific learning needs in order to succeed academically.</p>
<p><b>TIMELY:</b></p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal will be reached by May 2023</p> <p>The goal will be reviewed after the first semester to determine progress.</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Kimmons Middle School will <b>increase</b> from <b>27% of students scoring Exceeding/Ready to 37%</b> on the ACT Aspire Reading Assessments in Spring 2023. (Approx 87 more students)</p> <ul style="list-style-type: none"> <li>• 6th Grade will increase from 26% to 36% (at least 112 students scoring Exceeding/Ready)</li> <li>• 7th Grade will increase from 20% to 30% (at least 82 students scoring Exceeding/Ready)</li> <li>• 8th Grade will increase from 32% to 42% (at least 123 students scoring Exceeding/Ready)</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will have reached our goal when the overall student population increases by 10% in the area of Reading on the ACT Aspire Reading Assessment in the Spring 2023.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1. The administration will continue focused classroom observations to ensure quality instruction is occurring and post-conferences designed to increase teacher performance.</li> <li>2. Examine and perform a root cause analysis on the causes for low performance in the areas of math and reading.</li> <li>3. Continue to implement a system for administering and examining Common Formative Assessments.</li> <li>4. Continue to implement a Professional Learning Community (PLC). The PLC's will consist of</li> </ol>

	<p>horizontal and vertical collaboration, data meetings, and prescriptive professional development to address the needs of teachers and students.</p> <ol style="list-style-type: none"> <li>5. The counselors will monitor all students academically. The counselors will provide academic and therapeutic interventions to ensure all students are academically successful.</li> <li>6. We will look at the NWEA data from the fall, winter and spring and monitor whether or not we will reach our goal.</li> <li>7. Students who are reading below grade level will receive a reading intervention daily for 30 minutes utilizing the Fast Forward Reading Program.</li> <li>8. All Language Arts, Social Studies, and Science teachers will receive professional development centered on reading strategies.</li> <li>9. Each subpopulation will be closely monitored to ensure all academic needs are being met, and interventions are put in place when necessary.</li> <li>10. Kimmons Middle School will implement a Response to Intervention system designed to provide interventions and enrichment activities for all students. The RTI system will be implemented in a 25 minute block daily.</li> <li>11. All teachers will display annotated performance based objectives, and ensure students have an understanding of the vocabulary.</li> <li>12. All teachers will display a power word wall.</li> <li>13. All students will gain proficiency and utilize the gradual release model.</li> <li>14. All teachers will utilize writing strategies.</li> </ol>
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	15. Instructional Specialists will work with identified teachers using the student-centered coaching cycle.
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<p>Instruction: Each student will engage in high-quality instruction that targets identified individual needs from preschool through graduation.</p> <p>It is important that all students receive high quality instruction and interventions to address their specific learning needs in order to succeed academically.</p>
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>Goal will be reached by May 2023</p> <p>The goal will be reviewed after the first semester to determine progress. We will use the data from the NWEA assessments.</p> <p>December 2022 after the Winter NWEA Assessments</p>

## MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** Kimmons Middle School will increase the Special Education subpopulation from 5% of students scoring Exceeding/Ready to 10% in reading on the ACT Aspire Assessments in Spring 2023. (at least 13 students)

**Progress towards meeting Goal 1:**

**GOAL 2:** - Kimmons Middle School will **increase** from **27% of students scoring Exceeding/Ready to 37%** on the ACT Aspire Reading Assessments in Spring 2023. (Approx 87 more students)



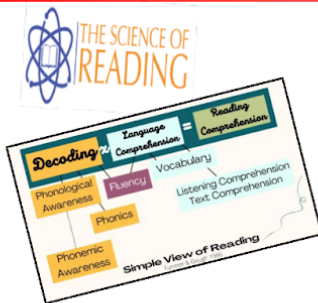
- 6th Grade will increase from 26% to 36% (at least 112 students scoring Exceeding/Ready)
- 7th Grade will increase from 20% to 30% (at least 82 students scoring Exceeding/Ready)
- 8th Grade will increase from 32% to 42% (at least 123 students scoring Exceeding/Ready)

**Progress towards meeting Goal 2:**

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Trainer	Course	Start Date	End Date	Location	Notes
David Thompson	ESL	7/1/22	7/15/22	ESL	Tracy Bostick
David Thompson	ESL	7/1/22	7/15/22	ESL	Tracy Bostick
David Thompson	ESL	7/1/22	7/15/22	ESL	Tracy Bostick
David Thompson	ESL	7/1/22	7/15/22	ESL	Tracy Bostick
David Thompson	ESL	7/1/22	7/15/22	ESL	Tracy Bostick
David Thompson	ESL	7/1/22	7/15/22	ESL	Tracy Bostick
David Thompson	ESL	7/1/22	7/15/22	ESL	Tracy Bostick
David Thompson	ESL	7/1/22	7/15/22	ESL	Tracy Bostick
David Thompson	ESL	7/1/22	7/15/22	ESL	Tracy Bostick
David Thompson	ESL	7/1/22	7/15/22	ESL	Tracy Bostick

## DISTRICT CURRICULUM



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



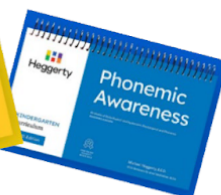
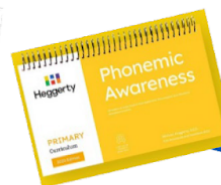
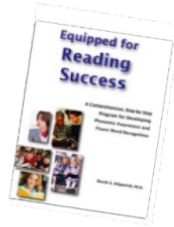
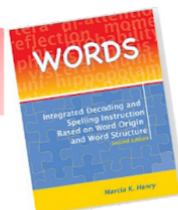
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES



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## FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your  
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal  
has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** - Kimmons Middle School will increase the academic performance of the special  
education subpopulation to meet the 5% cut score on the ACT Aspire Summative Exam.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>



**2022-2023**  
**MORRISON ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Britney Ballin	Principal
Kacee Kareus	Asst. Principal
Mayra Estrada	Parent
Pat Stanton	Community Member
Amy Alexis	Media Specialist
Brenda Martin	Dyslexia Specialist
Hannah Garcia	Special Education Teacher
Bethany peoples	Fourth Grade Teacher
Amber Clarke	fifth Grade Teacher
Heather Pettigrew	Kindergarten Teacher
Sunshine Burch	K-5 Instructional Specialist

# NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

- Morrison received an ESSA score of 61.32 which is a Letter Grade of D.
- Morrison began implementing the Professional Learning Community (PLC) process in 2018. Since then, we have focused on selecting essential standards, unpacking standards, and developing common assessments.
- As of April 2022, 48% of our students are below proficiency in grades K-5 according to Istation Data which is a 10% increase in proficiency from April 2021. However, this means that a large number of our students qualify for Tier 3 intervention in reading. The Response to intervention pyramid follows the following tiers: all students receive Tier 1 instruction, some students require Tier 2 interventions on grade level, and even fewer should need Tier 3 interventions of past grade level skills. We are working to improve Tier 1 instruction so that fewer students need Tier 2 and Tier 3 interventions.
- We have created an instructional model that details expected instructional strategies we should see in each classroom. We will monitor classrooms during observations to check for the implementation of these instructional strategies. We are following student centered coaching and our Instructional Specialists will plan, coteach, and reflect on units that implement research-based strategies.
- For effective Tier I instructions, teachers must be knowledgeable in the Science of Reading (SoR) and implement practices that align with the SoR. We will continue professional development on the SoR. We will give feedback from walk-throughs to guide the SoR and ensure that teachers are competent in using research-based instructional strategies.
- We will use our Instructional Specialists, as necessary, to guide teachers in forming small groups based on gaps in literacy skills based on a series of assessments. Every teacher will give SoR assessments to determine exactly where students struggle in the pillars of reading. Small group instruction will be based on skills and targeted for specific learning gaps.

- Common assessments help to identify students who might need intervention on learning targets. Some teachers are not using the assessments to plan Tier 2 interventions and some intervention times conflict with Tier 3 intervention times. Students who need Tier 2 interventions based on common assessment data are often pulled out of the classroom during “intervention” time to receive Tier 3 dyslexia intervention. We need to create a schedule that allows students to receive all three tiers of instruction as needed: Tier one, Tier 2, and Tier 3.

## REASONS TO CELEBRATE

**Common Assessments-** We had a 15% increase in proficiency overall for K-5 on Istation last year after implementing common assessments. Math increased overall in K-2 by 10% according to Istation data and 11% for 3rd-5th grade according to ACT Aspire.

**Guiding Coalition-** The Guiding Coalition has taken on more of a role in the decision-making process this year. We have met many times to discuss building-wide decisions that impact the PLC process in the school. The guiding coalition meets twice a month and monitors common assessment data. To ensure that meeting information is communicated to all stakeholders in a timely manner, we created a cascading communication system in which teachers in the Guiding Coalition are assigned to several staff members outside of the Guiding Coalition and are asked to share vital information from our meetings either through a phone call or in person. We believe that hearing the information from a person and reading the information in an email helps clearly communicate decisions from the Guiding Coalition. The Guiding Coalition will now begin monitoring the work of teams and schedule support meetings as necessary with teams to help with PLC implementation.

**Discipline referrals-** We have implemented Capturing Kids Hearts to reduce office referrals. Over the past several years, the number of students referred to the office for discipline has decreased significantly.

We have decreased referrals from 222 in 2018-2019 to 118 in 2021-2022

**Frequent observations to improve based on Instructional Model-** We have completed many classroom walk-throughs with a focus on a school-wide instructional model. The instructional model details which teaching strategies we should see in each classroom. Click here to view our [instructional model](#).

**Living our Mission and Vision-** We are working to ensure that we are living our Mission and Vision. It is posted throughout the building and referred to in our weekly newsletter. Our goal is to always act in accordance with our Mission and Vision. [Click here to see an example of our newsletter](#).

**Shift toward results and celebrations for meeting goals-** We set school-wide goals for improvement on Istation and ACT Aspire. Classroom teachers set classroom goals and worked with students to create individual student goals.

Example of goals displayed in the hallway

**Teachers completing book studies and learning on their own-** Several staff members are completing book studies about the SoR and Instructional Agility on their own and engaging in professional development through podcasts and webinars. A culture for learning has been established and is spreading throughout the entire staff.

### **Data room**

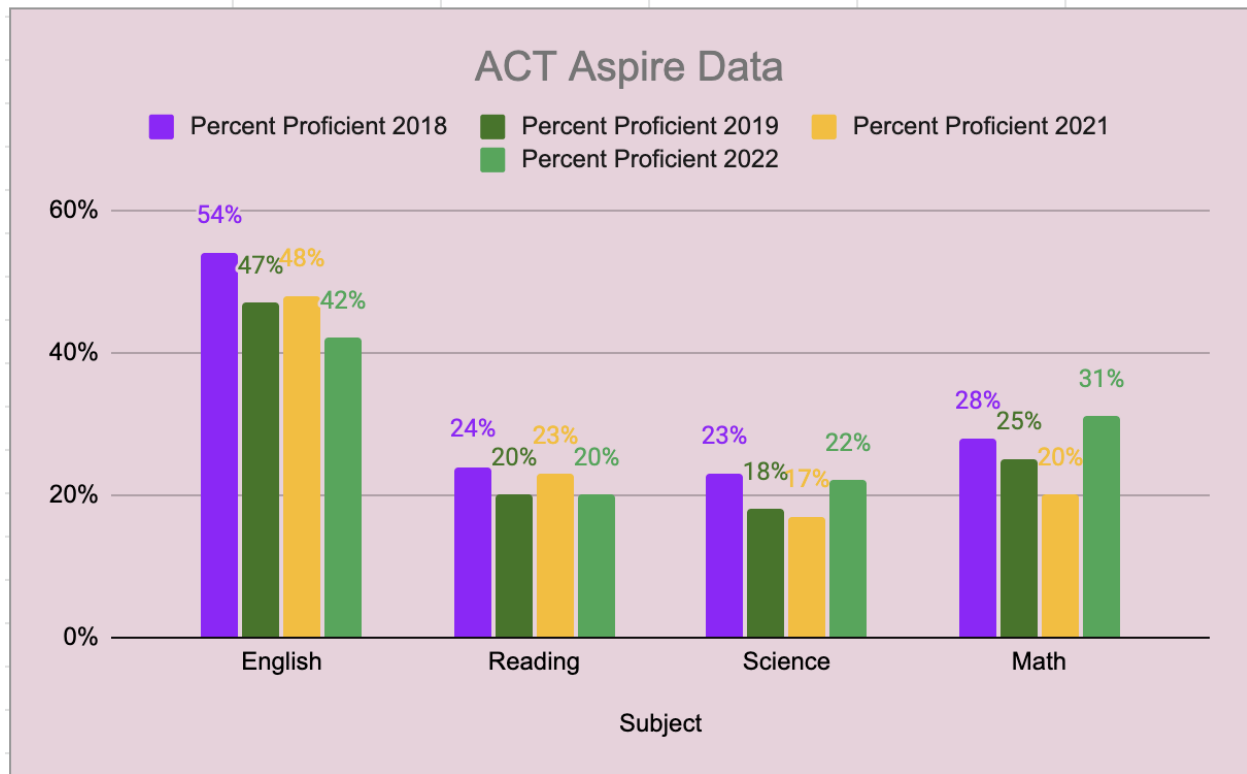
To ensure that data is tracked effectively, teachers meet once a week after school instead of completing after school duty in order to enter assessment data and to move student photos on our photo data wall. We believe it is important to see photos of student faces when we are tracking their achievement data. Teachers move the photos to categories each month based on Istation results. Each photo also denotes who was In need of Support, Close, Ready, and Exceeding based on last year's end of the year assessment.



## Morrison Elementary

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
3rd	38	18	18	51
4th	48	30	31	23
5th	38	11	13	21
Overall	42	20	22	31



### Summative Data

**Highlighted students are students who missed more than 10% of school.**

### Comparative Data

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>By the end of the 2022-2023 academic year, students at Morrison in grades 3rd-5th will increase proficiency from 20% to 30%.</p> <ul style="list-style-type: none"> <li>• Approximately 14 more students will be proficient overall</li> <li>• Approximately 5 more students will be proficient in 3rd grade</li> <li>• Approximately 1 more student will be proficient in 4th grade</li> <li>• Approximately 8 more students will be proficient in 5th grade</li> </ul> <p>K-2nd grade students will <b>increase</b> from <b>65% to 70%</b> on IStation (at least 83 students will be proficient in grades K-2)</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>10% more students are proficient according to ACT Aspire data and Istation data.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Effective Tier 1 instruction based on the Science of Reading</li> <li>• Training in the Science of Reading</li> <li>• Building admin. will observe during the literacy block, and provide timely feedback</li> <li>• Tier 2 interventions based on common assessment data</li> <li>• Instructional Specialists will work with identified teachers using the student-centered coaching cycle</li> <li>• The Writing Revolution Training for all K-5 teachers and an implementation plan for the 2022-2023 school year</li> <li>• Data tracking for small group reading instruction and creating a team to track student progress</li> <li>• All K-2 classrooms will use Benchmark literacy materials to deliver core instruction</li> </ul>

<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<p>This goal aligns with strategy 3 from Vision 2023 to implement programs to promote rigor and meet each student's individual needs</p> <p>Strategy 3 INSTRUCTION: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>May 2023</p> <p>Half-way date December 2022</p>

## GOAL 2

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/How/When</b>		<p>We will <b>increase math</b> achievement by 5% as indicated by ACT Aspire Data and Istation Data.</p> <p>K-2 will increase proficiency levels from <b>55% to 60%</b> (At least 72 students need to score proficient)</p> <p>3rd-5th will increase proficiency levels from <b>31% to 36%</b>. (At least 43 students will score proficient)</p> <ul style="list-style-type: none"> <li>• 3rd grade surpassed the school average with a 51% proficiency rate. They will maintain at least 36% with at least 16 students scoring proficient.</li> <li>• 4th grade needs to move at least 4 students into proficient.</li> <li>• 5th grade needs to</li> </ul>
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		move at least 6 students into proficiency.
<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>		5% more students are proficient on Istation and ACT aspire in Math than in the 2021-2022 school year.
<b>ATTAINABLE:</b>  <b>Item(s) I need to achieve this goal.</b>		<ul style="list-style-type: none"> <li>• Effective Tier 1 (core classroom) instruction in math</li> <li>• Tier 2 interventions based on common assessment data.</li> <li>• Observation with feedback regarding the implementation of researched-based strategies that are a part of our instructional model.</li> <li>• Coaching based on our instructional model will be utilized.</li> <li>• Eureka Math will be used in all K-5 classrooms.</li> </ul>
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>		<p>This goal aligns with strategy 3 from Vision 2023 to implement programs to promote rigor and meet each student's individual needs.</p> <p>Strategy 3 INSTRUCTION: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>

<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>		We will reach our goal by May 2023  The halfway date will be December 2023.
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## MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** By the end of the 2022-2023 academic year, students at Morrison in grades 3rd-5th will increase proficiency from 20% to 30%.

- Approximately 14 more students will be proficient overall.
- Approximately 5 more students will be proficient in 3rd grade.
- Approximately 1 more student will be proficient in 4th grade.
- Approximately 8 more students will be proficient in 5th grade.

K-2nd grade students will **increase** from **65% to 70%** on IStation (at least 83 students will be proficient in grades K-2)

**Progress towards meeting Goal 1:**

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

K-2 will increase proficiency levels from **55% to 60%** (At least 72 students need to score proficient)

3rd-5th will increase proficiency levels from **31% to 36%** (At least 43 students will score proficient)

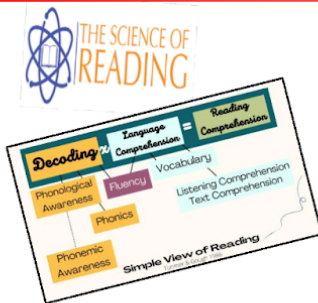
- 3rd grade surpassed the school average with a 51% proficiency rate. They will maintain at least 36% with at least 16 students scoring proficient.
- 4th grade needs to move at least 4 students into proficiency.
- 5th grade needs to move at least 6 students into proficiency.

**Progress towards meeting Goal 2:**

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Trainer	Course	Start Date	End Date	Location	Notes
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	

## DISTRICT CURRICULUM



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



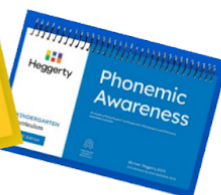
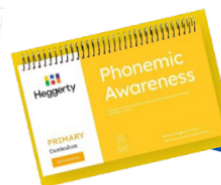
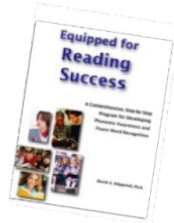
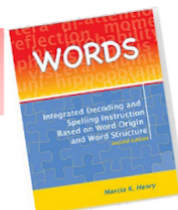
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES





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## FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your  
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal  
has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** Increase literacy achievement by 5% as indicated by Istation and ACT Aspire data. K-2 will increase from 55% to 60%. We will decrease the number of students scoring a level 1 or 2 by 5%.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**GOAL 2:** We will increase math achievement by 5% as indicated by ACT Aspire Data and Istation Data. K-2 will increase proficiency levels from 55% to 60%. 3rd-5th will increase proficiency levels from 20% to 25%.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>



**2022-2023**  
**NORTHSIDE HIGH SCHOOL**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Chris Carter	Principal
Nikki Kilgore	Assistant Principal
Jared Meyers	Assistant Principal
Meghan Reinhart	Assistant Principal
Jason Williamson	Assistant Principal
Marshall Hurst	Parent
Courtney Wood	Community Member
Charlotte Wood	Student
Javier Castro	Student
Claire McClure	9-12 Instructional Specialist
Jessie Barker	Special Education Instructional Chair
Aimee Brinkley	Science Instructional Chair
Justin Bond	9-12 Instructional Specialist

<b>Jacqueline Meeker</b>	<b>Foreign Language Instructional Chair</b>
<b>Leah French</b>	<b>Media Center Specialist</b>
<b>Cee Cee Hollimon</b>	<b>Career Tech Instructional Chair</b>
<b>Martin Hyatt</b>	<b>Social Studies Instructional Chair</b>
<b>Susan Bishop</b>	<b>English Instructional Chair</b>
<b>Amy Fischer</b>	<b>Career Tech Instructional Chair</b>
<b>Courtney Hardcastle</b>	<b>Math Instructional Chair</b>
<b>Billy Smith</b>	<b>Physical Education Instructional Chair</b>
<b>Sayuri Barnett</b>	<b>Guiding Coalition Member</b>
<b>Kristin Been</b>	<b>Guiding Coalition Member</b>
<b>Randa Grant</b>	<b>Guiding Coalition Member</b>
<b>Aaron Durham</b>	<b>Guiding Coalition Member</b>
<b>Dustin Dooly</b>	<b>9-12 Instructional Specialist</b>
<b>Kendrah Roberts</b>	<b>Guiding Coalition Member</b>
<b>Frances Spencer</b>	<b>Guiding Coalition Member</b>
<b>Karen Vicens</b>	<b>Guiding Coalition Member</b>
<b>Eli Galvan</b>	<b>Guiding Coalition Member</b>
<b>Patrick Hanson</b>	<b>Guiding Coalition Member</b>

# NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

Northside's school letter grade as indicated by ESSA for the 21-22 school year was 58.27 (D).

With the exception of Math, ACT Aspire proficiency levels of ready/exceeding declined slightly from the 2020-2021 school year. The 2021-2022 proficiency levels for the 10th grade (Class of 2024) were as follows:

- ACT Aspire English: 44%
- ACT Aspire Reading: 23%
- ACT Aspire Science: 21%
- ACT Aspire Math: 20%

The 2021-2022 proficiency levels for the 9th grade (Class of 2025) were as follows:

- ACT Aspire English: 41%
- ACT Aspire Reading: 38%
- ACT Aspire Science: 20%
- ACT Aspire Math: 19%

The 2021-2022 proficiency levels for our current 9th graders (Class of 2026) who tested in our feeder schools were as follows:

- 24% tested Ready/Exceeding in Reading
- 27% tested Ready/Exceeding in Science
- 25% tested Ready/Exceeding in Math
- 73% tested Ready/Exceeding in English

For all combined grade level ACT Composite Scores, Northside's mean composite score was a 19.1 in 2021-2022 (874 tests).

The 2022 ESSA School Index Graduation Rate (4-Year) is 90.88%.

For the 2021-2022 school year year our Average Daily Attendance was 90.81%

## REASONS TO CELEBRATE

- AP, counselor and Graduation Coach staffed and met with all at-risk seniors weekly
  - 2021 5 year graduation rate: 92.56%
  - 2022 5 year graduation rate: 94.24%
  
- 107 students earned the Seal of Biliteracy
  
- 898 AP Classroom Enrollments for 2021-22
  - Pass rates for students with a 3+ on AP Exams were 41.49% in 2022 (809 exams).
  - 10 Courses exceeded state pass rate: Statistics, Spanish Language & Culture, Psychology, Physics 1, Human Geography, Environmental Science, Computer Science A, Chemistry, Calculus AB, Biology
  - 3 Courses exceeded Global pass rate: Environmental Science, Human Geography, Psychology

## Northside High School

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
9th	41%	38%	20%	19%
10th	44%	23%	21%	20%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Each grade level cohort will show at least a 10% improvement as shown below from 2021-2022 ACT Aspire Ready and Exceeding categories in <b>Reading</b> on the spring 2023 ACT Aspire. For the class of 2026 at least <b>216/636</b> (34%) students will score Ready or Exceeding to meet 10% improvement. For the class of 2025 at least <b>319/665</b> (48%) students will score Ready or Exceeding to meet 10% improvement.</p> <p>Class of 2026:</p> <ul style="list-style-type: none"> <li>- Increase from 20% Ready to 30% Ready (move 54 students from Close to Ready)</li> <li>- Reach Goal: Increase from 4% Exceeding to 14% Exceeding (move 55 kids from Ready to Exceeding)</li> </ul> <p>Class of 2025:</p> <ul style="list-style-type: none"> <li>- Increase from 27% Ready to 37% Ready (move 65 students from Close to Ready)</li> <li>- Reach Goal: Increase from 11% Exceeding to 21% Exceeding (move 65 students from Ready to Exceeding)</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>At least 10% more students test in the Ready and Exceeding categories on the Reading 2023 ACT Aspire in both 9th and 10th grade than from their performance on the 2022 ACT Aspire.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>- Students will receive effective literacy instruction.</li> <li>- Teachers will be supported in student-centered coaching cycles by Instructional Specialists</li> <li>- Teacher teams will work together to develop Common Formative Assessments that inform instruction, and provide accurate information as to which students need timely intervention during Win I Need (WIN).</li> <li>- All 9th and 10th grade English teachers will hold data conferences individually with students to review ACT Aspire and NWEA MAP performance data and set personal growth goals.</li> </ul>

	<ul style="list-style-type: none"> <li>- Teacher teams will follow a common Guaranteed and Viable Curriculum anchored in district essential standards.</li> <li>- Building administration will conduct classroom observations to ensure quality instruction, provide timely feedback, and assist teachers in classroom pedagogy.</li> <li>- Performance data from NWEA MAP interims will be monitored by collaborative teams and administration to ensure progress is occurring.</li> </ul>
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<p>It is important for every individual to show growth: students and staff. Equity of resources, including instruction, is imperative to reach each student's unique needs and aspirations.</p> <p>Equity: Develop and implement a system-wide plan to provide all students with the resources they need to optimize their learning.</p> <p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's needs.</p>
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>We will monitor bi-monthly with our Common Formative Assessment data and/or Summative Assessment data. We will reach our goal as we complete state assessments in Spring 2023. data.</p> <p>Halfway "date"- Winter NWEA MAP Interims in December 2022</p>



## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Each grade level cohort will show at least a 10% improvement from 2021-2022 ACT Aspire Ready and Exceeding categories in <b>Math</b> on the spring 2023 ACT Aspire. For the class of 2026 at least <u><b>222/636</b></u> (35%) students will score Ready or Exceeding to meet 10% improvement. For the class of 2025 at least <u><b>193/665</b></u> (29%) students will score Ready or Exceeding to meet 10% improvement.</p> <p>Class of 2026:</p> <ul style="list-style-type: none"> <li>- Increase from 15% Ready to 25% Ready (move 60 students from Close to Ready)</li> <li>- Reach Goal: Increase from 10% Exceeding to 20% Exceeding (move 59 students from Ready to Exceeding)</li> </ul> <p>Class of 2025:</p> <ul style="list-style-type: none"> <li>- Increase from 10% Ready to 20% Ready (move 61 students from Close to Ready)</li> <li>- Reach Goal: Increase from 9% Exceeding to 19% Exceeding (move 60 students from Ready to Exceeding)</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>At least 10% more students test in the Ready and Exceeding categories on the Math 2023 ACT Aspire in both 9th and 10th grade than from their performance on the 2022 ACT Aspire.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>- Students will receive effective math instruction.</li> <li>- Teachers will be supported in student-centered coaching cycles by Instructional Specialists.</li> <li>- Teacher teams will work together to develop Common Formative and Summative Assessments that will drive instruction and provide accurate information as to which students need timely intervention during WIN.</li> <li>- All Algebra 1 and Geometry teachers will hold data conferences individually with students to review ACT Aspire and NWEA MAP performance data and set personal growth goals.</li> <li>- Teacher teams will follow a common Guaranteed and Viable Curriculum anchored in district essential standards.</li> <li>- Building Administration will conduct classroom observations to ensure quality instruction, provide timely feedback, and assist teachers in classroom pedagogy.</li> <li>- Performance data from NWEA MAP interims will be monitored by collaborative teams and administration to ensure progress is occurring.</li> </ul>

<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>It is important for every individual to show growth: students and staff. Equity of resources, including instruction, is imperative to reach each student's unique needs.</p> <p>Equity: Develop and implement a system-wide plan to provide all students with the resources they need to optimize their learning.</p> <p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>We will monitor monthly with our Common Formative Assessment data and Summative Assessment data. We will reach our goal as we complete state assessments in Spring 2023.</p> <p>Halfway "date"- Winter NWEA MAP Interims in December 2022</p>

## GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>We will <b>improve our graduation rate from 90% to 95% or higher</b> for the 2022-2023 school year.</p> <ul style="list-style-type: none"> <li>• In order to meet this goal, we will need to graduate 546/574 students.</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Our goal will be met when we receive our graduation rate information in the Fall of 2023</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Continue weekly sessions with a graduation coach and admin/counselor/social workers teams</li> <li>• Countdown digital calendar</li> <li>• Review senior credit checks sheets in July, August, January and April.</li> <li>• Quarterly “on-track” celebrations for students completing their credit recovery courses.</li> <li>• WIN sessions specifically for credit recovery time</li> <li>• Individual conferences with all seniors to review graduation status and credits</li> <li>• Senior classroom visits in the fall</li> <li>• Credit recovery periods built into the master schedule</li> <li>• Parent conferences for students with chronic credit deficiencies</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Strategy 3 Instruction:</p> <p>Ensure all students have access to specific accelerations to achieve grade-level standards and beyond.</p> <p>Create and support best practices to increase student engagement in order to increase student achievement.</p>

<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	Goal will be reached by Spring of 2023  Monthly checks will be done for any at-risk senior.  Each admin/counselor team will meet with the principal monthly for updates on on-time credits for each grade.
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## MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** Each grade level cohort will show at least a 10% improvement as shown below from 2021-2022 ACT Aspire Ready and Exceeding categories in **Reading** on the spring 2023 ACT Aspire. For the class of 2026 at least 216/636 (34%) students will score Ready or Exceeding to meet 10% improvement. For the class of 2025 at least 319/665 (48%) students will score Ready or Exceeding to meet 10% improvement.

Class of 2026:

- Increase from 20% Ready to 30% Ready (move 54 students from Close to Ready)
- Reach Goal: Increase from 4% Exceeding to 14% Exceeding (move 55 kids from Ready to Exceeding)

Class of 2025:

- Increase from 27% Ready to 37% Ready (move 65 students from Close to Ready)
- Reach Goal: Increase from 11% Exceeding to 21% Exceeding (move 65 students from Ready to Exceeding)

**Progress towards meeting Goal 1:**

**GOAL 2:** Each grade level cohort will show at least a 10% improvement from 2021-2022 ACT Aspire Ready and Exceeding categories in **Math** on the spring 2023 ACT Aspire. For the

class of 2026 at least 222/636 (35%) students will score Ready or Exceeding to meet 10% improvement. For the class of 2025 at least 193/665 (29%) students will score Ready or Exceeding to meet 10% improvement.

Class of 2026:

- Increase from 15% Ready to 25% Ready (move 60 students from Close to Ready)
- Reach Goal: Increase from 10% Exceeding to 20% Exceeding (move 59 students from Ready to Exceeding)

Class of 2025:

- Increase from 10% Ready to 20% Ready (move 61 students from Close to Ready)
- Reach Goal: Increase from 9% Exceeding to 19% Exceeding (move 60 students from Ready to Exceeding)

### **Progress towards meeting Goal 2:**

**GOAL 3:** We will improve our graduation rate from 90% to 95% or higher for the 2022-2023 school year.

- In order to meet this goal, we will need to graduate 546/574 students.

### **Progress towards meeting Goal 3:**

## STATE REQUIREMENTS



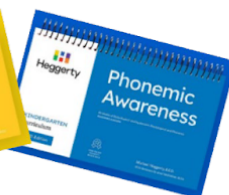
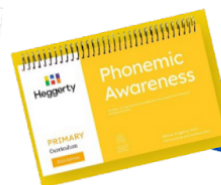
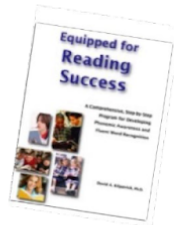
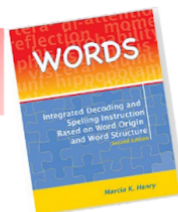
RSC Academy Transfer Schedule Summer 2022					
Students Enrolled in RSC Academy					
Section	Course #	Prerequisites	Date	Location	Remarks
Step 1: English Language and Foreign Language	ENGL001	3	June 1, 2022 (Thurs)		This Section
Step 1: Physics	PHYS001	3	June 1, 2022 (Thurs)		This Section
Step 1: Finance	FINA001	3	June 10, 2022 (Wednesday)	Computer Lab 2	This Section
Step 1: English Language, Statistics, and Biology	ENGL001	6	June 10, 2022 (Wednesday)		This Section is Combining
Step 1: Computer	ENGL001	6	June 10, 2022 (Wednesday)		This Section is Combining
<b>34 Students RSC Previews C Sections 24</b>					
Step 1: Physics	PHYS001	3	June 1, 2022 (Thurs)		This Section
Step 1: Mathematics and Biology	ENGL001	3	June 1, 2022 (Thurs)		This Section
Step 1: Statistics, Technical Communication	ENGL001	3	June 10, 2022 (Wednesday)		Cafeteria Hall 1, Betsy, Student
Step 1: Computer	ENGL001	4	June 10, 2022 (Wednesday)		Cafeteria Hall 1, Betsy, Student
Step 1: History, Art, Spanish	ENGL001	5	June 10, 2022 (Wednesday)		Cafeteria Hall 1, Betsy, Student

# DISTRICT CURRICULUM



**SPIRE**

## SUPPLEMENTAL RESOURCES



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## FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** By the end of the 2021-2022 school year ACT Aspire scores will improve at least 2-4% in Math, English and Science for grade 10.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION: Waiting on 2022 scores**

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION: Currently we are 94% as of the 2021 ESSA School Index**

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

	<b>MET</b>
	<b>NOT MET</b>
<b>X</b>	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>





**2022-2023  
ORR ELEMENTARY  
SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Dawn Childress	Principal
Liana Bolton	Assistant Principal
Sandra Bausley	Counselor
Lori England	Kindergarten Teacher
Nicole Franklin	4th/5th Grade Teacher
Kristel Knubley	1st Grade Teacher
Debra Lively	Special Education Teacher
Cindy Loughmiller	K-5 Instructional Specialist
Sandy Urias	Parent
Sherry Sims	Community Member

## NEEDS ASSESSMENT

Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.

- Orr received an ESSA Index Score of 61.57 which is a letter grade of D. Orr is 3.41 points away from a C letter grade.
- Kindergarten -2nd Istation - Reading average increase of 5% proficient from 52% in 2021 and 57% in 2022
  - |              | <u>2021</u> | <u>2022</u> |
|--------------|-------------|-------------|
| Kindergarten | 67%         | 70%         |
| 1st          | 21%         | 46%         |
| 2nd          | 67%         | 55%         |
- Kindergarten -2nd Istation - Math average increase of 1% proficient from 72% in 2021 to 73% in 2022
  - |              | <u>2021</u> | <u>2022</u> |
|--------------|-------------|-------------|
| Kindergarten | 97%         | 100%        |
| 1st          | 69%         | 80%         |
| 2nd          | 50%         | 39%         |
- 3rd- 5th ACT Aspire
  - Math proficiency increased by 3% from 36% in 2021 to 39% in 2022
  - Science proficiency increased by 2% from 26% in 2021 to 28% in 2022
  - Reading proficiency decreased by 5% from 33% in 2021 to 27% in 2022
  - English proficiency decreased by 2% from 64% in 2021 to 62% in 2022
- 3rd-5th Students with Disabilities subgroup on ACT Aspire
  - Math proficiency remained the same from 2021 to 2022 at 13%
  - English Language Arts proficiency decreased from 13% to 0%

## REASONS TO CELEBRATE

- We accomplished HRS Level 1 Certification in December of 2021 and HRS Level 2 Certification in June 2022.
- We increased our Math proficiency on Istation school-wide by 8.2% and our Reading proficiency by 3.1% from April 2021 to April 2022.
- Our Kindergarteners by the end of the 2021-22 school year were 100% proficient in Istation Math for the first time ever.
- On ACT Aspire, our 4th grade average scores increased from the previous year when students were in 3rd grade in all testing areas.
  - English from 414.3 to 418.2
  - Reading from 411 to 413.6
  - Science from 412.3 to 414.8
  - Math from 411.8 to 413.4
- On ACT Aspire, our 5th grade average scores increased from the previous year when students were in 4th grade in all testing areas.
  - English from 418.7 to 421.7
  - Reading from 414.6 to 415.3
  - Science from 416.3 to 417.9
  - Math from 414.2 to 416.2

## Orr Elementary

2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	ELA	Reading	Science	Math
3rd	61%	26%	28%	46%
4th	56%	31%	26%	46%
5th	69%	27%	31%	43%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>On the 2023 ACT Aspire Reading summative assessment, our goal is to <b>increase</b> the percentage of students scoring “Ready or Exceeding” by 10% <b>from 27% on the 2022 ACT Aspire to 37%</b> which is an increase of at least 13 students scoring “Ready or Exceeding.”</p> <ul style="list-style-type: none"> <li>• 3rd Grade- increase from 26% to 36% (at least 4 more students)</li> <li>• 4th Grade- increase from 31% to 41% (at least 4 more students)</li> <li>• 5th Grade- increase from 27% to 37% (at least 5 students)</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will know when we have reached this goal when we have 37% or higher students scoring “Ready or Exceeding” on the ACT Aspire Reading summative assessment.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>This is attainable because we have put the following systems in place:</p> <ul style="list-style-type: none"> <li>• Our literacy teachers will use Benchmark Literacy to improve literacy instruction</li> <li>• Our principal and assistant principal will do observations of instruction and provide feedback to teachers</li> <li>• We will have conversations about data based on our ISIP data monthly and Common Formative Assessment data in our collaborative team time each week</li> <li>• We will engage teachers in coaching cycles for reading instruction based on need through the effective use of our Instructional Specialist who has been trained in the</li> </ul>

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

## GOAL 2

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/How/When</b>	<p>On the 2023 ACT Aspire summative assessment, we will <b>increase</b> the percentage of students that score “ready or exceeding” by 10% in our sub-population of students with disabilities, going from 0% to 10%. That will be an increase of at least 2 more students scoring ready or exceeding.</p>
<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	<p>When we have a 10% increase in our students with disabilities subgroup scoring ready or exceeding on the 2023 ACT Aspire summative assessment, we will know that we have reached our goal.</p>
<b>ATTAINABLE:</b>  <b>Item(s) I need to achieve this goal.</b>	<p>This is attainable because we have put the following systems in place:</p> <ul style="list-style-type: none"> <li>• Our students with disabilities receive core instruction in the general education classroom with targeted support by our special education teachers and special education paraprofessional</li> </ul>

	<ul style="list-style-type: none"> <li>• Our literacy teachers will use Benchmark Literacy to improve literacy instruction</li> <li>• Our principal and assistant principal will do observations of instruction and provide feedback to teachers</li> <li>• We will have conversations about data based on our ISIP data monthly and Common Formative Assessment data in our collaborative team time each week</li> <li>• Our Instructional Specialist will help students plan with students with disabilities in mind as she engages in coaching cycles with our teachers</li> </ul>
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<p>We want to reach this learning goal because our students deserve our dedication in helping them achieve at high levels. It also aligns with our mission to help ALL students thrive at Orr Elementary School. This goal supports the following Vision 2023 Objectives:</p> <p>Equitable Access: Each FSPS student will have equal access to programs, resources and opportunities.</p> <p>Instruction: Each student will have high-quality instruction that targets their identified individual needs from PK through graduation.</p>
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>May 2023 is the goal completion date.</p> <p>December 2022 will be our halfway date.</p>

# MID-YEAR GOAL MONITORING

***To Be Completed at the end of the first Semester - (December 2022)***

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

**GOAL 1: To increase** the percentage of students scoring “Ready or Exceeding” by 10% **from 27% on the 2022 ACT Aspire to 37%** which is an increase of at least 13 students scoring “Ready or Exceeding.”

- 3rd Grade- increase from 26% to 36% (at least 4 more students)
- 4th Grade- increase from 31% to 41% (at least 4 more students)
- 5th Grade- increase from 27% to 37% (at least 5 more students)

**Progress towards meeting Goal 1:**

**GOAL 2:** On the 2023 ACT Aspire summative assessment, we will **increase** the percentage of students that score “ready or exceeding” by 10% in our sub-population of students with disabilities, going from 0% to 10%. That will be an increase of at least 2 more students scoring ready or exceeding.

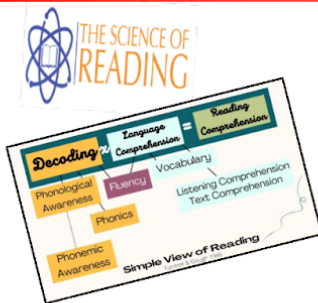
**Progress towards meeting Goal 2:**



# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Trainer	Course	Start Date	End Date	Location	Notes
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	

## DISTRICT CURRICULUM



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



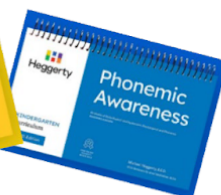
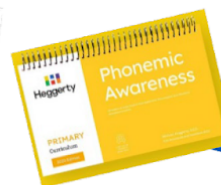
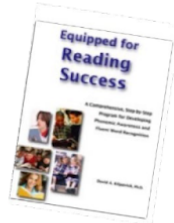
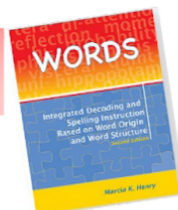
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES



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## FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** By May 1, 2022, our goal is to increase our special education student proficiency in 3rd-5th grades in reading by 8% on Istation using the April 2021 Istation scores as a baseline (25%).

	<b>MET</b>
	<b>NOT MET</b>
x	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** We attained 24% proficiency in Istation in our 3rd - 5th grade special education subpopulation this year. We determined that a 5% increase will be a more attainable goal than 8% because we are not over identifying students with disabilities now as a result of our improved RtI system. We went from having 35 students with disabilities in 3rd through 6th grade to only having 21 students with disabilities in 3rd through 5th grade this year. The adjustment in numbers may account for that stagnation in growth to proficiency, but we did have 38% of our students in 3rd - 5th grades with IEPs increase at least 1 level in Istation. Four of our students with IEPs increased by two levels in Istation from May 2021 to May 2022.

**GOAL 2:** By May 1, 2022, our goal is to increase our overall student proficiency in reading and mathematics by 8% on the Istation assessments using the April 2021 Istation scores as a baseline. (Reading 56% and Math 51%)

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
x	<b>REMOVED</b>

**DESCRIPTION:** We met our math proficiency goal by increasing our April Istation proficiency school-wide from 51.4% in 2021 to 59.6% in 2022 which is an 8.2% increase. We didn't make our reading goal, but we did increase our reading proficiency in April from 56.1% in 2021 to 59.2% in 2022. We continued to make progress on our Istation Reading in May by increasing our proficiency by 4.9% from the previous May to 62% proficiency school-wide. We will continue tracking our Istation data, but since we have a new district-wide English Language Arts goal, and since we met our goal for math, we will use our new district aligned goal with a focus on reading and writing school-wide for the 2022-23 school year.

**GOAL 3:** On the 2022 ACT Aspire English Language Arts summative assessment, we will decrease the percentage of students scoring "In Need of Support" by 10% from 42.65% on the 2021 ACT Aspire to 32.65% and increase the percentage of students scoring "Ready or Exceeding" by 5% from 32.84% on the 2021 ACT Aspire to 37.84%.

	<b>MET</b>
	<b>NOT MET</b>
x	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** We will not have data for this goal until the summer of 2022. We will make adjustments based on our progress to move forward into the 2022-2023 school year.



**2022-2023**  
**PARK ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Monica A. Wilhelm	Principal
Jessica Lemus	Kindergarten Teacher
Lisa McDaniel	K-5 Instructional Specialist
Kendra Jones	First Grade Teacher
Kimberly Tuttle	Second Grade Teacher
Maria Colorada Martinez	Fifth Grade Teacher
Karen Hollenbeck	Counselor
Steve Poarch	Community Member
Crystal Babitzke	Parent

# NEEDS ASSESSMENT

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Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.

- Park received an ESSA score of 58.61 which is a rating of D.

## **ACT Aspire Scores:**

- **Third Grade:** English: 35% exceeding/ready Reading: 19% exceeding/ready Science: 14% exceeding/ready Math: 19% exceeding/ready
- **Fourth Grade:** English: 42% exceeding/ready Reading: 14% exceeding/ready Science: 19% exceeding/ready Math: 15% exceeding/ready
- **Fifth Grade:** English 57% exceeding/ready Reading: 19% exceeding ready Science: 21% Math: 15% exceeding/ready

## **Reading Istation Scores as of April 2022**

### **Kindergarten -Students performing below grade level**

Tier 1 - 38%

Tier 2 - 33%

Tier 3 - 29%

### **1st Grade - Students performing below grade level**

Tier 1 - 40%

Tier 2 - 25%

Tier 3 - 35%

### **2nd Grade - Students performing below grade level**

Tier 1 - 44%

Tier 2 - 22%

Tier 3 - 33%

**3rd Grade - Students performing below grade level**

**Tier 1 - 42%**

**Tier 2 - 24%**

**Tier 3 - 33%**

**4th Grade - Students performing below grade level**

**Tier 1 - 37%**

**Tier 2 - 26%**

**Tier 3 - 37%**

**5th Grade - Students performing below grade level**

**Tier 1 - 50%**

**Tier 2 - 24%**

**Tier 3 - 26%**

# REASONS TO CELEBRATE

## **Istation:**

### **Reading:**

- Kindergarten - Grade Level September 18% to April 38% increase of 20%
- First Grade - Grade Level September 34% to April 40%, increase of 6%
- Second Grade - Grade Level September 34% to April 44%, increase of 10%
- Third Grade - Grade Level September 34% to April 42%, increase of 8%

### **ACT Aspire**

- 20-21 3rd Grade English 36% - 21-22 4th Grade English 42% increase of 6%
- 20-21 3rd Science 13% - 21-22 4th Grade Science 19% increase of 6%

## Park Elementary

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
3rd	35%	19%	14%	19%
4th	42%	14%	19%	15%
5th	57%	19%	21%	15%



# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<ul style="list-style-type: none"> <li>Students in <b>Third Grade</b> will increase their reading proficiency from <b>19% to 38%</b>. Third grade will move at least 10 additional students to grade level.</li> <li>Students in <b>Fourth Grade</b> will increase their reading proficiency from <b>14% to 33%</b>. Fourth grade will move at least 10 additional students to grade level.</li> <li>Students in <b>Fifth Grade</b> will increase their reading proficiency from <b>19% to 38%</b>. Fifth grade will move at least 10 additional students to grade level.</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<ul style="list-style-type: none"> <li>I will know Park Elementary has reached their goal when 38% of third graders achieve grade level proficiency on the ACT Aspire.</li> <li>I will know Park Elementary has reached their goal when 33 % of fourth graders achieve grade level proficiency on the ACT Aspire.</li> <li>I will Know Park Elementary has reached their goal when 38% of fifth graders achieve grade level proficiency on the ACT Aspire.</li> </ul>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>Teachers will have a common intervention time.</li> <li>Instructional leaders observing and meeting with staff to discuss instruction going on in the classroom and how it is meeting student needs.</li> <li>Team Collaboration time to plan for instruction.</li> <li>Small group instruction to occur in classrooms.</li> <li>Research-Based strategies to be used in the classroom.</li> <li>Professional development provided for third-fifth grade literacy teachers.</li> <li>Instructional Specialists collaborating with teachers in student-centered coaching cycles.</li> </ul>

	<ul style="list-style-type: none"> <li>• Implementation of EL Achieve and Benchmark literacy with fidelity.</li> </ul>
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<ul style="list-style-type: none"> <li>• Increase reading proficiency of Park students in grades third - fifth.</li> <li>• Reading proficiency helps to increase students' understanding in all content areas (math, science, social studies).</li> <li>• Learning Environment: Each student will have instructionally supportive learning environments that are safe, nurturing and welcoming.</li> </ul>
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>Park will reach this goal by May 2023.</p> <p>Halfway date will be December 2022.</p>

## GOAL 2

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/How/When</b>	<ul style="list-style-type: none"> <li>• Students in Kindergarten will <b>increase</b> their reading proficiency from <b>38% to 48%</b>. Kindergarten will have at least 30 students on grade level by April 2023.</li> <li>• Students in First Grade will <b>increase</b> their reading proficiency from <b>40% to 45%</b>. First grade will have at least 32 students on grade level by April 2023.</li> <li>• Students in Second Grade will increase their reading proficiency from <b>44% to 50%</b>. Second grade will have at least 34 students on a grade level by April 2023.</li> </ul>
<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	<ul style="list-style-type: none"> <li>• I will know Park Elementary has reached their goal when 48% of Kindergarten students achieve grade level proficiency on the Istation.</li> <li>• I will know Park Elementary has reached their goal when 45% of first graders achieve grade level proficiency on the Istation.</li> <li>• I will know Park Elementary has reached their goal when 50% of second graders achieve grade level proficiency on the Istation.</li> </ul>

<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Teachers will have a common intervention time.</li> <li>• Instructional leaders observing and meeting with staff to discuss instruction going on in the classroom and how it is meeting student needs.</li> <li>• Team Collaboration time to plan for instruction.</li> <li>• Small group instruction to occur in classrooms.</li> <li>• Research-Based strategies to be used in the classroom.</li> <li>• Professional Development provided for third-fifth grade literacy teachers.</li> <li>• Instructional Specialists collaborating with teachers in student-centered coaching cycles.</li> <li>• Implementation of EL Achieve and Benchmark literacy with fidelity.</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<ul style="list-style-type: none"> <li>• Increase reading proficiency of Park students in third - fifth grade.</li> <li>• Reading proficiency helps to increase students' understanding in all content areas (math, science, social studies).</li> <li>• Learning Environment: Each student will have instructionally supportive learning environments that are safe, nurturing and welcoming.</li> </ul>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Park will reach this goal by May 2023.</p> <p>Halfway date will be December 2022.</p>

# MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** Students in **Third Grade** will increase their reading proficiency from **19% to 38%**.

Third grade will move at least 10 additional students to grade level.

- Students in **Fourth Grade** will increase their reading proficiency from **14% to 33%**. Fourth grade will move at least 10 additional students to grade level.
- Students in **Fifth Grade** will increase their reading proficiency from **19% to 38%**. Fifth grade will move at least 10 additional students to grade level.

Progress towards meeting Goal 1:

**GOAL 2:**

- Students in Kindergarten will **increase** their reading proficiency from **38% to 48%**. Kindergarten will have at least 30 students on grade level by April 2023.
- Students in First Grade will **increase** their reading proficiency from **40% to 45%**. First grade will have at least 32 students on grade level by April 2023.
- Students in Second Grade will increase their reading proficiency from **44% to 50%**. Second grade will have at least 34 students on grade level by April 2023.

Progress towards meeting Goal 2:

## STATE REQUIREMENTS

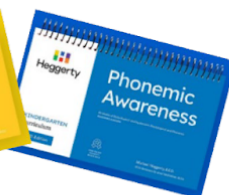
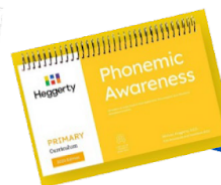
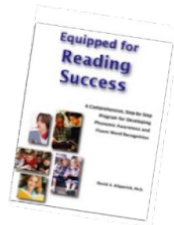
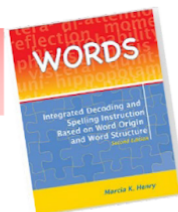
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# DISTRICT CURRICULUM



**SPIRE**

## SUPPLEMENTAL RESOURCES



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## FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your  
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal  
has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** Students will increase their reading comprehension by 5% by the end of the  
2021-2022 school year.

	<b>MET</b>
	<b>NOT MET</b>
<b>x</b>	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

### DESCRIPTION:

**K-2 Met their goal on the Istation of meeting their 5% growth, but as a building we  
will continue to implement the goal of 5% growth until we have 80% of our  
students reading on grade level.**

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

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
<b>X</b>	<b>REMOVED</b>

**DESCRIPTION:**

**K-2 met their 5% growth on Istation, but as a whole we did meet our math goal. We will continue to implement CFAs and the use of Eureka (researched based strategies) to help improve students' math comprehension.**

**GOAL 3:** Student referrals will decrease by 10% during the 2021-2022 school year. (19-20 114, we only have records till March 13 because of Covid-19). (2020-2021 As of April 30, 2021 we have 128 office referrals.

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
<b>X</b>	<b>REMOVED</b>

**DESCRIPTION:**

**Park Elementary saw an increase in office referrals. For the 2022-2023 school year the staff will be trained in Capturing Kids Hearts to help decrease discipline referrals and improve student teacher relationships.**



**2022-2023**  
**RAMSEY MIDDLE SCHOOL**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Dr. Jennifer Prado	Principal
Gia Bethel	Teacher
Jennifer Vinson	Teacher
Donna Jamell	6-8 Instructional Specialist
Brenda Neissl	Teacher
Will Bruce	Student
Lainie Bruce	Parent
Rett Howard	Community Member



# NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

- Ramsey Middle School's overall ESSA score for 2021-22 was 68.59 resulting in a public school rating letter grade "C".
- Ramsey's ACT Aspire Spring 2022 Aggregate (grades 6 - 8) Reading score was 48% Ready/Exceeding.
- Ramsey's ACT Aspire Spring 2022 Aggregate (grades 6 - 8) Math score was 44% Ready/Exceeding.
- Discipline incidents have increased since the start of the pandemic.
  - In 2020-2021, Ramsey had 1,488 behavior incidents recorded in eSchool resulting in detention, in-school suspension, and out-of-school suspension.
    - 20 Minute Detention: 339
    - 40 Minute Detention: 664
    - In School Suspension: 397
    - Out of School Suspension: 88
  - In 2021-2022, Ramsey had 3,302 behavior incidents recorded in eSchool resulting in detention, in-school suspension, and out-of-school suspension.
    - 20 Minute Detention: 762 (125% increase)
    - 40 Minute Detention: 1578 (138% increase)
    - In School Suspension: 811 (104% increase)
    - Out of School Suspension: 121 (38% increase)

## REASONS TO CELEBRATE

- All aggregate content area scores on the ACT Aspire assessment increased from the 2020 - 21 school year to the 2021 - 22 school year.
  - English increased from 71% to 76% ready/exceeding
  - Reading increased from 46% to 48% ready/exceeding
  - Math increased from 38% to 44% ready/exceeding
  - Science increased from 38% to 40% ready/exceeding
- Ramsey's Value Added Growth Score (part of the ESSA score) was 80.51 which means that students were experiencing, on average, one year of academic growth in the 2021 - 22 year.

## Ramsey Middle School

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
6th	72%	47%	47%	56%
7th	75%	37%	36%	34%
8th	78%	58%	40%	42%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Ramsey's ACT Aspire Spring 2023 Aggregate (grades 6 - 8) Reading score will be <b>53% Ready/Exceeding which is 5% higher (approximately 37 more students) than the 2022 score of 48% Ready/Exceeding.</b></p> <p>Each grade will have 5% more students Ready/Exceeding on the ACT Aspire Reading assessment in Spring 2023:</p> <ul style="list-style-type: none"> <li>• 6th grade: Move from 38% (2021 - 22 5th grade score), which is 97 out of 255 students, to 43% (approx 13 more students) for the 2022 - 23 6th grade score.</li> <li>• 7th grade: Move from 47% (2021 - 22 6th grade score), which is 129 out of 271 students, to 52% (approx 11 more students) for the 2022 - 23 7th graders.</li> <li>• 8th grade: Move from 37% (2021 - 22 7th grade score), which is 108 out of 289 students, to 42% (approx 13 more students) for the 2022 - 23 8th graders.</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>At least 5% more students in each grade score Ready/Exceeding on the ACT Aspire Reading assessment and the school's aggregate score is 53% or higher.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>Students will receive effective instruction, common formative assessments, and timely interventions during Whatever.I.Need (WIN) time.</p> <ul style="list-style-type: none"> <li>• All Ramsey students will take a reading level assessment at the beginning of the school year.</li> <li>• Effective reading instruction including Science of Reading/RISE strategies will be monitored through regular classroom observations.</li> <li>• Common Formative Assessments will be created by</li> </ul>

	<p>collaborative teams and given to all students in grades 6-8.</p> <ul style="list-style-type: none"> <li>• The data from the Common Formative Assessments will be reviewed by collaborative teams during their weekly meetings.</li> <li>• Student interventions will be based on the data collected from the Common Formative Assessments. Student Interventions will be created by the collaborative teams.</li> <li>• Interventions will occur in Tier 1 (core) classrooms and/or during Tier 2/3 W.I.N. time.</li> <li>• All Ramsey students will take the NWEA Interim assessments three times during the year to determine growth.</li> <li>• All Ramsey students will take the ACT Aspire at the end of the year to determine growth in reading.</li> <li>• This process will be monitored by collaborative teams and administration to ensure all students are receiving the reading support they need.</li> <li>• Building leadership will be in the classroom observing language arts classes and providing feedback to the teacher post-observation.</li> <li>• Instructional Specialists will focus support on the language arts teachers using the student-centered coaching cycle.</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>It is important for every individual to show growth: students and staff. Equity of resources, including instruction, is imperative to reach each student's unique needs and aspirations.</p> <p>Equity: Develop and implement a system-wide plan to provide all students with the resources they need to optimize their learning.</p> <p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>The goals will be met when we take the 22-23 ACT Aspire. We should see growth on the NWEA Interim tests throughout the 22-23 school year.</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Ramsey's ACT Aspire Spring 2023 Aggregate (grades 6 - 8) Math score will be <b>49% Ready/Exceeding which is 5% higher (approximately 37 more students) than the 2022 score of 44% Ready/Exceeding.</b></p> <p>Each grade will have 5% more students Ready/Exceeding on the ACT Aspire Math assessment in Spring 2023:</p> <ul style="list-style-type: none"> <li>• 6th grade: Move from 49% (2021 - 22 5th grade score), which is 97 out of 255 students, to 54% (approx 13 more students) for the 2022 - 23 6th grade score.</li> <li>• 7th grade: Move from 56% (2021 - 22 6th grade score), which is 129 out of 271 students, to 61% (approx 11 more students) for the 2022 - 23 7th graders.</li> <li>• 8th grade: Move from 34% (2021 - 22 7th grade score), which is 108 out of 289 students, to 39% (approx 13 more students) for the 2022 - 23 8th graders.</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>At least 5% more students in each grade score Ready/Exceeding on the ACT Aspire Math assessment and the school's aggregate score is 49% or higher.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>Students will receive effective instruction, Common Formative Assessments, and timely interventions during W.I.N. time.</p> <ul style="list-style-type: none"> <li>• Common Formative Assessments will be created by collaborative teams and given to all students in grades 6-8.</li> <li>• The data from the Common Formative Assessments will be reviewed by collaborative teams during their weekly meetings.</li> <li>• Student interventions will be based on the data collected from the Common Formative Assessments. Student Interventions will be created by the collaborative teams.</li> <li>• Interventions will occur in Tier 1 (core) classrooms and/or during Tier 2/3 W.I.N. time.</li> <li>• All Ramsey students will take the NWEA Interim Assessments three times during the year to determine growth.</li> <li>• All students will take the ACT Aspire at the end of the year to determine growth in math.</li> </ul>

	<ul style="list-style-type: none"> <li>• This process will be monitored by collaborative teams and administration to ensure all students are receiving the math support they need.</li> <li>• Building leadership will be in the classroom observing math classes and providing feedback to the teacher post-observation.</li> <li>• Instructional Specialists will focus support on the math teachers using the student-centered coaching cycle.</li> </ul>
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<p>It is important for every individual to show growth: students and staff. Equity of resources, including instruction, is imperative to reach each student's unique needs and aspirations.</p> <p>Equity: Develop and implement a system-wide plan to provide all students with the resources they need to optimize their learning.</p> <p>Instruction: Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p>
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>The goals will be met when we take the 2022-2023 ACT Aspire. We should see growth on the NWEA Interim assessment throughout the 22-23 school year.</p>

## GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Ramsey student <b>disciplinary referrals will decrease by 10% (from 3,302 to 2,972)</b> according to data from eSchool during the 2022-2023 school year.</p> <p>In 2021-2022, Ramsey had 3,302 behavior incidents recorded in eSchool resulting in detention, in-school suspension, and out-of-school suspension.</p> <ul style="list-style-type: none"> <li>○ 20 Minute Detention: 762</li> <li>○ 40 Minute Detention: 1578</li> <li>○ In School Suspension: 811</li> <li>○ Out of School Suspension: 121</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Ramsey student disciplinary referrals have decreased according to data from eSchool.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>● Professional development for all staff on Capturing Kids' Hearts (CKH) program</li> <li>● On-going training with CKH</li> <li>● Evidence of social contracts in every classroom</li> <li>● Use of the four questions to redirect student behavior and stay consistent with the social contract (poster displayed in every classroom as a reminder) <ul style="list-style-type: none"> <li>○ What are you doing?</li> <li>○ What are you supposed to be doing?</li> <li>○ Are you doing that?</li> <li>○ What are you going to do about that?</li> </ul> </li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Well Being/Mental Health: Each student will receive needed support that promotes physical, mental and emotional health.</p> <p>Result 1: Ensure professional development includes mental health training</p>



<b>TIMELY:</b>	June 1, 2023
<b>I will reach my goal by what date?</b>	Halfway- December 16, 2022
<b>Halfway date?</b>	

# MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** Ramsey's ACT Aspire Spring 2023 Aggregate (grades 6 - 8) Reading score will be 53% Ready/Exceeding which is 5% higher (approximately 37 more students) than the 2022 score of 48% Ready/Exceeding.

Each grade will have 5% more students Ready/Exceeding on the ACT Aspire Reading assessment in Spring 2023:

- 6th grade: Move from 38% (2021 - 22 5th grade score), which is 97 out of 255 students, to 43% (approx 13 more students) for the 2022 - 23 6th grade score
- 7th grade: Move from 47% (2021 - 22 6th grade score), which is 129 out of 271 students, to 52% (approx 11 more students) for the 2022 - 23 7th graders
- 8th grade: Move from 37% (2021 - 22 7th grade score), which is 108 out of 289 students, to 42% (approx 13 more students) for the 2022 - 23 8th graders

## Progress towards meeting Goal 1:

**GOAL 2:** Ramsey's ACT Aspire Spring 2023 Aggregate (grades 6 - 8) Math score will be 49% Ready/Exceeding which is 5% higher (approximately 37 more students) than the 2022 score of 44% Ready/Exceeding.

Each grade will have 5% more students Ready/Exceeding on the ACT Aspire Math assessment in Spring 2023:

- 6th grade: Move from 49% (2021 - 22 5th grade score), which is 97 out of 255 students, to 54% (approx 13 more students) for the 2022 - 23 6th grade score
- 7th grade: Move from 56% (2021 - 22 6th grade score), which is 129 out of 271 students, to 61% (approx 11 more students) for the 2022 - 23 7th grader
- 8th grade: Move from 34% (2021 - 22 7th grade score), which is 108 out of 289 students, to 39% (approx 13 more students) for the 2022 - 23 8th graders

## Progress towards meeting Goal 2:

**GOAL 3:** Ramsey student disciplinary referrals will decrease by 10% (from 3,302 to 2,972) according to data from eSchool during the 2022-2023 school year.

In 2021-2022, Ramsey had 3,302 behavior incidents recorded in eSchool resulting in detention, in-school suspension, and out-of-school suspension.

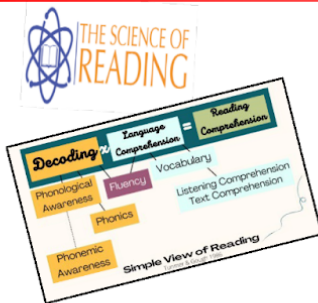
- 20 Minute Detention: 762
- 40 Minute Detention: 1578
- In School Suspension: 811
- Out of School Suspension: 121

**Progress towards meeting Goal 3:**

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Trainer	Course / Topic	Start Date	End Date	Location	Notes
David Thompson	Phonics	7/1/22	7/15/22	Room 101	Trainer
David Thompson	Phonics	7/1/22	7/15/22	Room 101	Trainer
David Thompson	Phonics	7/1/22	7/15/22	Room 101	Trainer
David Thompson	Phonics	7/1/22	7/15/22	Room 101	Trainer
David Thompson	Phonics	7/1/22	7/15/22	Room 101	Trainer
David Thompson	Phonics	7/1/22	7/15/22	Room 101	Trainer
David Thompson	Phonics	7/1/22	7/15/22	Room 101	Trainer
David Thompson	Phonics	7/1/22	7/15/22	Room 101	Trainer
David Thompson	Phonics	7/1/22	7/15/22	Room 101	Trainer
David Thompson	Phonics	7/1/22	7/15/22	Room 101	Trainer

## DISTRICT CURRICULUM



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



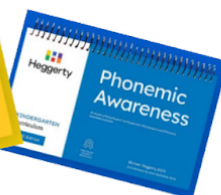
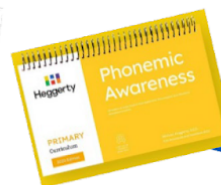
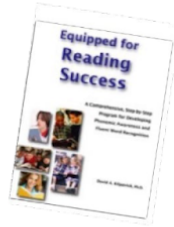
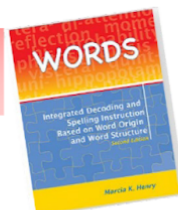
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES



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## FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** Ramsey students will increase their Reading scores on the ACT Aspire to above 50% during the 2021-2022 school year.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

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

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**GOAL 3:** Ramsey student disciplinary referrals will decrease by 10% according to data from eSchool and LiveSchool during the 2021-2022 school year.

	<b>MET</b>
	<b>NOT MET</b>

X	CONTINUED IN 2022-2023 PLAN
	REMOVED



## **2022-2023 SOUTHSIDE HIGH SCHOOL SCHOOL IMPROVEMENT PLAN**

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### **PLANNING TEAM:**

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

<b>Name</b>	<b>Title</b>
<b>Jeff Prewitt</b>	<b>Principal</b>
<b>Michelle Burnett</b>	<b>Assistant Principal</b>
<b>Matt Coleman</b>	<b>Assistant Principal</b>
<b>Racheal Foster</b>	<b>Assistant Principal</b>
<b>Jeff Mosby</b>	<b>Assistant Principal</b>
<b>Meagan Olson</b>	<b>Special Education - Instructional Chair</b>
<b>Carol Bricker</b>	<b>Science - Instructional Chair</b>
<b>Angie Stout</b>	<b>English - Instructional Char</b>
<b>Matthew Utz</b>	<b>Math - Instructional Chair</b>
<b>Mark Minnick</b>	<b>Social Studies - Instructional Chair</b>
<b>Sarah Williams</b>	<b>Counseling and Guidance</b>
<b>Josephine Clamser</b>	<b>Student</b>
<b>Cristy Clamser</b>	<b>Parent</b>
<b>Christy Ivey</b>	<b>Community Member</b>

# NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

A review of student data from the 2022 ACT Aspire by grade-level shows:

- Our current ESSA School Index is 67.88, which is a "C" for this year. This score is just below the cut-off for a "B" at 67.96.
- 54% (265 out of 491) of 9th-grade students did not meet readiness status in reading.
- 59% (269 out of 456) of 10th-grade students did not meet readiness status in reading.
- 62% (304 out of 491) of 9th-grade students failed to meet readiness status in math.
- 64% (291 out of 455) of 10th-grade students failed to meet readiness status in math.

Additionally, graduation rate data from the ADE shows a decline in the number of students graduating from a high of 95% in 2019 to 87% in 2021. However, our 2022 Graduation Rate was 95.3%.



# REASONS TO CELEBRATE

We are celebrating:

- Our current ESSA School Index is 67.88, which is a “C” for this year. This score is just below the cut-off for a “B” at 67.96.
- Successful completion of year one grade reconfiguration, moving from a 10-12 campus to a 9-12 campus.
- Continuation of and participation in district Professional Learning Community (PLC) initiative.
- Completion of year one of the NW Arkansas PLC Regional Network.
- STAR Academy of Innovation’s approval for designation status from the DESE Office of Innovation.
- 67% of AP (511 out of 763 exams) scores qualified for college credit.
- 7 National Merit Semi-Finalists, and 3 Commended students.

## Southside High School

### 2021-2022 ACT Aspire % Exceeding/Ready

Grade	English	Reading	Science	Math
9th	61	45	38	38
10th	65	41	38	36

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Southside High School will increase the number of students meeting readiness status for literacy on the year-end summative exam: (increase from 43% to 48%; 529/1098 or at least 54 students).</p> <ul style="list-style-type: none"> <li>• 9th grade: 45% to 50% (from 268/594 to 297/594 or 29 students)</li> <li>• 10th grade: 41% to 46% (from 207/504 to 232/504 or 25 students)</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>The number of students meeting readiness status for literacy on the year-end summative exam has increased to</p> <ul style="list-style-type: none"> <li>• 9th grade: 45% to 50% (from 268/594 to 297/594 or 29 students)</li> <li>• 10th grade: 41% to 46% (from 207/504 to 232/504 or 25 students)</li> </ul>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum designed to ensure mastery of District Essential Standards by each student. Professional development on unpacking standards. Writing Common Formative Assessments (CFA) and Common Summative Assessments (CSA) will be a continuous process during the PLC meetings.</li> <li>• Creation of CFAs for core classes by unit.</li> <li>• Data analysis of student mastery, student by student/standard by standard.</li> <li>• Development of response to intervention (RTI) program to support teacher implementation of the curriculum.</li> <li>• Tier II interventions will be teacher-created/implemented by the PLC group as part of an RTI program.</li> <li>• Additionally, students who show characteristics of dyslexia will need to be identified and offered support through the district's dyslexia specialists.</li> <li>• The instructional specialists will work with identified teachers using the student-centered coaching cycle.</li> <li>• Building administration will observe all English classes, and others as deemed applicable to this goal, and provide</li> </ul>

	timely feedback.
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	This instructional goal will ensure that each student will have high-quality instruction that targets their individual needs (Vision 2023) through identification of where students have not mastered learning considered essential to the course.
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>The results of the 2023 ACT Aspire summative test will determine whether we have reached our goal.</p> <p>At the halfway point, we will look at the winter 2022 interim testing via NWEA MAPS.</p>

## GOAL 2

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/How/When</b>	Southside High School will increase the number of students meeting readiness status for math on the year-end summative exam: (36% to 41%; 453/1098 or at least 56 students). <ul style="list-style-type: none"> <li>9th grade: 38% to 43% (from 226/594 to 256/594 or 30 kids)</li> <li>10th grade: 34% to 39% (from 171/504 to 197/504 or 26 kids)</li> </ul>
<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	The number of students meeting readiness status for math on the year-end summative exam has increased to <ul style="list-style-type: none"> <li>9th grade: 38% to 43% (from 226/594 to 256/594 or 30 kids)</li> <li>10th grade: 34% to 39% (from 171/504 to 197/504 or 26 kids)</li> </ul>
<b>ATTAINABLE:</b>  <b>Item(s) I need to achieve this goal.</b>	<ul style="list-style-type: none"> <li>Guaranteed and viable curriculum designed to ensure mastery of essential standards by each student. Professional development on unpacking standards, writing CFAs and CSAs will be a continuous process during PLC meetings.</li> <li>Creation of common formative assessments for core classes by unit.</li> <li>Data analysis of student mastery student by student/standard by standard.</li> </ul>

	<ul style="list-style-type: none"> <li>• Development of response to intervention programs to support teacher implementation of the curriculum.</li> <li>• Tier II interventions will be teacher-created/implemented by the PLC group as part of an RTI program.</li> <li>• The instructional specialist will work with identified teachers using the student-centered coaching cycle.</li> <li>• Building administration will observe all math, and other classes applicable to this goal, and provide timely feedback.</li> </ul>
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<p>This instructional goal will ensure that each student will have high-quality instruction that targets their individual needs (Vision 2023) through identification of where students have not mastered learning considered essential to the course.</p>
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>The results of the 2023 ACT Aspire summative test will determine whether we have reached our goal.</p> <p>At the halfway point, we will look at the winter 2022 interim testing via NWEA MAPS.</p>

## GOAL 3

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/How/When</b>	<p>Southside High School will <b>decrease the number of students dropping out of school and not reaching graduation from 13%</b> in 2021 (51 out of 392 students) <b>to 8%</b> or less in 2023 (34 out of 429 students).</p>
<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	<p>The number of students that graduate on May 18, 2023, is equal to or greater than 92% or 395 out of 429 students.</p>

<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• We will use the data from SmartData Dashboard to identify students who are at the highest risk of dropping out.</li> <li>• SmartData Dashboard creates a risk index based on multiple factors including attendance, office referrals, and academics.</li> <li>• Once this list of students is identified, we will include all building-level and district-level resources (including teachers, counselors, administration, social workers, and others) to develop intervention plans for each student to help ensure success.</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>This instructional goal will ensure that each student will have high-quality instruction that targets their individual needs (Vision 2023) through identification of where students have not mastered learning considered essential to the course.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>We will know if we have reached our goal after the May graduation on May 18, 2023.</p> <p>The halfway point will be the end of the first semester on December 21, 2022.</p>

# MID-YEAR GOAL MONITORING

*To Be Completed at the end of the First Semester - (December 2022)*

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

**Goal 1:** Southside High School will increase the number of students meeting readiness status for literacy on the year-end summative exam:(increase from 43% to 48%; 529/1098 or at least 54 students).

- 9th grade: 45% to 50% (from 268/594 to 297/594 or 29 kids)
- 10th grade: 41% to 46% (from 207/504 to 232/504 or 25 kids)

## **Progress towards meeting Goal 1:**

**GOAL 2:** Southside High School will increase the number of students meeting readiness status for math on the year-end summative exam: (36% to 41%; 453/1098 or at least 56 students).

- 9th grade: 38% to 43% (from 226/594 to 256/594 or 30 kids)
- 10th grade: 34% to 39% (from 171/504 to 197/504 or 26 kids)

## **Progress towards meeting Goal 2:**

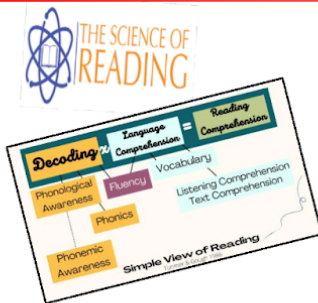
**GOAL 3:** Southside High School will decrease the number of students dropping out and not reaching graduation from 13% in 2021 (51 out of 392 students) to 8% or less in 2023 (34 out of 429 students).

## **Progress towards meeting Goal 3:**

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Trainer	Course	Start Date	End Date	Location	Notes
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
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Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	

## DISTRICT CURRICULUM



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



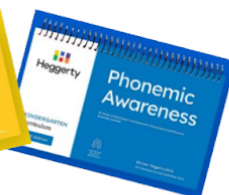
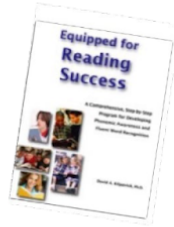
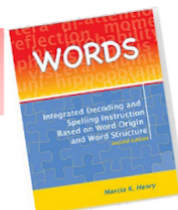
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES





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## FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your  
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal  
has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** Southside High School will decrease the number of students failing at least one  
course and the total number of failing grades by 10% for the 2021-2022 school year.

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
<b>X</b>	<b>REMOVED</b>

**GOAL 2:** Southside High School will increase the number of students meeting readiness  
status on the year-end summative exam for reading (ACT Aspire) from 45% to 50%.

	<b>MET</b>
	<b>NOT MET</b>
<b>X</b>	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**GOAL 3:** Southside High School will increase the number of students meeting readiness status on the year-end summative exam for math (ACT Aspire) from 36% to 41%.

	<b>MET</b>
	<b>NOT MET</b>
<b>X</b>	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>



**2022-2023**  
**SPRADLING ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Elizabeth Love	Principal
Dana Brooks	Assistant Principal
Kelley Darr	K-5 Instructional Specialist
George McGill	Community Member
Joshua Bogdon	Parent
Kristin Peer	Counselor
Alexi Cuevas	Kindergarten Teacher
Jessica Plett	First Grade Teacher
Kylie Hall	Fifth Grade Teacher
Courtney Burdick	Third Grade Teacher
Merary Ramirez	Fourth Grade Teacher

## NEEDS ASSESSMENT

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Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.

- Spradling received an ESSA score of 63.74. According to the 2022 ESSA School Index, Spradling's public school rating was a "D", being 1.24 points away from a "C".
- Based on 2022 ACT Aspire data, 26% of students are proficient in reading.
- Based on 2022 ACT Aspire data, 16 students scored ready or exceeding in all 4 areas tested.
- Spradling had a total of 282 office discipline referrals for the 2021-2022 school year.

## REASONS TO CELEBRATE

- Spradling's public school rating was 1.24 points away from a "C"
- 2% increase in the number of 3-5 grade students scoring proficient in both math and science on the ACT Aspire
- 21% increase in the number of 5th grade students scoring proficient in math on the ACT Aspire
- Highly Effective School Accreditation
- High Reliability Level 1 Certification
- Solution Tree PLC Model School
- Early Eagles Mentor program that pairs a kindergarten student with a 5th grade student before school to work on foundational phonemic awareness skills
- Camp SOAR (after school tutoring program to focus on essential reading standards)

## Spradling Elementary

2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
3rd	49%	22%	30%	36%
4th	52%	31%	25%	28%
5th	53%	26%	22%	35%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>By the end of the 2022-2023 academic year, students at Spradling Elementary in 3rd, 4th, and 5th grades will <b>increase</b> proficiency from <b>26% to 32%</b> in Reading as demonstrated by ACT Aspire assessment data. [approximately moving 8 students to proficiency]</p> <ul style="list-style-type: none"> <li>• 3rd grade will increase from <b>22% to 30%</b> <ul style="list-style-type: none"> <li>○ approximately moving at least 6 students to proficiency</li> </ul> </li> <li>• 4th grade will increase from <b>31% to 36%</b> <ul style="list-style-type: none"> <li>○ approximately moving at least 4 students to proficiency</li> </ul> </li> <li>• 5th grade will increase from <b>26% to 31%</b> <ul style="list-style-type: none"> <li>○ approximately moving at least 4 students to proficiency</li> </ul> </li> </ul> <p>Click <a href="#">here</a> for Spradling's school-wide SMART goals for all subjects</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Data from end of year assessments are published</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Benchmark Literacy will be used to deliver quality instruction in each of our 3-5 classrooms</li> <li>• Building administrators will observe in each 3-5 literacy block and provide timely feedback</li> <li>• Instructional Specialist will support teachers through student-centered coaching cycles</li> <li>• Monthly Istation practice and assessments</li> <li>• Assessment data used to drive instruction</li> <li>• Support for students to ensure grade-level mastery</li> <li>• Progress monitoring for K-2 skills from dyslexia screeners</li> <li>• Implementation of non-fiction writing across content areas</li> </ul>

<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	We want to reach this goal in order to see improvement in student achievement. This aligns with the Vision 2023 Belief number 2 and the Objectives of Equity, Instruction, and Learning Environment.
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	We will know we have reached our goal in summer 2023 when ACT Aspire scores are released.  We will use our December Istation scores as well as classroom assessments to assess our progress halfway through the school year.

## GOAL 2

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/How/When</b>	By the end of the 2022-2023 academic year, students at Spradling Elementary in Kindergarten, 1st, and 2nd grade will <b>increase</b> the amount of students performing on grade level from <b>20% to 27%</b> in Reading as demonstrated by Istation assessment data. [approximately moving at least 11 students to proficiency] <ul style="list-style-type: none"> <li>• Kindergarten will increase from <b>17% to 22%</b> <ul style="list-style-type: none"> <li>○ approximately moving at least 3 students to proficiency</li> </ul> </li> <li>• 1st grade will increase from <b>14% to 24%</b> <ul style="list-style-type: none"> <li>○ approximately moving at least 5 students to proficiency</li> </ul> </li> <li>• 2nd grade will increase from <b>30% to 35%</b> <ul style="list-style-type: none"> <li>○ approximately moving at least 3 students to proficiency</li> </ul> </li> </ul>
<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	Data from end of year assessments are published



<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Benchmark Literacy will be used to deliver quality instruction in each of our K-2 classrooms</li> <li>• Building administrators will observe in each 3-5 literacy block and provide timely feedback</li> <li>• Instructional Specialist will support teachers through student-centered coaching cycles</li> <li>• Monthly Istation practice and assessments</li> <li>• Assessment data used to drive instruction</li> <li>• Support for students to ensure grade level mastery</li> <li>• Progress monitoring for K-2 skills from dyslexia screeners</li> <li>• Implementation of non-fiction writing across content areas</li> </ul>
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<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>We will know we have reached our goal in April 2023.</p> <p>We will use our December Istation scores to assess our progress halfway through the school year.</p>

## GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>By the end of the 2022-2023 school year, <b>discipline referrals will decrease by 25%</b>, from an average of 7 referrals per week (about 28 per month) to an average of 5 per week (about 21 per month).</p>
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<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	<ul style="list-style-type: none"> <li>• There will be a decrease in student referrals on the Spradling Discipline Referral Google Sheet.</li> <li>• There will be an increase in the amount of students self-referring to the counselor</li> <li>• There will be an increase in the amount of students using the wellness center</li> </ul>
<b>ATTAINABLE:</b>  <b>Item(s) I need to achieve this goal.</b>	<ul style="list-style-type: none"> <li>• Social-Emotional lessons provided by counselor and classroom teacher</li> <li>• School-wide behavior matrix</li> <li>• Social and academic behaviors identified and unpacked</li> <li>• Spradling Wellness Center</li> <li>• Behavioral support by school counselor</li> <li>• Training for all staff in Capturing Kids Hearts</li> <li>• Book Study on <i>Hacking School Discipline</i> by Maynard and Weinstein</li> </ul>
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<p>We want to reach this goal in order to see improvement in student behavior.</p> <p>This aligns with the Vision 2023 Objective that states, "Well Being/Mental Health: Each student will receive needed support that promotes physical, mental, and emotional health."</p>
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>We will know we have reached our goal in May.</p> <p>We will review discipline data each month at our regularly scheduled Kid Talk Team meetings.</p>

## MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** By the end of the 2022-2023 academic year, students at Spradling Elementary in

3rd, 4th, and 5th grades will increase proficiency from 26% to 32% in Reading as demonstrated by ACT Aspire assessment data. [approximately moving 8 students to proficiency]

- 3rd grade will increase from 22% to 30%
  - approximately moving at least 6 students to proficiency
- 4th grade will increase from 31% to 36%
  - approximately moving at least 4 students to proficiency
- 5th grade will increase from 26% to 31%
  - approximately moving at least 4 students to proficiency

### **Progress towards meeting Goal 1:**

**GOAL 2:** By the end of the 2022-2023 academic year, students at Spradling Elementary in Kindergarten, 1st, and 2nd grade will increase the amount of students performing on grade level from 48% to 55% in Reading as demonstrated by Istation assessment data.

[approximately moving at least 7 students to proficiency]

- Kindergarten will increase from 56% to 61%
  - approximately moving at least 3 students to proficiency
- 1st grade will increase from 31% to 41%
  - approximately moving at least 5 students to proficiency
- 2nd grade will increase from 58% to 63%
  - approximately moving at least 3 students to proficiency

### **Progress towards meeting Goal 2:**

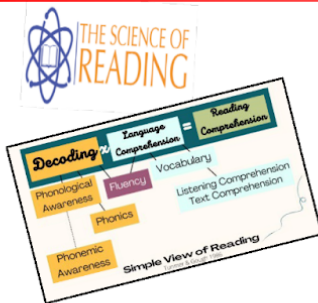
**GOAL 3:** By the end of the 2022-2023 school year, discipline referrals will decrease by 25%, from an average of 7 referrals per week (about 28 per month) to an average of 5 per week (about 21 per month).

### **Progress towards meeting Goal 3:**

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Trainer	Course	Start Date	End Date	Location	Notes
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## DISTRICT CURRICULUM



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



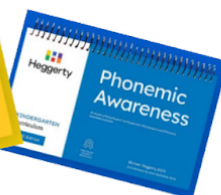
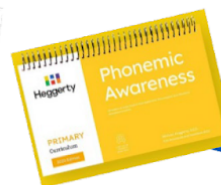
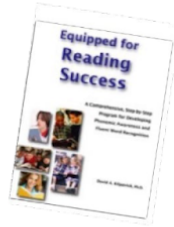
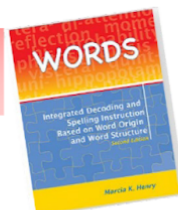
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES



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# FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** Based on our Accreditation Plan for Highly Effective Schools status, classroom teachers will observe other teachers in their classroom to learn in areas for growth. There will also be a reflection and debriefing segment for feedback. Staff will be trained on proper implementation.

x	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

## DESCRIPTION:

We successfully completed 2 sessions of instructional rounds, one first semester and one second semester. Diane Kerr from Solution Tree helped us complete the first session. We used what we learned from her to complete the second round after testing was completed this spring.

**GOAL 2:** Spradling plans to create a school-wide Master Schedule to align tier 1, 2, and 3 where overlapping of interventions is minimized with a system of identifying students who need and no longer need additional support.

x	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

We created a schedule at the beginning of the year that addressed this. While there were multiple changes that took place, we created a schedule the best we could with the sharing of staff.

**GOAL 3:** Spradling Special Education students in grades K-5 will show 1 ½ years worth of growth in reading/literacy levels by the end of the 2021-2022 school year.

	<b>MET</b>
x	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

Our self-contained classroom that this goal was intended for was moved to Tilles at the beginning of the school year. We still used this goal for our special education resource students. However, with only having a 0.5 resource teacher, we were unable to reach this goal for multiple reasons.



**2022-2023**  
**SUNNYMEDE ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Dr. Joana King	Principal
Joni Donoho	Assistant Principal
Sherry Lipe	NSL Dyslexia Interventionist
Lisa Johnson	K-6 Instructional Specialist
Avery Johnson	Teacher
Christy Thompson	Teacher
Laura Canfield	Teacher
Stephanie Stubblefield	Teacher
Jamie Batson	Counselor
Kevin Weakley	Parent
Wayne Dawson	Community Member

# NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

Sunnymede received an ESSA Index Score of 61.7 which is a letter grade of D.

To address adequate growth for our students, Sunnymede will need to focus on literacy. Literacy consists of 4 parts: Reading, Writing, Listening and Speaking. Currently, according to ACT Aspire, 26% of Sunnymede students grades 3-5 are reading at grade level.

Sunnymede staff will need to simultaneously refocus on the Professional Learning Community (PLC) process to continue to make a positive impact on learning. The focus of the 2022-2023 PLC meetings will be implementing literacy curricula, proficiency standards, mapping, learning targets, and aggressive monitoring.



## REASONS TO CELEBRATE

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- PLC schedule in place
- District Unit Plans in place
- Benchmark Resource in place
- Grade level intervention times in place
- The following depicts percentage growth from September to May Istation scores:

*\*\*Change is from September to May*

<i>Grade</i>	<i>Reading Sept.</i>	<i>Reading Jan.</i>	<i>Reading May</i>	<i>Change for the year Sept. to May</i>
<i>Kinder</i>	15%	24%	40%	+25%
<i>1st</i>	13%	23%	33%	+20%
<i>2nd</i>	35%	45%	56%	+21%
<i>3rd</i>	42%	45%	45%	+3%
<i>4th</i>	42%	44%	47%	+5%
<i>5th</i>	50%	58%	67%	+17%

## Sunnymede Elementary

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
3rd	37%	16%	10%	34%
4th	47%	28%	21%	23%
5th	61%	31%	32%	27%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Third - fifth grade Sunnymede students will <b>increase</b> their <b>Reading</b> score on the 2023 ACT Aspire assessment by 12% in the exceeding/ready category from <b>25% to 37% (at least 27 students)</b>. This is 9 per grade level and 3 per classroom.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Goal will be met when there is a 12% increase in ACT Aspire summative assessment of students in the Exceeding/Ready category.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>This will be attainable because all students will receive intentional instruction and intervention through the following measures:</p> <ul style="list-style-type: none"> <li>• Teachers will create, give and analyze student data from district unit plans to determine instructional decisions.</li> <li>• Use of high yield instructional strategies in all classrooms, including increasing student discourse on topic and decreasing teacher talk.</li> <li>• Maximize PLC time to analyze data from Common Formative Assessments to provide high quality Tier 1 (core classroom) instruction, high quality interventions and determine the best high yield instructional strategies based on data and student needs.</li> <li>• Students will be assigned to an Intervention group/skill groups based on ongoing assessments and attention to individual student data/needs.</li> <li>• Increase teacher clarity on student data/needs and acceleration of learning through the District Essential Standards.</li> </ul> <p>In addition, teachers have identified individual students that will receive targeted intervention designed to accelerate learning, -Benchmark Literacy will be used in all K-5 classrooms.</p>

	<p>-Instructional Specialists will work with identified teachers using the student-centered coaching cycle.</p> <p>-Building administrators will observe during the literacy block in all K-5 classrooms, and provide timely feedback.</p>
<p><b>RELEVANT:</b></p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>All students deserve our dedication in helping them achieve at high levels. It also aligns with our mission to help ALL students thrive at Sunnymede Elementary. This goal supports the following Vision 2023 Objectives:</p> <p>Equitable Access: Each FSPS student will have equal access to programs, resources and opportunities.</p> <p>Instruction: Each student will have high-quality instruction that targets their identified individual needs from PK through graduation.</p>
<p><b>TIMELY:</b></p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>May 2023</p> <p>December 2022</p>

## GOAL 2

<p>Write a <b>SPECIFIC</b> goal.</p> <p>Who/What/Where/How/When</p>	<p>Sunnymede students grades 1-2 will <b>increase reading proficiency by 12%</b> as measured by Istation in grades by May 2023. Beginning data was Sept 2022 Istation reading proficiency:</p> <table border="1"> <tr> <th>Grade Level</th><th>% of students reading on grade level</th></tr> <tr> <td>1st Grade</td><td>28% (21 students out of 74)</td></tr> <tr> <td>2nd Grade</td><td>38% (28 students out of 75)</td></tr> </table> <p>To increase by <b>12%</b>, we would need to move a total of at least 18 students into the proficiency range as measured by Istation. This breaks down to <b>9 students per grade level or 3 per classroom.</b></p> <p>This will be accomplished by evidence of the following in classrooms:</p> <ul style="list-style-type: none"> <li>• Climate of mutual respect with culturally responsive</li> </ul>	Grade Level	% of students reading on grade level	1st Grade	28% (21 students out of 74)	2nd Grade	38% (28 students out of 75)
Grade Level	% of students reading on grade level						
1st Grade	28% (21 students out of 74)						
2nd Grade	38% (28 students out of 75)						

	<p>teaching</p> <ul style="list-style-type: none"> <li>• Set high/clear expectations for quality work</li> <li>• Students read twice as much everyday</li> <li>• Students write twice as much everyday</li> <li>• Establishment of a culture of evidence and justification</li> <li>• Introduction and use of more student conversations with academic language</li> <li>• Maximize percentage of students authentically engaged in content</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be a 2% increase monthly on student reading Lexile levels as recorded in Istation assessments October - March.</p> <p>Aggressive progress monitoring of Istation for a 2% increase of identified students will be used to adjust instruction to meet the goal. I will know we have reached our goal when there are at least 45 additional students reading at grade level proficiency by May 2023.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>This will be attainable because all students will receive intentional instruction and intervention through the following measures:</p> <ul style="list-style-type: none"> <li>• Teachers will create, give and analyze student data from district unit plans to determine instructional decisions.</li> <li>• Use of high yield instructional strategies in all classrooms, including increasing student discourse on topic and decreasing teacher talk.</li> <li>• Maximize PLC time to analyze data from Common Formative Assessments to provide high quality Tier 1(core classroom) instruction, high quality interventions and determine the best high yield instructional strategies based on data and student needs.</li> <li>• Students will be assigned to an Intervention group/skill groups based on ongoing assessments and attention to individual student data/needs.</li> <li>• Increase teacher clarity on student data/needs and acceleration of learning through the District Essential Standards.</li> </ul> <p>In addition, teachers have identified individual students that will receive targeted intervention designed to accelerate learning,</p>

<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>All students deserve our dedication in helping them achieve at high levels. It also aligns with our mission to help ALL students thrive at Sunnymede Elementary. This goal supports the following Vision 2023 Objectives:</p> <p>Equitable Access: Each FSPS student will have equal access to programs, resources and opportunities.</p> <p>Instruction: Each student will have high-quality instruction that targets their identified individual needs from PK through graduation.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>May 2023</p> <p>December 2022</p>

# MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** Third - fifth grade Sunnymede students will **increase** their **Reading** score on the 2023 ACT Aspire assessment by 12% in the exceeding/ready category from **25% to 37% (at least 27 students)**. This is 9 per grade level and 3 per classroom.

## Progress towards meeting Goal 1:

**GOAL 2:** Sunnymede students will **increase reading proficiency by 12%** as measured by Istation in grades 1-5 by May 2023. Beginning data was Sept 2022 Istation reading proficiency:

Grade Level	% of students reading on grade level
1st Grade	28% (21 students out of 74)
2nd Grade	38% (28 students out of 75)
3rd Grade	35% (27 students out of 77)
4th Grade	24% (18 students out of 75)
5th Grade	35% (26 students out of 75)

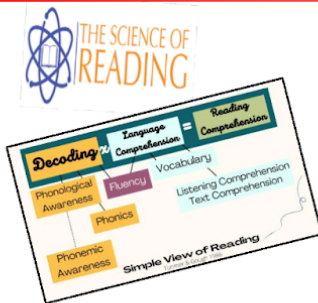
To increase by 12%, we would need to move a total of at least 45 students into the proficiency range as measured by Istation. This breaks down to 9 students per grade level or 3 per classroom.

## Progress towards meeting Goal 2:

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Trainer	Course	Start Date	End Date	Location	Notes
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	

## DISTRICT CURRICULUM



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



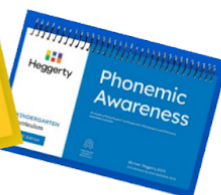
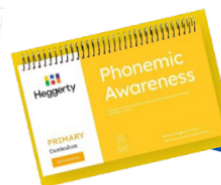
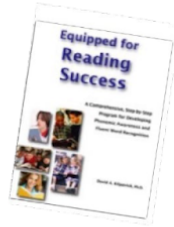
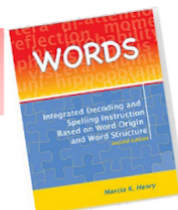
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES





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## FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

Describe the progress made towards the completion of EACH goal in your  
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal  
has been met, continues to be a goal for 2022-2023, or has been removed.

**GOAL 1:** Sunnymede students will increase their ELA Composite score on the 2022 ACT  
Aspire assessment by 5% from the 2021 ACT Aspire assessment.

	<b>MET</b>
X	<b>NOT MET 2% growth</b>
	<b>CONTINUED IN 2022-2023 PLAN - due to not having the ACT Aspire results at this time</b>
	<b>REMOVED</b>

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

X	<b>MET 5% growth</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN - due to not having the ACT Aspire results at this time</b>
	<b>REMOVED</b>

# 2022-2023 SUTTON ELEMENTARY SCHOOL IMPROVEMENT PLAN

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**PLANNING TEAM:**

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

Name	Title
JaimeAnn Hopton	Principal
Angelica Del Rio	Parent Representative
Fernando Legaria	Community Representative
Lana McLaughlin	K-5 Instructional Specialist
Debbie Miller	DYS Interventionist
Kevin Kaelin	PE Teacher
Tracey Skaggs	Counselor
Teresa Rambo	4th grade Teacher
Jennifer Cagle	Kindergarten Teacher
Robert Watkins	5th grade Teacher
Brooke Foster	3rd grade Teacher
Jenna Thomas	1st grade Teacher
Lisa Coon	Process Coordinator
Carol Glover	Financial Secretary
Cecilia Carrillo	Paraprofessional
Adriana Hernandez	2nd grade Teacher

## NEEDS ASSESSMENT

**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

- Sutton's ESSA Report Card score is currently an F at 57.14.
- Based on 2022 ACT Aspire data, 46% of 3rd graders, 44% of 4th and 56% of 5th graders are proficient in English.
- Based on 2022 ACT Aspire data, 9% of 3rd graders, 11% of 4th and 13% of 5th graders are proficient in Reading.
- Based on 2022 ACT Aspire data, 25% of 3rd graders, 12% of 4th and 12% of 5th graders are proficient in Math.
- Based on 2022 ACT Aspire data, 25% of 3rd graders, 12% of 4th and 12% of 5th graders are proficient in Science.
- Based on 2022 ACT Aspire data, 3rd, 4th and 5th grade English Learners and students with IEPs scored significantly below their peers in English, Reading, Science and Math.
- Based on the SmartData Dashboard, 308 discipline referrals attributed to 86 unique students were submitted to administration in 21-22, with classrooms being the most common location and disorderly conduct being the most cited infraction.
- According to eSchool/Cognos, the average daily attendance rate at Sutton in 21-22 was 92.51% (58,594 potential school days for K-5 with 4,383 absences).
  - In 21-22, 113 students were marked as chronic absentees, missing 10% (18 days) of school or more.

## REASONS TO CELEBRATE

- In September 2022, there were 261 students with no tardies or early outs.
- Kindergarten and First Grade Math Istation scores increased level 3 through level 5 students by over 55% from September 2021 to May 2022.
- Based on 2022 ACT Aspire data, female students outperformed their male counterparts in grades 3-5 in English and Reading.
  - Fourth grade females outperformed their male counterparts in Science and Math by 1-3%.
- Based on 2022 ACT Aspire data, 3rd grade and 5th grade students are on average predicted to be 'Ready' in English, and are 'Close' in Math.
  - 4th grade students are 'Close' in English and Math.

**2021-2022 ACT Aspire % Exceeding/Ready\* (# of students)**

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>	<b>Grade</b>
<b>3rd</b>	46% (33)	9% (6)	8% (6)	25% (18)	<b>3rd</b>
<b>4th</b>	44% (29)	11% (7)	15% (10)	12% (8)	<b>4th</b>
<b>5th</b>	56% (38)	13% (9)	16% (11)	12% (8)	<b>5th</b>
<b>3-5</b>	48% (100)	11% (22)	13% (27)	17% (34)	<b>3-5</b>

## IDENTIFIED GOALS

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

### GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Grades K-2 will <b>increase</b> reading proficiency scores from <b>17% to 27%</b> on the May 2023 iStation ISIP Early Reading Assessment, which is an increase of at least 39 students to 61 students performing on grade level.</p> <ul style="list-style-type: none"> <li>● Grade K students will increase proficiency from 17% to 27%, moving 13 students to at least 20 students to on or above grade least (in the 4-5 range, a direct correlation to proficiency on the ACT Aspire).</li> <li>● Grade 1 students will increase proficiency from 11 to 21%, moving 8 students to at least 15 students to on or above grade level ( in the 4-5 range, a direct correlation to proficiency on the ACT Aspire).</li> <li>● Grade 2 students will increase proficiency from 15% to 25%, moving 12 students to at least 20 students to on or above grade level ( in the 4-5 range, a direct correlation to proficiency on the ACT Aspire).</li> <li>● <b>Who:</b> Grades K-2 (226 students)</li> <li>● <b>What:</b> Improve reading proficiency by 10% in each grade level</li> <li>● <b>Where:</b> All classes at Sutton</li> <li>● <b>How:</b> Utilize Benchmark and SPIRE curriculum with fidelity; align instruction to the Science of Reading and district unit plans; during and after school Tier II intervention</li> <li>● <b>When:</b> By May 2023 (progress monitoring with Istation mid-month Oct-April).</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will know when we have met the goal when:</p> <ul style="list-style-type: none"> <li>● The middle-of-year assessment month (MOY) of K-2 grade ISIP Reading is a minimum total of 27% in Exceeding and Ready performance levels (predictive of students' third grade ACT Aspire Reading outcome)</li> </ul>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>● Benchmark Literacy will be used as the core curriculum in every classroom.</li> <li>● Building administrators will be observing quality instruction in each 3-5 literacy block and provide timely feedback.</li> <li>● The Instructional Specialist will support identified teachers through student-centered coaching cycles.</li> <li>● Monthly Istation assessments to monitor student progress, refocus intervention needs, develop goals with students and their parents, and</li> </ul>

	<p>celebrate success.</p> <ul style="list-style-type: none"> <li>• Essential standards and goals will be tracked on digital data walls by grade, class and student level.</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>This goal is a step toward our ultimate goal of ALL students learning at high levels. Improving student achievement specifically in the area of reading is both a moral imperative and a state law, as well as a high priority of Sutton's.</p> <p><b>Vision 2023 Goal:</b></p> <p>Instruction: Each student will have high-quality instruction that targets their identified individual needs from PK through graduation.</p> <ul style="list-style-type: none"> <li>2. All students deserve equal opportunities to a quality education in a safe and accepting environment structured to foster the learning process.</li> <li>5. The involvement of families is important to the success of students.</li> <li>8. Educators are a vital element in our school system, and their continuing development will improve our schools.</li> </ul>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>December 2022 will be our mid-year mark to ensure we are on track to meet the goal.</p> <p><b>Target Date:</b> Sutton will meet Goal 1 by May of 2023.</p>

## GOAL 2

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Grades 3-5 will <b>increase</b> reading proficiency scores <b>from 11% on the 2022 ACT Aspire to 21%</b> on the 2023 ACT Aspire, moving at least 21 students into the Ready or Exceeding level for a total of at least 43 students proficient.</p> <ul style="list-style-type: none"> <li>• Grade 3 students will increase proficiency from 9% to 19%, moving 7 students to at least 14 students proficient in reading.</li> <li>• Grade 4 students will increase proficiency from 11 to 21%, moving 7 students to at least 14 students proficient in reading.</li> <li>• Grade 5 students will increase proficiency from 13% to 23%, moving 9 students to at least 16 students proficient in reading.</li> <li>• <b>Who:</b> Grades 3-5 (206 students)</li> <li>• <b>What:</b> Improve reading proficiency by 10%</li> <li>• <b>Where:</b> All classes at Sutton</li> <li>• <b>How:</b> Utilize Benchmark and SPIRE curriculum with fidelity; align instruction to the Science of Reading and district unit plans; during and after school Tier II intervention</li> <li>• <b>When:</b> By May 2023 (progress monitoring with iStation mid-month Oct-April).</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will know when we have met the goal when:</p> <ul style="list-style-type: none"> <li>• The middle-of-year assessment month (MOY) of 3-5 grade ISIP Reading is a minimum total of 25% in Exceeding and Ready performance levels (predictive of students' third grade ACT Aspire Reading outcome)</li> </ul>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Benchmark Literacy will be used as the core curriculum in every classroom.</li> <li>• Building administrators will be observing quality instruction in each 3-5 literacy block and provide timely feedback.</li> <li>• The Instructional Specialist will support identified teachers through student-centered coaching cycles.</li> <li>• Monthly iStation assessments to monitor student progress, refocus intervention needs, develop goals with students and their parents, and celebrate success.</li> <li>• Essential standards and goals will be tracked on digital data walls by grade, class and student level.</li> </ul>

<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>This goal is a step toward our ultimate goal of ALL students learning at high levels. Improving student achievement specifically in the area of reading is both a moral imperative and a state law, as well as a high priority of Sutton's.</p> <p><b>Vision 2023 Goal:</b></p> <p>Instruction: Each student will have high-quality instruction that targets their identified individual needs from PK through graduation.</p> <ul style="list-style-type: none"> <li>2. All students deserve equal opportunities to a quality education in a safe and accepting environment structured to foster the learning process.</li> <li>5. The involvement of families is important to the success of students.</li> <li>8. Educators are a vital element in our school system, and their continuing development will improve our schools.</li> </ul>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>December 2022 will be our mid-year mark to ensure we are on track to meet the goal.</p> <p><b>Target Date:</b> Sutton will meet Goal 1 by May of 2023.</p>



## GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Sutton will <b>improve the culture and climate for staff, students and families</b>, specifically as it aligns to High Reliability School Level 1: Safe, Supportive and Collaborative Culture as evidenced by pre and post survey results (with 75% of respondents scoring in the agree/strongly agree categories), <b>student discipline and referral data (reduction by 25% or fewer than 231 total referrals)</b>, and student attendance <b>(meeting daily attendance goal of 95%, up from 92.51%)</b>.</p> <p><b>Who:</b> All families, students, and staff  <b>What:</b> Improvement across all data points in culture, climate, safety, discipline and attendance  <b>Where:</b> On campus as measured by digital surveys and data points  <b>How:</b> Providing staff with opportunities to be decision-makers; clear expectations and discipline/rule guidelines and consequences implemented with fidelity across campus in alignment with Capturing Kids' Hearts, celebrating positive behavior through CKH Word of the Month awards, celebrating success in relation to attendance, and communicating with families regularly about the importance of regular school attendance.  <b>When:</b> Ongoing throughout the school year, in alignment with HRS statewide surveys and monthly progress monitoring with Guiding Coalition</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Sutton will have met this goal when our average daily attendance rate is 95%, when our HRS staff survey scores are 75% in the agree/strongly agree categories for all measurement points of Level 1, and when student referral data has reduced by 25% from 21-22.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Admin, attendance clerk and social worker meet weekly to discuss attendance, 5-10 day letters and FINS process</li> <li>• Guiding Coalition meets monthly to review HRS survey data and compile lagging and leading indicators as Sutton moves towards certification as a Marzano HRS Level 1 school.</li> <li>• Monthly awards assemblies and explicit instruction in CKH Words of the Month and aligned lessons</li> <li>• Counselor completes conflict mediation with students receiving referrals related to fighting, disagreements, teasing, name</li> </ul>

	<p>calling and bullying.</p> <ul style="list-style-type: none"> <li>• Sutton implements a major (admin)/minor (staff) handled referral process to include “Behaving Out” in alignment with CKH</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>One of the Big Rocks of FSPS is alignment to the High Reliability Schools model from Marzano Research. Sutton is striving to become certified in Level 1: Safe, supportive, and collaborative culture.</p> <p><b>Vision 2023 Goal:</b></p> <p>Learning Environment: Each student will have instructionally supportive learning environments that are safe, nurturing, and welcoming.</p> <p>Well Being/Mental Health: Each student will receive needed support that ensures physical, mental and emotional health.</p> <p>2. All students deserve equal opportunities to a quality education in a safe and accepting environment structured to foster the learning process.</p> <p>5. The involvement of families is important to the success of students.</p> <p>7. Everyone should embrace change in order to achieve at their highest potential.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>This is an ongoing goal that will continue beyond achievement of Level 1 status, as it is the foundation of all other levels. However, achievement of this particular goal will be measured at monthly intervals and when data is released by the state upon completion of HRS surveys.</p> <p><b>Target Date:</b> May 2023  <b>Halfway Date:</b> December 2022</p>

## MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** Grades K-2 will increase reading proficiency scores from 17% to 27% on the May 2023 iStation ISIP Early Reading Assessment, which is an increase of at least 39 students to 61 students performing on grade level..

- Grade K students will increase proficiency from 17% to 27%, moving 13 students to at least 20 students to on or above grade level (in the 4-5 range, a direct correlation to proficiency on the ACT Aspire).
- Grade 1 students will increase proficiency from 11 to 21%, moving 8 students to at least 15 students to on or above grade level ( in the 4-5 range, a direct correlation to proficiency on the ACT Aspire).
- Grade 2 students will increase proficiency from 15% to 25%, moving 12 students to at least 20 students to on or above grade level ( in the 4-5 range, a direct correlation to proficiency on the ACT Aspire).

### **Progress towards meeting Goal 1:**

**GOAL 2:** Grades 3-5 will increase reading proficiency scores from 11% on the 2022 ACT Aspire to 21% on the 2023 ACT Aspire, moving at least 21 students into the Ready or Exceeding level for a total of at least 43 students proficient.

- Grade 3 students will increase proficiency from 9% to 19%, moving 7 students to at least 14 students proficient in reading.
- Grade 4 students will increase proficiency from 11 to 21%, moving 7 students to at least 14 students proficient in reading.
- Grade 5 students will increase proficiency from 13% to 23%, moving 9 students to at least 16 students proficient in reading.

### **Progress towards meeting Goal 2:**

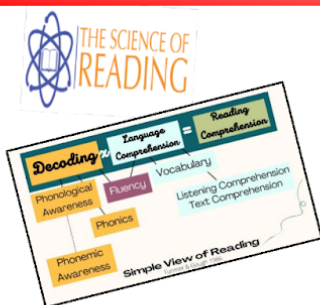
**GOAL 3:** Sutton will improve the culture and climate for staff, students and families, specifically as it aligns to High Reliability School Level 1: Safe, Supportive and Collaborative Culture as evidenced by pre and post survey results (with 75% of respondents scoring in the agree/strongly agree categories), student discipline and referral data (reduction by 25% or fewer than 231 total referrals), and student attendance (meeting daily attendance goal of 95%, up from 92.51%).

**Progress towards meeting Goal 3:**

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



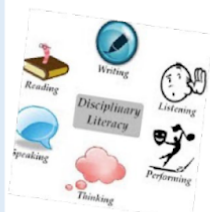
Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



R-I-S-E

Trainer	Course / Topic	Date	Location	Notes
David (Instructional Technology)	ESOL	June 2, 2022 (Monday)	Tracy, Arkansas	
June 7 (Friday)	ESOL	June 7, 2022 (Friday)	Tracy, Arkansas	
June 8 (Saturday)	ESOL	June 8, 2022 (Saturday)	Tracy, Arkansas	
June 9 (Sunday)	ESOL	June 9, 2022 (Sunday)	Tracy, Arkansas	
June 10 (Monday)	ESOL	June 10, 2022 (Monday)	Tracy, Arkansas	
June 11 (Tuesday)	ESOL	June 11, 2022 (Tuesday)	Tracy, Arkansas	
June 12 (Wednesday)	ESOL	June 12, 2022 (Wednesday)	Tracy, Arkansas	
June 13 (Thursday)	ESOL	June 13, 2022 (Thursday)	Tracy, Arkansas	
June 14 (Friday)	ESOL	June 14, 2022 (Friday)	Tracy, Arkansas	
June 15 (Saturday)	ESOL	June 15, 2022 (Saturday)	Tracy, Arkansas	
June 16 (Sunday)	ESOL	June 16, 2022 (Sunday)	Tracy, Arkansas	
June 17 (Monday)	ESOL	June 17, 2022 (Monday)	Tracy, Arkansas	
June 18 (Tuesday)	ESOL	June 18, 2022 (Tuesday)	Tracy, Arkansas	
June 19 (Wednesday)	ESOL	June 19, 2022 (Wednesday)	Tracy, Arkansas	
June 20 (Thursday)	ESOL	June 20, 2022 (Thursday)	Tracy, Arkansas	
June 21 (Friday)	ESOL	June 21, 2022 (Friday)	Tracy, Arkansas	
June 22 (Saturday)	ESOL	June 22, 2022 (Saturday)	Tracy, Arkansas	
June 23 (Sunday)	ESOL	June 23, 2022 (Sunday)	Tracy, Arkansas	
June 24 (Monday)	ESOL	June 24, 2022 (Monday)	Tracy, Arkansas	
June 25 (Tuesday)	ESOL	June 25, 2022 (Tuesday)	Tracy, Arkansas	
June 26 (Wednesday)	ESOL	June 26, 2022 (Wednesday)	Tracy, Arkansas	
June 27 (Thursday)	ESOL	June 27, 2022 (Thursday)	Tracy, Arkansas	
June 28 (Friday)	ESOL	June 28, 2022 (Friday)	Tracy, Arkansas	
June 29 (Saturday)	ESOL	June 29, 2022 (Saturday)	Tracy, Arkansas	
June 30 (Sunday)	ESOL	June 30, 2022 (Sunday)	Tracy, Arkansas	

## DISTRICT CURRICULUM



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



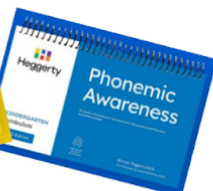
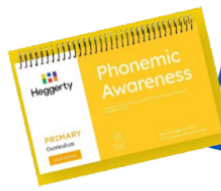
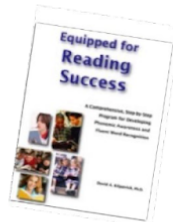
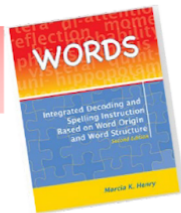
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES



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## FINAL EVALUATION OF 2021-2022 SCHOOL IMPROVEMENT PLAN

**Describe the progress made towards the completion of EACH goal in your PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal has been met, continues to be a goal for 2022-2023, or has been removed.**

**GOAL 1:** Increase literacy, math, and science proficiency by at least 5% on the Istation (K-2 Literacy/Math) and ACT Aspire Summative (3-6 Literacy/Math/Science) by April/May 2022..

Who: All staff through PLC teams

What: Utilize Kagan Cooperative Learning Structures and data analysis to plan purposeful lessons to target student needs.

Where: All classes, all grade levels

How: Continuous training on district resources, PLCs, Kagan, and interventions.

When: Ongoing

	<b>MET</b>
X	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
X	<b>REMOVED</b>

**DESCRIPTION:**

Final ACT Aspire scores from May 2022 show that Sutton did not meet this goal. In reading alone, all grade levels dropped by several percentage points in all content areas (except for 3rd grade English which climbed by 4% in Ready and 4% in Exceeding).

Sutton is removing this specific goal, and will focus on foundational reading skills aligned with Science of Reading and our district wide reading initiative to meet the needs of all students.

**GOAL 2:** Improve parent involvement by having 100% of our families connected through Class Dojo and providing authentic, relevant, opportunities for two-way home/school communication and hands-on ways to support their child's academic, emotional, and physical well being during the 2021-2022 school year.

**Who:** All families, all staff

**What:** Events and Two-Way communication methods to increase parent involvement

**Where:** At school and Online options

**How:** Through physical and virtual avenues

**When:** Ongoing throughout the school year, not just P/T conferences.

	<b>MET</b>
X	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
X	<b>REMOVED</b>

**DESCRIPTION:**

We are continuing to work toward having 100% family connection through Class Dojo. With mobility, we continuously work on this goal as we can have 100% one day, but then have students move out or in, that changes our percentage until we can get families connected again. 99% of our families are connected through Class Dojo this year. That is a 3% increase from last year. Our overall average class percentage is 95-96% with a range from 80%-100% for each classroom.

Our teachers/parents utilized the messenger feature to communicate between home and school in a safe message format with translation options. However, only 63% of our teachers utilize the Class Story feature to share the learning throughout the school year. While positive relationships with families remain important, Sutton will discontinue this goal and focus on HRS Level 1 certification which encompasses positive home-school communication.

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

**Who:** All staff will be involved in the process.

**What:** Reduce the number of students on the chronic absentee list and excessive referrals list.

**Where:** All grades, all classes

**How:** By focusing on the causes and creating goals for improvement.

**When:** During the 2021-2022 school year.

	<b>MET</b>
X	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
X	<b>REMOVED</b>

**DESCRIPTION:**

Our Office Discipline Referrals (ODR's) for year 21-22 are up to 308 compared to the previous year of 297. Our highest number of referrals come from our 3rd and 5th grade classes. Of these grade levels, the majority of referrals come out of our Opportunity Center (OC) classes and are from the same 2-3 students. This accounts for 53% of our 3rd grade ODR's.

Although we are removing this goal from our School Improvement Plan, we will not remove our focus on reducing the number of referrals or improving attendance. We focused on reducing chronic absenteeism by having our support team designate students who were on the at risk list to check in regularly. We will continue to identify students with excessive referrals and absences and plan supports to help reduce those areas as needed.





**2022-2023**  
**TILLES ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Sonia Guerrero	Principal
Jimmy Cook	Assistant Principal
Rachel Adams	Parent
Jennifer Caldwell	Community Member
Laura Carter	Counselor
Christen Wakefield	Second Grade Teacher
Charles Williams	Dyslexia Interventionist
Shawn Stobaugh	K-5 Instructional Specialist
Kate Ray	Media Specialist

# NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

- Tilles received an ESSA Index Score of 61.04 which is a Letter Score of D; 4 points from a C
- All students except the Special Education subgroup declined in performance
- School growth score of 80.16 indicates that our students are meeting and/or exceeding expected growth in achievement.
- Istation data shows 10% of our K-2 students are reading at or above grade level
- ACT Aspire shows that in 3-5 grades, 24% of our students are reading at or above grade level.

## REASONS TO CELEBRATE

- School growth score of 80.16 indicates that our students are meeting and/or exceeding expected growth in achievement
- 4 points away from a C
- Special Education showed an increase in performance

## Tilles Elementary

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
3rd	48%	21%	19%	35%
4th	46%	30%	22%	16%
5th	40%	18%	20%	22%

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Based on 2022 ACT Aspire, for grades 3-5 reading proficiency will increase from <b>24% to 34%</b>. - <b>from 38 students to at least 51 students</b></p> <ul style="list-style-type: none"> <li>• 3rd Grade - 21% to 31% (14 students)</li> <li>• 4th Grade - 30% to 40% (20 students)</li> <li>• 5th Grade - 18% to 28% (17 students)</li> </ul> <p>Based on the Spring 2022 Istation, for grades K-2 reading proficiency will <b>increase from 14% to 24%</b> - <b>from 17 students to at least 29 students</b></p> <ul style="list-style-type: none"> <li>• Kindergarten - 5% to 15% (6 students)</li> <li>• 1st Grade - 8% to 18% (7 students)</li> <li>• 2nd Grade - 27% to 37% (16 students)</li> </ul>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>As a campus we will have attained our goal when 34% of our 3-5 grade students are scoring ready or exceeding on the ACT Aspire Exam.</p> <p>As a campus we will have attained our goal when 24% of our K-2 grade students are reading on grade level or higher in the iStation Reading Assessment.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1) Use Benchmark for Tier 1 (core classroom) instruction</li> <li>2) Building administration will conduct learning walks and provide timely feedback</li> <li>3) Results of progress monitoring will be collected monthly and reviewed collaboratively</li> <li>4) Modifications of intervention groupings will be made as deemed necessary based upon students needs - groups will be fluid</li> <li>5) Students will be assessed through the Istation monthly to monitor progress.</li> <li>6) Instructional Specialist will work with identified teachers using</li> </ol>

	the student-centered coaching cycle
<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	<p>Student acquisition of foundational reading skills is essential to continued academic success.</p>
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>Goal will be reached by May 2023.</p> <p>Progress towards meeting each goal will be reviewed by the Collaborative Teams every month and shared with the Guiding Coalition Team.</p>

# MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

Based on 2022 ACT Aspire, for grades 3-5 reading proficiency will increase from **24% to 34%. - from 38 students to at least 51 students**

- 3rd Grade - 21% to 31% (14 students)
- 4th Grade - 30% to 40% (20 students)
- 5th Grade - 18% to 28% (17 students)

Based on the Spring 2022 Istation, for grades K-2 reading proficiency will **increase from 14% to 24% - from 17 students to at least 29 students**

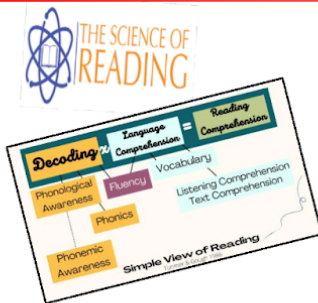
- Kindergarten - 5% to 15% (6 students)
- 1st Grade - 8% to 18% (7 students)
- 2nd Grade - 27% to 37% (16 students)

**Progress towards meeting Goal 1:**

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Trainer	Course	Start Date	End Date	Location	Notes
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	

## DISTRICT CURRICULUM



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



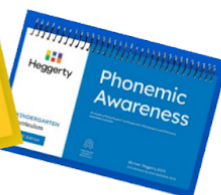
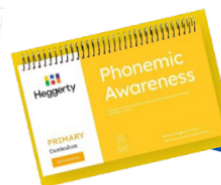
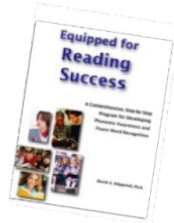
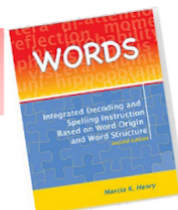
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES





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# **FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN**

**(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)**

**Describe the progress made towards the completion of EACH goal in your  
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal  
has been met, continues to be a goal for 2022-2023, or has been removed.**

## **GOAL 1:**

K-2 students that were identified as Level 2 or below (64%) in Literacy will decrease by 5% by the end of 2021-2022.

3-5 students that were identified as Level 2 or below (47%) in Literacy will decrease by 5% by the end of the 2021-2022.

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
<b>X</b>	<b>REMOVED</b>

**DESCRIPTION:** We did not meet our campus goal. The Guiding Coalition met and discussed it would be in the best interest to have a separate goal per grade level & the assessment would be teacher designed based on the district agreed upon essential skills.



**2022-2023**  
**TRUSTY ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Shantelle Edwards	Principal
Robyn Bates	5th Math/Science Teacher, Coalition Member
Joseph Cope	5th Literacy/Social Studies Teacher
Elizabeth Noess	3rd Grade Teacher
Ashley Rolan	3rd Grade Teacher
Jordan Kelley	Kindergarten Teacher, Coalition Member
Tari Ward	1st Grade Teacher
Jennifer Jones	1st Grade Teacher, Coalition Member
Carissa Pope	2nd Grade Teacher
Roxana Sanchez	2nd Grade Teacher
Lauren Fivekiller	Kindergarten Teacher

<b>Lisa Wuest</b>	<b>4th Grade Teacher</b>
<b>Fatima Bonilla</b>	<b>4th Grade Teacher</b>
<b>Michelle Henslee</b>	<b>Instructional Specialist</b>
<b>Kathleen Weidman</b>	<b>Dyslexia Interventionist</b>
<b>Lazara Williams</b>	<b>Instructional Specialist</b>
<b>Joni Young</b>	<b>Resource Teacher, Coalition Member</b>
<b>Matthew Richardson</b>	<b>Speech Teacher</b>
<b>Nancy Gallo</b>	<b>ELL Paraprofessional, Coalition Member</b>
<b>Earnest “Trey” Neal</b>	<b>Interventionist Paraprofessional</b>
<b>Caitlin Alewine</b>	<b>Counselor, Coalition Member</b>
<b>Jana Phelan</b>	<b>Media Specialist, Coalition Member</b>
<b>Kacee Kareus</b>	<b>Assistant Principal, Coalition Member</b>
<b>Lisa Hansen</b>	<b>Secretary</b>
<b>Mireya Echeverria</b>	<b>Secretary</b>
<b>Lydia Holloway</b>	<b>ArcBest Corporation, Partner in Education</b>
<b>Taely Dedmon</b>	<b>ArcBest Corporation, Partner in Education</b>
<b>Ashley West</b>	<b>ArcBest Corporation, Partner in Education</b>
<b>Lazara Williams</b>	<b>Parent, Coalition Member</b>
<b>Debra Ellison</b>	<b>K-5 Math Coordinator</b>
<b>Tracy Newhart</b>	<b>K-5 Literacy Coordinator</b>
<b>Laurie Baldrige</b>	<b>Science Coordinator</b>
<b>Sherry Jones</b>	<b>ELL Coordinator</b>
<b>Cathey Ford</b>	<b>Dyslexia Coordinator</b>

## NEEDS ASSESSMENT

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**Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.**

\*Our ESSA report card score is a "D" (59.92).

\*We are keeping our Literacy goal and management goal due to our new implementation of Capturing Kids' Hearts.

\*Disciplinary data shows a decrease in office referrals from 94 (3-year average, pre-Capturing Kids' Hearts) to an average of 25 per quarter this past year.

\*"Pre-COVID" attendance rates were between 94%-95%. Last year, it rate was 84%

\*ELPA21 Language Proficiency scores show a majority 85% (96 students) in the progressing category. We have 4% (5 students) emerging; and 11% (12 students) who achieved language proficiency.

\*From August to April, Istation Reading proficiency scores increased an average of 20% for grades K-2, but decreased an average of 4% for grades 3-5.

\*From August to April, Istation Math proficiency scores increased an average of 42% for grades K-2, but decreased an average of 4% for grades 3-5.

\*Our 2021 Aspire scores showed 57% (87 students) in Need of Support for grades 3-5 in Reading. Our Exceeding/Ready students were 24% of students in grades 3-5.

## REASONS TO CELEBRATE

- Average quarterly referrals decreased from our 3-year average of 94 per quarter to 22 per quarter for the 21-22 school year.
- Grades K-2 Literacy increased from August to April by 25% in Kindergarten, 15% in 1st grade; and 20% in 2nd grade. Average 3-5
- Grades 3-5 Aspire Reading scores increased an average of 4% over last year's scores.
- Grades K-2 Math increased from August to April by 39% in Kindergarten, 57% in 1st, and 29% in 2nd grade.
- Grades 3-5 Aspire Math scores increased an average of 2% over last year's scores.

## Trusty Elementary

### 2021-2022 ACT Aspire % Exceeding/Ready\*

Grade	English	Reading	Science	Math
3rd	44%	20%	11%	30%
4th	53%	30%	22%	30%
5th	46%	24%	14%	12%

## IDENTIFIED GOALS

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

### GOAL 1 BEHAVIOR/CLASSROOM MANAGEMENT

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p><b>Decrease discipline referrals from 94 per quarter to 27 or less per quarter.</b></p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Discipline referrals will be monitored per quarter, based on the target of 27 or less per quarter for the 2022-2023 school year.</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Year-long implementation planning-Capturing Kids' Hearts</li> <li>• Capturing Kids' Hearts "Must Dos" for new staff</li> <li>• Capturing Kids' Hearts "Must Dos" for implementing staff</li> <li>• Appropriate teacher consequences before referrals</li> <li>• Counselor does interventions Tier II &amp; Tier III</li> <li>• Special Privileges &amp; jobs for students</li> <li>• CKH initial training for new staff</li> <li>• Buddy Teachers &amp; Calm Down Kits</li> <li>• Schoolwide Consistent: Consequences, Interventions, (Specialty rubric, other)</li> <li>• Capturing Kids' Hearts observations/checklists</li> <li>• PD on Trauma, Wellness, Marzano's Instructional Model, behavioral management</li> <li>• Plan for staff wellness</li> <li>• Parents: Take Home Folders &amp; DOJO communication of behaviors, points</li> <li>• Student incentives &amp; recognitions for positive behavior</li> </ul>

<b>RELEVANT:</b>  <b>List why you want to reach this goal. Include a Vision 2023 reference.</b>	The goal is relevant because behavior issues disrupt the instructional environment for the class and individual. The majority of our students enter school with emotional issues and trauma. It relates to the Wellness Strategy in Vision 2023, which says, "Develop and train empathetic and nurturing employees to be sensitive and supportive of the needs of all children and families."
<b>TIMELY:</b> <b>I will reach my goal by what date?</b> <b>Halfway date?</b>	Our goal will be met by May 2023. Our progress will be measured quarterly, including at semester, December 2022.

## GOAL 2 LITERACY ACHIEVEMENT- Grades 3-5

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/ How/When</b>	3rd-5th grade students will <b>increase</b> their <b>Literacy</b> proficiency rate by 10%,going from <b>25% to 35% (at least 52 students)</b> on the ACT Aspire Summative.. Rates will be monitored monthly and quarterly. <ul style="list-style-type: none"> <li>• 3rd grade will increase from 20% to 30% (14 students)</li> <li>• 4th grade will increase from 30% to 40% (21 students)</li> <li>• 5th grade will increase from 24% to 34% (17 students)</li> </ul> SUB GOALS: <b>Decrease</b> 3rd-5th grade students <b>In Need of Support</b> by 23%, from <b>58% to 35% (at least 34 students)</b> . <ul style="list-style-type: none"> <li>• 3rd grade will decrease from 72% to 49% (at least 11 students)</li> <li>• 4th grade will decrease from 45% to 22% (at least 12 students)</li> <li>• 5th grade will decrease from 56% to 33% (at least 11 students)</li> </ul>
<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	Istation scores for all grades will result in a 10% increase in the proficiency rate of students scoring on or above grade level. ACT Aspire Summative scores for 3rd-5th grade will also result in a 10% increase in the proficiency rate of students Proficient or above. Students In Need of Support for 3rd-5th grade will decrease by



	<p>20%.</p> <p>Teachers will monitor progress more frequently using Common Formative Assessments (CFA).</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Curriculum Pacing of District Units based on District Essential Standards</li> <li>• Planned Common Formative Assessments (CFA)/Common Summative Assessments (CSA)</li> <li>• <b>Review of data with grade level peers</b></li> <li>• Identified teachers will receive assistance from Instructional Specialists through student-centered coaching cycles.</li> <li>• Imagine Learning access for EL students</li> <li>• Continue vocabulary &amp; morphology focus</li> <li>• Use of district purchase/approved curriculum materials (Benchmark Literacy)</li> <li>• Opportunities for new teachers/teachers new to grade to observe other teachers</li> <li>• PD on Marzano's Instructional Model</li> <li>• Parents "Take Home" folders, agendas, DOJO for parent communication</li> <li>• Parents Literacy/Math/Tech Night for helping parents to help their students</li> <li>• Incentives and recognition for academic performance</li> <li>• EL Achieve will be implemented to strengthen language for English Learners</li> <li>• Students not in EL Achieve will participate in intervention time focusing on Literacy 3 times per week</li> <li>• Small group coaching/training</li> <li>• Teachers will be observed during Literacy block and given timely feedback</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Students need Literacy skills for survival and to support success in other academic areas. Our students, from poverty and EL learners, come to us with gaps in these areas.</p> <p>It relates to the Vision 2023 Instructional Strategy, "Design, develop, and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations."</p>

<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	Our goal will be met by May 2023. Our progress will be measured at the beginning, middle, and end of the year by Istation, as well as end-of-year ACT Aspire Summative.
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## GOAL 3 LITERACY ACHIEVEMENT- Grades K-2

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/How/When</b>	K-2 students will increase their Literacy proficiency rate by 10%, from 27% to 37%, (at least 44 students) as measured by Istation scores. Rates will be monitored monthly and quarterly.  Kindergarten will increase from 26% to 36% (at least 14 students). 1st grade will increase from 24% to 34% (at least 14 students). 2nd grade will increase 32% to 42% (at least 16 students).
<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	Istation scores for K-2 will result in a 10% increase in the proficiency rate of students scoring on or above grade level. Proficiency will be measured monthly by Istation.
<b>ATTAINABLE:</b>  <b>Item(s) I need to achieve this goal.</b>	<ul style="list-style-type: none"> <li>• Curriculum Pacing of District Units based on Essentials</li> <li>• Planned CFAs/CSAs</li> <li>• <b>Review of data with grade level peers</b></li> <li>• Identified teachers will receive assistance from Instructional Specialists through student-centered coaching cycles.</li> <li>• Imagine Learning access for EL students</li> <li>• Continue vocabulary &amp; morphology focus</li> <li>• Use of district purchase/approved curriculum materials (Benchmark Reading)</li> <li>• Opportunities for new teachers/teachers new to grade to observe other teachers</li> <li>• PD on Marzano's Instructional Model</li> <li>• Parents "Take Home" folders, agendas, DOJO for parent</li> </ul>

	<p>communication</p> <ul style="list-style-type: none"> <li>• Parents Literacy/Math/Tech Night for helping parents to help their students</li> <li>• Incentives and recognition for academic performance</li> <li>• EL Achieve will be implemented to strengthen language for English Learners</li> <li>• Students not in EL Achieve will participate in intervention time focusing on Literacy 3 times per week</li> <li>• Small group coaching/training</li> <li>• Teachers will be observed during Literacy block and given timely feedback</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Students need Literacy skills for survival and to support success in other academic areas. Our students, from poverty and EL learners, come to us with gaps in these areas.</p> <p>It relates to the Vision 2023 Instructional Strategy, “Design, develop, and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student’s unique needs and aspirations.”</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Our goal will be met by May 2023.</p> <p>Our progress will be measured at the beginning, middle, and end of the year by Istation.</p>

# MID-YEAR GOAL MONITORING

***To Be Completed at the end of the first Semester - (December 2022)***

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

**GOAL 1:** Decrease discipline referrals from 94 per quarter to 27 or less per quarter.

**Progress towards Goal 1:**

**GOAL 2:** 3rd-5th grade students will **increase** their **Literacy** proficiency rate by 10%, going from 25% to 35% (at least 52 students), on the ACT Aspire Summative.. Rates will be monitored monthly and quarterly.

- 3rd grade will increase from 20% to 30% (14 students)
- 4th grade will increase from 30% to 40% (21 students)
- 5th grade will increase from 24% to 34% (17 students)

**SUB GOALS:**

**Decrease** 3rd-5th grade students **In Need of Support** by 23%, from **58% to 35% (at least 34 students)**.

- 3rd grade will decrease from 72% to 49% (at least 11 students)
- 4th grade will decrease from 45% to 22% (at least 12 students)
- 5th grade will decrease from 56% to 33% (at least 11 students)

**Progress towards Goal 2:**

**GOAL 3:** K-2 students will increase their Literacy proficiency rate by 10%, from 27% to 37%, (at least 44 students) as measured by Istation scores. Rates will be monitored monthly and quarterly.

Kindergarten will increase from 26% to 36% (at least 14 students).

1st grade will increase from 24% to 34% (at least 14 students).

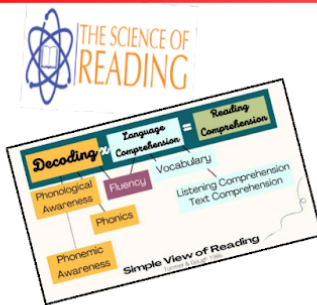
2nd grade will increase 32% to 42% (at least 16 students).

**Progress towards Goal 3:**

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Session	Trainer(s)	Topic	Location	Time
Level 1: Introduction to the Science of Reading	Dr. J. Smith	Introduction to the Science of Reading	Fort Smith	8:00 AM - 12:00 PM
Level 2: Phonics and Fluency	Dr. J. Smith	Phonics and Fluency	Fort Smith	1:00 PM - 4:00 PM
Level 3: Vocabulary and Comprehension	Dr. J. Smith	Vocabulary and Comprehension	Fort Smith	8:00 AM - 12:00 PM
Level 4: Reading Strategies and Assessment	Dr. J. Smith	Reading Strategies and Assessment	Fort Smith	1:00 PM - 4:00 PM
Level 5: Reading Intervention	Dr. J. Smith	Reading Intervention	Fort Smith	8:00 AM - 12:00 PM
Level 6: Reading Intervention	Dr. J. Smith	Reading Intervention	Fort Smith	1:00 PM - 4:00 PM
Level 7: Reading Intervention	Dr. J. Smith	Reading Intervention	Fort Smith	8:00 AM - 12:00 PM
Level 8: Reading Intervention	Dr. J. Smith	Reading Intervention	Fort Smith	1:00 PM - 4:00 PM
Level 9: Reading Intervention	Dr. J. Smith	Reading Intervention	Fort Smith	8:00 AM - 12:00 PM
Level 10: Reading Intervention	Dr. J. Smith	Reading Intervention	Fort Smith	1:00 PM - 4:00 PM

## DISTRICT CURRICULUM



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



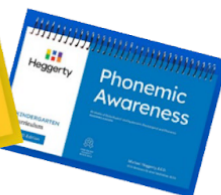
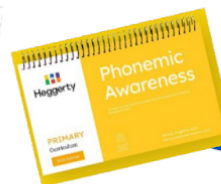
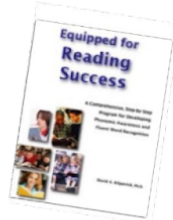
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES



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## **FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN**

**(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)**

**Describe the progress made towards the completion of EACH goal in your  
PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal  
has been met, continues to be a goal for 2022-2023, or has been removed.**

### **GOAL 1:**

Increased use of classroom and behavior management strategies will result in fewer discipline referrals than the 3-year average of 94 per quarter.

X	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

### **DESCRIPTION:**

**We met the standard of less than 94 referrals per quarter in each quarter of this year (12 -1st, 31 -2nd, & 23 -3rd). Since this is our first year of Capturing Kids Hearts implementation; and next year we will have several new staff due to “beginning merge” stage, we would like to continue this goal.**

**GOAL 2:**

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

X	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

Our average K-2 proficiency increase was 12%, above the 4% increase expectancy, and our average 3-5 Aspire increase met the increase expectancy of 4%

**GOAL 3:**

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

X	<b>MET (by K-2)</b>
X	<b>NOT MET (by 3-5)</b>
	<b>CONTINUED IN 2022-2023 PLAN</b>
X	<b>REMOVED</b>

**DESCRIPTION:**

Our average K-2 proficiency increase was 16%, above the 4% increase expectancy. However, our average 3-5 proficiency increase was 2%, below the 4% increase expectancy.





**2022-2023**  
**WOODS ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**

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**PLANNING TEAM:**

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

Name	Title
Sharla Whitson	Principal
Miranda Watson	Assistant Principal
Jeff Judkins	5th Grade Teacher
Karen Mills	3rd Grade Teacher
Shawna Morganflash	2nd Grade Teacher
Alex Pillar	1st Grade Teacher
Patti Hill	Music Teacher
Lora Smith	Parent
Corey Montgomery	Community Member/Partner in Education
Leslie Sharp	K-5 Instructional Specialist
Hannah Massey	Counselor

# NEEDS ASSESSMENT

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Please note key assessment data that best represent the school's current status/needs. In the following section, please list a few "Reasons To Celebrate" based on recent success.

- Woods received an ESSA Index Score of 79.47 which is a School Letter Grade A
- **2022 ACT Aspire**
  - 3rd Grade English 74%, 4th Grade English 74%, 5th Grade English 86%
  - 3rd Grade Reading 50%, 4th Grade Reading 61%, 5th Grade Reading 60%
  - 3rd Grade Math 71%, 4th Grade Math 62%, 5th Grade Math 64%
- **Istation April 2022**
  - Kindergarten: Levels 4-5 71%, Levels 1-2 10%
  - 1st Grade: Levels 4-5 39%, Levels 1-2 39%
  - 2nd Grade: Levels 4-5 58%. Levels 1-2 27%
- Capturing Kids Hearts contributes and supports teachers as they build positive relationships with their students.

# REASONS TO CELEBRATE

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- School Letter Grade A
- Arkansas School Recognition Award Winner for top 5% performance in 2021
- ACT Aspire
  - 5th Grade English Improved from 79% (2021) to 86% (2022)
  - 3rd Grade Reading Improved from 41% (2021) to 50% (2022)
- Istation Reading
  - Increased Percentage of Kindergarten Students in Levels 4-5 April 2021 45% to April 2022 76%
- Capturing Kids Hearts
  - All teachers greet students every morning.
  - All classes and staff created a Social Contract.
  - Each class shares Good Things on a daily basis.
  - Majority of classrooms implement a Launch on a daily basis.

## Woods Elementary

### 2021-2022 ACT Aspire % Exceeding/Ready

Grade	English	Reading	Science	Math
3rd	74	50	48	71
4th	74	61	59	62
5th	86	60	60	64

# IDENTIFIED GOALS

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

## GOAL 1

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>The percentage of 3rd-5th graders at Woods who score ready or exceeding on the ACT Aspire reading assessment will <b>increase</b> by 5% on the May 2023 assessment, from <b>57 to 62%- 11 students</b>.</p> <p>3rd Grade 50% to 55%, 3 students 4th Grade 61% to 66%, 4 students 5th Grade 60% to 65%, 4 students</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>There will be a 5% increase from the May 2021 ACT Aspire Reading Assessment to the May 2022 ACT Aspire Reading Assessment</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ol style="list-style-type: none"> <li>1) Building administrators will observe quality instruction in each K-2, 3-5 Literacy Block and provide timely feedback</li> <li>2) Teachers (and teams) will also use Common Formative Assessments (CFA), Common Summative Assessments (CSA), and monthly Istation assessments</li> <li>3) Students will receive Intervention or enrichment as needed. Results of progress monitoring will be collected and reviewed</li> <li>4) Modifications in intervention will be made as needed</li> </ol>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Instruction:</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p> <p><b>Result Statement 3:</b> Ensure all students have access to specific accelerations to achieve grade-level standards and beyond.</p>

	<b>Result Statement 7:</b> Ensure students receive instructional support using Response to Intervention (RTI) and/or supplemental services.
<b>TIMELY:</b>  <b>I will reach my goal by what date?</b>  <b>Halfway date?</b>	<p>Goal will be reached by May 2023</p> <p>Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.</p>

## GOAL 2

<b>Write a SPECIFIC goal.</b>  <b>Who/What/Where/How/When</b>	<p>The percentage of K-2nd graders at Woods who score on or above grade level with Istation reading assessment will <b>increase 5% in each grade level from April 2022 to April 2023 assessment.</b></p> <p>Kindergarten 77% to 82%, 4 students  1st Grade 39% to 43%, 3 students  2nd Grade 58% to 63%, 3 students</p>
<b>MEASURABLE:</b>  <b>I know I have reached my goal when...</b>	<p>There will be a 5% increase from the April 2021 Istation Reading Assessment to the April 2022 Istation Reading Assessment.</p>
<b>ATTAINABLE:</b>  <b>Item(s) I need to achieve this goal.</b>	<ol style="list-style-type: none"> <li>1) Building administrators will observe quality instruction in each K-2, 3-5 Literacy Block and provide timely feedback.</li> <li>2) Teachers (and teams) will also use CFAs, CSAs, and monthly Istation assessments.</li> <li>3) Students will receive Intervention or enrichment as needed. Results of progress monitoring will be collected and reviewed.</li> <li>4) Modifications in intervention will be made as needed.</li> </ol>

<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p><b>Instruction:</b> Design, develop and implement programs to promote rigor, relevance, collaboration, critical-thinking skills and learning environments designed to meet each student's unique needs and aspirations.</p> <p><b>Result Statement 7:</b> Ensure students receive instructional support using Response to Intervention (RTI) and/or supplemental services.</p> <p><b>Response to intervention (RTI)</b> is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement. According to John Hattie's work, RTI has a 1.25 influence on student achievement</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>Goal will be reached by May 2023.</p> <p>Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.</p> <p>December 2022</p>

## GOAL 3

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>Improve student connections with others while building meaningful, productive relationships with every student and colleague.</p> <p>This will occur by May 2023 by Integrating the Capturing Kids Hearts EXCEL Model (E-Engage, X- X-plore, C- Communicate, E- Empower, L- Launch) in daily practices. This will also be monitored through the observation of Capturing Kids Hearts strategies being implemented in all classrooms.</p> <p><b>Attendance will improve from 95 to 96%.</b></p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>Improved student attendance</p> <p>Capturing Kids Hearts Rubric completed on each staff member</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<ul style="list-style-type: none"> <li>• Capturing Kids Heart Professional Development</li> <li>• Implementation of the EXCEL Model on a daily basis</li> <li>• Celebrations of student success</li> </ul>
<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>As a staff, we need to reach this goal because our students need to have Social and Emotional support. Vision 2023 states, "We will develop and train empathetic and nurturing employees to be sensitive to and supportive of the needs of all children and families."</p> <p>The staff are focused on interventions and student successes using high quality instruction. They are conscientious of the emotional and social support for students based on nurturing and empathy.</p>
<p><b>TIMELY:</b></p> <p><b>I will reach my goal by what date?</b></p> <p><b>Halfway date?</b></p>	<p>May 2023</p> <p>December 2022</p>



# MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - (December 2022)*

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

**GOAL 1:** The percentage of 3rd-5th graders at Woods who score ready or exceeding on the ACT Aspire reading assessment will increase by 5% on the May 2023 assessment, from 57 to 62%- 11 students.

**Progress towards meeting Goal 1:**

**GOAL 2:** The percentage of K-2nd graders at Woods who score on or above grade level with Istation reading assessment will increase 5% in each grade level from April 2022 to April 2023 assessment.

**Progress towards meeting Goal 2:**

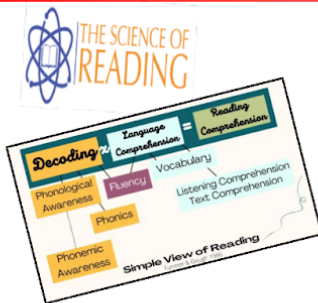
**GOAL 3:** Improve student connections with others while building meaningful, productive relationships with every student and colleague.

**Progress towards meeting Goal 3:**

# LITERACY PLAN

Fort Smith Public Schools will ensure that K-12 students will have access to a guaranteed, viable curriculum aligned to promote grade-level reading proficiency through district essential standards.

## STATE REQUIREMENTS



Fort Smith Public Schools will ensure that K-12 teachers are provided with ongoing, job-embedded professional development in areas related to the Science of Reading to better equip them to support students in all tiers of instruction.



Trainer	Course	Start Date	End Date	Location	Notes
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	Trainer
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	Trainer
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	Trainer
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	Trainer
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	Trainer
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	Trainer
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	Trainer
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	Trainer
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	Trainer
Steph H. Haggerty	Phonics	7/1/22	7/15/22	Fort Smith	Trainer

## DISTRICT CURRICULUM



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



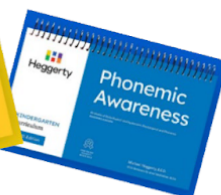
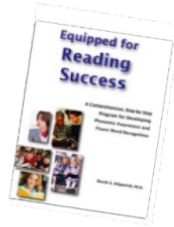
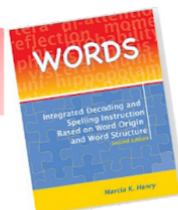
Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through SPIRE, an Intensive Reading Intervention for Nonreaders and Struggling Readers.



SUPPLEMENTAL  
RESOURCES



# FINAL EVALUATION OF PRIOR YEAR (2021-2022) SCHOOL IMPROVEMENT PLAN

(As required by the Arkansas Department of Elementary and  
Secondary Education as part of the current year School Improvement Plan)

**Describe the progress made towards the completion of EACH goal in your PRIOR YEAR (2021-2022) school improvement plan. Please identify if each goal has been met, continues to be a goal for 2022-2023, or has been removed.**

**GOAL 1:** The percentage of 3rd-5th graders at Woods who score ready or exceeding on the ACT Aspire reading assessment will increase from 56% to 61% on the May 2022 assessment.

	<b>MET</b>
X	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:** Overall Reading Score ACT 2022 57%

**GOAL 2:** The percentage of K-2 students at Woods who score a 4 or 5 on the Istation reading assessment will increase 5% in each grade level K-2 on the April 2023 assessment.

	<b>MET</b>
X	<b>NOT MET</b>
X	<b>CONTINUED IN 2022-2023 PLAN</b>
	<b>REMOVED</b>