



**2021-2022
ORR ELEMENTARY
SCHOOL IMPROVEMENT PLAN**

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
Tracie Gipson	Counselor
Lori England	Kindergarten Teacher
Nan Hargett	3rd/4th Grade Teacher
Kristel Knubley	1st Grade Teacher
Debra Lively	Special Education Teacher
Marla Needham	NSL Dyslexia Specialist
Josh Hargett	Parent
Sherry Sims	Community Member

NEEDS ASSESSMENT

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

Our school was identified as an Additional Targeted Support school for our special education sub-population in November 2018. This designation highlighted a major area of concern in our student achievement data. We began addressing this concern immediately by using professional development opportunities to train our teachers in best evidence based practices based on the PLC at Work model from Solution Tree. We changed our master schedule for the 2019-2020 school year to include both Response to Intervention (RTI) time, which we call WIN Time (What I Need), and Collaborative Team Time for teachers to collaborate on meeting individual student needs. We also protected our special education students' grade level instruction time by having our special education resource teachers push into classrooms during math classes instead of pulling students out for math interventions. This kept our students that are served by our special education resource teachers from missing essential learning with their peers. This year, we have participated in the pilot of the Inclusive Practices PLC Project through the Department of Elementary and Secondary Education Special Education Unit. Through that project, we have continued developing our PLC and our RTI systems while having much more communication and planning done in collaboration between our special education and general education teachers. We have changed the services that we provide to our students that are assigned to our special education class by ensuring that they receive on grade level core instruction every day and targeted interventions on essential standards. Our IEPs are now aligned to essential standards, and we have created learning progressions to vertically analyze prerequisite skill gaps to better meet the learning needs of our students. As we move forward, we need to continue to develop our rigor in our core classes and continue to provide data driven targeted instruction and intervention during our WIN time. We will also need to incorporate our new literacy and math curriculum in our unit plans and assessment maps.

Setting a new baseline this year for literacy proficiency in our special education population sub-group goal will be needed because we met and exceeded our goal for the 2020-2021 school year.

Since we did not reach our 8% increase for our math and literacy goal in the 2020-2021 school year even though we did make great gains from our beginning of the year data, we will continue with the same goal adjusted from February 2020 data to April 2021 data as the baseline.

REASONS TO CELEBRATE

- As a result of the work that we have done, we met and exceeded our special education goal this year! During our last testing session of the 2019-2020 school year in IStation, two out of thirty-five students from our special education population scored proficient, which is a 6% proficiency rate. This year, eight out of twenty-six students from our special education population scored proficient. That is a 31% proficiency rate which is 25% higher than last year! Our goal was to increase by 8%, so we exceeded our goal by 17%! Our special education students demonstrated great growth. The majority of our students identified as having learning disabilities increased their reading levels. Twelve of these students increased their reading levels by 2 grade levels, five increased by 3 grade levels, one increased by 4 grade levels, and one increased by 6 grade levels.
- We showed great growth from September 2020 to April 2021 with an increase of 13.8% in proficiency in reading and 15.9% in math for our total student population.
- We have created learning progressions for all literacy essential standards and 3rd-6th grade math essential standards this year.
- We have been so successful in our implementation of our Inclusive Practices PLC Project that the Department of Elementary and Secondary Education has referred several district special education directors and principals to call us for advice.
- One of our special education teachers shared a presentation about our work to other special education teachers in our district.
- We will be implementing Capturing Kids Hearts in the 2021-2022 school year. Through this implementation, our goal will be to have a common language and consistent culture in the building for how we create a positive learning environment through relationship building. We know the power of relationships and the impact that building relationships can have on increasing student achievement. Capturing Kids Hearts will give our teachers the tools they need to build strong classroom communities and a safe learning environment for our students through a social emotional support lens.
- We are very excited to have new math and literacy resources that support the research and evidence based learning we have experienced with RISE and our Inclusive Practices PLC Project work.
- We are also excited to be working toward our High Reliability Schools Level 1 Certification.

Orr Elementary

2020-2021 ACT Aspire % Exceeding/Ready*

Grade	English	Reading	Science	Math
3rd				
4th				
5th				

***This chart will be completed upon receipt of the results of the 2020-2021 state assessments.**

IDENTIFIED GOALS

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

GOAL 1

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>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%).</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>When we have 8% more 3rd-5th grade special education students proficient in reading according to IStation than we did in April 2021, we will know that we have reached our goal.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>This is attainable because we have put systems of intervention in place, created common formative assessments to drive instruction, and we will continue working with consultants from Solution Tree to help us specifically meet the needs of our students identified as having special needs. We also believe it is attainable because we saw a 25% increase in proficiency in the 2020-2021 school year.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<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>

<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>May 1, 2022 is the goal completion date.</p> <p>January 1, 2022 will be our halfway date.</p>
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GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	<p>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%)</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>When we have an 8% increase in overall student proficiency in reading and mathematics from our April 2021 Istation data, we will know that we have reached our goal.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>This is attainable because we have put systems of intervention in place, created unit plans with essential standards and learning targets, created common formative assessments to drive instruction, and we will be working with consultants from Solution Tree to help us specifically meet individual student needs. (Diane Kerr from Solution Tree suggested that we set a goal between 8% and 10% because the PLC practices that we are putting in place are likely to produce great increases in our student achievement data.) We showed great growth from September 2020 to April 2021 with an increase of 13.8% in proficiency in reading and 15.9% in math. Although this was 6.2% more growth than we saw in reading the previous year and 8.8% more growth than we saw in math the previous year, we failed to meet our goal of increasing our overall level of proficiency by 8% because our baseline data was significantly lower. It is our hypothesis that our baseline data will be stabilized going into a new year with less disruption from Covid 19. If we demonstrate as much growth as we did this year, we will meet this goal.</p>

<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<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>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>May 1, 2022 is the goal completion date.</p> <p>January 1, 2022 will be our halfway date.</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: 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%).

Progress towards meeting Goal 1:

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%)

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
JUNE 2021

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
15	16	17	18	19

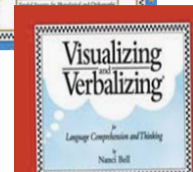
DISTRICT CURRICULUM



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.

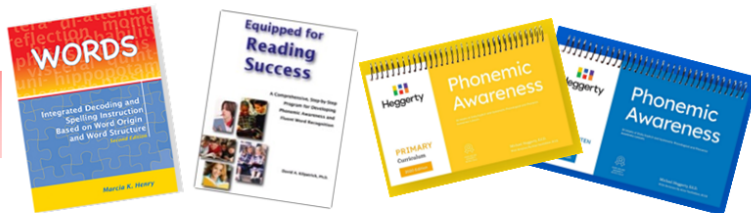


Fort Smith Public Schools will assess regularly to plan for instruction and intervention to ensure that students demonstrate progress towards mastering the essential standards.



Fort Smith Public Schools will provide Dyslexia intervention through integration of the Lindamood-Bell LIPS, Seeing Stars and Visualizing and Verbalizing programs.

SUPPLEMENTAL RESOURCES



FINAL EVALUATION OF 2020-2021 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2020-2021 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2021-2022, or has been removed.

GOAL 1: By May 1, 2021, our goal is to increase our special education student proficiency in reading by 8% on Istation using the February 2020 Istation scores as a baseline.

X	MET
	NOT MET
	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: We increased our proficiency rate by 25% which exceeded our goal of 8%!

GOAL 2: By May 1, 2021, our goal is to increase our overall student proficiency in reading and mathematics by 8% on Istation using the February 2020 Istation scores as a baseline.

	MET
	NOT MET
x	CONTINUED IN 2021-2022 PLAN
	REMOVED

DESCRIPTION: We will continue this goal for the 2021-2022 school year because we only had a 1% gain in proficiency this year instead of meeting our 8% goal.