



**2019-2020
SCHOOL IMPROVEMENT PLAN**

SCHOOL: L. A. Chaffin Junior High

PLANNING TEAM:

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

| Name | Title |
|-------------------|---------------------|
| Todd Marshell | Principal |
| Nancy Burris | Assistant Principal |
| Tim Beasley | Community Member |
| Katie Mankins | Counselor |
| Dustin Clark | Counselor |
| Robin Owen | English Teacher |
| David Rathbun | Math Teacher |
| Camille Monchamp | Parent |
| Izabelle Simonian | Student |

NEEDS ASSESSMENT

REVIEW OF DATA:

Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.

The mission of Chaffin Junior High is to inspire student success through innovative instruction in a culture of high expectations and personal character. This mission serves our building and culture as we continue to identify areas for growth that will increase student performance and success.

Once again Chaffin earned an “A” rating when ESSA scores were released although our rating score did decrease from 84.16 to 84.12.

Chaffin received financial rewards of \$118,561.72 from the Arkansas School Recognition Program for being in Top 5% Performance and Top 6-10% in Growth based on ACT Aspire scores from Spring 2018.

Chaffin’s demographics, like a lot of schools, continues to be fluid. Chaffin currently serves a population of 840 with roughly 48% qualifying for Free/Reduced priced meals, approximately 10% who are ELL, and approximately 10% who qualify for Special Education services.

IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

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

DATA SOURCE: This goal was selected by our team in the spring of 2018. A review of Chaffin's ACT Aspire scores from the S'18 indicates the following:

The ADE released student performance scores for English, Math, Science, and Reading. They did NOT release scores for Writing. Considering scoring across these four areas for 3 grade levels (Chaffin serves students in grades 7th, 8th, and 9th), there are 12 areas then to compare to Spring 2017. Of these 12 areas, Chaffin made significant gains in 6 of the 12 areas, scored roughly the same in two areas, and showed decreases in four areas. Reading scores made gains in all three grade levels but science scores dropped in all three grades.

Here is a summary of the areas scores dropped:

7th Grade English scores dropped from 93% to 89% (S'17 to S'18)
7th Grade Science scores dropped from 64% to 61% (S'17 to S'18)
8th Grade Science scores dropped from 68% to 64% (S'17 to S'18)
9th Grade Science scores dropped from 56% to 54% (S'17 to S'18)

Although these scores are significantly higher than the state average, seeing a decrease in student performance scores is concerning.

This goal remains significant and a focus for Chaffin because it addresses weaknesses identified by data. Increasing students' capacity to think, use data, and to defend, rationalize, and explain their positions will prepare them for success. Growth in this area will be reflected by student performance scores.

IDENTIFIED NEEDS WITH DATA SOURCE: (continued)

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

DATA SOURCE: Again, this need was identified by the Chaffin team in the Spring of 2018. Annual reviews of data pertaining to student conduct and discipline reveals that we as a school community must make Character Education a collective focus at Chaffin Jr. High. Our “Moral Purpose” as an organization is to prepare students for college and career and to be “good” citizens while working to increase student performance. We believe that working together to create and provide a culture of high expectations in terms of conduct and social skills will have a positive impact on student success as measured by grades and state exams. By teaching students to “do right and be kind,” we will create a safe learning environment where students excel.

This goal remains relevant and an important focus for teachers and staff at Chaffin Jr. High.

3: Chaffin will increase its capacity to address the needs of struggling readers and will show gains in Reading scores as measured on ACT Aspire.

DATA SOURCE: Again, although Chaffin scores in the area of Reading on the ACT Aspire are well above the state average, and we showed gains in Reading in all three grade levels from Spring 2017 to Spring 2018, the data reveals that this is an area of needed growth.

The newly adopted NWEA Map assessments by Fort Smith Public Schools and implemented beginning in the fall of 2018, also identify students who are struggling with Reading. Analysis and understanding of this data provides opportunities to provide services and timely interventions that will increase student proficiency in this area.

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

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

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:

- Create more questions/activities where students have to explain their process or defend their position
- Develop and utilize more short answer assessments vs. multiple choice
- Socratic Seminar
- Teachers work to make a habit of always asking follow-up questions like “why” or “how do you know” or “how did you get that”

TIMELINE:

This goal was identified in the spring of 2018 with actions being identified and shared by the team in the fall of 2018. Work on this goal is well underway but is not complete. The Chaffin staff will continue to improve in this area in the 2019-2020 school year. Growth will be evaluated at the end of the school year to determine if it remains a goal moving forward.

IDENTIFIED GOALS (continued)

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

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:

- Establishment of clear expectations for all students at the beginning of the school year
- Set short term goals for students in areas of behavior, character, attendance, and academics and recognize/reward students at the conclusion of each quarter
- Focus on Digital Citizenship
- Implement “Second Step” curriculum and activities
- Focus on “Soft Skills” as they relate to career planning and goals
- Bulletin Boards posted throughout the building focused on good character and decision making

TIMELINE:

Like goal 1, this goal was created at the end of the 2017-2018 school year. Issues were identified and strategies shared beginning in the fall of 2018 and continued throughout the 2018-2019 school year. The faculty and staff will continue analyzing student disciplinary data and reviewing issues students are having to determine additional strategies and responses during the 2019-2020 school year. Data will be reviewed at the end of the year to determine whether to include this goal in our School Improvement Plan.

IDENTIFIED GOALS (continued)

GOAL 3: Chaffin will increase its capacity to address the needs of struggling readers and will show gains in reading scores as measured on ACT Aspire.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 3:

- Review of student performance data from ACT Aspire and first round of NWEA Map exams administered in the fall of 2020.
- Assign students who are scoring below the 25th percentile to a Reading Interventionist
- Provide services as needed and requested to those identified with dyslexia

TIMELINE:

Scheduling of students will begin as quickly as data is available. Like the others, it is hard to determine or define an expected end date for this goal. Growth in this area for Chaffin will be likely be monitored with changes and modifications until this area becomes a strength.

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

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

Documentation from classroom observations conducted by building principals along with actions shared by teachers during post-observation conferences.

GOAL MONITORING PLAN (Continued)

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

Particular issues and needs identified by data or staff will be shared during professional development activities. Strategies will also be developed and planned through collaborative efforts of staff. These strategies will be implemented with impact monitored.

Due to increases in social/emotional issues, this area and the action plan lends itself to personnel having to be more “responsive” than “proactive.”

GOAL 3: Chaffin will increase its capacity to address the needs of struggling readers and will show gains in reading scores as measured on ACT Aspire.

Increased students receiving services by Reading Specialist
We will analyze student progress on NWEA Map tests and we will see overall increases in student Reading levels and decreases in the number of students reading below the 25 percentile in reading.

Literacy Plan

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

ADE Prescribed Pathways of Proficiency Credentials

ADE RISE and Science of Reading

ADE Prescribed Pathways of Awareness Credentials

A, C, D

Online Path

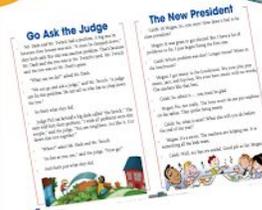
| Grade Span | July 2019 | August 2019 | October 2019 | February 2020 | March/June 2020 | |
|------------------------------------|---------------------|-------------------|----------------------|----------------------|------------------|--------------------|
| K-2 (Cohort 1) 3-6 (Cohort 1-2) | Cohort 1 - Days 1-3 | Cohort 1 - Day 4 | 1/2 Cohort 1 - Day 5 | 1/2 Cohort 1 - Day 5 | Cohort 1 - Day 6 | |
| | | Cohort 2 - Day 1 | 1/2 Cohort 2 - Day 2 | 1/2 Cohort 2 - Day 2 | Cohort 2 - Day 3 | |
| Grade Span | July 2020 | August 2020 | October 2020 | February 2021 | March/June 2021 | Summer 2021 |
| 3-6 (Cohort 2) K-2 (Cohort 3-4) | | Cohort 3 - Day 4 | 1/2 Cohort 3 - Day 5 | 1/2 Cohort 3 - Day 5 | Cohort 3 - Day 6 | |
| | | Cohort 3 - Day 4 | 1/2 Cohort 3 - Day 5 | 1/2 Cohort 3 - Day 5 | Cohort 3 - Day 6 | |
| | | *Cohort 4 - Day 1 | 1/2 Cohort 4 - Day 2 | 1/2 Cohort 4 - Day 2 | Cohort 4 - Day 3 | Cohort 4 - Day 4-6 |
| Grade Span | September 2019 | November 2019 | December 2019 | | | |
| 7-12 Sp. Ed. | Cohort 5 - Day 1 | Cohort 5 - Day 2 | Cohort 5 - Day 3 | | | |
| | Cohort 6 - Day 1 | Cohort 6 - Day 2 | Cohort 6 - Day 3 | | | |



Sound Walls posted in each classroom



Decodable text for student use

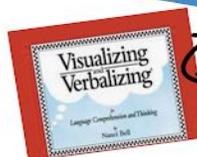


District Support



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

Increases automaticity of word recognition



Increases strategies in language comprehension



FINAL EVALUATION OF 2018-2019 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2018-2019 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2019-2020, or has been removed.

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

| | |
|--|--------------------------------------|
| | MET |
| | NOT MET |
| | CONTINUED IN 2019 - 2020 PLAN |
| | REMOVED |

DESCRIPTION:

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

| | |
|--|--------------------------------------|
| | MET |
| | NOT MET |
| | CONTINUED IN 2019 - 2020 PLAN |
| | REMOVED |

DESCRIPTION:

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

| | |
|--|--------------------------------------|
| | MET |
| | NOT MET |
| | CONTINUED IN 2019 - 2020 PLAN |
| | REMOVED |

DESCRIPTION: