

**2020-2021
CHAFFIN JUNIOR HIGH
SCHOOL IMPROVEMENT PLAN**

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 Beasley	Community Member
Katie Mankins	Counselor
Dustin Clark	Counselor
Robin Owen	English Teacher
David Rathbun	Math Teacher
Camille Monchamp	Parent
Katherine Marcotte	Student

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!

While Chaffin scores in the area of Reading on the ACT Aspire are well above the state average, we dropped in Reading in all three grade levels from Spring 2018 to Spring 2019. The data reveals that this is an area of needed growth. Since testing in Arkansas was suspended in the spring of 2020, no current data is available.

The NWEA Map assessments used by Fort Smith Public Schools 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.

Over the course of the past few years, we have used various tools as our interim assessment. This has made it difficult to adequately use data to drive instruction. There is a need to increase our capacity to develop formative assessments for the purposes of measuring student progress on essential standards and providing timely interventions.

REASONS TO CELEBRATE

Chaffin used Title I funds to hire a Reading Interventionist to help with struggling readers. Last year a Reading Interventionist was moved from an elementary setting to address the needs of students identified with Dyslexia. Finally, we have two special education teachers who have been trained to serve students identified as having special needs with dyslexia.

These teachers have served or are currently serving 70 students that have been identified as dyslexic are having reading issues.

Below is a breakdown of the progress of students being served in the Lindamood Bell program (Seeing Stars or Visualizing and Verbalizing) at the end of the first semester. Due to issues related to Covid 19, summary data from the second semester was not available.

Student Reading Level Gains:

1 Grade	8 Students
1.5 Grades	4 Students
2 Grades	14 Students
2.5 Grades	8 Students
3 Grades	11 Students
3.5 Grades	3 Students
4 Grades	6 Students
4.5 Grades	1 Student
5 Grades	2 Students
6 Grades	2 Students

Chaffin Junior High

2018-2019 ACT Aspire % Exceeding/Ready

Grade	English	Reading	Science	Math
7th	89%	58%	65%	72%
8th	84%	74%	58%	68%
9th	74%	58%	55%	56%

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>The percentage of students scoring “Ready” in Reading as measured by the Spring 2021 ACT Aspire will increase by 3% in each grade.</p>
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>There will be a 3% increase in students scoring “Ready” in reading on the Spring 2021 ACT Aspire when compared to the Spring 2019 ACT Aspire.</p> <p>Note: ACT Aspire was not administered in the Spring of 2019 due to COVID 19. Data from the 2019-2020 school year will not be available for comparison.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> ● Assess student reading levels early in fall of 2020 ● Place students reading at or below the 25th percentile in class with interventionist ● Provide interventions to students ● Use tools to monitor progress throughout the year
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</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>
<p>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Goal will be reached by May 2021.</p>

GOAL 2

<p>Write a SPECIFIC goal.</p> <p>Who/What/Where/How/When</p>	
<p>MEASURABLE:</p> <p>I know I have reached my goal when...</p>	<p>Documentation will show progress of weekly meetings along with the identification of Essential Learnings and development of formative assessments.</p>
<p>ATTAINABLE:</p> <p>Item(s) I need to achieve this goal.</p>	<p>Master schedule will be created to provide common planning for teachers in core subject areas. Where applicable, teachers will collaborate to identify essential standards per quarter. Teachers will create at least one formative assessment per unit.</p>
<p>RELEVANT:</p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</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>TIMELY:</p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>Chaffin is in the second cohort of the district's PLC rollout. During the 2020-2021 school year, we will build capacity through professional development opportunities and strategic scheduling. The structure and the direction for the work will be in place by May 2021.</p>

MID-YEAR GOAL MONITORING

(To Be Completed at the end of the first Semester)

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

GOAL 1:

GOAL 2:

FORT SMITH
PUBLIC SCHOOLS
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.

State Requirement

Per ADE - All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate **PROFICIENCY** in knowledge and practices of scientific reading instruction . Administrators, counselors , teachers in grades 7-12 & all other academic areas in K-6 outside of the classroom (e.g., Art, Music, PE, etc.) shall demonstrate an **AWARENESS** in knowledge and practices in scientific reading instruction.

ADE Prescribed Pathways of Proficiency Credentials

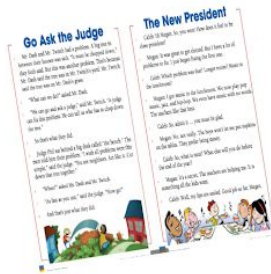
ADE Prescribed Pathways of Awareness Credentials

COHORTS 1 - 4
COHORTS 2-4 ARE DIVIDED INTO GROUP A OR GROUP B

COHORT 1 Gr. 3-6	COHORT 2 Gr. 3-6	COHORT 3 Gr. K-2	COHORT 4 Gr. K-2
SUMMER 2020 • DAY 6	SUMMER 2020 • DAY 3		
	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 4 • A & B	AUG. 2020 • DAY 1 • A & B
			SEP. 2020 • DAY 2 • A & B
	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 5 • B	OCT. 2020 • DAY 3 • B
	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 5 • A	FEB. 2021 • DAY 3 • A
	March or June 2021 • DAY 6 • A	March or June 2021 • DAY 6 • A	SUMMER 2021 • DAYS 4- 6

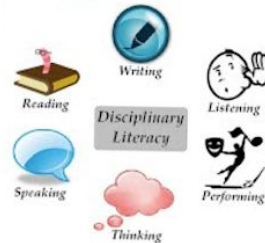


District Support

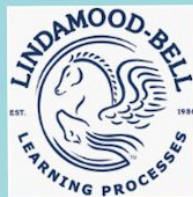


Sound Walls posted in each classroom

Decodable text for student use

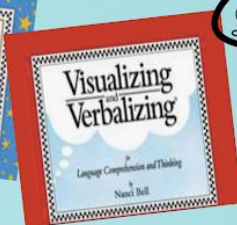


Additional Materials & Training



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 2019-2020 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2019-2020 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2020-2021, or has been removed.

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

	MET
	NOT MET
	CONTINUED IN 2020-2021 PLAN
X	REMOVED

DESCRIPTION: Open-ended questioning with elaboration is a strategy that moves students to higher order thinking. As a staff, we will continue to improve our practice of writing and asking these types of questions to our students.

This goal has been removed from the 2020-2021 SIP because it is not written as a SMART Goal.

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 2020-2021 PLAN
x	REMOVED

DESCRIPTION: Character education is essential to helping young adolescents navigate junior high. Proper conduct and behavior is also critical to a positive school culture that promotes high levels of student success. The faculty and staff at Chaffin will always be focused on ways to promote positive social skills, self-respect and positive relationships. However, this goal is being removed from the 2020-2021 SIP because it is not written as a SMART Goal.

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.

	MET
	NOT MET
x	CONTINUED IN 2020-2021 PLAN
	REMOVED

DESCRIPTION: The “focus” of this goal will continue in the 2020-2021 SIP, but has been reworded as a SMART Goal. Great progress was made in 2019-2020 as noted in our “Reasons to Celebrate” portion of the 2020-2021 SIP. Unfortunately, students were not tested by the ACT Aspire in May 2020 to see how the progress of our students would have impacted the overall percentage of students scoring at or above “READY”.