



**2019-2020
SCHOOL IMPROVEMENT PLAN**

SCHOOL: Dora Kimmons Junior High

PLANNING TEAM:

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

Name	Title
Christopher Johnson	Principal
Pamela Ehnle	Instructional Facilitator
Lena Medlock	Math Interventionist
Nancy Zeiger	Reading Interventionist
Paul Davis	Community Member
Stephanie Lloyd	Teacher
Charleigh English	Teacher
Melissa Mullin	Teacher
Nathan Furhman	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.

- According to the 2018-2019 ESSA Report Kimmons Junior High School has shown growth in every sub population. However, the special education subpopulation has underperformed for the past three years missing the state cutoff score for the subpopulation.
- According to the 2017-2018 ACT Aspire Data Kimmons Junior High School scored 60% ready of exceeding in English, 35% ready or exceeding in Reading, 25% ready or exceeding in Science, and 27% ready or exceeding in Math.
- According to the 2018 School Report Card Kimmons Junior High School received a letter grade of a C. Currently Kimmons Junior High School has an index score of 64.54.
- As a result of the ACT Aspire test scores in the subpopulation of Students with Disabilities from the academic years of 2015-2016, 2016-2017, and 2017-2018 Kimmons Junior High School entered into Additional Targeted Support.

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: To increase the academic performance for the special education subpopulation. To meet the 5% cut score on the ACT Aspire Summative Exam.

DATA SOURCE: ESSA Report and ACT Aspire Report

IDENTIFIED NEEDS WITH DATA SOURCE: (continued)

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

DATA SOURCE: ESSA Report and ACT Aspire Report

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

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:

1. Examine and perform a root cause analysis on the causes for low performance in the areas of math and reading.
2. Continue to implement the three school instructional initiatives, which are no call outs (ask, pause call), relevant accountable bell work, and explain, defend and justify responses.
3. Continue to implement a system for administering and examining Common Formative Assessments.
4. Continue to implement a Professional Learning Community (PLC). The PLC's will consist of horizontal and vertical collaboration, data meetings, and prescriptive professional development to address the needs of teachers and students.

5. The counselors will monitor all students academically. The counselors will provide academic and therapeutic interventions to ensure all students are academically successful.
6. Kimmons Junior High will offer a fundamental math and reading course targeting students who score in the needs of support category on the ACT Aspire.
7. Students who score in the close category on the ACT Aspire will be closely monitored. The students will be provided one on one and small group support to ensure growth.
8. Administration and teachers will attend professional conferences focused on researched based teaching strategies.
9. The administration will continue focused classroom observations and post conferences designed to increase teacher performance.
10. Each subpopulation will be closely monitored to ensure all academic needs are being met, and interventions are put in place when necessary.
11. Kimmons Junior High 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 30 minute block daily.

TIMELINE: August 2019-May 2020

GOAL 2: The special education subpopulation will meet the 5% cut off score as prescribed by the ACT Aspire Summative Exam.

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:

1. All special education students will be closely monitored. Students will be provided additional opportunities and support through one on one and small group instruction.
2. All case manager teachers will progress monitor students to ensure academic success.
3. A root cause analysis will be conducted for students who display deficits for the purpose of providing equitable academic interventions.
4. Continue to implement a system for administering and examining Common Formative Assessments.
5. Special education teachers will collaborate and participate in the PLC system.
6. All special education teachers will be in-serviced on the latest co-teaching models, and strategies for instructing students with disabilities.
7. Students who score in the close category on the ACT Aspire will be closely monitored. The students will be provided one on one and small group support to ensure growth.
8. Administration and teachers will attend professional conferences focused on researched based teaching strategies.
9. The administration will continue focused classroom observations and post conferences designed to increase teacher performance.
10. Kimmons Junior High 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 30 minute block daily.

TIMELINE: August 2019 - May 2020

GOAL MONITORING PLAN

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

GOAL 1: The school leadership team will closely monitor goal one. The school leadership team will evaluate the goal during their bi-monthly meeting. The goals will be monitored via the three NWEA MAP T Interim Assessments. The goal will be furthered monitored via the Common Formative Assessment model. Each teacher will be required to administer various pre and post tests to determine mastery of academic concepts. The results will be discussed, and interventions will be implemented during the RTI time. Lastly, the principal will meet bi-monthly with the Math and Reading Interventionist, and the Instructional Facilitator to discuss data, interventions, teacher and students support, and student progress.

GOAL 2: The special education department and administration will closely monitor this goal. Various members from the Special Education Department are scheduled to attend a summer professional development on the CoTeach Model. The teachers that attend the professional development will be tasked with providing professional development for the remaining teachers. The special education team and administration will evaluate this goal during their monthly meeting. The goal will be monitored via the three NWEA MAP interim Assessments. The goals will be furthered monitored via the Common Formative Assessment model. Each teacher will be required to administer various pre and post tests to determine mastery of academic concepts. The results will be discussed, and interventions will be put in place during the bi-monthly data meetings. The interventions will be implemented during the RTI time. Lastly, the principal will meet bi-monthly with the Special Education Department, Math and Reading Interventionist, and the Instructional Facilitator to discuss data, interventions, teacher and student support, and student progress.

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

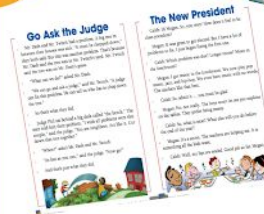
Grade Span	July 2019	August 2019	October 2019	February 2020	March/June 2020	
K-2 (Cohort 1) 3-6 (Cohort 1-2)	Cohort 1 - Day 1-3	Cohort 1 - Day 4	1/2 Cohort 1 - Day 5	1/2 Cohort 1 - Day 5	Cohort 1 - Day 6	
		Cohort 2 - Day 1	1/2 Cohort 2 - Day 2	1/2 Cohort 2 - Day 2	Cohort 2 - Day 3	
Grade Span	July 2020	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

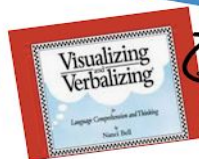


District Support



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

	MET
	NOT MET
	CONTINUED IN 2019 - 2020 PLAN
	REMOVED

DESCRIPTION:

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

	MET
	NOT MET
	CONTINUED IN 2019 - 2020 PLAN
	REMOVED

DESCRIPTION:

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

	MET
	NOT MET
	CONTINUED IN 2019 - 2020 PLAN
	REMOVED

DESCRIPTION: