



**2020-2021**  
**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
Robyn Dawson	Principal
Dana Booth	Assistant Principal
Sheila Jones	Title I Elementary Specialist
George McGill	Community Member
Joshua Bogdon	Parent
Kristin Riggs	Counselor
Laura Rippy	Kindergarten Teacher
Jessica Hall	First Grade Teacher
Courtney Burdick	Third Grade Teacher
Kate Meyers	Fourth Grade Teacher
Darla Sampley	Sixth Grade Teacher

# NEEDS ASSESSMENT

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**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!**

Spradling Elementary School is a Title I school made up of 51.8% Hispanic, 19.5% African American, 18.5% Caucasian, 5.9% Asian, 3.6% 2 or more races, and .8% Native American. 40% of our students qualify as English Learners, 97% of students are considered to be from low income homes, and 13% qualify for Special Education Services. Spradling has also been identified as a Needs of Additional Targeted Support for our Special Education Department.

Due to our high English Learners population as well as students from a variety of cultures, it is important for our school to focus on the needs of those students. Goals 1 and 3 benefit all students with focus on addressing these students. Goal 2 focuses on our Special Education Department.

## REASONS TO CELEBRATE

- Solution Tree Model School status
- Successful completion of the Apprenticeship Program partnering with University of Arkansas-Fort Smith
- Interim ACT Aspire test scores improved overall
- RTI Model fully implemented and functioning
- Heightened awareness of ELL proficiencies
- STARS documentation system to track student data created
- Greater emphasis on vocabulary development to support all students, especially ELL
- Technology advancements through virtual teaching and communicating

## Spradling Elementary

### 2018-2019 ACT Aspire % Exceeding/Ready

<b>Grade</b>	<b>English</b>	<b>Reading</b>	<b>Science</b>	<b>Math</b>
<b>3rd</b>	<b>68%</b>	<b>22%</b>	<b>22%</b>	<b>48%</b>
<b>4th</b>	<b>54%</b>	<b>25%</b>	<b>15%</b>	<b>32%</b>
<b>5th</b>	<b>59%</b>	<b>34%</b>	<b>25%</b>	<b>47%</b>
<b>6th</b>	<b>50%</b>	<b>30%</b>	<b>25%</b>	<b>43%</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>All teachers in grades 3-6 will integrate and implement English Language Proficiency Standards into Unit Plans in ELA and Math by the end of the 2020-2021 school year.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>English Learners have made gains on their ACT, Istation, and ELPA21 scores.</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>● Amanda Butler, District ELL Coordinator will meet with each grade level team to review the English Language Proficiency Standards (ELP) and examples of practices to integrate them into unit plans.</li> <li>● Small group instruction will continue to be built into the daily schedule utilizing resources such as: Reach, Imagine Learning, and LindaMood Bell Curriculum.</li> <li>● Classroom instruction will include more speaking and writing opportunities for students.</li> <li>● ELP standards will continue to be documented as a resource for designing lesson plans, as well as creating intervention and remediation groups.</li> <li>● Classroom teachers will continue to place an emphasis on vocabulary development of students.</li> </ul>

<p><b>RELEVANT:</b></p> <p>List why you want to reach this goal. Include a Vision 2023 reference.</p>	<p>This goal is important in order to support our high EL population. Vision 2023 encourages us to support equity, instruction, and wellness among all students.</p>
<p><b>TIMELY:</b></p> <p>I will reach my goal by what date?</p> <p>Halfway date?</p>	<p>By the end of 2020-2021 school year, our goal is for all classrooms to have ELP standards fully implemented into daily lessons.</p> <p>December 2020</p>

**GOAL 2**

<p><b>Write a SPECIFIC goal.</b></p> <p>Who/What/Where/How/When</p>	<p>Spradling Special Education students in grades K-6 will show 1 ½ years worth of growth in reading/literacy levels by the end of the 2020-2021 school year.</p>
<p><b>MEASURABLE:</b></p> <p>I know I have reached my goal when...</p>	<p>Classroom assessments and interims will show student growth.</p> <p>CFAs, CSAs, ACT Aspire, Running Records, LMB</p>
<p><b>ATTAINABLE:</b></p> <p>Item(s) I need to achieve this goal.</p>	<ul style="list-style-type: none"> <li>• Spradling will continue to utilize the LindaMood Bell Curriculum and Training.</li> <li>• SPED students will continue to be integrated into General Education classrooms throughout the day.</li> <li>• SPED teachers took on a more active role during 2019-20 on PLC teams and planning. This will continue for 2020-21.</li> <li>• SPED ACT Interim data will be used to monitor growth.</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>Spradling is listed as a Needs of Additional Targeted Support for our SPED Department. Our goal is to give all students equity in their learning by supporting them through quality instruction and wellness.</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 2021</p> <p>December 2020</p>

**GOAL 3**

<p><b>Write a SPECIFIC goal.</b></p> <p><b>Who/What/Where/How/When</b></p>	<p>K-6 grade level teams will unpack Writing and Language Arts standards and complete their units. The process will be well underway by August 2020, full completion by December 2020.</p>
<p><b>MEASURABLE:</b></p> <p><b>I know I have reached my goal when...</b></p>	<p>We will know this is complete when all grade level units for both Writing and Language Arts are complete.</p> <p>Student scores will increase in Istation, ACT Aspire, and classroom assessments</p>
<p><b>ATTAINABLE:</b></p> <p><b>Item(s) I need to achieve this goal.</b></p>	<p>*Tracy Gilmore will provide Professional Development and train teachers in the use of multiple resources.</p> <p>*District ELA Google site will be utilized</p> <p>*Team collaborative time will be used to develop the grade level units</p>

<p><b>RELEVANT:</b></p> <p><b>List why you want to reach this goal. Include a Vision 2023 reference.</b></p>	<p>Both Writing and Language Arts are core subjects that are foundational in all areas of education. With our large English Learner population, it is vital that these two areas be a focus. Classrooms are creating opportunities for students to practice communication skills (writing, speaking, and listening) into their lessons daily.</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 December 2020, Writing and Language Arts standards will be unpacked. Units, including CFAs and CSAs will be completed.</p> <p>October 31, 2020</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:**



**GOAL 3:**

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



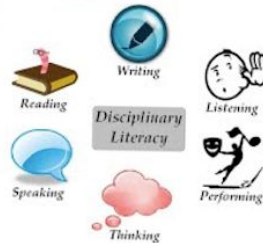
**District Support**



Decodable text for student use



Sound Walls posted in each classroom

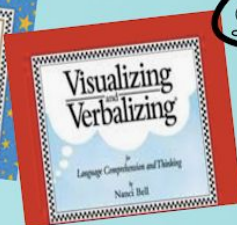


**Additional Materials & Training**



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

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## 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:** We will integrate and implement English Language Proficiency Standards into Unit Plans in English Language Arts and Math.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

- Amanda Butler, District ELL Coordinator met with each grade level team in September 2019 to review the English Language Proficiency Standards (ELP) and examples of practices to integrate them into unit plans.
- Small group instruction continues to be built into the daily schedule utilizing resources such as: Reach, Imagine Learning, and LindaMood Bell Curriculum.
- Classroom instruction includes more speaking and writing opportunities for students.
- ELP standards will continue to be documented as a resource for designing lesson plans, as well as creating intervention and remediation groups.
- Spradling had students qualify to exit the ELL program based on their ELPA21 scores.
- Classroom teachers placed an emphasis on vocabulary development of students.
- We will continue working on this goal since we were not able to complete this task prior to the end of the year due to school closing and COVID.

**GOAL 2:** Special Education students will show 1 ½ years worth of growth in reading levels.

	<b>MET</b>
	<b>NOT MET</b>
X	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

- Spradling will continue to utilize the LindaMood Bell Curriculum.
- SPED students will continue to be integrated into General Education classrooms throughout the day.
- SPED teachers took on a more active role during 19-20 on PLC teams and planning.
- SPED ACT Interim data demonstrated much growth.
- We will continue working on this goal since we were not able to complete this task prior to the end of the year due to school closing and COVID.

**GOAL 3:** Spradling will craft and analyze Common Formative Assessments (CFA) a Common Summative Assessments (CSA) that have multiple DOK levels. A minimum 2 CFAs per unit will be created.

X	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2020-2021 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

All grade level teams have crafted and analyzed CFAs and CSAs with multiple DOK levels for each unit.