



24-25 School Level Improvement Plan

School Name: Kirksey Middle School	LEA #:0405045	Building Principal: Jeremy Yates
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District Goals:

All schools will meet their individual building goals focused on weighted achievement, growth, 3rd grade reading, post-secondary readiness, and graduation rate as measured by summative assessments.

Comprehensive Needs Assessment

Areas of Strength: Student growth showed an increase across 12 grade/subject bands, compared to the prior year. A greater focus on rigor and standards yielded a positive trend in the year's data. English results, particularly across 7th and 8th grade demonstrate very high achievement. There is a positive growth trend in Math and Science (grades 7 and 8).

Areas of Improvement: Opportunities for continued growth and achievement exist in multiple areas. There are gaps in learning mastery present when comparing student groupings. To increase overall achievement, the gaps must be diminished and overcome. This includes closing areas where students have grade level deficiencies.

Building Goal: *Utilizing research based connection between effective teacher collaboration and student success, we will increase the percentage of PLC time focused on data and documented questioning by 20%.*

Action Steps <i>(What action steps do we think will generate improvement?)</i>	Evidence <i>(What evidence will we use to measure progress?)</i>	Timeline <i>(What is an appropriate timeline for each of the action steps?)</i>
<i>PLC's will evaluate PLC specific data, aligned to a specific essential standard, on a bi-quarterly basis, improving overall mastery and growth by a factor of 5% +</i>	<i>Bi-quarterly data cycle will be evaluated with comparisons to last year's mastery levels per PLC.</i>	<i>Bi-Quarterly, Year Long and Ongoing</i>
<i>PLC Data will be collected and assembled, with increased teacher leadership and knowledge driving focus on data.</i>	<i>PLC Agendas with documented time on task will be created, illustrating a 20% increase in focus on data and questioning</i>	<i>Bi-Weekly, Year Long and Ongoing</i>

Building Goal: *By Increasing support and focus for English Language Learners (ELL's), the success rate will improve and the number of students meeting proficiency within the program will increase by 10%, when comparing the 23-24 to 24-25 school years.*

Action Steps	Evidence	Timeline
<i>Teachers will increase ELL student opportunities for English Language production and opportunities for peer interaction, demonstrating in academic language speaking/conversation at least twice weekly.</i>	<i>Teacher PGP's, lesson plans and data recorded, centering on discourse, cooperative learning structures and time allotted.</i>	<i>Year Long and Ongoing. Training at Year Beginning PD, and Monthly Meetings.</i>
<i>School team will increase parental involvement for ELL students and families, by contacting (at least 50% by phone call) a minimum of one ELL parent per week to share positive interactions, encourage student and parent, and or/invite to a school event.</i>	<i>Shared teacher communication log</i>	<i>Weekly, Year Long and Ongoing</i>

Building Goal: *Utilizing appropriate grade level materials and engaging instructional techniques, the percentage of students meeting growth expectations (Per the State Mean Value Added Growth Reports) in areas of ELL, economically disadvantaged, and students with disabilities, will demonstrate statistically significant increase in state provided value added growth metric across all grade levels.*

Action Steps	Evidence	Timeline
<i>We will effectively implement high-level teaching strategies and all students will make learning gains in all core subjects increasing growth in student groupings, across state provided value added growth metric.</i>	<i>End of Year Value Added Growth reports, interim reports and teacher data.</i>	<i>Weekly, Bi-Quarterly, and yearly</i>
<i>Utilizing high quality instructional materials aligned to essential standards, with an emphasis on curricular materials provided by the district, teachers will maintain focus on rigorous, grade level delivery of content.</i>	<i>By Unit (Agendas and Assessments): essential standard aligned instruction, proficiency scales, formative and summative assessments with calibrated scoring</i>	<i>Daily, Weekly, By Unit, Year Long</i>

Parent & Family Engagement Plan (Link)

[Literacy Plan \(Link\)](#)

Health & Wellness Priority: RPS supports providing physical activities, nutrition education and a healthy school environment that promotes student wellness. The schools will follow all state and federal laws regarding student health, nutrition and wellness and the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. RPS has a district health and wellness committee that meets quarterly. Each school has a wellness committee that annually creates goals and actions centered on nutrition, physical activity, and professional development for staff. Schools measure progress made in attaining the goals in the local wellness policy using BMI data, SHI, and SLIPs.

Evaluation Process: Each school will conduct quarterly evaluations of its School Level Improvement Plan to monitor progress and adjust actions as needed. Additionally, each school will host an annual spring stakeholder meeting to assess its plan's overall effectiveness and inform necessary revisions for the upcoming school year. This review, involving various stakeholders, will include a thorough examination of goals, action steps, and comprehensive data analysis.