



### 24-25 School Level Improvement Plan

<b>School Name: Mathias</b>	<b>LEA #: 405044</b>	<b>Building Principal: Korienne Toney</b>
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**District Goals:**

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

#### Comprehensive Needs Assessment

**Areas of Strength:** (school adds data statements based on most relevant data)

- In ACT Aspire math, our performance increased 3% overall.
- In ACT Aspire reading, our performance increased 4% overall.
- In iReady reading, our performance increased 7% overall.
- In iReady math, our performance increased 2% overall.
- In DIBELS, our performance increased 9% overall

**Areas of Improvement:** (school adds data statements based on most relevant data)

- In ELA in the OEP Growth report, English Language Learners overall performed 19% lower than the NWAESC and 11% lower than the combined population at Mathias.
- In Math in the OEP Growth report, English Language Learners performed 25% lower than the NWAESC and 16% lower than the combined population at Mathias.
- In DIBELS, all grade levels showed positive growth, but Kindergarten, 1st Grade, 3rd Grade, and 5th Grade showed smaller gains than 2nd and 4th Grades.

**Building Goal:** *(SMART Goal Format)*

**By the end of the 24-25 school year, Mathias students' weighted achievement percentile rank will meet or exceed 70%.**

<b>Action Steps</b> <i>(What action steps do we think will generate improvement?)</i>	<b>Evidence</b> <i>(What evidence will we use to measure progress?)</i>	<b>Timeline</b> <i>(What is an appropriate timeline for each of the action steps?)</i>
Through a focus on inclusive practices, special education students will receive support to access grade level content within the general education classroom.	-Progress Monitoring -Common Formative Assessments -District Level Benchmarks	Ongoing
Through a focus on AVID goal setting and achievement, students will track their own data on all essential standards.	-AVID binders with goal setting pages -Common Formative Assessments -District Level Benchmarks	Ongoing

**Building Goal:** (SMART Goal Format)

**By the end of the 24-25 school year, Mathias students' added growth percentile rank will meet or exceed 60% in ELA and 58% in math.**

Action Steps	Evidence	Timeline
Through a focus on AVID Collaborative Strategies, teachers will work to engage more of their students promoting a format of I Do, We Do, You Do Together, You Do with more intentional time dedicated to the You Do Together portion.	-Lesson Plans with collaboration strategies built in -CWTs	PD at the beginning of the year and then ongoing
Our schedule will have a building-wide RtI time where all staff and students will take part in intervention, flexing students between teachers to best meet their needs.	-Progress Monitoring -GPLC planning -Common Formative Assessments	Ongoing

**Building Goal:** (SMART Goal Format)

**By the end of the 24-25 school year, 70% of Mathias third grade students will meet or exceed DIBELS Oral Reading Fluency Words Correct and Accuracy cut scores.**

Action Steps	Evidence	Timeline
Teachers will use reading foundation data to form groups for explicit reading small group instruction, flexing across the grade level to best accommodate similar needs.	-Progress Monitoring	Ongoing
Through a focus on AVID goal setting and achievement, students will track their own DIBELS data.	-AVID binders with goal setting pages -DIBELS Progress Monitoring Passages -DIBELS Benchmark Passages	Ongoing

**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.