



24-25 School Level Improvement Plan

School Name: Janie Darr Elementary	LEA #: 0405053	Building Principal: Leah Padilla
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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: (school adds data statements based on most relevant data)
 Janie Darr Elementary scored at the 100% for the weighted achievement

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

Our English Language Learners scored the lowest of any of our sub-pops with a score of 80% which was above the NWAESC average of 59%, but below our school level percentile rank of 100%.

- Value added growth - all students 78%
- English language learners current weighted achievement - 80%

Data Check:

Percentage of 2nd grade meeting benchmark for WC: 66%

Percentage of 2nd grade meeting benchmark for accuracy: 83%

Percentage of 2nd grade meeting benchmark for both areas (WC and accuracy): 66%

Building Goal: By the end of the 24-25 school year, Janie Darr’s weighted achievement percentile rank for our English Language Learners will meet or exceed 90% .

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>
GenEd Teacher Step: Increase support for general education teachers to support EL students in the GenEd classroom. <ul style="list-style-type: none"> ● Professional Development on scaffolds and support ● Professional Learning centered around vocabulary (standards, routines, procedures, etc.) 	Lesson Plans with supports listed Word Walls over academic vocabulary that can be carried over content areas PD Calendar : with PD listed by district support and in building instructors	August 2024- May 2025
ESL Teacher Step: Unpack language skills and strategies in TIER 1	<ul style="list-style-type: none"> ● Lesson Plans for ESL teacher 	August 2024-May 2025

<p>content specific tasks to bridge the gap between EL support services and the GenEd classroom. Ex. CGI problem. ESL teacher will discuss and unpack what the math problem is asking the student to do. Scheduled sessions for ESL teacher to have collaboration with teachers to make sure they are in a solid understanding of what essentials are expected in the classroom.</p>	<ul style="list-style-type: none"> • Assignments in TeacherEase that are tied to Language standards using grade level activities • Yearlong calendar of collaborative meetings involving the grade level teachers, academic coaches, and ESL teacher. 	
<p>ESL Teacher: Conferences with students about progress toward proficiency toward ESL standards</p>	<p>3 Times a year: BOY, MOY, EOY</p>	<p>August 2024- May 2025</p>
<p>Student Step : Track progress toward meeting proficiency in state EL standards. Ex. If they are current a level 3 in writing, what skills do they have to show proficiency to move up to the next level.</p>	<p>3 Times a year: BOY, MOY, EOY</p>	<p>August 2024- May 2025</p>
<p>Building Goal: By the end of the 24-25 school year, Janie Darr's value added growth percentile rank will meet or exceed 88%.</p>		
<p>Action Steps</p>	<p>Evidence</p>	<p>Timeline</p>
<p>Teachers will build shared knowledge of essential standards. In order to strengthen instruction</p> <ul style="list-style-type: none"> • Operationalizing Standards • Pacing • Building Success Criteria • Creating CFA's based on success criteria 	<p>Teaming Time Agenda's - Weekly Pacing Calendars Essential Standards Unpacking Guide Team created CFA's</p>	<p>August 2024-May 2025</p>
<p>Teachers will create actionable SMART goals based on Essential Standards for each grade level, for each quarter.</p> <ul style="list-style-type: none"> • Use pre-data to determine goal • Use progress monitoring data to document progress toward goal • Use district benchmark assessments to track post data • Use TIER 2 student data to document individual student progress toward essential proficiency if additional support is needed 	<p>Data in Teacher Ease Janie Darr - SMART Goal tracking form TIER 2 Data District Benchmarks</p>	<p>August 2024-May 2025</p>

Building Goal: By the end of the 24-25 school year, 76% of Janie Darr third grade students will meet or exceed Dibels Oral Reading Fluency Words Correct and Accuracy cut scores.

Action Steps	Evidence	Timeline
Teacher: Fluency Routine Structure taught and utilized in grades 3rd- 5th	ORF Progress Monitoring <ol style="list-style-type: none"> 1. Students below grade level- Every 2 weeks 2. Students on grade level- 1x a quarter 	August 2024-May 2025
Teacher: Fluency Routine Structure taught and utilize in 1st-2nd grade	Focus in 1st on <u>Accuracy</u> Focus in 2nd Grade on <u>Automaticity</u> w/Accuracy Running Records paired with grade level texts Rubric developed to hit all the elements of fluency (accuracy, automaticity, expression, self correcting, comprehension) Teacher provides explicit feedback based on the grade level focus, then individual student focus	January 2024-May 2025
Grades 3-5 Student Steps: Fluency growth will be independently documented when a student is progress monitored or assessed on benchmarks.	<ul style="list-style-type: none"> ● Student tracking their data (ORF or teacher decided) 	Ongoing August 2024-May 2025
Grade 1-2 Student Steps: Fluency growth will be independently documented when a student is assessed on benchmarks.	<ul style="list-style-type: none"> ● Student tracking their data (ORF or teacher decided) 	Ongoing August 2024-May 2025
Teaming Time meetings - Discuss grade level progress toward proficiency	Teaming Time Agendas Grade Level ORF Data Tracking Form PD and Collaboration centered around fluency routine and fluency strategies	Sept. and Dec. 2024 May 2024

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.