



25-26 School Level Improvement Plan

School Name: Oakdale Middle School	LEA #:0405039	Building Principal: Martin Resendiz
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District Goals:

By May 2026, all schools will achieve their individual building goals related to achievement, student growth, 3rd-grade reading proficiency, post-secondary readiness, and graduation rates as measured by local and state assessments.

Comprehensive Needs Assessment

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

Reduction in Student Infractions:

- Incident reports and student infractions decreased by 50.4% between the 2022–2023 and 2024–2025 school years.
- A 44.6% reduction was observed specifically from 2023–2024 to 2024–2025.

Improvement in Student Attendance Rates:

- 2022–2023: 92.04%
- 2023–2024: 91.34%
- 2024–2025: 92.53%

Special Education – 6th Grade Science Growth:

- Value-added measure improved from -0.0566 (2023) to -0.0469 (2024), demonstrating progress in academic growth for students receiving special education services.

English Language Learners – 7th Grade Growth:

- **English Language Arts:** Improved from -0.0134 (2023) to 0.041 (2024)
- **English Language Proficiency:** Increased from -0.0134 (2023) to 0.0281 (2024)
- **Mathematics:** Increase from -0.1024 (2023) to -0.0546 (2024)

Average Growth Scores by Subject:

- 7th Grade ELA: 0.0308
- 7th Grade Science: 0.0388
- 8th Grade Algebra: 0.0824

We have adopted high quality instructional materials in Science, Mathematics, Social Studies, Reading and English Language Arts. Each of these curriculums give students access to content tied to the essential standards. The scope and sequence should be paced according to the curriculum development and a progression of learning that connects one piece of learning to the next

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

In comparison to state testing in 2023-2024 and 2024-2025, the following students showed a decrease in math test scores - Economically Disadvantaged and Students with Disabilities.

In comparison to state testing in 2023-2024 and 2024-2025, the following students showed a decrease in ELA test scores - Economically Disadvantaged and Students with Disabilities.

Building Goal: 80% of students will perform at a minimum of 70% in their Common Formative Assessments

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>
Ensure essential standards (Kinder-10th grade) (ELA, Math, Science, Social Studies).	<ul style="list-style-type: none"> • Content team notes and agendas • Teachers will reflect on their grading practices and determine if grades are aligned with the essential standards 	Twice a month
Students will self reflect and create personal goals for each CFA, using a tracking tool to identify their student achievement and growth	<ul style="list-style-type: none"> • CFA performance tracker 	L1 - LC8

Building Goal: Teachers will increase their implementation of high yield strategies and will use peer observations (once a month) to improve their TESS Evaluation score.

Action Steps	Evidence	Timeline
Implement training on high quality instruction focused on essential standards	Teachers will attend professional development with their PLC and within a week will implement the strategies covered.	Once every 4.5 weeks
Implement an instructional coaching cycle to ensure quality instruction and learning is taking place in every classroom.	<ul style="list-style-type: none"> • Coaching Conversation Log • Coaching Cycle Notes • Observation/Coaching Doc • Evidence collected/Debrief Tools • Steering Committee Coaching Schedules/Rotational Assignments 	October, November, January, March, May

	<ul style="list-style-type: none"> Coaching goals for targeted teachers, Progress made, supports needed to continue to move forward... 	
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Building Goal: *Students will increase 5% in all categories of state testing in 6th, 7th, and 8th grade as measured by the ATLAS summative testing.*

Action Steps	Evidence	Timeline
Administer benchmark assessments by establishing success criteria aligned to the new state assessment	<ul style="list-style-type: none"> Benchmark Data Next Steps Focused Interventions Adjustments to Tier I based on benchmark assessment data 	LC1 - LC8
Analyze student and teacher progress on essential standards	<ul style="list-style-type: none"> Student data will be recorded to track proficiency on essential standards. Content team time and agendas Classroom walkthroughs 	LC1 - LC8
Students will participate in a bootcamp, creating goals and receive intervention as they prepare for state testing.	<ul style="list-style-type: none"> Benchmark Data 	February - April

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.