



25-26 School Level Improvement Plan

School Name: Janie Darr	LEA #: 0405053	Building Principal: Leah Padilla
--------------------------------	--------------------------	---

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:

3rd Grade 4th Grade 5th Grade

Math Literacy Math Literacy Math Literacy

Janie Darr 68% 55% 86% 55% 65% 69%

District 50% 45% 55% 45% 48% 49%

Math :

- Above the District in Math Proficiency Overall in all grades.
- 4th, and 5th Grade level exceeded the state and district in both Number and Place Value and Computation and Algebraic Reasoning

Literacy :

- Above the District in ELA Proficiency Overall in all grades.
- 3rd/4th/5th Grade : Overall scored Above Mastery in the specific area of being able Identify which reasons and evidence an author uses to support which points.

District Benchmarks:

- ELA: Reading comprehension-per spring district benchmarks, students showed proficiency of comprehension of a grade level text of 81% and higher (with the exception of 3rd grade)

Growth on ATLAS

- 4th Grade- positive growth from 2023 to 2024 in Math
- 5th Grade- positive growth in all areas from 2023 to 2024

Areas of Improvement:

Math

ATLAS Data : Math 2024

- 3rd Grade : 3.CAR.1, 3.CAR.2 Computational Fluency and Fact Fluency only have 1/3 of the classrooms scoring Above Mastery
- 5th Grade- 5.CAR.1 Computational Fluency and Fact Fluency only have 1/3 of the classrooms scoring Above Mastery Literacy
- ELA : Fluency
 - Per DIBELS (NWF-Kindergarten, ORF-1st-5th) Building is at 65% as of Spring 2025

March/April 2025
ORF Percentages show
students who met
proficiency being fluent
AND accurate.

<u>Kindergarten</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>
<u>WF</u>					
<u>December</u> <u>2024</u>	<u>March 2025</u>	<u>March 205</u>	<u>February 2025</u>	<u>February 2025</u>	<u>December 204</u>
<u>73%</u>	<u>75%</u>	<u>67%</u>	<u>62%</u>	<u>46%</u>	<u>69%</u>

Growth on ATLAS

- Atlas 3rd Grade - growth scores went down from 2023-2024 in ELA and Math
- Atlas 4th Grade- growth scores went down from 2023-2024 in ELA and Science

Building Goal: By Spring 2026, Janie Darr Elementary will increase the percentage of special education students scoring Proficient or Advanced on the ATLAS State Assessment to 50% in Math and 35% in ELA by strengthening co-teaching models and inclusive instructional practices, reducing the proficiency gap with the overall student population by at least 50%.

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>
Strengthen and Expand the Co-Teaching Model	Establish weekly co-planning time for general and special education teachers.	August 2025
Inclusive Scheduling & Instructional Practices	Ensure special education students receive instruction in the least restrictive environment (LRE) to the maximum extent appropriate. <ul style="list-style-type: none"> ● Use Universal Design for Learning (UDL) principles to plan lessons accessible to all students. ● Integrate scaffolded supports (sentence stems, visuals, anchor charts, etc.) in whole-group and small group instruction. 	August 2025-May 2026
Special education teachers actively participate in grade-level PLCs . Analyze both IEP goals and ATLAS data to align support to grade-level standards. Identify trends across student groups and adjust instruction using progress monitoring data.	<ul style="list-style-type: none"> ● Special education teachers actively participate in grade-level PLCs. ● Analyze both IEP goals and ATLAS data to align support to grade-level standards. ● Identify trends across student groups and adjust instruction using progress monitoring data. 	August 2025- May 2026
Building Goal: By May 2026, Janie Darr will increase their value-added measure by 10% on ATLAS by creating equitable and impactful learning experiences that ensure positive academic and personal growth for all students.		
Action Steps	Evidence	Timeline

<p>Though PLC collaboration- Strengthen Tier 2 and Tier 3 Instruction</p>	<ul style="list-style-type: none"> ● Use common formative assessments to identify students needing Tier 2 and 3 support. ● Provide Tier 2 (targeted small group) and Tier 3 (intensive, individualized) interventions during protected instructional blocks. ● Monitor progress bi-weekly with data cycles in PLCs. ● Set growth targets by grade level and individual student when appropriate. 	<p>August 2025-May 2026</p>
---	--	-----------------------------

	<ul style="list-style-type: none"> ● Track and celebrate student growth quarterly. 	
<p>Become a Cambridge International School</p>	<ul style="list-style-type: none"> ● Train staff in the Cambridge curriculum and pedagogy. ● Intentionally plan units to integrate Cambridge Learner Attributes (Confident, Responsible, Reflective, Innovative, Engaged). ● Provide student-led conferences and portfolios to showcase development of learner attributes. ● Embed global themes and inquiry into interdisciplinary projects. 	<p>August 2025-May 2026</p>
<p>Create a Culture of High Expectations and Belonging</p>	<ul style="list-style-type: none"> ● Implement social-emotional learning ● Train staff in trauma-informed practices and culturally responsive pedagogy. ● Celebrate diverse paths to success with student recognition programs and goal-setting. 	<ul style="list-style-type: none"> ● Fall 2025 ● Spring 2026

Building Goal: By the end of the 25-26 school year, 80% of Janie Darr Kinder-5th grade students will meet proficiency expectations. Dibels Oral Reading Fluency Words Correct and Accuracy cut scores will be used for 1st-5th grade, and Nonsense Word Fluency will be used for Kinder.

Action Steps	Evidence	Timeline
Create a TIER 1 fluency block within the master schedule	<ul style="list-style-type: none"> Fluency is a chunked 15-30 minute block on the master schedule for all grade levels. 	August 2025
Professional Development on Fluency Routines in grade kinder -5th grade	<ul style="list-style-type: none"> Professional Development created and implemented on building Monday meetings, and in Wednesday PLC team <p><u>Focus On</u> : Structure, Resources, and Support Include: Focus in 1st on <u>Accuracy</u> Focus in 2nd Grade on <u>Automaticity w/Accuracy</u></p>	August 2025-May 2026
Progress Monitoring	<ul style="list-style-type: none"> TeacherEase Data Input and Fluency Spreadsheets 	September 2025-May 2026

	<ul style="list-style-type: none"> Students on Target 1x a quarter, students progressing toward target bi-weekly Emphasis on student tracking progress in grades 3-5 	
Family Literacy Engagement Nights - Fold Into Parent Teacher Conferences	<ul style="list-style-type: none"> Create resources for parents to support reading fluency at home (take Home Kits) Modeling sessions from academic coaches Digital resource page 	September 2025 February 2026

[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.