



25-26 School Level Improvement Plan

School Name: Mathias	LEA #: 405044	Building Principal: Korienne Toney
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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:

- 5th grade students average scores on the 2024-2025 Summative ATLAS were above the state and district in ELA, Math and Science
- 49% of current 5th grade students had a higher scale score on their Winter Interims than their previous year's summative scale score in the area of Math.
 - 96% of 3rd graders grew from fall to winter math ATLAS interim
 - 79% of 4th graders grew from fall to winter math ATLAS interim
 - 71% of 5th graders grew from fall to winter math ATLAS interim
- Interventions conducted for math essential standards (K-5) showed an average increase of 16% in students reaching proficiency (PY: 57.5%, CY: 73.6%). Previous year data was taken at EOY. Current year data was recorded during Q3.

Areas of Improvement:

- 3rd and 4th grade students average scores on the 2024-2025 Summative ATLAS were below the state and district in ELA, Math and Science
- 2nd grade district 3rd Quarter Benchmark scores indicate a deficit in students ELA performance with the retelling standard with only 36% proficient
- 4th (32%) and 5th (29%) grade district 3rd Quarter Benchmark scores indicate a deficit in students ELA performance with summarizing

Building Goal: *(SMART Goal Format)*

By the end of the 25-26 school year, Mathias students' weighted achievement percentile rank will meet or exceed 70%.

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>
Through a focus on inclusive practices, special education and ESOL 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 strategies for setting and achieving goals, students and teachers will track data on all essential standards in order to improve instruction and track progress towards proficiency.	-AVID binders with goal setting pages -Common Formative Assessments -District Level Benchmarks -Data Hub	Ongoing

-Data Analysis Protocol

Building Goal: (SMART Goal Format)

By the end of the 25-26 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
-RTI Instructional Slides and Resources

Ongoing

Building Goal: (SMART Goal Format)

By the end of the 25-26 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.