



25-26 School Level Improvement Plan

School Name: Lowell Elementary	LEA #: 033	Building Principal: Stephen Bowman
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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: (Based on 24-25 Benchmark Data)

ELA:

- All grade levels have seen significant growth in vocabulary from 1st quarter to 3rd quarter.
- K-2 has shown significant growth in foundational skills.
- Kindergarten : ELA (K.FR.21.F) improved in letter sounds on District Assessment this year. 1st quarter: 64% proficient, 2nd Quarter 77%, 3rd Quarter 92%
- 1st Grade : Math (1.NPV.3) We have improved in math digits/values on District Assessments this year. 1st Quarter: 68% proficient, 2nd Quarter 81% proficient, 3rd Quarter 90% proficient.
- 2nd Grade Decoding two syllable words(2.FR.PD) improved from 74% on the 1st Quarter District Assessment to 90% on the 3rd Quarter District Assessment.
- 3rd Grade: Vocabulary (3.RC.4.RF) We were 48% proficient on the 3rd Quarter District Assessment compared to the district average of 76% proficient.
- 4th Grade: Vocabulary (4.RC.4.RF) After intervention, students improved from 29% proficient to 60% on grade level Benchmark Assessments.

Math:

- 3rd, 4th and 5th grades have shown significant growth in multiplication and division.
- K-2 has shown significant growth in solving word problems.

Areas of Improvement: (Based on 24-25 Benchmark Data)

Math:

- 3rd grade needs to have a focus on fact fluency. (3.CAR.2)
- 3rd Grade: Problem solving mult/div within 100 (3.CAR.6) Although we did show growth, we scored 80% which is below the district average of 82%.
- Kindergarten: Verbal Counting (K.NPV.1) 91% proficient on the 3rd quarter District Assessment compared to the district average of 93% proficient.
- 5th Grade: Problem solving mult/div within 100 (3.CAR.6) We scored 43% proficient compared to the district average of 78% proficient.

ELA:

- 1st-5th grades need to have a focus on reading fluency.

- 1st Grade: Retelling (3.RC.3.RF) Multiple choice overall, we scored below the district average on both the 2nd Quarter and the 3rd Quarter District Assessments. (2nd Quarter LW 20% District 23% and 3rd Quarter LW 37% District 39%.)

Building Goal: *By the end of the 25-26 school year, Lowell will increase the number of students performing proficiently by 20% in fact fluency on the district benchmark.*

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>
Incorporate small group tier 2 for fact fluency during math intervention time that has been built into the schedule.	District Benchmark Assessments, formative assessments, live scoring documents	Ongoing
Students in K-5 needing intervention, based on essential standards, will get daily support and bi-weekly progress monitoring.	Live Scoring Documents, District Benchmark Assessments	Ongoing

Building Goal: *By the end of the 25-26 school year, Lowell will increase the number of students performing proficiently by 20% in reading fluency as evidenced by the data from the ORF Universal Screener.*

Action Steps	Evidence	Timeline
Incorporate a common, building wide fluency routine, that will be implemented daily during their scheduled ELA block.	District Benchmark Assessments, formative assessments, live scoring documents	Ongoing
Students in K-5 needing intervention, based on essential standards, will get daily support and bi-weekly progress monitoring.	Live Scoring Documents, District Benchmark Assessments, progress monitoring data	Ongoing
Teachers, along with administration and facilitators, will analyze data on a bi-weekly basis to monitor growth of students scoring below the benchmark. Small groups will be developed using this data to address individual need.	Progress monitoring data	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.