



25-26 School Level Improvement Plan

School Name: Fairview	LEA #: 00545	Building Principal: Brooke Bradley
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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:

ATLAS Data: Math 2024

- 3rd, 4th, and 5th Grade levels exceeded the state and district in both Number and Place Value, Computation and Algebraic Reasoning, and Geometry Measurement & Data Analysis
- OEP growth report shows Fairview In the 95th percentile for growth in the state

% of students Proficient in Math	3rd Grade	4th Grade	5th Grade
Fairview	65%	72%	54%
District	50%	55%	48%

Areas of Improvement:

ATLAS Data: ELA 2024

- The 3rd, 4th, and 5th Grade levels exceeded the state and district overall proficiency; however, they are inconsistent with the math achievement scores, leaving potential learning on the table.
- In the 63rd percentile in growth for the state

% of students Proficient	3rd Grade	4th Grade	5th Grade

ient in ELA			
Fairview	52%	59%	49%
District	45%	47%	49%

ATLAS Data: Subpop of ELL

- 15% of students are proficient in both Math and ELA

Building Goal: By May 2026, Fairview Elementary will increase the percentage of 3rd-grade students reading at or above grade level from 52% to **65%** as measured by the state ELA assessment, with a targeted emphasis on improving **reading fluency**.

<p>Action Steps <i>(What action steps do we think will generate improvement?)</i></p>	<p>Evidence <i>(What evidence will we use to measure progress?)</i></p>	<p>Timeline <i>(What is an appropriate timeline for each of the action steps?)</i></p>
<p>Action Steps:</p> <ul style="list-style-type: none"> • Implement schoolwide fluency benchmarks and progress monitoring using tools like DIBELS • Grade-level PLCs will analyze fluency data biweekly and adjust small group instruction accordingly. • Provide Tier 2 and Tier 3 reading interventions focused on fluency for 	<p>Teach a Lesson on Fluency (Teacher Evidence) Re-teaching the Different Fluency Skills to the whole group</p> <ol style="list-style-type: none"> 1) Phrasing 2) Accuracy 3) Rate 4) Expression <p>Feedback focus for the kids each week:(Teacher & Student Evidence) Rubric/Feedback:</p> <ol style="list-style-type: none"> 1) Phrasing (a) 2) Accuracy (b) 3) Rate (c) 4) Expression (d) 	<p>August 2024-May 2026</p>

<p>students below the benchmark.</p> <ul style="list-style-type: none"> Integrate fluency-building strategies across content areas (e.g., repeated reading, reader’s theater). 	<p>Observation Evidence: Kids using the 3 Ps: Pause, Prompt, Praise Kids track on a graph for themselves; teacher gives one one-on-one feedback.</p>	
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Building Goal: By May 2026, all grade-level PLC teams will increase **ELA proficiency** by an average of **10 percentage points** across grades 3–5 by using the PLC process to identify essential standards, create common formative assessments, and plan targeted instruction.

Action Steps	Evidence	Timeline
<p>Students will track their data toward proficiency on all essential grade-level standards.</p> <ul style="list-style-type: none"> PLCs will identify essential ELA standards, explicitly focusing on vocabulary and comprehension. Develop and use common formative assessments every 3–4 weeks to measure student understanding. Use PLC time weekly to review assessment data, share best practices, and plan reteach/enrichment. Provide ongoing PD on evidence-based reading instruction and differentiated strategies. <p>Teachers will use current reading foundation data to form groups for explicit small-group reading instruction.</p>	<p>1. Students will track their data toward proficiency on all essential grade-level standards</p> <ul style="list-style-type: none"> Student data tracking sheets or portfolios (digital or paper-based) showing progress on standards. Student goal-setting forms or reflection logs that indicate ownership of learning. Classroom charts or visuals displaying class progress toward grade-level standards (where appropriate). Evidence of student-led conferences or data discussions with teachers. <p>2. PLCs will identify essential ELA standards, explicitly focusing on vocabulary and comprehension</p> <ul style="list-style-type: none"> Grade-level curriculum maps or documents highlighting prioritized essential standards. PLC meeting agendas and notes that include discussion and decisions around ELA standards. Anchor charts or reference materials in 	<p>August 2024- May 2026</p>

classrooms reflecting essential vocabulary and comprehension strategies.

- Teacher planning documents showing **intentional vocabulary and comprehension instruction**.

3. Develop and use common formative assessments (CFAs) every 3–4 weeks to measure understanding

- Copies of common formative assessments aligned to essential ELA standards.
- PLC documentation of CFA design, review, and revision processes.
- CFA data trackers with **student results disaggregated by standard and subgroup**.
- Analysis protocols or discussion guides showing how data is used to inform instruction.

4. Use PLC time weekly to review assessment data, share best practices, and plan reteach/enrichment

- Weekly PLC agendas and meeting notes showing data analysis and instructional planning.
- Evidence of **reteach/enrichment plans** based on CFA data (e.g., lesson plans, flexible grouping strategies).
- Examples of shared teacher resources or best practices (e.g., comprehension strategy organizers, vocabulary routines).
- Reflection notes or peer feedback related to instructional effectiveness from PLC discussions.

5. Provide ongoing PD on evidence-based reading instruction and differentiated strategies

	<ul style="list-style-type: none"> • PD calendar with session topics and objectives focused on reading foundations and differentiation. • Sign-in sheets, feedback forms, and implementation reflections from PD sessions. • Walkthrough or coaching notes indicating application of PD strategies in classrooms. • Teacher lesson plans and instructional materials that reflect use of explicit instruction strategies (e.g., direct instruction, gradual release, scaffolds). <p>6. Teachers will use current reading foundation data to form groups for explicit small-group reading instruction</p> <ul style="list-style-type: none"> • Reading assessment data (e.g., phonics screeners, fluency checks, running records) used to form groups. • Small group schedules and group rosters based on up-to-date data. • Lesson plans for small-group reading that reflect targeted skills and differentiation. • Progress monitoring data showing growth within small-group instruction settings. 	
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Building Goal: By May 2026, Fairview Elementary will increase the percentage of ELL students scoring proficient or above on the ATLAS assessment from **15% to 35%** in both **ELA and Math**, through targeted instructional supports, data-driven collaboration, and consistent language development strategies.

Action Steps	Evidence	Timeline
<p>1. Strengthen Tier 1 Instruction with Language Supports</p> <ul style="list-style-type: none"> • Integrate academic language 	<p>1. Strengthen Tier 1 Instruction with Language Supports</p> <ul style="list-style-type: none"> • Lesson plans include clearly stated language 	<p>August 2024- May 2026</p>

objectives into daily math and ELA lessons.

- Provide professional development for classroom teachers on **SIOP strategies** (Sheltered Instruction Observation Protocol) and scaffolding techniques.
- Use **visual supports, sentence stems,** and vocabulary anchor charts across all grade levels.

2. Through the PLC process Analyze ELL Performance

- Grade-level PLCs will disaggregate assessment data (formative and ATLAS) to monitor ELL progress.
- Identify trends, learning gaps, and successes within ELL subgroups for targeted re-teaching.
- Collaborate with ELL staff to align supports with classroom instruction.

3. Deliver Targeted ELL Interventions

- Implement small-group, language-focused intervention time.
- Prioritize **reading fluency and vocabulary** development in ELA and **math vocabulary** in math instruction.

5. Monitor Progress & Adjust Supports

- Use progress monitoring tools every 4–6 weeks to assess language and content growth.
- Adjust intervention groups and supports based on data.

objectives aligned to content standards.

- **Walkthrough or observation data** shows the use of scaffolding strategies (e.g., visuals, sentence stems, modeled writing).
- Teacher participation logs and feedback from **PD sessions** on SIOP and scaffolding.
- Examples of **anchor charts, word walls, and vocabulary visuals** displayed in classrooms.

2. Use PLC Time to Analyze ELL Performance

- PLC agendas and meeting notes show a **review of ELL data** and a discussion of trends.
- Common formative assessments (CFAs) **disaggregated by ELL subgroup.**
- Action plans created during PLCs that reflect **re-teaching strategies** for ELLs.
- Collaboration logs or shared planning documents with **ELL teacher involvement.**

3. Deliver Targeted ELL Interventions

- **Schedules of intervention groups** showing ELL participation and focus areas (fluency, vocabulary).
- Intervention lesson plans and progress monitoring data showing **growth over time.**
- Walkthrough or coaching notes documenting **targeted support strategies** being implemented.

5. Monitor Progress & Adjust Supports

- Data trackers showing **biweekly or monthly progress monitoring results** for ELL students.
- Updated groupings or intervention schedules

<ul style="list-style-type: none"> Collaborate with ELL specialists to refine strategies and share student successes in staff meetings. 	<p>based on student data review.</p> <ul style="list-style-type: none"> Staff meeting notes or PLC logs reflect adjustments made based on ELL progress. ELL student work samples showing growth in language and content proficiency over time. 	

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.