



## 25-26 School Level Improvement Plan

<b>School Name: Elmwood MS</b>	<b>LEA #: 0405037</b>	<b>Building Principal: Molly Davis</b>
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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:**

- According to 2024 ATLAS Summative data, 53% of students were at or above grade level mastery for reading, math, and science.
- 100% of our Algebra students were proficient on the 2024 ATLAS Summative.

**Areas of Improvement:**

- Less than 50% of students were proficient in science on the ATLAS Summative.
- Less than 5% of our ELs were proficient in ELA, reading, and science on the 2024 ATLAS Summative.

**Building Goal:** *By May 2026, we will increase the percentage of students reading on or above grade level in informational text comprehension by 10% in 6th, 7th, and 8th grade as measured by the iReady Diagnostic Assessment.*

<p style="text-align: center;"><b>Action Steps</b> <i>(What action steps do we think will generate improvement?)</i></p>	<p style="text-align: center;"><b>Evidence</b> <i>(What evidence will we use to measure progress?)</i></p>	<p style="text-align: center;"><b>Timeline</b> <i>(What is an appropriate timeline for each of the action steps?)</i></p>
<p>Teachers will use a common graphic organizer (Top-Down Topic Web) to support EL and Special Education students in their understanding of text structure and main ideas of informational text. Top Down Topic Webs will also provide students with an organizational strategy for writing.</p>	<ul style="list-style-type: none"> <li>● Reading comprehension data from informational texts within our Into Literature curriculum.</li> <li>● Data from classroom walkthroughs and observations</li> <li>● Content team notes and agendas</li> </ul>	<p>Ongoing throughout the 2025-2026 school year.</p>
<p>Teachers will use evidence-based methods to teach comprehension processes such as micro comprehension skills to help EL and Special Education students read informational text proficiently and independently.</p>	<ul style="list-style-type: none"> <li>● Reading comprehension data from informational texts within our Into Literature curriculum.</li> <li>● Data from classroom walkthroughs and observations</li> <li>● Content team notes and agendas</li> </ul>	<p>Ongoing throughout the 2025-2026 school year.</p>

Teachers will use tutorial time (2x per week) to intervene on essential standards for students who are not proficient based on CFA data.	<ul style="list-style-type: none"> <li>● Content team time and agendas</li> <li>● RTI Scheduler</li> </ul>	Ongoing throughout the 2025-2026 school year.
Students will use self-monitoring comprehension strategies to understand grade level text proficiently and independently.	<ul style="list-style-type: none"> <li>● Student self-reflection</li> <li>● First Read Handouts</li> </ul>	Ongoing throughout the 2025-2026 school year.

**Building Goal:** *By May 2026, we will increase the percentage of students scoring on or above grade level in math by 10% in 6th, 7th, and 8th grade as measured by the iReady diagnostic.*

Action Steps	Evidence	Timeline
Instructional routines and support for our language learners and special education students will be provided to students during Tier 1 grade level instruction provided by Illustrative Mathematics based on AR standards.	<ul style="list-style-type: none"> <li>● Content team notes and agendas</li> <li>● Classroom Walkthroughs</li> </ul>	Ongoing throughout the 2025-2026 school year.
Teachers will utilize CFA unit assessments provided by Illustrative Mathematics and tagged to AR mathematics standards to measure student progress on essential standards	<ul style="list-style-type: none"> <li>● Student data will be recorded to track proficiency on essential standards.</li> <li>● Content team time and agendas</li> </ul>	Ongoing throughout the 2025-2026 school year.
Teachers will use tutorial time (2x per week) to intervene on essential standards for students who are not proficient based on CFA data.	<ul style="list-style-type: none"> <li>● Content team time and agendas</li> <li>● RTI Scheduler</li> </ul>	Ongoing throughout the 2025-2026 school year.
Students will engage in self assessment protocols to evaluate their understanding of essential standards.	<ul style="list-style-type: none"> <li>● Student self assessment records</li> <li>● Classroom Walkthroughs</li> </ul>	Ongoing throughout the 2025-2026 school year.

**Building Goal:** *By May 2026, we will increase the percentage of students scoring on grade level in science by 10% in 6th, 7th, and 8th grade as measured by the ATLAS science summative test.*

Action Steps	Evidence	Timeline
Continued professional development on Amplify curriculum implementation.	<ul style="list-style-type: none"> <li>● District PD</li> <li>● Content team notes and agendas</li> <li>● Classroom Walkthroughs</li> </ul>	August 2025
Instructional support through GIZMOS (pending district approval)	<ul style="list-style-type: none"> <li>● Classroom Walkthroughs</li> </ul>	Ongoing throughout the 2025-2026 school year.
Teachers will utilize CFA unit assessments provided by Amplify to measure student progress on essential standards.	<ul style="list-style-type: none"> <li>● Content team notes and agendas</li> <li>● Classroom Walkthroughs</li> </ul>	Ongoing throughout the 2025-2026 school year.
Students will engage in self assessment protocols to evaluate their understanding of essential standards.	<ul style="list-style-type: none"> <li>● Student self assessment records</li> <li>● Classroom Walkthroughs</li> </ul>	Ongoing throughout the 2025-2026 school year.

**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.