



### 25-26 School Level Improvement Plan

<b>School Name: Kirksey Middle School</b>	<b>LEA #:0405045</b>	<b>Building Principal: Jeremy Yates</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:** Student growth showed an increase across 13 of 15 grade/subject bands, compared to the prior year. ELP scores also showed significant growth across all three grades. Science across all grades showed significant increases. Building Discipline in the areas of truancy, tardies and behavior decreased by over 50% in all areas.

**Areas of Improvement:** Learning gaps have decreased when comparing students of varied backgrounds and subpopulations, but they are still present. We must continue to close gaps in learning for all scholars.

**Building Goal:** *Utilizing research based connection between student agency and student success, we will increase the percentage of scholars meeting state value added growth expectations by an additional 5% in all areas.*

<b>Action Steps</b> <i>(What action steps do we think will generate improvement?)</i>	<b>Evidence</b> <i>(What evidence will we use to measure progress?)</i>	<b>Timeline</b> <i>(What is an appropriate timeline for each of the action steps?)</i>
<i>Math, Science, and ELA will evaluate PLC specific data, aligned to a specific essential standard, on a bi-quarterly basis, improving overall mastery and value added growth by a factor of 5% +</i>	<i>Bi-quarterly data cycle will be evaluated with comparisons to last year's mastery levels per PLC.</i>	<i>Bi-Quarterly, Year Long and Ongoing</i>

<p><i>Students will track their individual learning goals and targets throughout the year. Student report cards will be student led.</i></p>	<p><i>Individual student growth plans, generated in tandem with student and teachers, updated on a bi-monthly basis at a minimum</i></p>	<p><i>Bi-Weekly, Year Long and Ongoing</i></p>
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**Building Goal:** *By Increasing support and focus for English Language Learners (ELL's), the success rate will improve and the number of students meeting proficiency within the program will increase by 10%, when comparing the 24-25 to 25-26 school years.*

<p><b>Action Steps</b></p>	<p><b>Evidence</b></p>	<p><b>Timeline</b></p>
<p><i>Teachers will increase opportunities for language production and peer interaction amongst language learners, focusing on student output of academic language in the forms of speaking and writing at least twice weekly.</i></p>	<p><i>Teacher PGPs, lesson plans and data recorded, centering on discourse, cooperative learning structures and time allotted.</i></p>	<p><i>Year Long and Ongoing. Training at Year Beginning PD, and Monthly Meetings.</i></p>
<p><i>Integrate additional teaching support in the form of push in availability in newcomers class, utilizing human resources in the building to a maximum.</i></p>	<p><i>Co teaching agendas, master schedule, intervention plans and weekly tutorials</i></p>	<p><i>Yearlong and Ongoing, training at beginning of the year, meeting agendas</i></p>

**Building Goal:** *Utilizing appropriate grade level materials and engaging instructional techniques, the percentage of students meeting growth expectations (Per the State Mean Value Added Growth Reports) in areas of ELL, economically disadvantaged, and students with disabilities, will demonstrate statistically significant increase in state provided value added growth metric across all grade levels.*

<p><b>Action Steps</b></p>	<p><b>Evidence</b></p>	<p><b>Timeline</b></p>
<p><i>We will effectively implement high-level teaching strategies and all students will make learning gains in all core subjects increasing growth in student groupings, across state provided value added growth metric.</i></p>	<p><i>End of Year Value Added Growth reports, interim reports and teacher data.</i></p>	<p><i>Weekly, Bi-Quarterly, and yearly</i></p>

<p><i>Utilizing high quality instructional materials aligned to essential standards, with an emphasis on curricular materials provided by the district, teachers will maintain focus on rigorous, grade level delivery of content.</i></p>	<p><i>By Unit (Agendas and Assessments): essential standard aligned instruction, proficiency scales, formative and summative assessments with calibrated scoring</i></p>	<p><i>Daily, Weekly, By Unit, Year Long</i></p>
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[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.