



26-27 School Level Improvement Plan

School Name:
Oakdale Middle School

LEA #:0405039

Building Principal:
Martin Resendiz

District Goals:

By May 2027, 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 Summative

ELA Trends

Growth increased significantly (approx. 11% → 48%)

Achievement plateaued from 2024 → 2025

Math Trends

Moderate increase in proficiency (slight upward trend)

Strongest performing subject overall

Growth improved, especially among struggling learners

Math proficiency increased slightly ($\approx +2-3$ points in some grades)

Students in the Special Education (SPED) subgroup demonstrated measurable academic growth across all tested content areas:

- ELA Growth: 52%
- Math Growth: 56%
- Science Growth: 51%

Testing participation remained high (>95%)

Areas of Improvement - ATLAS Summative

- Minimal increase in overall proficiency ($\sim +1-2\%$)
- Students are improving but not reaching grade-level expectations
- $\sim 30-35\%$ of students remain significantly below grade level
- EL and SPED students still largely below proficiency despite growth

Building Goal: Increase overall ATLAS proficiency from approximately **32% (2025) to 40%** by May 2027, with a specific focus on moving **Level 2 students to Level 3 (proficient)**.

Action Steps (What action steps do we think will generate improvement?)	Evidence (What evidence will we use to measure progress?)	Timeline (What is an appropriate timeline for each of the action steps?)
Identify all Level 2 students by content and teacher Implement bi-weekly common formative assessments (CFAs) Use PLC time weekly to: - Analyze student work - Plan targeted reteach lessons Provide small group instruction during class Implement reteach/enrichment cycles within Tier 1 instruction Monitor student progress through data tracking systems	- Increase in students scoring Level 3 or above on CFAs - Reduction in percentage of Level 2 students - ATLAS interim data shows upward movement toward proficiency - Data walls reflect student movement from Level 2 → Level 3 - Walkthroughs show targeted small-group instruction in classrooms	Bi-weekly, Yearlong, Ongoing

Building Goal: Ensure **100% of classrooms implement consistent, standards-aligned Tier 1 instruction** that includes clear learning targets, checks for understanding, and rigorous tasks.

Action Steps	Evidence	Timeline
Implement a schoolwide instructional framework (e.g., gradual release) Require daily: - Posted and communicated learning targets - Frequent checks for understanding Conduct weekly administrative walkthroughs with feedback Provide professional development on rigor and engagement Use PLCs to: - Unpack standards	Walkthrough data shows: - Clear learning targets in all classrooms - Active student engagement - Use of checks for understanding Lesson plans aligned to grade-level standards Increased percentage of students demonstrating growth on CFAs Reduction in variability between classrooms (more consistent data trends)	Bi-weekly, Yearlong, Ongoing

Align instruction to assessment expectations		
Building Goal: By May 2027, we will Increase ELA proficiency by 10%, while embedding <i>literacy strategies across all subject areas.</i>		
Action Steps	Evidence	Timeline
Implement schoolwide literacy strategies, including: - Vocabulary instruction (Tier 2/3 words) - Annotation and close reading - Written responses in all subjects Require weekly writing tasks across content areas Provide PD on disciplinary literacy (reading/writing in math & science) Integrate literacy into: - Science (reading informational texts, writing explanations) - Math (justifying reasoning in writing) Monitor implementation through walkthroughs and PLCs	- Increased writing across all subjects - Use of academic vocabulary - Improved performance on ELA CFAs and writing assessments - Science and Math assessments reflect improved comprehension - Walkthroughs show consistent use of literacy strategies - ATLAS interim and summative scores show growth in ELA	Bi-weekly, Yearlong, Ongoing
Parent & Family Engagement Plan		
Literacy Plan		
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.