

# Leslie Intermediate School 2024-2025 Action Plan

## 2023-2024 Data:

[LIS Data Picture](#)

[2023-2024 District Map Reading Data](#)

## District Vision and Mission Statements

### Mission

- **Ensure a safe and supportive learning environment, holding high expectations for student achievement, success, and civic responsibility.**

### Vision

- **Implement Systems of Support**
- **Establish a Collaborative Culture and Collective Efficacy**
- **Ensure a Focus on Results**

## District Goals

**Grades K-2:** By June 2025, we will increase the percentage of students proficient in Literacy from 44% to **64%** or higher based upon the May 2025 K-2 ATLAS.

**Grades 3-10:** By June 2025, Searcy County School District will increase the percentage of students proficient in Literacy from **37%** to **49%** or higher based upon the 2025 end of year ATLAS summative assessment.

**Grade 11:** By the Spring of 2025, we will increase the 11th grade ACT Composite Score from 19.7 to 20.7

7-10 ELA 32% to 42%

4-6 ELA 42% to 54%

3 ELA 12% to 51%

*\*Third grade ELA goal is based upon the beginning of year screener data and not the 2024 ATLAS summative results because the goal is based upon the current group of students. Second grade did not take the ATLAS. Baseline for third uses 2024 ATLAS results.\**

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## LIS School Mission and Vision Statements

**Mission: Leslie Intermediate School will ensure high expectations and support for every student and every staff member everyday to reach their full potential.**

**Vision: Leslie Intermediate School will ensure high expectations and support with focus on a growth mindset through continued collaboration**

## Data Analysis Narrative

Leslie Intermediate School serves a student population that is 94.1% White, 2.9% Hispanic or Latino, 0.6% Asian, 2.4% identifying as two or more races, and 0% African American. Of our 170 students, 52.9% are female and 47.1% are male. Notably, 79% of our students qualify for free or reduced-price lunch, indicating a high level of economic need. Additionally, 16% of our students receive special education services, and 5.9% are identified as Gifted and Talented.

Under the Arkansas Department of Education's new accountability formula, Leslie Intermediate School earned a total of 478.60 points, surpassing the state average of 415.84. As a result, our school's letter grade improved reflecting the continued efforts and commitment of our staff, students, and families toward academic growth and achievement.

We are proud to offer a variety of family engagement opportunities throughout the year, including Science Night, Literacy Night, Math Night, quarterly Awards Assemblies, grade-level Veterans Day Programs, the Mistletoe Mingle, and multiple field trips. Communication with families is frequent and multi-faceted, utilizing newsletters, emails, phone calls, text messages, face-to-face conferences, and written notes.

Our school is staffed by one principal, one dean of students, nine classroom teachers, one half-time counselor, one school nurse, two special education teachers, five paraprofessionals, one technology paraprofessional, one half-time librarian, one half-time physical education instructor, one half-time art teacher, one half-time music teacher, one school secretary, three therapists (speech, occupational, and physical) who provide services weekly, and one contracted prevention case manager. Together, this team works collaboratively to support the academic, behavioral, social, and emotional needs of all students at Leslie Intermediate School.

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Goals: Improve All Literacy in Reading, Writing, Science, Social Studies, and Mathematics performance by strengthening tier one instruction as we collaborate and share best practices. Improve the flow of RTI data through the use of PLCs

## Data glows (what we are doing well)

Our summative test averages improved in reading and in math on the 2024 state test as compared to the year before. Our teacher growth scores were up significantly from the previous year. There are areas of improvement we will focus on for further improvement. We have designated 30 minutes of school wide tier 3 interventions, we also have time built in for teachers to utilize as tier 2 time. Teachers have their essential skills mapped out and have formative assessments built. Teachers have built pacing schedules that they will follow closely. We will continue to collaborate and research best practices to strengthen tier one instruction. Tier one time has increased in the schedule this year from 80 minutes to 100 minutes.

LIS Goal 1 Reading	Current Reality	Action Steps What will be “tight” schoolwide Reading Math	Support and Monitor Implementation (What evidence do we expect to see?)	Timeline Mid-Year Review in January
1. As a schoolwide collaborative team, we will improve students' proficiency in <b>reading from 44% to 54% ready or exceeding</b> based upon the May 2025 ATLAS state assessment.	Our level 3 and level 4 in reading was 44.49% on the ATLAS 2024, up from 43.2% in 2023 on the ACT Aspire. These are not the same assessments, however, we improved slightly on our proficiency. We did not meet our goal of 65% proficiency.  May 2021 ACT Aspire: 44.6% May 2022 ACT Aspire: 41.3% May 2023 ACT Aspire : 43.2% May 2024 ATLAS: 44.49%	1. All teachers will implement the use of Science of Reading strategies in their Classrooms. Evidence: Assessor observations. Lesson plans	Beth Caldwell, Principal	Mid-Year review in January

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2. As a schoolwide collaborative team, we will improve students' proficiency in <b>math from 45% to 54% ready or exceeding</b> based upon the May 2025 ATLAS state assessment.	Our level 3 and level 4 in math was 45% on the ATLAS 2024, up from 42.2% in 2023 on the ACT Aspire. These are not the same assessments, however, we improved in our proficiency. We improved but did not reach our goal of 61% proficiency	2. School wide vocabulary builder of the week. Evidence: Student morning assessments. 	Beth Caldwell, Principal, Brandi Housley, classroom teachers	Mid-year review in January.
		3. Teachers in Math, Science, ELA, and Social Studies will provide opportunities for students to read and respond to passages of text related to the content area. Evidence: walkthroughs, Lesson Plans and Student work. 	Beth Caldwell, Principal Classroom Teachers	Mid-year review in January.
		4. Improve the RTI system to be more comprehensive and systematic through PLCs. Evidence- Agendas, minutes from	Lori Gray, Instructional Facilitator, Beth Caldwell, Principal Classroom Teachers RTI Team	Review every 3 weeks

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		meetings, principal walkthroughs, curriculum		
		5. Principal walkthroughs and the gathering of data. Evidence: Weekly agendas, Principal data collection	Beth Caldwell, Principal, Leisha Horton, Dean of Students	Review monthly
		6. Peer observations on best practices. Evidence: Best Practice Notes.	Beth Caldwell, Principal Classroom Teachers	Review in January
		7. Literacy Teachers will use the Empowering Writers Model to improve student writing. Evidence- Lesson plans; Student work.	Brandi Housley, Instructional Facilitator, Beth Caldwell, Principal Classroom Teachers	
		8. Students who show markers of dyslexia will have intervention time 160 minutes weekly. Evidence- Interventionist schedule, Interventionist Phonics	Lori Gray, K-12 Literacy Facilitator Teachers, Interventionists, Paraprofessionals	Review in January

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		First/Structures lesson plans; DATA from DIBELS, DORF, DSA, and PSA		
		9. Students will set goals for achievement in reading. Evidence- Student Goal Forms;	Classroom Teachers	Review every 9 weeks
		10. Provide additional training on Wit and Wisdom. Evidence- Certificates of training, Observation tool to monitor progress.	Classroom Teachers Beth Caldwell, Principal Brandi Housley, Literacy Coach, Lori Gray Instructional Facilitator	Review each semester

		11. Teachers will utilize the Eureka Math to enhance their math lessons. Evidence: Lesson Plans, Observations.		Review in January
		12. A. Teachers meet in the summer to discuss data and plans. Evidence: minutes and agendas B. Teachers meet weekly with data to determine tier plans for students. Evidence:	Principal Beth Caldwell; Instructional Facilitator Lori Gray; Instructional Facilitator Sandra Smithson; Brandi Housley, Instructional Facilitator, OUR co-op staff; Interventionist- Classroom Teachers and Paraprofessionals;	Reviewed weekly by the Principal and leadership team.

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		<p>minutes and agendas</p> <p>C. Teachers will have professional development specific to working in PLCs.</p> <p>Evidence- professional development schedules; teachers' shoebox.</p> <p>D. Students showing no need for Tier 2 or 3 intervention will be placed in an extension group for math, science, and ELA.</p> <p>Evidence: List of RTI and Extension Groups</p> <p>E. Address specific subgroups from ACT Aspire test results; Evidence ATLAS; RTI plans; Lesson Plans</p> 		
LIS Goal 3A & 3B SEL	Current Reality	Action Steps <b>What will be “tight” schoolwide</b>	Support and Monitor Implementation <b>(What evidence do we expect to see?)</b>	Timeline
3A-Leslie Intermediate School will see a decrease in office referrals from 20% (34 students) a month to 10% (17	Office referrals were down overall by 18% a year from the 2022-2023 school year..	The counselor will meet once every 3 weeks with lessons for each class to promote the social and emotional learning	Behavior/Attendance Team-Beth Caldwell, Principal, Janneta Rizzo, Counselor, Leisha Horton, Dean of Students, Kaleigh Lasley, Jeff Treadwell, Vonda Tucker, Secretary	<b>Review bi-weekly</b>

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<p>students) a month by the end of the 2024-2025 school year.</p>	<p>We will continue this trend by goal setting in this area.</p>	<p>of all students.</p> <p>Leadership team and staff will implement class behavior management plans. Staff will teach the behavior matrix by modeling and promoting positive behaviors throughout the school year.</p> <p>A behavior team will be created to monitor behavior trends and provide tier 2 behavior interventions. They will meet bi-weekly</p> <p>Resources will be brought in to support the team with tier 3 behaviors.</p>	<p>Leadership Team</p>	
<p>3B-By May 2024, attendance rates for those in the chronically absent category will be 2 % less than previous year.</p>	<p>38 % of students were considered chronically absent according to ESSA in May 2024.</p>	<p>The behavior/attendance team will monitor absenteeism and intervene with students and parents when needed.</p>	<p>Behavior/Attendance Team-Beth Caldwell, Principal, Janneta Rizzo, Counselor, Leisha Horton, Dean of Students, Kaleigh Lasley, Jeff Treadwell, Vonda Tucker, Secretary Leadership Team</p>	<p><b>Review bi-weekly</b></p>