



26-27 School Level Improvement Plan

School Name: Russell D Jones	LEA #: 0405049	Building Principal: Sarah Stallings
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 <i>Data Used:</i> Quarter-to-Quarter Comparison Q3 Benchmark Data 24-25 School Letter Grade Data DIBELS Data		
Areas of Strength: - 63% of 3-5 students met growth in ELA according to the 24-25 ATLAS assessment - Across almost every grade level in math, pure computation consistently shows the highest proficiency levels, often ranging from 70% to 87%. - In kindergarten, letter ID, sounds, and phonemic awareness are very strong (mostly 60%-80% range). - Kindergarten students are at 87% proficiency in counting objects and reading/writing/representing numbers, building a strong mathematical foundation. - 1st-grade retell has improved from 25% proficient to 43% proficient. - 2nd-grade vocabulary has increased from 29% proficient to 51% proficient. - 3rd grade comparing fractions is 99% proficient. - 4th-grade and 5th grade problem-solving with multiplying fractions is 72%-79% proficiency range.		
Areas of Improvement: - 34% of 3-5 students met growth in Math according to the 24-25 ATLAS assessment, and 35% of 3-5 students met growth in science - While computation scores are high, problem solving shows a consistent drop off- students know the <i>how</i>, but struggle with the <i>when</i> and <i>why</i> in word problems (kindergarten counting objects 87% vs. problem solving 72%; 4th grade problem solving 2-step 73% in Q2 dropping to 49% in Q3, as proficiency expectations rose) - Summarizing and retelling is an area of improvement for our building as a whole (2nd grade 17% retelling, 4th grade 25% summarizing, 5th grade 36% summarizing) - Encoding is also an area of growth (K/1 35% proficiency)		
Building Goal: <i>By the end of the 26-27 school year, we will increase the percentage of students meeting growth in ATLAS math to at least 80%.</i>		
Action Steps <i>(What action steps do we think will generate improvement?)</i>	Evidence <i>(What evidence will we use to measure progress?)</i>	Timeline <i>(What is an appropriate timeline for each of the action steps?)</i>
<i>Teachers will engage in math professional development sessions to deepen their understanding of mathematical problem-solving.</i>	Teachers will use their learning to improve instruction in the classroom	August/September 2026

<i>Teachers will provide daily support/interventions and will bi-weekly progress monitoring based on essential standards for students in K-5 needing interventions.</i>	Small group intervention log and progress monitoring data.	Ongoing
Building Goal: <i>By the end of the 26-27 school year, we will increase the percentage of students meeting growth in the lowest quartile to at least 70%.</i>		
Action Steps	Evidence	Timeline
<i>The building leadership team will host bi-monthly meetings specifically focused on the lowest quartile to monitor progress and adjust interventions.</i>	Work samples, data on student performance of the lowest quartile.	Ongoing
<i>Teachers will provide daily support/interventions and will bi-weekly progress monitoring based on essential standards for students in K-5 needing interventions.</i>	Small group intervention log and progress monitoring data.	Ongoing
Building Goal: <i>By the end of the 26-27 school year, we will have at least 90% of students in the green range for accuracy for DIBELS oral reading passages.</i>		
Action Steps	Evidence	Timeline
<i>Students in 1-5 will be responsible for tracking their growth on oral reading fluency accuracy and setting personal goals for growth.</i>	Student growth tracking documents with personal goals.	Ongoing
<i>Teachers will provide daily support/interventions and will bi-weekly progress monitoring based on essential standards for students in K-5 needing interventions.</i>	Small group intervention log and progress monitoring data.	Ongoing
<u>Parent & Family Engagement Plan</u>		
<u>Literacy Plan</u>		
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.