Eureka Springs Middle School

2026-2027 School Improvement Plan

Eureka Springs School District
Bryan Pruitt, Superintendent
Trina Bonham, Principal
142 Greenwood Hollow Rd.; Eureka Springs, AR 72632
Phone: 479-253-7716 Fax: 479-253-7809

2026-2027 School Improvement Goals
We aim to increase scores in all the core classes to close the gaps with our biggest focus in Reading, Writing, and Math. We will use the 2026 ATLAS Spring Summative test scores to create initial intervention plans, along with other data such as interims, classroom assessments, and daily exit tickets. We will also use Lumos Math diagnostic data, SAVVAS Level H Reading Diagnostics, as well as ATLAS Interim data to measure growth throughout the year. The 2026 April Summative ATLAS scores will be used as a measure for future growth by comparing it to the 2025 Summative as well as future ATLAS Summative test scores.
Identified Subgroups: All students (tiered 1, 2 AND 3), including 504, ESL, and Special Education Students; and those who fell into Level 1 on 2026 ATLAS Summative).
Primary Priorities: Increase all students' reading/writing levels and math levels, including students of all races, gender, and students who have an IEP, a 504, and our ESL students. We will continue to use the current curriculum in ELA (SAVVAS) and add a new supplementary software (Lumos-ELAR) to close gaps in Reading to help improve all core classes as well. Our new Instructional Facilitator, along with our Dyslexia Specialist, will continue to offer remediation for struggling students in reading for students in 5th through 8th grades. Since reading is the foundation for all classes, improving reading skills will help improve student's skills in all core classes. We will continue to focus on PBIS to bring a more positive culture within our school. The PBIS team was created to improve the school culture. PBIS focuses on creating a school-wide plan for rituals and routines, behavior supports and the celebration of continued student growth in both academic and behavior.
School Improvement Plan – Goal 1: Literacy Plan
Curriculum, Assessment, and Instructional Planning: Assess student learning frequently with standards-based assessments.
Curriculum: The Language Arts department will continue using the Savvas curriculum with the addition of Lumos ELAR software and diagnostics (Success Maker – part of Savvas) as a supplement. In addition, we will also have the services of our Reading and Dyslexia Interventionists to help the students struggling in reading.
Assessment: We will use the data from the 2026 ATLAS ELAR/ Writing and Fall 2026 Lumos and SuccessMaker Diagnostics to determine the need for remediation reading intervention. The reading interventionists will also use this data as well as data to decide intervention groups. Students will also be assessed using teacher

created common formative assessments. As in the past, assessment data will be collected and will follow the student to the next grade to be reviewed by instructional teams to determine the effectiveness of instruction and to determine subsequent actions.

Instructional Planning:
Language Arts teachers will continue to plan lessons from data of previous assessments (ATLAS, Lumos, and SuccessMaker Diagnostics, and teacher made writing assessments) as well as from their High-Quality Instructional Materials (HQIM). All students will have an intervention block for either remediation or acceleration as needed. We will also offer intervention through the reading interventionists and dyslexia specialists who will do both pull-out and push-in support for students. In addition, after school tutoring in core subjects will be offered weekly all year.

Professional Development Phase 1:

At the beginning of the year, professional development will be provided on high quality tier 1 instruction in an effort to reduce the number of students moving into tiers 2 and 3. We will be using John Hatti's. *Guide to Visible Learning*, as our text for PD throughout the year.

In addition, all staff who have not completed the RISE courses will complete the necessary classes through the educational co-op. This includes teachers who are not ELAR teachers, as reading and vocabulary are a dominant skill in all classes. Professional development will continue as needed to further increase knowledge and help create better plans of instruction for our students.

Professional Development Phase 2:

The ELA teachers will be supported in designing and creating high quality tier 1 lesson plans. Teachers will have the support of the Program Director, Instructional Facilitator and Principal. Staff will have weekly professional development throughout the year, and will meet in PLC meetings to share high-quality instructional practices that are working within their classrooms. PLC's will occur for all subjects.

Elective teachers will meet with the Instructional Facilitator to discuss how they can incorporate reading, writing, and vocabulary skills into their elective classrooms.

Timeline:

Intervention planning, facilitated by the Instructional Facilitator and Principal, will be consistent throughout the school year. Initial intervention groups will be created from data from the 2026 ATLAS Summative tests, as well as IEP, 504 and behavior needs. Students in previous interventions will continue to receive services.

The PBIS committee and Behavior Committee will meet bi-monthly throughout the school year to analyze data and adjust behavioral interventions as needed for students.

This data will be updated online in the "State Required" page of the district's website as well as on the middle school home page.

School Improvement Plan – Goal 2: Numeracy Plan

Curriculum, Assessment, and Instructional Planning: Assess student learning in math with standards-based assessments and use this data, with our HQIM, to create the high-quality tier 1 lessons in Numeracy.

Students at Level 1 and others that fall into the bottom 25% of the state test scores, will have a Math Improvement Plan created (as required by the state of Arkansas Educational Department). These plans will be sent home to be signed and returned and followed by the math teachers and students. They will be updated after each Interim test.

Curriculum:

All grades will use *Illustrative Math 360*. Illustrative Math (IM) is recognized as High Quality Instructional Material (HQIM) from the state educational board. Teachers will have access to use the curriculum both digitally and also in print form. In addition, for all grades, 5th-8th and including Algebra I, we will also use the online resource of Lumos Math. Teachers may also use approved online resources. The district has also purchased the manipulatives from IM to make learning math more effective and engaging. Students are encouraged to collaborate through Math Talks, Kagan Practices, built into the IM lessons and other collaboration projects.

In the 2023-2024 school year, we implemented an Algebra I class for our 8th graders to receive High School credits while in 8th grade. This class will still be offered in the 2026-2027 school year for those who qualify through test scores, class grades, behavior in classrooms, and attendance.

Assessment:

The Instructional Facilitator and math teachers will use data from the 2026 ATLAS Math Summative, Lumos data, and pre-unit assessment scores as needed to determine the need for remediation and/or interventions. Students may also be assessed using teacher created common formative assessments (ATLAS Classroom tests, Lumos quizzes, etc.) as well as teacher observations. Assessment data will be collected which will follow the student to the next grade and will be reviewed by instructional teams to determine the effectiveness of instruction and to determine subsequent actions.

Instructional Planning:

Teachers will be supported by the Instructional Facilitator, Program Director and Principal in writing high-quality tier 1 lesson plans based on student assessment data. Intervention will occur in class, small groups, or one-one- as appropriate. In addition to school-based intervention, there will be after school tutorials offered before or after school.

Professional Development:

The math teachers will be supported in designing and creating high quality tier 1 math lesson plans. Teachers will have the support of the Program Director, Instructional Facilitator and Principal. Staff will have weekly professional development throughout the year, and will meet in PLC meetings to share high-quality instructional practices that are working within their classrooms.

Elective teachers will meet with the Instructional Facilitator to discuss how they can incorporate numeracy skills into their elective classrooms.

School Improvement Plan – Goal: lmprove Writing Skills

Professional Development and Instructional Planning – Teachers will attend a session on Vertical White Board writing (and group work) at the beginning of the school year and in addition to using these skills.

These skills will be encouraged to be used during the school year as well as adding writing in non-ELAR classes (math, social studies, science, etc.). Adding writing skills will not only improve students' writing skills as well as students' reading skills.

School Improvement Plan – Goal 4: PBIS Implementation

All 5-8 teachers, staff, and students will implement PBIS recommendations (PBIS = Positive Behavior Interventions and Supports) with fidelity. Extensive training will occur at the beginning of the new school year to ensure the program continues to flow smoothly.

Maria Ellis will reestablish student council to allow students to participate in future school improvement planning and represent student's voices on campus. This will also make lessons about U.S. government "come to life" by having elections (including campaigning and student speeches.) After elections in November, the council president and Mrs. Ellis will meet with Mrs. Bonham, the school principal, to convey the thoughts discussed in the student council meetings. The council will become part of the PBIS process of finding ways to support positive behavior interventions and supports.

School Improvement Plan – Goal 5: Student Success Plans

We will continue to have students begin a student success plan as early as 5th grade that will follow them into high school. This plan allows counselors and teachers to be able to see student's goals and find ways to help the students. Students also take initial inventories (learning styles, best careers toward their personalities and learning styles, and many more) that will help the high school counselor and the student create plans for high school, and further guide them into plans for after graduation.

By the time each student leaves 8th-grade, a student success plan will be created and recorded in the Naviance online program. The high school counselor and/or high school teachers will continue to have students update the plan and use it for planning high school courses, planning for college or other avenues, and a lot more. Parents will also have accounts that allow them to view their student's data.

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Superintendent Signature

Date Approved: _____