



School Improvement Plan 2025-2026

School: Little Rock Southwest High School
Address: 9715 Mabelvale Pike, Mabelvale, AR 72103
ESSA Score Current Year: 48
ESSA Score Previous Year:

Principal: George E. Maxey
Phone: 501-447-1902
ESSA Letter Grade Current Year: F
ESSA Letter Grade Previous Year:

Guiding Coalition		
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	Community Member	
	Parent	

SCHOOL MISSION

At Little Rock Southwest High Magnet School, we will empower scholars to engage in a limitless exploration of integrated skills, knowledge, and creativity.

SCHOOL VISION

“Inspiring scholars to change the world through community”

PLAN: NEEDS ASSESSMENT

Academics	
Strengths	Challenges
• The number of courses passed increased by 916 from last year. • Twenty-two students earned the Seal of Biliteracy. • Increased honor roll achievement from 345 (1st semester, 2024) to 544 (1st semester, 2025). • CTE Completers increased from 128 to 211 from the last school year • Bottom quartile tested above the state average ○ ELA: % Meeting Growth Target 62.75 ○ Math: % Meeting Growth Target 60.35 ○ Science: Meeting Growth Target 63.45 • Increased the number of courses completed in Edgenuity from 13, 1st semester, to 204, 2nd semester • Increased the number of students taking the Accuplacer	• Tier 1 instruction is not meeting grade-level demands. • Novice teachers increased from 32 to ~50 for the upcoming school year • The graduation rate is below the state average and dropped from 73% to 69% from the last school year • Resource support for the growing ESOL population has grown 26% to 33% in the previous two school years • Lesson internalization has not been fully implemented. • Teachers need support with instructional strategies and scaffolds for teaching language learners and students with special education needs in the regular classroom setting. • Achievement scores are below 10% ○ ELA: % Level 3&4 - 7.95 ○ Math: % Level 3&4 - 1.39 ○ Science: % Level 3&4 - 8.99
Culture & Climate	
Strengths	Challenges
• Referrals are down 1,933 from last year • Suspensions are down 169 from last year • Increased the number of students receiving scholarships • Increased the number ○ 2023-24 - \$4,798,000 ○ 2024-25 - \$6,656,000 • 25 parent commitment letters received for Concurrent Credit program	• Average daily attendance is 79% this school year • Tardiness to class • Cell phone usage during class time • Insufficient Security personnel • Building culture for our ESOL students • Building capacity for staff • 8 student deaths • Marketing, advertising, and creating an understanding of

• First female student going to nationals for wrestling • First female student-athlete to receive a full-ride scholarship for golf • Added 3 sections of the Patient Care Tech pathway in response to student selections for the pathway	Pathways
Parent/Family Engagement, Partnerships, Operations	
Strengths	Challenges
• Partnerships have increased from 9 to 15. • Partnership in kind dollars increased • Increased the number of parents participating in School Play, Sports Events, Open House, and Parent-Teacher Conference Night • Upgraded the auditorium • Increase in community facility usage • Metal detector screening process • School social media presence	• Camera blind spots in key areas - stage, scene shop, loading dock, collaboration stairs, fine arts hallway • 8 student deaths • Building relational capacity with ESOL parents • Softball and baseball facilities • School perception in the community • Transportation costs • Parental Involvement with PTSA and with ESOL
Implementation Categories Literacy Math School Culture Recruitment & Retention Parent Engagement Magnet Programs & Academies	
THEORY OF ACTION:	

If...

district leaders work collaboratively to provide relevant resources and support in the use of evidence-based practices and data, to promote fully engaging instructional activities in all classrooms;

And If...

principals promote a safe and secure environment; are fully engaged as instructional leaders; monitor the implementation of evidence-based practice through the use of TESS and principles of the SoR; review and interpret data to drive decisions;

And If...

teachers are fully certified and engaged; use evidence-based instructional practices acquired through relevant professional development; work in collaborative teams reviewing and interpreting data to determine next steps for instruction;

Then...

students will be fully engaged in instructional activities that prepare them for the next step in their education and preparation for post-secondary options.

LITERACY (LRSD Board Goals)

Current Data (add data that supports the priorities and SMARTIE goal outlined below):

Current data that can be used for this section of the plan includes, but is not limited to:

[23-24 ESSA School Index Data](#)

ATLAS Summative Data 25-26 TBD

[ATLAS Interim Data 24-25](#)

[LRSD Interim Data 24-25](#)

Curriculum Map Summative Assessment Data- TBD

SMARTIE Goal:

By the end of the 2025-26 school year, the performance of 9th- and 10th-grade students, including those in ESOL and Special Education, on the ATLAS Summative will demonstrate a 5% increase from the previous school year.

Priority 1

Grade Level, Engaging, Affirming, & Meaningful Instruction

Priority 2

Content Competency

Prioritize student-centered, high-yield instructional practices	Improving content competency of high-leverage standards
End of the Year Outcomes: • School-wide use of student-centered instructional practices • Emphasis on the impact of instructional practices on student learning outcomes. • Increase in mastery of grade-level standards • 80% of teachers with evaluation ratings that are less than effective (CWTs) will increase by at least one level (i.e., progressing to effective) as evidenced through CWT and summative evaluation data • 80% of instruction will include mastery look-fors, “do not pass” concepts, and monitoring laps with the district HQIM	End of the Year Outcomes: • 80% of teachers with evaluation ratings that are less than effective in TESS 1a and 1e will increase by at least one level as evidenced through classroom walkthroughs and summative evaluation data. 100% of teachers will participate in weekly collaboration meetings • 80% of teachers with evaluation ratings that are less than effective (CWTs) will increase by at least one level (i.e., progressing to effective) in 1d Demonstrating Knowledge of Resources, as evidenced through CWT and summative evaluation data • 5% increase in proficiency with each interim assessment
Benchmarks: • During pre-school professional development, instructional strategies are introduced and taught to all staff. • By the end of the first quarter, targeted instructional strategies are present in all core classrooms. • By the end of the first nine weeks, a minimum of 85% of teachers indicate they have successfully implemented targeted instructional strategies. • By the end of the first semester, leadership can articulate the impact on student learning outcomes and the next steps in implementation.	Benchmarks: • 1st 9 weeks, 40% of teachers demonstrate effectiveness in TESS 1a, 1d, and 1e • 2nd 9 weeks, 60% of teachers will demonstrate effectiveness in TESS Domains 1a, 1d, and 1e • 3rd 9 weeks, 80% of teachers will demonstrate effectiveness in TESS Domains 1a, 1d, and 1e • Interim 1 - baseline data • Interim 2 - 5% increase in proficiency • Interim 3 - 5% increase in proficiency

	Priority	Drivers	Success Metrics
1	Priority: Grade Level, Engaging, Affirming, & Meaningful Instruction Prioritize student-centered, high-yield instructional practices	Professional Learning Pathway around Practices	☐ All core teachers have participated in the provided professional learning pathways ☐ There is evidence of the implementation of new strategies in all core content classes. ☐ 2nd-year strategies are being implemented with consistency in 80% of core content classrooms. ☐ 100% of Teachers know and can articulate the target strategies
		Observation, Feedback, and Coaching Plan	☐ 100% of teachers receive at least bi-weekly observation and feedback on high-leverage strategies ☐ 100% of feedback includes a high-leverage, measurable, and bite-sized ☐ 100% of feedback includes the components of effective feedback ☐ 100% of administrators conduct 8-10 observations weekly ☐ Observation data is shared with teachers and used to create coaching and professional learning plans
		Impact Analysis	☐ Metrics by which success will be measured have been identified for each strategy/initiative ☐ Data-informed and concrete measures have been chosen to assess the impact of implementation on student learning outcomes. Examples include: ☐ Pre-Post Assessment Comparison

			☐ Surveys or Questionnaires ☐ Difference in Differences (over time for groups with and without) ☐ Observation feedback ☐ Classroom, Curriculum, and Interim Assessment Data
2	Content Competency Improving content competency of high-leverage standards	Targeted Professional Development	☐ 100% of ELA teachers engage in year-long professional learning around identified content standards ☐ Students demonstrate improvement in achievement on targeted content standards from Interim 1 to Interim 2 and from year to -year Atlas analysis ☐ 100% of ELA will receive professional learning and job-embedded support for HQIM and curriculum map ☐ Teachers are utilizing HQIM consistently and appropriately in their classrooms

Priority	Drivers	Action Steps	Deliverables	Progress
Priority: Grade Level, Engaging, Affirming, & Meaningful Instruction Prioritize student-centered, high-yield instructional practices	Professional Learning Pathways around Practices	Engage in professional learning around network practices and instructional leadership	☐ Slide Decks for Sessions ☐ Coaching Notes ☐ Professional learning schedule	Not Star... ▾
		Create a data-informed PD learning plan to continue implementation of SY24-25's four targeted practices (Write First, Talk Second, Exit Tickets, Unit Planning, Weekly Planning Meetings) during the first nine	☐ Slide Decks for Sessions ☐ Network I Professional Learning Schedule ☐ Feedback Surveys	Not Star... ▾

		weeks.		
		Slide Deck for Teacher PD to include a review, purpose, protocols for facilitating, ways to promote active learning, respectful communication, academic language, teacher moves, and student moves.	☐ Slide Decks for Sessions	Not Star... ▾
		Create a data-informed PD learning plan to continue implementation of SY24-25 targeted practices [Academic Monitoring Laps, Lesson Plan Internalization Norming Rigorous ELA Instruction (Text Complexity) during the second nine weeks.	☐ Slide Decks for Sessions ☐ Network I Professional Learning Schedule ☐ Feedback Surveys	Not Star... ▾
	Observation, Feedback, and Coaching Cycle	Create and implement a monitoring and coaching plan to assess and support the implementation of SY25-26 practices	☐ Monthly School visit/coaching schedule ☐ Observation Data ☐ Observation plan and schedule ☐ Reflection and next steps planning	Not Star... ▾
		Leadership participates in coaching cycles, learning walks, and PD with the Network Team to support the analysis of instruction as well as strengthen feedback and coaching provided to teachers by building leaders.	☐ Slide Decks around real-time coaching and feedback. ☐ One Pager on Effective Feedback	Not Star... ▾
	Impact Analysis			
		Create a data analysis plan to review all available data to determine the impact of implementation on student learning outcomes.	☐ Data analysis tool ☐ Notes and next steps planning	Not Star... ▾

Priority	Drivers	Action Steps	Deliverables	Progress
Content Competency Improving content competency of high-leverage standards	Targeted Professional Development	ILTs and the department chair will provide training to support the successful implementation of English curriculum resources.	☐ Agenda ☐ Slides ☐ Work Products	Not Star... ▾
		ILTs and the department chair lead professional develop around scaffolding for student needs in the English unit and weekly lesson plans	☐ Unit Internalization ☐ Lesson Plans	Not Star... ▾
		Facilitate professional learning for ELA teachers around MyPerspectives and the curriculum map	☐ Resources to implement GLEAM with HQIM ☐ Data around domain 1 and domain 3 (content knowledge)	Not Star... ▾
		CRUX will provide professional development on small group and extensions in ELA classrooms	☐ Small group observation tracker ☐ Proficiency data from interims and EOY assessments	Not Star... ▾
		Administration and Instructional Lead Teachers conduct observations, provide feedback, and participate in the coaching cycle	☐ Data around domain 1 and domain 3 (content knowledge) ☐ Coaching Cycle Documents	Not Star... ▾
		Weekly PLC meetings	☐ Agenda	Not Star... ▾
		Teachers will complete exemplars before PLC meetings	☐ Exemplar	Not Star... ▾

Quarterly Analysis Documents

MATH (<u>LRSD Board Goals</u>)	
Current Data (add data that supports the priorities and SMARTIE goal outlined below):	
Current data that can be used for this section of the plan includes, but is not limited to: 23-24 ESSA School Index Data ATLAS Summative Data 25-26 TBD ATLAS Interim Data 24-25 LRSD Interim Data 24-25 Curriculum Map Summative Assessment Data- TBD	
SMART Goal:	Increase Algebra 1 and Geometry overall student performance and/or growth, including SPED and ESOL, by 5% on the 2025-2026 ATLAS End-of-Course Math Summative Exam.
Priority 1	Priority 2
Priority: Grade Level, Engaging, Affirming, & Meaningful Instruction Prioritize student-centered, high-yield instructional practices	Content Competency Improving content competency of high-leverage standards
End of the Year Outcomes: - School-wide use of student-centered instructional practices - Emphasis on the impact of instructional practices on student learning outcomes.	End of the Year Outcomes: 80% of teachers with evaluation ratings that are less than effective in TESS 1a and 1e will increase by at least one level as evidenced through classroom walkthroughs and summative evaluation data. 100% of teachers will participate in weekly collaboration meetings

• Increase in mastery of grade-level standards • 80% of teachers with evaluation ratings that are less than effective (CWTs) will increase by at least one level (i.e., progressing to effective) as evidenced through CWT and summative evaluation data • 80% of instruction will include mastery look-fors, “do not pass” concepts, and monitoring laps with the district HQIM	• 80% of teachers with evaluation ratings that are less than effective (CWTs) will increase by at least one level (i.e., progressing to effective) in 1d Demonstrating Knowledge of Resources, as evidenced through CWT and summative evaluation data • 5% increase in proficiency with each interim assessment
Benchmarks: • During pre-school professional development, instructional strategies are introduced and taught to all staff. • By the end of the first quarter, targeted instructional strategies are present in all core classrooms. • By the end of the first nine weeks, a minimum of 85% of teachers indicate they have successfully implemented targeted instructional strategies. • By the end of the first semester, leadership can articulate the impact on student learning outcomes and the next steps in implementation.	Benchmarks: • 1st 9 weeks, 40% of teachers demonstrate effectiveness in TESS 1a, 1d, and 1e • 2nd 9 weeks, 60% of teachers will demonstrate effectiveness in TESS Domains 1a, 1d, and 1e • 3rd 9 weeks, 80% of teachers will demonstrate effectiveness in TESS Domains 1a, 1d, and 1e • Interim 1 - baseline data • Interim 2 - 5% increase in proficiency • Interim 3 - 5% increase in proficiency

	Priority	Drivers	Success Metrics
1	Priority: Grade Level, Engaging, Affirming, & Meaningful Instruction Prioritize student-centered, high-yield instructional	Professional Learning Pathway around Practices ☐ CRUX Consulting ☐ UnboundEd ☐ Relay ☐ AVID Conference	☐ All core teachers have participated in the provided professional learning pathways ☐ There is evidence of the implementation of new strategies in all core content classes. ☐ 2nd-year strategies are being implemented with consistency in 80% of core content classrooms. ☐ 100% of Teachers know and can articulate the target

	practices	☐ SIOP Training ☐ Instructional resources ☐ SchoolKit ☐ GearUp ☐ Kami ☐ ALEKS	strategies
		Observation, Feedback, and Coaching Plan	☐ 100% of teachers receive at least bi-weekly observation and feedback on high-leverage strategies ☐ 100% of feedback includes a high-leverage, measurable, and bite-sized ☐ 100% of feedback includes the components of effective feedback ☐ 100% of administrators conduct 8-10 observations weekly ☐ Observation data is shared with teachers and used to create coaching and professional learning plans
		Impact Analysis	☐ Metrics by which success will be measured have been identified for each strategy/initiative ☐ Data-informed and concrete measures have been chosen to assess the impact of implementation on student learning outcomes. Examples include: ☐ Pre-Post Assessment Comparison ☐ Surveys or Questionnaires ☐ Difference in Differences (over time for groups with and without) ☐ Observation feedback ☐ Classroom, Curriculum, and Interim Assessment Data
2		Targeted Professional Development	☐ 100% of Math teachers engage in year-long professional learning around identified content standards ☐ 100% of Algebra and Geometry teachers engage in

	Content Competency Improving content competency of high-leverage standards		year-long professional development provided by SchoolKit ☐ Students demonstrate improvement in achievement on targeted content standards from Interim 1 to Interim 2 and from year to -year Atlas analysis ☐ 100% of ELA will receive professional learning and job-embedded support for HQIM and curriculum map ☐ Teachers are utilizing HQIM consistently and appropriately in their classrooms
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Priority	Drivers	Action Steps	Deliverables	Progress
Priority: Grade Level, Engaging, Affirming, & Meaningful Instruction Prioritize student-centered, high-yield instructional practices	Professional Learning Pathways around Practices	Engage in professional learning around network practices to support school-wide implementation for instructional leadership	☐ Slide Decks for Sessions ☐ Coaching Notes ☐ Professional learning schedule	Not St... ▾
		Create a data-informed PD learning plan to continue implementation of SY24-25's four targeted practices (Write First, Talk Second, Exit Tickets, Unit Planning, Weekly Planning Meetings) during the first nine weeks.	☐ Slide Decks for Sessions ☐ Network I Professional Learning Schedule ☐ Feedback Surveys	Not St... ▾
		Slide Deck for Teacher PD to include a review, purpose, protocols for facilitating, ways to promote active learning, respectful communication, academic language, teacher moves, and student moves.	☐ Slide Decks for Sessions ☐ Handouts & Resources ☐ Feedback Surveys	Not St... ▾
		Create a data-informed PD learning plan to continue implementation of SY25-26 targeted practices [Academic Monitoring Laps, Lesson Plan Internalization, Norming Rigorous Math Instruction] during the second nine weeks.	☐ Slide Decks for Sessions ☐ Network I Professional Learning Schedule ☐ Feedback Surveys	Not St... ▾

	Observation, Feedback, and Coaching Plan	Create and implement a monitoring and coaching plan to assess and support the implementation of SY24-25 practices	☐ Monthly School visit/coaching schedule ☐ Observation Data ☐ Observation plan and schedule ☐ Reflection and next steps planning	Not St... ▾
		Leadership participates in coaching cycles, learning walks, and PD with the Network Team to support the analysis of instruction as well as strengthen feedback and coaching provided to teachers by building leaders.	☐ Slide Decks around real-time coaching and feedback. ☐ One Pager on Effective Feedback	Not St... ▾
	Impact Analysis	Create a data analysis plan to review all available data to determine the impact of implementation on student learning outcomes.	☐ Data analysis tool ☐ Notes and next steps planning	Not St... ▾

Priority	Drivers	Action Steps	Deliverables	Drivers
Content Competency Improving content competency of high-leverage standards	Targeted Professional Development	ILTs and the department chair will provide training to support the successful implementation of Math curriculum resources.	☐ Agenda ☐ Slides ☐ Work Products	Not Star... ▾
		ILTs and the department chair lead scaffolding for student needs in the Math unit and weekly lesson plans	☐ Unit Internalization ☐ Lesson Plans	Not Star... ▾
		Facilitate professional learning for Math teachers around Envision and the curriculum map	☐ Agenda ☐ Data around domain 1 and domain 3 (content knowledge)	Not Star... ▾

		Facilitate SchoolKit Training for 9th/10th math teachers	☐ Data around domain 1 and domain 3 (content knowledge) ☐ Observation data around strategies to increase and maintain high-level cognitive demand	Not Star... ▾
		CRUX will provide professional development on small group and extensions in Math classrooms	☐ Small group observation tracker ☐ Proficiency data from interims and EOY assessments	Not Star... ▾
		Administration and Instructional Lead Teachers conduct observations, provide feedback, and participate in the coaching cycle	☐ Data around domain 1 and domain 3 (content knowledge) ☐ Coaching Cycle Documents	Not Star... ▾
		Weekly PLC meetings	☐ Agenda	Not Star... ▾
		Teachers will complete exemplars before PLC meetings	☐ Exemplar	Not Star... ▾

Quarterly Analysis Document

SCHOOL CULTURE (LRSD Board Goals)

Current Data (add data that supports the priorities and SMARTIE goal outlined below):

Current data that can be used for this section of the plan includes, but is not limited to:

- [Attendance data Comparing 2024 and 2025](#)
- [Perceptual Surveys 2024](#)
- Parent complaint logs
- [Discipline Data Three-Year Comparison](#)

SMART Goal:

By the end of the 2025-2026 School Year, Tier I of a multi-tiered system of support (MTSS) for behavior will be fully implemented. Achievement of this goal will be measured by a 20% decrease in level 1 infractions.

Priority 1

MTSS for Student Behavior:

Implement Tier I of a system/framework to provide tiered behavior support for all students

Priority 2

Implementing Tier 2 Behavior Strategies:

Implement support from social workers to decrease discipline, increase attendance, and support mental health

End of the Year Outcomes:

- School-wide expectations have been developed, taught, and reinforced for **all** teachers and students.
- School-based intervention teams (SBIT) have been trained on the MTSS model and SEL strategies.
- A decrease in Level 1 infractions as compared to the previous year

End of the Year Outcomes:

- A decrease in Level 2 - 3 infractions as compared to the previous year
- Increase average daily attendance to 90%
- Social workers will respond to 100% of the inquiries on the school form.
- Support from social workers to decrease discipline, increase

	attendance, and support mental health
Benchmarks: • During pre-school professional development, school-wide expectations are introduced and taught to all staff. • By the end of August, school-wide expectations have been communicated and taught to all students. • By the end of the first nine weeks, a minimum of 85% of students indicate that they know the school-wide expectations for behavior. • By the end of the first nine weeks, 100% of teachers and staff can articulate the school-wide expectations for behavior.	Benchmarks: • Identify high fliers in need of the most support for attendance and discipline during the first month of school • By the end of the first semester, 85% average daily attendance • By the end of the second semester, 90% average daily attendance • By the end of the first nine weeks, social workers and interns have increased attendance and decreased level 2 - 3 infractions for 90% of their caseload • Social workers de-escalate mental health crises 90% of the time.

	Priority	Drivers	Success Metrics
1	MTSS for Student Behavior: Implement a system/framework to	• Implementation Plan for GEAR UP-supported incentives • GEAR UP Family Nights Each Semester • 100% of Staff are trained and aware of GEAR UP program offerings	☐ Promotion Rates ☐ Participation Rates
		• 100% of staff are trained to implement plans • The school has a clear implementation	☐ Implementation Plan ☐ Monitoring Plan

	provide tiered behavior support for all students	- and monitoring plan - Level 1 and above infractions decrease in areas of focus	
		100% of the staff are trained on MTSS and its purpose and structure of the school's SBIT team. 100% of the SBIT is trained on the team's purpose, role, and responsibilities - The SBIT team has a regular meeting schedule that is adhered to. - The SBIT shares data and updates with staff at least quarterly. 100% of staff are trained in the MTSS program at the site (i.e., Leader in Me, PBIS, etc.) 100% of staff are trained and fully implementing Tier I behavior expectations. 100% of staff utilize the Tier I behavior flow chart 1005 students are aware of the Tier I behavior expectations	☐ Agenda ☐ Sign In Sheet ☐ Presentation Slides ☐ SBIT Plans ☐ SBIT Data ☐ Tier 1 Behavior Flow Chart
		☐ There is a plan that provides periodic incentives for students who meet specified criteria (grades, attendance, behavior) ☐ 100% of the staff are trained on the implementation of the plan. ☐ 100% of the students know what the incentives are and the criteria for	☐ Student Incentives ☐ Implementation Plan

		receiving them.	
		☐ Student utilization of the reporting app	☐ Number of referrals
		☐ A decrease in OSS suspensions by 5%	☐ Suspension Data
		☐ Utilization of 90 % by teachers	☐ Utilization report
2	Implementing Tier 2 Behavior Strategies: Provide targeted supports to students who are not adequately responding to Tier 1 supports	☐ Creating caseloads based on referrals for at-risk data or behaviors ☐ Master's caseloads up to 25 ☐ Bachelor's caseloads up to 15	☐ Caseload metrics ☐ Weekly Check Ins
		☐ 100% of students on caseload will have a treatment plan - updated every 6 months ☐ Students who may need additional support in the classroom setting will be communicated with the teachers ☐ De-escalation training for teachers and staff	☐ Treatment plan reviews ☐ Sign-in sheets ☐ Agenda ☐ Presentation Slides
		☐ Monthly referral updates with teachers ☐ Teachers with excessive discipline referrals will receive support to help decrease the number of	☐ PLC Agendas ☐ Sign-in sheets

		referrals.	
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Priority	Drivers	Action Steps	Deliverables	Drivers
MTSS for Student Behavior:	Relay Minute by Minute Plans & Equity Centered Culture Rollout	Identify areas where a high percentage of level 1 infractions occur/of the highest level 1 infraction, and use them to create plans	☐ Discipline Data ☐ Minute-by-Minute Plans	Not Star... ▾
		Utilize the MINGA Application for hall passes to decrease the loss of learning time	☐ Utilization Reports from MINGA	Not Star... ▾
		Train all staff and students on minute-by-minute plans	☐ Training Schedule ☐ Slide Decks or other training materials	Not Star... ▾
		Create signs, reminders, and signals to visually reinforce MbM expectations	☐ Posters, announcements, videos, etc.	Not Star... ▾
		Implement MbM plans on Day 1 and track levels of implementation through observation	☐ Observation Data ☐ Feedback Log	Not Star... ▾
		Create a plan of support and accountability for students and staff who are not meeting the expectations	☐ Support Plan Document	Not Star... ▾
		Create a plan to regularly monitor implementation throughout the year and adjust based on data collected	☐ Monitoring Plan and Tools ☐ Feedback and Next Steps Documentation	Not Star... ▾
	Implementation & Training Plan for MTSS and SBIT	Identify LRSD/ADE staff to provide training or train the administration to provide training on MTSS for our campus	☐ Correspondence ☐ Calendar Invites/Confirmation	Not Star... ▾

		Determine what programs or supports will be incorporated into the school's Tier I behavior plan and provide training for all staff (i.e., Leader in Me, Second Step, PBIS, etc.)	☐ Implementation plan for behavior support curriculum ☐ Attendance documentation for staff	Not Star... ▾
		Train all staff on the MTSS process and what it looks like in our building	☐ Training Schedule ☐ Slide Decks or other training materials	Not Star... ▾
		Train all staff and students on Tier I behavior expectations and behavior flow chart	☐ Training Schedule ☐ Slide Decks or other training materials ☐ Behavior Expectations ☐ Behavior Flow Chart	Not Star... ▾
		Identify and train members of the SBIT team on processes and outcomes for the team	☐ Training Schedule ☐ Slide Decks or other training materials	Not Star... ▾
		Teach Tier I behavior expectations and an incentive plan to all students	☐ Training Schedule ☐ Slide Decks or other training materials	Not Star... ▾
		Implement the SBIT committee to address student behavior supports, plan and implement Tier I behavior incentives, and track behavior data to use for next steps planning and determine the effectiveness of the current plan.	☐ Meeting Agendas and Notes ☐ Student Trackers ☐ Sample student support plans	Not Star... ▾
	PBIS/Tier 1 Incentive Plan	Train all staff on the Incentive Plan and the criteria for participation	☐ Slide Deck or other training materials ☐ Attendance Documentation	Not Star... ▾

		Inform students and parents of incentives and criteria for participation	☐ Parent Communication ☐ Student-facing training/information materials	Not Star... ▾
		Implement incentives - at least one each quarter	☐ Evidence of quarterly incentive implementation (student lists, pictures, postings, etc.)	Not Star... ▾
		Monitor participation and track infractions in the incentive criteria areas to determine effectiveness	☐ Monitoring Documents ☐ Student data	Not Star... ▾
	See Something/Say Something	Implement an application for students to anonymously report issues	App Reports	Not Star... ▾
		Instruct students on proper usage	Daily announcement, Schoology, and social media blast	Not Star... ▾
	Teen Court	Coordinate training for student volunteers through Civics classes	Agenda and Student Sign-In Sheets	Not Star... ▾
		Facilitate meetings bi-weekly	Teen court docket	Not Star... ▾
	Social Justice Learning Modules	PD for teachers on accessing and implementing the modules	PD Report from TalentEd	Not Star... ▾
	Behavior/Academic Correlation tracking	Data correlations of GPA, attendance, and discipline for the bottom 5% in each area.	Radar Report	Not Star... ▾

Priority	Drivers	Action Steps	Deliverables	Drivers
Implementing Tier 2 Behavior	Provide targeted supports to	Social workers will create caseloads based on referrals for at-risk data or behaviors	☐ Caseload with at-risk data points for each social worker and intern	Not Star... ▾

Strategies:	students who are not adequately responding to Tier 1 supports	• Master's caseloads up to 25 • Bachelor's caseloads up to 15		
		• Social workers will create a treatment plan • Social workers will communicate with teachers if the students need additional classroom support	☐ Treatment plans ☐ Academic Support Plan ☐ PLC Agenda	Not Star... ▾
		☐ Professional development on de-escalation training will be provided for teachers and staff	☐ Agenda ☐ Sign-in sheet	Not Star... ▾
		• Social workers will meet monthly with teachers (department meetings/PLCs) to provide referral updates	☐ PLC Agenda ☐ Sign In Sheet	Not Star... ▾
		• Teachers with excessive discipline referrals for students on their caseloads will receive support from Social Workers to help decrease the number of referrals.	☐ Discipline data	Not Star... ▾

RECRUITMENT & RETENTION (LRSD Board Goals)

Current Data (add data that supports the priorities and SMARTIE goal outlined below):

[Comparison Data for Teacher Attendance 2024 and 2025](#)

[LRSW ESOL Plan](#)

SMART Goal:

LR Southwest High will retain 85% of the class of 2029, as well as recruit and retain highly qualified teachers in 80% of the classrooms.

Priority 1

Push of the Positive

Positive Public Relations and Marketing Program for Little Rock Southwest High School

End of the Year Outcomes:

- Retain 85% of the class of 2029
- Increase perceptual surveys by 5% for students and parents

Benchmarks:

- Decrease the number of parent complaints to Network 1
- Entry and withdrawal data
- Student Perceptual Surveys
- Parent Perceptual Surveys

Priority 2

Recruit and Retain Highly Effective Teachers

Collectively build values, norms, and expectations to create a culture of collective efficacy and an agreed-upon climate of rituals and routines.

End of the Year Outcomes:

- Retain 80% of teaching staff
- Recruit highly qualified staff members
- Recruit highly qualified bilingual staff

Benchmarks:

- Staff numbers at the beginning and the end of the year
- Teacher Perceptual Surveys
- Leadership Perceptual Surveys

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	Priority	Drivers	Success Metrics
1	Push of the Positive	Social Media Presence	☐ Decrease in parent complaints ☐ Increase in positive results on perceptual surveys ☐ Increase graduation rate by 5%
		Community Presence	☐ Decrease in parents complaints ☐ Increase in positive results on perceptual surveys
2	Recruit and Retain Highly Effective Teachers	MTSS for Adults	☐ Decrease in teacher absenteeism by 35 ☐ Decrease in teacher turnover by 5% ☐ Increase in positive responses on teacher perceptual survey

Drivers	Action Steps	Deliverables	Drivers
Social Media Presence	Create a Social Media posting calendar	☐ calendar	Not Started ▾
	Journalism class will write social media content.	☐ Weekly social media posts	Not Started ▾
	The Media Communications class can record, edit, and post to social media.	☐ Weekly social media posts	Not Started ▾
	The journalism instructor will send in school	☐ Friday Highlights	Not Started ▾

	events to the district social media team weekly for Feb 5.		
Community Presence	Administration and Family/Community Liaison will visit local churches for meetings	☐ Increase in community partnerships	Not Started ▾
	Chick-Fil-A Leadership Academy will visit elementary school to develop relationship with students	☐ Event calendar of visits to schools	Not Started ▾
	Athletic teams will visit elementary schools to develop relationships with students	☐ Event calendar of visits to schools	Not Started ▾

Drivers	Action Steps	Deliverables	Drivers
MTSS for Adults	Establish a PBIS Plan for Adults, including point values and incentives	☐ Plan for teacher incentives	Not Started ▾
	Utilize restorative circles to manage adult conflict	☐ Reflection of participants on the success of the process	Not Started ▾
	Create systems to establish rituals and routines	☐ Systems involving diverse stakeholders ☐ School-wide rituals and routines	Not Started ▾

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PARENT & FAMILY ENGAGEMENT (LRSD Board Goals)

Current Data (add data that supports the priorities and SMARTIE goal outlined below):

Parent Perceptual Survey
 PTSA Agenda and Sign In Sheets
 Parent Meeting Sign-In Sheets and Agendas
 VIPS Sign In Sheets
 Semester Parent Conferences

SMART Goal: By the end of the year, parent, family, and community participation in school and community events will increase by 25%.

Priority 1

Development of Community and Family Support:

Build a true partnership between parents, community, and school by developing an all-inclusive plan that will involve all stakeholders.

End of the Year Outcomes:

15% of parents and the community will participate in the surveys, providing positive feedback for the plan's implementation.
 Parent, family, and community participation in school and community events will increase by at least 25%.

Benchmarks:

- Parent Perceptual Survey
- Title 1: Parent Engagement Survey
- Little Rock Southwest Event Survey
- PTSA Membership Increase

	Priority	Drivers	Success Metrics
1	Development of Community and Family Support: Build a true partnership between parents, community, and school by	Implementing High Leverage Parent and Community Engagement Meetings: Provide meetings in which the parents, students, and/or community members gain resources or applicable information, thus increasing the capacity of all stakeholders	☐ Participation in meetings will increase by 10% with each meeting. ☐ 85% of parents and community members participating in quarterly surveys will provide positive feedback

	developing an all-inclusive plan that will involve all stakeholders.	Responding to Parent and Community Needs: Increase the on-campus resources available in the Welcome Center to those in need	☐ 85% of parents and community members participating in quarterly surveys will provide positive feedback ☐ With more needs met, Average Daily Attendance Rates will increase by 3% each quarter
		Implementing Communication Systems: Use communication means to increase two-way communication between the school, home, and community	☐ 85% of parents and community members participating in quarterly surveys will provide positive feedback
		Student Activity Calendar	☐ Student Calendar

Priority	Drivers	Action Steps	Deliverables	Drivers
Development of Community and Family Support	Build a true partnership between parents, community, and school by developing an all-inclusive plan that will involve all stakeholders.	Welcome Center to utilize ways to support our new students - English-Spanish digital translators - AR United will provide connections to immigration support - Legal support	Welcome Center Sign-In Sheet ViPs Sign-in sheets with AR United Ability to communicate with parents in real-time, even if the translator is working with others	Not Star... ▾
		College FAFSA Night	Parent Sign-in Sheet Complete FAFSA	Not Star... ▾
		Development of emergency pantry - Food - Clothing - Supplies - Hygiene Items	Pantry Contact log	Not Star... ▾
		Bi-weekly Community Partners	ViPs Sign-in sheets and views	Not Star... ▾

		Champs Walks to encourage attendance and parental involvement	Contact log	Not Star... ▾
		Parent-Family Job Fair Companies hiring locally with a focus on opportunities for Spanish-speaking individuals	ViPs Sign-in Sheets	Not Star... ▾
		Weekly Communication through multiple means	Social Media Posts Schoology Posts Parent Contact Logs	Not Star... ▾

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MAGNET PROGRAM/ACADEMIES (LRSD Board Goals)	
Current Data (add data that supports the priorities and SMARTIE goal outlined below):	
Entered a pathway Finished pathway Number of Guest Speakers Number of CTE Completers 2024 and 2025	
SMART Goal:	By the end of the year, 50% of LRSW students will participate in a guaranteed experience, 50% of freshmen students will obtain 20 service learning hours, and enrollment in Concurrent Credit Courses will increase by 5%.
Priority 1	Priority 2
Increase concurrent credit and AP enrollment	

	Increase data collection to determine the effectiveness of Academies' Data points
End of the Year Outcomes: ● 85% of all 9th graders will take the Accuplacer 1st and 2nd semester ● Increase in the number of students taking and passing AP and concurrent credit courses ● Increase the number of students using test prep modules ○ OnToCollege ○ Gale P Test & Career Prep	End of the Year Outcomes: ● 90% of all 9th-grade students will select a pathway by the end of the 2nd semester. ● Students know their pathway and can explain the outcomes of the pathway by the end of Freshman Seminar ● 75% of students are enrolled in their selected Level 1 course. ● Increase the number of CTE Completers by 10%. ● Increase the number of guest speakers by 5%. ● 50% of Freshman Academy scholars will have 10 hours of service learning credit via Freshman Seminar activities. ● 60% of freshmen students will attend the Career Expo. ● Leverage the Chamber of Commerce
Benchmarks: ● Student enrollment ● Number of qualified staff members ● Student Academic Progress Reports ● Number of courses offered ● Number of students attending after school	Benchmarks: ● Semester Master Schedule Checks ● Semester Teacher Roster Checks ● Quarterly Engagement Tool Checks ● Quarterly Student Surveys

	Priority	Drivers	Success Metrics
1	Increase concurrent credit and AP enrollment	Advanced Academic and Concurrent Credit Parent and Student Engagement	• 20% of parents will attend the concurrent credit night for the targeted population. • 100 % of parents will receive advanced academic information via school communication platforms. • Increase student enrollment by 10 % in advanced academic programs. • • Increase the number of courses offered by 10%.
		The Advanced Academics team determines qualifications for the Concurrent Credit Courses and Advanced Academic Participation.	• 75% of students will maintain a 3.0 GPA who are enrolled in concurrent credit courses. • 85% of 9th grade students will take the Accuplacer exam 1st and 2nd Semester • 90% of the advanced academics team will attend monthly academic planning team meetings. • 75% of students in advanced academics will attend quarterly meetings to discuss student outcomes. • 100 % of students enrolled in advanced academics courses will take the Accuplacer.
		Provide academic support for advanced academic students through a 21st-century tutoring program.	• 10% of identified advanced academic students will participate in at least one tutoring session per month. • 75% of students report improved skills in time management, critical thinking, or self-advocacy while enrolled in concurrent credit courses.
		Facilitate monthly Advanced Academic Team meetings	• 85% of identified concurrent credit students participate in at least one tutoring session per

			month. 90% of Team focused on increasing concurrent credit participation will meet monthly to analyze student data, monitor program effectiveness, and discuss program implementation.
		Identify and hire qualified teaching staff	100% of hires aligned with school instructional need 50% of new teachers are retained through the end of their first year. 100 % of teachers at Southwest will receive an interest survey for teaching advanced academic courses. 100 % of qualified staff will be verified with the university or college.
2	Increase data collection to determine the effectiveness of Academies' Data points	Partner with the Chamber of Commerce, business patterns, and Junior Achievement to increase the number of speakers	100% of CTE teachers will submit speaker documentation per semester. - Increase the number of guest speakers by 10% in pathway courses. - Increase the number of CTE Completers by 10% - Increase the number of CTE certifications by 10% of students enrolled in Level 3 CTE courses. 100 % of CTE teachers will submit college tour documentation per semester.
		Freshman Pathway Selection Process	95% of all freshmen complete the pathway selection process. 100% of freshman parents will receive an email concerning pathway and course selection. 85% of freshman students are placed in their top 1–2 pathway choices.

		Provide internships, job shadow opportunities, and guaranteed experiences for students enrolled in Level 1-3 pathway courses.	• 60% of freshman students will attend Career Expo. • 50% of students enrolled in a Level 1-3 courses will participate in a guaranteed experience.
		LRSW Team will know the what and why to solicit partnerships	• 100% of CTE Pathway will complete a pre-assessment on partnership knowledge. • 75% of staff demonstrate improved understanding of partnership goals and processes, as shown by a post-training survey. • 100% of designated staff attend at least one training or workshop on identifying, initiating, and sustaining partnerships.
		Freshman Seminar will provide 5 hours of service learning. All others will be obtained as indicated below. • Freshman seminar will coordinate 5 hours of community service opportunities for students. • Civics will be responsible for 8-10 hours • Parents will be responsible for -1 hour • The remaining hours will come from various on-campus and off-campus activities provided by designated staff.	• 100% of freshman seminar teachers will assist students obtain 5 hours of community service. • 100 % of freshman seminar teachers will use a spreadsheet to document participation then forward information to designated school personnel at the end of the second semester. • 100% of freshman seminar teachers will email parents a letter explaining community service hours. • 75% of freshman students will receive at least 10 community service hours.

Priority	Driver	Action Steps	Deliverables	Drivers
Increase concurrent credit, and AP enrollment		Host a parent night to promote concurrent credit and advanced academics	☐ Sign In Sheet ☐ Parent Survey	Not Started ▾

		Determine qualifiers to identify students	☐ GPA Report ☐ State testing results ☐ Teacher and Counselor recommendations	Not Started ▾
		Provide academic support for advanced academic students through a 21st-century tutoring program	☐ After-school student enrollment	Not Started ▾
		Hold Monthly Advanced Academic Team meetings	☐ Team Meeting Agenda/Minutes ☐ Team members' roles and responsibilities ☐ Scholar data from teams ☐ Yearly calendar team meetings	Not Started ▾
		Identify and hire qualified teaching staff		Not Started ▾
				Not Started ▾

Priority	Drivers	Action Steps	Deliverables	Drivers
Increase data collection to determine the effectiveness of Academies' Data points		Partner with the Chamber of Commerce, business patterns, and Junior Achievement to increase the number of speakers	☐ Industry Partner Engagement Documentation ☐ Pictures/Videos ☐ Scholar Surveys ☐ Teacher Surveys	Not Star... ▾
		Create a Google Form for students to select a pathway Run a report to make sure 9th graders are scheduled in the correct pathway	☐ Industry Partner Engagement Documentation ☐ Picture/Videos ☐ Scholar Surveys ☐ Teacher Surveys	Not Star... ▾

		Provide internships, job shadow opportunities, and industry tours for Level 3 courses.	☐ Industry Partner Engagement Documentation ☐ Pictures/Videos ☐ Scholar Surveys ☐ Teacher Surveys	Not Star... ▾
		LRSW Team will know the what and why to solicit partnerships	☐ Industry Partner Engagement Documentation ☐ Pictures/Videos ☐ Scholar Surveys ☐ Teacher Surveys	Not Star... ▾
		Freshman Academy will obtain 20 hours of service learning. • The freshman seminar will get our students 5 hours • Civics will be responsible for 8-10 hours • Parents will be responsible for -1 hour • The remaining hours will come from various on-campus and off-campus activities provided by designated staff.	☐ Semester service learning hour log ☐ Semester team service-learning documentation	Not Star... ▾

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