MSD

2026-27 Goals	Revised: 10-27-26
Increase district test scores by 5% district wide by focusing instruction on skills determined through the use of Scarborough's Rope.	
Increase district test scores by 5% district wide by focusing instruction on numbers and operations, modeling, place value, and ratios/proportions.	

MES

Goal	Learning Targets	Strategies	NOTES
By the end of the 2026-2027 academic year, Midland Elementary School will **increase** the percentage of students meeting benchmark (Level 3 or Level 4) in **ELA Performance** by **5%** (from 29% in 2025-26 to 34% in 2026-27) as measured by the ATLAS state summative assessment.	Students will improve informational reading proficiency. Bottom of the Rope A. Phonemic Awareness B. Encoding and Decoding Skills C. Automaticity Top of the Rope D. Improved Background Knowledge E. Increase Vocab Knowledge F. Text Structure and Features G. Utilize technology for reading enhancement H. Practice writing in response to informational text. I. Transfer skills to other content areas. Scarborough's Rope J. Oral Reading Fluency	➔ All students in K-6th grades who scored "Potential Risk", Level 1, or Level 2 who demonstrated below level mastery on the ATLAS assessments will have Individualized Reading Plans. ➔ Utilize IRP reading data to target Interventions based upon individual student's missing skills. ➔ Teachers in Social Studies, Science, and Math will integrate literacy skills to literacy skills to strengthen vocabulary across content areas. ➔ 3-6th grade teachers will	Look at Read Theory as a supplemental resource ● 10-26-26 zoom meeting held regarding Pilot Program 2026-27

		attend Writing Revolution Professional Development to improve writing instruction. ➔ Inclusive practices for K-6 IEP entitled students, including integrating differentiated instruction, appropriate accommodations, visual and instructional supports, flexible grouping, and targeted scaffolding ➔ Tier I instruction enhancement by using the newly adopted HQIM curriculum. (UFLI K-2, Arts and Letters K-6) ➔ K-3 Teachers will receive individualized and group coaching provided by DESE Literacy Specialist Effie Hermon.	
By the end of the 2026-27 school year, Midland Elementary School will **decrease** the percentage of students scoring at a Level 1 in ELA by 10%, (going from 24% in 2025-26 to 14% in 2026-27) as measured by the ATLAS state summative assessment.	Students will improve informational reading proficiency. Bottom of the Rope K. Phonemic Awareness L. Encoding and Decoding Skills M. Automaticity Top of the Rope N. Improved Background Knowledge O. Increase Vocab Knowledge P. Text Structure and Features Q. Utilize technology for reading enhancement R. Practice writing in response to informational text. S. Transfer skills to other content areas. Scarborough's Rope T. Oral Reading Fluency	➔ All students in K-6th grades who scored "Potential Risk", Level 1, or Level 2 who demonstrated below level mastery on the ATLAS assessments will have Individualized Reading Plans. ➔ Utilize IRP reading data to target Interventions based upon individual student's missing skills. ➔ Teachers in Social Studies, Science, and Math will integrate literacy skills to literacy skills to strengthen vocabulary across content areas.	

		➔ 3-6th grade teachers will attend Writing Revolution Professional Development to improve writing instruction. ➔ Inclusive practices for K-6 IEP entitled students, including integrating differentiated instruction, appropriate accommodations, visual and instructional supports, flexible grouping, and targeted scaffolding ➔ Tier I instruction enhancement by using the newly adopted HQIM curriculum. (UFLI K-2, Arts and Letters K-6) ➔ K-3 Teachers will receive individualized and group coaching provided by DESE Literacy Specialist Effie Hermon.	
1003 and HIT Grant/Air Reading **ELA**	● The district will support the implementation of evidence-based Tier II and III literacy interventions by providing supplemental instructional personnel (Bailey Group), protecting designated daily intervention periods, and ensuring students receive targeted small-group instruction based on identified skill deficits. ● The district will provide Chromebooks to support individualized literacy interventions through IXL. District technology personnel will assist with device deployment, maintenance, and technical support to ensure consistent access to instructional resources. ● The district will support targeted	Designated Leads: 1. Superintendent, Principal, Interventionist, Educational Cooperative Personnel, Bailey Education Group, classroom teachers Designated Leads: 1. Principal, District Technology Coordinator	Biweekly PLC data reviews; monthly review of intervention schedules, student progress-monitoring records, and implementation fidelity. Monthly review of technology utilization, intervention program

	professional development focused on evidence-based literacy instruction, curriculum implementation, and effective intervention practices. District and building leadership will utilize classroom walkthroughs, collaborative planning, and biweekly PLC meetings to strengthen instructional consistency and data-driven decision making.	Designated Leads: 1. Superintendent, Principal, Educational Cooperative Personnel	Biweekly PLC documentation; quarterly review of professional development implementation, classroom walkthrough data, and student achievement trends.
By the end of the 2026-2027 academic year, Midland Elementary School will **increase** the percentage of students meeting benchmark (Level 3 or Level 4) in **<u>Mathematics</u>** by **<u>5%</u>** (going from 40% in 2025-26 to 45% in 2026-27)as measured by the ATLAS state summative assessment.	Students will improve understanding of mathematical skills by: a. Increase the use of Math Academic Vocabulary b. Number and Place Value c. Geometry and Measurement and Data Analysis d. Computational and Algebraic Reasoning e. Build a strong number sense. f. Master basic math fluency skills. g. Identify parts of a whole. h. Use and apply problem solving in math operations. i. Apply Real-World Application of Skills	➔ Targeted Interventions ➔ Vertical Alignment of Curriculum ➔ All K-6th students who scored “Potential Risk”, Level 1, or Level 2 who demonstrated below level mastery on the ATLAS assessments will have Math Intervention Plans and monitor progress. ➔ K-6 Teachers will receive individualized and group coaching provided by NAESC Math Specialist Savannah Youngblood. ➔ Tier I instruction enhancement by using the adopted HQIM curriculum. (Envision Math K-6)	
By the end of the 2026-27 school year, Midland Elementary School will **decrease** the percentage of students scoring at a Level 1 in Mathematics by 10%,	Students will improve understanding of mathematical skills by: j. Increase the use of Math Academic Vocabulary k. Number and Place Value l. Geometry and Measurement and Data Analysis m. Computational and Algebraic	➔ Targeted Interventions ➔ Vertical Alignment of Curriculum ➔ All K-6th students who scored “Potential Risk”, Level 1, or Level 2 who demonstrated below level mastery on the ATLAS	

(going from 25% in 2025-26 to 15% in 2026-27) as measured by the ATLAS state summative assessment.	Reasoning n. Build a strong number sense. o. Master basic math fluency skills. p. Identify parts of a whole. q. Use and apply problem solving in math operations. r. Apply Real-World Application of Skills	assessments will have Math Intervention Plans and monitor progress. ➔ K-6 Teachers will receive individualized and group coaching provided by NAESC Math Specialist Savannah Youngblood. ➔ Tier I instruction enhancement by using the adopted HQIM curriculum. (Envision Math K-6)	
1003 and HIT Grant **Math**	● The district will support evidence-based Tier II and III mathematics interventions by providing supplemental instructional personnel, protecting designated daily intervention periods, and ensuring students receive targeted small-group instruction focused on identified skill deficits in number sense, computation, mathematical reasoning, and problem solving. ● The district will provide Chromebooks to support individualized mathematics interventions through SuccessMaker and IXL. District technology personnel will assist with device deployment, maintenance, and technical support to ensure consistent access to instructional resources and data-driven instruction. ● The district will support targeted professional development focused on evidence-based mathematics instruction, effective implementation of enVision Mathematics, differentiated instruction, and data-driven intervention practices. District and building leadership will	Designated Leads: 2. Superintendent, Principal, Interventionist, Educational Cooperative Personnel, Bailey Education Group, classroom teachers Designated Leads: 2. Principal, District Technology Coordinator Designated Leads: 2. Superintendent, Principal, Educational Cooperative Personnel	Biweekly PLC reviews of student progress-monitoring data; monthly review of intervention schedules, instructional documentation, and implementation fidelity. Monthly review of technology utilization, intervention program data, student participation, and device availability. Biweekly PLC documentation; quarterly review of professional development implementation, classroom walkthrough data, and mathematics achievement trends.

	utilize classroom walkthroughs, collaborative planning, and biweekly PLC meetings to strengthen instructional consistency and improve student achievement.		
Reduce the number and intensity of discipline incidents by 5% across all grade levels as demonstrated on e-school discipline reports by the end of 2026-27 school year.	Students will improve behavior by: A. Learning appropriate social emotional coping strategies in order to develop personal growth and reflection. B. Practicing conflict resolution and building healthy relationships C. Gaining self- and social- awareness skills	➔ Professional Development for Deescalation /Restraints ➔ Mustang Mentors/Project Prevent Program ➔ Behavior Intervention Plan Team	The principal met with teachers to discuss proper writing of office referrals to meet handbook rules. All classroom teachers received classroom management training by the Behavioral Management Specialist from the North Central Arkansas Cooperative. The elementary counselor delivers weekly whole-group guidance lessons for K-6.

MHS

Goal	Learning Targets	Strategies	Notes
By the end of the 2026-2027 academic year, Midland High School will **increase** the percentage of students meeting benchmark (Level 3 or Level 4) in **ELA Performance** by **5%** (from 37% in 2025-26 to 42% in 2026-27) as measured by the ATLAS state	1. Key Ideas and Details a. Informational texts i. Order & Sequence ii. Main Idea Paragraph iii. Evidence & Supporting (Key) Details iv. Text Features v. Annotation vi. Compare-Contrast	➔ Use of High Quality Instructional Materials in the 7th-12th grade ELA classrooms. (myPerspectives) ➔ All students who scored a Level 1 on the 2025-26 ATLAS Spring Summative Assessment will have an Individual Reading Plan (IRP) developed to focus on areas of need. ➔ Level 2 students, who	Look at Read Theory as alternative to Accelerated Reader ● 10-26-26 zoom meeting held regarding Pilot Program 2026-27

summative assessment.		demonstrated below level mastery on any area on the spring 2026 ATLAS assessment, will have Individualized Reading Plans (IRP). ➔ ELA teachers will provide targeted interventions to all 7th-12th grade students in need of support. Frequency: 2 days a week for 30 minutes during WIN period. ➔ All 7th and 8th grade students will receive 9 weeks of intensive reading and writing support during the 2026-27 school year. ➔ Focusing on questions that require a higher DOK level. ➔ All teachers will provide anchor charts for students to refer to in the classroom. ➔ ELA instructors will work together on vertical and horizontal curriculum alignment.	
By the end of the 2026-27 school year, Midland High School will **decrease** the percentage of students scoring at a Level 1 in **ELA** by 5%, (going from 22% in 2025-26 to 17% in 2026-27) as measured by the ATLAS state summative assessment.	Students will improve reading proficiency by a focus being placed on: 1. Reading Fundamentals and Vocabulary a. Summary b. Theme Development c. Cite Evidence d. Academic Vocabulary e. Greek and Latin prefix, suffix, bases, connectives, roots f. Word Choice g. Figurative Language 2. Reading Informational Text a. Order & Sequence	➔ All students who scored a Level 1 on the 2025-26 ATLAS Spring Summative Assessment will have an Individual Reading Plan (IRP) developed to focus on areas of need. ➔ Level 2 students, who demonstrate below level mastery on any area on the spring 2026 ATLAS assessment, will have Individualized Reading Plans (IRP).	

	b. Main Idea Paragraph c. Evidence & Supporting (Key) Details d. Text Features e. Annotation f. Compare-Contrast	➔ ELA teachers will provide targeted interventions to all 7th-12th grade students in need of support. Frequency: 2 days a week for 30 minutes during WIN period.	
HIT Grant **ELA**	• The district will support the implementation of evidence-based Tier II and III literacy interventions by providing supplemental instructional personnel (Bailey Group), protecting designated daily intervention periods, and ensuring students receive targeted small-group instruction based on identified skill deficits. • The district will provide Chromebooks to support individualized literacy interventions through IXL. District technology personnel will assist with device deployment, maintenance, and technical support to ensure consistent access to instructional resources. • The district will support targeted professional development focused on evidence-based literacy instruction, curriculum implementation, and effective intervention practices. District and building leadership will utilize classroom walkthroughs, collaborative planning, and biweekly PLC meetings to strengthen instructional consistency and data-driven decision making.	Designated Leads: 3. Superintendent, Principal, Interventionist, Educational Cooperative Personnel, Bailey Education Group, classroom teachers Designated Leads: 3. Principal, District Technology Coordinator Designated Leads: 3. Superintendent, Principal, Educational Cooperative Personnel	Weekly PLC data reviews; monthly review of intervention schedules, student progress-monitoring records, and implementation fidelity. Monthly review of technology utilization, intervention program Weekly PLC documentation; quarterly review of professional development implementation, classroom walkthrough data, and student achievement trends.
By the end of the 2026-2027 academic year, Midland High School will **increase**	Students will improve math proficiency by a focus being placed on: 1. Modeling- displaying data in a variety of ways (tables, graphs, charts) and	➔ Utilize High Quality Instructional Materials in the 7th through 12th grade math classroom. (Saavas enVision	

the percentage of students meeting benchmark (Level 3 or Level 4) in **Mathematics** by **5%** (going from 32% in 2025-26 to 37% in 2026-27)as measured by the ATLAS state summative assessment.	being able to interpret the data 2. Ratios/Proportions- defining proportional relationships, unit rate (dependent/independent variables) 3. Math Vocabulary List 4. Linear relationships- connections between the graphed line and writing the equation.	curriculum adopted Fall 2026) ➔ All students who scored a Level 1 on the 2025-26 ATLAS Spring Summative Assessment will have a Math Intervention Plan (MIP) developed to focus on individualized areas of need. ➔ Level 2 students, who demonstrate below level mastery on any area on the 2026 spring ATLAS assessment, will have a Math Improvement Plan (MIP). ➔ All 7th through 12th grade students who are in need of additional Mathematics intervention will attend WIN sessions with a certified mathematics teacher.. Frequency: 2 times per week for 30 minutes per session. ➔ Focusing on questions that require a higher DOK level. ➔ All teachers will provide anchor charts for students to refer to in the classroom. ➔ Focus on common math vocabulary. ➔ Math instructors will work together on vertical and horizontal curriculum alignment.	
By the end of the 2026-27 school year, Midland High School will **decrease** the percentage of	Students will increase math proficiency by a focus being placed on: 1. Modeling- displaying data in a variety of ways (tables, graphs, charts) and being able to interpret the data	➔ All students with Level 1 on the 2025-26 ATLAS Spring Summative Assessment will have a Math Intervention Plan (MIP) developed to	

students scoring at a Level 1 in **Mathematics** by 5%, (going from 38% in 2025-26 to 33% in 2026-27) as measured by the ATLAS state summative assessment.	2. Ratios/Proportions- defining proportional relationships, unit rate (dependent/independent variables) 3. Math Vocabulary List 4. Linear relationships- Connections between the graphed line and writing the equation.	focus on individualized areas of need. ➔ Level 2 students, who demonstrate below level mastery on any area on the 2026 spring ATLAS assessment, will have a Math Intervention Plan (MIP). ➔ Math teachers will provide targeted interventions with students 2 days a week for 30 minutes during WIN period.	
HIT Grant **MATH**	• The district will support evidence-based Tier II and III mathematics interventions by providing supplemental instructional personnel, protecting designated daily intervention periods, and ensuring students receive targeted small-group instruction focused on identified skill deficits in number sense, computation, mathematical reasoning, and problem solving. • The district will provide Chromebooks to support individualized mathematics interventions through SuccessMaker and IXL. District technology personnel will assist with device deployment, maintenance, and technical support to ensure consistent access to instructional resources and data-driven instruction. • The district will support targeted professional development focused on evidence-based mathematics instruction, effective implementation of enVision Mathematics, differentiated instruction, and data-driven intervention practices.	Designated Leads: 4. Superintendent, Principal, Interventionist, Educational Cooperative Personnel, Bailey Education Group, Classroom teachers Designated Leads: 4. Principal, District Technology Coordinator Designated Leads: 4. Superintendent, Principal, Educational Cooperative Personnel	Weekly PLC reviews of student progress-monitoring data; monthly review of intervention schedules, instructional documentation, and implementation fidelity. Monthly review of technology utilization, intervention program data, student participation, and device availability. Weekly PLC documentation; quarterly review of professional development implementation, classroom walkthrough data, and mathematics achievement trends.

	District and building leadership will utilize classroom walkthroughs, collaborative planning, and weekly PLC meetings to strengthen instructional consistency and improve student achievement.		10/27/2026-Currently district administrators do classroom walkthroughs with intent of building leadership teams doing them in near future.
By the end of the 2026-2027 academic year, Midland High School will **increase** the percentage of students meeting benchmark (Level 3 or 4) in **Science** by **5%** (going from 40% in 2025-26 to 45% in 2026-27) as measured by the ATLAS state summative assessment.	Students will improve science proficiency by a focus being placed on: 1. Earth Systems 2. Earth and Human Activity 3. Structures and Processes 4. Ecosystems 5. Matter and Interactions 6. Heredity 7. Biological Evolution	➔ Teachers will encourage students to read nonfiction texts. ➔ Focusing on questions that require a higher DOK level. ➔ Provide a more academic rich environment in the classroom by including anchor charts. ➔ Increase the frequency of reading/analyzing charts and graphs. ➔ Science instructors will work together on vertical and horizontal curriculum alignment.	
By the end of the 2026-27 school year, Midland High School will **decrease** the percentage of students scoring at a Level 1 in Science by 5%, (going from 18% in 2025-26 to 13% in 2026-27) as measured by the ATLAS state summative assessment.	Students will improve science proficiency by a focus being placed on:. 1. Earth Systems 2. Earth and Human Activity 3. Structures and Processes 4. Ecosystems 5. Matter and Interactions 6. Heredity 7. Biological Evolution	➔ All students who scored a Level 1 on the 2025-26 ATLAS Spring Summative Assessment will have targeted science intervention during the WIN period that focuses on individual areas of need. ➔ Science teachers will provide targeted interventions with students 1 day a week for 30 minutes.	
Reduce the number and intensity of	Students will improve behavior by: 1. Attending and participating in	➔ Teachers will handle discipline in the classroom	The principal met with teachers to discuss proper writing of

discipline incidents by 5% across all grade levels as demonstrated on e-school discipline reports by the end of 2026-27 school year.	social/emotional lessons during the Advisory period each week. 2. Practice conflict resolution strategies with the school counselor in small group sessions.	(treating students with respect, taking maturity level/age into account). ➔ Professional Development for Deescalation and Restraint practices offered to all staff. ➔ High School Counselor provides small group Conflict Resolution and emotional support groups. ➔ Advisory Period Daily Goals: ◆ Monday- Grade Check ◆ Tuesday-School Spirit ◆ Wednesday-Wellness ◆ Thursday- D.E.A.R. ◆ Friday- Club Day	office referrals to meet handbook rules. All classroom teachers received classroom management training by the Behavioral Management Specialist from the North Central Arkansas Cooperative. Some teachers at the high school utilize restorative circles to work with students in conflict resolutions, with a goal of more teachers implementing this process. We will research high quality Social Emotional Curriculum for high school students to provide weekly lessons during Advisory period.