



24-25 School Level Improvement Plan

School Name: Old Wire Elementary	LEA #: 0405051	Building Principal: Cassie Cartwright
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District Goals:

All schools will meet their individual building goals focused on weighted achievement, growth, 3rd grade reading, post-secondary readiness, and graduation rate as measured by summative assessments.

Comprehensive Needs Assessment

Areas of Strength: (school adds data statements based on most relevant data)

- In ELA, our English language learners increased from 45th percentile to 63rd percentile in value added growth.
- In math, our special education students increased from 28th percentile to 93rd percentile in value added growth.

Areas of Improvement: (school adds data statements based on most relevant data)

- In Math, our free/reduced lunch status student decreased from 64th percentile to 60th percentile in value added growth.
- In ELA, our special education students dropped from 92nd percentile to 87th percentile in value added growth.
- 58% of second graders, at mid year, are performing on grade level on Oral Reading Fluency accuracy.

Building Goal: *By the end of the 24-25 school year, Old Wire's weighted achievement percentile rank will meet or exceed 80%.*

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>
Teachers will work to improve Tier 1 instruction, in literacy and math, to decrease the number of students needing Tier 2 and Tier 3 support.	Rosters from Tier2 and Tier 3 intervention groups.	ongoing
All students identified as needing Tier 2 support will receive small group instruction on Essential Standards every day and be progressed monitored at least every 2 weeks, in both literacy and math.	Progress Monitoring data every 2 weeks based on the group's goal.	ongoing
All students identified as needing Tier 3 support will receive small group instruction, in addition to Tier 2 support, every day that is focused on below grade level skills, in both literacy and math.	Progress Monitoring data every 2 weeks based on the group's goal.	ongoing

Building Goal: *By the end of the 24-25 school year, Old Wire's ELA value added growth percentile rank will meet or exceed 85%.*

Action Steps	Evidence	Timeline
Teachers will work to improve Tier 1 instruction, in literacy and math, to decrease the number of students needing Tier 2 and Tier 3 support.	Rosters from Tier2 and Tier 3 intervention groups.	ongoing
All students identified as needing Tier 2 support will receive small group instruction on Essential Standards every day and be progressed monitored at least every 2 weeks, in both literacy and math.	Progress Monitoring data every 2 weeks based on the group's goal.	ongoing
All students identified as needing Tier 3 support will receive small group instruction, in addition to Tier 2 support, every day that is focused on below grade level skills, in both literacy and math.	Progress Monitoring data every 2 weeks based on the group's goal.	ongoing

Building Goal: *By the end of the 24-25 school year, 55% of Old Wire third grade students will meet or exceed Dibels Oral Reading Fluency Words Correct (current 2nd graders at 45%) and 68% of Old Wire third grade students will meet or exceed Dibels Oral Reading Fluency Accuracy cut scores (current 2nd graders at 58%).*

Action Steps	Evidence	Timeline
All students will practice fluent reading weekly trying to beat their score from the previous day and/or week.	Fluency graphs and/or data	ongoing
Teachers will work to improve Tier 1 instruction, in literacy and math, to decrease the number of students needing Tier 2 and Tier 3 support.	Rosters from Tier2 and Tier 3 intervention groups.	ongoing
All students identified as needing Tier 2 support will receive small group instruction on Essential Standards every day and be progressed monitored at least every 2 weeks, in both literacy and math.	Progress Monitoring data every 2 weeks based on the group's goal.	ongoing
All students identified as needing Tier 3 support will receive small group instruction, in addition to Tier 2 support, every day that is focused on below grade level skills, in both literacy and math.	Progress Monitoring data every 2 weeks based on the group's goal.	ongoing

Parent & Family Engagement Plan ([Link](#))

[Literacy Plan \(Link\)](#)

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.