



25-26 School Level Improvement Plan

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

By May 2026, 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

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

- In ELA, the percentage of students scoring proficient in vocabulary increased from 51% in the first quarter to 78% in the third quarter.
- In ELA, the percentage of students scoring proficient in retelling/summarizing increased from 49% in the second quarter to 54% in the third quarter.
- In math, the percentage of students scoring proficient in base 10 understanding increased from 73% in the first quarter to 89% in the third quarter.

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

- In Math, the percentage of students scoring proficient in problem solving decreased from 81% in the second quarter to 67% in the third quarter.
- In ELA and math, 4th grade decreases in the percentage of students proficient on essential standards in all areas assessed.

Building Goal: *By the end of the 25-26 school year, 80% of students will be proficient in retelling/summarizing texts on the end of year district benchmark assessment.*

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 retelling/summarizing, 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 retelling/summarizing and be progress monitored at least every 2 weeks.	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 retelling or summarizing.	Progress Monitoring data every 2 weeks based on the group's goal.	ongoing

Building Goal: *By the end of the 25-26 school year, 85% of students will be proficient in problem solving on the end of year district benchmark assessment.*

Action Steps	Evidence	Timeline
Teachers will work to improve Tier 1 problem solving instruction, 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 problem solving and be progress monitored at least every 2 weeks.	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.	Progress Monitoring data every 2 weeks based on the group's goal.	ongoing

Building Goal: *By the end of the 25-26 school year, 60% of Old Wire students will score proficient in all areas, literacy and math, and the end of year district benchmark assessment.*

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

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.