



## 25-26 School Level Improvement Plan

<b>School Name: Lingle</b>	<b>LEA #: 0405046</b>	<b>Building Principal: Erik Sokol</b>
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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 and science our ELL population is growing more than expected on Average. (ELA 82.0825 VAM - Science 82.4325 VAM)
- In ELA our overall average growth is more than expected. (81.19 VAM average for whole population)
- Our average growth for level 4 students is our highest. (ELA 89.87 VAM - Math 83.402 VAM - Science 97.626)
- Above district and state average for ready or exceeding in 6th grade math (48%), 6th grade ELA (41%), and 8th grade ELA (41%) .

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

- In ELA and Math our SPED population is growing less than expected on average.
- Our readiness scores in ELA are 39.1% (81.6% ≥ Level 2).
- Our readiness scores in math are 45.8% (77.6% ≥ Level 2).
- Shrink the gap for readiness and growth for ELL and SPED populations.
- The average growth score for math was less than expected for all three grades.

**Building Goal:** *Literacy - Curriculum and Instruction*

*Increase students' ELA growth and achievement score for the 2026 testing year by supporting and training teachers on curriculum and instruction through coaching, peer support and professional development.*

- *Maintain every teachers' value-added measures of more than expected (>80)) for the 2026 testing.*
- *Increase student achievement to more students in Level 4 than in Level 1 for the 2026 testing.*
- *Increase student achievement to fewer students in Level 1 than any other achievement category for the 2026 testing year.*
- *Increase students achieving Level 3 or Level 4 by 10% (All grades 39.13% to 43.04%) for 2026 testing year.*
  - *6th grade 41.06% to 45.16% — 7th grade 41.13% to 45.24% — 8th grade 35.17% to 38.69%*

<b>Action Steps</b>	<b>Evidence</b>	<b>Timeline</b>
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<i>(What action steps do we think will generate improvement?)</i>	<i>(What evidence will we use to measure progress?)</i>	<i>(What is an appropriate timeline for each of the action steps?)</i>
<ul style="list-style-type: none"> <li>● Implement training on high quality instruction focused on grade level standards.</li> <li>● <i>Implement training on pedagogy.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Intentional professional development over the summer, during back to school and throughout the year.</li> </ul>	<b>LC1 and all year</b>
<ul style="list-style-type: none"> <li>● Provide students with more opportunities for engagement, variety in the class, and strategies to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>● Student surveys taken three times throughout the year.</li> </ul>	<b>LC1 and all year</b>
<ul style="list-style-type: none"> <li>● <i>Implement training on our planning and preparing for standards using proficiency scales</i></li> </ul>	<ul style="list-style-type: none"> <li>● Intentional professional development pullouts for half days throughout the year.</li> </ul>	<b>LC1 and all year</b>

**Building Goal:** *Math/Science - Curriculum and Instruction*

*Increase students' math and science growth and achievement score for the 2026 testing year by supporting and training teachers on curriculum and instruction through coaching, peer support and professional development.*

- *Increase 80% of math teachers' value-added measures to more than expected growth (>80) for the 2026 testing.*
- *Increase our average math value added growth from 78.92 to more than 80.50 for the 2026 testing year.*
- *Increase student achievement to more students in Level 4 than in Level 1 for the 2026 testing.*
- *Reduce students in level 1 by 20% in math. (\*\*10% in 6th grade)*
  - *6th grade\*\* 16.81% to 15.13% — 7th grade 22.65% to 18.12% — 8th grade\*\*\* 31.90% to 25.52% (\*\*\*) Not including Algebra 1)*

<b>Action Steps</b>	<b>Evidence</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>● Implement training on high quality instruction focused on grade level standards.</li> <li>● Implement training on pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>● Intentional professional development over the summer, during back to school and throughout the year.</li> </ul>	<b>LC1 and all year</b>
<ul style="list-style-type: none"> <li>● Provide students with more opportunities for engagement, variety in the class, and strategies to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>● Student surveys taken three times throughout the year.</li> </ul>	<b>LC1 and all year</b>
<ul style="list-style-type: none"> <li>● Implement training on our planning and preparing for standards using proficiency scales.</li> </ul>	<ul style="list-style-type: none"> <li>● Intentional professional development pullouts for half days</li> </ul>	<b>LC1 and all year</b>

	throughout the year.	
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**Building Goal: Ownership of Learning**  
*Increase teacher and student accountability by being more intentional with our culture of ownership of learning.*

- *Teachers set goals and track growth toward goals.*
- *Building tracks the number of goals met throughout the year.*

Action Steps	Evidence	Timeline
<ul style="list-style-type: none"> <li>• Teachers engage in data discussion and continuing education/improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Progressions of learning documents.</li> <li>• Essential standards data trackers</li> </ul>	Year long and ongoing. Reviewed by leadership once a quarter.
<ul style="list-style-type: none"> <li>• Math and science teachers set goals and work with the instructional coach to work towards and meet those goals.</li> <li>• ELA and reading teachers set goals and work with the instructional coach to work towards and meet those goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching cycles.               <ul style="list-style-type: none"> <li>◦ Every math and ELA teacher will go through at least one coaching cycle in the 2025-2026 school year.</li> </ul> </li> </ul>	Year long and ongoing.
<ul style="list-style-type: none"> <li>• Students engage in goal setting and reflection of their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Student goal setting worksheets.</li> </ul>	Year long.

**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.