



# Stagecoach Elementary Cabot School District School Improvement Plan



**Mission Statement:** Through collaboration and best practices we are preparing students to be productive citizens and life-long learners.

Focus Area 1: Literacy	
<p><b>Goal:</b> For 100% of all certified staff members to make substantial contributions to the implementation of Arkansas approved reading curriculum based on the Science of Reading: Heggerty Phonemic Awareness (K-2), David Kilpatrick’s Equipped for Reading Success (K-2), Equipped for Reading Success for intervention (3rd, 4th), Phonics First (K-4), Structures (3rd-4th), Brainspring Instructional Cards (K-4), Sound Walls (K-4), Tools for Reading (K-4), Kid Lip Cards (K-1st), Learning Dynamics, SPIRE, and Flyleaf Decodable Texts, Wit and Wisdom (K-4), Geodes (K-2), Multisensory Grammar (3rd-4th), Lexia Core5 (K-4).</p>	
<p><b>Priority Area:</b> <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i>  <i>Classroom instruction</i>  <i>Student needs</i></p>	<p><b>Data:</b> The Division of Elementary and Secondary Education of Arkansas passed ACT 1063, also known as The Right to Read Act. This legislation targets educators in the pivotal role of reading instruction to be properly trained in knowledge and skills of the science of reading. Based on the 2015 ACT Aspire results, less than half of Arkansas’ students scored ready or above in reading.</p>
<p><b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i>   <i>Classroom instruction</i>  <i>Student achievement</i></p>	<p>As of Spring 2023: 47% of 3rd graders and 55% of 4th graders were “Ready” or “Exceeding” in reading on the ACT Aspire.</p> <p>As of Spring 2022: 40% of 3rd graders and 58% of 4th graders were “Ready” or “Exceeding” in reading on the ACT Aspire. In addition, 57% of 1st graders, 60% of 2nd graders, and 67% of kindergarteners score “Average”, “High Average”, or “High” on the reading portion of the NWEA MAP Assessment in the Spring of 2023.</p> <p>As of Spring 2021: 39% of 3rd graders and 47% of 4th graders were “Ready” or “Exceeding” in reading on the ACT Aspire. In addition, 71% of kindergarteners, 70% of</p>

1st graders, and 66% of 2nd graders scored “Average” to “High Average” on the NWEA MAP spring reading assessment.

**Goals:**

In Spring 2024, 55% of 4th graders and 50% of 3rd graders will score “Ready” or “Exceeding” in reading as determined on the Cambium Assessment.

In Spring of 2024, an average 70% of all K-2 will score in the “Average” to “High Average” range on the Spring NWEA MAP reading assessment.

**Alignment to District Core Belief:** Academic success for every student is the top priority.

**Focus Area 1 Actions**

Measurable Actions	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Certified staff will meet 70 minutes weekly to analyze data, create CFAs, and plan T1-T2 instruction	Carol Skiba Crystal Carranco Heather Owen	Ongoing	District	Weekly agenda, collected data, RTI data
Science of Reading/ Rise Training and refreshers	Carol Skiba	Ongoing	District	Ensure new staff is RISE trained, and refreshers are provided where deemed necessary
Classroom observations to ensure all literacy components are being taught with fidelity	Carol Skiba Crystal Carranco Heather Owen	Ongoing	RISE Assessor	Document teachers completing all components in the literacy block while incorporating SoR
Coaching Cycle	Carol Skiba Crystal Carranco Heather Owen	2023 -2024	Literacy	Teachers will go through a coaching cycle; priority will be determined by

				classroom data and teacher needs
Monitor student progress through MAP Assessment and ACT Aspire Assessment	Carol Skiba	2023 -2024	District/State Funded	Review data EOY (ACT Aspire) and three checkpoints for NWEA Map (fall, winter & spring)
Lexia Core 5 training and Lexia data analysis training	Carol Skiba Crystal Carranco Heather Owen	2023 - 2024	Lexia Core 5 program Materials for face to face teacher interventions, ESSR Funds	We will use data from the program to continually monitor and adjust our teaching and levels of intervention.

### Stagecoach Elementary Literacy Plan

**Science of Reading is embedded into daily literacy instruction.**

Kindergarten - 2nd Grade (150 minutes)	3rd and 4th Grade (140 minutes)
<ol style="list-style-type: none"> <li>1. <b>Phonics First</b> <ul style="list-style-type: none"> <li>● <b>Phonemic Awareness</b></li> </ul> </li> <li>2. <b>Decodable Text</b></li> <li>3. <b>Wit and Wisdom</b> <ul style="list-style-type: none"> <li>● <b>Oral Language</b></li> <li>● <b>Vocabulary</b></li> <li>● <b>Fluency</b></li> <li>● <b>Comprehension</b></li> <li>● <b>Writing</b></li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Phonics First</b> <ul style="list-style-type: none"> <li>● <b>Phonemic Awareness</b></li> </ul> </li> <li>2. <b>Wit and Wisdom</b> <ul style="list-style-type: none"> <li>● <b>Oral Language</b></li> <li>● <b>Vocabulary</b></li> <li>● <b>Fluency</b></li> <li>● <b>Comprehension</b></li> <li>● <b>Writing</b></li> </ul> </li> </ol>

**Professional Materials:** Heggerty Books K-2, Wit and Wisdom Teacher and Student Edition K - 4, Phonics First K - 4, RISE PD materials, Scootpad Account for all students (chosen to place RIT scores in and meet individual learning needs), Kilpatrick Resources

**ACT 1268:** All K-2 students & 3-6 (struggling readers) will be given screeners for the following skills:

1. Phonological and phonemic awareness

2. Sound symbol recognition
3. Alphabet knowledge
4. Decoding skills
5. Rapid naming
6. Encoding skills

**Intensive Reading Intervention-** This will be issued to the bottom 20% of each grade level (K-2) based on the NWEA Map Reading Assessment scores. Each plan will address interventions that the student will receive to address the deficit identified on the assessment.

**Professional Development:** K-4 classroom teachers have been trained in RISE, all other certified staff have taken the SOR Modules on IDEAS through AETN. All K-4 classroom teachers have attended Phonics First and Wit and Wisdom training. New certified staff will be trained in all areas. Admin has determined that small group reading instruction, vocabulary, and sound wall use will be focus areas during the 2023-2023 school year.

**Evaluation/Monitoring of Goal:**

- Classroom observations
- Coaching cycles
- Common Formative Assessments
- Lexia data
- Goal setting
- MAP data

**Focus Area 2: Professional Learning Communities**

**Goal:** Improved teacher collaboration to enhance teaching practice and create a learning environment where all students can reach their fullest potential.

**Priority Area:** *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

Teacher collaboration with recurring cycles of inquiry and action research to achieve better results.

**Data:** By the end of the 2023-2024 school year Stagecoach Elementary will sustain and grow in all elements to move forward in the PLC process as indicated on the Learning by Design Continuum.

**Desired Outcome:** *When fully implemented, what will be different as a result of addressing this priority?*

<p>Teachers will be able to collaborate and use data to drive instruction.</p> <p>Teachers will be able to answer the following questions about their students:          What do we want all students to know and be able to do?          How will we know if they learned it?          How will we respond when some students do not learn?          How will we extend the learning for students who are already proficient?</p>	
<p><b>Goals:</b></p> <p>100% of K-4 student will master standards deemed as essential</p>	
<p><b>Alignment to District Core Belief:</b> Education is a shared responsibility. Academic success for every student is the top priority.</p>	

Focus Area 2 Actions				
Measurable Actions	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Intervention based on common formative assessments.	Grade level teams, Heather Owen, Carol Skiba, Crystal Carranco, Brandi Santiago	Ongoing	none	Student data
PLC Regional Network Coaching Academy	Deborah Grimes, Brigette Cardona, Heather Owen, Alex Webb, Carol Skiba, Crystal Carranco	Ongoing	Grant funded	Regular meetings with guiding coalition to determine the effectiveness of

				implementation.
identified/unpacked essential standards *revisit new standards	Carol Skiba, Crystal Carranco, Heather Owen, K-4 classroom teachers	Ongoing	none	Examined and revisited each year
Arkansas practitioner guiding us through PLC process	Carol Skiba, Crystal Carranco, Heather Owen, K-4 classroom teachers, Kelly Fuller	2023-2024	Grant funded	Each year we will give out surveys to evaluate the process while using this data to develop a plan and prepare PD.
Provided weekly common collaborative meeting time	Carol Skiba Crystal Carranco Heather Owen	Ongoing	none	Each year the schedule will be reevaluated and determinations will be made to decide upon and prepare for common collaborative meeting times.

**Professional Development:** PLC Regional Coaching Academy for guiding coalition, quarterly coaching sessions with Arkansas practitioner Kelly Fuller

**Evaluation/Monitoring of Goal:** staff surveys; yearly reflection rubric with PLC Continuum

### Focus Area 3: Math

**Goal:** For 100% of staff members to make substantial contributions to the implementation of Illustrative Math.

**Priority Area:** *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

Teacher of curriculum, standards, and pedagogy

**Data:**

**2023: 72% of 3rd graders are “ready” or “exceeding” in math on the ACT Aspire. 74% of 4th graders are “ready” or “exceeding” in math on the ACT Aspire. 83% of kindergarteners, 62% of 1st graders, and 66% of 2nd graders scored “Average” to**

	<p><b>“High Average” on the Spring NWEA MAP assessment in math.</b></p>
<p><b>Desired Outcome:</b> <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <p>Student Achievement</p>	<p><b>2022: 68% of all 3rd graders and 76% of all 4th graders scored in the “Ready” or “Exceeding” range on the math portion of the ACT Aspire. 74% of kindergarteners, 64% of 1st graders, and 65% of 2nd graders scored “Average to “High Average” on the Spring NWEA Map assessment in math.</b></p>
<p><b>Goals:</b>  <b>77% % of 3rd and 4th grade students will achieve as “ready” or “exceeding” as determined by the Cambium Assessment.</b>  <b>An average of 71% of K-2 will score “average” to “high” on the Math portion of NWEA MAP Assessment in the Spring of 2024.</b></p>	
<p><b>Alignment to District Core Belief:</b> Academic success for every student is the top priority.</p>	

Focus Area 3 Actions				
Action	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
All teachers will implement Illustrative Math curriculum	Carol Skiba Crystal Carranco Brandi Santiago Heather Owen	2023 -2024	District	Classroom walk throughs, coaching cycles, common formative assessment data, collaborative planning
Coaching cycles	Brandi Santiago Heather Owen	2023 - 2024		Feedback from coaching

<p><b>Professional Development:</b> IM training for new certified staff, AR Math Quest training</p>
<p><b>Evaluation/Monitoring of Goal:</b> Classroom observations and collaborative meetings with teams</p>

## Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Carol Skiba	Administrator, Principal
Crystal Carranco	Administrator, Assistant Principal
Stacy Noechel	School Counselor
Heather Owen	Instructional Facilitator
Brandi Santiago	Math Interventionist
Sally Beebe	Parent Representative