



Stagecoach Elementary Cabot School District School Improvement Plan

Mission Statement: Through collaboration and best practices, we are preparing students to be productive citizens and lifelong learners.

Focus Area 1: Literacy

Improvement Plan Focus: Science of Reading

Goal: 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).

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

Data:

As of Spring 2025

As of winter 2025: 10% of 3rd grade students scored at a level 4, 30% scored level 3, and 35% scored at a level 2 on the winter ATLAS ELA interim assessment. 10% of 4th grade students scored at a level 4, 32% scored at a level 3, and 40% scored at a level 2 on the winter ATLAS ELA interim assessment.

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

Classroom instruction

<i>Student achievement</i>	
<p>Goals:</p> <p>In Spring 2026</p> <p>In Spring of 2025 our goal is for 15% of 3rd graders to score at a level 4 and 50% of 3rd graders to score at a level 3 on the spring ATLAS ELA summative assessment.</p> <p>In Spring of 2025 our goal is for 20% of 4th graders to score at a level 4 and 50% of 4th graders to score at a level 4 on the spring ATLAS ELA summative assessment.</p>	
<p>Alignment to District Core Belief: Academic success for every student is the top priority.</p>	

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	Ongoing	RISE Assessor	Document teachers completing all components in the literacy block while incorporating SoR

Coaching Cycle	Carol Skiba Crystal Carranco	Ongoing	Literacy	Teachers will go through a coaching cycle; priority will be determined by classroom data and teacher needs
Monitor student progress Using ATLAS screeners and interim testing	Carol Skiba	ongoing	District/State Funded	Interim data
Lexia Core 5 training and Lexia data analysis training	Carol Skiba Crystal Carranco Heather Owen	Ongoing	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"> 1. Phonics First <ul style="list-style-type: none"> ● Phonemic Awareness 2. Decodable Text 3. Wit and Wisdom <ul style="list-style-type: none"> ● Oral Language ● Vocabulary ● Fluency ● Comprehension ● Writing 	<ol style="list-style-type: none"> 1. Phonics First <ul style="list-style-type: none"> ● Phonemic Awareness 2. Wit and Wisdom <ul style="list-style-type: none"> ● Oral Language ● Vocabulary ● Fluency ● Comprehension ● Writing

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: Math

Goal: By the Spring of 2026

By the Spring of 2025 14% of 3rd grade students will achieve at level 4 on math ATLAS summative assessment and 40% of 3rd grade students will achieve at a level 3 on math ATLAS summative assessments. By the Spring of 2025, 20% of 4th grade students will achieve at a level 4 on the math ATLAS summative assessment and 50% of 4th grade students will achieve at a level 3 on the math ATLAS summative assessment.

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

Data:

Teacher of curriculum, standards, and pedagogy	<p>Winter 2024 interim ATLAS data: 7% of 3rd graders achieved level 4 on interim math ATLAS winter testing, 25% of 3rd graders achieved level 3 on interim math ATLAS winter testing, and 38% of 3rd graders achieved level 2 on interim math ATLAS winter testing. 17% of 4th graders achieved level 4 on math interim ATLAS testing, 39% of 4th graders achieved level 3 on math ATLAS interim math testing, and 36% of 4th graders scored a level 2 on math interim ATLAS testing.</p>
<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p>	<p>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>
Student Achievement	<p>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>
<p>Goals:</p> <p>By the Spring of 2026</p> <p>By the Spring of 2025 14% of 3rd grade students will achieve at level 4 on math ATLAS summative assessment and 40% of 3rd grade students will achieve at a level 3 on math ATLAS summative assessments. By the Spring of 2025, 20% of 4th grade students will achieve at a level 4 on the math ATLAS summative assessment and 50% of 4th grade students will achieve at a level 3 on the math ATLAS summative assessment.</p>	
<p>Alignment to District Core Belief: 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	2024-2025	District	Classroom walk throughs, coaching cycles, common formative assessment data, collaborative planning
Coaching cycles	Crystal Carranco	Ongoing		Feedback from coaching; classroom observation

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Professional Development: IM training for new certified staff, AR Math Quest training

Evaluation/Monitoring of Goal: Classroom observations and collaborative meetings with teams

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Carol Skiba	Administrator, Principal
Stephanie Ford	Administrator, Assistant Principal
Stacy Noechel	School Counselor
Lesli Sawatsky	Learning Specialist
Stephanie Bowers	Classroom Teacher
Bridgette Cardona	Classroom Teacher
Debbie Grimes	Classroom Teacher
Alex Webb	Classroom Teacher
Robin Casteel	Special Education Teacher
Vanessa Hamilton	Music Teacher
Maria Norman	Parent Representative