



School Improvement Plan Template

Section 1: Building Data

School: Stagecoach	Plan Date: October 2025–October 2026
Principal: Stephanie Otter	District Approval Date (for TSI, WAEA, CSI):
District: Sweetwater County School District #1	Current Identification: Not Meeting Expectations as a school cohort
District Representative: Jodie Garner	

Section 2: Identify Priority Practices

Domain	Practice	School Reflection Rating
5- Instruction	E1. Leaders and staff work together to design and implement a high-quality, standards-based instructional program that results in high-levels of achievement for all students.	Score 3- Providing The school leader and staff have designed a high-quality, standards-aligned program that is mostly implemented with fidelity; the program is reviewed once a semester. Overall, we are seeing growth from previous years when looking at just Stagecoach data.
5- Instruction	E3. Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (e.g., Social Emotional Learning).	Score 3 - Providing Most teachers (75-85%) incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.
6- Learning Supports	F1. The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) for prevention, intervention, and enrichment/acceleration to promptly address academic and behavioral issues for all students.	Score 3 - Providing The school has consistent time during the school day to address academic or behavior issues for all students. While there is specific time we work on raising all students' data.

Section 3: Year-Long Plan

Part 1: Practice Goals and Related Actions

High-Impact Domain:

Priority Practice #1: Domain 5- Instruction - E1. Leaders and staff work together to design and implement a high-quality, standards-based instructional program that results in high levels of achievement for all students.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	As a school leadership team, we have set goals that align with our school and district plan. The practice of Leaders and staff working together to design and implement a high-quality, standards-based instructional program that results in high levels of achievement for all students directly supports our school improvement efforts. John Hattie's research indicates collaborative efforts and partnership fosters collective teacher efficacy, which has an impact size of 1.57. Through consistent collaboration and analyzing student data, lesson plans are created and tailored to meet the needs of our learners. In PLCs we focus on the four PLC questions from Rick DuFour to guide our planning process, ensuring all staff and PLC's are aligned while still allowing for differentiation to accommodate individual student needs. Robert Marzano's research demonstrates that coherent, standards-aligned instruction and strong instructional leadership are key predictors of student achievement. By focusing on this practice, our school ensures that all teachers are supported in delivering high-quality, standards-based instruction, maximizing instructional impact and consistency across grades and content areas to support student achievement growth and success.
Improvement Strategy ● <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i> ● <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i> ● <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i>	According to John Hattie's research, Collective Teacher Efficacy has an effect size of 1.57. Collective Teacher Efficacy is the shared belief of staff and faculty in their ability to positively affect students' learning outcomes. Our teams will work collaboratively to increase their confidence and knowledge in the belief that their students can reach high achievement goals set for them. Our staff will implement effective PLC collaboration and co-planning to analyze data and make informed decisions to drive instruction and increase student achievement in math and language arts. Vertical alignment of curriculum supports mastery of prerequisite skills and reduces learning gaps, while PLCs and co-planning enhance teacher collaboration, professional learning, and instructional consistency, leading to higher student outcomes.

	For staff, these strategies provide structured collaboration, actionable data, and clear instructional guidance, enhancing teacher efficacy and confidence, ultimately benefiting both students and the adult learning community. Our focus will remain on fostering growth for students who have not yet met grade-level standards in ELA and Math and enriching the students that have.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	On the 2025-2026 Math WYTOPP Summative Assessment, 70% of students will achieve proficiency. On the 2025-2026 ELA WYTOPP Summative Assessment, 65% of students will achieve proficiency.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	By focusing on vertical alignment, PLC collaboration, co-planning, formative assessments, and targeted interventions; teachers ensure that all students receive consistent, standards-aligned instruction and timely support. This approach helps students master key skills, close learning gaps, and increase achievement which supports improving overall academic performance schoolwide.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
PLC time	Weekly	Agendas, Data tracking forms for ELA and Math, Formative Assessment Data	Our PLC team will ensure there is alignment on instructional priorities and interventions based on student data needs.
Co-Planning	Weekly	Lesson Plans (Planbook), Common planning form/template, instructional resources, shared digital tools	Consistency and quality of lesson plans to support student achievement. Can be measured through lesson plans, walk-throughs, observations, PLC time.
Conduct Quarterly Data Grade Level Meetings	Quarterly	Data Tracking Forms Agenda for meeting notes	Growth will be identified in tracking forms for specific student data.

Daily interventions for reteach/enrichment	Daily	Data tracking forms, identified strategies used	Identified students will receive tier 2 or tier 3 support with learning opportunities to close skill gaps and increase achievement/growth.
Conduct quarterly vertical alignment teams to identify strengths, gaps, and priority standards across grades.	Quarterly	Beyond Textbooks Calendar Curriculum Assessments Vertical Alignment Form	Completion of cross grade level data analysis of the essential standards and skills. Instruction aligns to grade level progression and identifies skill gaps.
Engage families in academic support by sharing standard expectations, strategies, and student progress.	Ongoing	Monthly Newsletters, Parent Square, handouts, digital resources	Family engagement surveys/feedback forms Identify % of teachers sharing out information Identify % of parents receiving updates

High-Impact Domain:

Priority Practice #2: Domain 5-Instruction - E3. Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (e.g., Social Emotional Learning).

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	At Stagecoach, we will continue to prioritize a whole child approach, recognizing that unmet social-emotional needs can hinder learning. Research demonstrates that students with strong social-emotional skills perform better academically, have higher engagement and equity, and exhibit more positive behavior. By intentionally integrating SEL into daily instruction, the school ensures that students are equipped with the skills necessary to manage emotions, collaborate effectively, and make responsible decisions, all of which support a productive learning environment. Focusing on this practice builds students' cognitive, emotional, and interpersonal skills which essentially enhance both academic performance and social-emotional development which is critical for meeting WAEA student performance indicators.
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Improvement Strategy ● Explain the research-based strategy (or strategies) the school will implement to address this area of need. ● Explain how the strategies, in relation to the research, address the needs of your school's students. ● Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.	Stagecoach will implement explicit SEL instruction and strategies through integration of SEL skills into academic lessons and the learning environment. We will utilize positive recognition systems using frameworks such as Whole Brain Teaching, Ron Clark Academy House system, and Kagan/Collaborative structures. Research shows that teaching social-emotional skills and engaging instructional strategies improves student achievement, behavior, and engagement. Students will work with their peers to enhance learning, build leadership skills, and develop skills in self-regulation. Hattie's research states that positive peer influence has an effect size of .53, strong classroom cohesion has an effect size of .44 and self-efficacy has an effect size of .92. Our school counselors will build upon the components of Whole Brain Teaching , House Virtues and Collaborative Learning in monthly classroom counseling sessions. The variety of SEL focused strategies will provide multi-sensory, highly engaging instruction that reinforces self-management, relationship skills, and responsible decision-making. For staff, these strategies, supported by PLCs, co-planning, and professional development, enhance teacher efficacy, consistency, and collaboration, creating a predictable, positive school culture that benefits both students and adults and increases student achievement.
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	By the end of the 2025-2026 school year, 100% of classrooms will implement at least two SEL-focused strategies per week (one WBT or Kagan routine and one House System practice), documented in lesson plans and verified through walkthroughs.
Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	Focusing on SEL through various strategies helps students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills. There is a strong correlation between SEL skills and improved academic achievement, engagement, and behavior. By embedding SEL in daily instruction, routines and classroom management, students are better able to focus, persist through challenges, collaborate effectively, and access rigorous learning which supports our Math and ELA achievement goals.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
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Provide professional development on integrating House System, WBT strategies and Kagan structures with SEL competencies.	Quarterly	PD agendas Sign-in sheets Teacher reflections	Quarterly walk-throughs PD on Friday work days PD feedback forms and staff surveys
Track RCA House points and student recognitions to monitor increases in positive behavior and SEL growth.	Ongoing	House tracking app, visual display boards, teacher input	Review monthly at BLT meetings House data reports
Embed at least two SEL-aligned strategies (one WBT/Kagan and one House practice) in weekly lesson plans.	Monthly Skill Focus	5 Virtues Monthly Counseling Lessons Collaborative Planning	Lesson Plans Quarterly Walk-Throughs Observations

High-Impact Domain:

Priority Practice #3: Domain 6: Learning Supports - F1. The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Stagecoach is focusing on enhancing our systematic MTSS approach utilizing data informed decisions to implement interventions effectively for student achievement. Research shows that structured interventions and progress monitoring improve student achievement, reduce behavioral issues, and close learning gaps. By dedicating time during the school day and using a data-driven framework, students will receive targeted interventions to promote academic growth, positive behavior, equitable access, and a safe, supportive learning environment, directly impacting proficiency, growth, equity, and school climate.
Improvement Strategy ● <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i> ● <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i> ● <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i>	Dr. Robert J. Marzano's research indicates tiered interventions, progress monitoring, and collaborative planning improve student achievement, reduce behavioral issues, and ensure equitable access to learning. Through collaboration among General Education Teachers, Special Educators, EL teachers, and Interventionists, interventions are aligned, data-driven, and responsive to student needs. This approach ensures students receive timely, targeted support, while also strengthening teacher efficacy, instructional consistency, and a collaborative professional learning environment.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	By the end of the 2025-2026 school year all Tier 2 and Tier 3 students will receive school-day interventions, with 80% achieving academic gains and a 10% reduction in office referrals.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	By continuing to implement and refine our MTSS process, our school is able to provide equitable access to support for all students. Continuous data review allows teachers and interventionists to adjust instruction promptly, maximizing student growth and achievement.

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
PLC time	Weekly	Current data trackers for Reading and Math	Evaluating patterns in the Reading and Math data walls. Utilize student data trackers.
Designate monthly collaboration time for General Ed, Interventionists, Special Ed, and EL teachers to review student progress, plans, and adjustments.	Monthly	Student Data/Tracker Agendas Intervention Strategies/Curriculum	Teachers will discuss student data to ensure student growth, make adjustments to plans if needed.
AMP(MTSS) team meetings	Every 6 Weeks	PLC Data Student Intervention Data Tracker	AMP team will monitor student goals/progress for growth and adjust plans.
Identify Tier 2 and Tier 3 Students using universal screenings and behavior data.	Ongoing	Universal screening tools (Acadience, iSteep), behavior tracking software, referral process, student data forms	Develop intervention plans with documentation, review data and growth trends
Evaluate overall impact and completion	May 2026	Identified student growth data Powerschool Office Referrals (Majors)	Achievement of goal

Part 2: Student-Focused Performance Goals

WAEA School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	1.1	1.4
Achievement (Numeric value)	47	51
Growth (Numeric value)	43	48
Equity (Numeric value)	44	48
EL Progress (Numeric value)	60	62
For High Schools Only		
Extended Graduation Rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		
Grade Nine Credits (Numeric value)		

ESSA School Performance Goals

	Current Performance Score (insert a numeric goal)	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	1.5	1.8
Achievement (Numeric value)	46.6	47.7
Growth (Numeric value)	42.9	47.1
Equity (Numeric value)	43.7	47.5
EL Progress (Numeric value)	60.4	62.4
For High Schools Only		
Four year on-time graduation rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	61.9%	65%
Math (Numeric value)	67.3%	70%
Science (Numeric value)	N/A	N/A

Section 4: Plan Submission

Part 1: Plan Summary

Priority Practice	Associated High-Impact Domain	Current School Reflection Rating	Practice Goal
E1. Leaders and staff work together to design and implement a high-quality, standards-based instructional program that results in high levels of achievement for all students	Domain 5: Instruction	Score 3- Providing The school leader and staff have designed a high-quality, standards- aligned program that is mostly implemented with fidelity, the program is reviewed once a semester.	On the 2025-2026 Math WYTOPP Summative Assessment, 70% of students will achieve proficiency. On the 2025-2026 ELA WYTOPP Summative Assessment, 65% of students will achieve proficiency.
E3. Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (e.g., Social Emotional Learning)	Domain 5: Instruction	Score 3 - Providing Most teachers (51-85%) incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.	By the end of the 2025-2026 school year, 100% of classrooms will implement at least two SEL-focused strategies per week (one WBT or Kagan routine and one House System practice), documented in lesson plans and verified through walkthroughs.
F1. The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.	Domain 6: Learning Supports	Score 3 - Providing The school has consistent time during the school day to address academic or behavior issues for all students, however, there is not a systemic approach to meet student needs.	By the end of the 2025-2026 school year all Tier 2 and Tier 3 students will receive school-day interventions, with 80% achieving academic gains and a 10% reduction in office referrals.

Part 2: Plan Contributors

Leadership Team Member Name	Role
Stephanie Otter	Principal

Travis Toomer	Assistant Principal
Andrea Urlacher	Kindergarten Teacher/Parent
Caroline Pierpoint	1st Grade Teacher
Alex Marcy	2nd Grade Teacher
Aurora Cunningham	3rd Grade Teacher/Parent
Weston Lamb-Costantino	Music Teacher
Meagan Doporto	Social Worker
Diedre Ditton	1st Grade Teacher/Parent
Misty Walker	Special Education Teacher

District School Improvement Representative Name	Position
Jodie Garner	Curriculum Director