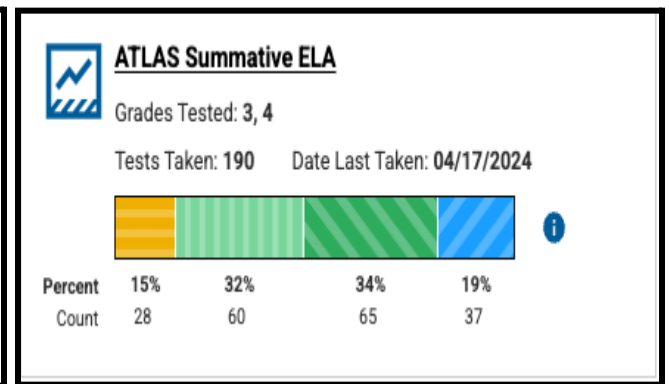
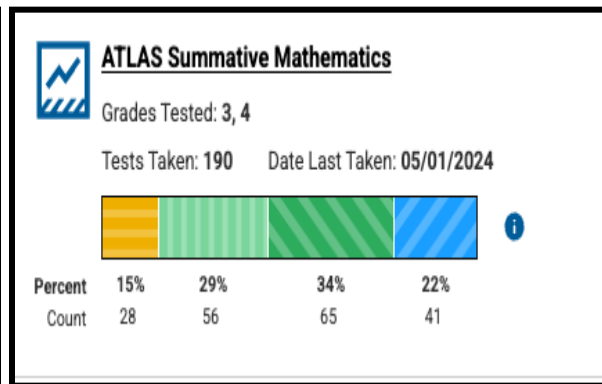
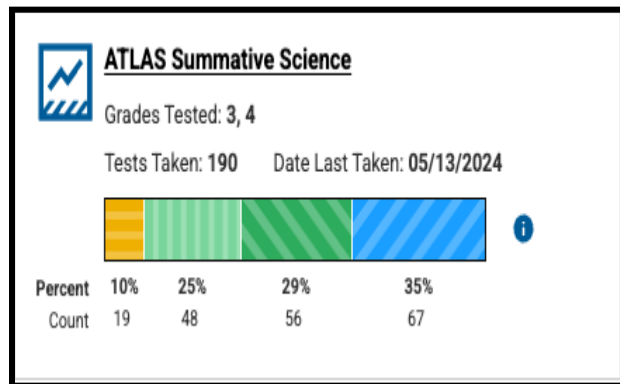




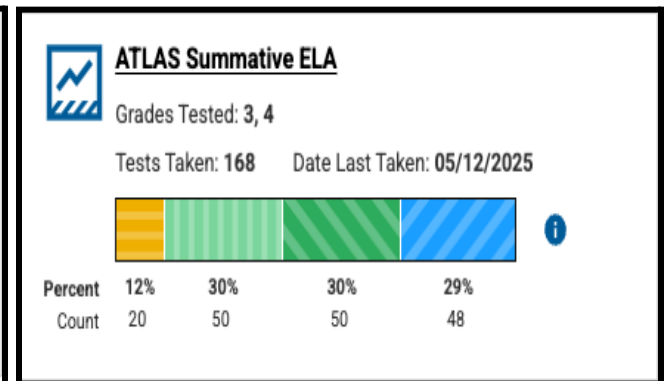
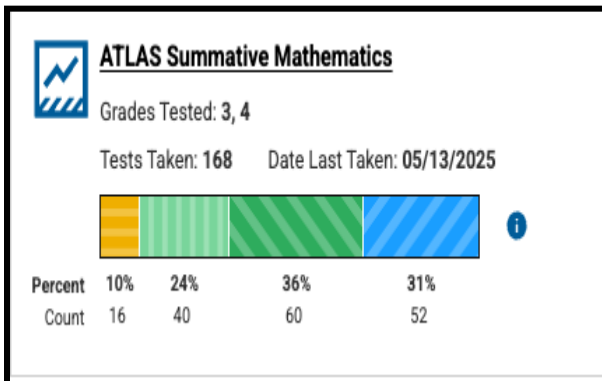
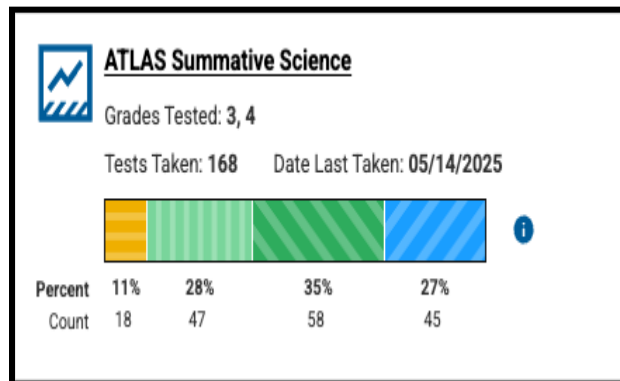
Sugar Creek Arts Academy 2025-2026

Building-Level Reflections and Strategic Plan

2024



2025



STRENGTH AREAS:

- The intervention system at Sugar Creek Arts Academy has resulted in students' achievement percentages above the state averages, as seen above, for Science, ELA, and Math. As we work through the established RTI system here at SCAA, we can close the learning gap for many of our subpopulations, including tier two and tier three students, while maintaining high levels of instruction for tier one students.
- **Mathematics:**
Significant improvement with fewer students in the lower performance bands and an increase in the highest scoring category, showing more substantial math achievement.
- **English Language Arts (ELA):**
Marked growth in the highest scoring group with a 10% increase, suggesting substantial gains in high-level ELA performance.

GROWTH AREAS:

- Sugar Creek will focus on furthering the implementation of Visible Learning for all staff, drawing on the year-one training in this, our 2nd year of implementation.
- Sugar Creek Arts Academy will implement Arts Integration across all grade levels by partnering with our new Arts Integration Specialist to support teachers in embedding the arts into core lessons. Through targeted professional development, coaching, collaboration with community partners, and ongoing evaluation, we will enhance student engagement and achievement while building a sustainable, school-wide arts-infused learning environment.
- We will continue to improve our instruction techniques in literacy and math by using the district curriculum, literacy and math coaching cycles, professional development, and peer observations.
- **Science:**
Increase the percentage of students achieving in the highest performance band on the Science assessment by focusing on targeted instructional strategies and interventions to support deeper understanding and mastery of key science concepts.
- **English Language Arts (ELA):**
Increase 3rd and 4th grade ELA proficiency from the current 59% to at least 62% by the end of the school year, aligning with and exceeding the district goal of 57% proficiency through targeted instruction and intervention strategies.

Data Summary–Current Reality

COMPREHENSIVE NEEDS ASSESSMENT: Analysis of the ATLAS Summative assessment data for grades 3 and 4 from 2024 to 2025 reveals mixed progress across Science, Mathematics, and ELA. In Science, there is a shift with fewer students in the highest performance band in 2025 (27%) compared to 2024 (35%), indicating a need to strengthen support for top-level mastery. The mid-range performance increased, suggesting more students are clustering around average proficiency. Mathematics shows a positive trend, with a notable increase in the highest performance band from 22% to 31% and a reduction in lower performance percentages, reflecting improved student achievement in math. ELA also demonstrates growth at the upper level, with the highest band increasing from 19% to 29%, though mid-level performance shows slight decreases, indicating some variability in proficiency. Overall, the data points to successes in raising high-level achievement in Mathematics and ELA, while Science requires targeted interventions to boost top performance. Continued focus on differentiated instruction, skill mastery, and engagement strategies will be essential to support all learners and elevate outcomes across subjects.

DISTRICT GOAL(s): [Bentonville Strategic Plan 2024](#). Building goals must be connected to district goals.

- **Academic Excellence:** Students will be engaged in personalized learning experiences that are real, relevant, and rigorous. Students will be supported with a multi-tiered system of support early and often when they need assistance with grade-level performance.
- **By the end of the 2025-2026 school year, Bentonville Schools will maintain or increase the percentage of students testing at Atlas levels 3 or 4 in all grades in Summative ELA, thereby achieving the District’s on-grade level ELA improvement target. The 2025 ELA Summative percentage of district students testing at levels 3 or 4 is 57%.**
- **Refined Communication System:** Execute a universal plan of school, district, and executive communication to address parents & community.
- **Safe & Collaborative Culture:** Build staff capacity to function as a member of the PLC.

MISSION & VISION:

Mission: Ignite your inner star at SCAA and let your brilliance shine!

Vision: Our vision is to illuminate each student's unique path with the bright light of creativity, empowering them to explore, innovate, and shine in their own extraordinary way. Through the integration of the arts, we nurture creative expression across all subjects, enriching learning experiences and inspiring students to connect ideas and think critically.

IIID01 Response to Intervention	The school implements a reliable and valid system-wide screening process for academics and behavior that includes assessing all students multiple times per year and establishing decision rules to determine those students in need of targeted intervention. Provide a tiered system of instructional and behavioral supports and intervention (RTI).			
SMART GOAL Sugar Creek Arts Academy will continue to implement a rigorous, data-driven RTI progress monitoring system, resulting in 2% growth on Atlas interim and summative assessments for the overall student population and 4% growth for tier 2 and tier 3 intervention students on the spring Atlas summative assessments by May 2026.	LEAD STAFF Stephanie Summerford Jeff Antuna Leslye Morse Lindsay Lookadoo Ashleigh Dewey	ACTION STEPS: What needs to be done? - Teachers will administer the Atlas test to all students regularly, as scheduled by the state, as indicated by an IEP or LPAC. - Teachers will meet weekly in grade-level PLC meetings to discuss student data and growth. - Teachers and the building RTI committee will meet monthly to discuss student progress and growth. - Teachers will meet with literacy and math coaches during a monthly data dig meeting.	RESOURCES NEEDED - Atlas assessment scores for Math and Literacy - Math Fact Fluency Assessment - LPAC - IEP & 504 - PAST, QPA scores - EdPlan Data and Progress monitoring charts - Classroom walk-throughs during intervention times - Classroom observations of Interventions in place	EVIDENCE (How will success be measured? What will evidence of success look like?) Teachers and support staff will follow rigorous RTI progress monitoring systems at SCAA. In addition, teachers will administer the Atlas test to all students systematically (unless indicated by IEP or LPAC). Atlas assessments will be given to all K-2 students. Teachers will meet with literacy and math coaches during a monthly data dig meeting. Teachers will also meet weekly in grade-level PLC meetings to discuss student data and growth. The number of students in each tier will be within recommended percentages. If 80% of a class does not meet benchmark standards, adjustments will be made to core instruction (tier 1).

SMART GOAL Sugar Creek Arts Academy will focus on extending student learning and providing the necessary interventions during small-group instruction and intervention time. These extended learning opportunities are expected to result in a 3% increase in spring Literacy and Math Atlas scores.	LEAD STAFF Stephanie Summerford Jeff Antuna Leslye Morse Lindsay Lookadoo Ashleigh Dewey	ACTION STEPS: What needs to be done? - Teachers will administer the Atlas test systematically (unless indicated by an IEP or ELPAC). - Teachers will meet weekly in grade-level PLC meetings to discuss student data and growth. - Teachers and the building RTI committee will meet monthly to discuss student progress and growth. - Teachers will meet with literacy and math coaches during a monthly data dig meeting.	RESOURCES NEEDED - Atlas assessment scores for Math and Literacy - Reading Fluency Assessment - Math Fact Fluency Assessment - LPAC - IEP & 504 - PAST, QPA scores - EdPlan Data and Progress monitoring charts - Classroom walk-throughs during the intervention and small group times. - Classroom Observations of Interventions in place	EVIDENCE (How will success be measured? What will evidence of success look like?) Teachers will meet with literacy and math coaches during a monthly data dig meeting. Teachers will also meet weekly in grade-level PLC meetings to discuss student data and growth. The number of students in each tier will be within recommended percentages. If 80% of a class is not meeting learning goals, adjustments will be made to core instruction (tier 1). Virtual teams will meet monthly to discuss learning goals and adjustments needed to support further student growth on all levels.
SMART GOAL Sugar Creek Arts Academy will have	LEAD STAFF Stephanie Summerford Jeff Antuna	ACTION STEPS: What needs to be done? Contact with	RESOURCES NEEDED - Sign-In Sheets - Conference Schedules	EVIDENCE (How will success be measured? What will evidence of success look like?)

100% parent participation in both fall and spring conferences in grades K-4 by May 2026.	SCAA Classroom Teachers	each parent through multiple formats to ensure proper communication for scheduled conferences	Virtual Recording Documentation for Parents who cannot attend in person.	- Sign-In Sheets from each teacher - Hourly documentation of the Activity teachers and conferences attended - Conference Schedules for all staff
Sugar Creek Arts Academy will send out a Monthly School Newsletter by the first of each month. This letter will go out through Thrillshare to all SCAA parents.	Stephanie Summerford Jeff Antuna		- Google Form with Letter Template for each month - Google Doc with information from each activity teacher and counselor on monthly plans and activities - School and District Calendars - Copier - Thrillshare - Email	Copy of Monthly Newsletters
SCAA teachers will send a weekly Classroom Newsletter on Tuesdays.	SCAA Classroom Teachers SCAA Activity Teachers SCAA SPED Teachers SCAA ALE Teachers		- SeeSaw - Google Classroom - Tuesday Folders - Email (Thrillshare)	Letters teachers send-examples will be uploaded in the Teacher Effectiveness Platform as artifacts
TeacherEase will allow teachers to access students' grades and assignments throughout the year.	- SCAA Teachers - Tracey Carvell - Stephanie Summerford - Jeff Antuna		- TeacherEase Platform - TeacherEase Training - TeacherEase Reports - District Grade Level Report Cards	- TeacherEase Reports - Report Cards
ID13 Safe & Collaborative	Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data in professional learning communities (PLCs). <u>ID13 Collaborative Culture</u>			

Culture				
SMART GOAL By May 2026, grade levels (K-4) will meet weekly. In each meeting, the PLC will dedicate 100% of its time to topics and issues that directly relate to our mission and vision regarding student growth and progress monitoring.	LEAD STAFF Grade-level PLC's Ashleigh Dewey Lindsay Lookadoo	Action(s) Starting August 2025, all grade levels will meet weekly to plan data-driven instruction and common assessments. Agendas/outcomes will be sent to the Principal and Assistant Principal. Each grade level will share with the building PLC once a month. -Teachers will also explore options to align specific curriculum objectives in each grade level. -One additional PLC meeting is afforded to each team each week.	RESOURCES NEEDED • Atlas Assessment Scores for Math and Literacy • Math Fact Fluency Assessment • LPAC • IEP & 504 • PAST, QPA scores • EdPlan Data and Progress monitoring charts • Agenda Templates and Minutes	EVIDENCE (How will success be measured? What will evidence of success look like?) -Students will have progress monitoring data to assist in making informed decisions. -The team will have ownership of each student at the grade level. -Teams will collaborate and share ideas and strategies. -Teams will work collaboratively with the literacy coach, math coach, and each other to develop and create assessments for students in literacy and math. Teachers will use data gained from assessments to plan tier 1 instruction. Teachers will also create/ develop assessments to guide their work with students in intervention and enrichment groups.
By September 2026, grade levels (K-4) will meet monthly in a building-level PLC. In each meeting, the building PLC will focus 100% of its time on topics and issues that relate directly to our mission and vision regarding student growth and progress monitoring.	Grade level PLCs (K-4) Stephanie Summerford Jeff Antuna Lindsay Lookadoo Ashleigh Dewey Leslye Morse	• During each monthly building-level meeting, staff members discuss assessment results and student progress across the entire grade level. • All PLC meetings will	• Atlas Assessment Scores for Math and Literacy • Math Fact Fluency Assessment • LPAC • IEP & 504 • PAST, QPA scores • EdPlan Data and Progress monitoring charts • Agenda Templates and Minutes	-Students will have progress monitoring data to assist in making informed decisions. -The team will have ownership of each student at the grade level. -Teams will collaborate and share ideas and strategies. -Teams will work collaboratively with the literacy coach, math coach, and each other to develop and create assessments for students in literacy and math. Teachers will use data gained from assessments to plan tier 1 instruction. Teachers will also create/develop assessments to guide their work with students in intervention and enrichment groups.

		be held in the PLC room.		
By May 2026, grade levels (K-4) will meet weekly to plan and prepare lessons for regular curriculum activities, small group instruction, and intervention.	Grade Level Representative Tracey Carvell April Marrone Abbey Sanders Sarah Henderson Britny Smith	-Teachers will use the district curriculum to plan and implement classroom instruction. -Teachers will also use data to drive their whole instruction class, in small groups, and during intervention time.	• District Curriculum • Daily Checks • Assessment Data • Small group and intervention progress notes	Teams will work collaboratively with the literacy coach, math coach, and each other to develop and create assessments for students in literacy and math. Teachers will use data gained from reviews to plan tier 1 instruction. Teachers will also make/ develop evaluations to guide their work with students in intervention and enrichment groups.
Teachers will meet with literacy and math coaches during a monthly data dig meeting.	Ashleigh Dewey Lindsay Lookadoo	Our literacy and math coaches will hold monthly Data Dig meetings with each grade level. During these meetings, our coaches will assist teachers in reviewing their class data and developing lessons and plans tailored to meet the needs of their students. The coaches will help develop interventions for students who need extra support. The meetings will be held on the following dates: September 18, October 16, November 20,	• Atlas assessment scores for Math and Literacy • Reading Fluency Assessment • Math Fact Fluency Assessment • LPAC • IEP & 504 • PAST, QPA scores	This will be measured by the data uploaded to the RtI Agenda and discussed with coaches and teams. Data from EdPlan will also be used to monitor student progress, and data gathered by teachers and interventionists.

		December 18, January 15, February 19, March 19, April 16, and May 21.		
--	--	---	--	--

SE02 Student-Focused Learning	Social-Emotional Competence: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social /emotional competency.			
SMART GOAL All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions. By September 2025, all teachers will include social-emotional instruction, Conscious Discipline, morning meetings, and key components of Focus 5 in their classrooms.	LEAD STAFF Stephanie Summerford Jeff Antuna Lori McGinnis	Action(s) We have implemented our social-emotional curriculum into all of our classrooms at Sugar Creek (Conscious Discipline and Components of Focus 5). This lesson time is included in the master schedule, and the school counselor supports teachers and students. Students receiving behavioral or discipline referrals are discussed during our grade-level/ building Response to Intervention meetings. A plan can also be developed among the assistant principal, counselor, and classroom teacher to provide SEL sessions with the student or students, both in and outside of class, and tier II behavior supports. The STAR Students of the Month are chosen for each classroom at our monthly school-wide Patriot Celebration assemblies. Students who follow the school-wide behavior matrix can be selected as the Star Student of the Month. -We discuss character development weekly during morning announcements, and one class is chosen to present the word of the month during our Patriot Celebration school-wide assemblies weekly. -We will have monthly awards assemblies recognizing good behavior and academic growth. --Teachers will start having Morning Meetings with their students every morning. A 15-minute time slot will be implemented into their morning	RESOURCES NEEDED • District curriculum • Staff Development for Social-Emotional Learning • Conscious Discipline PD Videos • Conscious Discipline Guidebooks • PD in Conscious Discipline • PD on Focus 5 and support for teachers as needed	EVIDENCE (How will success be measured? What will evidence of success look like?) -Patriot Awards will recognize positive behaviors Morning meetings will be observed during walk-throughs and observations. Teachers will also keep notes on how meetings go and if any red flags are observed in student comments or behaviors. Behavior data will be tracked to show whether behaviors are decreasing with the implementation of the Conscious Discipline SEL Non-negotiables.

		routines. Training and new curriculum support, including ideas, will be provided to each grade level for planning purposes. Staff teacher training will also be provided during the first day of PD. -We are implementing our SEL Non-negotiables this school year. The non-negotiables are part of the Conscious Discipline program and include Greetings/Connections, Morning Meeting (Focus Five), Behavior Matrix, and Safe Place and Gap relief strategies. We will continue training on these components throughout the 2025-2026 school year.		
--	--	--	--	--

Literacy Plan - SCAA 2025-2026 Literacy Plan
Master Literacy Plan - Bentonville Schools Literacy Plan 2025-2026
Academic RTI Documents
Sample RTI Agenda Used By Staff 2025/2026 - this is used by staff at all grade level and building level PLC meetings

Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
Leslye Morse-NSLA Funding- provides interventions for students on tier three for grades K-4
Additional Request for the district to consider: (what additional requests the school is asking of the district)
None at this time.

***District - Additional Support/Considerations: (what the district decides to provide)**

Insert link to leadership meeting agenda/minutes example: [Example Leadership Meeting Agenda 2023-2024](#)