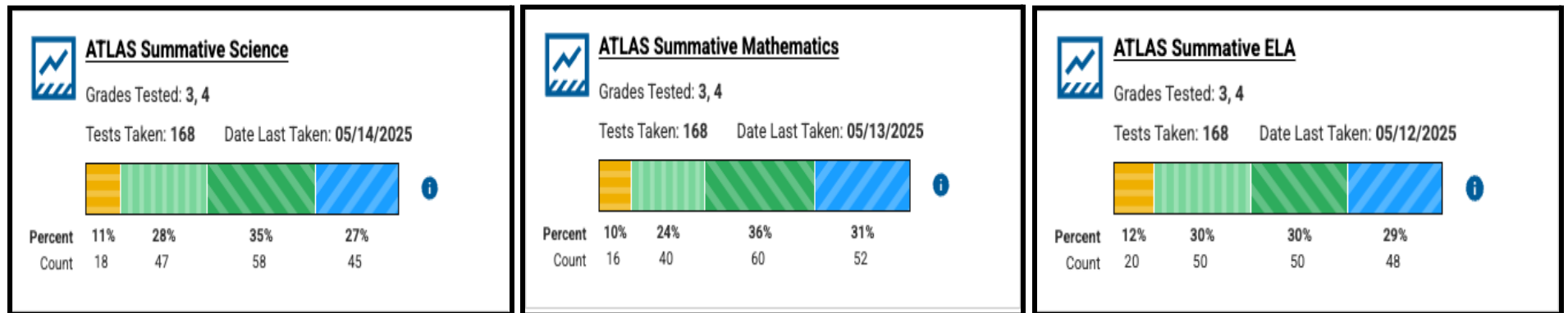


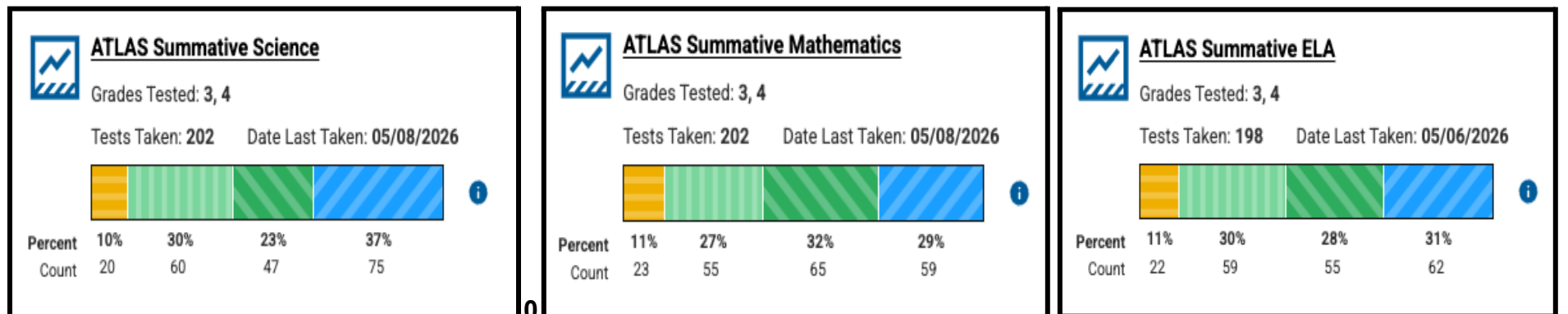


Sugar Creek Arts Academy 2026-2027 Building-Level Reflections and Strategic Plan

2025



2026



Strengths

Overall Performance

- Strong growth in the highest performance category (blue) in Science from 27% in 2025 to 37% in 2026.
- Math maintained solid upper-level performance, with 61% of students in the top two categories in 2026.
- ELA improved slightly in the highest category from 29% to 31%.

Science

- Significant increase in top-performing students:
 - Blue category rose from 27% to 37%.
- Lowest-performing group stayed low:
 - Yellow category decreased slightly from 11% to 10%.
- Indicates stronger advanced achievement and possible success with enrichment or instruction at higher levels.

Mathematics

- Lowest-performing category remained relatively low:
 - 10% in 2025 and 11% in 2026.
- Majority of students remained in proficient/advanced levels:
 - 67% in top two categories in 2025.
 - 61% in top two categories in 2026.
- Math performance appears stable overall.

ELA

- Consistent performance distribution across both years.
- Slight increase in advanced students:
 - Blue category rose from 29% to 31%.
- Lowest-performing category decreased slightly:
 - 12% to 11%.

Weaknesses

Overall Concerns

- Large percentage of students remain in the middle performance bands instead of moving into the highest category.
- Limited growth in Math and ELA compared to Science.

Science

- While advanced performance increased, the second-highest category dropped:
 - Green category fell from 35% to 23%.

Mathematics

- Decline in highest-performing students:
 - Blue category decreased from 31% to 29%.
- Increase in lower-middle category:
 - Light green rose from 24% to 27%.
- Suggests some students may not be progressing from approaching proficiency into advanced proficiency.

ELA

- Minimal year-over-year growth overall.
 - Nearly 41% of students remain in the bottom two categories.
 - Advanced growth was modest despite increased testing population.
-

Goals/Next Steps

- Focus interventions on moving students from middle bands into upper proficiency.
- Analyze subgroup trends to identify achievement gaps.
- Review whether curriculum alignment or pacing affected the dip in upper-middle Science performance.
- Complete year two and obtain certification as an Arts Integrated school from The Institute for Arts Integration and STEAM
- Sugar Creek Arts Academy implements a multi-tiered system of support (RTI) using universal screening, progress monitoring, and targeted small-group interventions in literacy and math to ensure all students receive timely, evidence-based support.

- Sugar Creek Arts Academy maintains consistent, two-way communication with families about school expectations and the critical role of home learning. We share resources, strategies, and curriculum insights through meetings, conferences, newsletters, and emails—empowering parents to reinforce skills and support their child's growth at home. By linking school instruction to family involvement, we create a unified learning environment where children see adults working together toward shared academic and personal goals. [Parent/Family Engagement Plan](#)
- Sugar Creek Arts Academy's instructional teams meet in dedicated professional learning communities (PLCs) to collaboratively design and refine units of instruction, analyze student learning data, and make evidence-based decisions to improve teaching and student outcomes. These structured blocks of time allow teachers to align curriculum, share best practices, and adjust instruction based on real-time student performance data.

Data Summary–Current Reality

COMPREHENSIVE NEEDS ASSESSMENT: The 2025–2026 ATLAS Summative data for grades 3–4 shows overall stable academic performance with notable strengths in Science, where advanced achievement increased significantly from 27% to 37%. Mathematics and ELA remained relatively consistent, though both showed limited overall growth and a sizable percentage of students continuing to perform in the approaching proficiency range. Across all subjects, approximately 37–41% of students remain in the bottom two performance bands, indicating a continued need for targeted intervention and stronger support systems to move students into proficiency. The data suggests that current instructional practices are effectively supporting some high-performing students, particularly in Science, but additional focus is needed on differentiation, small-group instruction, formative assessment, and intervention strategies to accelerate growth for middle-performing and struggling learners. Priorities moving forward should include strengthening Math and literacy rigor, improving consistency in proficiency gains, expanding data-driven instructional practices, and sustaining high levels of achievement while reducing performance gaps.

DISTRICT GOAL(s): [2025 Strategic Plan](#). [Bentonville Schools Literacy Plan](#)

- **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 in need of assistance for grade level performance. •**
- **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 2027.	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	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).

		math coaches during a monthly data dig meeting.		
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 100% parent participation in both fall and spring conferences in grades K-4 by May 2027.	LEAD STAFF Stephanie Summerford Jeff Antuna SCAA Classroom Teachers	ACTION STEPS: What needs to be done? Contact with each parent through multiple formats to ensure proper communication for scheduled conferences	RESOURCES NEEDED • Sign-In Sheets • Conference Schedules • Virtual Recording Documentation for Parents who cannot attend in person.	EVIDENCE (How will success be measured? What will evidence of success look like?) • Sign-In Sheets from each teacher for parent/teacher conferences • 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
OTUS will allow teachers to access students' grades and assignments	• SCAA Teachers • Stephanie Summerford • Jeff Antuna		• OTUS Platform • OTUS Training • OTUS Reports • District Grade Level	• OTUS Reports • Report Cards

throughout the year.			Report Cards	
ID13 Safe & Collaborative Culture	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>			
SMART GOAL By May 2027, 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 2026, 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	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	• Atlas Assessment Scores for Math and Literacy • Math Fact Fluency Assessment • LPAC • IEP & 504 • PAST, QPA scores • EdPlan Data and Progress monitoring charts	-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

relate directly to our mission and vision regarding student growth and progress monitoring.		progress across the entire grade level. All PLC meetings will be held in the PLC room.	Agenda Templates and Minutes	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 weekly to plan and prepare lessons for regular curriculum activities, small group instruction, and intervention.	Grade Level Representative Nikki Looney April Marrone Abbey Sanders Sarah Henderson Misti Simmons	-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	- 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.

		students who need extra support. The meetings will be held on the following dates: September 18, October 16, November 20, 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 2026, 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 Star Shindig celebration assemblies. Students who follow the school-wide behavior matrix can be selected as the Star Student of the Month. --We will have monthly awards assemblies recognizing good behavior and academic growth. --Teachers will start having	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?) -STAR 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.

		Morning Meetings with their students every morning. A 15-minute time slot will be implemented into their morning 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 2026-2027 school year.		
--	--	---	--	--

Literacy Plan - SCAA 2026-2027 Literacy Plan
Master Literacy Plan - Bentonville Schools Literacy Plan
Sample RTI Agenda Used By Staff 2026/2027 - 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. SCAA will receive Title I funding for next year and will serve students with our new hire, Brittany Williams

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)**

N/A

Insert link to leadership meeting agenda/minutes example: [Example Leadership Meeting Agenda 2026-2027](#)