School Improvement Plan Template

Section 1: Building Data

School: Stagecoach Elementary	**Plan Date:** October 2026–October 2027
Principal: Stephanie Otter	**District Approval Date (for TSI, WAEA, CSI):**
District: Sweetwater County School District #1	**Current Identification*:*** 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 *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	Stagecoach Elementary selected this practice because consistent, standards-based Tier 1 instruction is essential for ensuring that all students achieve at high levels. Through collaborative PLC planning, staff will analyze universal screener, progress-monitoring, classroom, and state assessment data to identify student needs and align instruction to grade-level standards. Teachers will use this information to adjust core instruction, flexible groups, interventions, and enrichment opportunities. Focusing on this practice will strengthen instructional consistency across classrooms, improve student access to grade-level learning, and allow staff to respond promptly when students need additional support or challenge. These efforts will positively impact WAEA indicators related to academic proficiency and growth and support the schoolwide goal of at least 80% of students meeting or exceeding grade-level benchmarks in reading and mathematics by May 2027. 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 • *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.*	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 weekly 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 *Provide a **measurable goal** aligned to the Practice.*	By May 2027, each K–3 grade level will increase student achievement in reading and mathematics, with at least 80% of students meeting or exceeding grade-level proficiency benchmarks, as measured by district universal screeners and applicable state/district assessments.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	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 & Coplanning Time	Weekly	Protected 90 minutes of PLC/planning time, common assessments, data protocols, and planning resources	Review PLC agendas, data records, common plans, and documented instructional adjustments.
Administer district universal reading and diagnostic mathematics screeners to analyze results by grade levels.	Fall, Winter, Spring	Universal screening tools, assessment schedule, and data reports	Compare data proficiency and growth toward the 80% goal.
Implement consistent, standards-aligned Tier 1 reading and mathematics instruction across each grade level.	Daily throughout the year	Core curriculum (Reading Horizons), pacing guides, instructional materials, and professional learning	Use Planbook reviews, classroom walkthroughs, common assessment results, and student growth data to monitor consistency and effectiveness.
Daily flex time for targeted reteaching, intervention, and enrichment based on current student data.	Daily	Flex schedules, progress-monitoring tools, intervention materials, enrichment resources, and support staff	Track student placement, targeted skills, instructional strategies, and progress toward learning goals.
Provide targeted interventions and adjust instructional intensity for students not making adequate progress.	Throughout the year	Evidence-based interventions, interventionists, special educators, and progress-monitoring tools	Review intervention fidelity and student progress every 4–6 weeks; adjust frequency, group size, or strategy as needed.
Expand and refine co-teaching, supported classroom, and paraprofessional-supported	Throughout year, review quarterly	Collaborative planning time, professional development, consultant coaching,	Conduct quarterly walkthroughs to monitor the use of co-teaching models, purposeful grouping, differentiated instruction, clearly defined adult roles, and active student engagement. Review

practices to improve access to grade-level instruction and specialized support.		service-delivery schedules, common planning tools	collaborative plans, staff feedback, service-delivery schedules, universal screener results, and progress-monitoring data to determine whether supported students demonstrate increased access, engagement, growth, and proficiency. Adjust coaching, schedules, and service-delivery practices based on findings.
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, Title Nights, Handouts, Digital resources	Family engagement surveys/feedback forms Identify % of teachers sharing out information Identify % of parents receiving updates
Evaluate progress toward the schoolwide academic goal using universal screeners and applicable state assessments.	June 2027	Spring screener results and third-grade state assessment data	Determine the percentage of students meeting or exceeding benchmarks by grade, subject, and student group; identify priorities for the following year.

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 *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	Stagecoach Elementary selected this practice because students are more successful academically when they feel safe, connected, and able to manage their emotions, behavior, relationships, and decisions. The RCA House System and STALLIONisms support WAEA Domain 5, Indicator E3 by providing consistent expectations, student advocacy lessons, leadership opportunities, and positive recognition that intentionally develop students' social-emotional skills. Strengthening these practices will increase belonging, engagement, and readiness to learn while reducing behavioral disruptions and protecting instructional time, ultimately supporting improved student performance in reading and mathematics.
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 serves young learners in grades K–3 who benefit from clear expectations, repeated modeling, visual support, practice, positive reinforcement, and consistent adult responses. The House System provides students with a sense of identity and belonging beyond their individual classrooms, while the STALLIONisms establish common language for behavior, engagement, leadership, and learning. Student advocacy lessons and recognition opportunities will allow students to practice these skills, build relationships across grade levels, and see themselves as valued members of the school community. Greater consistency and connection will reduce behavioral barriers, protect instructional time, and increase students' readiness to learn. Staff implementation data and previous school experiences indicate a continued need for shared language, consistent expectations, and alignment across classrooms and common areas. Staff will receive clear guidance, common teaching resources, collaborative planning time, and opportunities to examine student perception and behavior data. Establishing consistent expectations will reduce uncertainty, strengthen collective responsibility, and help teachers, paraprofessionals, support staff, and administrators respond to student behavior in a predictable and supportive manner. A unified approach will also strengthen staff relationships and reinforce the belief that every adult contributes to student belonging, behavior, engagement, and academic success.

	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 May 2027, Stagecoach Elementary will strengthen implementation of the RCA House System and schoolwide STALLIONisms by explicitly teaching and reinforcing shared expectations, providing at least two student advocacy lessons through each House, and incorporating House connections and recognition opportunities throughout the school year. Success will be measured through staff implementation data, student perception data, behavior data, and evidence that at least 90% of students can identify and demonstrate the schoolwide expectations.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	The RCA House System and STALLIONisms incorporate research-supported practices, including explicitly teaching behavioral expectations, consistently reinforcing positive behavior, maintaining high rigor expectations, strengthening relationships, and increasing students' sense of belonging. Research indicates that students who feel connected to their school are more likely to be engaged and academically successful, while safe, orderly environments reduce behavioral disruptions that interfere with learning. By creating consistent expectations across settings and providing opportunities for student leadership, recognition, and connection, Stagecoach will increase students' readiness to learn and protect instructional time. These conditions will support the school's performance goal of having at least 80% of students in each grade level demonstrate proficiency in reading and mathematics, as measured by universal screeners and applicable state assessments.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Provide opportunities for selected staff to attend RCA EXP and House Mania, then share their learning and practical strategies with the entire staff.	2026-2027 School Year	Registration fees, travel expenses, lodging, substitute coverage, and school improvement funds	Maintain participation records; collect staff feedback and reflections; and use walkthrough data to determine whether professional learning is being applied.
Review student behavior, perception, and implementation data to establish a baseline and identify schoolwide needs.	Quarterly	Behavior data, student surveys, staff surveys, parent/family surveys and data-review time	Establish baseline measures and compare quarterly behavior, perception, and implementation data to identify progress and areas needing adjustment that ties to the RCA House Points App categories.
Explicitly teach, model, practice, and reteach the STALLIONisms and schoolwide expectations in classrooms and common areas.	2026-2027	Staff PD time to develop, expectation posters, common lessons, visual supports, and instructional time	Use walkthroughs, staff implementation checks, student interviews, and behavior data to measure consistency and student understanding.
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 committee meetings House data reports
Provide professional development to deepen staff understanding and implementation of the RCA	Monthly Skill Focus	PD time, RCA resources, training materials, staff presenters, and funding	Maintain participation records; collect staff feedback and reflections; and use walkthrough data to determine whether

House System, student engagement strategies, positive school culture, and schoolwide expectations.			professional learning is being applied.
Each House will develop and provide at least two student advocacy lessons focused on character, leadership, belonging, and responsible decision-making.	Monthly Advocacy Meetings (2 per house, per year)	Lesson templates, planning time, assembly schedule, materials, and activity supplies *Share out information to families, invite parents to at least one lesson per quarter.	Collect lesson plans, student work samples, and brief student reflections to determine understanding and application of the targeted skills.
Complete an end-of-year evaluation of the RCA House System and STALLIONisms goal.	Spring 2027	Student and staff surveys, behavior reports, walkthrough data, and committee time to evaluate data	Compare beginning and end-of-year data to determine changes in student understanding, belonging, behavior, engagement, and consistency of staff implementation.

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 *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	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 • *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.*	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 *Provide a **measurable goal** aligned to the Practice.*	By May 2027, 100% of K–3 teams will use scheduled PLC, flex, and MTSS/AMP time to consistently follow Stagecoach's developed schoolwide MTSS process for identifying, implementing, monitoring, and adjusting academic and behavioral supports. Quarterly reviews will show that 100% of intervention plans meet established implementation, documentation, and progress-monitoring expectations.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	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
Establish and communicate a consistent schoolwide MTSS process, including criteria for identifying concerns, selecting interventions, monitoring progress, and referring students to the AMP team.	Quarterly	MTSS flowchart, intervention-plan template, decision rules, and staff meeting time	Collect staff feedback and review documentation to determine whether teams are consistently following each step of the process.

Designate quarterly collaboration time for General Ed, Interventionists, Special Ed, and EL teachers to review student progress, plans, and adjustments.	Quarterly	Student Data/Tracker Agendas Intervention strategies Strategies/Curriculum	Teachers will discuss student data to ensure student growth and make adjustments to plans if needed.
Monitor student progress and adjust interventions based on the student's response.	At least every 2–4 weeks; formal review every 4–6 weeks	Progress-monitoring tools, PLC time, student work, and decision-making protocols	Review progress-monitoring results to determine whether students are improving, need a modified intervention, or require additional support.
Refer students with continued concerns to the AMP team after documented interventions and data review.	Meet every 6 Weeks	Referral form, intervention records, progress-monitoring data, and team time	Track referrals, recommendations, follow-up actions, and student outcomes to ensure timely movement through the support process.
Identify Tier 2 and Tier 3 Students using universal screenings and behavior data.	Ongoing	Universal screening tools, behavior tracking software, referral process, student data forms	Develop intervention plans with documentation, review data and growth trends
Implement targeted academic and behavioral interventions during scheduled flex, intervention, or support times.	Daily	Protected intervention time, intervention materials, support staff, and student schedules	Use intervention logs, progress monitoring data, schedules, walkthroughs, and fidelity checks to confirm interventions are delivered consistently and as designed.
Provide professional learning and coaching on MTSS, data analysis, intervention selection, progress monitoring, and documentation.	By June 2027	PD time, intervention resources, consulting specialists, and coaching support	Use attendance records, staff feedback, documentation reviews, and implementation data to identify growth and additional training needs.
Evaluate the effectiveness of the MTSS process and identify improvements for the following year.	June 2027	Screener results, intervention data, behavior data,	Verify that 100% of grade-level teams completed required data reviews and at least 80% of reviewed plans, met

		implementation records, and staff feedback	documentation expectations; summarized student growth and recommended system adjustments.

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)	1.8	2.1
Achievement (Numeric value)	53	57
Growth (Numeric value)	48	52
Equity (Numeric value)	47	51
EL Progress (Numeric value)	53	57
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)	2.0	2.3
Achievement (Numeric value)	53.9	57.9
Growth (Numeric value)	47.7	51.7
Equity (Numeric value)	47	51
EL Progress (Numeric value)	53	57
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)	Cohort- SCE- 62.8	Cohort- SCE- 70
Math (Numeric value)	Cohort- SCE- 63.7	Cohort- SCE- 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.	By May 2027, each K–3 grade level will increase student achievement in reading and mathematics, with at least 80% of students meeting or exceeding grade-level proficiency benchmarks, as measured by district universal screeners and applicable state assessments.
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 May 2027, Stagecoach Elementary will strengthen implementation of the RCA House System and schoolwide STALLIONisms by explicitly teaching and reinforcing shared expectations, providing at least two student advocacy lessons through each House, and incorporating House connections and recognition opportunities throughout the school year. Success will be measured through staff implementation data, student perception data, behavior data, and evidence that at least 80% of students can identify and demonstrate the schoolwide expectations.
F1. The school has scheduled time during the school day,	Domain 6: Learning Supports	Score 3 - Providing	By May 2027, 100% of K–3 teams will use scheduled PLC, flex, and MTSS/AMP

and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.		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.	time to consistently follow Stagecoach's schoolwide MTSS process for identifying, implementing, monitoring, and adjusting academic and behavioral supports. Quarterly reviews will show that at least 80% of intervention plans meet established implementation, documentation, and progress-monitoring expectations.

Part 2: Plan Contributors

Leadership Team Member Name	Role
Stephanie Otter	Principal
Travis Toomer	Assistant Principal
Jessica Smith	Title Teacher/AMP Chair
Rebecca Nandrup	Kindergarten Teacher
Caroline Pierpoint	1st Grade Teacher
Cassie Corona	2nd Grade Teacher
Alex Marcy	2nd Grade Teacher
Danielle Kruske	3rd Grade Teacher/Parent
Weston Lamb-Costantino	Music Teacher
Andrea Urlacher	Kindergarten Teacher/Parent
Diedre Ditton	1st Grade Teacher/Parent
Misty Walker	Special Education Teacher
Hannah Shaner	Special Education Teacher

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer