

Eureka Springs Elementary School

2025-2026 School Improvement Plan

Eureka Springs School District
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2025-2026 School Improvement Goals

Mission Statement: Empowering Learners for Life

Vision: Eureka Springs Elementary School Vision

With the support of dedicated educators, our school empowers all learners to

- *become strong, positive leaders*
- *achieve academic success*
- *embrace the fine arts*
- *apply technological solutions*

SMART Goals:

As of Spring 2026, 60.5% of Eureka Springs Elementary students in grades 3- 4 will score "Ready" or "Exceeding" in Reading/Writing (Combined ELA) on the ATLAS Assessment. (Baseline 2024: 50.5%)

As of Spring 2026, 67% of Eureka Springs Elementary students in grades 3- 4 will score "Ready" or "Exceeding" in Math on the ATLAS Assessment. (Baseline 2024: 57%)

As of Spring 2026, 59.5% of Eureka Springs Elementary students in grades 3- 4 will score "Ready" or "Exceeding" in Science on the ATLAS Assessment. (Baseline 2024: 49.5%)

As of Spring 2026, 75% of Level 1 and Level 2 students will move up a performance level on the ATLAS Assessment.

Note: These goals are based on 2023-24 ATLAS Summative Data and will be updated based on 2024-25 results.

School Improvement Plan – Goal 1: Literacy Plan

Goal: 100% of certified staff members will make substantial contributions to student literacy achievement through the implementation of the Eureka Springs Elementary Literacy Curriculum (High Quality Instructional Materials).

Timeline: July 1, 2025 - May 31, 2026

Curriculum:

Tier 1

Launchpad- PK
Explorers - PK
American Reading Company (ARC Core)- K-4
Heggerty Phonemic Awareness- PK-2
Writing Revolution- K-4
Phonics First- K-2
Lexia- K-4
Morpheme Magic- Grade 3
Structures- Grade 4

Tier 2

Lexia Face-to-Face Lessons - K-4
ARC Core Foundational Skills Toolkits- K-4
Lexia English - ELL

Tier 3 (High-dose Tutoring)

Phonics First/Structures/Take Flight - Dyslexia Intervention
Heggerty Bridge the Gap Phonemic Awareness Intervention Lessons- 2-4
Take Flight - 1-4
Build - K-1
LIPS Phoneme Sequencing - K-4

Assessment: Data from ATLAS and SchoolPace (ARC Core) as well as Common Formative Assessments (CFAs), Curriculum-based Measures and Screeners are used to identify students in need of Tier 2 and 3 interventions and for progress monitoring.

Instructional Planning: Collaborative teams utilize the AR Summative Blueprint for each grade level. These prioritized standards form the basis for all instructional planning and assessment (CFAs).

Professional Development – Phase 1: All K-4 teachers are trained in Lexia and ARC Core reading curriculum. All K-4 classroom teachers, Special Education teachers, Interventionists, Instructional Facilitator, and Principal have been trained in six days of RISE. All PK-2 teachers have been trained in Heggerty Phonemic Awareness. The reading interventionist and a special education teacher have been trained in LIPS. All 1-4 classroom teachers, Special Education teachers, Interventionists, and Principal are trained in the Writing Revolution. The Dyslexia teacher, interventionists, special education teachers, and all K-3 teachers have been trained in Phonics First level-1. One interventionist and the Dyslexia Specialist have Phonics First level-1, 2 and Structures training. Dyslexia Specialist has completed Certified Academic Language Therapy training using Take Flight program. K-1 Interventionists have completed Build (K-1 Early Interventions) Training.

Professional Development – Phase 2 (Ongoing): Our school-level data and changes in faculty will determine the professional learning needs for our staff: ● RISE training (Any new teacher that has not completed RISE) ● Heggerty (Any new teachers) ● Phonics First (Any new K-2 teachers) ● Structures Level I (Any new 3-4 teachers) ● Build (K-1 Intervention and Special

Education) • Structures Level II - Advanced training for K-4 teachers • Multisensory Grammar - Advanced training for K-4 teachers

Measurable Actions:

- All certified staff members will utilize methods required by the Science of Reading and be assessed by the principal.
- All grade-level teams will teach priority standards and measure student progress using CFAs.
- Classroom teachers and specialists will meet together to plan/assess student progress.
- Specialists will pull-out for Tier 3 in Reading.
- All classroom teachers will create IRPs and complete progress monitoring for their at-risk students.

Evaluation/ Monitoring of Goal:

- Informal and formal observations utilizing Educator Effectiveness System
- Professional Development certificates, minutes, and agendas
- Focus Walks (administration and peer)
- Common Formative Assessments (CFAs) and Data Analysis/Tier 2 Intervention Planning (Collaborative Teams)
- Unit plans
- Teachers will teach Heggerty (K-2), ARC Core, Phonics First (K-2), and Structures (3-4) with fidelity.
- Classroom Teachers will implement Lexia with fidelity, including intervening for students with face-to-face lessons
- SMART goals assessed 3 times per year with the PLC process
- K-2 Screener to be given 3 times a year K-2 and ATLAS Interims to be given 2 times per year 3-4
- K-3 Dyslexia Level 1 Screeners

School Improvement Plan – Goal 2: Numeracy Plan

Goal: 100% of certified staff members will make substantial contributions to student math achievement through the implementation of the Eureka Springs Elementary Math Curriculum (High Quality Instructional Materials).

Timeline: July 1, 2025 - May 31, 2026

Curriculum:

Tier 1

Houghton Mifflin Math Expressions - PK
Explorers - PK
Eureka Math Squared - PK-4

Tier 2

Eureka Math Squared Foundational Skills - K-4
Zearn - K-4

Tier 3 (High-dose Tutoring)

Foundational Skill Remediation

Assessment: Data from ATLAS and Common Formative Assessments (CFAs) in Eureka Math Squared are used to identify students in need of Tier 2 and 3 interventions and for progress monitoring.

Instructional Planning: Collaborative teams utilize the AR Summative Blueprint for each grade level. These prioritized standards form the basis for all instructional planning and assessment (CFAs).

Professional Development: Our school-level data will determine the professional learning needs of our staff: • Eureka Math Squared professional development • Zearn professional development • • K-2 Math Standards & Curriculum Collaboration Days

Measurable Actions:

- All classroom teachers will implement Eureka Math Squared as the primary curriculum.
- Zearn will be used with fidelity in the classrooms
- All grade-level teams will teach priority standards and measure student progress using CFAs.
- Classroom teachers and specialists will meet together to plan/assess student progress.
- Specialists will pull-out for Tier 3 in Math.
- Classroom teachers will create Math Improvement Plans (MIPs) and complete progress monitoring for their at-risk students.

Evaluation/ Monitoring of Goal:

- Informal and formal observations utilizing the Educator Effectiveness System
- Professional Development certificates, minutes, and agendas
- Focus Walks (administration and peer)
- Common Formative Assessments (CFAs) and Data Analysis/Tier 2 Intervention Planning (Collaborative Teams)
- Pacing Guides
- SMART goals assessed 3 times per year with the PLC process

School Improvement Plan – Goal 3: Student Leadership & Social Emotional Learning

Goal: Foster social/emotional development through student leadership training and Positive Behavioral Supports.

Timeline: July 1, 2025 - May 31, 2026

Professional Development:

- BX3 Training and Coaching - Year 2 • PBIS training for new staff by current staff • 7 Habits training for new staff (Leader in Me) • PBIS Rewards training for new staff by current staff • Mental Health First Aid • STAR training- Special Education teacher and Paraprofessional • Inclusive Practices- K-12 Special Education Director • Professional Crisis Management training for Special Education Director and staff • AR ALE Summer Conference

Measurable Actions:

- All students and staff are trained in The Leader in Me, with an on-going focus on coaching through the direct teaching of the 7 habits and creating positive school culture.
- Goal Setting and data notebooks will be a focus of the 2025-26 school year.
- School will continue using Positive Behavioral Interventions and Supports (PBIS) during the 25-26 school year.
- PBIS Rewards will be implemented during the 25-26 school year.
- ALE teacher/Special Ed Director will provide professional development on the Behavior Matrix and Tiered Intervention.

- ALE teacher/Behavior Specialist/Counselor will continue offering Tier 3 groups according to need.

School Improvement Plan – Goal 4: Professional Learning Communities

Goal: Improve teacher collaboration and delivery of instruction to advance student learning outcomes using a tiered approach to intervention.

Measurable Actions:

- Use data to drive instruction.
- Collaborative teams administer and analyze common formative assessments.
- Tier 2 interventions planned and provided by classroom teachers.
- Collaboration between team members and interventionists to provide Tier 3 support.
- Schoolwide Achievement Team (SWAT) meets weekly to identify, plan support and monitor students in Tier 3.

Superintendent Signature

Date Approved: _____