

24-25 SY' School Improvement Plan Summary:

SCHOOL NAME Sonnesyn

Strategic Priorities:

- Academic Achievement: *THEME A*
- Student Engagement and Wellness: *THEME B*
- Collaboration and Partnership: *THEME C*
-  Strategic Plan

[RAS SIP Rubric](#)**Evidence Based Practice #1**☒ Academic Achievement☐ Student Engagement/Wellness☐ Collaboration/Partnership**The strategies (components of the EBP) to be implemented:**

- Implement a structured literacy block
- Utilize common planning checklists which guide explicit teaching of skills and content with a focus on students comprehending text
- Develop awareness of the segments of sounds in speech and how they link to letters.
- Teach students to decode words, analyze word parts, and write and recognize words. (K-3)
- Build students' decoding skills so they can read complex multisyllabic words. (4-5)

Addressing this Root Cause:

- Sonnesyn needs improved Tier 1 Instructional practices in the following areas (school-wide alignment, including SpEd & EL)
 - Specifically the use of the science of reading practices

This will assist us with meeting this student outcome SMART Goal:

The proficiency on the Reading MCA at Sonnesyn Elementary will increase from to by May 2025.

The proficiency on the Reading MCA at Sonnesyn for students of color will increase from to by May 2025.

The percentage of our students demonstrating aggressive growth on the FAST Early Reading and Math and AutoReading and aMath will increase by 10%.

Strategy Implementation (Complete a chart for each component of the EBP):

Strategy 1: Continued implementation of instructional practices consistent with the science of reading through the implementation of the

following:

- Bridge2Read in K - 5
- Data review of universal phonics and spelling screeners 3 x a year
- An articulated structure literacy block
- Instructional planning guided by the use of science of reading common planning checklists

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
<u>Continuing from 23 - 24</u> Staff participate in: <ul style="list-style-type: none"> • 1 or more coaching opportunities per month. (30 min observation and 15 min feedback meeting + email notes) 	Literacy Team, Bridge2Read Team	Coaching Logs		Coaching logs will demonstrate 100% teachers using the Bridge2Read instructional resource with at least 80% fidelity using the coaching support form
All students will be screened utilizing the universal Phonics Screener and the universal Spelling screener in the Fall, Winter and Spring	Literacy Team Intervention Team	Completed Assessments		Completed assessments will demonstrate 100% of students were assessed using the universal Phonics Screener and Spelling Screeners
Teaching staff will review data collected from universal screeners three times a year collectively.	Literacy Team	Data Cycle Completion		Completed data cycles will demonstrate that 100% of all grade levels review data collected 3 times in the year; Fall, Winter and Spring
Teachers will structure literacy instruction in a literacy block that includes the following: <ul style="list-style-type: none"> • Phonics & Phonemic Awareness • Comprehension • Vocabulary 	Literacy Team	Walkthroughs		Walkthroughs completed by the Literacy team members will demonstrate 100% teachers using a structured literacy block with 80% fidelity.

<ul style="list-style-type: none"> • Fluency • Handwriting • Writing 				
Teachers will utilize the LETRS Comprehension Checklist to guide instructional planning and delivery.	Literacy Team	Survey Data	Literacy Team Point People will be assigned to support each grade level.	Completed staff surveys will demonstrate that 100% of teachers report increased proficiency and comfort in using the LETRS comprehension checklist.
Explore the use of the LETRS Simple/Extended Sentence Building Charts for instructional planning and delivery	Literacy Team	Survey Data		Completed staff surveys will demonstrate that 100% of teachers will report an increase in awareness of the LETRS Simple/Extended Sentence Building Charts
Explore the use of the LETRS Writing Evaluation Checklist for instructional planning and delivery	Literacy Team	Survey Data		Completed staff surveys will demonstrate that 100% of teachers will report an increase in awareness of the LETRS Writing Evaluation Checklist

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #1:

- How is this EBP aligned to the Strategic Plan?
These evidence-based practices collectively contribute to the continued implementation of instructional strategies aligned with the science of reading. They ensure that reading instruction is systematic, data-driven, and consistent across grade levels, ultimately aiming to improve literacy outcomes and academic achievement as outlined in the Robbinsdale strategic plan.
- To what extent has the Strategy of the EBP been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

Evidence Based Practice #2
☒ Academic Achievement

☒ Student Engagement/Wellness

☐ Collaboration/Partnership

The strategies (components of the EBP) to be implemented:

Implementation of the 12 Catalyst foundational instructional skills explicitly connected to culturally responsive teaching to develop relationships, increase student engagement, clarity and disrupt inequities in classrooms.

Addressing this Root Cause:

- Sonnesyn needs improved Tier 1 Instructional practices in the following areas (school-wide alignment)
 - Specifically the use of instructional practices that transcend content
 - Supportive of social-emotional needs of students

This will assist us with meeting this student outcome SMART Goal:

Strategy Implementation: (Complete a chart for each component of the EBP)

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
Review and refine the Sonnesyn Schoolwide Behavior Plan (name change to Sonnesyn Schoolwide Beliefs and Practices?) to include the following: 1. Catalyst and Common Cultural Behaviors : Explicitly challenging our assumptions, bias, beliefs and values to recognize common	Catalyst Team Schoolwide Behavior Revision Team	Support Call Data		In reviewing the support call data a decrease of support calls made for common cultural behaviors will show an 80% decrease.

cultural behaviors that are often misidentified as misbehavior. And intentionally seek to validate and affirm those common cultural behaviors and create a community learning environment that is supportive and reflective of the cultures of our students.				
<p>Implementation of the 12 foundational instructional skills in center based classrooms with fidelity.</p> <p>Get Attention</p> <ul style="list-style-type: none"> • Get Ready • Get Set • Get Noticed • Watch & Wait • Anchor with a Whisper <p>Engage</p> <ul style="list-style-type: none"> • Signal the Mode • Monitor & Adjust <p>Set up for Success</p> <ul style="list-style-type: none"> • Create a "To-Do" List • Check for Understanding • Set Stamina <p>Support Success</p> <ul style="list-style-type: none"> • Lead & Empower • Linger & Look Back 	Catalyst Team SpEd Team	Coaching Data	<ul style="list-style-type: none"> • All staff working in the center based program will engage in professional development on Aug 21 - 22 • All staff working in the center based program will engage in 5 coaching sessions 	Coaching data will demonstrate increased proficiency in the use of the 12 foundational instructional skills by 100% of center based staff.
<p>100% of all staff will use or support the 12 foundational instructional skills with fidelity to increase the number of certified from 8 to 15.</p> <p>Get Attention</p> <ul style="list-style-type: none"> • Get Ready 	Catalyst Team	Coaching Data Catalyst Certifications	<ul style="list-style-type: none"> • A clear articulation of coaching processes and the goal setting/certification process on Aug 27th 	<p>Coaching data will demonstrate an increased proficiency in the use of the 12 foundational instructional skills by 100% staff.</p> <p>Catalyst certifications awards will</p>

<ul style="list-style-type: none"> • Get Set • Get Noticed • Watch & Wait • Anchor with a Whisper Engage <ul style="list-style-type: none"> • Signal the Mode • Monitor & Adjust Set up for Success <ul style="list-style-type: none"> • Create a "To-Do" List • Check for Understanding • Set Stamina Support Success <ul style="list-style-type: none"> • Lead & Empower • Linger & Look Back 			<ul style="list-style-type: none"> • 12 Foundational Skills professional learning will be provided on Aug 27th • Support staff in the implementation of the 12 foundational skills by using Catalyst skills aligned with supporting MTSS identified student behaviors • All licensed staff will participate in at least one coaching session with Catalyst Staff. • All staff will engage in data collection with a focus on growth skills and possible certification • All licensed staff will engage in supportive coaching at least once a quarter. • All EAs will engage in coaching at least once a semester. 	<p>increase from the current 8 to 15.</p> <p>MTSS process will include documentation of support for the implementation of support for Catalyst skills.</p>

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #2:

- How is this EBP aligned to the Strategic Plan?
- To what extent has the Strategy of the EBP been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

Evidence Based Practice #3

_Academic Achievement

X Student Engagement/Wellness

_Collaboration/Partnership

The strategies (components of the EBP) to be implemented:

Implement Catalyst guided articulated adult practices and procedures in common spaces: playground, cafeteria, hallways, bathrooms, buses in order to provide a safe, comfortable community.

Addressing this Root Cause:

- Sonnesyn needs improved school-wide alignment in the following areas
 - Students reporting they feel they belong at Sonnesyn
 - Students reporting they feel safe at Sonnesyn

This will assist us with meeting this student outcome SMART Goal:

The students reporting that they feel they belong at Sonnesyn Elementary will increase from to by May 2025.
 The students reporting that they feel they feel safe at Sonnesyn Elementary will increase from to by May 2025.

Strategy Implementation: (Complete a chart for each component of the EBP)

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
Review and refine the Sonnesyn Schoolwide Behavior Plan (name change to Sonnesyn Schoolwide Beliefs and Practices?) to include the following: 2. Catalyst and Common Cultural Behaviors : Explicitly challenging our assumptions, bias, beliefs and values to recognize common cultural behaviors that are often	Catalyst Team Schoolwide Behavior Revision Team	Support Call Data		In reviewing the support call data a decrease of support calls made for common cultural behaviors will show an 80% decrease.

misidentified as misbehavior. And intentionally seek to validate and affirm those common cultural behaviors and create a community learning environment that is supportive and reflective of the cultures of our students.				
Develop and utilize an updated hallway handbook to support consistent adult behavior related to hallway management in order to provide a safe, comfortable community.	Catalyst Team	Walkthroughs	<ul style="list-style-type: none"> All staff will engage in PD and the development of a handbook - Aug 29, 24 	Walkthroughs completed by the Catalyst team members will demonstrate 100% staff using the processes and procedures in the hallway handbook with 80% fidelity.
Develop and utilize an updated cafeteria and recess handbook to support consistent adult behavior related to cafeteria and recess management in order to provide a safe, comfortable community.	Catalyst Team	Walkthroughs Coaching Data	<ul style="list-style-type: none"> All staff supervising cafeteria and recess will engage in PD and the development of a handbook - Aug 13, 24 All staff supervising cafeteria and recess will engage in coaching sessions All staff supervising cafeteria and recess will engage in an additional 3 hours of pd 	<p>Walkthroughs completed by the Catalyst team members will demonstrate 100% teachers using the processes and procedures in the cafeteria and recess handbook with 80% fidelity.</p> <p>Coaching data will demonstrate increased proficiency in the use of the cafeteria handbook by 100% of staff.</p>

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Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #2:

- How is this EBP aligned to the Strategic Plan?
- To what extent has the Strategy of the EBP been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

Evidence Based Practice #4

 Academic Achievement

 X Student Engagement/Wellness

 Collaboration/Partnership

The strategies (components of the EBP) to be implemented:

Implement the strategies of Restorative Practices including community building circles and repair harm conversations.

Addressing this Root Cause:

- Sonnesyn needs improved school-wide alignment in the following areas
 - Students reporting they feel they belong at Sonnesyn
 - Students reporting they feel safe at Sonnesyn
 - Students report they have at least one adult they connect with at Sonnesyn

This will assist us with meeting this student outcome SMART Goal:

The students reporting that they feel they belong at Sonnesyn Elementary will increase from to by May 2025.
 The students reporting that they feel they feel safe at Sonnesyn Elementary will increase from to by May 2025.
 The students reporting that they feel they have at least one adult they connect with at Sonnesyn will increase from to by May 2025.

Strategy Implementation: (Complete a chart for each component of the EBP)

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
Implementation of restorative circles for relationship/community building	Restorative Practices Team	<ul style="list-style-type: none"> • PD Sign In Sheets • Optional Circle attendance sheets with number of participants • Google form that collects date and time of circles in classrooms/gro ups. 	<ul style="list-style-type: none"> • All staff will participate in at least one restorative circle • Optional community circles with staff will be facilitated • All staff will be trained in leading restorative circles. • Once a staff member is trained, they will lead a community building circle once a week within their classroom or with their group. 	<ul style="list-style-type: none"> • Professional development logs will indicate at least 95% of staff are trained in facilitating circles • Optional community circles attendance will demonstrate participation • Data collected on circles will show an increase of circles being held in classrooms and groups.
Deepen implementation of Repair Harm Conversations	Survey data		<ul style="list-style-type: none"> • Staff meeting time will be dedicated to PD 	Survey data taken in the fall, winter and spring will demonstrate an increase in staff reporting increased proficiency and comfort in facilitating

				repair harm conversations.
Continue improvement of School wide behavior plan and support response in articulation and implementation	Support call log		<ul style="list-style-type: none"> • PD on Aug 27th • Review and refine the Sonnesyn Schoolwide Behavior Plan (name change to Sonnesyn Schoolwide Beliefs and Practices?) to include the following: <ul style="list-style-type: none"> • Catalyst and Common Cultural Behaviors: Explicitly challenging our assumptions, bias, beliefs and values to recognize common cultural behaviors that are often misidentified as misbehavior. And intentionally seek to validate and affirm those common cultural behaviors and create a community learning environment that is supportive and reflective of the cultures of our students. • Support Log data will be reviewed by the MTSS team 	Support log data will demonstrate an increase in the use of Push as an intervention.

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #2:

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- To what extent has the Strategy of the EBP been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?