

Sunny Slope's School Improvement Plan



Problem Statement: At Sunny Slope, 58% of students in grades 3-5 are not reading on grade level according NSCAS.

Root Causes: Teachers are carrying the cognitive load; there is no fidelity with using digital resources and common assessments.

Goal 1: By May 2027, we will increase the percentage of 3-5 students that are on track or advanced according to NSCAS reading from 42% to 71.2%.

<p>Strategy: What will we focus on to achieve our goal-our commitments?</p>	<p>Actions: To do list: things we need to do to implement our strategies (Lead with a verb)</p>	<p>Success Criteria: What are we expecting to see and hear from the leadership team and teachers?</p>	<p>Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?</p>		<p>Professional Development: What will you teach to support effective strategy implementation? Budget Planning</p>
<p>Gradual Release of Instruction</p> <p>Complex Text Protocols in grades 3-5 to construct oral and written arguments</p> <p>Active Learning with High Expectations</p> <p>Needs-Based Small Group Instruction</p>	<ul style="list-style-type: none"> Scaffold and support delivery of Tier 1 instruction Purposeful planning that contains all elements of the Gradual Release during PLCs to include oral and written responses to learning Instructional coaching, Instructional Rounds, and feedback on lessons Explicit teaching through MTSS-B on what it means and looks like to be an Active Learner Progress Monitoring of all students in groups Data-based decision making Purposeful planning for specific skills/needs in small groups 	<p><u>Gradual Release and Complex Text Protocols</u></p> <ul style="list-style-type: none"> Professional development through grade level meetings, PLC's, and staff meetings Gradual release of instruction evident within lesson plans that include scaffolds to support student learning Instructional coaching and peer observation feedback Instructional Rounds analysis and feedback <p><u>Active Learning</u></p> <ul style="list-style-type: none"> Purposeful planning and evidence of speaking listening, reading, and writing within every lesson Instructional coaching and peer observation feedback Instructional Rounds analysis and feedback <p><u>Needs Based Groups</u></p> <ul style="list-style-type: none"> Students progress monitor their own success Fidelity of Interventions Instructional coaching and peer observation feedback 	<p>School Wide</p>	<p>MAP growth & Spring NSCAS 3 x year Instructional rounds DIBELS</p>	<ul style="list-style-type: none"> Gradual Release of Instruction, modeled, shared, guided, independent Scaffolding Checks for Understanding UNO Literacy cohort – 3rd grade only District Professional Development DIBELS trainings
	<p>Grade Level</p>	<p>Weekly/Module HMH assessments Instructional coaching and peer observations</p>			
<p>Collaborative Team</p>	<p>Lesson plan completion weekly</p>				

Sunny Slope's School Improvement Plan



Problem Statement: At Sunny Slope, 51% of students in grades K-2 are not reading at grade level according to MAP.

Root Causes:: Teachers are carrying the cognitive load; there is no fidelity with using digital resources and common assessments.

Goal 2: By May 2027, we will increase the percentage of K-2 students that are at the 55th percentile or above according to MAP reading from 49% to 71.2%.

<p>Strategy: What will we focus on to achieve our goal-our commitments?</p>	<p>Actions: To do list: things we need to do to implement our strategies (Lead with a verb)</p>	<p>Success Criteria: What are we expecting to see and hear from the leadership team and teachers?</p>	<p>Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?</p>		<p>Professional Development: What will you teach to support effective strategy implementation? Budget Planning</p>
<p>Gradual Release of Instruction</p> <p>K-2 Structured Literacy</p> <p>Active Learning with High Expectations</p> <p>Needs-Based Small Group Instruction</p>	<ul style="list-style-type: none"> Scaffold and support delivery of Tier 1 instruction Purposeful planning that contains all elements of the Gradual Release during PLCs to include oral and written responses to learning Instructional coaching, Instructional Rounds, and feedback on lessons Explicit teaching through MTSS-B on what it means and looks like to be an Active Learner Progress Monitoring of all students in groups Data-based decision making Purposeful planning for specific skills/needs 	<p><u>Gradual Release and Structured Literacy</u></p> <ul style="list-style-type: none"> Professional development through grade level meetings, PLC's, and staff meetings Gradual release of instruction evident within lesson plans that include scaffolds to support student learning Instructional coaching and peer observation feedback Instructional Rounds analysis and feedback <p><u>Active Learning</u></p> <ul style="list-style-type: none"> Purposeful planning and evidence of speaking listening, reading, and writing within every lesson Instructional coaching and peer observation feedback Instructional Rounds analysis and feedback <p><u>Needs Based Groups</u></p> <ul style="list-style-type: none"> Students progress monitor their own success Fidelity of Interventions Instructional coaching and peer observation feedback 	<p>School Wide</p>	<p>MAP growth 3x year DIBELS</p>	<ul style="list-style-type: none"> Gradual Release of Instruction, modeled, shared, guided, independent Scaffolding Checks for Understanding Continued Learning around Structured Literacy
<p>Grade Level</p>	<p>Weekly/Module HMH assessments Instructional coaching and peer observations</p>				
<p>Collaborative Team</p>	<p>Lesson plan completion weekly</p>				

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Problem Statement: At Sunny Slope, 92.8% of Special Instruction students and 76% of EL students are not reading on grade level.

Root Causes: Instruction is not being brought to a level where they can access, learn, and grow; Teachers do not feel confident in their ability to teach in a way that students need to close gaps and move forward with their understanding.

Goal 3: By May 2027, we will increase the number of Special Instruction students that are on track or advanced (3-5) or at the 55th percentile or above (K-2) from 7.2% to 71.2% and the number of EL students that are on track or advanced (3-5) or at the 55th percentile or above (K-2) from 24% to 71.2%

<p>Strategy: What will we focus on to achieve our goal-our commitments?</p>	<p>Actions: To do list: things we need to do to implement our strategies (Lead with a verb)</p>	<p>Success Criteria: What are we expecting to see and hear from the leadership team and teachers?</p>	<p>Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data? LINK to monitoring sheet within each Toolkit Here</p>		<p>Professional Development: What will you teach to support effective strategy implementation? LINK to annual professional learning plan Here</p>
<p>Active Learning with High Expectations</p> <p>Needs-Based Small Group Instruction</p>	<ul style="list-style-type: none"> Scaffold and support delivery of Tier 1 instruction Purposeful planning for direct instruction Instructional coaching and feedback on lessons 	<p><u>Active Learning</u></p> <ul style="list-style-type: none"> Purposeful planning and evidence of speaking listening, reading, and writing within every lesson Instructional coaching and peer observation feedback Instructional Rounds analysis and feedback <p><u>Needs Based Groups</u></p> <ul style="list-style-type: none"> Students progress monitor their own success Fidelity of Interventions Instructional coaching and peer observation feedback 	<p>School Wide</p>	<p>MAP growth & Spring NSCAS 3 x year</p>	<ul style="list-style-type: none"> Scaffolding Checks for Understanding
		<p>Grade Level</p>	<p>Weekly/Module HMH assessments Weekly/bi-weekly progress monitoring of student IEP goals</p>		
		<p>Collaborative Team</p>	<p>Lesson plan completion weekly</p>		

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Problem Statement: At Sunny Slope, 28.44% of students fall into the Moderate or Chronically absent category.

Root Causes: We have never made it a priority to educate our families early on about the importance of attendance.

Goal 4: By May 2027, we will decrease the number of students that fall into the chronically absent category from 28.44% to 23.43%.

<p>Strategy: What will we focus on to achieve our goal-our commitments?</p>	<p>Actions: To do list: things we need to do to implement our strategies (Lead with a verb)</p>	<p>Success Criteria: What are we expecting to see and hear from the leadership team and teachers?</p>	<p>Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data? LINK to monitoring sheet within each Toolkit Here</p>		<p>Professional Development: What will you teach to support effective strategy implementation? LINK to annual professional learning plan Here</p>
<p>Parent awareness and engagement</p> <p>Weekly attendance and data tracking</p> <p>Monthly attendance celebration</p>	<ul style="list-style-type: none"> Share attendance information via Sunny Slope Scoop family newsletter Share student reports with attendance percentage at Fall and Spring conferences Hold weekly attendance meetings Share and celebrate classes within a grade level that has the highest attendance 	<p>Parent Awareness and Engagement</p> <ul style="list-style-type: none"> Sunny Slope Scoop family newsletter Kindergarten jumpstart family meeting Student attendance reports sent home at conferences <p>Weekly Attendance and Data</p> <ul style="list-style-type: none"> Weekly attendance meeting with administrator, secretary, counselor, and SSL <p>Monthly Attendance</p> <ul style="list-style-type: none"> School-wide display with class/grade level attendance data Backpack swag for students 	<p>School Wide</p>	<p>Attendance dashboard IC parent contact log weekly</p>	<ul style="list-style-type: none"> Provide teachers with talking points and understanding close to conference times Weekly agendas focused on specific kids and groups Building student understanding of importance of attendance and what counts as an absence and rewards for being present
<p>Grade Level</p>	<p>Teacher check ins 2 x month</p>				
<p>Collaborative Team</p>	<p>Attendance dashboard IC parent contact log weekly</p>				