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| [**Problem Statement:**](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/EZwaEs_geyRPooRYF5G0G-YBPfwDJ9jCDKAVGvoxAwonAw?e=oSsCxd) At Sunny Slope, 58.5% of students in grades K-5 are not reading at grade level according to MAP and NSCAS. |
| Ro[ot Causes::](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/Eb8Mni9S_uFBu1afNpT1yx0BOBOwfX_TTyB4RGDpLx7AcQ?e=ZlHasQ) Teachers are carrying the cognitive load; there is no fidelity with using digital resources and common assessments. |
| Goal 1: By May 2026, we will increase the percentage of students reading at grade level from 41.5% to 56.5% as measured by the spring MAP and NSCAS assessments. |
| [**Strategy:**](https://www.ops.org/Page/6584)What will we focus on to achieve our goal-our commitments? | **Actions:** To do list: things we need to do to implement our strategies(Lead with a verb) | **Success Criteria:**What are we expecting to see and hear from the leadership team and teachers? | [**Progress/Outcomes**](https://omahaps.sharepoint.com/%3Af%3A/s/OPS-SI/Eot-YDtP-K9Lups_UqvUQAkBS92weKdtI7_rhOREez_scQ?e=vzQe14)What evidence will we use to monitor student progress?When and with what frequency will we monitor the data? | **Professional Development:**What will you teach to support effective strategy implementation?[**Budget Planning**](https://omahaps.sharepoint.com/%3Af%3A/s/OPS-SI/Esx1nfDuUkpOog2LCgdwpqEBKrXHsU0hhlKTYPWVdtKfuw?e=OMpPqF) |
| Gradual Release of Instruction | * Scaffold and support delivery of Tier 1 instruction
* Purposeful planning for direct instruction
* Instructional coaching and feedback on lessons
* Based on fall MAP scores, teachers will identify 4 bubble students that will be progress monitored throughout the year
 | * 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
 | School Wide | MAP growth & Spring NSCAS | * Gradual Release of Instruction, modeled, shared, guided, independent
* Scaffolding
* Checks for Understanding
 |
| Grade Level | Weekly/Module HMH assessmentsStructured Literacy Inventories |
| Collaborative Team | Lesson plan completion |
| Consistency and accuracy in teaching structured literacy in grades K-2 | * Purposeful planning for direct instruction
* Instructional coaching and feedback on lessons
* Based on fall MAP scores, teachers will identify 4 bubble students that will be progress monitored throughout the year
 | * Lesson plans and instruction reflect use of district curriculum as intended
* Instructional coaching and peer observation feedback
 | School Wide | MAP growth & Spring NSCAS | * UNO Literacy Cohort
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| Grade Level | Weekly/Module HMH assessmentsStructured Literacy Inventories |
| Collaborative Team | Lesson plan completion |

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| The use of complex text protocols in grades 3-5 to construct oral and written arguments | * Purposeful planning for direct instruction
* Instructional coaching and feedback on lessons
* Student work reflects evidence of teacher strategies
* Based on fall MAP scores, teachers will identify 4 bubble students that will be progress monitored throughout the year
 | * Lesson plans and instruction reflect use of district provided reading protocols
* Instructional coaching and peer observation feedback
 | School Wide | MAP growth & Spring NSCAS | * OPS reading protocols –
	+ Three Reads
	+ Talk, Read, Talk, Write
	+ Close Reading
	+ T-chart, pair, defend
 |
| Grade Level | Weekly/Module HMH assessmentsStructured Literacy Inventories |
| Collaborative Team | Lesson plan completion |

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| [**Problem Statement:**](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/ET50z2_BVGdFneXT6_tn3N0BjktPRmY2vz9cMk8e0Zmdag?e=lmSyp8)At Sunny Slope, 13.83% of Special Instruction students and 25% of EL students are reading on grade level. |
| [Root Causes:](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/EcXCfE28c8JDivHSf8xptx0BxEj8jokDu4ywW32eLzbi9Q?e=oYItnX)  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 2: By May 2026, we will increase the number of Special Instruction students reading on grade level from 13.83% to 17% and the number of EL students reading on grade level from 25% to 27%. |
| [**Strategy:**](https://www.ops.org/Page/6584)What will we focus on to achieve our goal-our commitments? | **Actions:** To do list: things we need to do to implement our strategies(Lead with a verb) | **Success Criteria:**What are we expecting to see and hear from the leadership team and teachers? | [**Progress/Outcomes**](https://omahaps.sharepoint.com/%3Af%3A/s/OPS-SI/Eot-YDtP-K9Lups_UqvUQAkBS92weKdtI7_rhOREez_scQ?e=vzQe14)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 | **Professional Development:**What will you teach to support effective strategy implementation?LINK to annual professional learning plan Here |
| Gradual Release of Instruction | * Scaffold and support delivery of Tier 1 instruction
* Purposeful planning for direct instruction
* Instructional coaching and feedback on lessons
 | * 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
 | School Wide | MAP growth & Spring NSCAS | * Gradual Release of Instruction, modeled, shared, guided, independent
* Scaffolding
* Checks for Understanding
 |
| Grade Level | Weekly/Module HMH assessmentsStructured Literacy Inventories |
| Collaborative Team | Lesson plan completion |
| Consistency and accuracy in teaching structured literacy in grades K-2 | * Purposeful planning for direct instruction
* Instructional coaching and feedback on lessons
 | * Lesson plans and instruction reflect use of district curriculum as intended
* Instructional coaching and peer observation feedback
 | School Wide  | MAP growth & Spring NSCAS | * UNO Literacy Cohort
* Special Instruction and EL teachers provide mini-PD’s as needed throughout the year
 |
| Grade Level | Weekly/Module HMH assessmentsStructured Literacy Inventories |
| Collaborative Team | Lesson plan completion |
| The use of complex text protocols in grades 3-5 to construct oral and written arguments | * Purposeful planning for direct instruction
* Instructional coaching and feedback on lessons
* Student work reflects evidence of teacher strategies
 | * Lesson plans and instruction reflect use of district provided reading protocols
* Instructional coaching and peer observation feedback
 | School Wide  | MAP growth & Spring NSCAS | * OPS reading protocols –
	+ Three Reads
	+ Talk, Read, Talk, Write
	+ Close Reading
	+ T-chart, pair, defend
* Special Instruction and EL teachers provide mini-PD’s as needed throughout the year
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| Grade Level | Weekly/Module HMH assessmentsStructured Literacy Inventories |
| Collaborative Team | Lesson plan completion |

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| [**Problem Statement:**](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/EUixptTdbwhLhk7iW3bW7dEBFkRmZ-JwY0K24hjDRHRteA?e=iiHLxl)At Sunny Slope, 26.55% of students fall into the Moderate or Chronically absent category. |
| [Root Causes:](https://omahaps.sharepoint.com/%3Aw%3A/s/OPS-SI/ET124N4njDpPi_FP_AaT0wUB88Piy3QNfp30MWoDqU4vVQ?e=9Zfdlz) We have never made it a priority to educate our families early on about the importance of attendance. |
| Goal 3: By May 2026, we will decrease the number of students that fall into the chronically absent category from 26.55% to 24.99%.  |
| [**Strategy:**](https://www.ops.org/Page/6584)What will we focus on to achieve our goal-our commitments? | **Actions:** To do list: things we need to do to implement our strategies(Lead with a verb) | **Success Criteria:**What are we expecting to see and hear from the leadership team and teachers? | [**Progress/Outcomes**](https://omahaps.sharepoint.com/%3Af%3A/s/OPS-SI/Eot-YDtP-K9Lups_UqvUQAkBS92weKdtI7_rhOREez_scQ?e=vzQe14)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 | **Professional Development:**What will you teach to support effective strategy implementation?LINK to annual professional learning plan Here |
| Parent awareness and engagement | * Share attendance information via Sunny Slope Scoop family newsletter
* Share student reports with attendance percentage at Fall and Spring conferences
 | * Sunny Slope Scoop family newsletter
* Kindergarten jump start family meeting
* Student attendance reports sent home at conferences
 | School Wide  | Attendance dashboardIC parent contact log | * Provide teachers with talking points and understanding close to conference times
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| Grade Level |  |
| Collaborative Team | Attendance dashboardIC parent contact log |
| Weekly attendance and data tracking | * Hold weekly attendance meetings
* Communicate attendance data with staff
* Individual plans for specific students
 | * Weekly attendance meeting with administrator, secretary, counselor, and SSL
* Monthly attendance data shared with staff at meetings
 | School Wide  | Attendance dashboardIC parent contact log | * Weekly agendas focused on specific kids and groups
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| Grade Level |  |
| Collaborative Team | Attendance dashboardIC parent contact log |
| Monthly attendance celebration | * Share and celebrate classes within a grade level that has the highest attendance percentage
 | * School-wide display with class/grade level attendance data
* Backpack swag for students
 | School Wide  | Attendance dashboardIC parent contact log | * Building student understanding of importance of attendance and what counts as an absence, and rewards for being present
 |
| Grade Level |  |
| Collaborative Team | Attendance dashboardIC parent contact log |