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| [**Problem Statement:**](https://omahaps.sharepoint.com/:w:/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/:w:/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/:f:/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/:f:/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 assessments  Structured 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 |
| Grade Level | Weekly/Module HMH assessments  Structured 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 assessments  Structured Literacy Inventories |
| Collaborative Team | Lesson plan completion |

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| [**Problem Statement:**](https://omahaps.sharepoint.com/:w:/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/:w:/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/:f:/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 assessments  Structured 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 assessments  Structured 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 |
| Grade Level | Weekly/Module HMH assessments  Structured Literacy Inventories |
| Collaborative Team | Lesson plan completion |

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| [**Problem Statement:**](https://omahaps.sharepoint.com/:w:/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/:w:/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/:f:/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 dashboard  IC parent contact log | * Provide teachers with talking points and understanding close to conference times |
| Grade Level |  |
| Collaborative Team | Attendance dashboard  IC 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 dashboard  IC parent contact log | * Weekly agendas focused on specific kids and groups |
| Grade Level |  |
| Collaborative Team | Attendance dashboard  IC 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 dashboard  IC 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 dashboard  IC parent contact log |