

Stephen Olney Elementary School School Improvement Plan 26/27

School Improvement Plan (2026-27)

*Engaging our community of learners who connect and
contribute to a more equitable society.*

Vision

All learners will reach academic proficiency through a safe, inclusive learning environment, where diverse cultures and voices are valued and celebrated.

Values

Safe: Our Stephen Olney community values maintaining a safe environment for all stakeholders.

"Safe" speaks to being physically, emotionally, and environmentally protected.

Trustworthy: Our Stephen Olney community values a learning environment based on trust.

"Trust" represents being truthful in our interactions and the way in which we communicate with all stakeholders.

Accountable: Our Stephen Olney community values accountability for all.

"Accountable" refers to holding ourselves, families, and students up to the highest of standards and expectations.

Respectful: Our Stephen Olney community values showing respect toward all stakeholders.

"Respect" refers to the way in which we treat each other in any and all capacities.

Theory of Action

If School...

Then School can...

So that...

Needs Assessment

Math: Current State - 21% of students are proficient in mathematics according to RICAS. 18.6% of females proficient. 19.0% of current 5th graders proficient. 12.5% of MLL proficient. 8.3% of IEP proficient. 20.8% Hispanic students proficient. 13% of Black students proficient. Desired state is to double the percentage of students proficient overall. This would require a focus on improving the follow subgroups: IEP, females, Black students, grade 5 students

ELA: Current State - 28.7% of students are proficient in ELA according to RICAS. 23.9% of males proficient. 12.5% of MLL proficient. 5.6% of IEP proficient. 37.5% of Hispanic students proficient. 21.7% of Black students proficient. 20.7% of grade 5 students are proficient. Desired state is to double the percentage of students proficient overall. This would require a focus on improving the following subgroups: IEP, MLL, African American, and grade 5.

Attendance: Current State - 12.0% of students are considered chronically absent. Desired state is to decrease this percentage by 3 percentage points.

Priority 1: Mathematics Proficiency and Growth Improvement

At SOS, we will increase our percentage of students proficient in mathematics according to RICAS.

Currently at 21% proficient in Mathematics. Our goal is to have 30% of students proficient

Measurable Goals

Goal #1 - By December 2026, 34% of students will show proficiency in mathematics according to RICAS, which represents an increase in 22% from June 2022. All other students will show typical growth based on the RICAS growth

metric. (progress monitoring through Reveal Unit assessments)

Initiative 1: Implement a K-5 Computational Fluency Initiative

We will develop a grade level specific number fluency system in order to master the building blocks of mathematics, in order to free up brain space for higher level thinking.

Supporting Research and Evidence:

Arithmetic Practice that Promotes Conceptual Understanding and Computational Fluency

Citation: Arithmetic Practice that Promotes Conceptual Understanding and Computational Fluency

URL:

<https://ies.ed.gov/use-work/awards/arithmetic-practice-promotes-conceptual-understanding-and-computational-fluency>

Action Step

C Notes

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Identify Number Fluency areas per grade level in which to focus.

C K Number
8 recognition,
/ counting,
3 composing/deco
1 mposing
/ numbers to 101
2 Addition/subtrac
C tion facts within

	2	102
	6	Addition/subtraction facts within 203
		Multiplication facts 0-104
		Multiplication and division facts 0-125
		Maintenance of fact fluency and application to fractions, decimals, and multi-digit computation
Create a concrete system around these focus areas, complete with activities, and ways to measure/track student, class, and grade-level progress	0 8 / 3 1 / 2 0 2 6	
Add this system into the SOS Protocol Binder, in order to memorialize it for the future	0 8 / 3 1 / 2 0 2 6	

Develop quick daily checks (5 mins), along with brief weekly assessments to assess progress. Develop student and classroom levels of progress.	0 8 / 3 1 / 2 0 2 6
Tie this work into our MTSS work. Students meeting a certain progress level receive the daily 5 minutes. Students below that level receive an additional 10 minutes, 3x per week with explicit strategy intervention. Those falling below that will receive individualized fluency intervention and progress monitoring every 2 weeks.	0 6 / 1 4 / 2 0 2 7

Initiative 2: Implement a combined school-wide system of Instructional Coaching, Data Review, and Peer Observations

We will be adjusting our instructional systems in an effort to be more manageable and streamlined. Instead of four separate instructional days per month for teachers, we will be combining these purposes into a singular focus.

Supporting Research and Evidence:

Teacher Coaching Supported by Formative Assessment for Improving Classroom Practices (2018)

Citation: Teacher Coaching Supported by Formative Assessment for Improving Classroom Practices (2018)

URL: <https://ies.ed.gov/ncee/wwc/Study/89415>

Action Step	Complete-Date	Notes
Use the available i-Ready and/or RICAS data to prioritize grade levels for tier 1 instructional support. Compare high performing grade levels in order to identify common teaching and learning trends that correlate to high performance and growth	08/17/2026	
Develop an instructional schedule, securing three substitutes for each day	08/31/2026	
Communicate priority focus to grade level teams	08/31/2026	
Use Orientation Day in order to roll out the instructional days adjustments, along with the rationale for the focus areas.	08/31/2026	
Develop a schedule to utilize during the instructional days, encompassing a time for coaching, data review, and peer observations	09/16/2026	
Iterate upon implementation of these new instructional days, making adjustments based on updated context	06/14/2027	ATSIBlack or African American (Achievement and Growth)
Complete an audit of classroom rosters, ensuring diversity across rooms	06/30/2026	ATSIBlack or African American (Achievement and Growth)

Priority 2: Literacy Proficiency and Growth

Improvement

At SOS, we will increase our percentage of students proficient in Literacy according to RICAS.

Currently at 15% proficient in ELA. Our goal is to have 30% of students proficient.

Measurable Goals

Goal #1 - By December 2026, 37% of students will show proficiency in Reading according to RICAS, which represents an increase in 22% from June 2022. All other students will show typical growth based on the RICAS growth metric. (progress monitoring through Wonders Unit assessments)

Initiative 1: Implement an AI-Enhanced Instructional Decision Making PD Series

Build educator capacity to utilize artificial intelligence as a thought partner in instructional planning, assessment analysis, intervention design, and differentiation in order to improve student outcomes and engagement in literacy and science.

Supporting Research and Evidence:

Improving Reading Outcomes for Students with or at Risk for Reading Disabilities: A Synthesis of the Contributions from the Institute of Education Sciences Research Centers

Citation: Improving Reading Outcomes for Students with or at Risk for Reading Disabilities: A Synthesis of the Contributions from the Institute of Education Sciences Research Centers

URL:

<https://ies.ed.gov/use-work/resource-library/report/research-report/improving-reading-outcomes-students-or-risk-reading-disabilities-synthesis-contributions-institute>

Action Step	Complete-Date	Notes
Develop a year-long PD series around how AI can assist educators in making better data-based decision.	08/31/2026	

Develop a school-wide collection of prompts that teachers can utilize when needing to conduct specific tasks, aligned to literacy, science, differentiation, and MTSS	08/31/2026	
Embed the use of AI into our streamlined Instructional Days	06/18/2027	ATSIBlack or African American (Achievement and Growth)
Continue to support teachers in the use of AI to assist in making instructional decisions	06/18/2027	

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Iterate upon implementation of these new instructional days, making adjustments based on updated context	06/14/2027	ATSIBlack or African American (Achievement and Growth)
Complete an audit of classroom rosters, ensuring diversity across rooms	06/30/2026	ATSIBlack or African American (Achievement and Growth)

Priority 3: Science Proficiency and Growth Improvement

At SOS, we will increase our percentage of students proficient in Science *according to the NGSA*.

Currently at 15% proficient in Mathematics. Our goal is to have 27% of students proficient

Measurable Goals

Goal #1 - By December 2026, 37% of students will show proficiency in science according to the NGSA, which represents an increase of 22% from June 2022. All other students will show typical growth based on the NGSA growth metric. (progress monitoring through Amplify Unit assessments)

Initiative 1: Implement a combined school-wide system of Instructional Coaching, Data Review, and Peer Observations

We will be adjusting our instructional systems in an effort to be more manageable and streamlined. Instead of four separate instructional days per month for teachers, we will be combining these purposes into a singular focus.

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Continue to support teachers in the use of AI to assist in making instructional decisions	06/18/2027	

Priority 4: Increase Percentage of Students Regularly Attending School

At SOS, we will increase our percentage of students who regularly come to school.

Currently at 20% chronically absent. Our goal is to decrease this to 14% through both proactive and reactive actions.

Measurable Goals

Goal #1 - By June 2027, 10% of students will be indicated as chronically absent, which represents a decrease in 20% from June 2022.

Initiative 1: Plan for and implement monthly engagement opportunities to promote the importance of being in school

A regular schedule of monthly events will be implemented in order to increase the number of families who regularly engage with the school community

Supporting Research and Evidence:

The effect of mentoring on school attendance and academic outcomes: A randomized evaluation of the Check & Connect program (Working Paper WP-16-18)

Citation: The effect of mentoring on school attendance and academic outcomes: A randomized evaluation of the Check & Connect program (Working Paper WP-16-18)

URL: <https://ies.ed.gov/ncee/wwc/Study/85550>

Action Step	Complete-Date	Notes
Continue to implement SOS STAR Time. This is a monthly 1:1 student-teacher mentoring meeting where we review progress, set goals, and action plan toward improvement. It takes place the final Friday of each month. Mentors fill out a student data tracker and students bring home to parents for increased communication	06/14/2026	
Work with SOS Family Engagement Team to schedule monthly events in order to increase family engagement throughout the entirety of the school year. These events are annual events that occur each year.	08/31/2025	
Utilize monthly events to talk about the importance of school attendance to academic performance	06/14/2026	

Compare student attendance data to academic performance in order to uncover correlations, paying particular attention to our TSI/ATSI subgroups. Also track attendance every 10 school days to identify students who fall onto the chronic absence list	06/14/2026	ATSI Students w/ Disabilities (achievement/growth)
Communicate weekly with families regarding STAR Time, our events, as well as the data findings about attendance vs performance	06/14/2026	
Convene student focus groups at least once this year to collect information related to the student experience and connected to questions on SurveyWorks.	06/19/2027	Survey Works: Engagement, Climate

Initiative 2: Attendance Team will implement monthly, actionable steps in order to support and celebrate student attendance throughout the year.

The Attendance Team will complete the steps of our monthly attendance monitoring plan, which include communication, investigation, and celebration.

Supporting Research and Evidence:

The effect of mentoring on school attendance and academic outcomes: A randomized evaluation of the Check & Connect program (Working Paper WP-16-18)

Citation: The effect of mentoring on school attendance and academic outcomes: A randomized evaluation of the Check & Connect program (Working Paper WP-16-18)

URL: <https://ies.ed.gov/ncee/wwc/Study/85550>

Action Step

Notes

Work with SOS Attendance Team to develop tent-pole events for each month of the school year

September:
School student assembly and Parent Open House. Review importance of attendance to grade-level content
October: Parent communication regarding absences (email w/ days out)
November: First letter goes home regarding absences
December: Attendance celebration
January: Parent communication regarding absences (email w/ days out)
February: Second letter goes home regarding absences
March: Second Attendance celebration
April:

	Parent communication regarding absences (email w/ days out)May: Third letter goes home regarding absencesJune: Third Attendance celebration
Monthly review of attendance data, with a focus on TSI/ATSI sub-groups to determine any gaps in chronic absenteeism	ATSI Students w/ Disabilities (achievement/growth)
Beginning in November, hold pre-truancy meetings for families to offer community supports	
Reach out to chronically absent families to determine reason for lack of attendance. Put supports in place for individuals, dependent on reason	This is ongoing throughout the year

