

School Improvement Plan

School:	Anne Sullivan Elementary School
Year:	2026-2027
Date Completed:	June 1, 2026
School Board Approval Date:	June 11, 2026

School Improvement Planning Team	
Name	Title/Role
Chrys Sroka	Assistant Superintendent for Student Services
Dominique Guza	Director for Student Services
Craig Curtis	Assistant Superintendent for Curriculum and Instruction
Erin Lim	Special Education Specialist
Traci Meziere	Principal
Julie Seeger	School Psychologist
Kristene Ganek	Instructional Coach
Emily Hess	LBS
Christen Nolfi	LBS
Meghan Slowik	4th Grade Teacher
Jenny Miles	4th Grade Teacher
Mia Ferber	5th Grade Teacher
Laurie Travis	IDEAS Teacher
Kelsey Paeth	Reading Specialist

School Designation	Report Card Year
Targeted	2025-2026
Reason for Designation (e.g., CWD, all students, low income)	
CWD	
What other data sources, besides state assessment results, do you have available that will help you analyze the root cause for this designation?	
iReady Data, Attendance, 5Essentials, IEP Goals, Progress Monitoring, SAFe Framework referrals	
Based on the data source review, which areas should be a priority in this school improvement plan?	
Priority 1: Math	
Priority 2: Literacy	
Priority 3: Instructional Delivery and Assessment Accommodations	

GOAL #1		
By the Spring of 2027, 25% of students with disabilities in grades 4-5 will make their expected growth and stretch growth as measured by iReady Math Benchmark scores.		
Action Plan		
Additional key activities may be added as needed		
Key Activities – Focused on <u>adult practices</u>	By whom	By when
1. Explore and determine math intervention programming for students in the targeted group.	Administration, coaches, school psychologist, LBS teachers, external provider (if applicable)	By August 2026
2. Professional learning around key math learning practices and math interventions	Administration, coaches, school psychologist, Gen ed teachers, LBS teachers, external provider (if applicable)	By Spring 2027
3. Provide ongoing coaching and collaboration between the instructional coach, LBS teacher, and general education teacher	Administration, coaches, school psychologist, Gen ed teachers, LBS teachers, external provider (if applicable)	By June 2027
4. Better align interventions and strategies between buildings to guarantee improved transitions for students between 3 buildings (Ross to Sullivan; Sullivan to MacArthur)	Administration, coaches, school psychologist, LBS teachers	By Spring 2027
What resources do you already have to support executing these key activities?		
Instructional coach is available for collaboration, consultation, and professional learning. Grade-level team meetings are in place to allow for collaboration with teachers for curricular planning.		
What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?		
Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Stipends for SIP Team	Ongoing	Title I, Part A, Section 1003 School Improvement Grant
Substitute teachers for release time	Ongoing	Title I, Part A, Section 1003 School Improvement Grant
External partner for training	One time	Title I, Part A, Section 1003 School Improvement Grant
Math interventions	One time	Title I, Part A, Section 1003 School Improvement Grant
What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)		
Communication with neighboring buildings on what math interventions they have found effective and how they are implementing them.		

Data Source(s)/Local Assessment(s) to monitor progress of key activity:	
Key Activity 1: Team notes, trial information, and purchase of materials; MTSS meetings	
Key Activity 2: Documentation of professional learning activities and agendas	
Key Activity 3: Documentation of meetings and agendas	
Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1: Monthly until decision is made	Key Activity 1: Administration, coaching team
Key Activity 2: Trimester	Key Activity 2: Administration, external provider
Key Activity 3: Monthly	Key Activity 3: Administration, coaching team
Observed Changes/Reflections – Add check-in lines as needed	
Key Activity 1 Check-ins	Date: June 2026 Date: July 2026 Date: August 2026 Date: September 2026
Key Activity 2 Check-ins	Date: November 2026 Date: February 2027 Date: June 2027
Key Activity 3 Check-Ins	Date: August 2026 Date: September 2026 Date: October 2026 ETC.
Do any additions/updates/adjustments need to be made to key activities for Goal #1? Not at this time	

GOAL #2		
By the Spring of 2027, 25% of students with disabilities in grades 4-5 will make their expected growth and stretch growth as measured by iReady Reading Benchmark scores.		
Action Plan		
Additional key activities may be added as needed		
Key Activities - Focused on adult practices	By whom	By when
1. Explore and determine reading intervention programming for students in the targeted group.	Administration, coaches, School Psychologist, LBS teachers, external provider (if applicable)	By August 2026
2. Professional learning around key reading learning practices and reading interventions	Administration, coaches, school psychologist, Gen ed teachers, LBS teachers, external provider (if applicable)	By Spring 2027

3. Provide ongoing coaching and collaboration between the instructional coach, LBS teacher, and general education teacher	Administration, coaches, school psychologist, Gen ed teachers, LBS teachers, external provider (if applicable)	By June 2027
4. Better align interventions and strategies between buildings to guarantee improved transitions for students between 3 buildings (Ross to Sullivan; Sullivan to MacArthur)	Administration, coaches, LBS teachers	By Spring 2027
What resources do you already have to support executing these key activities?		
Instructional coach is available for collaboration, consultation, and professional learning. Grade-level team meetings are in place to allow for collaboration with teachers for curricular planning. We currently have one reading specialist in the building who provides interventions to students without IEPs who struggle the most with reading. She would be able to provide consultation and collaboration to the team around key reading learning practices.		
What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?		
Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Stipends for SIP Team	Ongoing	Title I, Part A, Section 1003 School Improvement Grant
Substitute teachers for release time	Ongoing	Title I, Part A, Section 1003 School Improvement Grant
External partner for training	One time	Title I, Part A, Section 1003 School Improvement Grant
Reading interventions	One time	Title I, Part A, Section 1003 School Improvement Grant
What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)		
Communication with neighboring buildings on what reading interventions they have found effective and how they are implementing them to ensure alignment between buildings		

Essential Questions when monitoring the progress of Key Activities:

What does the data tell us about student success and areas of concern?

What does the data tell us about staff practice progress?

What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1: Explore and determine reading intervention programming for students in the targeted group.

Key Activity 2: Professional learning around key reading instructional practices and interventions

Key Activity 3: Provide ongoing coaching and collaboration between the instructional coach, LBS teacher, and general education teacher

Key Activity 4: Utilizing department meeting time for reading specialists and classroom teachers to align interventions and strategies across grade levels and buildings.

Data Source(s)/Local Assessment(s):

Key Activity 1: Team notes, trial information, and purchase of materials; MTSS meetings; iReady and FastBridge data collection to monitor student progress

Key Activity 2: Documentation of professional learning activities and agendas

Key Activity 3: Documentation of meetings and agendas

Key Activity 4: Documentation of meetings and agendas; flow chart of strategies and intervention use across buildings/grade levels

Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1: Monthly until a decision is made	Key Activity 1: Administration, coaching team
Key Activity 2: Trimester	Key Activity 2: Administration, external provider
Key Activity 3: Monthly	Key Activity 3: Administration, coaching team
Key Activity 4: Trimester	Key Activity 4: Administration, coaching team

Observed Changes/Reflections – Add check-in lines as needed

Key Activity 1 Check-ins	Date: June 2026 Date: July 2026 Date: August 2026 Date: September 2026
Key Activity 2 Check-ins	Date: November 2026 Date: February 2027 Date: June 2027
Key Activity 3 Check-Ins	Date: August 2026 Date: September 2026 Date: October 2026 ETC.
Key Activity 4 Check-Ins	Date: November 2026 Date: February 2027 Date: June 2027

Do any additions/updates/adjustments need to be made to key activities for Goal #2?

None at this time

GOAL #3		
By the Spring of 2027, teacher teams will effectively implement IEP accommodations and collaborate on student progress through team meetings by showing an increase of 25% on a school-generated rubric.		
Action Plan		
Additional key activities may be added as needed		
Key Activities - Focused on adult practices	By whom	By when
1. Create a walk-through rubric to utilize during observations of classes reflecting teacher accommodation implementation and co-teaching strategies.	Administrators, coaches, School Psychologist	August 2026
2. Create a team discussion agenda to utilize during team meetings to review student growth and progress, and make necessary adjustments to teaching strategies and accommodations (classroom and assessment).	Classroom Teachers, LBS, School Psychologist, Coaches, Administration	August 2026
3. Teams will meet monthly to review targeted group data and review changes needed to be made in small group instruction and accommodations for students to progress.	Classroom Teachers, LBS, School Psychologist, Coaches, Administration	June 2027
What resources do you already have to support executing these key activities?		
Teams already meet a minimum of three times per week to plan, collaborate, and review student data. We have set agendas for team meetings and can utilize that template to create one specific for this purpose. As a professional learning strategy, the district utilizes classroom walk-throughs for administrators and team members to increase collaboration and staff and students are already used to this process.		
What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?		
Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Stipends for SIP Team	Ongoing	Title I, Part A, Section 1003 School Improvement Grant
Substitute teachers for release time	Ongoing	Title I, Part A, Section 1003 School Improvement Grant
Professional development with external provider	Ongoing	Title I, Part A, Section 1003 School Improvement Grant
What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)		
Nothing needed specific to this goal.		

Essential Questions when monitoring the progress of Key Activities:

What does the data tell us about student success and areas of concern?

What does the data tell us about staff practice progress?

What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1: Is the rubric capturing enough information to provide feedback on accommodation implementation and co-teaching strategies? Have special education specialists model the use of the accommodations to assist in implementing them in the classroom.

Key Activity 2: Does the agenda for team meetings capture the discussion around student growth? What information is needed to better understand how students are progressing and how to adjust practices? Can special education specialists model the use of the team meeting agenda to support the teams in asking the right questions?

Key Activity 3: Do teams have a consistent time to meet to discuss student growth of those in the targeted group? Are they following the team agenda to have productive conversations that are data-driven?

Data Source(s)/Local Assessment(s):

Key Activity 1: Rubric data

Key Activity 2: Documentation of meetings and agendas

Key Activity 3: Documentation of meetings and agendas

Frequency of Measure(s)

Person(s) Responsible for Updating Data

Key Activity 1: Bi-weekly

Key Activity 1: Administration, Psychologist, coaches,

Key Activity 2: Monthly

Key Activity 2: Administration, Psychologist

Key Activity 3: Monthly

Key Activity 3: Administration, Psychologist, coaches

Observed Changes/Reflections – Add check-in lines as needed

Key Activity 1 Check-ins

**Date: August 2026
Monitor monthly**

Key Activity 2 Check-ins

**Date: August 2026
Date: September 2026
Date: October 2026
ETC.**

Key Activity 3 Check-Ins

**Date: August 2026
Date: September 2026
Date: October 2026
ETC.**

Do any additions/updates/adjustments need to be made to key activities for Goal #3?

None at this time