

2025-2026 SHES Continuous Improvement Plan

Vision Statement: *Empowering learners and leaders to benefit our world.*

Mission Statement: *Sunset Hills community shows respect, ownership, achievement, and responsibility in the pursuit of excellence in academics, athletics and the arts.*

By the end of the 2025-26 school year, **Math proficiency** will increase from **47% to 50%** as measured by the Math AASA and **less than 28% of students** will be **minimally proficient in Math** as measured by the Math AASA. .

By the end of the 2025-26 school year, **ELA proficiency** will increase from **55% to 58%** as measured by the ELA AASA and **less than 28% of students** will be **minimally proficient in ELA** as measured by the ELA AASA. .

By the end of the 2025-26 school year, **Science proficiency** will increase from **60% to 63%** as measured by the AzSCI assessment.

By the end of the 2025-26 school year, **64% K-3 students** will be **at or above benchmark** as measured by the Composite DIBELs Acadience Assessment.

By the end of the 2025-26 school year, **8th grade highly proficient math** students will increase from **9% to 12%** and **8th grade minimally proficient math** students will decrease from **36% to less than 33%** as measured by the Math AASA

By the end of the 2025-26 school year, **3rd grade minimally proficient ELA** students will decrease from **37% to less than 34%** as measured by the ELA AASA.

By the end of the 2025-26 school year, 100% of **English Language students will move a minimum of one proficiency level up** as measured on Azella.

Action Steps:

- Strengthen Tier 1 Instruction by delivering essential standards-aligned, high-quality instruction in all core subjects with a focus on engagement, scaffolding, and academic discourse.
- Increase Teacher Collaboration through PLCs by engaging all grade-level and content-area teams in weekly PLCs focused on student learning, planning, data analysis, and instructional adjustments.
- Provide Targeted Interventions and Enrichment by offering small group instruction, intervention blocks, and enrichment opportunities to support students at all levels, especially those minimally or highly proficient.
- Implement Data-Driven Instruction by using common formative assessments, interim benchmarks, and progress monitoring tools (e.g. Navvy, Illuminate, Acadience,) to guide responsive instruction and targeted interventions.
- Support Early Literacy through Structured Literacy by ensuring K-3 classrooms implement Science of Reading-aligned practices (phonemic awareness, phonics, fluency, vocabulary, comprehension) using Acadience data.
- Support English Language Learners with Intentional Language Development by delivering daily ELD instruction, aligned with ELL goals, using both integrated and targeted supports across the curriculum.

Assess/Monitor:

- Classroom Walkthroughs & Look-Fors: Use DIP Protocol and CES aligned to Tier 1 instructional expectations (e.g., engagement, use of academic language, scaffolds). Weekly walkthrough logs (min. 3-5 per admin team/week), notes on alignment to standards, grouping, questioning strategies and monthly summary of trends discussed with the leadership team.
- PLC Observation and Product Reviews: Attend and/or review grade-level PLCs with a focus on data use, planning, and instructional strategies. PLC agendas/minutes submitted weekly, evidence of CFA data review, reteach plans, intervention/enrichment logs and Leadership checklist to confirm PLC components (at least 2x/quarter).
- Intervention Fidelity Checks: Monitor student participation and progress in intervention/enrichment groups. Monthly review of intervention rosters and progress monitoring (Acadience, CFAs). Observations of intervention sessions at least 1x/month per grade band.
- Data Review Protocols: Schedule quarterly data chats with each grade level/content team to review progress on CFAs, benchmarks, unit assessments (essential standards) and progress monitoring tools. Data sheets from Acadience, 95% Group Screeners, Navvy, IXL, Illuminate, and internal CFAs. Action plans based on student group performance (minimally proficient, bubble, advanced). Follow-up calendar for reteach or tutoring plans.
- Structured literacy components (phonemic awareness, phonics, fluency, vocabulary, comprehension) will be looked for during classroom walkthroughs. Data will be used to provide professional development and/or coaching where needs are presented. 95% regrouping meetings will also guide where support is needed.
- ELL Instruction Monitoring: Ensure teachers are delivering daily ELD instruction with support from ELD specialists or co-teaching models. Walkthroughs utilizing scheduled integrated and targeted times. Quarterly ELL progress data and evidence of language objectives in plans and posted in the classroom. Teacher reflection logs or coaching sessions with ELD lead.

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By the end of the 2025-26 school year, 100% of the campus **professional learning teams** will implement the **PLC process** with fidelity as measured by moving one indicator level up on the PLC continuum rubric.

By the end of the 2025-2026 school year, 100% of professional learning teams **will unpack SHES essential standards** that include: proficiency levels, DOK question examples, and a timeline for instruction.

By the end of the 2025-26 school year, **100% of teachers** will post **learning objectives at a DOK 2 or higher** along with **success criteria** that define learning targets for all lessons.

By the end of the 2025-26 school year, **100% of teachers** will embed **checks for understanding** within each lesson to assess and adjust for student mastery.

Action Steps:

- PLTs will collaboratively unpack SHES essential standards. Teams will identify proficiency levels, create DOK-aligned questions, and build a pacing guide with timelines for instruction.
- Teams will develop and use a shared essential standards document. This document will guide standards-based instruction, inform common formative assessments (CFAs), and support ongoing student skill tracking.
- All staff will participate in ongoing, job-embedded professional development. PD will focus on the PLC process, data analysis, instructional planning, and using the DIP protocol to improve student learning.
- PLTs will use structured agendas and document collaboration efforts. Meetings will focus on the teaching and learning cycle, including planning, assessing, and responding to student needs.
- Teachers will post and reference learning objectives and success criteria daily. Objectives will be written at DOK 2 or higher. Students will be able to articulate what they are learning and how success is measured.
- Teachers will embed checks for understanding aligned to objectives in each lesson CFUs will be used to give timely feedback and adjust instruction based on student mastery.

Assess/Monitor:

- Biweekly lesson plan and standards document checks for alignment to pacing, DOK, and proficiency expectations.
- Review of CFA data use, student trackers, and evidence of standards-based planning in PLT notes.
- All staff will engage in ongoing, job-embedded professional development focused on PLCs, data, instruction, and DIP protocols.
- Track PD attendance and follow up with classroom checks for strategy implementation.
- Weekly review of PLT agendas with feedback and biweekly rubric checks for collaboration quality.
- Weekly walkthroughs using DIP Protocol to verify posted objectives, student clarity, and success criteria use.
- PLT focused on essential standards/data protocols following assessments
- Student Data Tracking/Skill Plans
- RTI/Data Chat Prep Connects
- Weekly walkthrough by Admin and TLS using DIP Protocol/CES

We will **improve daily attendance rates** to an average of 93%, this will be measured monthly.

By May of 2026, students **will regularly attend school** as evidenced by decreasing the amount of **chronic absences** (defined as 18 days or more) by 3%.

By May of 2026, students **will follow the ROAR expectations and Dysart Core Values** as evidenced by reducing referrals related to defiance and disrespect by a minimum of 10%.

By May of 2026, based on the parent and staff survey, will raise the overall recommendation of Sunset Hills as a place to send students to go to school to 80% (Current Staff 76.78% and Parents 74.15%).

Action Steps:

- Students will be motivated to attend school on a daily basis through engaging lessons, incentives, and relationships
- Parents and admin will meet to review student behavior/attendance/attendance agreement
- Students will be put on an academic support plan if absences exceed 10% of the currently enrolled days and not performing at proficiency
- Daily practice and expectations reviewed with students aligned to the ROAR Expectations and Dysart Core Values

Assess/Monitor:

- Attendance logs will be sent by the ART to administration
- Parent, teacher, and administration agreement
- Chronic illness plans will be developed as needed
- Weekly and Monthly celebrations and recognition for students who have perfect weekly attendance and who have demonstrated ROAR Expectations