

School: Zenon J. Sykuta	
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Purpose of School Improvement Plan:	Team Members
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The purpose of a school improvement plan is to guide the school with problem-solving and planning process throughout the year(s), help identify and organize strategies, and resources that will lead to increased student achievement at the school.

Mrs. Leatha Stewart
 Mrs. Tara Frazier
 Ms. Suzy Devorsky
 Ms. Sandy Sebastian
 Ms. Samantha Williams
 Mrs. Stephanie Wideman
 Mrs. Jennifer Reyes

Brief School Description:

Zenon J. Sykuta School was named after a man who was the first Superintendent of Schools in Country Club Hills. Mr. Sykuta, his wife and three children moved here when Country Club Hills had no school buildings. Children had attended classes in ranch style homes that were made into schoolrooms. Mr. Sykuta planned the new schools Southwood and Willowview. Later he also planned Meadowview School. When Mr. Sykuta retired, Willowview's School name was changed to Sykuta because the community wanted to show how much respect they felt for this man who devoted himself to children and their education.

School Status: Commendable Total Enrollment: 404

PK: 35 Kindergarten: 112
 First Grade: 125 Second Grade: 132

Students African American: 358 Asian: 1
 Caucasian: 12 Hispanic: 4
 Unclassified: 3 American Indian: 3
 Other: 22 Pacific Islander: 1

Focus areas in Reading (NWEA 2020)

K- Language and Writing – 8% / Vocabulary Use and Functions – 8%
 First Grade – Foundational Skills – 23%
 Second Grade- Literary text: Language, Craft and Structure – 32%

Focus areas in Mathematics (NWEA 2020)

K- Operations and Algebraic Thinking -8% / Numbers and Operations – 8%
 First Grade – Operations and Algebraic Thinking – 20%

School Vision Statement:

Our vision is to empower students to develop, demonstrate, and articulate the skills needed to support them toward successful opportunities in learning and becoming productive citizens in a diverse society. Students adhere to the core values of the school by exhibiting excellence, respect, tolerance, and inclusion.

Mission Statement:

Our mission is to provide academic excellence for every child in a safe, respectful, and nurturing environment based on high quality rigorous instruction that creates a foundation for life-long learners. Our school enables all students to embrace learning, achieve their personal best, and build their social and emotional well-being

School Improvement Plan Implementation of Strategy		Resources
Instructions: Develop activities for each strategy that you will implement. Activities are significant steps that a school must accomplish in the implementation of the strategy. Milestones/Activities are key actions that must take place in order to move the work. Indicate the category, and the responsible. You will update the status and next steps throughout the year as part of your continuous improvement cycle.		Google Meets Surveys Event Notification Flyers Email Virtual Awards Assembly Google Classroom Stream Newsletters Robocall Direct Mail
Provide your priority description (Using a SMART GOAL format)	Root Cause What are the root causes of the situation within our sphere of control?	Possible Solutions Potential ways to solve or correct the root cause
<p>Community Partnerships: By June 2021 improve climate survey results from least implementation to supportive environment as measured by the 5 Essential or School based Surveys by developing parental engagement activities and student activities that focus on the whole child.</p> <p>By June 2022 improve climate survey results from least implementation to supportive environment as measured by the 5 Essential or School based Surveys by developing parental engagement activities such as Open House, Curriculum Night, Family Reading Night, Family Field Trips, Coffee with the Principal, Parents Teaching Parents with the Principal, Accelerated Parent Meetings, STEAM Night, Parent University, and student activities that focus on the whole child.</p>	High turnover rate with administrators and teachers Mobility rate of students Lack of Parental Involvement Teacher Training Parents inability to understand the curriculum and Common Core State Standards Economic Condition, Lack of awareness, motivation, Poor relationships due to conflicts/confusion among teachers and community members Environmental / Contextual and Societal Problems Underdeveloped social skills	Provide consistent home school connection events. Be receptive to parents and students' voice Deliver ongoing professional development in Google Classroom for teachers and parents. Communicate through monthly newsletters to all stakeholders Utilize messenger, school and district website, mail, and emails to communicate current and upcoming events Establish strong relationships between administration and teachers through awards, acknowledgments, and events Create fundraisers that help to purchase items for school Sustain a positive relationship with PTO
If we:	Then...	Which leads to...
If we implement more parental and community engagement activities such as Virtual Open House, Curriculum Night, Family Reading Night, Family Field Trips, Coffee with the Principal, Parents Teaching Parents Remote Learning Strategies with the Principal, Accelerated Parent Meetings, and STEAM Night. We will continue to build and maintain strong working relationships with teachers and administrators through awards, celebrations, and acknowledgments of student	We can increase more of a home school connection that strengthens relationships through students, staff, and families across all educational realms.	By June 2021, improve climate survey results from least implementation to supportive environment as measured by the 5 Essential or School based Surveys. By June 2022, improve climate survey results from least implementation to supportive environment as measured by the 5 Essential or School based Surveys.

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Provide your priority description (Using a SMART GOAL format)	Root Cause are the root causes of the situation within our sphere of control?	Possible Solutions Potential ways to solve or correct the root cause.
<p>Reading: By June 2021, 31% (up from 21%) of all students without IEPs in grades 1-2 (2021) K (2022) will meet or exceed their End Of Year RIT score in the area of reading on the NWEA MAP Assessment. Grades 1-2 (2022) ____% TBD will meet Aimswebplus benchmark data on the End Of Year Oral Reading Fluency Assessment.</p> <p>By June 2022, 35% (up from 21%) of all students without IEPs in grades 1-2 (2021) K (2022) will meet or exceed their End Of Year RIT score in the area of reading on the NWEA MAP Assessment. Grades 1-2 (2022) ____% TBD will meet Aimswebplus benchmark data on the End Of Year Oral Reading Fluency Assessment.</p>	<p>Phonemic Awareness Word Recognition Foundational Skills Lack of exposure, interest, and resources Academic vocabulary Problem - Solving Understanding Depth of Knowledge Higher order thinking skills Reading Comprehension</p>	<p>Enhance effectiveness of Professional Learning Communities to dive deeper into the data and provide strategies that can assist grade-level teams in rigorous targeted reading instruction</p> <p>Utilize interventions provided through curriculum with fidelity and incorporate online computer programs to provide students with additional support</p> <p>Establish student goal setting in reading to help build student confidence, spark interest in reading, develop higher - order thinking skills and increase written and oral communication</p> <p>Dedicate time daily for choice reading such as audio, visual, and computer based</p>
If we:	Then...	Which leads to...
<p>If we enact a strategic analysis of the data, we can take a deeper dive into students' individual learning continuums and provide more rigorous small groups, differentiated instruction, peak student interest through available resources, and provide teachers with additional professional development.</p>	<p>Through the use of the available reading curriculum and resources, we can attain an exceptional academic level of achievement.</p> <p>Teachers will provide high quality instruction and promote a genuine love for reading.</p> <p>Through the development of critical thinking skills, students will articulate a deeper understanding of reading practices and application of content.</p>	<p>By June 2021, 31% (up from 21%) of all students without IEPs in grades 1-2 (2021) K (2022) will meet or exceed their End Of Year RIT score in the area of reading on the NWEA MAP Assessment. Grades 1-2 (2022) ____% TBD will meet Aimswebplus benchmark data on the End Of Year Oral Reading Fluency Assessment.</p> <p>By June 2022, 35% (up from 21%) of all students without IEPs in grades 1-2 (2021) K (2022) will meet or exceed their End Of Year RIT score in the area of reading on the NWEA MAP Assessment. Grades 1-2 (2022) ____% TBD will meet Aimswebplus benchmark data on the End Of Year Oral Reading Fluency Assessment.</p>

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Provide your priority description (Using a SMART GOAL format)	Root Cause What are the root causes of the situation within our sphere of control?	Possible Solutions Potential ways to solve or correct the root cause.
<p>Mathematics: By June 2021, 21% (up from 11%) of all students without IEPs will demonstrate growth in the area of math and will meet or exceed their End of Year RIT score on the NWEA MAP Assessment. Grades 1-2 (2021) ____% TBD will meet Aimswebplus benchmark data on the End of Year Math Fact Fluency Assessment. K (2022) ____% (TBD) will meet Aimswebplus benchmark data on the End of Year Number Naming Fluency Assessment.</p> <p>By June 2022, 31% (up from 11%) of all students without IEPs will demonstrate growth in the area of math and will meet or exceed their End of Year RIT score on the NWEA MAP Assessment. Grades 1-2 (2021) ____% TBD will meet Aimswebplus benchmark data on the End Of Year Math Fact Fluency Assessment. K (2022) ____% (TBD) will meet Aimswebplus benchmark data on the End Of Year Number Naming Fluency Assessment.</p>	<p>High turnover rate with administrators and teachers Mobility rate of students Lack of Parental Involvement Teacher Training Parents inability to understand the curriculum and Common Core State Standards Economic Condition Lack of awareness and motivation Poor relationships due to conflicts among school and community members Environmental contextual and societal problems Underdeveloped social skills</p>	<p>Implement Professional development strategies taught during training in all areas of curriculum</p> <p>Utilize interventions provided through curriculum with fidelity and incorporate online computer programs</p> <p>Establish student goal setting in mathematics to help build student confidence, interest, higher order thinking skills and make space for curiosity</p> <p>Emphasize conceptual over procedural of math concepts</p> <p>Provide authentic problems to increase student’s drive to engage with math</p> <p>Provide hands on experience using manipulatives to gauge students’ understanding and increase engagement</p>
If we:	Then...	Which leads to...
<p>If we execute a strategic analysis of the data, we can take a deeper dive into students' individual learning continuums and provide more rigorous small groups, differentiated instruction, peak student interest through available resources, and provide teachers with additional professional development.</p>	<p>Through the use of the available math curriculum and resources we can attain a superior academic level of achievement. Teachers will provide high quality instruction and promote a genuine desire for mathematics. Through the development of critical thinking skills, students will articulate a deeper understanding of mathematical practices and application of content.</p>	<p>By June 2021, 21% (up from 11%) of all students without IEPs will demonstrate growth in the area of math and will meet or exceed their End of Year RIT score on the NWEA MAP Assessment. Grades 1-2 (2021) ____% TBD will meet Aimswebplus benchmark data on the End of Year Math Fact Fluency Assessment. K (2022) ____% (TBD) will meet Aimswebplus benchmark data on the End of Year Number Naming Fluency Assessment.</p> <p>By June 2022, 31% (up from 11%) of all students without IEPs will demonstrate growth in the area of math and will meet or exceed their End of Year RIT score on the NWEA MAP Assessment. Grades 1-2 (2021) ____% TBD will meet Aimswebplus benchmark data on the End Of Year Math Fact Fluency Assessment. K (2022) ____% (TBD) will meet Aimswebplus benchmark data on the End Of Year Number Naming Fluency Assessment.</p>