



Sunny View Elementary 2026-27 School Improvement Plan

Sunny View Elementary has identified attendance, literacy, mathematics, and science as priority areas for the 2026–2027 School Improvement Plan. These priorities were selected based on student achievement, growth, attendance, and school performance data. Through targeted evidence-based instruction, collaborative data analysis, early intervention, family engagement, and consistent progress monitoring, SVE will work toward increasing the school's overall achievement score from 71% to 80; increasing grade level proficiency (all subjects) from 68.6% to 80%; meeting or exceeding growth in all subjects; and achieving an overall School Performance Grade of B.

	Baseline Date	Priority Goals	Evidence- Based Strategies and Action Steps	Professional Development	Resource Allocation	Progress Monitoring Dates
Attendance	18.6% of SVE students were chronically absent during the 2025-2026 school year. Chronic absenteeism is defined as missing 10% or more of the days a student is enrolled in school.	By the end of the 2026–2027 school year, Sunny View Elementary will reduce the percentage of students identified as chronically absent from 18.6% to 12% or less .	Review attendance data at least monthly; identify students approaching chronic absenteeism before they reach the 10%; make early parent contact as patterns of absence develop; use positive attendance incentives and recognition; conduct individual problem-solving meetings with families of chronically absent students.	Staff training on chronic absenteeism versus truancy, early warning indicators, relationship-based attendance interventions, and documentation of family communication.	Attendance incentives, family engagement resources, counselor/social worker support, Infinite Campus attendance reports, transportation/c ommunity resources, and funds for student recognition.	Review attendance monthly , with staff. Track overall attendance rate, number and percentage of students chronically absent, students approaching the 10% threshold, and the attendance of students receiving academic interventions.

	Baseline Date	Priority Goals	Evidence- Based Strategies and Action Steps	Professional Development	Resource Allocation	Progress Monitoring Dates
Literacy	The percentage of Sunny View Elementary Students demonstrating grade-level proficiency in Literacy at the end of the 2025-2026 School Year was 63.5% .	By the end of the 2026–2027 school year, Sunny View Elementary will increase the percentage of students demonstrating grade-level literacy proficiency to 80% , as measured by appropriate state and district literacy assessments.	Implement regular data meetings focused on literacy; use mCLASS and classroom assessment data to identify individual skill deficits; provide additional targeted small-group instruction and intervention through Book Clubs; strengthen Tier 1 literacy instruction utilizing UFLI; monitor students receiving Title I and EC support; incorporate explicit vocabulary and comprehension instruction across content areas; and use progress monitoring data to regroup students rather than waiting until benchmark assessment periods.	Using mCLASS data, differentiated small-group instruction, vocabulary and comprehension strategies, and analyzing student work and assessment results.	Title I personnel, intervention materials, decodable and grade-level texts, mCLASS resources, instructional technology, planning time for Book Club, and supplemental reading materials.	Follow district intervention cycles to determine whether or not interventions are successful by reviewing BOY, MOY, and EOY mCLASS data, NC Check-Ins, classroom assessments, progress monitoring data. Participate in school and district data review sessions to analyze data and plan for next steps.

	Baseline Date	Priority Goals	Evidence- Based Strategies and Action Steps	Professional Development	Resource Allocation	Progress Monitoring Dates
Math	The percentage of Sunny View Elementary Students demonstrating grade-level proficiency in Math at the end of the 2025-2026 School Year was 80.8% .	By the end of the 2026–2027 school year, Sunny View Elementary will increase mathematics proficiency to 85% .	Use formative assessments to identify standards students have and have not mastered; conduct math data discussions, provide targeted small-group intervention and enrichment; emphasize number sense, mathematical reasoning, and problem solving; vertically align mathematical vocabulary and instructional strategies.	Data-driven math instruction, differentiation, mathematical discourse, problem-solving strategies, use of manipulatives/concrete-representational-abstract instruction, expose students to multi-step problems, constructed responses, grade-level rigor, and opportunities for students to explain their mathematical thinking.	Math manipulatives, intervention materials, digital resources, planning, Title I and EC support, and supplemental materials aligned with NC math standards.	Formative assessments every 3–6 weeks, NC Check-Ins, quarterly benchmark data, intervention progress monitoring, classroom walkthroughs, student work samples, EVAAS/growth data when available, and EOG results.

	Baseline Date	Priority Goals	Evidence- Based Strategies and Action Steps	Professional Development	Resource Allocation	Progress Monitoring Dates
Science	The percentage of Sunny View Elementary fifth grade students demonstrating grade-level proficiency in Science at the end of the 2025-2026 School Year was 47.1% .	By the end of the 2026–2027 school year, Sunny View Elementary will increase science proficiency to at least 75% , as measured by the North Carolina End-of-Grade Science assessment.	Use standards-aligned lessons with hands-on science investigations in K-5; intentionally integrate informational reading, vocabulary, writing, and evidence-based responses into science instruction; identify priority science standards. Use NC Check-Ins to identify areas for reteaching and enrichment.	NC science standards, inquiry-based/hands-on science instruction, integrating literacy into science, academic vocabulary, integrating the arts into science professional development sessions provided by TFAC/Lori Lonin.	Smithsonian and other science kits/materials, consumable experiment supplies, informational texts, digital science resources, planning time, and community partnerships (Champions For Wildlife and Ag in the Classroom).	NC Check-In assessments, classroom formative assessments, student work samples, walkthrough observations, and state science assessment results.

2026-27 School Improvement Team for Sunny View Elementary

Title	Name	Signature
Principal	Ronette C. Dill	Ronette C. Dill
School Counselor	Monica Barber	Monica Barber
Teacher of the Year	Ginger Turner	Ginger Turner
K-2 Representative	Lydia Ramsey	Lydia Ramsey
3-5 Representative	Jamie McGinnis	Jamie McGinnis
Support Staff Representative	April Crowder	April Crowder
K-2 Parent Representative	Kendra Turner	Kendra Turner
3-5 Parent Representative	Kristin Smith	Kristin Smith

Title	Name	Signature
PreK TA	Abby Holden	Abby Holden
Pre-k Teacher	Laura Jane Howald	Laura J. Howald
5th Grade Teacher	Stephanie Blanton	Stephanie Blanton
3rd Grade Teacher	Ch. p Cash	Chp Cash
K- Assistant	Heather Bailey	Heather Bailey
1st Grade Teacher	Brandi Roddy	Brandi Roddy
Assistant/library	Jackie Medford	Jackie Medford
EC Teacher	Barbara Deese	Barbara Deese
Speech Pathologist	Jennifer Young	Jennifer Young
Title One	Heather Smith	Heather Smith
P.E	Deshea Briscoe	Deshea Briscoe
1st Grade TA	Amanda McComas	Amanda McComas
Secretary / Data manager	Angie Wilson	Angie Wilson