



# SUNSET VIEW ELEMENTARY SCHOOL



**SUCCESS FOR EVERY STUDENT:  
THE PROVO WAY**

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## **School Improvement Plan 2019-20**

**EVERY STUDENT WILL END EACH SCHOOL YEAR HAVING MET OR EXCEEDED THE ESSENTIAL LEARNING STANDARDS, FULLY PREPARED FOR THE NEXT GRADE/COURSE.**

## INTRODUCTION

The students and educators of Provo City School District enjoy a legacy of commitment and caring in a community rich with diversity. The community has rallied to support the building of four new schools, and rebuilding five schools, in the past decade. This community support and interest in its schools has been a hallmark of Provo City.

## GOALS

Superintendent Keith Rittel and the Board of Education define the aim for the district improvement plan:

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*Every student will end each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.*

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Because, as emphasized by Connie Moss and Susan Brookhart in *Learning Targets*, “our beliefs are the best predictors of our actions in any situation,” the district aim statement establishes our core belief and is the foundation of the actions we plan and take.

And, this belief predicts our actions –

- We have an improvement plan that focuses on student outcomes.
- We will execute our plan together.
- We will review and measure our performance.
- We will continuously improve teaching and learning.



### Board of Education Goals

Our actions will focus on achieving five goals set by the board of education:

1. Continuous academic improvement and transparency.
2. Support for teachers and teaching aligned with research, best practices, and teacher-identified needs.
3. Improved certainty and stability in the direction of the district.
4. Financial prioritization, long-term planning, and transparency.
5. 91% of students receiving a high school diploma.

Additionally, the district commits to the state goal of ensuring reading proficiency for students by the end of third grade.

**SCHOOL PLANNING TEAM**

*Include administration, teachers, staff members, parents and community members*

<b>Principal</b> Chris Chilcoat	<b>Facilitator</b> LeeAnn Parker	<b>TI Coordinator</b> Lance Vandermark
<b>Teacher</b> Sepi Ika Carrie Crowe	<b>Teacher</b> Diane Southwick Taylor Kinsey	<b>Teacher</b> Heather Hollman Stephanie Merris
<b>Parent</b> Mandy Young Gerberta Black	<b>Parent</b> Tammy Hopkins Roni Cummings	<b>Parent</b> Mindy Plagge

**SCHOOL DEMOGRAPHICS**

<b>Student Count</b> (enter # of students)	<b>PreK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>
	35	77	70	67	76	98	92	100	615
<b>English Language Learners</b> (enter # of students) 28% EL	TBT	13 students 17%	18 students 26%	20 students 30%	25 students 33%	27 students 28%	34 students 37%	35 students 35%	172 students 28%

<b>Ethnicity</b>	<u>Caucasian</u> 50%	<u>African American</u> 1%	<u>Latino</u> 39%	<u>Asian</u> 1%	<u>Native American</u> 1%	<u>Pacific Islander</u> 7%	<u>Other</u> 1%
<b>Gender</b>	Male: 52%      Female: 48%						
<b>Low Socio-Economic</b>	68%						

Are you a TSI School?  Yes \_\_\_\_\_ No

If yes, please list the area(s) for Targeted Support:

SPED

ELL

### Goals at a Glance FY20

Required Goal Areas	Goal(s)	Essential Implementation Components
English Language Arts	75% of students will make typical, above, or well above growth on ACADIENCE Pathways of Progress (MOY and EOY)	Focus on Pathways of Progress and <b>progress monitoring data to drive the interventions for each student, with specific focus on EL and SWD</b> . Keep interventions focused on the specific skills that students need in order to keep their growth progressing.
Mathematics	65% of students will pass their grade level common assessments in math with a score of 80% or higher.	Use of formative Assessments across the grade level to drive instruction to allow tier 1 and tier 2 to meet the needs of the class. Use the results of common formative assessments to <b>drive interventions that are focused on specific skills, for each student (including EL and SWD)</b> .
PBIS	We will reduce the number of office referrals and suspensions regarding discipline by 25%.	Use SOAR cards to reinforce positive behavior. Use SOAR Squad and Kindness club to teach student leaders skills that can be used to have peer-influence positive behavior. Use student issued SOAR cards to reinforce that students and adults are watching for, and rewarding, positive behavior. <b>Ensure equity for all students.</b>
Diversity & Equity	<p><b>We will increase communication with parents and continue to offer translations of all documents that are being sent home.</b></p> <p>At Sunset View we believe in including members of diverse backgrounds in leadership and school decision making. <b>Our goal is to include more parents of diverse backgrounds in our PTA and parent planning committees (PEC, SCC).</b></p>	<p><b>We are recruiting more parents from diverse backgrounds to join our PTA, PEC, and SCC. Communications will be translated. information is being emails to parents, sent home in backpacks, and shared via our school website and social media accounts.</b></p>
English Learners	<p><b>75% of EL students will make 0.4% growth of higher.</b></p> <p>15% of 3rd grade, 10% of 4th grade, 13% of 5th grade, and 7% of 6th grade EL students were proficient on RISE ELA in the 2018/2019 school year. Our goal is for 20% of EL students to be proficient on RISE ELA in the 2019/2020 school year.</p>	<p>There is a focus on EL strategies this year. We are looking at students' individual domain areas and looking at strategies that target those lowest domains in the tier 1 classroom. Small Group EL groups are domain focused and rotating to a new domain every 15 instructional days. Teachers will be more intentional with the EL strategies used in tier 1 instruction.</p>

	19% of 3rd grade, 7% of 4th grade, 13% of 5th grade, and 13% of 6th grade EL students were proficient on RISE Math in 2018/2019 school year. Our goal is for 20% of EL students to be proficient on RISE Math in the 2019/2020 school year.	
Parent Engagement	<p>Increase the <b>representation of cultural diversity in school committees</b> (PTA, SCC, PEC)</p> <p>Parents will regularly participate in school activities and communicate with school staff members, particularly when they are concerned about their child's learning, <b>including parents of English Language Learners.</b></p>	We are recruiting more parents from diverse backgrounds to join our PTA, PEC, and SCC. Good News postcards are being sent home to encourage positive communication. All contact information, including social media, is being shared with parents.
<b>School Selected Goals</b>		
Teacher Clarity	Teachers will unpack Language Arts standards using the Teacher clarity Playbook. Each grade level (K-6) will work on completing this throughout the school year.	Provide the time for teachers to work together using the Teacher Clarity Playbook. We will compile the standards when the teachers are completed with their unpacking.
Instructional Leadership	At least 35% of our fourth grade students will be proficient on the RISE (SAGE) Assessment.	Work with fourth grade teachers to create and use formative assessments to drive instruction. Administer the RISE Benchmarks to identify areas of weakness.
Repeated Readings	Teachers will determine which interventions to hold Monday-Thursday to meet the students' needs (95% group, SPIRE, Quick Reads, WonderWorks, ELL, Wonders T2, IEP's)	<b>Provide training to teachers as to what the available options are for each intervention. Train teachers to identify the skills that are necessary for each students and align the skill to the intervention that is prescribed for each student.</b>

**TITLE I REQUIREMENTS**

Title I Schools, please ensure the following required components are in your school plan:

<b>Title I Requirements</b>	<b>Identify &amp; summarize the area(s) where this component is addressed in the School Improvement Plan</b>
<i>Schoolwide reform strategies</i>	<p>3. <i>Instructional Leadership: We are increasing the number of students making typical or above progress on DIBELS as well as increasing the number of students making growth on SAGE/RISE. We are also decreasing the number of office referrals through the implementation of PBIS.</i></p> <p>4. <i>Teacher Clarity: Teachers will be using Success Criteria, Learning Targets daily in their lessons.</i></p>
<i>High quality professional development</i>	<p>1. <i>Active Learner: Teachers will receive PD on setting goals in Pathways of Progress.</i></p> <p>3. <i>Instructional Leadership: PD will be centered on taking student learning to a deeper level. Monthly EL PD will take place.</i></p> <p>4. <i>Teacher Clarity: Teachers will receive PD on teacher clarity and formative assessment.</i></p> <p>5. <i>Repeated Readings: Teachers will be trained on the MTSS model.</i></p>
<i>Strategies to increase parental engagement</i>	<p>2. <i>Active Parent Engagement: The school will continue its summer reading program, will work to send more books home with the students, and will work to increase communication by having teachers update their websites. Communication will be translated into Soanish prior to being sent home. We will use translation services for Conferences. We are using our social media to publicize what we are doing and to keep parents informed.</i></p>
<i>Measures to include teachers in decisions regarding the use of academic assessments</i>	<p>1. <i>Active Learner: Teachers will use DIBELS and Pathways of Progress to set growth goals for students.</i></p> <p>3. <i>Instructional Leadership: Teachers will use DIBELS data to create intervention groups for their classes.</i></p> <p>4. <i>Teacher Clarity: Teachers will use formative assessments that align to their learning targets and success criteria to gauge student progress from day to day.</i></p> <p>6. <i>Feedback: Teachers use their formative assessments to drive their instruction.</i></p>
<i>Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.</i>	<p>1. <i>Active Learner: Teachers set and review goals with students to set a trajectory showing how the student can get to grade-level or above.</i></p> <p>3. <i>Instructional Leadership: Interventions are focused on the specific skills where a student is struggling. Formative Assessments are used to determine the specific skills that need interventions.</i></p> <p>6. <i>Feedback: Teachers use formative assessment to scaffold and tailor instruction to meet the needs of the students in their classes.</i></p>
<i>Coordination and integration of Federal, State, and local services and programs</i>	<p>3. <i>Instructional Leadership: PBIS is implemented to target the negative behaviors in our school and to celebrate the positive behaviors.</i></p>

	<p>4. <i>Teacher Clarity: Teachers understand teacher clarity and use success criteria and learning targets in their classroom.</i></p> <p>5. <i>Repeated Readings: Teachers use of Wonders for tier 1 instruction. DIBELS is used to identify areas of concern. 95% ,SPIRE, and Wonders tier 2 are used to meet the needs of the student.</i></p>
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Components addressed in TI District plan: Instruction by HQ teachers, Strategies to attract HQ teachers to high-needs schools, Preschool transition

**TITLE III (EL) REQUIREMENTS**

All Schools, please ensure the following required components are in your school plan, specific to English Language Learners, **make text purple in plan for EL**

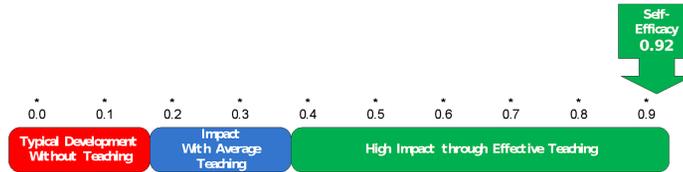
<b>Title III Requirements</b>	<b>Identify &amp; summarize the area(s) where this component is addressed in the School Improvement Plan</b>
<i>High quality professional development</i>	<i>3. Instructional Leadership: Teachers will receive monthly EL PD focused on Wonders and other strategies.</i>
<i>Strategies to increase parental engagement</i>	<i>2. Active Parent Engagement: Translators will be provided for Parent Teacher Conferences.</i>
<i>Student growth goals in English Language Development (ACCESS)</i>	<i>3. Instructional Leadership: 75% of students will make 0.4% growth or higher. 20% of students will be proficient on RISE for both Math and ELA.</i>
<i>Student growth goal (Core Instruction)</i>	<p><i>15% of 3rd grade, 10% of 4th grade, 13% of 5th grade, and 7% of 6th grade EL students were proficient on RISE ELA in the 2018/2019 school year. Our goal is for 20% of EL students in each grade level to be proficient on RISE ELA in the 2019/2020 school year.</i></p> <p><i>19% of 3rd grade, 7% of 4th grade, 13% of 5th grade, and 13% of 6th grade EL students were proficient on RISE Math in 2018/2019 school year. Our goal is for 20% of EL students to be proficient on RISE Math in the 2019/2020 school year.</i></p>
<i>Other based on school needs assessment (graduation, parent engagement, etc.)</i>	<i>n/a</i>

# 1. ACTIVE LEARNER (SELF-EFFICACY)

## STUDENT FACTORS – PHASE 1

### DEFINITION

Students who believe they can learn will be motivated to master the learning targets and persistently be able to use the success criteria to measure success.



### EVIDENCE OF IMPLEMENTATION

- Students will demonstrate grit/perseverance/a growth mindset in their learning.
- Students demonstrate a belief that, with work, they can learn difficult concepts and skills.
- Students will know learning targets and success criteria and will seek feedback as they assess themselves in their learning.

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
1. 75% of Sunset View students will make typical or above typical growth on DIBELS Pathways of Progress (MOY and EOY).	28% of our students are making below or well below typical progress on DIBELS Pathways of Progress.	Students were progress monitored inconsistently.	1. Students will take DIBELS BOY.	Beginning of the school year (September)	Teachers and students	None
		There is a need for tier 1 instruction to be more scaffolded to the diverse needs of the students in the class.	2. Teachers and students will set Pathways of Progress goals on DIBELS.	Beginning of the school year (September)	Lance, Teachers and students	None
		Students need more time to be immersed in text as a class and individually.	3. Students will be progress monitored according to DIBELS recommendations, including survey level PM	As needed/ recommended throughout each term.	Teachers and students	None

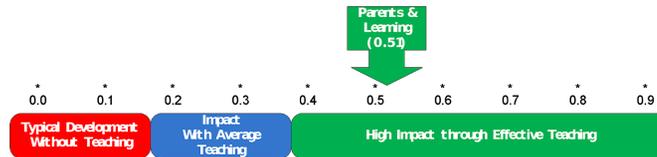
			<p>4. Teachers will review goals with students after each progress monitor.</p> <p>5. Teachers will receive professional development on using tier 1 instruction to meet the needs of students.</p> <p>6. Students will engage in diad reading.</p>	<p>As progress monitoring is completed, as well as following MOY and EOY</p> <p>PD 3rd Tuesday of every month, TLC on the 2nd Tuesday of every month throughout the year as well as district PD days August 10, October 22, January 21, and February 18.</p> <p>EL PD will be once a month for 30 minutes</p> <p>Students will buddy read across grade levels</p>	<p>Lance, Teachers and students</p> <p>Leadership team as assigned by Chris, Teachers</p> <p>Lance</p> <p>Classroom Teachers, Admin</p>	<p>None</p> <p>None</p> <p>\$500 7612</p> <p>None</p>
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## 2. ACTIVE PARENT ENGAGEMENT

### HOME FACTORS – PHASE 1

#### DEFINITION

Parents actively engaged in their child’s learning at school and at home.



#### EVIDENCE OF IMPLEMENTATION

- Parents create a home environment that promotes and supports education.
- Parents have high expectations for their child’s learning.
- Parents regularly participate in school activities and communicate with school staff members, particularly when they are concerned about their child’s learning.

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
<p>1. 80% of students using take home library will read 15 minutes each night. (Learning Goal; Type 2, 4, 6)</p> <p>2. Communication will be sent home via multiple media (weekly email, paper newsletters, school website) All materials are translated in spanish and other languages by request. At parents evenings,</p>	<p>Conversations with parents, teachers, and students show that there is inconsistency with reading in the home.</p> <p>Students need to be reading at home for enjoyment with parents or siblings.</p> <p>The school needs to clearly communicate grade-level expectations to the parents.</p>	<p>There is a language barrier between the school and some families.</p> <p>There are a lack of resources in the home .</p> <p>There is a lack of understanding of developmental benchmarks for students at each grade-level.</p> <p>There is inconsistent communication</p>	<p>1. Students will check out books from the school each week.</p> <p>2. We will be consistent with the Take Home Library and with encouraging students to return their books for a new one so they can reach the goal of 15 minutes per nights.</p> <p>3. The school will continue our Summer Reading Program.</p>	<p>Weekly</p> <p>Daily</p> <p>Each Wednesday of the summer vacation</p>	<p>Karalee, Teachers Students</p> <p>Parents, Students, Paras, Teachers, Lance</p> <p>Chris, Karalee.</p>	<p>\$5,000 (\$200 per teacher for classroom libraries) (0060)</p> <p>\$300 replacement books (7502)</p> <p>\$200 supplies (7502)</p> <p>\$400 librarian Hours (7501)</p>

<p>events, and activities spanish translations will be available. (Behavior Goal; type 2)</p> <p>3. Increase the representation of cultural diversity in school committees (PTA, SCC, PEC). Our goal is to increase our diverse representation to 10%. This will be measured this year; begin data collection.</p>		<p>between teachers and parents on academic expectations.</p>	<p>4. The school will send more books home.</p> <p>5. Allow more student choice in selecting what they are reading.</p> <p>6. Postcards</p> <p>7. The school will train teachers on updating their websites.</p> <p>8. Teachers will share grade-level essentials with the parents for literacy and math.</p> <p>9. The school will hold parent workshops addressing how to help students with academics</p>	<p>At parent activities/Recognition assemblies</p> <p>Daily</p> <p>Teachers will send home Good News Postcards at least twice a month</p> <p>Professional development before school starts: August 9</p> <p>Ongoing throughout the year/PTC/Grade level activities</p> <p>Math Day</p> <p>ELA Day</p>	<p>Administrative Team, Parent Action Team</p> <p>Parents, Teachers, Students</p> <p>Lance, Teachers</p> <p>Chris, District Technology Department</p> <p>Teachers</p> <p>Lance, Teachers</p>	<p>\$500 Supplies/Books (7502)</p> <p>\$500 Raffles for books (0060)</p> <p>\$1,000 Raffles for books (7502)</p> <p>No cost</p> <p>\$250 Postcards (7502)</p> <p>\$525 Stamps (7502)</p> <p>No cost</p> <p>\$200 Paper and ink (7502)</p> <p>\$2,400 Supplies, fliers (\$1200 per event) (7502)</p>
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<p>4. Parents regularly participate in school activities and communicate with school staff members, particularly when they are concerned about their child's learning, including parents of English Language Learners.</p>	<p>The majority of our parent engagement events have been to build our school culture.</p> <p>We would like to maintain our school culture and offer new opportunities for parents to receive information on a variety of topics.</p> <p>Only one of the parent engagement events last year was focused on informing parents of educational/academic resources.</p>	<p>There is a language barrier between the school and some families.</p> <p>Parents time and schedules can be restrictive.</p>	<p>1. The school will hold Breakfast with the Principal to inform parents and students about grade level norms.</p> <p>2. The school will host the annual Dragon Dash.</p> <p>3. The school will hold Parent Teacher Conferences and provide spanish translations.</p> <p>4. The school will host a STEM Night.</p> <p>5. The school will host a Cultural Night.</p> <p>6. Latin Night</p> <p>7. Boulders BBQ</p>	<p>September</p> <p>October 11</p> <p>November 6-7 and February 5-6</p> <p>January 17</p> <p>March 25</p> <p>TBA</p> <p>TBA</p>	<p>Chris, Lance, Parent Action Team</p> <p>Lance, LeeAnn</p> <p>Teachers, Parents, Students</p> <p>Lance, Parents, Students</p> <p>Lance, Teachers, Parents, Administration</p> <p>Carrie, Lance, Chris,</p> <p>Lance, Chris, LeeAnn</p>	<p>\$550 Breakfast food and fliers (7502)</p> <p>\$400 Supplies (7502)</p> <p>\$400 Grade level at home supplies (7502)</p> <p>\$100 Online scheduler (7502)</p> <p>Translators gift cards (7612) \$650</p> <p>\$600 Supplies (7502)</p> <p>\$1,600 Supplies for each grade level (each gets \$200, PreK-6) (7502)</p> <p>\$1,000 (7502)</p> <p>\$650 (7502) Teacher gift cards</p> <p>TI Grant</p>
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POSSIBLE HELP//IDENTIFY TYPE OF GOALS -- TYPE 1: PARENTING; TYPE 2: COMMUNICATING; TYPE 3: VOLUNTEERING; TYPE 4 LEARNING AT HOME; TYPE 5 DECISION MAKING; TYPE 6: COLLABORATING WITH COMMUNITY

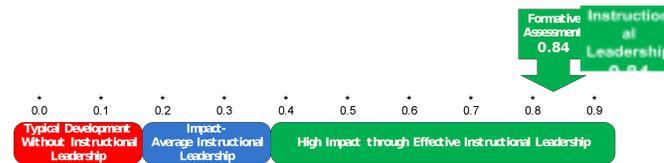
**\*\*ELL - IDENTIFY SPECIFIC STRATEGIES FOR PARENTS OF ENGLISH LANGUAGE LEARNERS**

### 3. INSTRUCTIONAL LEADERSHIP

#### SCHOOL FACTORS – PHASE 1

##### DEFINITION

Administrators focus on teaching and learning—especially measurable student progress—to help ensure student and teacher success.



##### EVIDENCE OF IMPLEMENTATION

- Administrators make instructional decisions based on student achievement data.
- Administrators demonstrate strong pedagogical skills and knowledge.
- Administrators focus their schools on student learning by measuring learning, providing coaching and clinical supervision, and communicating goals and progress.

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
1. ACADIENCE - 75% of students will show typical or above typical progress on DIBELS MOY and EOY.  2. We will reduce the number of office	Based on the data below, as well as classroom observations, we need to focus our tier 1 literacy on moving from surface, to deep, to transfer.	Teachers don't feel like they have the time to move from surface to deep understanding due to time restrictions in their schedule and the amount of content they have to cover.	1. We will use data to drive our instruction, specifically what we collect from DIBELS and Pathways of Progress goals.  2. Interventions will be focused on specific student needs, as	After BOY set goals on Pathways of Progress and check on them as progress monitoring is happening	Teachers, Leadership Team	\$3,500 Subs for DIBELS benchmarks (24 subs x \$90 x 3 benchmarks) (7503)  \$3,000 Subs for DIBELS benchmarks (24 subs x \$90 x 3 benchmarks) (0060)

<p>referrals and suspensions regarding discipline by 25%.</p> <p>3. We will reduce teacher talk and increase student interaction during lessons. The research shows that there should be a 50/50 ratio between student and teacher talk.</p> <p>4. 65% of students will pass their grade level common assessments in math with a score of 80% or higher.</p> <p>5. 75% of EL students will make 0.4% growth of higher.</p> <p>15% of 3rd grade, 10% of 4th grade, 13% of 5th grade, and 7% of 6th grade EL students were proficient on RISE ELA in the 2018/2019 school year. Our goal is for 20% of EL students to be proficient on RISE ELA in the 2019/2020 school year.</p> <p>19% of 3rd grade, 7% of 4th grade, 13% of 5th grade, and 13% of 6th grade EL students</p>	<p><b>ACADIENCE Data</b></p> <p>These are the percentage of students that were making typical or better growth at the end of the 2017-2018 school year.:</p> <p>K: 62%</p> <p>1st: 51%</p> <p>2nd: 81%</p> <p>3rd: 72%</p> <p>4th: 73%</p> <p>5th: 86%</p> <p>6th: 86%</p> <p>Schoolwide: 73%</p> <p>Pathways of Progress Growth : 59%</p> <p><b>RISE Data - Literacy</b></p> <p>3rd: 47% Proficient</p> <p>4th: 35% Proficient</p> <p>5th: 45% Proficient</p> <p>6th: 48% Proficient</p> <p><b>RISE Data - Math</b></p> <p>3rd: 43% Proficient</p> <p>4th: 34% Proficient</p>	<p>Behavior has gotten in the way of student learning.</p>	<p>shown by evidence. well teachers and paraprofessionals are needed to effectively implement 95% Group and SPIRE with fidelity.</p> <p>3. Classroom walkthroughs will collect data on noting the amount of teacher talk v. student talk that is happening in the classrooms.</p> <p>4. Teachers will receive PD on strategies to help transfer knowledge</p>	<p>Ongoing MTSS evaluated and regroups once a month.</p> <p>Training on math interventions using IXL</p> <p>Monthly</p> <p>Once a month at a Tuesday PD.</p>	<p>Teachers, Lance</p> <p>Chris</p> <p>Leadership Team</p>	<p>\$135,010 Paraprofessionals (7501)</p> <p>\$480 95%Group Training Subs (6 subs x \$80)September 12 and October 24 (7504)</p> <p>\$1,000 95% Group Supplies (7503)</p> <p>\$1,250 95% Bridging the Gap conference registration for grade level leads and Title I Coordinator (7504)</p> <p>\$560 Subs for the conference(7 subs x \$80) (7504)</p> <p>\$2375IXL License (7503) (district grant)</p> <p>None</p> <p>\$500 Supplies (7504)</p> <p>\$800 Ink Replacement (7504)</p>
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<p>were proficient on RISE Math in 2018/2019 school year. Our goal is for 20% of EL students to be proficient on RISE Math in the 2019/2020 school year.</p> <p>6. 75% of students will make typical or better growth on Pathways of Progress.</p> <p>7. At least 46% of our fourth grade students will be proficient on the RISE Math Assessment.</p> <p>At least 50% of our fourth grade students will be proficient on the RISE Literacy Assessment.</p>	<p>5th: 50% Proficient 6th: 43% Proficient</p> <p><b>Behavior Data:</b></p> <p>August - May : 269 office referrals</p> <p>29 student suspensions.</p> <p><b>ACCESS Data:</b></p> <p>FY 18 41% of EL students made 0.4% Growth</p>		<p>from surface to deep (Visible Learning).</p> <p>5. Learning Targets and Success Criteria (teacher clarity) will be used to help students know where they are in the learning process. This will include professional development with modeling.</p> <p>6. Monthly formative common assessments will be administered to determine needs for differentiated instruction.</p> <p>7. EL PD will be administered once a month according to need (Wonders EL, WIDA Can Do, etc.)</p> <p>8. Hire an instructional assistant to support teachers with EL</p>	<p>Teachers will use LT and SC daily.</p> <p>PD will be delivered at the district training in August, October, January, and February.</p> <p>New teachers will be trained at orientation.</p> <p>Monthly</p> <p>Monthly</p> <p>September</p>	<p>Leadership Team, Teachers</p> <p>Teachers</p> <p>Lance, Teachers</p> <p>Lance</p>	<p>None</p> <p>\$6,480 (3 full day subs x 24 teachers x 90) Teacher team collaboration time</p> <p>\$3,240 (7504)</p> <p>\$3,240 (5226)</p> <p>Sep 17-28</p> <p>Jan 28-Feb5</p> <p>March 18-17</p> <p>\$500 PD Supplies (7612)</p> <p>\$13,962 EL Para(7612)</p>
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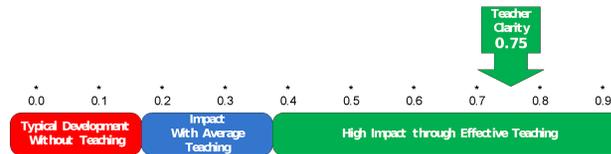
			instruction throughout the school.			
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## 4. TEACHER CLARITY

### TEACHER FACTORS – PHASE 1

#### DEFINITION

Teacher clarity is the effective use of learning targets, success criteria, performances of understanding, feedback, and formative assessment.



#### EVIDENCE OF IMPLEMENTATION

- Teachers post, share, and embed learning targets with success criteria in daily lessons to promote self-regulated learners.
- Teachers assess students and give targeted feedback based on success criteria.
- Teachers elicit and apply student feedback to improve instruction.
- Teachers foster student ownership of learning.

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
1. 75% of the teachers at Sunset View will use LT and SC in most lessons.	At the end of the 2017-2018 school year, 70% of teachers at Sunset View were using Learning Targets and Success Criteria.	Not all teachers have received proper training on Learning Targets and Success Criteria.  New teachers are still learning how to execute Learning Targets and Success Criteria in the classroom.	1. Provide PD on Teacher Clarity with veteran and new teachers.	Throughout the year and on the district PD days.	Leadership Team, Chris	None
			2. Find time to train specialty teachers.	Once a term.	Leadership Team, Chris	None
			3. Walkthroughs to provide feedback to teachers on their use of Learning Targets and Success Criteria.	Weekly	Chris, LeeAnn	None

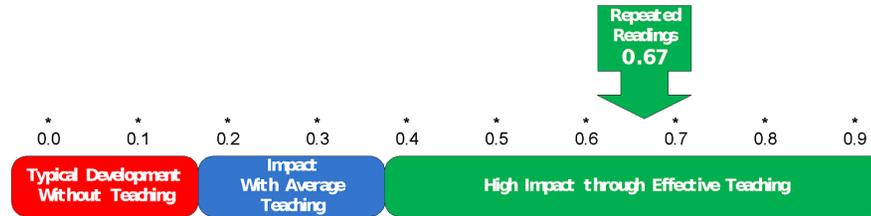
<p>2. Teachers will use formative assessments, based on SC, daily to drive students learning.</p>	<p>At the end of the 2017-2018 school year, 70% of teachers at Sunset View were using Learning Targets and Success Criteria.</p>	<p>Not all teachers have received proper training on Learning Targets and Success Criteria.</p> <p>New teachers are still learning how to execute Learning Targets and Success Criteria in the classroom.</p>	<p>1. PD on formative assessment</p>	<p>4 weekly PD days</p>	<p>Leadership Team</p>	<p>None</p>
			<p>2. Quarterly meetings with grade level teams to discuss data.</p>	<p>Once a quarter on Fridays</p>	<p>Chris, LeeAnn, Teachers</p>	<p>None</p>
			<p>3. Grade level teams will meet every 4 weeks to determine interventions.</p>	<p>Every 4 weeks on a Friday. Data from teachers due on the Wednesday before.</p>	<p>Teachers</p>	<p>None</p>
			<p>4. TLCs meet to focus on formative assessments.</p>	<p>Second Friday of each month.</p>	<p>Teachers</p>	<p>\$1850 TLC Team Lead stipend (0060)</p>
			<p>5. Teachers will work with tier teams to unpack their grade level ELA standards using the TEacher Clarity Playbook as a guideline. This will allow teachers to break down learning targets, success criteria, and formative assessments for each standard.</p>	<p>Ongoing time for teachers to work and meet together</p>	<p>Chris</p>	<p>None</p>

## 5. REPEATED READINGS

### CURRICULUM FACTORS – PHASE 1

#### DEFINITION

Repeated readings in curriculum means curricular materials provide beginning readers with short passages of text to reread until a satisfactory level of fluency is achieved.



#### EVIDENCE OF IMPLEMENTATION

- Elementary ELA curricular materials include texts for repeated readings and guidance to teachers on their use.
- Elementary ELA curricular materials guide teachers in knowing how and when to use the repeated reading method.
- Supplementary and intervention ELA curricula, for struggling readers, includes repeated reading to build student fluency.

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
1. Teachers will use Wonders passages to practice fluency.	Students needs multiple opportunities with the same text to build their fluency.	Students don't have the background knowledge to successfully read the text fluently the first time.	1. Provide training on Wonders usage for repeated readings.	As needed by the teachers.	Lance, LeeAnn	None
2. Teachers and administrators will use the MTSS model to identify the needs of the students for interventions.	Sunset View has newer teachers who need to learn how we use the MTSS model to help struggling students.	There has been a high teacher turnover at Sunset View.	1. Train teachers on how MTSS model works.	Beginning of the school year with refreshers as needed throughout the year  Summer	Leadership Team  Leadership Team	None  None

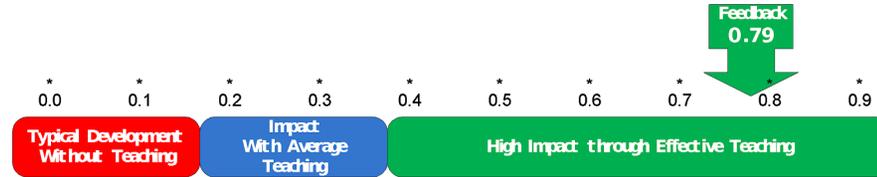
			<p>2. Create a schedule or data entry</p> <p>3. Train teachers and provide screeners and diagnostics to the students after BOY DIBELS</p>	After the BOY is administered in SEptember	Leadership Team, Teachers	None
3. Teachers will determine which interventions to hold Monday-Thursday to meet the students' needs (95% group, SPIRE, Quick Reads, WonderWorks, ELL Wonders, IEP's)	We are a highly impacted school with many struggling readers.	Students are struggling with phonemic awareness, phonics, and multisyllabic words.	1. Provide training on the different interventions available	Summer 2018 and throughout the 2018-2019 school year	Leadership Team, Teachers	None

## 6. FEEDBACK

### TEACHING APPROACH FACTORS – PHASE 1

#### DEFINITION

Feedback is timely information about the performance of a task, given from one person to another. Teachers give feedback to students, students give feedback to teachers, and teachers train students to give peer feedback.



#### EVIDENCE OF IMPLEMENTATION

- Teachers provide timely feedback to students throughout the learning process.
- Teachers seek feedback from students to improve instruction.
- Teachers and students base feedback on success criteria.

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
1. Teachers use data to form formative assessments to drive instruction.	Educators tailor instruction, interventions, and extensions to meet the needs of each student based on data.	Each class has a diverse set of skills and learners. Formative assessment will allow the teacher to tailor and scaffold the instruction to meet the academic needs of each student in the class.	1. TLCs focused on formative assessment strategies  2. Classroom observations/walkthroughs  3. Formal Observations	Second Friday of every month  Once a month	Teachers  Chris	None  None

			4. Peer Observations	One or two a year depending on the teacher	Chris, Teachers	None
			5. District Courses	Two a year	Teachers	None
				Optional through the year	Teachers	None