

SUNSET VIEW ELEMENTARY SCHOOL

Goals at a Glance FY20

| Required Goal Areas | Goal(s) | Essential Implementation Components |
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| 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 progress monitoring data to drive the interventions for each student, with specific focus on EL and SWD . 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 drive interventions that are focused on specific skills, for each student (including EL and SWD) . |
| 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. Ensure equity for all students. |
| Diversity & Equity | <p>We will increase communication with parents and continue to offer translations of all documents that are being sent home.</p> <p>At Sunset View we believe in including members of diverse backgrounds in leadership and school decision making. Our goal is to include more parents of diverse backgrounds in our PTA and parent planning committees (PEC, SCC).</p> | <p>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.</p> |

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| English Learners | <p>75% of EL students will make 0.4% growth or 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 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>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> |
| Parent Engagement | <p>Increase the representation of cultural diversity in school committees (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, including parents of English Language Learners.</p> | <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.</p> |
| School Selected Goals | | |
| Teacher Clarity | <p>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.</p> | <p>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.</p> |
| Instructional Leadership | <p>At least 35% of our fourth grade students will be proficient on the RISE (SAGE) Assessment.</p> | <p>Work with fourth grade teachers to create and use formative assessments to drive instruction. Administer the RISE Benchmarks to identify areas of weakness.</p> |
| Repeated Readings | <p>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)</p> | <p>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 student and align the skill to the intervention that is prescribed for each student.</p> |

*Purple font indicates English Learner goals.

*For a detailed breakdown of the schools goals, please see Title I Coordinator.