

2021-2022 School Land Trust Plan - Sunset View Elementary

Goal #1

Our goal for the 2021- 2022 school year is that 70% of K-6 students at Sunset View will make typical or above progress on the middle of the year Acadience assessment. Because we have to write our Trustlands plan prior to the administration of the end of year benchmark, we have decided to establish a goal based on the middle of year benchmark. Acadience is a measure that helps teachers determine how students are performing on important reading skills. These critical reading skills include: phonemic awareness, phonics, fluency and comprehension.

Academic Areas

-Reading

Measurements

Acadience BOY will be used as baseline data. We will also use Acadience progress monitoring to evaluate the needs of each student. Students who are well below benchmark will be progress monitored biweekly, below benchmark students will be progress monitored monthly and students on or above benchmark will be progress monitored as needed to ensure Tier 1 instruction and differentiated instruction are meeting the needs of all students. 95% Group Diagnostic Placement and Progress Monitoring Assessment will be given to all students below or well below on BOY Acadience. Wonders Unit Assessments will be administered as directed by each grade level. Acadience MOY will be used to determine if the goal has been met.

Action Plan Steps

1. In September, BOY Acadience will be administered to all students at Sunset View Elementary.
2. Teachers will analyze the data and set pathways of progress goals with each student.
3. Based on the data analysis and using the MTSS Reading Tier 2/3 Intervention Flow Chart, students who qualify will be given a reading diagnostic assessment to determine which intervention program best meets their needs.
4. Teachers and paraprofessionals will provide interventions and extensions to students in the classroom and in the Intervention lab (SOAR Academy).
5. Teachers will share the goal and progress with parents during Parent/Teacher Conferences.
6. After students are progress monitored, teachers will review the goal with the student and celebrate success.
7. Each 4 weeks, data will be analyzed to determine the effectiveness of instructional interventions and tier 1 instruction. Students will be organized into learning groups based on reading skill needs.
8. Acadience MOY will be administered in December or January. The MOY data will be analyzed to determine if the goal has been accomplished and shared with students and parents.
9. Teachers will continue to progress monitor students and provide interventions based on students needs.
10. Acadience EOY will be administered in May.

Tier 1 - Wonders (K-6), 95% Core phonics instruction (K-3)

Tier 2 Intervention Programs: Wonder Works, ERI, 95% Group

Tier 3 Intervention Program: SPIRE

Expenditures

Category	Description	EstimatedCost
Salaries and Employee Benefits (100 and 200)	Staff members will be hired to provide both tier 1 and tier 2 instruction on critical reading skills. They will also administer the BOY, MOY and EOY Acadience tests as well as progress monitor students. As these staff members progress monitor students, they will be able to determine the impact they are having on student growth.	\$36,890

	Total:	\$36,890
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Goal #2

During the 2021-2022 school year, our ELL students will increase at least 5% from 34% to 39% on the Language Arts Section of the RISE test. This will be measured by the end of year test. To ensure all our English Language Learners are making progress and performing on grade level, we need additional staff to help with ELL interventions and support both in Tier 1 and Tier 2.

Academic Areas

Reading

Writing

Measurements

To measure our ELL students growth, we will compare the ELL data from the 2019 RISE Language Arts (End of Year test) scores to the 2021 RISE Language Arts Scores (End of Year Test). - No test was given in 2020 due to COVID.

34% of our ELL students made progress on the 2019 RISE Language Arts end of level test.

Action Plan Steps

- 1) We will disaggregate both ELL RISE and WIDA data to determine the needs of ELL students in Language Arts.
- 2) We will hire support to help with ELL interventions.
- 3) We will meet biweekly to assess intervention data and determine students making progress and students still in need of further interventions.

Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	Staff members will be hired to provide both tier 1 and tier 2 instruction using EL strategies. They will assess their impact by evaluating data every two weeks.	\$38,029
	Total:	\$38,029

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Employee Benefits (100 and 200)	\$73,781
Total:	\$73,781

Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2020-2021 Progress Report	\$0
Estimated Distribution in 2021-2022	\$73,781
Total ESTIMATED Available Funds for 2021-2021	\$73,781
Summary of Estimated Expenditures For 2020-2021	\$73,781
This number may not be a negative number Total ESTIMATED Carry Over to 2022-2023	\$0

The Estimated Distribution is subject to change if student enrollment counts change.

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Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the district, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

If funds are expanded, we will add additional staff members to provide both tier 1 and tier 2 instruction on critical reading skills. This will help facilitate goal number 1 and 2. With more staff members, we will be able to provide additional small group instruction to a more targeted group of students.

Publicity

- School assembly
- School newsletter
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	1	3/19/21