



# SUNSET VIEW ELEMENTARY

School Improvement Plan FY22

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

Required Goal Areas	Goal(s)	Essential Implementation Components	Budget Account Code Explanation
English Language Arts	<p>Kindergarten will increase the number of students reaching proficiency from BOY to EOY by 15%. (BOY proficiency is 55% of grade level).</p> <p>First will increase the number of students reaching proficiency from BOY to EOY by 5%. (BOY proficiency is 60% of grade level).</p> <p>Second will increase the number of students reaching proficiency from BOY to EOY by 4%. (BOY proficiency is 61% of grade level).</p> <p>Third will increase the number of students reaching proficiency from BOY to EOY by 10%. (BOY proficiency is 37 % of grade level).</p> <p>Increase the percentage of students K-6 reaching typical, above typical or well above typical progress by 70% based on Acadience MOY to EOY scores.</p>	<ul style="list-style-type: none"> <li>• Master Schedule followed by all staff</li> <li>• PD for teachers and paras on intervention programs</li> <li>• Set progress monitoring expectations</li> <li>• Share student benchmark progress with parents after each testing period (BOY, MOY, EOY)</li> <li>• Hold data review meetings with teachers every 5-6 weeks.</li> <li>• Use research based, scientifically proven instructional programs - Wonders and 95% Core Phonics in tier 1 instruction K-3</li> <li>• Provide tiered instruction to students daily</li> <li>• Provide systematic, explicit and evidence based interventions for students who are not meeting state standards - 95%, SPIRE, ERI, Wonders, Waterford</li> <li>• Provide enrichment for students who are exceeding state standards</li> <li>• <b>ELs will have access to ESL tiered instruction as well as all the other tiered instruction time - 95%, Wonders EL, Rosetta Stone</b></li> <li>• LETRS Professional Development K-3; provide teachers support for grade-level course work time</li> <li>• Use data to drive tier 1 and tier 2 instruction through the PLC process</li> <li>• Provide At-Home reading materials for students through the Take Home Library</li> <li>• Provide At-Home reading materials for students through the Spring Break Reading Challenge</li> <li>• Provide Monthly At-Home reading materials for students through Dragon Monthly Reading Challenge</li> </ul>	<p>\$141,245.18: 7501 Instructional Assistants for intervention support</p> <p>\$74,391: Trustlands</p> <p><b>\$15,988.19: Instructional Assistants for ELs</b></p> <p>\$1,000: 7504 PD books &amp; materials for teacher training</p> <p>\$500: 7503 SOAR Academy supplies</p> <p>\$2,500: 0999 or 0060 \$2,500: 7503 Subs for data dives/LETRS PD/Acadience Benchmarks</p> <p>\$500: 7502 THL replacement books/supplies</p> <p>\$3,000: 7502: Spring Break Reading - Books</p> <p>\$100: 7502: Spring Break Reading - Postcards</p>

	<p>At least 50% of our sixth grade students will be proficient on the RISE Literacy Assessment.</p>	<ul style="list-style-type: none"> <li>• Sunset View will continue the Summer Reading Program</li> </ul>	<p>\$250: 7502 Spring Break Reading Challenge Stamps</p> <p>\$2,000: 7502 Dragon Reading Challenge</p> <p>\$500: 7502 Summer Reading Books</p> <p>\$500: 7504 Ink replacements for Acadience Benchmark reports</p>
<p>Mathematics</p>	<p>Increase by 20 percentage points students scoring in the green from BOY to EOY on the Into Math Growth Measure assessment</p> <p>70% of Students 1-3 grades will reach typical, above typical or well above typical progress based on Acadience Math BOY to EOY scores.</p> <p>At least 45% of our sixth grade students will be proficient on the RISE Math Assessment.</p>	<ul style="list-style-type: none"> <li>• Master Schedule followed by all staff</li> <li>• Provide adequate time for teachers to review GMA</li> <li>• Teachers follow master schedule for tiered math time</li> <li>• Teachers will use the District provided Tier 1 math program (Into Math)</li> <li>• Provide systematic, explicit and evidence based interventions for students who are not meeting state standards - Use tiered support plan from Into Math (Are You Ready)</li> <li>• Provide enrichment for students who are above meeting state standards - using individualized instruction supplemented by Waggle and IXL</li> <li>• PD for 4-6<sup>th</sup> grade teachers using Into Math resources</li> </ul>	<p>\$141,245: 7501 Instructional Assistants for intervention support (see above)</p> <p>\$2,500: 0999 or 0060 Subs for data dives (see above)</p> <p>\$3,000: 7503 IXL license renewal</p>
<p>PBIS</p>	<p>Decrease the percentage of students that receive out of school suspension by 25%.</p> <p>All staff will distribute SOAR cards to students who are demonstrating the four core values - Show Respect, Own Learning, Act Responsibly, Reflect Safety.</p>	<ul style="list-style-type: none"> <li>• Behavior Interventionists will provide support to students in our school wellness room</li> <li>• Behavior Interventionists will use CICO with identified students</li> <li>• Poster Cues throughout the school identifying Core Values</li> <li>• Teacher utilize poster cues and SOAR cards to reinforce Core Values</li> <li>• Track student behavior using Educator’s Handbook</li> <li>• Track SOAR card data</li> <li>• Track student social emotional progress using Panorama</li> <li>• Student Success Team meets weekly to discuss behavior and academic needs</li> </ul>	<p>\$17,000: 5678 Instructional Assistant for PBIS support/Behavior Specialist</p> <p>\$1,000: 7502 Books for Students for Recognition Assemblies</p> <p>\$500: 0060 SOAR Cards</p>

<p>English Learners</p>	<p>70% of ELs will show (adequate .8+ increase in proficiency) growth on their WIDA ACCESS score</p> <p>20% of ELs will meet proficiency --</p> <ul style="list-style-type: none"> <li>• ELs with a FY21 WIDA ACCESS Score of 4.5 or above will score a 5 or higher on their 2021-22 WIDA ACCESS.</li> </ul> <p>Parent Engagement needs for ELs (see below)</p> <p>20% of students in each grade (3-6) will be proficient on the RISE ELA 2021-2022 school year.</p>	<ul style="list-style-type: none"> <li>• Monthly Professional Development for faculty and/or instructional assistants (30-60 minutes)</li> <li>• Data meetings with grade level teachers will be held every term to review data and to determine the best service options for EL students.</li> <li>• Updated data on currently enrolled EL students provided to teachers at least monthly, and as new students move in.</li> <li>• Provide Spanish translation during parent involvement activities and provide parents information about WIDA ACCESS assessments and levels.</li> <li>• Provide Spanish translation for weekly emails, documents, and social media posts.</li> <li>• Teachers and instructional assistants will provide tiered instruction to meet the needs of all of our EL population who are WIDA level 1-5. We will use a combination of an in class and pull out program to serve our students based on need.</li> <li>• LETRS PD for K-3 teachers to support ELs in reading instructional needs</li> <li>• Provide systematic, explicit and evidence based interventions for students who are not meeting state standards - 95% intervention, Wonders EL, Nat Geo, Rosetta Stone</li> </ul>	<p>\$15,988: Instructional Assistants for ELs intervention support (See Above)</p> <p>\$2,500: 0999 or 0060 Subs for data dives (see above)</p> <p>\$500: 7612 Monthly EL PD</p> <p>\$500: 7612 Interpreter Payment</p>
<p>Parent Engagement</p>	<p><u>Grade level:</u> Each grade level will hold at least one parent engagement activity during the school year that addresses ELA or MA Essentials</p> <p><u>School:</u> The school will have the following:</p> <ul style="list-style-type: none"> <li>• Survey to determine parent needs/SEL</li> <li>• Committee to lead PE school-wide needs (PEC)</li> <li>• Parent Teacher Conferences</li> <li>• School wide activities: STEM Night, STEM Fair, Social Extravaganza, Book Fair, Back to School Night, Breakfast with the Principal, Monthly Book</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level planning guide given at beginning of year to plan engagement activity</li> <li>• Advertising to all parents</li> <li>• Translation for parents for each event</li> <li>• Hold meetings with teachers to explain guidelines and expectations of parent activities. Clarify criteria.</li> <li>• Give teachers a deadline to schedule the activities. Teachers will follow the process of filling out the planning guide for purchasing supplies needed. Teachers will be asked to give EL specific resources/activities that parents can use at home.</li> <li>• Provide support to grade levels as needed for planning, purchasing, and any organizational factors.</li> <li>• Surveys will be provided for a random sampling for parent feedback.</li> <li>• School: Parent/Faculty committee will guide and support planning for school wide activities</li> </ul>	<p>\$775: 7502 Good News Postcards * \$250 - postcards * \$525 - postcard stamps</p> <p>\$550: 7502 Breakfast with the Principal</p> <p>\$500: 7502 Dragon Dash</p> <p>\$100: 7502 Online Scheduler</p> <p>\$1200: 7502 Literacy Day - focus on EL population</p> <p>\$1200: 7502 Math Day - focus on EL population</p>

	Challenge (Dragon Reading Challenge), Dragon Dash,	<ul style="list-style-type: none"> <li>Teachers will send home Good News Postcards to celebrate student successes</li> <li>School: Sunset View will hold Parent Teacher conferences twice a year (November and February) with interpreters on hand for those who need them</li> </ul>	<p>\$1,500: 7502 STEM Night</p> <p>\$1600: 7502 Social Studies Extravaganza - focus on EL population</p>
Professional Development <i>(not included above)</i>	<p>New Teachers will attend the monthly district new teacher training.</p> <p>Interns will attend the monthly BYU partnership training.</p> <p>Faculty will have a monthly EL PD.</p> <p>Some teachers will participate in the Teaching and Learning Blended Learning training opportunity.</p>	<ul style="list-style-type: none"> <li>School PD coordinators will facilitate training and support services for teachers</li> <li>PD days and times set aside for LETRS training (PK-3), Math PD (4-6), Science PD (4-6), Blended Learning (4-6)</li> <li>EL PD (See Above)</li> <li>PLC PD will be provided as needed throughout the year.</li> </ul>	<p>\$1,000: 7504 PD books &amp; materials for teacher training (See Above)</p>
Science and STEM	<p>4-6th Grade will increase their RISE scores by 5%.</p>	<ul style="list-style-type: none"> <li>PD days for 4<sup>th</sup>-6<sup>th</sup> grade teachers will be provided 4 times throughout the year by the district.</li> <li>Teachers will use the RISE benchmarks to gauge student understanding by standard</li> <li>4th-6th grade teachers will rotate for science instruction where each teacher masters one standard and teaches that standard to all students</li> </ul>	
<b>School Selected Goals aligned to District Improvement Plan</b>			
Teacher Clarity	<p>70% of students will be able to tell what they are learning, why they are learning it, and how they will be able to tell they know it based on classroom observations.</p>	<ul style="list-style-type: none"> <li>Using observation tools during classroom visits for ACL Walkthroughs</li> <li>PD will be provided on ACL</li> <li>Peer observations</li> </ul>	
Feedback	<p>Principal, Facilitator, and Title I Coordinator will conduct instructional</p>	<ul style="list-style-type: none"> <li>The Principal, Facilitator, and Title I Coordinator will use the observation tool provided.</li> <li>PD will be provided on ACL walkthrough tool</li> </ul>	

	<p>rounds with teachers participating in 95% Core</p> <p>Teachers will use the ACL walkthrough protocol to observe and provide feedback to each other.</p> <p>Survey will be sent out to parents requesting feedback to improve school culture and communication (November).</p>	<ul style="list-style-type: none"> <li>Teachers will conduct 2 peer observations during the school year and feedback cycles per year</li> <li>Survey results will be reviewed with Staff, PTA, and School Community Council.</li> </ul>	
Instructional Leadership Goal 1	<p>At least 50% of our sixth grade students will be proficient on the RISE Literacy Assessment.</p> <p>At least 45% of our sixth grade students will be proficient on the RISE Math Assessment.</p> <p>Principal, Facilitator, and Title I Coordinator will conduct instructional rounds with teachers participating in 95% Core</p>	<ul style="list-style-type: none"> <li>Teachers will administer RISE benchmarks to identify areas of weakness.</li> <li>Teachers will administer common assessments and formative assessments to drive instruction.</li> <li>Teachers will utilize their PLC time to analyze students data and determine which instruction is needed.</li> <li>Instruction includes tier 1, tier 2, and the RTI process.</li> <li>The Principal, Facilitator, and Title I Coordinator will use the observation tool provided.</li> </ul>	
Active Learner	<p>Principal, Facilitator, and Title I Coordinator will conduct instructional rounds with teachers participating in 95% Core</p>	<ul style="list-style-type: none"> <li>The Principal, Facilitator, and Title I Coordinator will use the observation tool provided.</li> </ul>	

\*Purple font indicates English Learner goals and strategies

**SUMMARY OF MEETINGS/PROCESS IN TEAM PLANNING:**

**THE PROCESS/PLANNING FOR OUR SIP BEGAN AT THE END OF THE 2021-2021 SCHOOL YEAR. END OF YEAR DATA AND INFORMATION WAS SHARED WITH OUR PTA AND SCHOOL COMMUNITY COUNCIL. THIS LED TO THE DISCUSSION OF ITEMS THAT WE MAY WANT TO CHANGE AS WE PLAN OUR 2022 SIP. THOSE IDEAS WERE SHARED WITH TEACHERS ON OUR LEADERSHIP TEAM TO ALLOW FOR THEM TO PROVIDE FEEDBACK. USING THE PTA, SCC, AND TEACHER FEEDBACK THE SCHOOL LEADERSHIP TEAM**

WORKED TO CREATE THE **SIP** FOR THE **FY22** SCHOOL YEAR. **THIS FINAL DOCUMENT WAS THEN SHARED WITH OUR CURRENT PTA, SCC, AND THE FACULTY OF THE SCHOOL.**

**TEAM MEMBERS INVOLVED IN PLANNING**

<b>NAME: CHRIS CHILCOAT</b>	<b>ROLE: PRINCIPAL</b>
<b>NAME: LANCE VANDERMARK</b>	<b>ROLE: TI COORDINATOR</b>
<b>NAME: LEEANN PARKER</b>	<b>ROLE: FACILITATOR</b>
<b>NAME: DES OLSEN</b>	<b>ROLE: FACILITATOR</b>
<b>NAME: HEATHER HOLLMAN</b>	<b>ROLE: TEACHER</b>
<b>NAME: DIANE SOUTHWICK</b>	<b>ROLE: TEACHER</b>
<b>NAME: RICHA HARMON</b>	<b>ROLE: TEACHER</b>
<b>NAME: RONI CUMMINGS</b>	<b>ROLE: PARENT/SCC</b>
<b>NAME: ALLISON WILLIAMS</b>	<b>ROLE: PARENT/SCC</b>
<b>NAME: JENNIFER LUTU</b>	<b>ROLE: PARENT/SCC</b>
<b>NAME: TAMMY HOPKINS</b>	<b>ROLE: PARENT/SCC/PTA</b>
<b>NAME: BRITTANY LITTLEFIELD</b>	<b>ROLE: PARENT/PTA</b>
<b>NAME: ELAINE MILLS</b>	<b>ROLE: PARENT/PTA</b>

\*ADD MORE ROWS IF NECESSARY

\*MAKE SURE TO HAVE **EL** PARENTS REPRESENTED