



# SUNSET VIEW ELEMENTARY FY23

School Improvement Plan FY23

**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	65% of K-6 students at Sunset View will make typical or above progress on the middle of the year Acadience assessment and 75% of K-6 students will make typical or above progress on the end of the year Acadience assessment.	<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 quarter.</li> <li>● Use research based, scientifically proven instructional programs - Wonders in all grades 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, Lexia Core5</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, LexiaEnglish</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> </ul>	<p>\$146,143.32: 7501 Instructional Assistants for intervention support</p> <p>\$78,861: Trustlands</p> <p><b>\$17,379.92: Instructional Assistants for ELs</b></p> <p>\$500: 7503 SOAR Academy supplies</p> <p>\$2,500: 0999 or 0060</p> <p>\$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>\$250: 7502 Spring Break Reading Challenge Stamps</p>

			\$500: 7504 Ink replacements for Acadience Benchmark reports
Mathematics	67% of our students will be on or above grade level based on the Middle of the Year benchmark on Into Math Growth Measure Assessment and 70% of our students will be on or above grade level on the End of the Year Growth Measure Assessment.	<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 all teachers using Into Math resources</li> </ul>	<p>\$146,143.32: 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>
PBIS	25% of SOAR cards will be distributed for hallway behavior. (Change SOAR Cards - Locations - Classroom, Hallway, Lunchroom, Playground	<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> <li>● Share grade-level expectations with parents and students at Breakfast with the Principal</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>
English Learners	70% of ELs will show growth on their WIDA ACCESS score.	<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> </ul>	\$17,379.92: Instructional Assistants for ELs intervention support (See Above)

		<ul style="list-style-type: none"> <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, LexiaEnglish</li> <li>• After School EL support using Wonders EL</li> </ul>	<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>After school grant paid for by Charity.</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> Sunset View Elementary will have at least one Parent Engagement Activity a month during the school year.</p>	<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> <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>\$775: 7502 Good News Postcards * \$250 - postcards * \$525 - postcard stamps</p> <p>\$600: 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> <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>	Each teacher will do two classroom walkthroughs during the school year focused on observing ELL strategies.  Faculty will have a monthly EL PD.	<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> <li>• School PD Coordinator will provide training on IntoMath for all teachers</li> </ul>	\$1,000: 7504 PD books & materials for teacher training
Science and STEM	70% of our 4th, 5th and 6th grade students will receive a 2, 3 or 4 on the Science RISE end of year test.	<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	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.	<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>• Admin observations twice a month</li> <li>• Peer observations</li> </ul>	
Feedback	Principal, Facilitator, and Title I Coordinator will conduct instructional rounds with teachers participating in 95% Core  Teachers will do peer observations.  Survey will be sent out to parents requesting feedback to improve school	<ul style="list-style-type: none"> <li>• The Principal, Facilitator, and Title I Coordinator will use the observation tool provided.</li> <li>• PD on peer observations.</li> <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>	

	culture and communication (November).		
Instructional Leadership Goal 1	Principal, Facilitator, and Title I Coordinator will conduct instructional rounds with teachers participating in 95% Core  Administrative team will conduct classroom observations twice a month.	<ul style="list-style-type: none"> <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	Principal, Facilitator, and Title I Coordinator will conduct instructional rounds with teachers participating in 95% Core  Administrative team will conduct classroom observations twice a month.	<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 FY23 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: MIKE EVANS</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: SARAH COMBS</b>	<b>ROLE: SPECIAL EDUCATION TEACHER</b>
<b>NAME: KAT PUZEY</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: HAYLEY JOHNSON</b>	<b>ROLE: PARENT/PTA</b>
<b>NAME: FLOR RUELAS</b>	<b>ROLE: PARENT/PTA/EMPLOYEE</b>

**\*ADD MORE ROWS IF NECESSARY**

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