



SUNSET VIEW ELEMENTARY FY24

School Improvement Plan FY24

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

TSSA Plan & Goal(s)	Essential Implementation Components	Budget Details
<ul style="list-style-type: none"> 75% of our students would make typical or above growth on Acadience at MOY. 80% of our students would make typical or above growth on Acadience at EOY. Assessment and 67% 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"> Hire paraprofessionals to help provide small group instruction and interventions in both Language Arts and Math. Provide training on intervention programs to help support classroom teachers. (95%, Wonders Tier II, Into Math) 	TSSA (5678) - \$114,943

Goal	Goal(s)	Essential Implementation Components	Budget Account Code Explanation
English Language Arts	Acadience Proficiency - <ul style="list-style-type: none"> Schoolwide proficiency growth of 3% - from 72% to 75%. ML proficiency growth of 9% - from 51% to 60%. Consistently progress monitor students at the 	<ul style="list-style-type: none"> Master Schedule followed by all staff PD for teachers and paras on intervention programs Set progress monitoring expectations Share student benchmark progress with parents after each testing period (BOY, MOY, EOY) Hold data review meetings with teachers every quarter. Use research based, scientifically proven instructional programs - Wonders in all grades and 95% Core Phonics in tier 1 instruction K-3 Provide tiered instruction to students daily 	\$161,110.84: 7501 Instructional Assistants for intervention support \$82,639.49: Trustlands \$11,869.85: Instructional Assistants for ELs \$500: 7503 SOAR Academy

	<p>appropriate rate and use the data to determine instructional needs. Based on data, students will receive the appropriate targeted instruction in tier 2/3 times.</p> <p>Acadience Progress POP -</p> <ul style="list-style-type: none"> 75% of our students would make typical or above growth on Acadience at MOY. 80% of our students would make typical or above growth on Acadience at EOY. <p>RISE ELA -</p> <p>As a school we will increase our percentage of students passing ELA RISE from 45 to 47%.</p> <ul style="list-style-type: none"> Increase our percentage of students with IEPs passing the ELA RISE test from 15% to 20%. Increase our percentage of ML students passing the ELA RISE test from 16% to 20%. 	<ul style="list-style-type: none"> Provide systematic, explicit and evidence based interventions for students who are not meeting state standards - 95%, SPIRE, ERI, Wonders, Lexia Core5 Provide enrichment for students who are exceeding state standards MLs will have access to targeted, tiered, and explicit instruction as well as all the other tiered instruction time - 95%, Wonders EL, LexiaEnglish depending on the needs of the student Students with IEPs will have access to tiered instruction as well as all other tiered instruction time - 95%, Lexia. Students will receive pull-out and push-in instruction depending on need. LETRS Professional Development K-3 (including Special Education Teachers); provide teachers support for grade-level course work time Use data to drive tier 1 and tier 2 instruction through the PLC process and Impact Teams Provide At-Home reading materials for students through the Take Home Library Provide At-Home reading materials for students through the Spring Break Reading Challenge Provide summer reading materials to k-5 students through the Kids Read Now reading program Grade levels continue to work on breaking down standards and vertically aligning them with the grades below and above. 	<p>supplies</p> <p>\$2,500: 0999 or 0060</p> <p>\$2,500: 7503</p> <p>Subs for Unpacking/AligningStandards/ 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>\$300: 7502 Spring Break Reading Challenge Stamps</p> <p>\$500: 7504 Ink replacements for Acadience Benchmark reports</p>
		<p>Professional Development:</p> <ul style="list-style-type: none"> Monthly Science of Reading Training (3rd Friday of each month) Weekly PLC Review Progress Monitoring data Monthly Focus on Teacher Clarity using classroom walkthroughs and student responses Hold high expectations by embedding a core standard learning target and success criteria within each lesson 	<ul style="list-style-type: none">
<p>Mathematics</p>	<p>Into Math -</p> <p>57% of our students (including ELs and students with IEPs) will be on</p>	<ul style="list-style-type: none"> Master Schedule followed by all staff Provide adequate time for teachers to review GMA Teachers follow master schedule for tiered math time 	<p>\$161,110.84: 7501</p> <p>Instructional Assistants for intervention support (see above)</p>

	<p>or above grade level based on the Middle of the Year benchmark on Into Math Growth Measure Assessment and 67% of our students will be on or above grade level on the End of the Year Growth Measure Assessment.</p> <p>RISE - As a school we will increase our percentage of students passing Math RISE from 48% to 50%</p> <ul style="list-style-type: none"> ● Increase our percentage of students with IEPs passing the Math RISE test from 13% to 18%. ● Increase our percentage of ML students passing the Math RISE test from 10% to 15%. 	<ul style="list-style-type: none"> ● Teachers will use the District provided Tier 1 math program (Into Math) ● 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) - including ELs and students with IEPs ● Provide enrichment for students who are above meeting state standards - using individualized instruction supplemented by Waggle and IXL ● 3-6 grade teachers utilize the RISE Math Benchmarks to determine student need and drive tier 1 and tier 2 instruction 	<p>\$2,500: 0999 or 0060 Subs for data dives (see above)</p> <p>\$3,000: 750 3 IXL license renewal</p>
		<p>Professional Development:</p> <ul style="list-style-type: none"> ● Revisit the Are You Ready format for intervention ● PD for all teachers using Into Math resources when needed ● Training for teachers on how to teach students to use the RISE platform (vocabulary) 	
PBIS	<p>Improve behavior in kindergarten students from Poor to Excellent.</p>	<ul style="list-style-type: none"> ● Behavior Interventionists will provide support to students in our school wellness room ● Behavior Interventionists will use CICO with identified students ● Poster Cues throughout the school identifying Core Values ● Teacher utilize poster cues and SOAR cards to reinforce Core Values ● Track student behavior using Educator’s Handbook ● Track SOAR card data ● Track student social emotional progress using Panorama ● Student Success Team meets weekly to discuss behavior and academic needs ● Share grade-level expectations with parents and students at Breakfast with the Principal 	<p>\$...: ESSR Instructional Assistant 4 for PBIS support/Behavior Specialist</p> <p>\$1,000: 7502 Books for Students for Recognition Assemblies</p> <p>\$500: 0060 SOAR Cards</p>
		<p>Professional Development:</p> <ul style="list-style-type: none"> ● Second Step Training by Chris Bringhurst ● Kathy Hansen training on Big 8 ● Process for behavior referrals and access to the Student 	

		Success Team	
Multi language Learners (EL)	70% of ELs will show growth on their WIDA ACCESS score.	<ul style="list-style-type: none"> Data meetings with grade level teachers will be held every other month during a prep to review data and to determine the best service options for ML students. Updated data on currently enrolled ML students provided to teachers at least monthly, and as new students move in. Provide Spanish translation during parent involvement activities and provide parents information about WIDA ACCESS assessments and levels. Provide Spanish translation for weekly emails, documents, and social media posts. Teachers and instructional assistants will provide tiered instruction to meet the needs of all of our ML 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. Provide systematic, explicit and evidence based interventions for students who are not meeting state standards - 95% intervention, Wonders EL, Nat Geo, LexiaEnglish After School EL support using Wonders EL with 4-6 grade students? 	<p>\$11,860.85: Instructional Assistants for ELs intervention support (Savannah) supplemented TSSA (See Above)</p> <p>\$2,500: 0999 or 0060 Subs for data dives (see above)</p> <p>\$500: 7612 Monthly EL PD</p> <p>\$1,000: 7612 Interpreter Payment</p> <p>After school grant paid for by Charity?</p>
		<p>Professional Development:</p> <ul style="list-style-type: none"> Monthly Professional Development for faculty and/or instructional assistants (30) LETRS PD for K-3 teachers to support ELs in reading instructional needs 	
Parent Engagement	<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</p>	<ul style="list-style-type: none"> Grade level planning guide given at beginning of year to plan engagement activity Hold meetings with teachers to explain guidelines and expectations of parent activities. Clarify criteria. 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. Advertising to all parents Translation for parents for each event 	<p>\$775: 7502 Good News Postcards * \$250 - postcards * \$525 - postcard stamps</p> <p>\$750: 7502 Breakfast with the Principal</p> <p>\$500: 7502 Dragon Dash</p> <p>\$200: 7502 Online Scheduler</p>

	Activity a month during the school year.	<ul style="list-style-type: none"> Provide support to grade levels as needed for planning, purchasing, and any organizational factors. Surveys will be provided for a random sampling for parent feedback. School: Parent/Faculty committee will guide and support planning for school wide activities Teachers will send home Good News Postcards to celebrate student successes School: Sunset View will hold Parent Teacher conferences twice a year (November and February) with interpreters on hand for those who need them 	<p>\$1200: 7502 Literacy Day - focus on EL population</p> <p>\$1200: 7502 Math Day - focus on EL population</p> <p>\$1,750: 7502 STEM Night</p> <p>\$1750: 7502 Social Studies Extravaganza - focus on EL population</p>
Professional Development <i>(not included above)</i>	<p>Each teacher will do two classroom walkthroughs during the school year focused on observing ML strategies.</p> <p>Faculty will have a monthly ML PD. Faculty will have a monthly Science of Reading PD.</p>	<ul style="list-style-type: none"> School PD coordinators will facilitate training and support services for teachers District PD days and times set aside for LETRS training (PK-3), Math PD (4-6), Science PD (4-6), Blended Learning (4-6) EL PD (See Above) PLC PD will be provided as needed throughout the year. School PD Coordinator will provide training on IntoMath for all teachers Training on Teacher Clarity 	<p>\$1,000: 7504 PD books & materials for teacher training</p>
Science and STEM	<p>75% of our 4th, 5th and 6th grade students will receive a 2, 3 or 4 on the Science RISE end of year test.</p> <ul style="list-style-type: none"> Increase our percentage of students with IEPs passing the Science RISE test with a 2, 3, 4 from 27% to 32%. Increase our percentage of ML students passing the Science RISE test with a 2, 3, 4 from 32% to 37%. 	<ul style="list-style-type: none"> 4th-6th grade teachers will rotate for science instruction where each teacher masters one standard and teaches that standard to all students 3-6 grade teachers utilize the RISE Science Benchmarks to determine student need and drive tier 1 and tier 2 instruction <p>Professional Development:</p> <ul style="list-style-type: none"> District PD days for 4th-6th grade teachers will be provided 4 times throughout the year by the district. 	<p>\$1,750: 7502 STEM Night</p>
School Selected Goals aligned to District Improvement Plan			
Teacher Clarity		<ul style="list-style-type: none"> Using observation tools during classroom visits for ACL Walkthroughs 	

	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"> • PD will be provided on ACL • Admin observations once a month • Peer observations 	
Feedback	<p>Principal, Facilitator, and Title I Coordinator will conduct instructional rounds with teachers participating in 95% Core</p> <p>Teachers will do peer observations.</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"> • The Principal, Facilitator, and Title I Coordinator will use the observation tool provided. • PD on peer observations. • Teachers will conduct 2 peer observations during the school year and feedback cycles per year • Survey results will be reviewed with Staff, PTA, and School Community Council. 	
Instructional Leadership Goal 1	<p>Principal, Facilitator, and Title I Coordinator will conduct instructional rounds with teachers participating in 95% Core</p> <p>Administrative team will conduct classroom observations once a month.</p>	<ul style="list-style-type: none"> • Instruction includes tier 1, tier 2, and the RTI process. • The Principal, Facilitator, and Title I Coordinator will use the observation tool provided. 	
Active Learner	<p>Principal, Facilitator, and Title I Coordinator will conduct instructional rounds with teachers participating in 95% Core</p> <p>Administrative team will conduct classroom observations once a month.</p>	<ul style="list-style-type: none"> • The Principal, Facilitator, and Title I Coordinator will use the observation tool provided. 	

*Purple font indicates English Learner goals and strategies

*Orange font indicates Special Education

*Red font indicates TSSA funds/plans

Summary of meetings/process in team planning:

The process/planning for our SIP began at the end of the 2022-2023 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 2024 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 fy24 school year. This final document was then shared with our current PTA, SCC, and the faculty of the school.

Team Members Involved in Planning

Chris Chilcoat/Principal	Lance Vandermark/Title I Coordinator	LeeAnn Parker/Facilitator	Brittany Lark/PTA President	Hayley Johnson/PTA	Allison Williams/PTA
Mayra Ponce/PTA	Sepi Ika/Teacher	Diane Southwick/Teacher	Kat Puzey/Teacher	Richa Harmon/Teacher	Kylie Bailey/Teacher

*Add more rows if necessary *Make sure to have EL parents represented