

**TITLE I**  
**SCHOOLWIDE**  
**PLAN**

District: Provo

School: Sunset View

**APPROVAL**

LEA Representative: \_\_\_\_\_

School Principal: \_\_\_\_\_

Date: \_\_\_\_\_

## **Terms and Helpful Information**

### **School Improvement Goals:**

Reduce the number of students not passing the state reading and math CRTs and the district PWA by 10%.

### **50 – 25 – 25 instructional model**

50% of instructional time for literacy

25% of instructional time for math

25% of instructional time for other subjects

### **Three-Tier Model**

Tier One = received by all students, grade-level instruction delivered by a certified teacher

Tier Two = received by students that are unable to master the material after tier one instruction, additional interventions delivered by a certified teacher and possibly another additional session of tier two by a trained paraprofessional

Tier Three = for students that do not master the material after tier one and tier two instruction and are identified as needing a different intervention program and/or setting

### **IIT = Instructional Improvement Team**

A team of people that includes representation from administration, grade levels, special programs, curriculum mentors, facilitator, and data mentor that gathers and shares information and feedback, assesses school needs, and develops plans for school improvement.

### **Learning Priorities:**

essential skills in reading, writing, math for every grade level

### **Collaboration Meetings:**

School Collaboration meeting is held monthly. Classroom teachers have access to coordinators of intervention programs, Special Education providers, Curriculum Mentors, Principal, and Facilitator and time to discuss student performance, review data, request support, and set goals.

Grade Level Team Collaboration happens weekly at grade level team meetings. Curriculum Mentors, and Principal also visit these meeting often. Teams review data, discuss the progress of their students and what they need to do to meet the Learning Priority Goals.

## 1. Teacher Quality

**As it relates to your current teacher data, describe the activities the school will conduct to ensure that all teachers are highly qualified by 2008-09. Priority must be given to those schools serving high percentages of students living in poverty and those schools in need of improvement. This description should include the help the school will provide to:**

- **Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes**
- **Retain highly qualified teachers**
- **Support teachers to access and acquire necessary professional development and continuing education that leads to licensing and appropriate content preparation**

The administrator, teachers and other specialized staff at Sunset View Elementary are required to be certified by the USOE (Utah State Office of Education) and meet the standards of “Highly Qualified” by NCLB (No Child Left Behind). We maintain this level of quality as the school administration works with the Provo School District to hire highly qualified teachers. Job Fairs and district hiring pools will be used to identify those candidates that match the needs of the school. The district personnel director, the principal and school facilitator will work with the BYU education program to recruit highly qualified candidates for our available positions. Prospective candidates from all accredited universities, colleges and other districts will have the opportunity to apply for available positions. The district will apply up to five years of experience from other districts to a prospective candidate’s steps on the salary schedule.

Between the district and school many things will be done to retain the highly qualified teachers that are hired. Once a candidate is hired they will be provided with a high level of support. A mentor will be assigned to each new teacher. The assigned mentor will be a proven quality educator and capable of supporting other teachers. By having this mentor, the new teacher will be provided with guidance, modeling, opportunities to observe other teachers, and a person to go to with concerns and celebrations. Studies show that a capable mentor makes a marked difference in the level of quality that a new teacher can attain. Job satisfaction also increases with the assignment of a mentor. Careful consideration will be given to the assignment of mentors at Sunset View. This assignment will come from the principal to an educator that is proven able to model, coach and support new teachers.

The district will offer classes to complete an ESL Endorsement. They will pay all expenses for these classes. The classes will provide teachers with post-graduate credit hours that can be applied to a lane change and increase in salary. According to No Child Left Behind, a student learning English as his/her second language must receive language instruction from a certified ESL Endorsed Teacher. With the changing demographics in Provo, many schools need all of their teachers to be ESL Endorsed in order to most

effectively come into compliance with the law. The opportunity to get the ESL Endorsement is a major benefit for newly hired teachers. Teachers with ESL Endorsements are very marketable in schools today. Along with the Endorsement, the district will work to streamline the required training for new teachers. They will coordinate with BYU to have the required literacy training cover the literacy class required by BYU for the ESL Endorsement. Other classes will cover both the required classes for ESL Endorsement and those required for the Early Years Enhancement program for second year teachers. We will offer three of these classes on our own campus. This is an attractive option for new teachers.

Professional Development will be an integral part of teacher quality at Sunset View. The ESL Endorsement has become required for all teachers at SV. Our population of English Language Learners has increased and the ability to differentiate instruction for the English Language Learner while maintaining the rigors of the curriculum for all students is an essential skill for the teachers at SV. New teachers at Sunset View will have the option to participate in additional ESL classes that are part of the ESL Endorsement and will be provided on our campus. The ESL Endorsement classes will provide the teachers with the instruction and support that they need to meet the needs of the students in their classes. Professional Development in the areas of math and literacy will also be required for all teachers. In order to help teachers and to make the in-service more practical for classroom application, we will integrate the three areas of professional development; math, literacy, and ESL so that we can use what we are learning in the ESL Endorsement to implement research based instruction in the areas of math and literacy as well as the other areas of the core curriculum.

Administration at Sunset View is supportive of new teachers. The principal will visit classrooms on a regular basis. She will meet weekly with curriculum mentors and the facilitator to share observations and get input on how new educators can be better supported. The administration will create a coordinated schedule that allows most teams to have common planning time where new teachers collaborate with their team about curriculum, student progress, data and other concerns or celebrations. Teams that do not have common planning time will have planned other times to meet weekly. Curriculum Mentors attend these team meetings at least twice a month and the principal also joins these meetings often.

## 2. Curriculum Selection and Implementation and Instructional Strategies

**As it relates to your Student Achievement data, including disaggregated data, describe how the school will structure curriculum, instruction and assessment, and use its resources of time, people, and money to increase and maximize student achievement. Describe how the school will monitor and provide for practices based on scientific research.**

**Describe how the school will ensure the implementation of scientifically-based instructional practices necessary to meet the diverse learning needs of all students (including English Language Learners, students with disabilities, economically disadvantaged students, gifted students, and others?) What culturally responsive teaching and learning strategies will teachers use to ensure success of all students?**

At Sunset View Elementary decisions made about curriculum, instruction and assessment will be guided by several factors. The State Office of Education and the Provo School District stand by the following division of instructional time – 50% of instructional time for literacy, 25% for math, and 25% for other subjects. Classroom schedules at SV are based on this model. The administration will protect this instructional time by carefully screening the additional programs and the interruptions that effect classroom schedules. Not only are classroom schedules following the 50-25-25 model but the school will have a coordinated schedule for instructional time that will provide coordinated time for collaboration, Resource, ESL and Title 1 intervention groups.

The State of Utah bases many of their directives on the three-tier model for instruction. In this model the instructional needs of approximately 80% of the students are met through initial classroom instruction – tier one. The other 20% of the students need supplemental intervention. Most of this 20% respond to tier two instruction that is given in addition to the initial tier one instruction and master the material. 2% of students may require their instruction to be delivered in a different setting and through different instructional programs – tier three. The three-tier model for instruction will be the model that we are using at SV.

All students will receive initial instruction from their assigned classroom teacher. The initial tier one literacy instruction will be taken from the Treasures core reading program that has been adopted by the district. This program is based on the scientifically researched based findings of the National Reading Panel (NRP). Several of the authors of the Treasures program participated in the research done by the National Reading Panel. Therefore this program provides appropriate explicit instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension for both whole group and small group instruction. Along with these areas there is also instruction in oral language, writing, spelling and grammar. This program also includes effective strategies to enhance the learning for English language learners. Math tier one instruction will be taken from the Growing with Mathematics in Kindergarten – Second Grade and Scott Foresman/Addison Wesley Math in 3<sup>rd</sup> – 6<sup>th</sup> grade. Through professional development

we will improve our use of these programs to ensure that explicit lessons are taught and that small group tier two instruction is provided both in the classroom and in intervention groups where needed.

Those that are unable to master the core material through the initial tier one instruction will receive additional instruction from the classroom teacher during small group instruction. It is also possible that these students will be referred for supplemental tutoring intervention programs as well. Out of classroom intervention will be administered through research-based programs provided through ESL, Title 1, and Special Education Resource services. Special Education students that have been evaluated as needing tier three instruction are placed in a self-contained classroom and receive initial instruction through the Wilson Reading Program by a certified Special Education teacher. Supplemental intervention for these students will be administered through the Special Education self contained classroom as assessment data directs.

The professional development that is done at SV will be based on the models explained above. The scientifically research-based instructional strategies from the NRP (National Reading Panel), district accepted and deemed research-based programs in math and literacy, and the BYU BEEDE ESL Endorsement classes will provide culturally responsive and research-based instructional strategies to be in-serviced during professional development training. Participation in the ESL Endorsement classes during the last year have made it clear that explicit and systematic instruction is essential for struggling students and effective for all students. Professional development training will be presented using an explicit model. This model of—tell, show, help, monitor is the expectation for classroom instruction.

Teachers and administration have identified learning priorities in reading, writing and math. These priorities will be a focus for instruction and mastery. We believe that it is crucial for students to master these priorities. To help teachers and administration monitor progress toward mastering these priorities, goals have been set for student achievement. These goals will be monitored at weekly team meetings, tracked monthly at School-wide collaboration meeting and evaluated at each term by the IIT. Student achievement based on the learning priority goals will drive the topics and delivery of teacher in-service.

Curriculum mentors, Facilitator, Data Mentor and the Principal will meet weekly to review student progress and teacher needs. The team will discuss data to determine student and teacher needs. Information from these meetings will be used as curriculum mentors provide training, coaching and support for classroom teachers. The curriculum mentors' observations and coaching will focus on instructional strategies that are covered in professional development. They will provide feedback and support in progress toward the learning priority goals. The purpose of professional development is to increase student achievement by improving tier one initial instruction as well as the classroom tier two instruction. This will also assist in the accurate assessment and placement of students that need to receive additional tier two intervention. Students needing tier three

interventions will be identified in a timely manner and appropriate documentation will be incorporated into the process.

### 3. Professional Development

**As it relates to your data on student achievement and educator quality, describe how the school will ensure that the professional development offered for teachers and other instructional staff is sustained and focused around, state, district, and school goals. This description should include the support for educators to increase their ability to deliver effective instruction based on scientific research. Include discussion of the proposed professional development's duration, content and connection to the academic achievement standards and goals.**

The professional development plan will be based on compliance with the federal government standards for educator quality and our school improvement goals. English language learners are required to receive their language instruction from a certified ESL endorsed teacher. Our school improvement goals will be to reduce the number of students not passing the CRT state tests in reading and math and the district PWA (Provo Writing Assessment) by 10%. With these compliance needs and school improvement goals in mind professional development will include completing the final three of BYU BEEDE ESL Endorsement classes and using them as a base to implement the new district literacy adoption and continue with math in-service from the 2007-08 school year.

Training will be scheduled weekly for two hours. There will be an additional hour set aside once a month for collaboration meeting where grade-level teams will discuss the data showing student progress and strategies to improve student achievement, especially those performing below grade level and not meeting the Learning Priority Goals. The teams will also have access to Title 1, ESL, Curriculum and Special Education coordinators to discuss the progress their students are making in the tutoring programs. Consistent support is given through the Curriculum Mentors. They observe, model, coach and provide assistance in planning and material generation.

We will complete the final three required classes in the BYU BEEDE program. *Assessment for Linguistically Diverse Students* will be completed in the summer of 2008. *Second Language Literacy* will start in September of 2008 and *Integrating Content and Literacy Instruction* in January of 2009. These classes will cover the final half of the ESL Endorsement. The foundation of these classes will provide a vehicle by which we can discuss the needs of all of our students.

The District has adopted a new literacy program, Treasures. In-service for the Treasures adoption will be provided through our literacy coordinators and integrated into the ESL training. Some District support will also be provided for this new adoption. We will continue with math professional development connected to the math adoption of 2007-2008 as directed by the District. Explicit lesson delivery will be an emphasis for math instruction.

The ESL Endorsement is meant to improve our instruction for English language learners, but in reality it improves our teaching for all students if we apply the professional

development in-service to what teachers are doing every day in their classrooms with their students. We will do this through integration of Math, Literacy and ESL professional development. Great attention to student data will be given as the leadership team plans professional development. Student progress drives what is included in the in-service sessions. In order to ensure implementation of the in-serviced strategies, teachers will complete the data report on student progress and discuss this report at monthly collaboration meetings. A goal report will be submitted to the principal each term. In order to assist teachers in their work toward the goals, they will be able to request specific support from the Curriculum Mentors. The Mentors will also provide assistance with lesson and curriculum planning, data analysis, observations and coaching.

Monthly in-service will also be provided for the paraprofessionals that are delivering tier two interventions in tutoring sessions. They will receive instruction on the research-based programs that will be used in the Tutoring Lab. These programs will provide targeted instruction in the areas of reading listed by the NRP and are essential for reading achievement. A math intervention program will be added to the Tutoring Lab, Math Steps. Paraprofessionals will be fully trained in this new program. Continued in-service for the paraprofessionals will increase their ability to provide interventions for the students in these areas and effectively use the adopted programs to improve student achievement. Evaluations and coaching in the use of the programs will be provided for the paraprofessionals. The Provo School District will hold an annual Conference for paraprofessionals. At this conference they receive instruction in best practice and research-based strategies.

#### 4. Academic and Other Supportive Services for Students

**After a careful review of aggregate and disaggregate data, describe how the school will provide additional educational support to individual students needing help in meeting the State’s challenging student academic achievement standards. Include a description of the methods to be used to determine which students will be selected for individualized, small group, or additional services and the method to be used in determining the efficacy of the services in improving student achievement.**

Classroom teachers at Sunset View will administer multiple assessments to determine the academic levels of the students. .” We will review the information gained from each assessment during our summer ESL Endorsement class to determine if it is the most effective way to get the information. The DIBELS, CRT and Appropriate Treasures assessments will be used to screen students and identify those that may be “at risk.” Diagnostic and Placement tests from treasures will also be administered for those students performing below grade level. After analyzing the data collected from these assessments, students performing below grade level on any of the assessments will be considered for tutoring intervention. Additional assessments provided by the supplemental tutoring programs will be administered to place them into the appropriate intervention.

The intervention programs that will be used in our Tutoring Lab, ESL Program and Special Education are listed below.

- **ERI (Early Reading Intervention)** This program will target Kindergarteners. It will focus on phonemic awareness and phonics.
- **Reading One to One** This program will target 1<sup>st</sup> and 2<sup>nd</sup> grade but is appropriate for students in grades 3-6 that do not receive an adequate score on a phonics screener used to assess readiness for the Soar to Success program. The One to One Reading program has three levels. The student will be placed in *Alphabet*, *Word Family* or *Reading Comprehension* depending on the initial assessment scores.
  - *Alphabet* students work on phonemic awareness and letter names and sounds. They also work on beginning fluency and comprehension skills.
  - *Word Family* students work on phonics. Phonics skills are taught for mastery and automaticity. Beginning fluency and comprehension are practiced as well.
  - *Reading Comprehension* students continue to review their phonics skills but the focus is on fluency and comprehension

(We will review programs that are current and aligned with scientifically research-based practices to replace our One to One program. We will use this program until we can review and purchase a new program.)

- **Great Leaps** Great Leaps is a fluency program that has three components of fluency, phonics, phrases and passages. Students will be able to review the phonics rules and increase their fluency in recognizing these patterns. The

- phrases and passages will provide practice in reading speed. While reading the phrases and passages students will practice expression and intonation as well. The passages will also provide for comprehension practice.
- **Soar to Success** Soar to Success emphasizes the use of four comprehension strategies, predict, clarify, question, and summarize. Graphic organizers and reflection questions are used to help students organize their thoughts about what they are reading
  - **Scott Foresman Newcomer Program.** This program is used for language development instruction for ELL students. Reading and writing skills are also practiced.
  - **Treasures.** The new literacy adoption purchased by the district has an ELL component that will be used to reinforce what is being taught during tier one and tier two instruction in the classroom.
  - **ELLIS.** This computer program is used to accelerate learning basic English vocabulary and phonics skills.
  - **Wilson Reading Program.** This is the Special Education tier three literacy intervention. A modified lesson format may be used in resource groups as well.
  - **Math Steps.** This program targets computational math skills and provides considerable additional practice on progressive strands.

All of these programs are research-based and emphasize the skills that scientific research has found to be essential for success in reading and math achievement. The programs may be delivered by one of the following departments – Special Education, Title 1 Tutoring or ESL depending on their classification, IEP or 504 by trained and highly qualified paraprofessionals.

Each student receiving intervention services will be administered the Woodcock Johnson III Brief Battery at the beginning of the year and again at the end of the year. Through this assessment we will track the overall growth of the students receiving tutoring services. Built in assessment is a part of each of the programs listed above. Graduation to other programs and re-teaching of lessons will be determined by the assessments that are administered approximately every 5-8 sessions depending on the program. Monthly progress for each student will be tracked and information about their progress given to the teachers at the monthly collaboration meeting where teachers discuss the low performing students. Coordinators of the different departments will give input on the progress being made in the intervention and collaborate on how this progress compares with the data the classroom teacher is collecting through the progress monitoring assessments associated with the Treasures literacy program. If students exit a program because they have mastered the material in the intervention program and are performing at grade level in classroom, they will be closely monitored to ensure that they don't backslide. Some maintenance of skills will also be done through the use of our BYU TOPS volunteers. Those who have exited are pulled whenever possible and assessed. If we find skills that they have forgotten, those skills will be re-taught. This will help the student to maintain what he learned in the program before he exited and to continue to progress.

In addition to the in-school intervention, students will be provided the opportunity to attend an After School Program. This program will not be mandatory. However, students that are not meeting the academic standards for reading and math will be given priority in the acceptance process. There will be an hour for daily academic review and practice on the “Learning Priority” skills. Teachers will encourage parents to register their children that are performing below grade level in this program.

Summer School will be another opportunity for students to receive intervention. The summer classes will be offered to those that are most at risk according to their academic levels. Highly qualified certified teachers will teach the classes. The curriculum is based on the research found in the National Reading Panel Report and will align with the state literacy and math core. Pre and post assessments will be administered to measure maintenance of skills and growth.

At the beginning of each school year, children of preschool age, 4-5 years old will be screened for the Provo District Title 1 Preschool. The Speed Dial assessment will be administered and pertinent information will be collected about the child’s family and home situations. A committee will review all of the applications and screeners from all of the Title 1 schools to determine placement in the preschool. Those children found to be most at risk will be accepted into the preschool. At the end of the school year the preschool staff will meet with representation from the receiving school to share valuable information that will help the student transition to the regular Kindergarten classes in the coming school year.

## 5. Parental Involvement

**Following an evaluation of parent involvement in the school, describe the activities the school will conduct to promote parental and community understanding of and participation in the school. What strategies will be used to implement effective parental involvement that will result in higher student achievement? How will parents be supported in becoming partners in the academic progress of their children? How will schools help parents to access student progress data?**

We will do many things to involve the parents at Sunset View. The Sunset View Parent Handbook is distributed to every family. This handbook contains general information about school and district policies. Our Parent – School Compact will be included in this handbook as well. The School Newsletter will go home monthly and will be translated into Spanish. It will be posted to the school website. We will have an on-site bilingual Parent Liaison that works with our parents. She will work with our Parent Center Coordinator to locate and provide information about community resources for parents. Translation will be available through her as needed for parents that come into the school with questions. Phone surveys will be conducted to get feedback on what needs parents in our school community have. The parent liaison will assist in our Take-Home Library. Students will be lent books to take home for reading practice with their parents.

The Sunset View PTA will continue to be active and help with several programs at the school. They will coordinate the parent volunteers at the school. There will be a list of people that have signed up to help, and teachers and other staff can contact the PTA to get names of people that have indicated that they are willing to help. They will assign a room parent to each classroom. This parent will work with the teacher to plan activities and organize volunteers. Our PTA will also provide several volunteers to help in the Take Home Library. The Darlings and Donuts program will be held monthly and sponsored by the PTA along with our Media Specialist. Parents will be able to come in before school and read with their children while enjoying a delicious donut, provided by the PTA. There are also some programs that will raise money for the school. These programs don't require the students to sell anything. They will bring in items that can be recycled or turned into to certain companies. The PTA will take care of all the details of these programs.

Parents will be involved in our School Community Council. They will help decide how the Trust land money will be distributed. The council that includes parents, teachers and administrators will meet bi-monthly to discuss the needs of the school and adjust plans for the use of the Trust land monies.

At the beginning of each school year an Annual Information Meeting will be held in connection with Back to School Night. Information about programs and parent involvement opportunities will be presented and parents may ask questions. A review of

required Title 1 items will also be presented to parents. Brochures with important information and dates will be distributed.

Notification about placement in one of the intervention programs and the gifted and talented program will be sent home to parents. The letter will explain the program that their child will receive and will invite the parents into the school to discuss any questions they may have.

A Parent Involvement Team will be organized to evaluate parent and family needs and facilitate the activities that will be held to meet those needs. This team will include the Principal, Title 1 Coordinator, Parent Center Coordinator, Parent Liaison, and a parent representative. This team will meet monthly to review needs and make plans for future parent activities. They will be responsible for planning and carrying out the activities that are decided will benefit our school community. These activities may include parenting training, how to help children succeed in school, adult ESL classes and others. This team will also coordinate their efforts with District sponsored events such as Make It Take It. The members of the team will help publicize the events and organize any needed information for the District and parents.

We will collect parent surveys to give us information on general parent perceptions and interests. We will do this by distributing them and collecting them during Parent/Teacher Conferences. The information received from these surveys will be compiled and reviewed by the Parent Involvement Team. The Parent Teacher conferences will be another way that we involve our parents in the education of their children. Three Parent Teacher conferences will be held. It will be an opportunity to inform parents of the progress that their child is making. Suggestions and important information about what a parent can do to help support their children will be shared. During conferences we will set up a Hall of Information. There will be booths representing the different programs that available at the school – technology, tutoring, after school program, gifted and talented, choir, etc. Parents may visit these booths to see products of the programs, receive information and ask questions.

Summer Success Night will be another school-sponsored event that Sunset View will provide its school community. Families will be invited to the school for a picnic pizza dinner, a presentation on the impact of summer loss, and materials that can be used during the summer to prevent the academic loss that research has shown to impact all students, but especially populations in Title 1 schools.

Our Parent Resource Center will be open daily. Parents will find books, make-it take-it games, other academic practice resources, a community board with information about available community services, computers with internet access and the Parent Center Coordinator to help them in their efforts to support their children in their educational success and other needs.

## 6. Full and Appropriate Integration of Technology

**Following a review of access to and use of technology, describe the school's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of educators to integrate technology effectively into curricula, instruction, and assessment.**

We will have a half-time certified Technology Integration Specialist as part of the faculty at Sunset View. He will be responsible for appropriate technology in-service for teachers and staff. He will work with the teachers as they integrate technology into their instruction. The teachers have the responsibility to provide the instruction but use the specialist as a resource to plan effectively for the instruction. Our Technology Specialist will update our school webpage where important information such as the Title 1 plan, School Report Card, AYP and UPASS Reports, School Community Agendas, and School Newsletter can be found. There will also be a computer technician that assists in setting up and maintaining the equipment.

All certified teachers and limited support staff will be issued laptops. Each classroom will be equipped with 3-6 desktop computers for student use. All 3<sup>rd</sup> – 6<sup>th</sup> grade classrooms will be fitted with ceiling mounted projectors to use with their laptops. Classrooms in grades 4-6 will also receive interactive white boards. In-service on effective use of this equipment will be coordinated through our Technology Specialist.

We will have 4 mobile computer labs with 30 laptops in each lab. Classrooms will be equipped with 4-6 desktop computers that will be available for student use with the classroom. The mobile labs will provide a classroom teacher with the ability to do class computer projects or individualized computer generated practice on skills from the core curriculum. The laptops and classroom computers can also be used for computer based tier two Interventions. Video and digital cameras will be available for classroom teachers to use in the technology projects that they integrate into their teaching. For classrooms that do not have the ceiling mounted projectors, there will be projectors for check out.

Four of our classrooms will be e-MINTS classrooms. These teachers will be provided with extensive technology training. The classrooms will have a desktop computer for every two students as well as smart boards, projectors and other equipment that enhance the use of the desktop computers.

YPP (Yearly Progress Pro) will provide weekly information on how a student is progressing towards the math standard. It will give students additional interventions in the areas where they are not showing progress. Teachers will be in-serviced on the wider capacity of use that this program has.

UTIPS will allow students to practice on-line testing using an item pool. This item pool will present students with questions that are in a format that is similar to what they will

see on the CRT tests. It will provide them with valuable practice in on-line testing. In-service on using this resource will be available for teachers.

CRT end of year testing for third to sixth grade students will be done on-line. Both teachers and students will be trained in the use of the available tools and resources for students taking the test on-line.

Teachers will generate standards reports and use PowerSchool to record students' assignments and test scores. Digital SAMS will be the data warehouse for students' scores. In-service and support for these programs will be provided for teachers.

Both the recent District math adoption and the new District literacy adoption have extensive computer resources. As we are in-serviced in the literacy adoption the Technology Specialist will help us evaluate how to best use the available technology components. We will also use the Technology Specialist to provide in-service in the use of the available math technology components.

## 7. System of Support for Schools

**Recognizing the school's responsibility to support its students, describe the school system of support for ensuring that all students meet the academic content and student achievement standards, including how the school will provide assistance to low-performing students.**

Under the direction of the Principal, the Instructional Improvement Team (IIT), consisting of a team leader from each grade level, Special Education Lead Coordinator, Curriculum Mentors, Facilitator, Title 1 Coordinator, and Data Mentor developed "Learning Priorities" for each grade level. The priorities will provide a continuum of learning in reading, writing and math. The IIT will meet with the grade levels to discuss the priorities and present the related assessments and goals associated with the priorities. Classroom teachers will use multiple assessments to determine where the student is performing on the learning continuum. Based on this data the teachers can provide appropriate instruction and request needed intervention. The learning priority continuum information along with other assessment data will be used to determine the academic levels of the students and the appropriate intervention program. The coordinator of the intervention program will approve acceptance into a tutoring intervention based on data and collaboration with the classroom teacher.

Sunset View teachers will meet monthly in a formal collaboration meeting to review progress toward student achievement goals that are stepping stones to the overall goal of reducing the number of students not passing the Language Arts and Math CRTs and the PWA (Provo Writing Assessment) by 10%. Teachers will instruct and assess students during the month to determine whether the students have mastered the material and met the goal. During monthly collaboration the team will discuss how those that have not mastered the material will receive additional instruction so that they will be able to meet the achievement goal. Those meeting the goal will be recorded each term. Teams will evaluate if the current intervention services are effective and make decisions about referrals to special education. There will be time during collaboration meeting to discuss concerns and ask specific questions of the intervention program coordinators.

Additional support will be given to students that are assessed and found to be academically at risk. This will be done through classroom small group instruction as well as in tutoring sessions that provide targeted interventions (see details for intervention programs in section 4). They will receive the research-based intervention programs that will help them meet the learning priority goals and increase their ability to perform at grade level standards.

Coordination of programs and correct placement in programs will be essential as we work with our low performing students. Special Education, Title I and ESL departments will need to communicate well about students' needs based on assessment data and about students' placement in intervention programs. Monthly collaboration meetings and weekly special services team meetings will provide time for this coordination.

The Leadership Team, consisting of Principal, Curriculum Mentors, Facilitator, and Data Mentor, will meet weekly to review data and classroom observations. In these meetings data and information will be reviewed and specific support for specific teachers and specific students will be discussed.

## 8. Evaluation Plan

**Describe the strategies the school will use to determine whether schools are making satisfactory progress in meeting student achievement goals. In doing so, the school should also describe how they will reward excellence and design interventions for schools that are not making sufficient progress.**

AYP and UPASS reports will inform the school about the attainment of the school goals. These reports will show if a 10% reduction in the number of students not passing the Language Arts and Math CRT was reached. We will also evaluate the PWA (Provo Writing Assessment) scores to determine if a 10% reduction in those not passing the writing assessment was achieved.

We will evaluate the likelihood of students passing the CRTs in language arts and math and the PWA throughout the year based on assessment data. As we evaluate student performance throughout the year we will adjust professional development emphasis, teacher support and programs as dictated by the collected data. IIT meetings, monthly collaboration in grade level teams, weekly leadership meetings, parent involvement and coaching by the curriculum mentors will be essential in the evaluation of the effectiveness of the plan. The input received in these meetings will guide the adjustments that need to be made in order to provide sufficient support to teachers and students as they work to meet the appropriate standards in language arts, math and writing.

The IIT will provide information about what support teams need to meet the school improvement goals. They will also evaluate the Learning Priorities and goals to determine if they were appropriate, if the new programs support the progression in meeting the goals and if adjustments in the goals will need to be made.