

2024-2025 Sunset Hills Continuous Improvement Plan Goals

Vision Statement: Empowering learners and leaders to benefit our world.

Mission Statement: Sunset Hills community shows respect, ownership, achievement, and responsibility in the pursuit of excellence in academics, athletics and the arts.

Goal A: Academic Goal: By May 2025, a minimum of 40% of students in grades 3-8 will achieve 40% proficiency in Math and minimally proficient will be reduced to 28%, a minimum of 52% of students in grades 3-8 will achieve proficiency in ELA, and minimally proficient will be reduced to 29% as measured by AASA. Additionally, a minimum of 58% of students in grade 5 and 47% of students in 8th grade will achieve proficiency in Science as measured by AzSci State Assessment.

Action Steps:

- PLTs will review unit assessments, discuss and identify essential standards, develop a minimum of two common formative assessments, and collectively engage in lesson design to include effective instructional strategies.
- Staff will provide Tier II instruction for all students that is designed using data from common formative assessments.
- Staff will engage in data digs (big data) and data chats (small data) for content area specific data analysis and set teaching and learning goals based on the analysis.
- Through the PLC process, staff will use common formative assessment data to plan for scaffolds, interventions and extensions for all students.
- Staff will engage students in student driven goal setting, data analysis and tracking.

Assess/Monitor:

- Backwards design planning for each unit will include research based, effective instructional strategies
- Tier II schedules, walk through data, and progress monitoring data
- Data dig and data chat protocols, minutes, and goal setting for each grade level/content area
- Lesson design will include scaffolds, interventions, and extensions for students
- Student driven goals, data tracking, and analysis

Goal B: Culture Goal: By May 2025, 100% of professional learning teams will implement professional learning community processes and increase one level on the PLC Continuum rubric. As a result, we will see an increase in the staff survey question, “The collaborative work of my team (grade level/content team) using the PLC processes will positively impact student learning,” by at least 10%.

Action Steps:

- Our school PLC will create collective commitments by the end of August 2024 through a collaborative process.
- PLTs will utilize PLC protocols to include, establishing norms, setting and assessing yearly and quarterly goals, setting an agenda prior to meetings, and having a focus on the four questions.
- PLTs will review unit assessments, discuss and identify essential standards, develop a minimum of two common formative assessments, and collectively engage in lesson design.
- PLTs will measure the mastery of identified essential standards using common formative assessments.
- PLTs will have a system for intervention, assigning students to intervention based on data aligned to standards.
- PLTs will have a system for enrichment, assigning students to enrichment based on data aligned to standards.
- Staff will receive differentiated professional development based on data collected on the PLC continuum and PLT and classroom walk throughs

Assess Monitor:

- School-wide collective commitments
- PLC protocols/agendas on the SHES Hub
- Lesson design will include interventions and extensions for students and scaffolds for EL and ESS subgroups
- Minimum of two common formative assessments per unit
- System for intervention and extension such as Walk to Read, Tier 2, March to Math for each grade level
- Minimum of monthly regrouping meetings for K-3 using 95%, DIBELS, STAR, and unit assessment data
- Minimum of monthly regrouping meetings for 4-8 using DIBELS (4-6), IXL data, STAR, and unit assessment data
- Professional development calendar reflecting PD that is differentiated for professional learning teams and/or individual teachers

Goal C: Safety Goal: By May of 2025, through the implementation of our ROAR school-wide system of behavior support referrals for disrespect will decrease by 10%. We will increase the survey question of students treating adults with respect by 10% on the student and staff survey.

Action Steps:

- Ongoing training will be provided on the school-wide system of behavior support to include expectations, reinforcement, accountability systems, and behavior tabletop scenarios.
- Staff will implement the school-wide system of behavior support to include the teaching, reinforcement, accountability, and staff reinforcement systems, and minimize classroom disruptions that impact student learning in the classroom
- Staff will analyze monthly behavior data for RtI to drive decisions and goals for further intervention for students who are not showing success with meeting the tier 1 school-wide expectations.
- The student support technician schedules will be driven by the use of RtI data to support behavior goals and interventions for students identified in RtI.

Assess/Monitor:

- Professional learning agendas will include ongoing training, with a minimum of one time a month.
- Monitor implementation of the school-wide system of behavior support and provide feedback and coaching to staff on the school-wide system of behavior support through walk through data, CES evaluation data, reinforcement on-line system data, and accountability data.
- Differentiated professional development on the school-wide system of behavior support will occur based on the data collected.
- Monthly behavior data will be pulled and shared with Professional Learning Teams. RtI for behavior will be completed monthly at a minimum, to include goals, interventions, and goal progress reporting.
- Administration and behavior team members will meet at a minimum once a month to regroup students and schedules to support the present level data, goals, and interventions needed.