

Our Direction

Sunny View Elementary School Date of Report: 10/18/2024 **Vision:**

Our school implements procedures that improve and enhance student academic performance at each grade level and, at the same time, those procedures help student emotional well-being.

Values:

Our school, in collaboration with all stakeholders, has the responsibility to educate each student so that they can be successful in life, while addressing the academic, creative, emotional, physical, and social needs of all our students.

Mission:

Our mission is to always do our best for students, to build a learning community that works together to inform, inspire and empower our students to become confident, lifelong learners.

Goals:

- All students will be instructed and encouraged to set goals, complete tasks, and become knowledgeable, responsible community members.
- All students will be presented with high expectations and have equal learning opportunities.
- All students will be taught how to be trustworthy, respectful, responsible, fair, and caring which will help develop them into successful citizens.
- All students will learn by being taught NC standards based lessons, by using digital programs, and by being offered opportunities that will energize, empower, engage, and educate them every day.
- All students will learn effectively in a nurturing environment that is clean, safe, and disciplined.

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

We will utilize the data from the following assessments to guide our instruction:

EVAAS, BOG, MOY, BOY, EOY, IXL Diagnostics Screener, KEA, Spelling Inventory, Phonics Survey, PAST, NC Check-ins, EOG, CogAT.

Student Outcome Data:

Our staff uses the data collected to help guide instruction. Our teachers and support staff meet NC Standards by utilizing researched based curriculums and researched based supplemental programs to teach, reteach, and support all students in their learning.

Our Leadership Team’s progress in fully implementing Indicators and meeting Objectives:

Our leadership team, teachers, MTSS team, and support staff engage in grade level PLC meetings. Our discussions are centered around student needs, growth, and success.

Practice 1A: Prioritize improvement and communicate its urgency

A1.01 The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)

A2.01 Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)

A2.03 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(5093)

B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)

B1.04 The principal effectively and clearly communicates the message of change.(5138)

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) B2.05

The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145) **Practice 1B: Monitor**

short-and long-term goals

D1.02 The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171) B3.03 The

principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Practice 2A: Recruit, develop, retain, and sustain talent

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168) **Practice**

2B: Target professional learning opportunities

A1.02 ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)

C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)

C2.02 ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161) **Practice**

2C: Set clear performance expectations

C3.01 The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165) **Practice**

3A: Diagnose and respond to student learning needs

A1.04 ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)

A1.05 ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)

A3.02 Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs. (5111)

A3.05 The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

A4.02 Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities.(5118)

A4.03 Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.(5121) A3.10 All teachers use assessment data and match instruction and supports to individual student needs. (6827)

Practice 3B: Provide rigorous evidence-based instruction

A1.06 ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

A2.05 ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)

A2.06 ALL teachers reinforce elements of mastered knowledge that can be retained through review, questioning, and inclusion in subsequent assignments.(5096)

A2.07 ALL teachers include vocabulary development as learning objectives.(5097)

A2.09 ALL teachers include self-checks, peer-checks, and documentation of learning strategies as part of assignment completion.(5099) A2.13 Units of instruction include standards-based objectives and criteria for mastery.(5103)

A2.14 Units of instruction include specific learning activities aligned to objectives.(5104)

A2.17 ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)

A4.08 ALL pre-k teachers ensure that all students are involved in activities each day that are designed to stimulate development in all domains: social emotional, physical, approaches to learning, language, and cognitive development.(5126)

D2.04 The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.(5176) A2.20 All teachers use appropriate technological tools to enhance instruction.(5306)

A2.25 The teacher builds students' ability to use a variety of learning tools.(5339)

D2.09 All students receive adequate, up-to-date equitable access to technology. (6828)

Practice 3C: Remove barriers and provide opportunities

A2.16 Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to level.(5134)

D2.06 All teachers build students' ability to learn in contexts other than school.(5314)

D2.05 The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854) **Practice**

4A: Build a strong community intensely focused on student learning

A4.04 The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)

A4.05 ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions. (5123)

A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

Practice 4B: Solicit and act upon stakeholder input

E2.04 The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)

Practice 4C: Engage students and families in pursuing education goals

E1.05 The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions.(5181)

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

E1.10 The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186) 4 of 4