



## Sunny View Elementary School

Date of Report: 10/6/2025

### **Vision:**

Our school implements procedures/practices that keep every student inspired, prepared, and empowered for a future of lifelong learning and responsible citizenship.

### **Values:**

Our school strives to build positive relationships with all stakeholders, reach our highest potential, build integrity, and to be innovative.

### **Mission:**

In partnership with families and our community, our school will prepare each student to thrive in a diverse, dynamic world by fostering academic excellence, personal growth, and the development of critical life skills.

### **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, caring, build integrity, persevere, and have courage, which will help develop them into successful citizens.
- All students will be taught skills necessary to help them be successful in school, their careers, and life in general.
- All students will learn by being taught NC standards based lessons, by using digital programs, textbooks, and hands-on activities, as well as being offered opportunities to connect with community members and organizations to learn real life/career skills.
- All students will learn effectively in an engaging learning environment that is nurturing, clean, safe, and disciplined.
- Every student will show growth in core and enrichment classes.
- In alignment with North Carolina's Portrait of a Graduate, all students will learn how to adapt, communicate effectively, and think critically.

**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, Spelling Inventory, Phonics Survey, UFLI, NC Check-ins, EOG, CogAT, STAR, Dial 4, Teaching Gold Strategies, and Physical Education Skills Tests.

**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, school-wide meetings, and district meetings. Our discussions are centered around student needs, growth, and success.

**Selected Indicators:**

**Practice 1A: Prioritize improvement and communicate its urgency**

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)

B2.04 The principal makes sure everyone understands their role in continuously elevating professional practice.(5144)

**Practice 1B: Monitor short-and long-term goals**

B2.02 The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(5142)

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

D1.03 The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions.(5172)

**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**

A3.03 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)

C1.02 The principal plans opportunities for teachers to share their strengths with other teachers.(5153)

**Practice 3A: Diagnose and respond to student learning needs**

A3.09 All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.(5350)

**Practice 3B: Provide rigorous evidence-based instruction**

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

A2.10 ALL teachers teach methods of logic, synthesis, evaluation, and divergent thinking.(5100)

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

A2.19 ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)

E1.02 ALL teachers regularly assign, check, mark, and return homework.(5178)

**Practice 3C: Remove barriers and provide opportunities**

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

A4.18 All teachers connect students' out-of-school learning with their school learning.(5315)

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

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

B1.05 The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement.(5139)

**Practice 4B: Solicit and act upon stakeholder input**

E2.01 Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.(5188)

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**

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| E1.04 | ALL teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning.(5180)                                                                                                                                                                                                                                      |
| 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)                                                                                                                                                    |
| A4.20 | All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations.(5348)                                                                                                                                                                                                                                |
| E1.12 | The school ensures that all parents understand social/emotional competency and their role in enhancing their children's growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.(6330) |