



Sunset Ridge School: 35707 N. 33rd Lane, Phoenix, AZ 85086

Mission	Vision
We are here to help each other succeed at achieving important goals.	Preparing our students to SOAR thru life, making the world a better place.

Team Members	
Name	Title/Relationship
Caryn Kunz	Special Area
Chris Bailey	Parent
Colleen Macevicius	Kinder
Devon Hawkins	Hawkins
Gaylyne Hartley	6th grade
Jeneil Killman	3rd grade
Joni Jacobs	7th grade
Mara Kurasch	Assistant Principal
Michelle Cole	PTA Representative
Michelle Elitzak	1st grade
Mishelle Scragg	2nd grade
Nichole Bartel	Special Education
Sean Bowman	8th grade
Sean Humphreys	Parent
Stephen Widling	5th grade

**Goals:**

**Priority Area 1.1.1**

Priority	Component	Objective
Excellence in Student Learning	College and Career Ready Program of Study	Deploy a guaranteed and viable curriculum in every classroom.

**Needs Statement**



K- 3 DIBELS, PASI and PSI assessment results give teachers information about students who need intensive reading intervention. Student scores categorized at-risk should be targeted for Tier 2 interventions. The goal of this strategy is to move struggling students out of the at-risk range.

Teachers can use assessment results to help them design their overall instructional reading plan. While individual scores help teachers know who is struggling with a specific skill, the average scores of the group help teachers determine the approach they need to take with the entire class

**Grades 4**

Grade 4 is working to develop formative assessments in the area of math to identify and address gaps in student performance. The team has sought out materials for Tier 1 and Tier 2 instruction to improve the math skills they have identified as common essential outcomes for the grade level.

**Grades 5-8**

These grade levels are departmentalized and meet monthly with for vertical articulation. Vertical articulation provides time for teachers to address a common outcome and allow for scaffolding of skills. Department teams are addressing a skill deficit, based on assessment results, in the area of text dependent questioning and responding. Through the use of non-fiction reading selections, students will be supported in skills to improve critical reading and responding skills.

### Goal Description

By May, 2018

Kindergarten - 5% decrease in the number of student scoring intensive, on NWF, as measured by the DIBELS.

First Grade - 5% decrease in the number of students scoring intensive on NWF, as measured by the DIBELS.

Second Grade - 5% decrease in the number of students scoring intensive, on DORF, as measured by DIBELS.

3rd Grade - 5% decrease in the number of students scoring intensive, on DORF, as measured by DIBELS.

3rd grade thru 8th grade will increase campus proficiency scores from 67% to 73% as measured by AZMerit ELA assessment.

3rd grade thru 8th grade will increase campus proficiency scores from 66% to 72% as measured by AZMerit Math assessment.

### End of Year Summary

### Key Measures

•Key Measure - Grades K - 3 DIBELS- % of Students Achieving Core; Grades 4-8 increase in the number of students scoring proficient as measured by AZMerit

### Priority Area 2.2.1

Priority	Component	Objective
Excellence in Workforce Performance	Workforce Development to Meet Organizational Needs	Establish and maintain a collaborative learning environment.

### Needs Statement

This is the 3rd year of this initiative and we have historical data to support continued implementation of this process. We have moved students from at risk to low risk by working together to improve Teachers are learning more effective strategies for developing strong Tier 1 instruction and the need for focused Tier 2 intervention for intervention and enrichment.

### Goal Description

100% of the teachers will participate in monthly Multi-tiered Support Strategies meetings as measured by attendance records.

### End of Year Summary

### Key Measures

•Attendance records



## Priority Area 3.1.1

Priority	Component	Objective
Excellence in Stakeholder Relationships	Effective Communication	Deploy successful communication strategies to exceed the key needs of all stakeholder groups.

### Needs Statement

Prior to the start of the 2017-18 school year, there was not a specific plan for enhancing business partnerships, at Sunset Ridge, to support the campus initiatives. The need for strengthening partnerships is to build a mutually beneficial relationships to support the campus goals.

### Goal Description

Develop a plan to strengthen existing business partnerships by expanding opportunities for businesses to enhance their connection to the campus.

### End of Year Summary

### Key Measures

- number of business partnerships; total in kind or financial support.

## Priority Area 4.2.1

Priority	Component	Objective
Excellence in Organizational Improvement and Accountability	Documented and Deployed Processes	Identify, document, deploy and monitor key processes across all campuses, departments and levels with fidelity.

### Needs Statement

As this is our third year of using MTSS processes to provide intervention or enrichment for students beyond Tier 1 instruction, teachers are experimenting with various strategies to improve the Differentiated Student Support time, 30 minutes each day, to improve student achievement.

### Goal Description

100% of the teachers will utilize the Multi-Tiered Support System as a means of collaboration.

### End of Year Summary

### Key Measures

- Key Measure - KEY processes have been documented and can be articulated by campuses/departments with monitoring process included