



Sunrise Elementary (Updated 8/30/19) 2019-20 Strategic Action Plan

At Sunrise Elementary we work collaboratively to create a kind, safe, and responsible learning community where all students reach their academic, social, and emotional potential.

Each year, we identify goals that guide the work we do to ensure each of our students learns at high levels and, ultimately, is prepared for success in career, college, and life.

Our goals the 2019-20 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Measures of Success
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	<ul style="list-style-type: none">• Minimum annual academic growth rate of one year for students at/above grade level and more than one year for students below grade level• Increased percentage of students meeting standards in core subjects• Immediately identifying students below grade level, and crafting a specific plan to address the areas where the student struggles
Goal 1 Success in the Early Years	<ul style="list-style-type: none">• Increase percentage of students in pre-kindergarten to grade 3 meeting criteria for social/emotional, physical and cognitive development.• Decrease achievement gaps across student groups in English Language Arts and Mathematics• Quickly identifying individual student strengths and areas of growth (academically, social/emotional, physical) through family conferences.



	WA Kids Inventory, and reading, writing, math, science, PE, Music and Social Skills baseline assessments.
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EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning is rooted in our commitment to equitable access and outcomes for students. At Sunrise Elementary our Equity Team's goal is to create an environment that is civil, respectful, safe, and welcoming, and where every student knows they belong. Creating and nurturing this positive school environment means that the adults in our building engage in professional learning, and that we put into place strategies across the school and in every classroom that demonstrate we believe in every student. Specific actions our school will take toward this goal include:

- Monthly Equity Team Meetings, beginning with August kick-off for entire staff
- Participation in Courageous Conversations Summit
- Equity Team sharing Courageous Conversations content at staff meetings
- Further Book and article study by Sunrise staff. For example, "A Message from a Black Mom to her Son."
- Intentional reach out to people of color in the parent community and larger community who can partner with our work
- Continued enhancement of library collection with "window" and "mirror" books.
- Equity Team book study of "A Different Mirror."

The work of our Equity Team helps us cultivate and nurture a learning environment where all students feel a sense of belonging and where every student feels safe and ready to learn.

OUR INQUIRY PROCESS

Selecting and addressing our chosen Strategic Plan goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Understanding Our Students' Needs

The first step in our inquiry process is an examination of data. By looking at a variety of data including attendance and discipline records, classroom-based assessments, demographic information, family and student inventories/surveys, and various student achievement measures, we are able to understand the issues we need to address.



During Spring 2019, we reviewed the following data

- Attendance Records
- Classroom Based Assessment Results
- Highly Capable Test Results
- Demographic Information
- Discipline Data
- Individual Running Records
- SBA Scores (specifically item analysis of writing)
- Star Data in Reading
- WA Kids Inventory
- Center for Educational Effectiveness Survey Results

Based on our data review, we have identified the following areas for improvement (gaps) in student outcomes:

- **Writing:** A preliminary analysis of SBA data shows that embedded within ELA scores, some students are scoring at a level 1 or 2 in the subcategories of informational organization/structure and elaboration/evidence. We know specifically who these students are, their gender, ethnicity, special programs (if any), and we will be doing a baseline informational writing assessment in the first three weeks of school to identify any further students and to begin to provide targeted instruction and intervention support to improve student performance in the area of informational writing.

Our Root Cause Analysis was done together as a staff and the following causes were identified:

- We do not teach informational writing as much as opinion and narrative
- Students are not following through on feedback
- Students who struggle in informational writing, also struggle with doing research
- Individual conferences are not happening as much in informational writing as in narrative
- Students who struggle tend to hide, thus we need to individually confer more often.

- **Math:** Some students at Sunrise are already high achieving in math (above grade level), yet they are not making a year's growth. A small group of students are below grade level and are not achieving grade-level standard.

Our Root Cause Analysis was done together as a leadership team and the following causes were identified:



- Students are either receiving instruction in standards/content they have already mastered or they are not being accelerated to the next grade level
- Highly capable students (math only) are able to walk to math, while other high achieving math students are not walking to math, thus leaving the teacher to differentiate.
- Teachers are continuing to grow our ability to differentiate instruction so that the needs of a wide range of abilities are being met
- Some teachers are using our acceleration survey, but not all teachers.

Theory of Action, Instructional Practices & Strategies

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypothesis about root cause(s) leads us to believe that if we do certain things, then we will see positive changes. Therefore, for each of our chosen goals, we have developed a theory of action that has led us to choose to implement a specific instructional strategy that is linked to one of the five Northshore Instructional Practice(s) we have been developing. By focusing on the instructional strategy and being clear about our anticipated outcome, we will be able to determine whether our efforts will have the anticipated impact. Because we will measure student progress regularly, we will be able to adjust our approach as the school year advances

GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we **identify our struggling students*** and deliver high-quality, differentiated informational writing instruction with pre-assessments, ongoing progress monitoring and post-assessments, then students will demonstrate at least one year's growth in informational writing, specifically in the area of organization/purpose and elaboration/evidence. **To specifically support our students who are at Level 1 and 2 in informational writing, we will provide teacher-led small group instruction (grouping students with similar needs together) as well as increased individual conferring.**

***At Sunrise we know specifically who these students are (gender, ethnicity, special programs if any) and have a spreadsheet identifying their current levels in organization/purpose and evidence/elaboration. This spreadsheet is a document that will be updated with our fall baseline informational writing assessment, and updated throughout the year. At any given time, the principal and classroom teachers will know exactly where students stand in their informational writing growth.**

SMART Goal

Between September 2019 and June 2020, all students at Sunrise Elementary will demonstrate **at least** one year's growth in informational writing (specifically organization/purpose and elaboration/evidence), with students not at grade level at the end of the 2018 -2019 school year, demonstrating more than one year's growth.



Instructional Strategy	Instructional Practice
<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> • Setting objectives <p>In informational writing (and in all subjects), it is imperative we are explicitly clear with students on what is expected of them, and what the criteria for success entails.</p>	<p>To make progress, toward our specific goal, we will begin with delivering quality Tier 1 instruction. This means that teachers will</p> <ul style="list-style-type: none"> -clearly communicate learning expectations in student-friendly language -utilize the gradual release of responsibility -differentiate to meet student needs -progress monitor within a lesson and a unit -Provide targeted small group instruction based on the learning needs identified in our assessments. -Individual conferring with targeted support based on the student's individual learning needs

*Note on Goal 3: While we identified both math and writing as areas to focus on we included our Writing SMART goal in this document based upon the fact that we identified more students struggling in the area of informational writing than we did in math. With that said, we also have a SMART goal for every Sunrise student to make at least one year's growth in math, with students below standard making more than one year's growth. Similarly to how we are tracking student growth and progress in writing as described above, we will be doing the same in math.

GOAL 1: Success in the Early Years

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we identify our struggling learners as early as possible by using the following assessments at the beginning of the school year:

- WA Kids Inventory
- iReady assessment for reading and math
- On Demand informational writing assessment
- Second Step social skills inventory
- Science pre-assessments

And provide appropriate, targeted intervention and support, such as:

- Skills identified on the WA Kids inventory
- Small group and individual reading support, including, but not limited to phonics instruction
- Small group and individual writing support targeting the skills identified for improvement on the pre-assessment.
- Role playing social situations



Then, the achievement gap will be closed before it ever exists.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: During the 2019-20 school year, any Sunrise student in Kindergarten through 3rd grade not meeting the expected criteria for social/emotional, physical and cognitive development will receive additional, intentional support from the classroom teacher, and/or Sunrise support staff. Assessments used to determine if students are meeting expected criteria for social/emotional, physical and cognitive development will include WA Kids, Classroom Based Academic Assessments in PE, Music, Reading, Writing, Math, Science, and Second Step.

Instructional Strategy	Instructional Practice
<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> ● Setting Objectives <p>Students need clarity on what is expected of them and what success looks like. When students have this clarity, they can own their own learning, and monitor their own progress.</p>	<p>Reading: Whole group, small group and individual instruction in phonics, phonemic awareness, vocabulary, fluency and comprehension. Read alouds, shared reading, independent reading workshop lessons with intentional teaching points.</p> <p>Writing: Whole group modeled writing and shared writing. Independent writer's workshop with intentional teaching points. Small group instruction and individual conferring</p> <p>Math: Whole group instruction, number talks, 3-Act Real World Tasks, small group instruction</p> <p>Science: Whole group instruction, hands-on lab experiments, one-on-one support, student groups working together on experiments with teacher guidance</p> <p>PE: Whole class instruction, individual coaching of skills, team activities</p> <p>Music: Whole class instruction, partner activities, individual coaching and support.</p> <p>Social Skills: Whole class lessons, role playing</p>



Monitoring Our Progress

Following a cycle of continuous improvement means that we will measure our progress at least three times during the school year for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our selected instructional strategy. If, according to the data, our strategy appears to be working, we will keep that strategy intact and then layer on another. On the other hand, if the data indicates that there is no impact, we may stop using the originally selected strategy and try a new one. It is in this way -- through the continuous review and analysis of data, selection of strategies, and measurement of results -- that we will close our gaps and create success for our students.

PROFESSIONAL DEVELOPMENT

Selecting goals, developing theories of action, getting specific about our intended outcomes, and implementing instructional strategies that we believe will make a difference for our students are all important parts of our strategic work this year. However, without each of the adults at Sunrise Elementary meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2019-20 school year, we will participate in the following professional development as part of our work:

- District Directed Days focused on iReady training and implementation
- Writing Instruction (staff meeting professional development led by leadership team, PLC time). Examples include, but are not limited to: how to confer with a student, modeled writing, small group writing, providing meaningful feedback to students.
- PBIS: Continued professional development in Implementation of Tier 1 and Tier 2 Strategies.
- Equity Team presentations to the staff. For example, how to highlight counter-narratives in our school and classrooms
- Science professional development based on the TCI curriculum updates

COMMUNITY PARTNERSHIP

Finally, we know that we cannot do this work alone. Your partnership and support is greatly appreciated. Here are the ways we will involve you and the rest of our Northshore community this year:

- Invite you to participate in Sunrise's Curriculum Nights
- Invite you to participate in November Parent/Teacher Conferences
- Invite you to attend Quarterly Coffee with the Principal



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- Invite Kindergarten to our Literacy Night in January and Maker Science Faire in March
 - Invite all families to attend our Celebrating Cultures Night in February
 - Invite you to come speak to our students, especially if you can share how you use informational writing in your career

Thank you for being part of your student's education and for partnering with us!