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## Sunrise Elementary 2020-21 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 INQUIRY PROCESS

Supporting student performance not only requires a safe, caring, and mutually respectful environment, but also a careful consideration of the Northshore Strategic Plan goals that align with our students' needs. Identifying Strategic Plan goals and actions to meet the chosen goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

#### [Equity Inventory](#)

All of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2020-21 school year, we will build off of what we learned from our work on Domain 1 of the [Northshore School District Equity Handbook](#):

#### **Domain 1A**

- As a staff we studied and reviewed the NSD Equity Policy and Framework
- As a staff we reviewed the "Equity Means" statements in our Strategic Action Plan

#### **Domain 1B**

- Provided students and families to access to interpreters when important policies, procedures, and practices need to be shared, most notably parent/teacher conferences and Special Education meetings
- Began developing a list staff, liaisons, students, parents, and/or community members that for helping translate documents for students and families

#### **Domain 1F**

- Intentionally planned activities to learn about each student's strengths by sparking conversations and discussions with them and their families about their stories (example: mix it up assemblies)

#### **Domain 1G**

- Collaborated staff-wide and in grade level teams to plan culturally responsive practices/activities

We will continue to keep key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 2 of the [Northshore School District Equity Inventory](#).



**Understanding Our Students' Needs**

Part of 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, student and family inventories/surveys, and various student achievement measures, we are able to understand the issues we must address.

During Spring 2020, we reviewed the following data:

- Remote Learning 1.0 and 2.0 Attendance/Engagement
- Classroom Based Assessment Results
- iReady Reading and Math Data
- Individual Running Records
- On-demand informational writing assessments
- Highly Capable Testing Results
- Demographic Information
- PBIS Data/Discipline Data

Based on our data review, and the results of our Equity Inventory, we have identified the following gaps in student outcomes or access that require our attention:

- During Remote Learning 2.0, we identified specific students who did not engage in learning. Attendance/engagement for a select group of students was sporadic or non-existent.
- Our first semester report cards identified students who were below standard in reading.
- Our second semester report card identified specific students designated as "with support."

We believe this gap in student outcomes is the result of the following root cause(s):

- Unstable housing situation for one particular student
- Another student/family had limited technology skills and needed coaching support on basic connectivity and access strategies.
- Parent work schedules made it challenging for students (particularly K-1 students) to be engaged in remote learning.

The analysis of our school data leads us to the development of our goals for the 2020-21 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Equity Means	Measures of Success
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<p><b>Goal 2</b> Responsible, Resilient, Empathetic Learners</p>	<p>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.</p>	<p>-Increased attendance/engagement during remote learning -Increased percentage of students expressing positive feedback about school -Increased percentage of students feeling connected to school and peers, especially during remote learning.</p>
<p><b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</p>	<p>-Increased participation in iReady math and reading for students who did not participate or had limited participation during Northshore Learns 2.0 -At least one year's growth for all students in reading, with students below standard demonstrating more than one year's growth.</p>

**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). These are outlined below.

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 2: Responsible, Resilient, Empathetic Learners**

Equity Means

Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we intentionally reach out to students/families that had limited or no attendance/participation in Northshore Learns 2.0 and provided the necessary resources, including social/emotional supports then students will increase their attendance and participation in the next iteration of Northshore Learns.



SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: *In the fall, the Sunrise staff will administer a survey to each student/family in our school. Any student who scored low on our rating scale for feeling included and belonging at Sunrise will show an increased score on the rating scale by the end of the 2020-21 school year, thus indicating an increased sense of feeling included and belonging at Sunrise.*

<p><b>Instructional Strategy</b></p> <p>To make progress, toward our specific goal, we will develop a survey for students and families to gain understanding of their experience during Remote Learning 2.0, as well as learn about the supports needed during the next iteration of Northshore Learns. This means that the Sunrise Leadership team will develop the survey, assist staff in administering the survey, collect and interpret the results, and make a specific action plan to address the needs of individual students.</p>	<p><b>Instructional Practice</b></p> <p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> <li>● Building and Maintaining Relationships</li> </ul>
<p><b>Domain Two: Climate, Culture, and Self Reflection</b></p> <p>To ensure equity focus to our work on this goal, we will focus on</p> <p>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.</p>	<p><b>Equity Strategies</b></p> <p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> <li>-Know which students have access to technological devices outside of school and accommodate accordingly</li> <li>-Have copies of curriculum and instructional texts available for students at their appropriate level, and if possible, in their home languages so their families can help them with homework (ie: textbooks, books, etc.)</li> <li>- Create a list of resources for students and families to refer to when completing or helping with homework outside of school</li> <li>-Utilize differentiated versions of tests to ensure that students are being met where they're at and their learning styles are taken into consideration</li> </ul>

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



Equity Means

Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we intentionally support the students who received the “with support” designation on their Spring 2020 report card in the area of reading with rigorous Tier 1, 2 and 3 reading instruction, then we will see more than one year’s growth for these identified students.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: *By the end of the 2020-21 school year, all Sunrise students will demonstrate at least one year’s growth (with students who are below standard making more than one year’s growth) in comprehension of informational texts as measured by iReady data, Individual Running Records, classroom based assessments and anecdotal evidence.*

<b>Instructional Strategy</b>	<b>Instructional Practice</b>
<p>To make progress, toward our specific goal, we will identify each student who has received the “with support” designation on the report card. Classroom teachers will then review all available data for each student, and then provided targeted intervention based on the specific reading needs of the student. Intervention support could also include support from our LAP, EL and Special Education instructors.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> <li>• Setting Objectives</li> </ul>
<b>Domain Two: Climate, Culture, and Self Reflection</b>	<b>Equity Strategies</b>
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>2A Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.</p> <p>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.</p> <p>2E Educators relate instructional content and strategies to the diverse backgrounds of their students.</p> <p>2H Educators work from the premise that “all children can learn” and continue to attempt</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> <li>• Learn about students’ learning styles by: asking them what works best for them in a survey or discussion, trying different strategies and taking note of which ones work best for each student, or asking them what they liked the most about previous classes</li> <li>• Ask and observe the class to see what students’ strengths are and think about ways to capitalize on those skills in lessons</li> <li>• Connect student names, interests, and backgrounds to instructional material</li> </ul>



<p>different instructional approaches until each child is reached.</p> <p>21 Educators have high expectations for all students regardless of their background or differences.</p>	
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**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 work. If, according to the data, our strategies appear to be working, we will continue to execute our SAP as designed. On the other hand, if the data indicates that there is no impact, we will re-examine our work and make critical adjustments. 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.

Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
<b>GOAL 3: Growth for Every Student, Elimination of Outcome &amp; Opportunity Gaps</b>		
iReady reading data WAKids Inventory	iReady reading data Classroom based assessments Individual Running Records Spring 2020 Report Card	October 15 <sup>th</sup>
<b>Goal 2: Responsible, Resilient, Empathetic Learners</b>		
Fall Student Survey	Winter and Spring Student Survey	October 1 <sup>st</sup> , February, 1 <sup>st</sup> , June 1 <sup>st</sup>

**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 2020-21 school year, we will participate in the following professional development as part of our work:

- Technology Professional Development Related to Northshore Learns 3.0



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- Continued PD with iReady, specifically how to utilize the instructional components
  - Continued PD led by Sunrise Equity Team, with a specific focus on Domain 2 strategies
  - PD on Culturally Responsive Teaching Practices
  - Possible PD related on trauma informed responses/practices

## **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 each family to participate in Sunrise's Curriculum Nights, with intentional invitations to the families of students designated as "with support."
- Invite families to participate in November Parent/Teacher Conferences
- Invite families to attend Quarterly Coffee with the Principal
- Invite Kindergarten families to our Literacy Night in January and Maker Science Faire in March
- Invite all families to attend our Celebrating Cultures Night in February
- Invite guest speakers, especially people of color to share about their careers and/or inspiring stories
  - Partnering with our PTA, with a particular focus on growing our Equity work in Domain 2.

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