



Sunrise Elementary 2022-23 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 2022-23 school year, we will build off of what we learned from our work on Domains 1 and 2. Sunrise specifically focused on the following indicators 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

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: Sunrise Forest Activity)

Domain 2A

- Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.

Domain 2D

- Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.

Domain 2E Educators relate instructional content and strategies to the diverse backgrounds of their students.



Domain 2H Educators work from the premise that “all children can learn” and continue to attempt

We will continue to keep key aspects of Domains 1 and 2 in mind while also incorporating strategies related to Domain 3.

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 2022, we reviewed the following data:

- Classroom Based Assessment Results
- iReady Reading and Math Data
- NSD Equity Inventory (Domain 3)
- Student survey results
- Classroom informational writing assessments
- Highly Capable Testing Results
- Demographic Information

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

- Math: While we have many students that are high performing, we can also identify select students who are either below grade level or are not making at least one year's growth.

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

- We believe this gap in student outcomes in math is the result of the following root cause(s):
 - Lack of consistent professional development
 - Limited utilization of resources (Math Tosa)
 - Limited assessments
 - Missing coherence across grade levels (vertical and horizontal alignment)



The analysis of our school data leads us to the development of our goals for the 2022-23 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
<p>Goal 2 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 percentage of students who feel safe, have a sense of belonging and personally meaningful friendship, and believe their school is vibrant and inclusive, with rules that are fair and equitable.</p>
<p>Goal 3 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>	<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

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 create a warm and welcoming environment for the many students who are new to Sunrise, as well as the many students new to EAP, Chinese Language Program and Kindergarten, students will feel a sense of belonging and connection, and as a result, increase the likelihood of academic growth and success.

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 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 2022-23 school year, thus indicating an increased sense of feeling included and belonging at Sunrise.*

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will teach the Second Step Social/Emotional Learning Curriculum as intended. This means that classroom teachers and/or counselor will teach all units in the curriculum and connect the learning opportunities to real life situations students are experiencing at school. Zones of regulation will also be a resource to be considered</p>	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>3B Educators are well informed of the diverse backgrounds of students and families</p> <p>3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</p>	<ul style="list-style-type: none"> ● 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 ● Connect student names, interests, and backgrounds to instructional material



	<ul style="list-style-type: none"> • Allow students to have a voice in deciding the types of projects and assignments they will do
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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 support.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if teachers are equipped with MTSS tiered math instructional strategies, then students will make a year or more of growth in math.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: **Between September 2022 and June 2023, the students at Sunrise Elementary who scored below grade level on fall iReady assessment and/or 2022 SBA assessment, will demonstrate one or more year’s growth in math by the end of the 2022-23 school year.**

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will implement consistent use of daily math lessons. Teachers will also utilize the gradual release of responsibility as they communicate clear learning targets for students followed by a combination of modeling, guided practice, collaboration, and independent practice. Instructional strategies will be targeted by specific content strand data at each grade level.	Our instructional strategy relates to: <ul style="list-style-type: none"> • Setting Objectives (clearly communicating learning targets in language that is understandable to students)
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies



<p>To ensure equity focus to our work on this goal, we will focus on</p> <p>3B Educators are well informed of the diverse backgrounds of students and families</p> <p>3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</p>	<ul style="list-style-type: none"> • 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 • Utilizing pedagogic strategies obtained through math PD planned throughout the academic year
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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
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
Student achievement and growth in relation to Common Core Math Standards	iReady diagnostics, 2022-23 SBA Results (3rd-5th grade)	Fall, Winter and Spring
Student achievement and growth in relation to Math Expressions lessons	Math Expressions Units	Each month
Student achievement and growth in relation to Math Expressions Unit	Quick quizzes and exit tickets	Each week



GOAL 2: Responsible, Resilient, Empathetic Learners		
Student responses to their sense of belonging	Student survey	Fall, Winter, Spring

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. During the 2022-23 school year, we will participate in the following professional development as part of our work:

- Northshore School District Summer Institute offerings
- MTSS training provided by Northshore School District
- Math Genius Squad-empower consulting-Shannon Kiebler
- Inclusive Practices professional development as shared by NSD/NSEA agreement

COMMUNITY PARTNERSHIP

We are committed to creating a safe, caring, and mutually respectful environment within our school where all students, families and staff feel welcomed, valued and affirmed. Your support in this endeavor is greatly valued and critically important, and to achieve this we will involve you and the rest of our Northshore community this year as follows:

- Summer 2022 gatherings at local parks to connect new students and families
- Invite each family to participate in Sunrise's Curriculum Nights, with more intentional invitations to the families of new to Sunrise students
- Popsicle with the principal-PTA partnership
 - Partnering with our PTA, with a particular focus on growing our Equity work- Domain 3
 - Invite families to participate in November Parent/Teacher Conferences
 - Invite all families to attend our Multicultural Evening
 - Invite guest speakers that represent the demographics of Sunrise Elementary

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