



2024-25 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. Sunrise Eagles follow the SOAR Expectations: Strive to do your best, Offer kindness, Act responsibly, and Respect yourself and others.

This Strategic Action Plan is the summary of the process we used to identify our goals; the identified goals; and the intended outcomes of student success.

OUR INQUIRY PROCESS

Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Community Engagement

At the Fall Curriculum Night, families will be invited to give feedback on the SAP at a hybrid listening session. In addition, we will work collaboratively with the PTA to involve parents in activities and events throughout the year. The school team will continue to partner with PTA to increase accessibility and inclusiveness in all school events and activities.

Planned Community Events:

- Back to School Open House
- Community Serve Day
- Curriculum Night
- Listening Session
- PTA Meetings & Info Session
- Fall Festival
- Multicultural Night
- Science Fair
- Color Run
- Student Activities: Track, Cross Country, After-School Enrichment Classes, etc
- PTA Studio East School Play
- Grade Level Musicals
- Art Walk
- Hygiene Drive, Toy Drive, & Food Drive
- PTA Auction
- School Dance
- Talent Show
- Kindergarten Information Night
- Summer Playdates & Popsicle with the Principal
- Toddler/Preschool/Kindergarten Playdates



Examination of Student Data

The Sunrise SDLT used the following quantitative, qualitative, and experiential data sources to examine our progress and plot a course for our work this year:

Quantitative Data	Qualitative Data	Experiential Data
<ul style="list-style-type: none"> ● iReady Reading Data ● iReady Math Data ● SBA Data (Math, Literacy, Science) ● Attendance Data (Focal Group) 	<ul style="list-style-type: none"> ● SEL Panorama Survey ● Student Work Samples 	<p>Street Data:</p> <ul style="list-style-type: none"> ● Listening Sessions <ul style="list-style-type: none"> ○ Families ○ Students ○ Staff ● Family Engagement Activities

Equity Inventory

The Sunrise School Leadership Decision Making Team (SDLT) partnered with the School Racial and Education Justice Team (RAEJ) to review the [Northshore School District 2024-2027 Racial & Educational Justice Framework](#) and identified the following component to focus on for the 2023-24 school year:

Throughline One: Anti-Discrimination and Microaggressions

- **1B:** Students have awareness about how to advocate for their self and their peers.
- **1D:** Students have a deepened understanding about microaggressions and identity-based slurs.

2019-2024 Past Equity Inventory Work: This exemplified the previous work that we are committed to continue while we begin our new learning about microaggressions and identify based slurs.

Domain 4 (2023-24):

- **4B:** Schools and departments have developed an effective ongoing communication system with families and the community.

Domain 3 (2022-24):

- **3B:** Educators are well informed of the diverse backgrounds of students and families.

Domain 2 (2020-2022):

- **2A:** Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.
- **2D:** Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.
- **2E:** Educators relate instructional content and strategies to the diverse backgrounds of their students.
- **2H** Educators work from the premise that "all children can learn" and continue to attempt

Domain 1 (2019-2020):

- **1A:** Educators stay informed about current school policies and procedures that impact the delivery of services to students from diverse backgrounds
- **1B:** Schools and departments ensure that all policies and procedures are explained to students and families in languages that they can understand.
- **1F:** Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results.



Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for students who are not yet meeting standard that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
<p>Literacy:</p> <p>23% of Sunrise students are not yet showing proficiency in literacy, according to spring 2024 iReady Data.</p>	<ul style="list-style-type: none"> ● Emerging professional development to support students who are neurodiverse ● Emerging access to targeted literacy interventions ● Attendance ● Students lack motivation on the iReady assessment ● Lack of personnel to support differentiation
<p>Math:</p> <p>30% of Sunrise students are not yet showing proficiency in math, according to spring 2024 iReady Data.</p>	<ul style="list-style-type: none"> ● Emerging professional development to support students who are neurodiverse ● Emerging access to targeted math interventions ● Attendance ● Students lack motivation on the iReady assessment ● Lack of personnel to support differentiation
<p>SEL:</p> <p>19% of Sunrise students in grades 2-5 did not respond favorably on the panorama survey about feeling a perception of safety.</p> <p>22% of Sunrise students in grades 2-5 did not respond favorably on the panorama survey about feeling a perception of fairness.</p> <p>24% of Sunrise students in grades 2-5 did not respond favorably on the panorama survey about feeling a perception of inclusiveness/sense of belonging.</p>	<ul style="list-style-type: none"> ● Emerging fidelity of teaching SEL Second Step across K-5. ● Emerging use of consistent language around conflict resolution strategies. ● Emerging Guidance Team to support students in need of Tier 2 and 3 supports.

OUR GOALS & MEASURES

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Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan goals related to our school's level to focus on during the current school year. The goals and measures are described below.

School Goals	Measure
<p>Goal 1 Success in the Early Years</p> <p>Equity Means: <i>Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.</i></p>	<p>Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.</p>
	<p>Goal 1: Measure 3: (Literacy) Increased percentage of students achieving and maintaining grade level in the components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing, and spelling.</p>
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p>	<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p>
	<p>Goal 2: Measure 1: (SEL) Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.</p>
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p>
	<p>Goal 3: Measure 2: (Math) Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.</p>

Theory of Action, Instructional Practices & Equity Strategies

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.

GOAL 1: Success in the Early Years:

Theory of Action



Based on the data and root cause analysis, we believe that if we provide staff with professional development on supporting students who are neurodiverse, provide students with targeted literacy interventions, encourage regular attendance, provide motivational support for iReady, and provide personnel to support differentiation, then students will make a year or more of growth in literacy.

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

- Emerging professional development
- Emerging professional development to support students who are neurodiverse.
- Emerging access to targeted literacy interventions
- Attendance
- Students lack motivation on the iReady assessment
- Lack of personnel to support differentiation

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 1 is as follows:

Between September 2024 and May 2025, the percentage of students achieving and maintaining grade level in the components of Literacy Development (phonemic awareness, phonics, fluency, comprehension, vocabulary, writing, and spelling) will increase by 15% as measured by iReady Reading Data.

(Fall 2024 iReady Data: 77% meeting grade level proficiency)

GOAL 2: Responsible, Resilient, Empathetic Learners:

Theory of Action

Based on the data and root cause analysis, we believe that if we continue to foster a strong Guidance Team, continue to teach Kelso's Choices conflict resolution lessons, access to the school counselor, and support staff in implementation of consistent SEL Second Step lessons, then students will report a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.

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

- Emerging fidelity of teaching SEL Second Step across K-5.
- Emerging use of consistent language around conflict resolution strategies.
- Emerging Guidance Team to support students in need of Tier 2 and 3 supports.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows:

Between September 2024 and May 2025, the percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health will increase as measured by the Panorama SEL Universal Screener.

(Spring 2024 Panorama Data: 81% of students reported a perception of safety, 78% fairness, and 76% inclusiveness/belonging)



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

Theory of Action

Based on the data and root cause analysis, we believe that if we provide staff with professional development in Math and supporting students who are neurodiverse, provide students with targeted math interventions, encourage regular attendance, provide motivational support for iReady, and provide personnel to support differentiation, then students will make a year or more of growth in mathematics.

Based on the data and root cause analysis, We believe this gap in student outcomes is the result of the following root cause(s):

- Emerging professional development
- Emerging professional development to support students who are neurodiverse.
- Emerging access to targeted literacy interventions
- Attendance
- Students lack motivation on the iReady assessment
- Lack of personnel to support differentiation

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 3 is as follows:

Between September 2024 and May 2025, the minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level in the area of math as measured by iReady Math Data.

(Fall 2024 iReady Data: 71% meeting grade level proficiency)

Instructional Practices & Equity Strategies Across Goal 1, 2, and 3:

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives across all three goals. We believe that these strategies and goals are interconnected:

Equity Throughline One: Anti-Discrimination and Microaggressions

- **1B:** Students have awareness about how to advocate for their self and their peers.
- **1D:** Students have a deepened understanding about microaggressions and identity-based slurs.
 - Class Lessons (Teacher and/or Counselor Led)
 - Access to Robust Counseling Program (Lessons, Groups, & Individual)
 - Staff PD on addressing microaggressions

UDL Strategies:

- Provide students with multiple means of Engagement, Representation, and Action/Expression

MTSS Structures:

- MTSS Targeted Math Interventions and Additional Push-in Math Support

NSD Instructional Strategies:

- **Building and Maintaining Relationships**
 - Focus on community building in classrooms
 - Intentional relationship building with families

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- o Partnership with PTA to offer family engagement activities

OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress at least six 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 our strategies appear to be working, we will continue to execute our plan 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.

Measures	Metrics	Dates of Data Review
GOAL 1: Success in the Early Years		
Increased percentage of students achieving and maintaining grade level in the components of Literacy Development, phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling.	<ul style="list-style-type: none"> • WaKIDS for Kindergarten • iReady for K-3 • SBA for Grade 3 • Student Work Samples • Listening Sessions 	<ul style="list-style-type: none"> • September 2024 • October 2024 • November 2024 • February 2025 • May 2025 • June 2025
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.	<ul style="list-style-type: none"> • SEL Universal Screener • Listening Sessions 	<ul style="list-style-type: none"> • September 2024 • October 2024 • November 2024 • February 2025 • May 2025 • June 2025
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.	<ul style="list-style-type: none"> • iReady scores Fall-Spring • SBA scores for Grades 3-5 • Listening Sessions 	<ul style="list-style-type: none"> • September 2024 • October 2024 • November 2024 • February 2025 • May 2025 • June 2025

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Sunrise Elementary, we will learn together, review data, and make adjustments as needed. During the current school year, we will participate in the following professional development activities as part of our work:

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- 4th & 5th Grade Math Genius Professional Development with Shannon Keibler
 - K - 3rd Grade Math Genius Professional Development with PLCs
 - Racial and Educational Justice Professional Development
 - Neurodivergent Affirming Professional Development
 - SEL Second Step & Conflict Resolution (Kelso's / KC's Choices) Training
 - District Offered Professional Development

COMMUNITY PARTNERSHIP

Student, family and community input was essential in our Strategic Action Plan design, and is essential to support our commitment of improving student outcomes. We are dedicated to involving you and the rest of our Northshore community this year as follows:

- School Community Gatherings (Tours, Open House, Musicals, etc.)
- PTA Events (Multicultural Night, Science Fair, Fall Festival, etc.)
- Conferences (WaKids in September or Fall Conferences in November)
- Volunteer Opportunities (Classrooms, Library, Recess, Parties, etc.)

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