



2025-26 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. 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 Walks
- PTA Meetings
- Multicultural Night
- Fall Social
- Science Fair
- 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
- Talent Show
- Kindergarten Information Night
- Summer Playdates & Popsicle with the Principal
- Toddler/Preschool/Kindergarten Playdates
- HiCap Information Session

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:

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

2024-27 Racial and Educational Justice Framework

Sunrise Elementary is committed to our Racial and Educational Justice work. The Sunrise Racial and Educational Justice (REJ) Team partnered with the Sunrise Shared Decision Making Leadership Team (SDLT) to select this year's focus areas from the [Northshore School District 2024-2027 Racial & Educational Justice Framework.](#)]

Throughline Two: Identity-Affirming Environments and Experiences

- **2B:** Students get to experience environments and opportunities that affirm their identities
 - We plan to focus on creating environments and opportunities that affirm student identities because belonging and recognition are essential for engagement, growth, learning, and success.
- **2D:** Students have a deepened understanding about their own intersectional identities and that of their peers
 - We plan to focus on deepening students' understanding of their own intersectional identities and those of their peers because recognizing and valuing diverse perspectives builds empathy, strengthens community, and supports equitable learning for all

2024-2025 Past REJ Work: This exemplified the previous work that we are committed to continue while we begin our new learning about identity-affirming environments and experiences.

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.

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>25% of Sunrise students are not yet showing proficiency in literacy, according to fall 2025 iReady Data.</p>	<ul style="list-style-type: none"> Emerging professional development on creating identity and neurodiversity affirming spaces Emerging access to targeted literacy interventions in the classroom

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<p>Math:</p> <p>31% of Sunrise students are not yet showing proficiency in math, according to fall 2025 iReady Data.</p>	<ul style="list-style-type: none">• Emerging professional development on creating identity and neurodiversity affirming spaces• Emerging access to targeted math interventions in the classroom
<p>SEL:</p> <p>21% of Sunrise students in grades 2-5 did not respond favorably on the panorama survey about feeling a perception of safety.</p> <p>38% 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> <p>(Spring 2025 Data)</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.• Developing Guidance Team to support students in need of Tier 2 and 3 supports.

OUR GOALS & MEASURES

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</p> <p>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)</p> <p>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>

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Goal 2 Responsible, Resilient, Empathetic Learners <i>Equity Means: Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i>	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.
	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.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps <i>Equity Means: Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i>	Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.
	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.

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 creating identity and neurodiversity affirming spaces and implement targeted literacy interventions within each classroom during WIN Time or the ELA block, 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 on creating identity and neurodiversity affirming spaces
- Emerging access to targeted literacy interventions within the classroom

Objective

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

Between September 2025 and May 2026, 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 2025 iReady Data: 75% meeting grade level proficiency)

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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, provide counselor taught lessons in classrooms on Kelso's Choices, Zones of Regulation, and Bullying Prevention, provide easy 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.
- Developing 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 2025 and May 2026, 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 2025 Panorama Data: 79% of students reported a perception of safety, 62% fairness, and 65% 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 on creating identity and neurodiversity affirming spaces and implement targeted math interventions within each classroom during WIN Time or the Math block, 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 on creating identity and neurodiversity affirming spaces
- Emerging access to targeted literacy interventions within the classroom

Objective

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

Between September 2025 and May 2026, 75% of students will meet 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.

(In the 2024-25 school year 70% of students in the school reached their expected typical annual growth goal.)

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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 Two: Identity-Affirming Environments and Experiences

- **2B:** Students get to experience environments and opportunities that affirm their identities
- **2D:** Students have a deepened understanding about their own intersectional identities and that of their peers
 - Class Lessons/Affirming Read Alouds (Teacher and/or Counselor Led)
 - Access to Robust Counseling Program (Lessons, Groups, & Individual)
 - Staff PD on creating identity and neurodiversity affirming spaces

MTSS Structures:

- MTSS Staff Professional Development
 - Teachers will apply vocabulary strategies in Science content as a result of the professional development on implementing UDL in Science.
 - Teachers will apply their knowledge of Neurodiversity Affirming practices in their classroom while planning and providing instruction in order to foster a more equitable and supportive school culture where every student has the opportunity to thrive
- MTSS Targeted Math and Literacy Interventions within the classroom during WIN Time of during the instructional block
 - Teachers and staff will use assessment data to inform selection and planning of small differentiated groups based on students' learning needs and use HMM, Math Expressions, Math Genius Squad, and Delta Math to target and scaffold skill development for students in Math and Literacy.

NSD Instructional Strategies:

- **Building and Maintaining Relationships**
 - Staff will build and maintain strong relationships with students by focusing on SEL and community building in classrooms to ensure students feel safe and a sense of belonging.
 - Staff will intentionally build relationships with families through conferences, PTA partnership, and family engagement activities to help families feel a sense of belonging at school.

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 Walks	<ul style="list-style-type: none">• September 2025• October 2025• November 2025• February 2026• May 2026• June 2026
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 Walks	<ul style="list-style-type: none">• September 2025• October 2025• November 2025• February 2026• May 2026• June 2026
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">• WaKIDS for Kindergarten• iReady scores Fall-Spring• SBA scores for Grades 3-5• Listening Walks	<ul style="list-style-type: none">• September 2025• October 2025• November 2025• February 2026• May 2026• June 2026

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:

- Staff Professional Development on Creating Identity and Neurodiversity Affirming Spaces
 - Neurodivergent Affirming Schools Book Study/Podcast Professional Development
- 3rd Grade Math Genius Professional Development with Shannon Keibler
- K - 5th Grade Math Genius Subscription with Embedded PD
- Racial and Educational Justice Professional Development
- MTSS Professional Development Series
- Parent Square & Culturally Responsive Language PD

COMMUNITY PARTNERSHIP

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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.)
- Parent Square Implementation (Sunriser Newsletter & Classroom Newsletters)
- Listening Walks (Listen to families in all settings and use the street data gathered)

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