



School Action Plan

SECTION 1: THE BACKGROUND

School Name: Sunrise Elementary School

Year: 2026-2027

The Central Vision: (North Star) At Sunrise Elementary we work collaboratively to create a 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.

Focus Population: (Who is the furthest from racial and educational justice?) Neurodivergent Learners

Learning Problem: (Big Picture) More neurodivergent students are not yet meeting academic standards in comparison to students who are not neurodivergent.

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE

The central node or pattern that connects your academic, behavioral, and cultural challenges.

The Holistic Inquiry	Response
The Surface Symptoms (What data points are flashing red?)	<i>iReady diagnostic scores are disproportionately lower for neurodivergent students in comparison to students who are not neurodivergent.</i> <i>Office and counselor referrals are disproportionately higher for our neurodivergent students.</i>
The Systemic Root (What are the causes? Are they interconnected and how?)	<i>Neurodivergent students may have a qualifying disability and therefore need intervention services such as LAP, Special Education, Counselor support, or in-class interventions.</i> <i>Neurodivergent students may have a wide range of strengths and areas of growth, therefore may need accelerated services (HiCap) in some areas and remediation support (LAP/SPED/ Intervention) in other areas.</i> <i>Neurodivergent students may experience anxiety, depression, and other mental health struggles that impact their academic performance and social emotional development.</i>

SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

Based on the data and root cause analysis, we believe that if we provide time via master schedule (math or literacy intervention blocks), professional development, and resources to support staff in creating Neurodiversity-Affirming spaces, utilizing UDL, MTSS, SEL, and targeted small group interventions, then we will have an increased percentage of neurodivergent students achieving and maintaining grade level in math, literacy, and social-emotional awareness.

SYSTEMIC GOAL:

Increase student agency with Neurodiversity-Affirming spaces, UDL strategies, and small group interventions to improve mathematical and literacy understanding which will result in our neurodivergent students being at or approaching grade level in math and literacy as measured by the iReady diagnostic.

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction (Instructional & Academic)	Activity: • Small group instruction in the classroom focused on pre-teaching or re-teaching in math or literacy • Explicit instruction on Social Emotional Learning using teacher led Second Step lessons and counselor led Kelso's Choices, Zones of Regulation, &/or Bullying Prevention lessons in every classroom. • Staff Professional Development on creating Neurodiversity Affirming Schools.	Resources: • Neurodiversity Affirming Schools Professional Learning • Staff Collaboration Time • MTSS Intervention Materials: ◦ iReady Interventions ◦ INTO Reading Interventions ◦ Math Genius Squad ◦ Delta Math ◦ Sonday System
Culture (Cultural & Emotional)	Activity: • Developing a clear purpose and plan for small group intervention in the classroom. • Developing a clear understanding of Tier I, II, & III instruction.	Resources: • NSD MTSS Implementation Guide • NSD Annual Operating Plan (AOP) • 2026-27 Sunrise SAP Plan
Structure (Structural & Policy)	Activity: • Math Instruction for 60+ mins daily • Literacy Instruction for 60+ mins daily • Intervention block for 60+ mins per week in Math (2-5) or Literacy (K/1) • Social Emotional Learning for 30+ mins per week • Develop regular PLC team structures	Resources: • MTSS Informed Master Schedule created with staff input • Second Step, Kelso's Choices, Zones of Regulation, & Bullying Prevention Curriculum • Shared Decision Making Matrix

SECTION 4: THE RIPPLE EFFECT SCAN

SYSTEMS THINKING

Holistic leaders anticipate consequences. Before acting, scan for how this plan might unintentionally hurt another part of the system.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
<i>If we pull students for intervention, they may miss class time, fall behind, and lose a sense of belonging.</i>	<i>Interventions will be scheduled during an Intervention block or "WIN Time" (What I Need) so no lessons are missed.</i>	<i>Connects to Goal 2 on Building a Sense of Belonging.</i>
<i>Implementation fatigue may lead staff to feel overwhelmed.</i>	<i>Collaboration time for this work will be provided during regular staff meetings.</i>	<i>Connect to staff retention and school central vision.</i>
<i>It is a struggle to schedule and staff these interventions.</i>	<i>Intentional scheduling of counseling lessons in advance. Possibly scheduling whole grade level SEL lessons in the Library on Fridays. Possibly schedule a regular weekly/monthly block with the counselor.</i>	<i>Connects to Goal 2 on Building a Sense of Belonging.</i>

SECTION 5: MONITORING THE WHOLE

LEAD INDICATORS

Don't just measure the test score (Lagging). Measure the health of the change (Leading).

Metric Type	Indicator Description	Frequency of Review
The Process Metric <i>(Are we doing it?)</i>	• iReady Fall, Winter, & Spring Data • SBA Assessment Data (Grades 3-5) • WaKids Data (Grade K) • Percentage of classrooms implementing small group interventions. • Office & Counselor Referrals	<i>Quarterly/Yearly</i>
The Experience Metric <i>(How does it feel?)</i>	• Student Panorama Survey • Sunrise SEL Survey	<i>Semester/Yearly</i>

The Outcome Metric <i>(Did it work?)</i>	• <i>Increase in math and literacy growth for neurodivergent students on iReady, SBA, or curriculum based assessments.</i>	<i>Quarterly/Semester/Yearly</i>
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Summary of the Changes

(How has the work articulated in the SAP changed the learning experience for your focus population? What are the next logical steps to address your learning problem?)