

Enumclaw School District
SUNRISE ELEMENTARY - SCHOOL IMPROVEMENT PLAN
 2017-2018

Current Student Achievement:

Smarter Balanced Assessments	ELA	MATH	Science
Grade 3	73%	70%	
Grade 4	73%	64%	
Grade 5	74%	52%	75%

Student Achievement Analysis:

Analyze all of your individual school achievement data. What are areas of strengths and areas in need of improvement? What trends or patterns emerge? Where are there achievement gaps?

For the past several years, our 3rd grade SBA scores in both Literacy and Math have been strong. This pattern is undoubtedly a result of the hard work of students, the teaching and preparation of our 3rd grade team, the dedication of our K-2 teachers in the development of reading and math skills, and the work of our support teams including our LAP/Title services. However, looking at the past several years of SBA results, another trend has emerged. As students move from 3rd grade to 4th and 5th grade, we have not been able to maintain their proficiency levels. The drop off in proficiency from 3rd to 4th/5th has been fairly significant. While the state averages show a bit of a decline from 3rd to 4th and from 4th to 5th in both literacy and math, our results are declining at a higher rate than those across the state. This is an area in need of improvement over the next year. We hope to maintain last year's 3rd and 4th grade cohort proficiency levels in literacy and math on this year's Spring 2018 SBA assessments (4th and 5th grade).

At Sunrise, achievement gaps remain within our ELL student population, our Hispanic student population, our IDEA/resource student population, and our free and reduced student population. The achievement of our

Hispanic student population is of greatest concern, specifically in the area of mathematics. On last year's SBA assessment, our Hispanic population scored significantly lower than the overall population in math. Last year's 3rd and 4th grade cohorts had a proficiency level that was 33% lower than the overall population. We hope to close this significant gap with dedicated ELL, LAP/Title, and classroom based instruction and interventions this year.

Student Achievement Goals:

In Literacy, please address both a school-wide SMART goal and identify a subgroup student growth goal. In Math, please establish a school-wide SMART goal. (Specific, Measurable, Attainable, Realistic, Time Bound)

<p>Literacy</p>	<p>70% or greater of all 3rd-5th grade students will achieve proficiency on the Spring 2018 SBA-ELA and 80% of Kinder-2nd grade students will achieve proficiency by Spring 2018 according to STAR assessment results.</p> <p>Subgroup: current 4th grade students will maintain a median SGP of 50+ according to STAR assessment results.</p>
<p>Math</p>	<p>65% or greater of all 3rd-5th grade students will achieve proficiency on the Spring 2018 SBA-MATH and 70% of 1st-2nd grade students will achieve proficiency by Spring 2018 according to STAR assessment results.</p> <p>Current 4th grade students will maintain their proficiency level of last year's (3rd grade) SBA-MATH results of at least 70% of students reaching proficiency.</p> <p>Current 5th grade students will maintain their proficiency level of last year's (4th grade) SBA-MATH results of at least 64% of students reaching proficiency.</p>



5D+ Instructional Framework/TPEP		Evidence of Effectiveness	
Teaching staff at Sunrise will increase their level of understanding and implementation of the new Version 3 5D+ Framework to promote instructional improvement		<ul style="list-style-type: none"> ● Ability to identify connections between effective instruction and the 5D+ Framework ● Teacher instructional goals are met ● Increase in proficiency and growth data across content areas 	
Action Steps		Timeline	Leadership Responsibility
<ul style="list-style-type: none"> ● Professional development for certificated staff in the area of the 5D+ Framework and connected rubric ● Instructional goal setting for all teaching staff ● Classroom observations and feedback 		September-June September - October October - May	Principal Principal/Teachers Principal/Teachers

K-5 Literacy Focus		Evidence of Effectiveness	
Develop a renewed understanding of the K-5 literacy instructional vision for our district and an increased use of standards to plan and implement instruction		<ul style="list-style-type: none"> ● Calibrated literacy practice in the classroom ● Deeper understanding of CCSS in ELA ● CCSS driven instructional planning and implementation ● SBA and STAR literacy results 	
Action Steps		Timeline	Leadership Responsibility
<ul style="list-style-type: none"> ● Literacy kickoff and re-focus in August PD ● Renewed focus on balanced literacy components ● Formulation and work of SR Literacy Leadership Team 		August August - June	Principal/Intern Principal/Intern/Teachers

	October - June	Principal/LLT/Literacy TOSA
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K-5 Math Focus		Evidence of Effectiveness	
<p>Make data more accessible and develop processes to use math data in a relevant way at each grade level</p> <p>Develop our expertise and reliance on math standards to plan and implement core math lessons and interventions</p>		<ul style="list-style-type: none"> ● Calibrated literacy practice in the classroom ● Deeper understanding of CCSS in Math ● CCSS driven instructional planning and implementation ● SBA and STAR math results 	
Action Steps	Timeline	Leadership Responsibility	
<ul style="list-style-type: none"> ● Formulation and work of the SR Math Leadership Team ● Continual PLC and grade level team work with math data and CCSS 	<p>October - June</p> <p>September - June</p>	<p>Principal/Teachers</p> <p>Principal/MLT</p>	

K-5 Science Implementation	Evidence of Effectiveness
<p>Implementation of the new TCI Science program in grades 3-5 including a common vision and practices in science lesson delivery and scope</p> <p>Development of resources to support K-2 science instruction</p>	<ul style="list-style-type: none"> ● Consistent science lesson implementation (multiple per week) in grades 3-5 ● Increased science lesson implementation in grades K-2 with provided resources

Action Steps	Timeline	Leadership Responsibility
<ul style="list-style-type: none"> Continued PD for grades 3-5 in TCI Science implementation/practices and the Next Gen Science Standards (NGSS) Building collaboration meetings to increase implementation consistency in grades 3-5 Cabinet/principal discussions and support regarding K-2 Science materials 	September - June September - December October - June	District/Principal/Teachers Principal/Teachers District Leadership/Principal

K- 5 Differentiation for Highly Capable Students		Evidence of Effectiveness	
All K-5 teachers will receive foundational training in differentiation strategies to meet the needs of high achieving and highly capable students		<ul style="list-style-type: none"> Classroom observations will demonstrate the use of multiple differentiation strategies such as time, space, structure, and materials Strategies outlined in student highly capable plans will be implemented 	
Action Steps	Timeline	Leadership Responsibility	
<ul style="list-style-type: none"> Elementary teacher training on differentiation strategies Individual student plans developed and communicated with all stakeholders 	Fall 2017 Fall 2017	District District	

Blended Learning Environment		Evidence of Effectiveness	
<p>5th grade students will experience successful implementation of blending learning environments that will increase student engagement and improve student learning</p> <p>Kindergarten - 4th grade students will increase their use of Chromebooks and blended learning tools</p>		<ul style="list-style-type: none"> Classroom observations will demonstrate students using their Chromebooks in ways that align with the 5D+ Instructional Framework 	
Action Steps	Timeline	Leadership Responsibility	
<ul style="list-style-type: none"> Provide staff (5th grade) continued training in support of 1:1 devices and blended learning Provide training to all 1st grade teachers in effective use of Chromebook devices to support student learning 	<p>August - June</p> <p>October 17, 2017</p>	<p>District</p> <p>District</p>	



WHOLE CHILD

Equity Initiative		Evidence of Effectiveness	
<p>All administrators will continue to develop their understanding and skills for leading for equity</p> <p>All K-5 teachers will begin to develop an understanding of equity in schools</p>		<ul style="list-style-type: none"> Principals and administrators will actively use filters of fairness, access/support and respect for differences as part of their regular decision making All K-5 teachers can demonstrate a basic understanding of the issues surrounding equity in schools and how it impacts student learning 	
Action Steps	Timeline	Leadership Responsibility	
<ul style="list-style-type: none"> Leadership team training provided by Puget Sound ESD All teachers will participate in a foundational training on equity 	<p>Fall</p> <p>Winter</p>	<p>District</p> <p>District/Principal/Teachers</p>	

Positive Behavior Intervention & Supports (PBIS)		Evidence of Effectiveness	
<p>Maintain consistent and clear communication with staff around our school-wide positive behavior program</p> <p>Further develop our school-wide system for teaching behavior expectations</p> <p>Further develop our school-wide system for recognizing positive student behavior</p>		<ul style="list-style-type: none"> Increase in overall student participation of positive behavior Decrease in overall student behavior referrals Increase in positive climate at Sunrise 	
Action Steps	Timeline	Leadership Responsibility	

<ul style="list-style-type: none"> • Formulation and work of SR Community & Culture Leadership Team 	October - June	Principal/CCLT
<ul style="list-style-type: none"> • Formulation of PBIS Coordinator position and subsequent work with the principal 	October - June	Principal/PBIS Coordinator
<ul style="list-style-type: none"> • Classroom-based teaching and teacher driven student expectations 	September - June	Teachers



TIERED SYSTEM

Tiered System of Support		Evidence of Effectiveness	
Identify and continue to implement a comprehensive tiered system of support		<ul style="list-style-type: none"> • Building plans that address both academic and social/emotional/behavioral support systems 	
Action Steps	Timeline	Leadership Responsibility	
<ul style="list-style-type: none"> • Continue our intervention, pull-out, and push-in systems of support • Use assessment data to support and differentiate for students and student groups • Use the Homeroom tool to identify and support students 	September - June	Principal/Specialists/Teachers	
	September - June	Principal/Specialists/Teachers	
	September - June	Principal/Specialists/Teachers	

Assessment model to support a tiered system	Evidence of Effectiveness

Identify and continue to implement a comprehensive assessment system to assist with the development of a three tiered model of support

- **Principals, specialists (counselors, psychologists) able to use Homeroom to gather data**
- **Assessment plan created that includes current and needed assessments**

Action Steps	Timeline	Leadership Responsibility
<ul style="list-style-type: none"> ● Homeroom training (counselors/psychologists and Title 1/LAP/Special Ed) ● Create a plan for comprehensive assessment system 	Fall and Winter 2017 September - June	District/Principal/Specialists Principal/Specialists/Teachers