Enumclaw School District
SUNRISE ELEMENTARY - SCHOOL IMPROVEMENT PLAN
2018-2019

Current Student Achievement:

Smarter Balanced Assessments	ELA	MATH	Science
Grade 3	72%	68%	
Grade 4	74%	63%	
Grade 5	77%	63%	n/a

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?

Areas of strength include a continuation of strong literacy scores across grade levels. For the past couple years, our literacy scores in our 3rd-5th band, when looking at our state testing results, have all been above 70% and continue to be above state and district averages. Another area of strength at our intermediate level has been the maintaining of SBA cohort scores in both literacy and math at our 5th grade level last year. This was one of our goals last year. Again, we hope to maintain last year's 3rd and 4th grade cohort proficiency levels in literacy and math on this year's Spring 2019 SBA assessments (4th and 5th grade).

While we continue to see a pattern of math scores coming in lower than literacy scores, we hope to continue our gains in both subject areas.

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 IDEA/resource student population (math and literacy) and the achievement of our Hispanic student population (math) continue to be our areas of greatest concern. We hope to close these gaps with dedicated resource, ELL, LAP/Title, and classroom based instruction and interventions this year as well as a new MTSS model of support in our building.

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)

Literacy	75% or greater of all 3rd-5th grade students will achieve proficiency on the Spring 2019 SBA-ELA and 80% of Kinder-2nd grade students will achieve proficiency by Spring 2019 according to STAR assessment results. Subgroup: current 4th grade students will maintain a median SGP of 50+ according to STAR assessment results.
Math	70% or greater of all 3rd-5th grade students will achieve proficiency on the Spring 2019 SBA-MATH and 70% of 1st-2nd grade students will achieve proficiency by Spring 2019 according to STAR assessment results. Subgroup: current 4th grade students will improve their proficiency level from last year's (3rd grade) SBA-MATH results of 68% of students reaching proficiency. Subgroup: current 5th grade students will improve their proficiency level from last year's (4th grade) SBA-MATH results of 63% of students reaching proficiency.

INSTRUCTIONAL IMPROVEMENT

K-5 Literacy Focus	Evidence of Effectiveness
Sunrise staff will create and implement authentic and engaging learning experiences focused on literacy.	● 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

● K-1 Training with Darla Wood-Walters
  ○ Print-rich environment
  ○ Writers workshop in the K-1 classroom
  ○ Intergrating project-based literacy
	Year long	District

● 2-5 Training with Barry Hoonan & Julie Wright ○ Small group reading instruction	Year long	District
● Literacy Leadership Cadre	Winter/Spring	Disctrict/School
● Sunrise Instructional Leadership Team	October - June	Admin/Teachers
● Strategic Reading Interventions	September - June	Teachers/Lap/Title Team
● Grade Level Data Teams & MTSS	September - June	Admin/Teachers
● Continual PLC and grade level team work with math data and CCSS	September - June	Admin/Teachers/Paras

K-5 Math Focus	Evidence of Effectiveness

| Make data more accessible and develop processes to use math data in a relevant way at each grade level.

Develop a shared understanding of a mathmatics vision needed for the innovation era and begin implementation of high leverage math teacher and student practices	● 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
● PD release days to communicate and develop a shared undertanding of the mission and vision	Year long	District
● 2-hour elementary PD workshop for all elementary staff to build vision and explore practices	January	District
● Sunrise Instructional Leadership Team	October - June	Admin/Teachers
● Grade Level Data Team Meetings & MTSS	September - June	Admin/Teachers
● Continual PLC and grade level team work with math data and CCSS	September - June	Admin/Teachers/Paras

Digital Learning Environment	Evidence of Effectiveness
Students will experience successful implementation of blended learning environments that will increase student engagement and improve student learning	● Classroom observations will demonstrate students using their Chromebooks in ways that align with the 5D+ Instructional Framework ● Classroom observation will demonstrate teachers effectively using their technology tools in ways that facilitate and support engaging, authentic, irresistible learning experiences for students.
Action Steps	**Timeline**	**Leadership Responsibility**

● Provide professional development with Jeff Utecht to elementary Instructional Technology Leaders in supporting elementary project-based learning experiences in a digital-forward environment	November 1, 2018	District
● Provide training to all 2nd grade teachers in effective use of Chromebook devices to support student learning	October 19, 2018	District

WHOLE CHILD

Equity	Evidence of Effectiveness
All administrators will continue to develop their understanding and skills for leading for equity **All K-5 teachers will continue to expand their understanding and responsiveness to teaching and learning with a racial equity lens** **We will focus on celebrating and honoring cultural diversity**	● 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. ● We will see an increase in written communication, artwork, system messaging, displays of student work, etc. that celebrates and honors cultural diversity.

Action Steps	Timeline	Leadership Responsibility
● Continued training and discussions around equity in education and cultural issues	Year long	District/School

● Increased use of translators for verbal and written communication in the building	Year long	Admin/Teachers/Office Staff

ACEs and Resilience		Evidence of Effectiveness	
Expand our understanding and responsiveness to students who have experienced Adverse Childhood Experiences (ACEs) and trauma. **Increase our understanding of trauma-informed education.**		● Additional training and development ● "On demand" level II ACEs training ● Resources developed and used with certificated and classified staff	
Action Steps		Timeline	Leadership Responsibility
● Resilience movie and PD package created for use by buildings ● Two hour ACEs training with staff ● Resources and PD presented in certificated staff meetings and para-educator meetings		Year long October Year long	District/School Admin/Teachers Admin/Teachers/Paras

Positive Behavior Intervention & Supports (PBIS)	Evidence of Effectiveness
Maintain consistent and clear communication with staff around our school-wide positive behavior program **Further develop our school-wide system for teaching behavior expectations**	● Increase in overall student participation of positive behavior ● Decrease in overall student behavior referrals ● Increase in positive climate at Sunrise ● Increased recognition of positive student behavior

Further develop our school-wide system for recognizing positive student behavior		
Action Steps	**Timeline**	**Leadership Responsibility**
- Community & Culture Leadership Team - PBIS Coordinator position and subsequent work with the principal - Classroom-based teaching and teacher driven student expectations - Soaring Eagle assemblies (monthly)	October - June October - June Year long September - June	Admin/CC Leadership Team Admin/PBIS Coordinator Teachers Admin/Teachers/Paras

TIERED SYSTEM

Tiered System of Support	Evidence of Effectiveness
Identify and continue to implement a comprehensive tiered system of support for academics, behavior, and attendance. Establish a clear pathways to allow for data-based decision making and ensure that ALL students are achieving at high levels.	- Building plans that address both academic and social/emotional/behavioral support systems - A Tier-2 Team identified and processes in place to analayzing data and monitoring progress - A Guidance Team in place and common guidelines implemented - A comprehensive assessment system in place to screen and monitor student progress
Action Steps	**Timeline** **Leadership Responsibility**

• Continue our intervention, pull-out, and push-in systems of support (Tier-2 and Tier-3)	September - June	Teachers/Specialists
• Use assessment data to support and differentiate for students and student groups	September - June	Admin/Teachers/Specialists
• Grade Level Data Teams and Tier-2 Teams identified to analyze student data, plan interventions, and monitor progress	September - June	Admin/Teachers/Specialists
• Resources developed and shared with staff, MTSS teams, and leadership teams	September - June	Admin/Teachers/Specialists

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
• Increased use of Homeroom to collect data (counselors/psychologists and Title 1/LAP/Special Ed)		Year Long	District/Admin/Specialists
• Use district-created Assessment Calendar and assessment results throughout MTSS		Year Long	Admin/Teachers/Specialists