

Sunrise Elementary

School Improvement Plan 2016-2017

District Goals 2016-17:

- To improve student achievement in literacy, numeracy and high school graduation
- To reduce the learning gap for all student in these and other achievements

Core Strategies 2016-17:

- To reaffirm the PLC framework as our primary strategy to maximize student and staff learning
- To promote widespread ownership of learning for students and staff throughout our system
- To cultivate an environment that is inclusive and sensitive to underrepresented populations
- To provide opportunities for student voice in matters of learning

IMPROVEMENT GOALS What is the SMART student learning goal, PLC team goal, or general school improvement goal you intend to accomplish?	IMPROVEMENT ACTIVITY What initiatives or activities will occur to accomplish this goal?	TIMELINE When will this activity begin and end?	WHO IS RESPONSIBLE? Who will provide the leadership for these activities?	EVIDENCE OF EFFECTIVENESS What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show these activities are making a difference in student learning?	PROFESSIONAL DEVELOPMENT AND SUPPORT How will staff acquire the necessary skills and attitudes to implement these activities? What are the existing and/or new resources that will be used to accomplish these activities?
Improve Student Achievement in Literacy and Numeracy					
<u>Literacy Proficiency:</u> <ul style="list-style-type: none"> • 90% of all Kindergarten students proficient (Spring) on Concepts of Print, Letter Recognition, and Sounds. • 80% of all 1st - 2nd grade students at grade level proficiency on STAR Reading assessment (Spring) • 75% of all 3rd - 5th grade students proficient on Smarter Balanced ELA assessment (Spring) 	<ul style="list-style-type: none"> • Strategic Intervention program to ensure dedicated Tier 2 and Tier 3 instruction • Early identification of students needing extra support • Continual professional development focused on literacy for para-educators • LAP/Title services and support (including <i>Fountas and Pinnell Leveled Literacy Intervention</i> kit) for students reading below grade level 	Oct 2016 – Jun 2017 Sep 2016 – Feb 2017 Sep 2016 – Oct 2017 Sep 2016 – Jun 2017	<ul style="list-style-type: none"> • Building Principal • Classroom Teachers • LAP/Title Teachers • Specialists • Para Educators • Literacy Support Teacher 	<ul style="list-style-type: none"> • Consistent use of DRA2+ data to identify areas of need and monitor student progress and growth • Consistent tracking and monitoring of student progress by grade level teams • Information compiled from STAR and DRA assessments to monitor student progress and inform decisions • PLC notes and discussions regarding student progress and intervention activities 	<ul style="list-style-type: none"> • District grade level meetings • Weekly PLC meetings on Friday afternoons • TPEP student growth goals • TPEP professional growth goals • August professional development • Grade level meetings with principal on specific dates • Bi-monthly staff meetings • Para educator professional development focused on

<p><u>Literacy Growth:</u></p> <ul style="list-style-type: none"> ● 75% of all 1st - 3rd grade students at or above a 50 student growth percentile (SGP) on STAR Reading assessment (Sept. - June) ● Median SGP of all 4th-5th grade students at or above 50 on Smarter Balanced ELA assessment (Spring) 	<ul style="list-style-type: none"> ● Implementation of <i>Making Meaning</i> reading curriculum in grades K-5 with fidelity ● Ensuring that students are reading “just right books” ● Weekly PLC and grade level meetings to review student data and develop strategies to promote student growth ● Summer reading program 	<p>Sep 2016 – Jun 2017</p> <p>Sep 2016 – Jun 2017</p> <p>Sep 2016 – Jun 2017</p> <p>Jun 2017 – Aug 2017</p>		<ul style="list-style-type: none"> ● In class formative and summative assessment collections and records ● Student reading journals/logs, conference notes, report card scores ● State and District assessments 	<p>reading instruction and strategies</p>
<p><u>Numeracy Proficiency:</u></p> <ul style="list-style-type: none"> ● 75% of all 1st - 2nd grade students at grade level proficiency on STAR Math assessment (Spring) ● 70% of all 3rd - 5th grade students proficient on Smarter Balanced MATH assessment (Spring) <p><u>Numeracy Growth:</u></p> <ul style="list-style-type: none"> ● 75% of 1st - 3rd grade students at or above at 50 student growth percentile (SGP) on STAR Math assessment (Sept. - June) ● Median SGP of all 4th-5th grade students at or above 50 on Smarter Balanced MATH assessment (Spring) 	<ul style="list-style-type: none"> ● Implementation of <i>Math Expressions: Common Core</i> math curriculum in grades K-5 with fidelity ● Math intervention and tutoring programs for students below grade level ● Weekly PLC meetings to review student data and develop strategies to promote student growth using STAR and SBA data ● Grade level team meetings to review student data and focus on student growth ● Use of <i>Reflex Math</i> to track and improve students’ math fluency ● Use of formative and summative assessments to identify and support students 	<p>Sep 2016 – Jun 2017</p> <p>Sep 2016 – Jun 2017</p> <p>Sep 2016 – Jun 2017</p> <p>Oct 2016 – Jun 2017</p> <p>Sep 2016 – Oct 2017</p> <p>Sep 2016 – Oct 2017</p>	<ul style="list-style-type: none"> ● Building Principal ● Classroom Teachers ● Specialists ● Para Educators 	<ul style="list-style-type: none"> ● Unit Pre and Post Assessments and Quick Quiz results ● 1st-5th STAR Math assessments ● Consistent tracking and monitoring of student progress by grade level teams ● PLC notes and discussions regarding student progress and intervention activities ● In class formative and summative assessment collections and records ● State and District assessments 	<ul style="list-style-type: none"> ● District grade level meetings ● Weekly PLC meetings on Friday afternoons ● TPEP student growth goals ● TPEP professional growth goals ● Grade level meetings with principal on specific dates ● Bi-monthly staff meetings

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Reduce the Learning Gap for All Students in These and Other Achievements

<ul style="list-style-type: none"> ● Professional Learning Communities ● Strategic Intervention ● STAR Assessments 	<ul style="list-style-type: none"> ● Sunrise teacher teams will use a tiered model of support to identify students above and below grade level and develop strategies to meet their needs ● Teacher teams will develop effective Tier-2 interventions to close the learning gap in the areas of literacy and numeracy ● Classroom teachers, with the support of para-educators through classroom flooding, will work with their lowest performing students for Tier-2 instruction Monday-Thursday each week ● Students will receive STAR assessments for the purposes of universal screening and benchmark testing throughout the year ● Results from STAR assessments will be used to identify at-risk students to develop accurate supports and track their progress 	<p>Sep 2016 – Jun 2017</p> <p>Sep 2016 – Jun 2017</p> <p>Sep 2016 – Jun 2017</p> <p>Sep 2016 – Jun 2017</p>	<ul style="list-style-type: none"> ● Building Principal ● Certified Staff ● Classified Staff 	<ul style="list-style-type: none"> ● An increase in student positive behavior and positive culture ● Decrease in behavior referrals (over time) and negative behavior choices ● Tiered student lists and strategies implemented for supporting all tier-2 and tier-3 students ● Student growth results using STAR assessments, SBA assessments, and other summative assessment systems ● Proper implementation of STAR assessments and increased consistency in student results ● Improved attendance percentages across grade levels ● More students achieving at grade level across multiple subject matter ● More students achieving at grade level across multiple subject matter 	<ul style="list-style-type: none"> ● Staff meetings and building level professional development time ● PLC meeting times each Friday ● Friday para-educator meetings 1x per month ● Staff protocols and processes around positive behavior and student needs ● Content specific district professional development around STAR assessments and ACES. ● Staff PD on the importance of attendance and national statistics ● Staff development around defining behavior terms used on discipline referral form
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<ul style="list-style-type: none"> ● Attendance ● Positive Behavior Interventions & Supports (PBIS) ● After school interventions and supports ● Specialist Services ● Sunrise Shared Values 	<ul style="list-style-type: none"> ● Refinement of attendance policy and standardized attendance letters ● Implementation of behavior management referral system and related staff training ● Creation of schoolwide behavior expectation matrix and added student signage ● Teaching of Kelso’s Choice behavior training for students ● Implementation of reward and recognition program for student positive behavior ● After school tutoring and intervention by certificated staff using extra-curricular stipend funds (Winter & Spring) ● Daily Tier-2 and Tier-3 instruction from LAP/Title, Resource, ELL, and SLP specialist staff to increase student learning and offer targeted supports ● Staff belief in shared values about student learning and our work as educators 	<p>Sep 2016 – Jun 2017</p> <p>Sep 2016 – Jun 2017</p> <p>Sep 2016 – Jun 2017</p> <p>Sep 2016 – Nov 2017</p> <p>Jan 2017 – Jun 2017</p> <p>Jan 2016 – Jun 2017</p> <p>Sep 2016 – Jun 2017</p> <p>Sep 2016 – Jun 2017</p>		<ul style="list-style-type: none"> ● Improved climate and culture at Sunrise and a strong belief in the value of each child and their ability to achieve 	
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