

School Improvement Plan
Narrative Overview

Sunrise Elementary School

**PROGRESS TOWARD PREVIOUS YEAR'S GOALS
2007-08**

Our students' progress in the area of Reading, as measured by the WASL, demonstrated an overall meeting of the state uniform bar. Students in grade 5 performed with nearly nine of ten students meeting standard in Reading. Our third and fourth grade students performed nearly as well, meeting the state uniform bar. While this progress in grades three and four did not reach to our targets of 85% of students meeting standard, we celebrate the meeting of our uniform bar and the fact that scores in third and fifth grade improved from the prior year. We look to even stronger achievement as measured by the 2009 WASL.

In the area of Mathematics, we see a significant area of improvement needed. Our third grade students performed at a level to meet the state uniform bar. However, our fourth and fifth grade students did not meet this target and the overall index for these three grade levels of students did not reach our established targets. A significant emphasis, along with many layers of support, has been established across our school district and within our school in order to effectively address the concerns in this area and to see a significant increase in the level of student performance in mathematics as measured throughout the school year with formative assessments and in a summative manner on the 2009 WASL.

**OVERVIEW OF SCHOOL IMPROVEMENT
2008-09**

Continuous Improvement Process and Stakeholder Participation

The content of this plan represents the ongoing work and goals established within our school for the 08.09 year. The goals and strategies in this plan represent and are influenced by the ongoing work of our staff members within grade level teams and as a part of whole-staff work sessions. The specifics of this plan have been shared with staff at a staff meeting, where input was sought to adjust the content and details of the plan. Parent representatives from our PTA have also been involved in giving input toward the development of this plan.

Review of Data to Establish Improvement

Spring, 2008 WASL Data (Expressed as Percentage of Students Meeting Standard)

Subject Area	Grade Level		
	3 rd	4 th	5 th
Mathematics	58.9	35.6	47.8
Reading	73.2	67.8	82.6
Writing	N/A	57.6	N/A
Science	N/A	N/A	39.1

The school-wide data from the 2008 WASL indicates a continuing area of strength in Reading performance. This data matches the progress as measured in our primary classrooms using district and classroom-based assessments. Our students' performance on the Reading portion of the 2008 WASL indicates that students exceeded the State Uniform Bar in grades 3-5. Our work in this area continues to be providing layers of intervention and support in the classrooms and through our Title One Reading program to increase this level of success. In the area of Mathematics, our student performance did not meet the state uniform bar. Our instructional and assessment focus this year at all grade levels is focused in this area as we work to increase the level of academic success in mathematics. As a result, many of our resources of time as well as financial resources will be focused in this area both during the school day and in after-school layers of intervention.

Characteristics of High Performing Schools

It is difficult to isolate just a few of the characteristics of high performing schools as they are so interrelated and foundational for the important work on students' behalf. Our work is really moving in each of the nine areas of school improvement as outlined by the state, however there are three that emerge as particularly evident in this year's work. A **Clear and Shared Focus** is promoted through the strong alignment by all staff about our beliefs and values about working with children, about learning, and about our climate. Regular strong work of grade level classroom teachers to identify and support students toward specific learning targets builds upon this clear focus on learning. We work continually on promoting **High Levels of Collaboration and Communication**. Formal structures such as our weekly collaboration time built into the school day, regularly scheduled staff meetings, small team meetings in our Title One and Special Education programs work alongside more informal strategies for regularly communicating and working interdependently with all staff about school-wide initiatives, teaching and learning goals, daily routines and procedures, and connecting with our school community. Finally, **Effective School Leadership** is demonstrated by a range of staff members at Sunrise. Small teams gather and make goals where one or more team member takes the lead for moving tasks forward and sharing with the whole group. Various staff members participate in district and state level leadership opportunities in order to bring the work back to our entire staff and lead particular ventures. In these larger, and in daily small situations, staff members are empowered and take the initiative to make decisions and move our professional work forward for the benefit of students and their learning.

Recognition of Non-Academic Learning

At Sunrise, we believe in educating the whole child! This belief is demonstrated by a strong emphasis on creating a focused, structured, and nurturing environment. We look for opportunities to recognize and promote non-academic learning such as our focus on the leadership of upper grade students, opportunities for students to explore creativity through the arts in various ways, and weekly classroom presentations by our counselor to promote and encourage a sense of respect for self and others. We also offer alternative and enrichment experiences for students such as an indoor game room as a recess alternative and after-school marimba and choral activities as well as drama opportunities. Our PTA provides wonderful support for regular art presentations in our classrooms as well as supporting the annual Reflections Art Contest as an opportunity for all our students. Our Physical Education Specialist has spearheaded an exciting effort to promote activity during our recess times through direct instruction and an "active recess" within each day. Overall, we work to promote the values of helping others, giving back to community, and a collaborative work culture.

Safe and Supportive Learning Environment

The Sunrise staff is purposeful and intentional in its work to create a safe and supportive environment. Built upon the three school-wide expectations of Respect, Responsibility, and Safety, our staff believes in the direct instruction, modeling, and ongoing practice of expected behaviors and attitudes for learning within our school. A great deal of consistency exists across classrooms and grade levels in this area and there is a pervasive attitude that ALL Sunrise students belong to ALL Sunrise adults. A no-tolerance approach to behaviors that violate safety and respect is combined with a supportive safety net through our Solution Room Specialist as well as a comprehensive counseling program for whole groups, small groups, and individual students. Working together, we actively and explicitly promote a safe and supportive learning environment for all students.

Equity Issues

At Sunrise, the greatest area of inequity exists when examining our student performance through the socioeconomic status lens. From performance data trends on the WASL to the resources needed for daily success in school, it is clear that we have a portion of our student population that struggles to have their basic daily needs met. A specific challenge in a school with our level of inequity (approximately 28% of our students qualify for the free/reduced lunch program) is that the needs are often disguised or hidden. We work specifically to access resources from our community and connect our families to these resources from everything from basic needs of food, clothing, and school supplies to medical and dental care. A highly active group of parent volunteers also helps us to provide additional learning support and one-on-one guidance to children whose situation outside of school negatively impacts their success at school.

Technology

Sunrise Elementary incorporates technology in a variety of ways to enhance student learning. Technology within the classroom includes the daily use of document camera/LCD projector bundles, opportunities for word processing, internet research for project-based learning, and the recent addition of a technology-supported student publishing center.

In addition to the above classroom technology, time is scheduled in our library. Students may access our school's library database online at home as well as at school to search for available books and other resources. Providing our students with regular access to computers in both the classroom and library is an ongoing goal.

Thanks to a commitment by our PTA organization for partnering with us in funding, we have made great strides in the last two years by purchasing document camera bundles, a SMART board to be installed in our library, and the ongoing technology access to a weather station located at our neighboring middle school. Through the active pursuit of grant funds, we will continue to make the acquisition of technology into our school a high priority and will acquire and make use of more technology as budget and resources allow.

Parent, Family and Community Involvement

We believe strongly in the power of parent and family involvement in our school. We are fortunate to enjoy a rich and intentional support from our PTA as they funnel their energies and resources directly back to students and learning. It is an ongoing value of our PTA to provide family night activities at no cost to our students and their families. These include a holiday reading night where children all receive a new book, a family movie night with complimentary admission and treats, and an annual end-of-year BBQ which regularly hosts hundreds of students and their families for a free meal and family activities. In addition to this, our teachers make excellent use of the over one-hundred volunteers who regularly work with children to support learning, who help monitor progress in reading and math, and who make classroom presentations in the arts. We continue to seek out the support of families in the partnership of student learning. This year, we have particularly focused in the area of mathematics, where we are using tools such as monthly math support ideas as well as seeking support of student learning in the area of computational fluency. Beyond working with families, we regularly seek out ways to partner with our greater community through such strategies as a partnership with our local Starbucks to collect toys for hospitalized children, an annual food drive to support those in need, and a partnership with the community for such things as Veterans' Day presentations, providing children's artwork to support to the Enumclaw Arts Alive organization, and an annual "blanketing" of our downtown businesses with student art work to promote our town's 4th of July celebration.

Enumclaw School District

SCHOOL IMPROVEMENT PLAN
2008-09

Building/Department: Sunrise Elementary School

Target Area: MATHEMATICS

IMPROVEMENT GOAL:

- 75% of 3rd through 5th grade students will meet or exceed WASL proficiency standards (Level 3 or 4) as indicated by the adjusted percentage scores on the math portion of the 2009 WASL (Uniform Bar = 64.9%).

STRATEGIES:

- Expand and focus the instructional strategies of staff being used in the area of mathematics
- Make use of more frequent formative assessment in mathematics at all grade levels
- Provide additional student learning support within and beyond the school day for targeted students in need

LEARNING TARGET What are the learning objectives of this activity?	IMPROVEMENT ACTIVITIES What programs or initiatives will occur?	TIMELINE When will this activity begin and end?	WHO IS RESPONSIBLE? Who will provide the leadership for this activity?	RESOURCES NEEDED What are the existing and/or new resources that will be used to accomplish this activity?	PROFESSIONAL DEVELOPMENT How will staff acquire the necessary skills and attitudes to implement this activity?	MONITORING PROGRESS What ongoing FORMATIVE evidence will be gathered to show this activity is making a difference in student learning?
<i>Expand and more clearly focus the mathematical instructional strategies being provided within all classrooms of our school</i>	Establish Professional Learning Community principles within each of our grade level teams with a focus on student learning in mathematics	All staff study of PLC's – August 08 Application of principles – Sept. 08 – June 09	Principal Classroom teachers	Examples from the Professional Learning Community work of DuFour	August Building Day inservice Weekly Collaboration Meetings	Effective and planned (well in advance) weekly grade level seminar sessions which focus on student learning

<p><i>Expand and more clearly focus the mathematical instructional strategies being provided within all classrooms of our school (continued)</i></p>	<p>Actively participate in all district provided mathematics instructional professional development opportunities and follow-up on the implementation of identified strategies within our weekly collaboration.</p>	<p>August 08 – June 09 <u>K-5:</u> Aug. 26 – 27 Sept. 19 Oct. 10 Oct. 24</p> <p>4th grade: Sept. 23 Jan. 28</p> <p>5th grade Sept. 22 Jan. 29</p>	<p>Director of CIA Principal Classroom teachers</p>	<p>Resources of existing time such as LID Days, early release days, contracted teacher professional development days</p>	<p>Teacher Development Group inservice opportunities</p> <p>4th grade Math Instruction Project</p> <p>Whole group elementary inservice opportunities</p> <p>Whole staff and grade level trainings</p>	<p>Sharing of specific instructional strategies learned and implemented at weekly grade level seminar sessions.</p> <p>Review of teacher feedback from training sessions</p>
	<p>Develop a schoolwide approach to the instruction and standard setting for computational fluency across grade levels.</p> <p>Each grade level selects a computational fluency goal several times throughout the school year.</p> <p>Staff meeting professional development sessions focused on instructional strategies for teaching computational fluency.</p>	<p>Sept. 08 – June 09</p>	<p>Principal Classroom teachers</p>	<p>New State Grade Level Standards</p> <p>Enumclaw School District Focus Standards</p>	<p>Weekly collaboration and staff meeting focus on this topic</p>	<p>Staff meeting and weekly seminar work around the approach to fluency instruction.</p> <p>A set of articulated assessment standards for student performance in the areas of computational fluency established across grade levels.</p>

<i>Make use of frequent formative assessments in mathematics at all grade levels</i>	Each grade level team will select specific learning targets in the area of mathematics throughout the school year.	Sept. 08 – June 09	Principal Classroom teachers	Instructional calendar for teaching of Investigations curriculum New State Grade Level Standards Enumclaw School District Focus Standards	Principles of Professional Learning Communities examples to develop “cycles of learning”	Artifacts from “cycles of learning” in math for each grade level which include: <ol style="list-style-type: none">1. selected grade level learning targets2. assessment methods and timelines3. intervention plans for students in need
	Grade level teams will select, compile, and/or create formative assessment tools to measure selected learning targets periodically throughout the school year.	Oct. 08 – June 09	Principal Classroom teachers	Investigations Curriculum assessment tools New State Grade Level Standards Enumclaw School District Focus Standards	Weekly collaboration with colleagues	Assessment tools established for each set of learning targets by grade level
	Grade level teams will periodically bring student work and/or formative assessment results to weekly collaboration to share progress and identify intervention support strategies.	Oct. 08 – June 09	Principal Classroom teachers	No additional resources needed	Weekly collaboration with colleagues	Collected data documenting student performance on mathematical learning targets
<i>Provide additional learning support within and beyond the school day for targeted students</i>	Identify students in need of additional support of learning support in the area of math, based on formative assessment results at each grade level.	Nov. 08 – June 09	Principal Classroom teachers	No additional resources needed	Weekly collaboration with colleagues	Names of students identified for various levels of intervention in the area of mathematics

	<p>Consider and implement intervention strategies in a three-pronged approach:</p> <ol style="list-style-type: none"> 1. within the classroom strategies 2. beyond the classroom, during the school day through intervention activities 3. during after-school opportunities 	Nov. 08 – June 09	Principal Classroom teachers	Use of paraeducator support; creative scheduling with colleagues; EEA stipend dollars to support after-school interventions;	<p>Weekly collaboration with colleagues</p> <p>Training sessions for tutoring and computational fluency after-school sessions</p>	Plans of intervention to be administered within the classroom, beyond the classroom during the school day, and during after-school intervention opportunities.
	<p>Target 4th and 5th grade students in need of additional support for preteaching and reteaching of math skills to be successful in the general math curriculum.</p> <p>Implement three sessions of small-group after-school tutoring</p>	<p>Session 1: Oct. 08 – Dec. 08</p> <p>Session 2: Jan. 09 – Feb. 09</p> <p>Session 3: Feb. 09 – March -09</p>	Principal Classroom teachers	EEA Stipend dollars	No additional professional development needed	<p>Students assigned and regularly attend after-school tutoring sessions</p> <p>Documented record of progress for students participating in intervention activities</p>
	<p>Target 3rd, 4th, and 5th grade students in need of additional support in the area of computational fluency.</p> <p>Implement two sessions of after-school computational fluency classes with an addition/subtraction focus.</p> <p>Implement two sessions of after-school computational fluency classes with a multiplication/division focus</p>	<p>Oct. 08 – Feb. 09</p> <p>Session 1: Oct. 08 – Dec. 08</p> <p>Session 2: Jan. 09 – Feb. 09</p> <p>Session 1: Jan. 09 – Feb. 09</p> <p>Session 2: Feb. 09 – March 09</p>	Principal Classroom teachers	EEA Stipend dollars	Training sessions for computational fluency after-school sessions	<p>Students assigned and regularly attend after-school tutoring sessions</p> <p>Documented record of progress for students participating in these interventions.</p>

PROCEDURES FOR EVALUATING SUCCESS IN REACHING THIS GOAL:

What SUMMATIVE evidence will be used to show this work is making a difference in student learning?

75% of 3rd through 5th grade students will meet or exceed WASL proficiency standards (Level 3 or 4) as indicated by the adjusted percentage on the math portion of the 2009 WASL.

Enumclaw School District

SCHOOL IMPROVEMENT PLAN
2008-09

Building/Department: Sunrise Elementary School

Target Area: READING

IMPROVEMENT GOAL:

- 90% of 3rd through 5th grade students will meet or exceed WASL proficiency standards (Level 3 or 4) as indicated by the adjusted percentages on the reading portion of the 2009 WASL (State Uniform Bar = 76.1%).
- 90% of Kindergarten through 2nd grade students will meet or exceed standards as measured by the Concepts of Print/Development Reading Assessment (DRA).

STRATEGIES:

- provide a consistent readers’ workshop approach to the instruction of reading
- make use of regular classroom-based reading assessment tools to identify students in need and to inform instruction
- provide a tiered approach to reading intervention opportunities for targeted students in need

LEARNING TARGET What are the learning objectives of this activity?	IMPROVEMENT ACTIVITIES What programs or initiatives will occur?	TIMELINE When will this activity begin and end?	WHO IS RESPONSIBLE? Who will provide the leadership for this activity?	RESOURCES NEEDED What are the existing and/or new resources that will be used to accomplish this activity?	PROFESSIONAL DEVELOPMENT How will staff acquire the necessary skills and attitudes to implement this activity?	MONITORING PROGRESS What ongoing FORMATIVE evidence will be gathered to show this activity is making a difference in student learning?
<i>Follow a K-5 “flow of instruction” of surface structure and deep comprehension strategies in all classrooms</i>	Teachers will review the Sunrise “map” of reading comprehension strategy instruction.	August 08	Classroom teachers	No additional resources needed	No additional professional development needed	Completed grade level “map” for reading strategy instruction
	Teachers will work with grade level colleagues to develop a yearlong plan for reading strategy instruction focus.	August 08 – June 09	Principal Classroom teachers	No additional resources needed	No additional professional development needed	Completed grade level “map” for reading strategy instruction

	Teachers will identify and implement teaching strategies for making the grade level comprehension focus visible and public for students.	August 08 – June 09	Principal Classroom teachers	No additional resources needed	No additional professional development needed	Visible student work throughout our school of targeted comprehension strategies
<i>Regularly monitor student progress in the area of Reading using common assessment tools across our school in order to demonstrate student growth and to inform instruction.</i>	Teachers of reading will assess all students throughout the year and gather this data for all students at their grade level.	By Nov. 2008 conferences – 1st assessment completed By March 2009 report cards – 2 nd assessment completed By June, 2009 – Final assessment completed	Classroom teachers	No additional resources needed	No additional professional development needed	Assessment results from: Letter recognition (K) Concepts of Print (K) DRA (K-3) Intermediate DRA (4-5) Gathered and posted on Reading “assessment wall” in bookroom
<i>Staff will use assessment information to target students and support implementation of in-school “intervention” activities.</i>	Screening assessment of students in need through the Title One program. Implementation of a “tiered approach” to intervention through small group and individual instruction, paraeducator intervention support, and the Title One Program’s in-class and pullout options.	Sept. 08 – June 09	Classroom Teachers Title One Staff	No additional resources needed	No additional professional development needed	Regular use of differentiated instruction strategies in each classroom of reading Ongoing and flexible use of paraeducator support program working with individual students Daily implementation of Title One in-class and pullout support with targeted students

PROCEDURES FOR EVALUATING SUCCESS IN REACHING THIS GOAL:

What SUMMATIVE evidence will be used to show this work is making a difference in student learning?

- 90% of 3rd through 5th grade students will meet or exceed WASL proficiency standards (Level 3 or 4) as indicated by the adjusted percentages on the Reading portion of the 2009 WASL.
- 90% of Kindergarten through 2nd grade students will meet or exceed standards as measured by the Concepts of Print / Development Reading Assessment (DRA).