



*Ensuring learning while challenging each student to reach full potential...*

**Sunnyside Elementary School Improvement Plan**

**School Year 2018-2019**

<p><b>Goal Area(s)</b></p>	<p><b>1. Response to Intervention (RTI)</b></p>
<p><b>Specific Goal/ Objective(s)</b></p>	<p><b>1. Increase the number of students receiving positive and effective multi-tiered interventions used within our general education classrooms and academic support staff (Title 1/LAP, Special Education).</b></p> <p><b>2. Our Building and District RTI Leadership Teams will document interventions used in core instruction and academic support (Title 1/LAP, Special Education) to show a decrease in the number of students performing at level 1 and level 2 (from August 2018 to June 2019 compared to the previous time period of August 2017 to June 2018).</b></p>
<p><b>Target Outcome/ Measure(s)</b></p>	<p><b>1. After reviewing the Data from our Comprehensive Needs Assessment and Student Growth Percentiles from 2017-2018 we determined that we need to focus our student growth in the following areas:</b></p> <ul style="list-style-type: none"> <li>• <b>Math in multiple sub groups including- Low Income, Race/Ethnicity, Special Education</b></li> <li>• <b>Literacy in multiple sub groups including- Low Income, Race/Ethnicity, Special Education</b></li> </ul> <p><b>2. Using Measures of Academic Progress (MAP) data and results for mathematics, grades k-5, 80% or more of students will meet or exceed individual student growth projection as recommended per grade level, with long term goal of 100%. 80% or more of all students will be proficient in mathematics.</b></p> <ul style="list-style-type: none"> <li>• <b>The most at-risk students (Low Income, Race/Ethnicity, Special Education) will make additional growth to close the achievement gap</b> <ul style="list-style-type: none"> <li>○ <b>K-2 students will make an additional 5 point growth</b></li> <li>○ <b>3-5 students will make an additional 2 point growth</b></li> </ul> </li> </ul> <p><b>3. Using Measures of Academic Progress (MAP) data and results reading, grades k-5, 80% or more of students will meet or exceed individual student growth projection as recommended per grade level, with long term goal of 100%. 80% or more of all students will be proficient in mathematics.</b></p>



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Actions/ Strategies	Alignment with PSD Strategic Plan Goal Areas?	Resources
Strengthen Core Instruction	PSD Goal Areas 1, 2, 3 and 4	<ul style="list-style-type: none"> <li>• Provide ongoing professional development in the area of math (early number sense and building conceptual understanding, as well as CORE math instruction)</li> <li>• Use the Menu of Best Practices (ELA, Math and Behavior) to guide our instruction and interventions in all subject areas.</li> <li>• Work to align instruction, both vertical and horizontal, between grade levels to ensure a comprehensive program. (Scope and Sequence)</li> <li>• Utilize Smarter Balanced Interim Blocks to drive instruction and inform practices</li> <li>• Grade level PLC's and building PLC's focusing on DuFour's four questions: What do we expect our</li> </ul>



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		<p>students to learn? How will we know if they are learning it? How will we respond if they don't learn? How will we respond if they already know?</p> <ul style="list-style-type: none"><li>• Transition meetings between grade levels, grades p-6, to discuss academic needs, strengths, opportunities, family dynamics, family/child needs, etc.</li></ul>
Strengthen Differentiation During Core Instruction	PSD Goal Areas 1, 2, 3 and 4	<ul style="list-style-type: none"><li>• Actively use data to drive instruction and interventions – grade level and school wide data digs.</li><li>• Provide professional development to staff and PLCs around using relevant data to help drive instruction.</li><li>• Provide professional development for staff around differentiating and appropriate and timely interventions and extensions during core instruction.</li><li>• Utilize the created bank of intervention strategies/materials for teachers to use when differentiating core instruction. (intervention closet)</li></ul>



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<p>Professional development and embedded collaboration</p>	<p>PSD Goal Areas 1, 2, 3 and 4</p>	<ul style="list-style-type: none"> <li>• Collaboration time</li> <li>• Highly Capable Workshops</li> <li>• Professional Development in Math</li> <li>• English Language Learner Workshop</li> <li>• Grade level assessment diagnostic training</li> <li>• Title wide implementation</li> <li>• RTI intervention training</li> <li>• Cultural Competency/Sovereignty Workshops</li> <li>• Behavioral training- CLEAR</li> <li>• Intervention teacher meets monthly with each grade level team to discuss intervention progress and student needs. Keeping with best practices and the need for fluid groups.</li> <li>• Intervention teacher keeps record of student progress and collaborates with individual teachers when students are not making sufficient growth during intervention times – adjust interventions as needed.</li> </ul>
<p>Professional development</p>	<p>PSD Goal Areas 1, 2, 3 and 4</p>	<ul style="list-style-type: none"> <li>• Collaboration time</li> <li>• Highly Capable Workshops</li> <li>• Professional Development in Math</li> </ul>



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		<ul style="list-style-type: none"> <li>• English Language Learner Workshop</li> <li>• Struggling Readers Thrive conference, primary teachers</li> <li>• Grade level assessment diagnostic training</li> <li>• RTI intervention training</li> <li>• Cultural Competency/ Sovereignty Workshops</li> </ul>
An RTI model will be utilized to implement multi-tiered interventions for individual students	PSD Goal Areas 1, 2, 3 and 4	<ul style="list-style-type: none"> <li>• Grade level teams</li> <li>• RTI Team,</li> <li>• Collaboration time</li> <li>• Data digs</li> <li>• Data sources</li> <li>• Specialists- Title and Special Education</li> </ul>
Actively involving parent and community with ongoing school improvement efforts, improving student performance and school climate.	PSD Goal Areas 1, 2, 3 and 4	<ul style="list-style-type: none"> <li>• Parent Teacher Organization</li> <li>• Parent Advisory Committee</li> <li>• Open House</li> <li>• LAP Parent meetings</li> <li>• Curriculum nights</li> <li>• Thought Stream survey</li> <li>• Reading Buddies</li> <li>• Coug Pals</li> <li>• Career Day</li> <li>• STEM family night</li> <li>• Math family night</li> <li>• Reading family night</li> </ul>

**PSD Strategic Plan Goal Areas:** 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development

**Measurement of Target Outcome (End of Year)**



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**1. MAP data and results, for grades k-5, from September 2018 to May 2019.**

**Sunnyside Elementary School Improvement Plan**

**School Year 2018-2019**

<b>Goal Area(s)</b>	<b>2. Positive Behavioral Interventions and Supports (PBIS)</b>
<b>Specific Goal/ Objective(s)</b>	<ol style="list-style-type: none"> <li><b>1. Decrease the number of students receiving office referrals.</b></li> <li><b>2. Decrease the number of students needing additional supports beyond our common school-wide behavioral expectations lessons and whole group review.</b></li> <li><b>3. Increase the number of students receiving positive recognition for appropriate behaviors.</b></li> </ol>
<b>Target Outcome/ Measure(s)</b>	<ol style="list-style-type: none"> <li><b>1. Using School-Wide Information System (SWIS) data and reports, we will show a decrease in the number of students receiving office referrals from May 2018 to May 2019.</b></li> <li><b>2. Using SWIS data and reports, we will show a decrease in the number of students needing additional supports beyond our common school-wide behavioral expectations lessons and whole group review from May 2018 to May 2019.</b></li> <li><b>3. Our PBIS Leadership Team will track PBIS <i>Star Cards</i>, <i>recognition assemblies</i> and <i>highlight positive behaviors on morning announcements</i> to increase recognition of appropriate behavior from August 2018 to June 20189</b></li> </ol>

<b>Actions/ Strategies</b>	<b>Alignment with PSD Strategic Plan Goal Areas?</b>	<b>Resources</b>
Professional development and collaboration time for the entire staff to establish common, clear, concise, and realistic behavioral expectations. Create a behavioral teaching matrix with detailed common lesson plans for all grade levels.	PSD Goal Areas 1, 2, and 4	<ul style="list-style-type: none"> <li>• PBIS expectations lesson plans</li> <li>• Collaboration time</li> <li>• Behavior training-CLEAR</li> </ul>



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<p>Explicitly teach behavioral expectations to all students building-wide. Review and support students' successful demonstration of expected positive behaviors through re-teaching and prompting. All staff will document teachable moments and interactions with students throughout every school day.</p>	<p>PSD Goal Areas 1 and 3</p>	<ul style="list-style-type: none"> <li>● PBIS expectations lesson plans</li> <li>● PBIS Leadership Team bi-monthly problem solving meetings</li> <li>● Behavior training-CLEAR</li> </ul>
<p>We (all staff) will be actively looking for positive expected behaviors throughout the school day (all locations and times). Staff will focus behavioral improvement efforts and positive student interactions toward catching students exhibiting the desired expected behaviors. Staff will couple a face-to-face positive interaction with the presentation of a <i>Star Card</i>. We (all staff) will also commit to couple a face-to-face teachable moment with documentation when students exhibit behavior that is a non-example of the school-wide expectation.</p>	<p>PSD Goal Areas 1 and 3</p>	<ul style="list-style-type: none"> <li>● PBIS expectations lesson plans</li> <li>● PBIS Leadership Team bi-monthly problem solving meetings</li> <li>● Behavior training-CLEAR</li> <li>● <i>Star Cards, assemblies</i></li> <li>● <i>Sunnyside Elementary Referral Forms</i></li> </ul>
<p>Counseling and Mental Health Support</p>		<ul style="list-style-type: none"> <li>● School climate interventions</li> <li>● CLEAR</li> <li>● Utilize Second Step</li> <li>● Utilize school counselors</li> <li>● Utilize outside community support when appropriate</li> </ul>

**PSD Strategic Plan Goal Areas:** 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development

<p><b>Measurement of Target Outcome (End of Year)</b></p>
<ol style="list-style-type: none"> <li>1. School-Wide Information System (SWIS) data and reports from May 2018 to May 2019.</li> <li>2. School level Positive recognition data</li> </ol>