

Sunrise Elementary 2018-2021 Strategic Plan

District Priorities 2018-2021 Goal 1: Student Success		2018-2021 Aligned Actions and Measurements (Current School Year Plan and Evaluation of previous year's plan due September 1)					Focus Priority Status:
		Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due	IP = In Progress FO = Fully Operational
Focus Priorities							
1. Implement 90-Day PED plans	1. Meet with Leadership Team to create and revise 90 Day in July of 2018. 2. Schedule standing meetings for Leadership Team to monitor the implementation of action steps.	Completion of Action Steps	All members of the Leadership Team.	1. Current PARCC, SBA, ACCESS, I-READY Diagnostic Data 2. 90 Day Plan Template	Increase in student growth and proficiency in math and reading	IP	
2. Increase online instructional resources for teachers	1. Implement and utilize canvas to access instructional guides 2. Maintain school's share file current with instructional resources, school forms, etc and teach all staff how to access necessary resources 3. Require all staff members to share tools, forms, etc. on school share drive 4. Develop and maintain individual coaching files for all staff members on the share file 5. Staff posting/sharing weekly lesson plan in grade level share file	Monitoring and accessing staff's posting of lesson plans, artifacts for coaching action steps, resources, etc. on the school's share file	All staff	Training on using and accessing SharePoint, laptops	Improve staff's effective implementation of instructional practices to help increase student growth and proficiency in math and reading	IP	

<p>3. Support language acquisition and academic outcomes for English Learners (EL)</p>	<p>1. Launch school SIOP Plan as per dates stated in the plan; make adjustments as needed 2. Provide all staff necessary resources to learn about SIOP Strategies and implementation 3. Provide all staff that service ELS with necessary data to make informed decisions about instruction to include differentiation and interventions 4. Gather feedback from all staff to refine SIOP Plan and determine necessary actions</p>	<p>1. Staff Surveys for next steps 2. May 2019 ACCESS Data</p>	<p>School SIOP Team, All Classroom and SPED Teachers</p>	<p>SIOP Books, Collaboration and Staff Meeting Time</p>	<p>Increase in student growth and proficiency in math and reading</p>	<p>IP</p>
<p>4.. Strengthen gifted services to include targeted instruction, increased identification, and content integration</p>	<p>1. Use I-Ready Diagnostic and Standards Mastery results to identify students that are scoring advances consistently and compare it to PARCC and other Data 2. Use I-Ready Resources to enrich instruction 3. Provide training to teachers on differentiation to help with identifying and implementing targeted instruction 4. Create Academic Improvement Plans for students and refer to SAT if data is reflecting outstanding performance 5. Continue to enrich and integrate instruction through AES or Classroom Instruction 6. For students in 3rd grade, Dr. McCuller will be using the PETS Curriculum beginning in</p>	<p>Increase the number of students at Sunrise by at least 5% by May 2019</p>	<p>Instructional Leadership Team, All Classroom Teachers, Dr. McCuller</p>	<p>I-Ready Resources, other Research Based resources and strategies, PETS Curriculum</p>	<p>Increase in student growth and proficiency in math and reading; Increase the number of students in the AES program</p>	<p>IP</p>

<p>5. Improve student behavior through systemic initiatives</p>	<p>1. Meet with the RPT3 Team to develop training, create rubric, modify refocus form to align with restorative practice and schedule meetings 2. Train all staff on specific Time to teach and Restorative Practice components: Teach-Tos, Refocus, Circles, and Respect Agreements & affective statements 3. Teaching Students how to write affective statements and linking these to the respect agreements 4. Conduct Classroom walkthroughs with RPT3 Rubric 5. Model and implement respect agreements during collaboration meetings 6. Share out reflection data with staff and determine next steps to improve or maintain a positive student culture</p>	<p>1. 85% of classrooms will have Respect Agreements and all key players can explain and model 2. Data from Walk-Through Rubrics</p>	<p>RPT3 Team, All Staff</p>	<p>Time to Teach Books, Time to Teach DVD, Refocus Form, Restorative Practice Templates, District Resources</p>	<p>Improve student and staff culture</p>	<p>IP</p>
<p>6. Establish common expectations for Professional Learning Communities (PLC's) in all schools</p>	<p>1. Schedule meetings with Instructional Team to plan for Collaboration Meetings one month in advance 2. Distribute Collaboration Meeting</p>	<p>Systematic Collaboration Meetings will improve teachers'</p>	<p>Instructional Leadership Team, All Classroom Teachers</p>	<p>CCSS, Instructional Guides, I-Ready Resources</p>	<p>Increase in student growth and proficiency in math and reading</p>	<p>IP</p>

7. Prepare all students for college and career readiness	1. Develop fluency in the progression of standards and apply in planning and instruction with specific focus on ELA 2. Align instructional expectations within the given framework (i.e., Close Reading, Guided Reading, Word Study, Writer's Workshop, Interactive Read Aloud) 3. Provide professional development on skill and task analysis so that teachers can plan for student application of the standards and so they (the teacher) may be able to determine student understanding 4. Crafting and applying well-written Learning Targets and Language Objectives that are relevant to daily instruction 5. Provide Differentiated Workshops based on different components of literacy	iReady Diagnostic (BOY & MOY)	Instructional Leadership Team, All Classroom Teachers	CCSS, Instructional Guides, I-Ready Resources, Parkhill Resources	Increase in student growth and proficiency in reading	IP
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8. Expand Virtual Academy to support traditional and non-traditional students	1. Continue to provide instruction for all students through technology	I-Ready, PARCC	All Staff	Budget Allocations for I-Ready Site License and Instructional Tools	Increase in student growth and proficiency in math and reading	IP

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2018-2021 Aligned Actions and Measurements						
District Priorities 2018-2021						Focus Priority Status:
Goal 2: Budgets & Facilities Management	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	IP = In Progress FO = Fully Operational
Focus Priorities						
1. Improve state data reporting in all areas	1. Ensure data submission deadlines are met	Data Analyzes and Teacher Reflections	Administrators and Teachers	Scheduled Collaboration Meeting Time within Master Schedule	Increase in student growth and proficiency in math and reading	IP
2. Determine facility needs to maximize student safety and engagement	1. Continue to use student demographic information (student enrollment, ELLs in and out of Program, SWD), class sizes, etc. to effectively inform decisions about facility use to include all areas (playground, bus and parent pick up zones, etc)	Observations of "Flow" of Instructional Day, Arrival and Student Dismissal, etc.	Administrators	Demographic Data (Synergy)	Increase in student growth and proficiency in math and reading	IP
3. Increase efficient use of financial resources	1. Use 90 Day Plan (NM Dash) to determine efficient use of operational and Title I budget	I-Ready and PARCC results	Instructional Leadership Team	Operational and Title 1 Budget with Specific Allocations	Increase in student growth and proficiency in math and reading	IP

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District Priorities 2018-2021 Goal 3: Communication, Trust, and Human Relations	2018-2021 Aligned Actions and Measurements					
	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	Focus Priority Status: IP = In Progress FO = Fully Operational
Focus Priorities						
1. Increase communication and engagement with stakeholders	1. Send monthly newsletters with important information to parents 2. Utilize InTouch Notification System to communicate reminders or emergency information 3. Plan quarterly Family Nights (Literacy, Math, Science Nights, etc.)	1. Completion of Action Steps on Agendas for PTA Meetings 2. Plans for Family Nights	Principals, Teachers, Family Night Committees	Coordination from school leaders and community partners	Build on School Community participation to improve school culture	IP
2. Implement review cycle for board policies, and communicate policy revisions with stakeholders	1. Review board policies and revisions at PTA meetings monthly.	1. Completion of Action Steps on Agendas for PTA Meetings	PTA members, principals	Provision of policies to review	Improved and consistent communication between all stakeholders on district and school policies	IP
3. Expand International Welcome Center (IWC) to support newcomers and families	Not Applicable					

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2018-2021 Aligned Actions and Measurements						
District Priorities 2018-2021 Goal 4: Quality in Human Resources	Key Actions: (List as many actions ad needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	Focus Priority Status: IP = In Progress FO = Fully Operational
Focus Priorities						
1. Hire highly-effective teachers who meet identified district needs	1. Refine school's interviewing process to ensure hiring of highly-effective teachers	1. Teacher's formative and summative student assessment data 2. Action Steps Artifacts	Teacher, Mentors, Coaches	Updated screened applications from AppliTrack	Increase Highly Qualified staff	IP
2. Increase efficiency of turnaround time in the hiring process	Not Applicable					
3. Strengthen new teacher orientation process to support first-day readiness	1. Assign Level II or III mentor teachers and coach (administrators as instructional leaders)	1. Mentor Logs that document areas for support and how that support was provided by either mentor, IS,	Teacher, Mentors, Coaches	Teacher Effectiveness Summative Reports	Cohesiveness in providing Instructional Support that will lead to the utilization of effective instructional practices that will improve student	IP

4. Increase leadership capacity	Use Informal and Formal Data to determine staff's strengths to: build staff member (through coaching) so that staff members can share effective practices through modeling or Professional Development 2. Assign school leadership roles based on strengths, desire to lead	By number of staff that are creating a positive impact on school culture as evidenced by participation on Leadership Team, Specific Committees	All Staff Members	Observation and Results Data	Build cohesiveness and leaders across all levels	IP = In Progress
5. Provide support for alternative licensure teachers	1. Assign alternative licensure teachers to a mentor teacher that is Effective or above 2. Assign a Coach (Principal or Assistant Principal) that will help teacher develop and implement action steps based on data that will impact the	1. Mentor Logs that document areas for support and how that support was provided by either mentor, IS,	Teacher, Mentors, Coaches	Provide planning and coaching time on master schedule	Cohesiveness in providing Instructional Support that will lead to the utilization of effective instructional practices that will improve student	IP
6. Increase substitute teacher pool	Not Applicable					