

**Sunnyland Elementary Report of Strategic Plan Progress  
2008-2009**

<b>SCHOOL: SUNNYLAND</b>	<b>READING</b>	<b>2008-2009 REPORT</b>
<p><b>School Goal:</b> : In order to demonstrate improvement in reading comprehension, 90% will meet or exceed standard on the DRA/DRP; and, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students will meet or exceed standard on the WASL.</p>		
<b>Strategies/Summary Statement</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
<p>The staff will use</p> <ul style="list-style-type: none"> <li>• Long and mid range planning to align state reading GLEs and curriculum.</li> <li>• Instruction aligned with BSD literacy guide and Learning Network training.</li> <li>• Staff will teach reading daily using Reader's Workshop demonstration lessons with students reading independently at their level.</li> <li>• Students will receive small group or one on one conferences instruction.</li> <li>• Teachers will teach phonics, decoding, spelling and comprehension.</li> <li>• Students not on grade level will receive additional instruction from Title 1 staff, Literacy Support, Washington Reading Corps, Rosetta Stone, ELL instructional assistant and Extended Day</li> <li>• Primary NYAS students will be tested every 3 weeks and Intermediate students will be tested every 6 weeks. DRA, DRP, QRI and Rigby Assessments will be used to determine the next instructional teaching points using the Accelerated Achievement model.</li> <li>• Thinking Maps will be incorporated into reading instruction to help students organize their comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• The Assessments are on file.</li> <li>• Accelerated Achievement collaboration took place-Substitutes ordered, lesson plans on file.</li> <li>• Principal visits to classrooms observed small group, one on one, demonstration lessons, students reading independently or completing reading responses.</li> <li>• Extended Day scheduled and budget spent.</li> <li>• Students reading ability improved throughout the school year.</li> </ul>	<p>The spring of 2009,</p> <ul style="list-style-type: none"> <li>• 63% of 3<sup>rd</sup> grade students met standard on the Reading MAP.</li> <li>• 81% of 4<sup>th</sup> grade students met standard on the Reading MAP.</li> <li>• 66 % of 5<sup>th</sup> grade students met standard on the Reading MAP.</li> <li>• 91%% of Kindergarten students met standard on the DRA.</li> <li>• 88% of 1<sup>st</sup> grade students met standard on the DRA.</li> <li>• 97% of 2<sup>nd</sup> grade students met standard on the DRA.</li> <li>• 71% of 3<sup>rd</sup> grade students met standard on the DRP</li> <li>• 63% of 4<sup>th</sup> grade students met standard on the DRP.</li> <li>• 68% of 5<sup>th</sup> grade students met standard on the DRP.</li> </ul> <ul style="list-style-type: none"> <li>○ Take Home Reading implemented in all classrooms.</li> <li>○ Monthly Family Library Nights were held on the 1st Thursdays of the month.</li> </ul>

SCHOOL: SUNNYLAND	WRITING	2008-2009 REPORT
<b>School Goal:</b> By 2008-2009, 90% of Sunnyland Elementary students will meet standard in writing, as measured by the WASL.		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
<p>Writing instruction will be based on the state Grade Level Expectations. Instruction will incorporate Thinking Maps for generating ideas in writing. The classroom teachers' daily schedules for writing will reflect components from the BSD Elementary Literacy guide.</p>	<ul style="list-style-type: none"> <li>• Components of the writing program were reviewed before school started and included in the staff handbook.</li> <li>• Assessments were given and scored 3 times.</li> <li>• Writing collaboration took place 6 times throughout the school year.</li> <li>• Principal observation of demonstration lessons, students writing and student work.</li> </ul>	<p>2009 4<sup>th</sup> Grade WASL scores:</p> <p>The spring of 2009 writing prompt results were:</p> <ul style="list-style-type: none"> <li>• 80% of the Kindergarten students were on grade level.</li> <li>• 71% of the 1<sup>st</sup> grade students were on grade level.</li> <li>• 71% of the 2<sup>nd</sup> grade students were on grade level.</li> <li>• 50% of the 3<sup>rd</sup> grade students were on grade level.</li> <li>• 55% of the 4th grade students were on grade level.</li> <li>• 79% of the 5th grade students were on grade level.</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers will provide daily 5-10 minute demonstrations of written responses focusing on organization in a variety of genres. Students will have at least 30 minutes a day to write.</li> </ul>		
<ul style="list-style-type: none"> <li>• Teachers will provide the majority of instruction in small groups and 1 to 1 based on student needs.</li> <li>• Teachers will provide whole group, small group and/or 1:1 instruction based on student needs.</li> </ul>		
<ul style="list-style-type: none"> <li>• Teachers will model the thought processes used to organize responses to a variety of questions and prompts.</li> </ul>		
<ul style="list-style-type: none"> <li>• Teachers will monitor student progress through goal setting at regular conferences, reading student writing and working with students in small groups.</li> </ul>		
<ul style="list-style-type: none"> <li>• Teachers will use written responses to reading prompts and writing draft books to assess student progress and determine short-term teaching objectives and discuss instructional practices for all students.</li> </ul>		

Thinking Maps will be incorporated into writing demonstration lessons to assist students with organizing their writing.		
<ul style="list-style-type: none"> <li>Teachers will score narrative writing prompts at least 3 times each year using appropriate rubrics. September sets baseline. (All three prompts will be determined at the beginning of the year.)</li> </ul>		
<ul style="list-style-type: none"> <li>Intermediate teachers will learn and use the District Writing Rubrics when scoring writing prompts.</li> </ul>		
<ul style="list-style-type: none"> <li>Teachers will meet with parents of children not at standard to review and discuss student's improvement plans.</li> </ul>		
<ul style="list-style-type: none"> <li>Primary teachers used the new writing continuum to score the spring prompt. Each student's continuum was saved and will be given to the next year's teacher.</li> </ul>		

SCHOOL: SUNNYLAND	MATH	2008-2009 REPORT
<b>School Goal:</b> The Sunnyland goal for the 2008 Math WASL is 71% of students will be at standard.		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> <li>During the 2008-2009 school year, the teachers will use the Washington State Math Performance Expectations for grade level planning. The staff used the Balanced Math components of Daily Review, Mental Math, vocabulary, problem solving, computation/math facts and conceptual understandings. Resources: TERC 1, John Van de Walle, First Steps Math, Marilyn Burns, Kathy Richardson, Teacher to Teacher, Problem Solver, Math Whizz computer program and other available resources as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Principal observation of math instruction in the classroom-daily review, # talks, math facts, problem solving, math strand units, manipulatives, strategies and problem solving steps posted, vocabulary being taught, posted and journals or cards.</li> <li>Mid range plans</li> <li>Assessment results.</li> <li>Extended Day takes place</li> <li>Math Collaboration takes place with student work analyzed and instruction planned.</li> <li>Students MAP scores.</li> </ul>	<p>Spring 2009 MAP math scores were:</p> <ul style="list-style-type: none"> <li>78% of the 3<sup>rd</sup> grade students were on grade level.</li> <li>72% of the 4th grade students were on grade level.</li> <li>55% of the 5th grade students were on grade level.</li> </ul> <p>Spring 2009 Math WASL:</p> <ul style="list-style-type: none"> <li>% of the 3<sup>rd</sup> grade students were on grade level.</li> <li>% of the 4th grade students were on grade level.</li> <li>% of the 5th grade students were on grade level.</li> </ul>
<ul style="list-style-type: none"> <li>*Teachers will implement practices from Sunnyland Common Practices document that is on the P drive. These daily practices will include daily review, mental math, number talk, problem solving, math facts and content lessons. Math vocabulary will be taught and 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades will use WASL released items. Math problem solving strategies including Thinking Maps will be taught K-5.</li> </ul>		

<ul style="list-style-type: none"> <li>Teachers will provide a classroom environment that actively engages all students in learning. Teachers will provide a safe and comfortable environment in which <b>risk taking</b> is both modeled and encouraged. Teachers will provide authentic and meaningful content and activities that connect to the students' <b>prior learning</b>. The teacher will provide opportunities for learners to self-select appropriate learning strategies.</li> </ul>		
<ul style="list-style-type: none"> <li>Teachers at each grade level will develop/select consistent assessment tools to determine student's written and/or verbal math communication skills.</li> </ul>		
<ul style="list-style-type: none"> <li>At Friday Collaboration, teachers will use math assessments to determine student instructional needs. Teachers will develop and implement plans for students not at standard and will employ flexible grouping or one on one instruction for all students in math based on student needs.</li> </ul>		
<ul style="list-style-type: none"> <li>Sunnyland will offer NYAS Math Whizz and extended day math instruction to 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students</li> </ul>		
<ul style="list-style-type: none"> <li>Each grade level will develop consistent math homework practices including sending home the TERC parent communication. Homework practices should include math facts and activities for parents and students to work on together.</li> </ul>		
<ul style="list-style-type: none"> <li>Teachers will inform parents of mathematical areas covered each year through TERC Letters, Newsletters, Conferences</li> </ul>		

SCHOOL: SUNNYLAND	LEARNING ENVIRONMENT	2008-2009 REPORT
<p><b>School Goal:</b> By the spring of 2009, Sunnyland Elementary will reduce office referrals by 10%.</p> <ul style="list-style-type: none"> <li>During the 2005-2006 school year we had 318 students and 200 referrals to the office. During the 2006-2007 school year we had 389. 95 students were referred to the office and of those 95 students only 30 students were referred to the office more than two times. During the 2007-2008 school year we had 395 students. 75 students (19%) were referred to the office and of those 75 students only 29 (39%) students were referred to the office more than two times.</li> <li>During the 2008-2009 school year we had 61 (15%) students out of 408 students referred to the office and 19 (31%) of the students were referred to the office more than two times.</li> <li>Sunnyland did not meet its goal but we did reduce the percentage of students referred to the office by 4% and the number of repeat offenders by 8%.</li> </ul>		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> <li>Classroom teachers will use Sunnyland Student Handbook to review, teach and practice school rules and behavior expectations. Handbooks will be sent home with students to read with their families. Teachers should collect parent signature sheets from students. All staff will be expected to enforce the school rules.</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Assembly was held the first day of school.</li> <li>Teachers reviewed the handbook with students during the first week of school.</li> <li>The ESS staff taught Kelso's Choice and Steps to Respect to all the classrooms.</li> <li>The Steps to Discipline plan was implemented throughout the school classroom and para-educator staff.</li> <li>Academic and spirit assemblies were scheduled and took place.</li> </ul>	<ul style="list-style-type: none"> <li>By the spring of 2009, Sunnyland Elementary will reduce office referrals by 10%.</li> <li>During the 2007-2008 school year we had 395 students. 75 students (19%) were referred to the office and of those 75 students only 29 (39%) students were referred to the office more than two times.</li> <li>During the 2008-2009 school year we had 61 (15%) students out of 408 students referred to the office and 19 (31%) of the students were referred to the office more than two times.</li> <li>Sunnyland did not meet its goal but we did reduce the percentage of students referred to the office by 4% and the number of repeat offenders by 8%.</li> </ul>
<ul style="list-style-type: none"> <li>The principal will conduct an all school discipline assembly where the Steps to Discipline plan is introduced and bullying, harassment and discrimination rules and zero tolerance policy will be reviewed.</li> </ul>		<ul style="list-style-type: none"> <li>Next year we are going to read Diane Gossen's book, <u>Restitution</u>.</li> <li>The staff is interested in teaching the students the cause and effects of their actions and then how do they make restitution or fix the problem.</li> </ul>
<ul style="list-style-type: none"> <li>Attributes of a Successful Learner will be incorporated into the school climate.</li> </ul>		
<ul style="list-style-type: none"> <li>ESS will contact intermediate teachers to schedule teaching Steps to Respect starting with the intermediate teachers in September. Teachers will use information and strategies from Steps To Respect to instruct students in violence prevention and community building skills. The ESS will set up a schedule for teaching Kelso's Choices to primary students.</li> </ul>		
<ul style="list-style-type: none"> <li>Staff will use the appropriate grade level Second Step lessons or Kelso's Choices to</li> </ul>		

Second Step lessons or Kelso's Choices to instruct students in violence prevention and community building skills. A sign with Kelso's Choices will be placed on the play shed wall.		
<ul style="list-style-type: none"> <li>SST will administer a school survey in the fall to identify students with high risk factors who might need interventions to prevent drug, alcohol, or criminal activity.</li> </ul>		
<ul style="list-style-type: none"> <li>Students will be recognized for academic and positive behavior efforts at Awards Assemblies 2 times a year</li> </ul>		
<ul style="list-style-type: none"> <li>Spirit Days will be held 9 times a year. Attributes of a Successful will be identified for each month. Attributes will be taught and practiced in each classroom. Teachers will put a "ticket" in a basket when students exhibit the attribute. The classroom with highest participation will be the "Top Pride" and have a poster, garland and a stuffed lion in their classroom.</li> </ul>		
<ul style="list-style-type: none"> <li>Golden Broom and Golden Shoe Awards.</li> </ul>		
<ul style="list-style-type: none"> <li>School Spirit Activities are: Field Day, School picnic, eat outside just for fun, Read a Thon, assemblies, concerts, Walk-a-Thon</li> </ul>		

SCHOOL: SUNNYLAND	TECHNOLOGY	2008-2009 REPORT
<p><b>School Goal:</b> All staff will pass Tier 2.</p> <p>Currently 18 staff members have passed Tier 2 and have received either a projector, laptop or document camera. Eight staff members have passed Tier 1 and are in the process of completing the requirements for Tier 2. Conoco –Phillips grants have purchased document cameras or projectors for teachers who have completed Tier 2. A Best Buy grant is being used to purchase digital cameras for the classrooms.</p> <p>2 staff members, Katy Ackerson and Brian Pahl, received Peer Coaching grants that provide training for integrating technology into instruction. Katy and Brian will peer coach two other staff members. All 4 staff members will receive technology for their classrooms. Karen Skahan received a Teaching and Learning Grant of \$11,100. Karen will have two years of training plus technology equipment for the classroom.</p>		