

Sun Path Improvement Plan 22-23



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Goal 1

Sun Path Elementary will improve reading proficiency for ALL students as measured by Read Well by Third Grade Data, FAST Data and MCA Data.

What is our current reality?

We currently have 54.4% of students on target according to RWBTG DRA data. Kindergarten upper, lower and sounds shows 75.7% on target and HF words shows 60.8% on target. MCA scores show 55.4% proficient. FAST spring aReading shows 58.6% proficient.

What will this look like when we are done?

Sun Path Elementary School will increase the on target or proficient by 5%. RWBTG=59.4%, MCA= 60.4%, and FAST 63.6%

How are we going to measure our progress on this goal?

1. RWBG3 Formative and Summative (DRA, HF words, K - upper, lower, sounds)
2. FAST aReading
3. MCA
4. Grade level data- formative and summative

How are we going to get this done?

School Year	Action Steps
2022 - 2023	<ol style="list-style-type: none">1. Words Their Way Training<ol style="list-style-type: none">a. All staff that teach reading grades 1-5b. Training on how to administer the WTW Assessmentc. Canvas training during Workshop Weekd. Training on how to use assessment results during staff meeting on September 21.e. Q1 interventionists available to help teams collect data and determine instructional decisions for word study during small group instruction.2. DRA Training<ol style="list-style-type: none">a. All staff that teach reading grades k-5 who are not currently trained or need a refresher.b. Training on administrations, MSV, and how to adjust instruction based on results.c. Canvas courses or training by interventionists.

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Goal 2

Close the achievement gap in math, reading, and science by raising scores of all groups-including the comparison group.

What is our current reality?

Sun Path sub groups range from a negative 1%- 45% gap in the area of reading from the comparison group. Math sub groups range from a negative 19%-50% from the comparison group. In science, 33 out of 45 (73%) white students were proficient while 14 out of 28 (50%) non white students were proficient.

What will this look like when we are done?

Sun Path Elementary School will increase all sub group proficiency by 5% in reading, math and science.

How are we going to measure our progress on this goal?

1. FAST aMath
2. MCA Reading, Math, and Science
3. Grade level data- formative and summative data

How are we going to get this done?

School Year	Action Steps
2022 - 2023	<ol style="list-style-type: none">1. Science PD<ol style="list-style-type: none">a. All staff teaching scienceb. District science trainingc. October 19 and February 172. Create a baseline with common formative assessments<ol style="list-style-type: none">a. All staff teaching scienceb. Obtain data regarding baseline of where our students are currently at.c. PLC teams3. Seven Strategies of Assessment for Learning Book Study<ol style="list-style-type: none">a. All staffb. Book Study to learn and prepare for implementation in Fall 2023c. January 11, February 8, March 8, April 19, May 104. Developmental Design training<ol style="list-style-type: none">a. Cohorts and all staffb. 4 day staff trainingc. 2 hour SEL staff training5. Equity Awareness and Understanding<ol style="list-style-type: none">a. All staffb. Training led by equity specialists November 2022 and January 20236. FAST reports training<ol style="list-style-type: none">a. All staff that teaches reading or mathb. October 19, 2022 and at PLC meetings

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Goal 3

Implementation and refinement of PBIS systems. (Continued goal.)

What is our current reality?

Sun Path staff have identified the areas of common teacher language, teaching expectations, engaging parents in PBIS and following the set processes for the ability to continue instruction without behavior disruptions as areas to work on through the School Assessment Survey in the spring of 2022. These areas were identified by less than 50% of survey participants as in place and also were identified as either medium or high priority.

12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).

7. Options exist to allow classroom instruction to continue when problem behavior occurs.

5. Consequences for problem behaviors are defined clearly.

2. School-wide expected student behaviors are taught in non-classroom settings.

7. Staff receives regular opportunities for developing and improving active supervision skills.

4. Rewards exist for meeting expected student behaviors in non-classroom settings.

7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.

3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.

7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.

5. Problem behaviors receive consistent consequences.

<i>What will this look like when we are done?</i>	The areas above will be noted by 75% of the staff as being either in place or partially in place when taking the SAS survey in the spring of 2023.
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<i>How are we going to measure our progress on this goal?</i>	<ol style="list-style-type: none"> 1. SAS staff survey. 2. Decrease in behavior referrals using SWIS data. 3. Increase in positive behavior recognition with Saber Slips. 4. Parent survey. 5. Walkthrough data collection of student and staff sampling.
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<i>How are we going to get this done?</i>

School Year	Action Steps
2022-2023	<ol style="list-style-type: none"> 1. Stations to teach expectations in non-classroom areas. <ol style="list-style-type: none"> a. Principal, dean, and support staff b. Expectation teaching stations for cafeteria, playground, hallways, stairs, and bathrooms. c. First two student contact days. 2. Videos and powerpoint presentations to enhance classroom teaching of the matrix for non-classroom areas. <ol style="list-style-type: none"> a. Classroom and special education staff. b. Teaching matrix. c. By September 30, 2022 3. Develop a student PBIS team for input. <ol style="list-style-type: none"> a. Dean and 5th grade teachers b. Student council to provide student voice c. During 5th grade recess once per month beginning in October. 4. Table top exercises <ol style="list-style-type: none"> a. All staff b. Table tops to help develop common processes and understanding of processes. c. Staff meetings throughout the year. 5. Administer parent survey and focus groups. <ol style="list-style-type: none"> a. Principal and dean b. Set up meetings for parents to give input and learn more about PBIS and also provide survey opportunities. c. Beginning in quarter 2.