

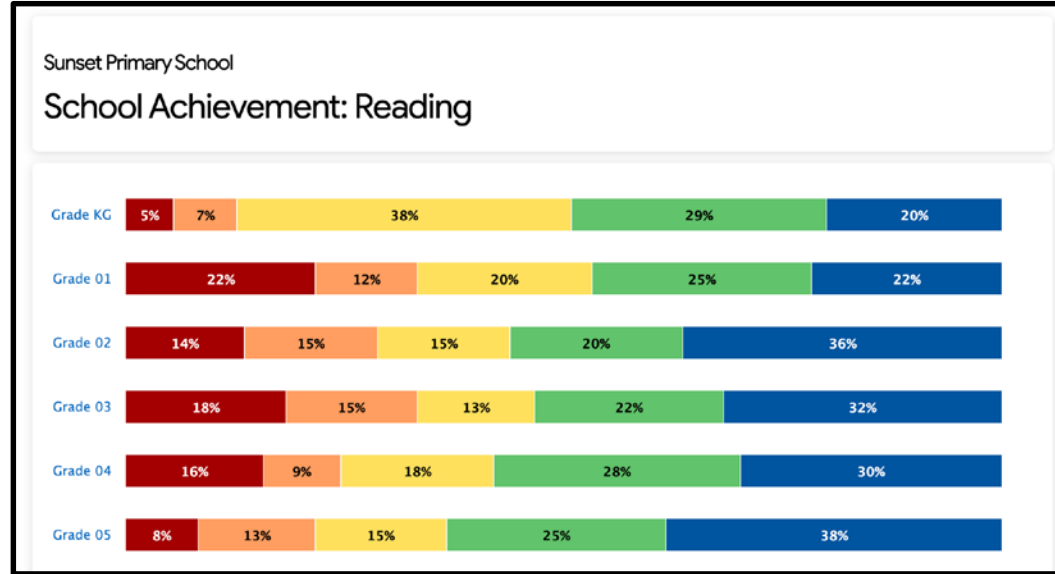


Sunset Primary School Work Plan 2022-2023

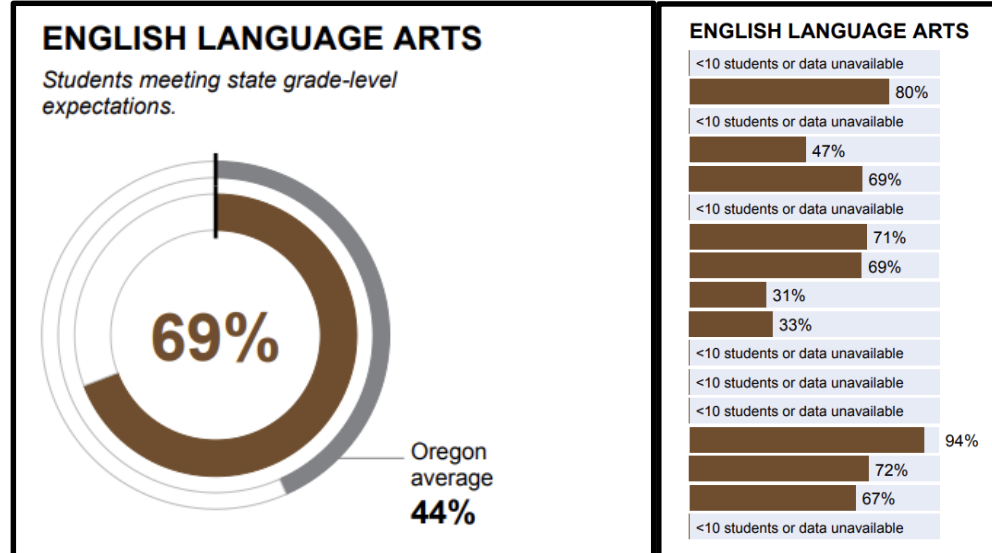
Each and every Sunset Student experiences joy, belonging, and empowerment each and every day.

Data Summary Statements

Fall 2022 MAP Scores:



Spring 2022 Oregon State Assessment System(OSAS) Scores:



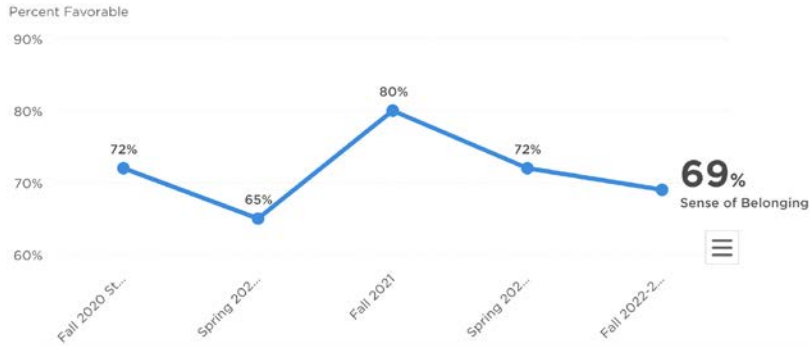
Panorama:

Sense of Belonging

Based on 154 responses

How much students feel that they are valued members of the school community.

How have results changed over time?

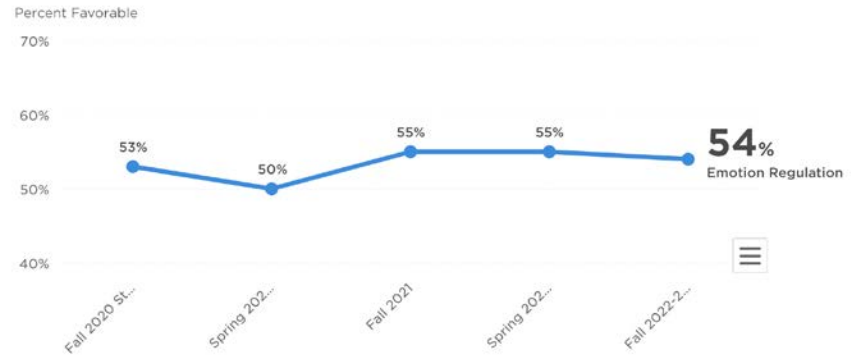


Emotion Regulation

Based on 163 responses

How well students regulate their emotions.

How have results changed over time?

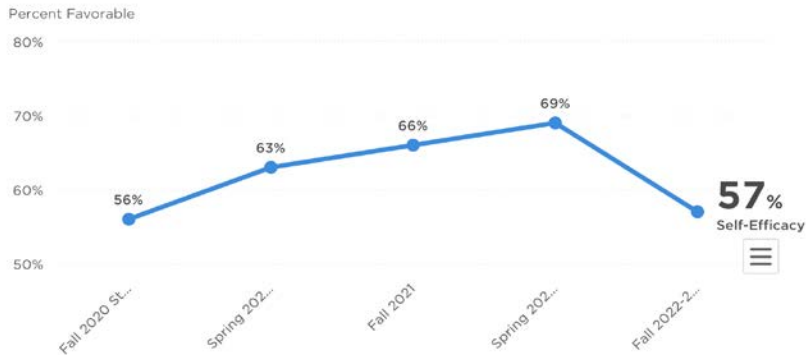


Self-Efficacy

Based on 163 responses

How much students believe they can succeed in achieving academic outcomes.

How have results changed over time?



Goals



Each and every Sunset Primary student will experience a sense of joy, belonging, and empowerment as measured by the Panorama Student Survey.



Each and every Sunset Primary student will make a year's worth of growth in reading as measured by MAP, SBAC, and AimsWeb. Striving Readers will make a year and a half's worth of growth as measured by the assessments previously listed.

Staff Learning Setting	Leadership Moves and Practices to Implement	Outcomes: Teacher/Counselor/Specialist Practices and Student Learning Behaviors to Work Towards and Observe
<p>Learning Communities</p> <ul style="list-style-type: none"> ● Whole Staff Learning ● Grade Level / Subject Area PLCs ● School Teams (Grade Level, Equity, Child Study, etc.) 	<ul style="list-style-type: none"> ● Teacher Workshops every Tuesday <ul style="list-style-type: none"> ○ Professional Learning Communities/Teacher Teams used as a vehicle to increase student growth, review data, plan for differentiation, and craft instructional moves ○ Relevant Content through the use of articles, texts, podcasts, and internal expertise ○ Panorama Playbook <ul style="list-style-type: none"> ■ Relationship Mapping ■ Dialogue Circles ■ Notice-Think-Feel-Do ● Grade Level Teaming Weekly <ul style="list-style-type: none"> ○ Each grade level meets at least one time per week to continue the work started at Teacher Workshop ● Equity Team <ul style="list-style-type: none"> ○ Monthly themes based upon Heritage Months <ul style="list-style-type: none"> ■ Schoolwide Art Projects ○ Guidance for Anti Racist lesson set ○ Book Study ● Circles of Support <ul style="list-style-type: none"> ○ Development of individualized intervention plans based on strengths of the child 	<ul style="list-style-type: none"> ● All classroom teachers and learning specialists teach word study as part of the Literacy Workshop ● All staff members use the 5D's and 7C's as a guidepost for self assessment and self reflection ● All staff members are familiar with the use of Restorative Practices ● Classroom teachers employ the Circles of Support process after several rounds of grade level team interventions ● All classroom teachers teach the 4 Anti Racism Lesson set in addition to the monthly lessons provided by the Equity Team
<p>Learning Observations & Walkthroughs</p> <ul style="list-style-type: none"> ● Based on identified practices teachers are working on from frameworks: 5Ds, 7 Components ● Follow up with PLCs and School Teams 	<ul style="list-style-type: none"> ● 5 Dimensions of Teaching and Learning (5D's) and the 7 Components of Inclusive and Equitable Classrooms(7C's) utilized as the foundation for observations and feedback 	<ul style="list-style-type: none"> ● Staff members engage meaningfully with observer after the observation <ul style="list-style-type: none"> ○ Self Reflection ○ Ask and answer questions ○ Use of Frameworks: 5D's and 7C's

<ul style="list-style-type: none"> ● COI and Blue Time ● Organized around inclusive practices and goals 		
<p>Mentoring & Coaching</p> <ul style="list-style-type: none"> ● Intentional connections between practices school is working towards and individuals' goals conference ● Possibility of studying coaching moves as leaders ● Making feedback process a regular part of leadership and school learning ● Targeted feedback for staff in areas of focus for school, PLCs, teams 	<ul style="list-style-type: none"> ● Thought Partners <ul style="list-style-type: none"> ○ Each certified staff member has a thought partner/ colleague in addition to their grade level team ○ Utilized during Teacher Workshop for processing new information ● District Primary Mentorship Program <ul style="list-style-type: none"> ○ Provides support to our teachers in their first or second year of teaching ● Instructional Coordinator Coaching ● Principal provides targeted feedback through informal and formal observation cycles 	<ul style="list-style-type: none"> ● Staff members grow skills related to the 5D's and 7C's (Rubrics) ● Staff members engage in meaningful self reflection
<p>External Expertise</p> <ul style="list-style-type: none"> ● Connecting district-wide professional learning to school professional learning ● Informing and influencing district learning based on school learning needs ● Identifying what we don't have the internal capacity to learn and practice, using it to seek out external expertise 	<ul style="list-style-type: none"> ● Dr. Bryant Marks: Implicit Bias <ul style="list-style-type: none"> ○ Keynote August 24th ● Greg Bell: What's Going Well? <ul style="list-style-type: none"> ○ Keynote November 21 ● Anneke Markholt: Center for Educational Leadership <ul style="list-style-type: none"> ○ Throughout the 2022-2023 school year 	<ul style="list-style-type: none"> ● Staff integrates external knowledge with own expertise to make measurable improvements ● Staff self monitor for implicit bias, including a negativity bias ● Staff support one another in monitoring biases
<p>Workshops & Courses</p> <ul style="list-style-type: none"> ● Fostering individuals' capacity building that supports school learning 	<ul style="list-style-type: none"> ● District Literacy Coach <ul style="list-style-type: none"> ○ Provides support through Running Records course, Teacher Workshop presentations, Leadership 	<ul style="list-style-type: none"> ● Staff refer to the Literacy Handbook and use it to improve practices ● Staff engage in district provided courses and classes ● Staff engage in university level coursework

<ul style="list-style-type: none">● Forming cohorts for shared workshop and course learning● Connecting workshops and outside learning to school learning	<p>consultations, and through the Literacy Handbook</p> <ul style="list-style-type: none">● Teacher selected Conferences and Coursework	
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