

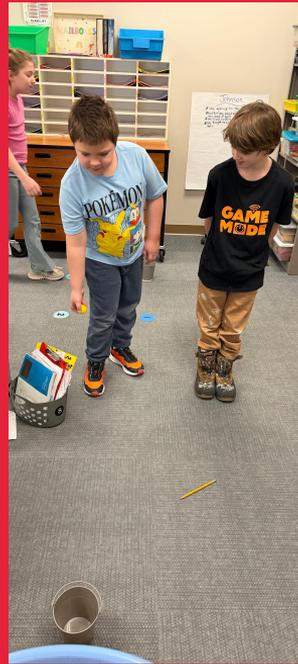


**Sunrise River
and Education
Center**

Spotlight Presentation 2026

Ed Center and Sunrise Highlights!





Learning,
Learning,
& Learning



FORWARD
Together

K-5 Transition Update: First Grade to Education Center



Positive Parent Feedback

- Families are supportive and appreciate the intentional planning

Proactive Staffing Adjustments

- Aligning staff to best support student needs in the new setting

Improved Traffic Flow Plans

- Updating parent pick-up procedures to increase safety and efficiency

Collaborative Staff Voice

- Ongoing input shaping master schedule and daily structures



Celebrating Apprentices and Scholarship Recipients

Child Care Aware T.E.A.C.H. Apprentices and Scholarship Recipients

Picture to be taken Wed. AM at 7:15
and then added

Apprentice Scholarships:

Cassie Breaw
Carmen Money
Abby Williams

TEACH Scholarship:

Raechel Abress
Xiulan Connett
Geri Erickson
Thuy Meinz



LIFE SKILLS GOAL

Life Skills Goal: Throughout the 2025-26 school year, **85% of students** will display respectful, responsible, ready to learn behaviors (0-2 referrals); and 100% students with three or more referrals will have a personalized intervention to support an increase of desired behaviors.

**87% of K-1 students have 0-2 referrals
(3/24/26)**



K-5 Behavior Referrals & MTSS Alignment



How We Compare to a Standard MTSS Model

- **Our Current Data**
 - **82.2%** (956 students) → Tier 1
 - **10.1%** (118 students) → Tier 2
 - **7.5%** (88 students) → Tier 3
- **MTSS Expectation**
 - ~80–85% of students with **0–1 referrals (Tier 1)**
 - ~10–15% with **2–5 referrals (Tier 2)**
 - ~3–5% with **6+ referrals (Tier 3)**

Takeaway:

Our system is solid at the universal level, with an opportunity to strengthen intervention layers.



Life Skills Highlights



- Within range of a standard MTSS Model
- Calming Corners have been implemented in all classrooms
- Staff received [Mood Meter PD](#) and implementation training
- Formal Problem Solving Team (PST) process is ongoing for teachers
- Behavior data is systematically reviewed monthly with all stakeholders

Exhausted 🙄

Feeling depleted of all energy.



Anxious 😬

Worried and uneasy about an uncertain outcome.



Surprised 😲

Caught off guard by something unexpected or unusual.



Interventions and Support Plans



Targeted Interventions (Tier 2 Supports)

For students with emerging patterns (3–5 referrals):

- **Check-In / Check-Out (CICO)**
 - Daily adult connection for goal setting and feedback
- **Small Group Social Skills Instruction**
 - Focus on respect, responsibility, and ready to learn
- **Behavior Goal Setting & Tracking**
 - Student-friendly goals with weekly progress monitoring
- **Increased Positive Reinforcement**
 - Frequent acknowledgment of expected behaviors
- **Structured Breaks / Regulation Supports**
 - Scheduled or as-needed reset opportunities
- **Home to School Communication Plans**
 - Consistent updates to reinforce expectations across settings

Interventions and Support Plans



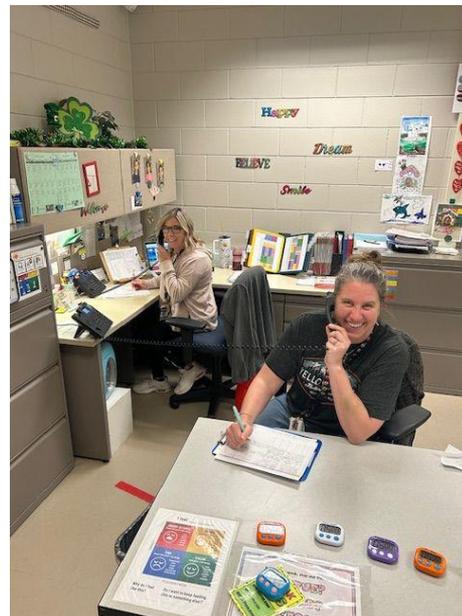
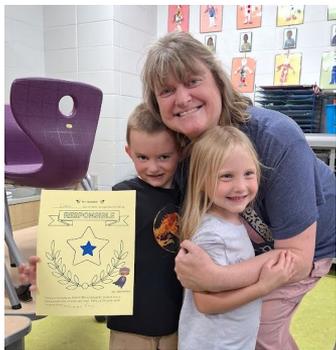
Individualized Support Plans (Tier 3 Supports)

For students with intensive needs (6+ referrals or persistent patterns):

- **Functional Behavior Assessment (FBA)**
 - Identify root causes of behavior
- **Behavior Intervention Plan (BIP)**
 - Individualized strategies tied to function of behavior
- **Daily Check-In with Designated Adult Mentor**
 - Relationship-based support and accountability
- **Individual Counseling / SEL Support**
 - Skill-building for emotional regulation and problem-solving
- **Modified Schedules or Environmental Supports**
 - Adjustments to reduce triggers and increase success
- **Crisis / De-escalation Plan**
 - Clear, consistent response for high-intensity behaviors

Spotlight:
Life Skills Action Steps

The Power of Parent Partnership

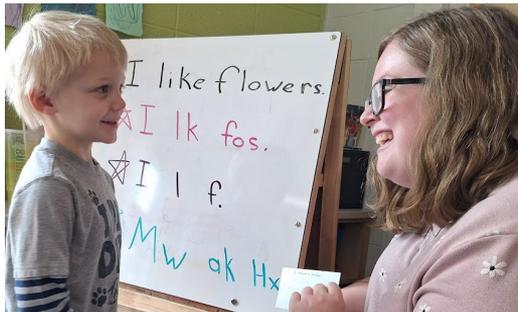


ACADEMIC GOAL

Academic Goal Preschool: By June 1, 2026, at least 80% of preschool students will be at or above age-level expectations in early literacy and early mathematics, as measured by *Teaching Strategies GOLD* objectives rhyming, letter identification, counting, and connecting numbers to quantities using spring checkpoint data and students yet to demonstrate evidence of meeting learning goal targets will have a personalized learning path showing growth to proficiency.



Preschool Student Learning



Preschool Priority Standards - Fall Checkpoint 2025

Teaching Strategies Gold Learning Objective	Below Age Level Expectations	Meeting Age Level Expectations	Exceeding Age Level Expectations
Rhyming	40%	59%	1%
Letter Identification	13%	46%	41%
Counting	28%	65%	7%
Connecting Numbers to Quantities	26%	60%	14%

ACADEMIC GOAL



By June 1, 2026, **70%** (increased from 64.4) of K-5 students will meet or exceed grade-level expectations in **reading** and **math**, as measured by semester two grades. For the students not yet meeting grade-level expectations, individualized support plans will be developed and implemented to address their needs and help them achieve their personal growth goals as measured by FastBridge assessments.



Semester One Report Card Data



District Proficiency Summary (Score 3 or 4)

Grade	Math Proficiency	Reading Proficiency
K	73.47%	62.44%
1	83.68%	65.66%
2	55.81%	61.56%
3	55.93%	55.27%
4	55.54%	56.13%
5	56.49%	64.57%

K- 5th: Student Learning

Using Interim Assessments to see **Reading FAST** growth

Grade Level	Modest to Aggressive Growth ALL Students
Kindergarten	83.8%
Grade 1	74.3%
Grade 2	73.9%
Grade 3	70.7%
Grade 4	73.8%
Grade 5	77.1%



K- 5th: Student Learning

Using Interim Assessments to see **Math FAST** growth

Grade Level	Modest to Aggressive Growth ALL Students
Kindergarten	87.5%
Grade 1	80%
Grade 2	86.5%
Grade 3	82.3%
Grade 4	77.4%
Grade 5	72.8%



Individual Support Plans



IEPs

Small
Groups

Tutor
Support

504 Plan

Formal
Problem
Solving

FLEX
Time
Supports

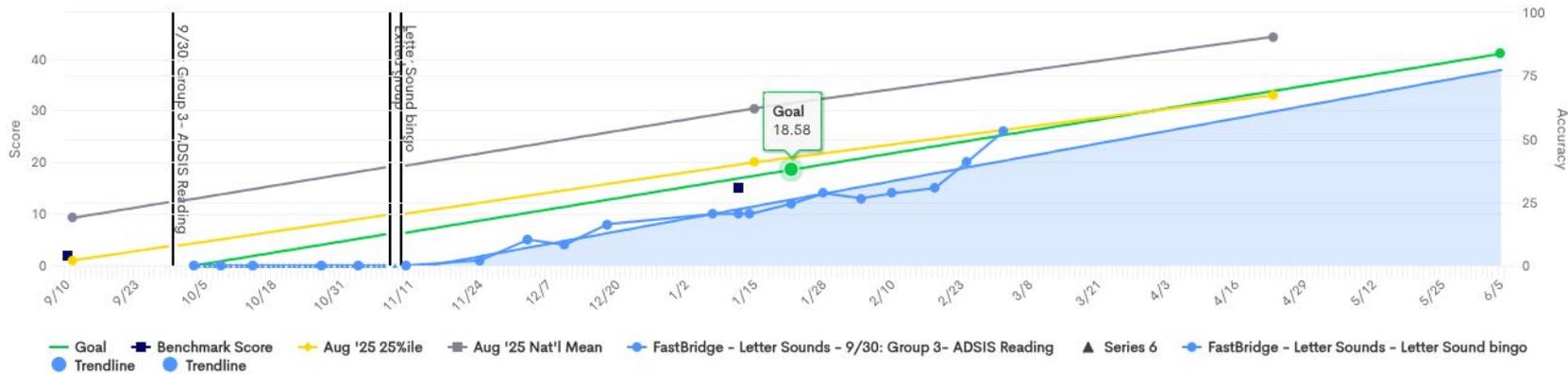
Check in /
Check out
Program

Parent
Partnership (daily
communication)

Behavior
Support
Plans

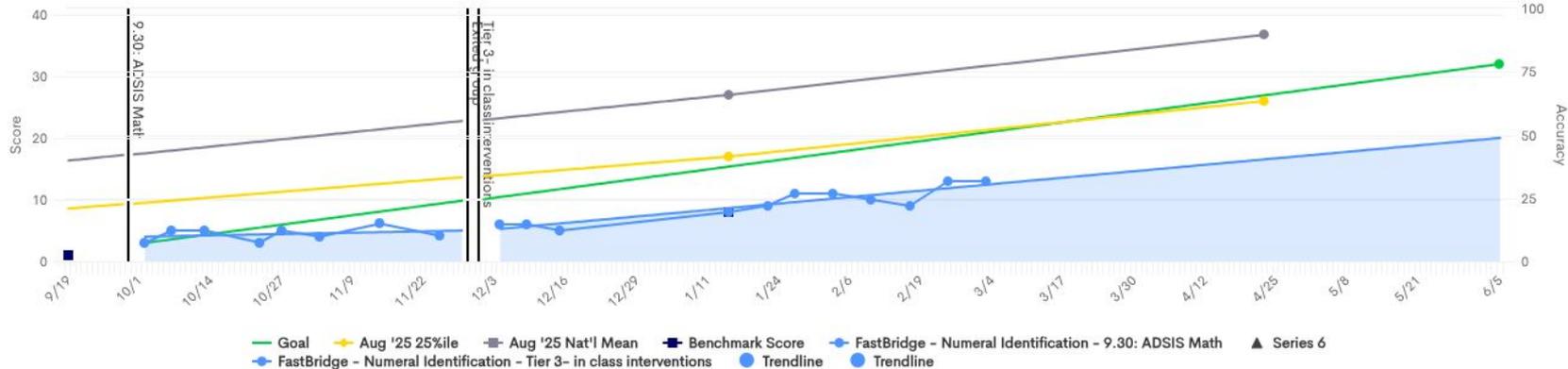
K- 5th: Student Learning

Individual Student Plan - Example



K- 5th.: Student Learning

Individual Student Plan - Example



Early Reading Indicators



1st Grade	Letter Names- Uppercase *(95% Target)	Letter Names - Lowercase *(95% Target)	Single Consonants and Digraphs CONSONANT SOUNDS	Single Consonants and Digraphs DIGRAPHS	High Frequency Words	Short Vowel Sounds	Long Vowel Sounds	Vowels Within Words	Short Vowels in CVC Words REAL	Short Vowels in CVC Words NONSENSE	Short Vowels in 2 Syllable Words COMBINED
Fall Proficiency	73.41%	50.87%	50.87%	20.23%	5.20%	42.20%	32.37%	59.54%	41.62%	37.57%	4.62%
Winter Proficiency	94.32%	80.68%	85.80%	85.80%	26.14%	83.52%	77.84%	85.80%	77.27%	65.91%	25.00%

***Overall, the data shows strong growth across nearly every phonics skill area, with the most significant gains occurring in foundational decoding skills and early vowel patterns. Growth trends indicate movement along the phonics continuum from basic letter recognition toward more advanced word analysis.**

Early Reading Indicators



2nd Grade	Letter Names- Uppercase *(95% Target)	Letter Names - Lowercase *(95% Target)	Single Consonants and Digraphs CONSONANT SOUNDS	Single Consonants and Digraphs DIGRAPHS	High Frequency Words	Short Vowel Sounds	Long Vowel Sounds	Vowels Within Words	Short Vowels in CVC Words REAL	Short Vowels in CVC Words NONSENSE	Short Vowels in 2 Syllable Words COMBINED	Closed Syllables with Digraphs, Doubles & Blends REAL
Fall Proficiency	94.12%	77.54%	73.80%	70.05%	54.01%	48.13%	71.12%	77.54%	73.26%	67.38%	37.97%	30.48%
Winter Proficiency	98.86%	91.43%	92.00%	89.14%	75.43%	76.57%	93.14%	89.71%	90.86%	81.71%	66.86%	56.57%

Closed Syllables with Digraphs, Doubles & Blends NONSENSE	Closed Syllables with Digraphs, Doubles & Blends COMBINED	Long Vowels: VCe Words and Syllables REAL	Long Vowels: VCe Words and Syllables NONSENSE	Long Vowels: VCe Words and Syllables COMBINED	Vowel-r Syllables REAL	Vowel-r Syllables NONSENSE	Vowel-r Syllables COMBINED
27.27%	43.32%	46.52%	25.67%	17.11%	39.57%	21.39%	36.36%
44.57%	54.86%	67.43%	45.71%	41.71%	63.43%	46.29%	54.86%

*The data shows continued strengthening of earlier phonics skills while expanding into more complex syllable types and vowel patterns.

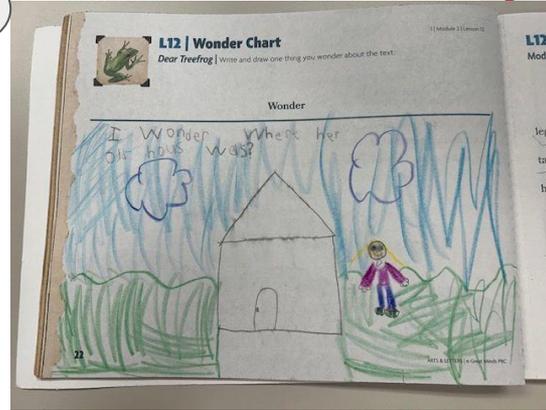
Reading Curriculum - Arts & Letters



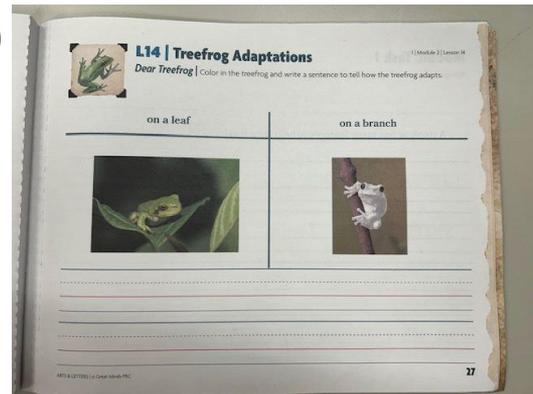
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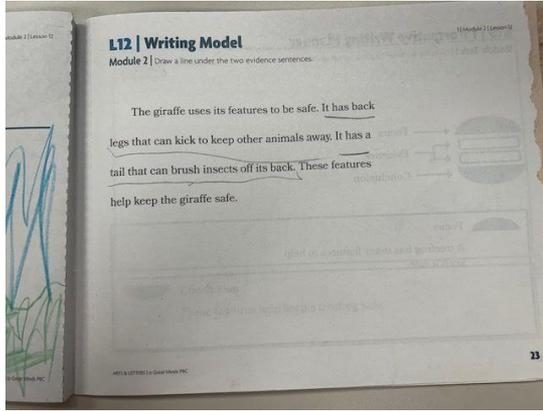
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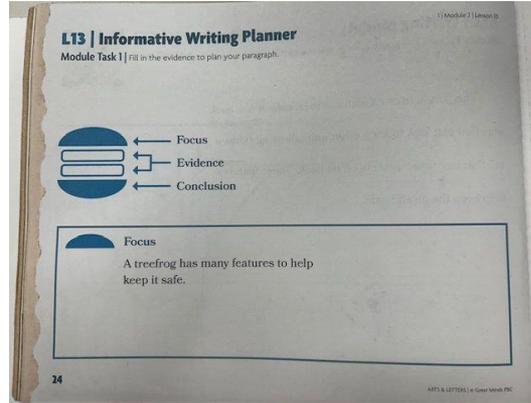
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Reading Curriculum - Arts & Letters

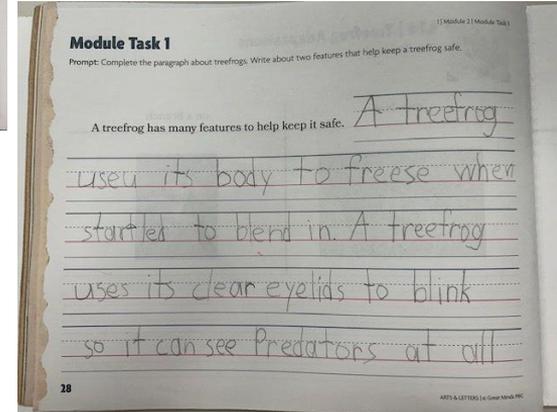


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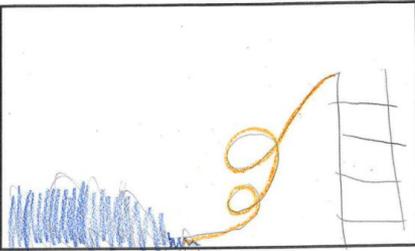


28

Writing Growth - Example



September



Word: Pommel Horse

A drawing of a person on a pommel horse. The drawing is enclosed in a rectangular frame with a decorative, wavy border. The person is colored in blue and yellow, and the pommel horse is colored in orange and yellow. The background of the drawing is filled with blue scribbles.

November



I am thankful for my gymnastics because I can learn to do tricks. I also am thankful for my teacher because she is nice.

A drawing of a gymnast on a beam. The drawing is enclosed in a rectangular frame with a dotted border. The gymnast is colored in yellow and blue, and the beam is colored in brown. The background of the drawing is filled with blue scribbles.

enhy. January



My snowman's name is Pom-pom. She has a pink and red hat. She likes to go sledding.

A drawing of a snowman. The drawing is enclosed in a rectangular frame with a dotted border. The snowman is colored in white, pink, and red. The background of the drawing is filled with blue scribbles.

Writing Growth - Example



The Great Wave

I think the Titanick is happing again! exeppt its the Great wave! instead of an ice berg! And there are like cracks instead of ships! And less peaple.

SEPTEMBER TO MARCH
3RD GRADE
STUDENT 1

Did you know that Neil Armstrong was the first person to step foot on the moon? In my opinion traveling in space would be more exciting. I think that traveling in space is a better option because I want to experience no gravity. Also I want to collect moon rocks.

I think it would be cool to experience no gravity. On earth I can't experience no gravity! In one giant leap it says "it feels like I'm jumping on a trampoline." I would want to be freer than ever, I can tell people how it feels!

I want to collect moon rocks. because I could make a movie about moon rocks. In one giant leap it says "they use water tanks to collect moon rocks some are very hard to get in the h2o! I also want to make new luxuries for Disney!

In my opinion traveling in space would be more magical. I want to experience no gravity also I want to collect moon rocks.

Writing Growth - Example



The Great Wave
I think the people in the boats should not be there because I think it is dangerous.
The wave is big and tall and dangerous.
If I had to guess, I would say the waves were about 4ft 2 inches to 8 ft 6 inches.

**SEPTEMBER TO MARCH
3RD GRADE
STUDENT 2**

Did you know that space goes on forever? In my opinion traveling to outer space would be more fun. I think that traveling to outer space is a better option because it's farther away and stuff is funner. Also I would like to collect moon rocks.

I think outer space is funner because it's farther away because when you're closer and it's not as interesting and outer space is mysterious. In Moonshot it says in the front the usual length between earth and the moon is 239,000 miles. I would want to fly to the moon, but I'm nervous because I also think it's dangerous, and it is a long way and will take a lot of time.

I would like to collect moon rocks because I would like to keep a souvenir from the moon. In one Giant Leap it says some rocks sparkle, some rocks look tan or purple. The moon rocks go into two boxes that the scientists will look at.

In my opinion traveling to outer space would be more exciting. I think this because it's farther away and stuff is funner. Also, I would like to collect moon rocks.

Writing Examples - 3rd



Did you know that Neil Armstrong was the first person to step foot on the moon? In my opinion traveling in space would be more exciting. I think that traveling in space is a better option because I want to experience no gravity. Also I want to collect moon rocks.

I think it would be cool to experience no gravity. On earth I can't experience no gravity! In one giant leap it says "it feels like I'm jumping on a trampoline." I would want to do front flips so, I can tell people how it feels!

I want to collect moon rocks, because I could make about moon rocks. In one giant leap it says "they use metal tongs to collect moon rocks some are very hard to put in the bag! I also want to make new discoveries for Disney!

In my opinion traveling in space would be more magical. I want to experience no gravity also I want to collect moon rocks!

Did you know flying in a shuttle is my dream? In my opinion traveling to space would be more wild. I think that traveling to space is a better option because I would feel gravity pushing on me and because it would be cool to orbit Earth in a shuttle.

I think this because I would feel gravity pushing on me. It would also be cool to be pressed down in my seat. In Moonshot they describe them pressed down into their seats. It also says their bodies as heavy as clay, yet, they still weigh the same.

Another reason is that I want to orbit Earth in a shuttle. I also can float and look at Earth while orbiting. In Moonshot they say that they orbit Earth to talk with mission control and what they were talking about was the course they will take. I would like to look at Earth yet, I would still be orbiting Earth.

In my opinion traveling to space would be more epic! I think this because I want to feel gravity pushing on me and I want to orbit Earth.

Math Masters Enrichment

The Math Masters mathematics competition program challenges 4th, 5th and 6th grade students to use critical thinking and problem-solving skills in mathematics. Students compete as individuals and on teams in eight rounds of competition held in March and April each year. Students' academic effort and achievement is recognized with plaques, medallions and ribbons in each competition element: Fact Drill, Individual Round and Team Competition.

What We Are Doing

- Offering Math Masters as a structured enrichment opportunity for students
- Integrating Math Masters problem-solving strategies into advanced math groups
- Providing preparation sessions during the school year
- Participating in regional Math Masters competition



MAKERSPACE Clubs - Enrichment



From Digital Designers to Young Engineers (Grade 4)

- 6-week “Flex Time” 3D Printing Club
- Learn 3D modeling by designing custom backpack keychains
- Apply physics concepts by testing spinning tops and analyzing weight distribution
- Design and print two original tops
- Conclude with a longest-spin tournament to showcase learning



From Creators to Product Designers (Grade 5)

- Advanced students blend engineering with entrepreneurship
- Design school-spirited keychains for the SKOL Slip Store
- Focus on quality, school pride, and real-world consumer appeal



Impact:

Our Makerspace empowers students to think critically, apply STEM concepts, and create products with purpose – all while having fun and building school community.



Prek - K Student Learning

Early Learning Experiences, Special Events and Field Trips



Questions?

Thank you!

SKOL! Vikings!

