

Sunset Elementary School



"Home of the Sockeyes"

4229 W Lake Sammamish Pkwy SE

Bellevue, WA 98008

425-837-5600

School Improvement Plan

Year Span: 2015-2018

A School's Learning Improvement Plan

- Is developed according to the Washington Administrative Code 180-16-220
- Shows evidence of annual school board approval
- Includes information that staff certification requirements were met
- Evidence the plan is based on self-review and participation of required participants.
- Considers a collection of data over time that is analyzed to determine the focus of the plan
- Promotes continuous improvement in student achievement in state learning standards
- Recognition of non-academic student learning, what, and how.
- Addresses the characteristics of highly successful schools
- Is led by the principal and the building's Leadership Team
- Requires collaboration with the school staff and district administration
- Addresses equity (e.g. gender, race, ethnicity, culture, language and physical/mental ability)
- Action plans are based on best practice as identified by quality research
- Is a continuous process that requires ongoing monitoring and adjustment
- Addresses the use of technology to facilitate instruction
- Addresses parent, family and community involvement

Characteristics of Successful Schools

The Office of the Superintendent of Public Instruction identifies the following nine characteristics of successful schools:

clear and shared focus ♦ high standards and expectations for all students ♦ effective school leadership ♦ high levels of collaboration and communication ♦ curriculum, instruction and assessments aligned with state standards ♦ frequent monitoring of learning and teaching ♦ focused professional development ♦ supportive learning environment ♦ high levels of family and community involvement.

SIP Start Date: 9/1/2015

SIP Building Review/Edit Dates: 9/1/2015 , 9/1/2016

School Board Review Dates: 3/2/2016 , TBD , TBD

Staff Information

Principal

Amanda Dorey

Leadership Team

STAFF REPRESENTATIVE

| | |
|-------------------|-----------------------|
| Amanda Dorey | Principal |
| Paula Jones | Dean of Students |
| Kim Tempel | Classified |
| Kabre Richards | ECE |
| Shawna Pacheco | Kindergarten |
| Cindy Nelson | 1 st Grade |
| Abigail Blastos | 2 nd Grade |
| Cheryl Piccirilli | 3 rd Grade |
| Michelle Larson | 4 th Grade |
| Gina Montgomery | 5 th Grade |
| Nicole Brookens | Special Education |
| Marie Bean | Specialist |

Teacher Information

| Teacher Information (2014-15) (more info) | |
|--|-------|
| Classroom Teachers | 40 |
| Average Years of Teacher Experience | 12.6 |
| Teachers with at least a Master's Degree | 82.5% |
| Total number of teachers who teach core academic classes | 27 |
| % of teachers teaching with an emergency certificate | 0.0% |
| % of teachers teaching with a conditional certificate | 0.0% |
| Total number of core academic classes | 27 |
| <i>ESEA Highly Qualified Teacher Information</i> | |
| % of classes taught by teachers meeting ESEA highly qualified (HQ) definition | 92.6% |
| % of classes taught by teachers who do not meet ESEA HQ definition | 7.4% |
| % of classes in high poverty schools taught by teachers who meet ESEA HQ definition | N/A |
| % of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition | N/A |
| % of classes in low poverty schools taught by teachers who meet ESEA HQ definition | N/A |
| % of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition | N/A |

Data Collected

The Building Leadership Team (BLT) will collect and analyze a variety of data related to the school such as standardized and common assessment data as well as behavioral and demographic data. In addition to data related to the performance of K-5 students the team will also examine disaggregated data around English Language Learners at Sunset.

2015 Fall F&P Scores

| Grade | Total # of students | # of students at standard or above measure by the 2015 October F&P | % |
|--------------|---------------------|--|----|
| K | 80 | 33 | 41 |
| 1 | 97 | 51 | 52 |
| 2 | 107 | 75 | 70 |
| 3 | 111 | 80 | 72 |
| 4 | 82 | 65 | 79 |
| 5 | 114 | 102 | 89 |
| Total | 591 | 406 | 68 |

2015 Fall Common Writing pre-assessment

| Grade | Total # of students | # of students at standard or above measure by the 2015 common writing assessment | % |
|--------------|---------------------|--|----|
| K | 78 | 23 | 29 |
| 1 | 94 | 33 | 35 |
| 2 | 86 | 3 | 3 |
| 3 | 91 | 0 | 0 |
| 4 | 82 | 5 | 6 |
| 5 | 112 | 12 | 10 |
| Total | 543 | 76 | 13 |

| Grade Level | Content | SBA Sunset Scores | | SBA District Scores |
|-------------|---------|-------------------|---|---------------------|
| 3 | ELA | 2014-2015: 70% | ↓ | 2014-2015: 74% |
| 3 | Math | 2014-2015: 74% | ↓ | 2014-2015: 76% |
| 4 | ELA | 2014-2015: 87% | ↑ | 2014-2015: 79% |
| 4 | Math | 2014-2015: 82% | ↑ | 2014-2015: 79% |
| 5 | ELA | 2014-2015: 76% | ↓ | 2014-2015: 82% |
| 5 | Math | 2014-2015: 74% | ↓ | 2014-2015: 78% |
| 5 | Science | 2014-2015: 79% | ↓ | 2014-2015: 86% |

| Grade Level | Content | MSP Sunset Scores | MSP District Scores |
|-------------|---------|--|--|
| 3 | Reading | 2013-2014: 94% 2012-2013: 93% 2011-2012: 70% | 2013-2014: 88% 2012-2013: 90% 2011-2012: 83% |
| 3 | Math | 2013-2014: 83% 2012-2013: 78% 2011-2012: 74% | 2013-2014: 83% 2012-2013: 83% 2011-2012: 81% |
| 4 | Reading | 2013-2014: 84% 2012-2013: 89% 2011-2012: 80% | 2013-2014: 87% 2012-2013: 87% 2011-2012: 87% |
| 4 | Math | 2013-2014: 81% 2012-2013: 77% 2011-2012: 76% | 2013-2014: 85% 2012-2013: 83% 2011-2012: 83% |
| 4 | Writing | 2013-2014: 84% 2012-2013: 77% 2011-2012: 79% | 2013-2014: 83% 2012-2013: 79% 2011-2012: 81% |
| 5 | Reading | 2013-2014: 89% 2012-2013: 81% 2011-2012: 92% | 2013-2014: 88% 2012-2013: 87% 2011-2012: 87% |

| | | | |
|---|---------|----------------|----------------|
| 5 | Math | 2013-2014: 81% | 2013-2014: 83% |
| | | 2012-2013: 73% | 2012-2013: 83% |
| | | 2011-2012: 84% | 2011-2012: 83% |
| 5 | Science | 2013-2014: 83% | 2013-2014: 83% |
| | | 2012-2013: 82% | 2012-2013: 86% |
| | | 2011-2012: 91% | 2011-2012: 85% |

Writing Kindergarten v2 Pre Alternate View

Include out of District: Yes Performance Levels... ▼



Writing Grade 1 v2 Pre Alternate View

Include out of District: Yes Performance Levels... ▼



Writing Grade 2 v2 Pre Alternate View

Include out of District: Yes Performance Levels... ▼



Writing Grade 3 v2 Pre Alternate View

Include out of District: Yes Performance Levels... ▼



Writing Grade 4 v2 Pre Alternate View

Include out of District: Yes Performance Levels... ▼



Writing Grade 5 v2 Pre Alternate View

Include out of District: Yes

Performance Levels... ▼

Group By

%

Schools

Performance Level Distribution

8s
112 students



Previous Year's SIP Information

SIP GOAL All Students:

By May, 2015 85% of students kindergarten through fifth grade will be at or above standard in mathematical number sense and operations measured by District/Sunset grade level common assessments.

Achievement of SIP

80% of students kindergarten through fifth grade scored at standard in mathematical number sense and operations measured by District/Sunset grade level common assessments.

GAP Closing Goal:

By May, 2015 77 %of ELL students will be at or above standard in mathematical number sense and operations measured by District/Sunset grade level common assessments

66% of students kindergarten through fifth grade scored at standard in mathematical number sense and operations measured by District/Sunset grade level common assessments.

Justification for Why Goals Have or Have Not Changed on this Current SIP Plan

After analyzing the data above as a whole school and Building Leadership Team we have chosen to change our SIP goal to English Language Arts this year since our students scored below the district average on the literacy portion of the SBA in both 3rd and 5th grades. We believe that if our students have strong reading skills they will have the foundational knowledge and opportunity to excel in literacy as a whole.

GROWTH: Although we did not meet our math goal, we celebrated a school wide growth of 67% in math focusing on number sense and operations. Our gap closing group celebrated a 52% growth as well. Our staff will continue to support our students in math utilizing best practice skills in the classroom and learn through professional development. We will continue to pre-assess our students, use data to drive our instruction and form groups for differentiated small group instruction.

School Improvement Goal #1

All Students

By the 2017-18 school-year, the percent of Sunset students meeting standard on the Grade 3-5 ELA Smarter Balanced Assessment (SBA) will increase by 9% above the 2015 SBA scores. (3% 15/16, 3% 16/17, 3% 17/18)

Gap Group

By the 2017-18 school year, the percent of the ELL subgroup students meeting standard on the Grade 3-5 ELA SBA will be 12% higher than the 2015 SBA scores for the subgroup. (4%, 15/16, 4% 16/17, 4% 17/18)

Section 1: Action Plan (Goal 1)

Action Steps-What research-based strategies will be implemented to achieve this goal?

- Guided Reading Groups and differentiated instruction
- Conferring with students
- Close reading strategies
- Intentional Depth of knowledge based questioning
- Explicit instruction in Reading: comprehension, decoding and fluency, making connections, inferring, theme/summarizing, word study/foundational skills, text features, main idea, cause and effect, compare and contrast, point of view
- Modeled writing lessons-whole group mini lessons, writers workshop, conferencing
- Follow scope and sequence plan using ISD provided curriculum
- Use data to drive differentiated instruction
- Provide professional development to teachers to ensure best practices using LST and district support
- Provide leveled texts for students
- Provide teachers structured time to collaborate and curriculum map
- ELL: certified teacher leading monthly GLAD lessons in classroom whole group

Professional Development-What professional learning activities will be needed to support the successful implementation?

- Professional Development led by our Literacy Support Teacher (LST) and district staff, Focus:
 - Depth of Knowledge
 - Close Reading
 - Curriculum mapping
 - Reading to write, writing to read
 - Making More Meaning out of Making Meaning

- Conferring
- Calibrating F&P
- Staff release days to observe and learn from other staff
- LST Support: modeling instructional strategies in the classroom, classroom observation and feedback, one on one coaching, data analysis
- ELL teacher modeling GLAD strategies in the classroom
- E
- ELL teacher providing GLAD strategies during staff meetings and Wed. PD
- Eager Reader Program supported by PTSA
- Collaborative grading amongst grade levels
- Curriculum mapping amongst grade level teams
- Vertical teaming
- Calibrating PD- common writing assessments and F&P assessments
- Staff Student Growth Goals align with our SIP plan
- Writer Workshop PD
- EA training for small group instruction

Timeline-When will this strategy or action begin and end?

- Daily class lessons aligned with ISD Scope and Sequence
- Bi-monthly professional development staff meetings
- Wednesday professional development workshops
- Monthly Building Leadership Team meetings
- F&P testing 3 times a year
- Common writing assessments throughout the year
- Eager Reader: October-May
- August Staff PD
- District led PD
- Author Visit Kazu Kibuishi: assembly and writing workshop Dec. 11
- Principal PD monthly

Resources Available-What existing and new resources will be used to accomplish the activity?

- Literacy Support Teacher
- Time: structured PD Calendar
- Homeroom (progress monitor)
- Skyward (organize data)
- Fountas and Pinnell assessments
- Making Meaning
- Lucy Calkins
- Early Release Wednesdays (Professional development time)

- Leveled Reading Books
- GLAD Resources
 - Pictures
 - Labeled texts
- Compensation for part time employees to participate in PD

Technology- How is technology being used to facilitate instruction?

- Homeroom (progress monitor)
- Skyward (track data)
- Laptops
 - Edit and publish student writing pieces
 - Type to learn
 - Assess students
 - RAZ kids
- Smartboards
- IPad (apps)
- Excel data tracking sheets
- Classroom Blogs

Parent/Family/Community Engagement

- Eager Reader program
- PTSA and CITE council presentations/meetings
- Parent ED night
- LAP/TITLE parent night
- Bi-weekly newsletters to community highlighting school goal and teacher professional development
- Student/parent home literacy goal sheets
- Book bags including students independent reading books
- Family Reading club night
- Reading club open house
- Author visit: Kazu Kibuishi (assembly and 4th grade writing workshop) paid for by PTSA
- KCLS- "You choose the Next Newberry" award book
- Home/School student reading goals
- Daily Reading logs
- RAZ Kids
- Global Reading Challenge

Section 2: Monitoring (Goal 1)

Monitoring Effectiveness- What on-going artifacts or evidence will be gathered to show this activity is making a difference in student learning?

F&P results (3 times a year)
Common writing pre-assessment data
Common reading pre-assessment data
Smarter Balance Data (year's prior)

Section 3: Evaluation (Goal 1)

What specific indicators will be used to evaluate the success of this goal?

F&P results (3 times a year)
Common writing post-assessment data
Common reading post-assessment data
Smarter Balance Data

How does your plan address the needs of both the struggling and high achieving students?

We use data to drive and plan our differentiated instruction in the classroom. We analyze the data as a staff and within our grade level teams focusing on these 4 critical questions:

- What do we expect our students to learn?
- How will we know if they learned it?
- How will we respond if they don't learn?
- How will we respond if they already know it?

We focus our professional learning on how to address all need in our classroom and manage both end of the spectrum from below average students to above average students. We work as team and utilize our support staff to help support students who need intervention and students who need challenge.

Non Academic Student Learning

PBSES (Positive Behavior Social/Emotional Support- Our Student Support Coach has been focusing on school wide expectations to ensure a safe and positive learning culture at Sunset. We created a PBSES team, continue to provide professional development to ALL staff, and model/implement common language and expectations for all students. We enlisted some of our Issaquah High School students to create videos modeling appropriate and respectful behaviors around school to use as a teaching tool in all our classrooms. We are excited to continue the work and learn new strategies to best support our students. [Click here to enter text.](#)