Sunset Elementary School

"Home of the Sockeyes"

4229 W Lake Sammamish Pkwy SE

Bellevue, WA 98008

425-837-5600

School Improvement Plan

Year Span: 2018-2019

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.

Data Dashboard

Achievement, Cohort & Demographic Overview

ELA SBA	3rd	4th	5th
2015-16	79.2	83.4	88.7
2016-17	77.0	78.4	80.3
2017-18	74.1	71.3	79.0

Math SBA	3rd	4th	5th
2015-16	86.1	80.3	79.2
2016-17	76.2	81.4	77.0
2017-18	73.3	64.2	81.0

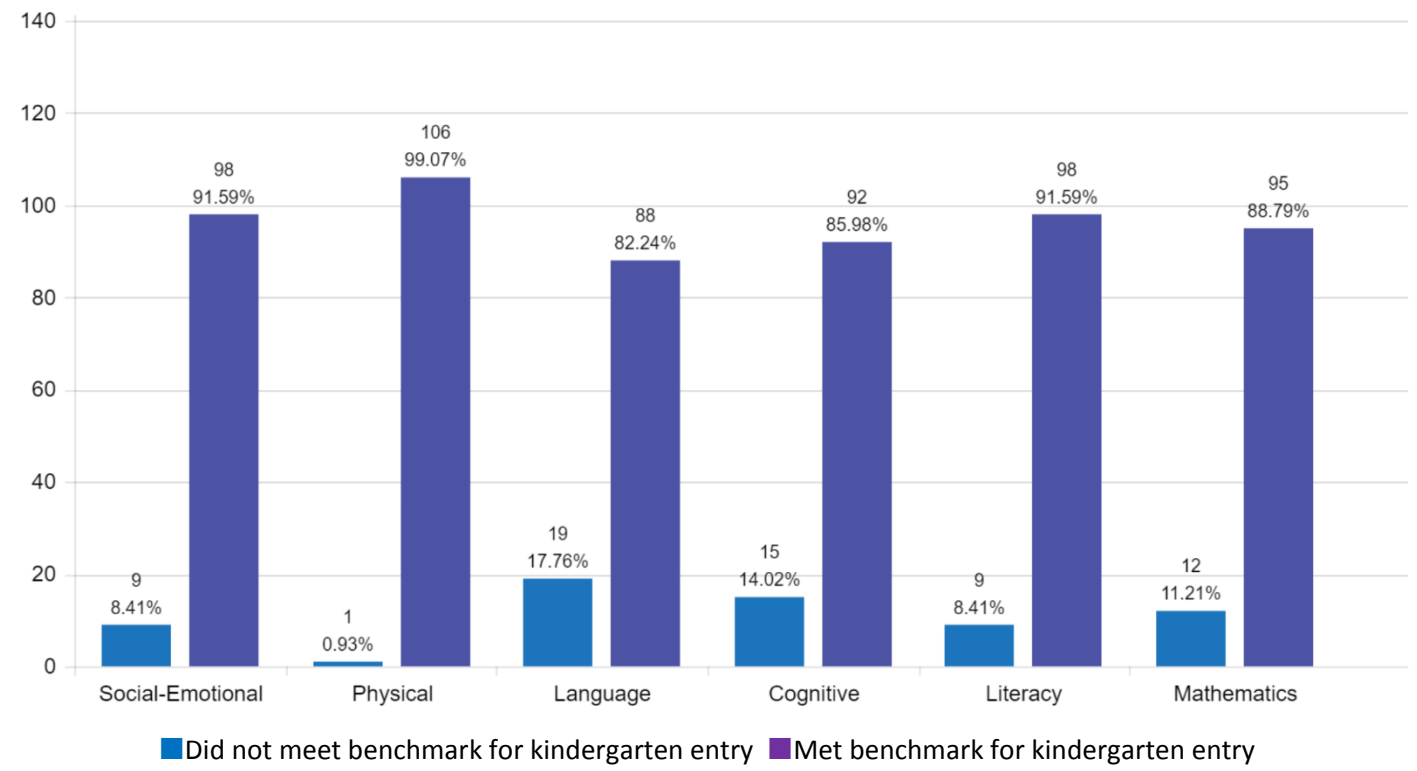
Source: Homeroom

Sunset Elementary	#	%
17-18 Enrollment	626	
Males	336	53.7
Females	290	46.3
American Indian / Alaskan Native	1	0.2
Asian	135	21.6
Pacific Islander	3	0.4
Black/African American	13	2.1
Hispanic / Latinx	42	6.7
White	379	60.5
Two or More Races	53	8.5
Transitional Bilingual	65	10.0
Special Education	112	17.3
Free/Reduced Lunch	49	7.6
504	21	3.2

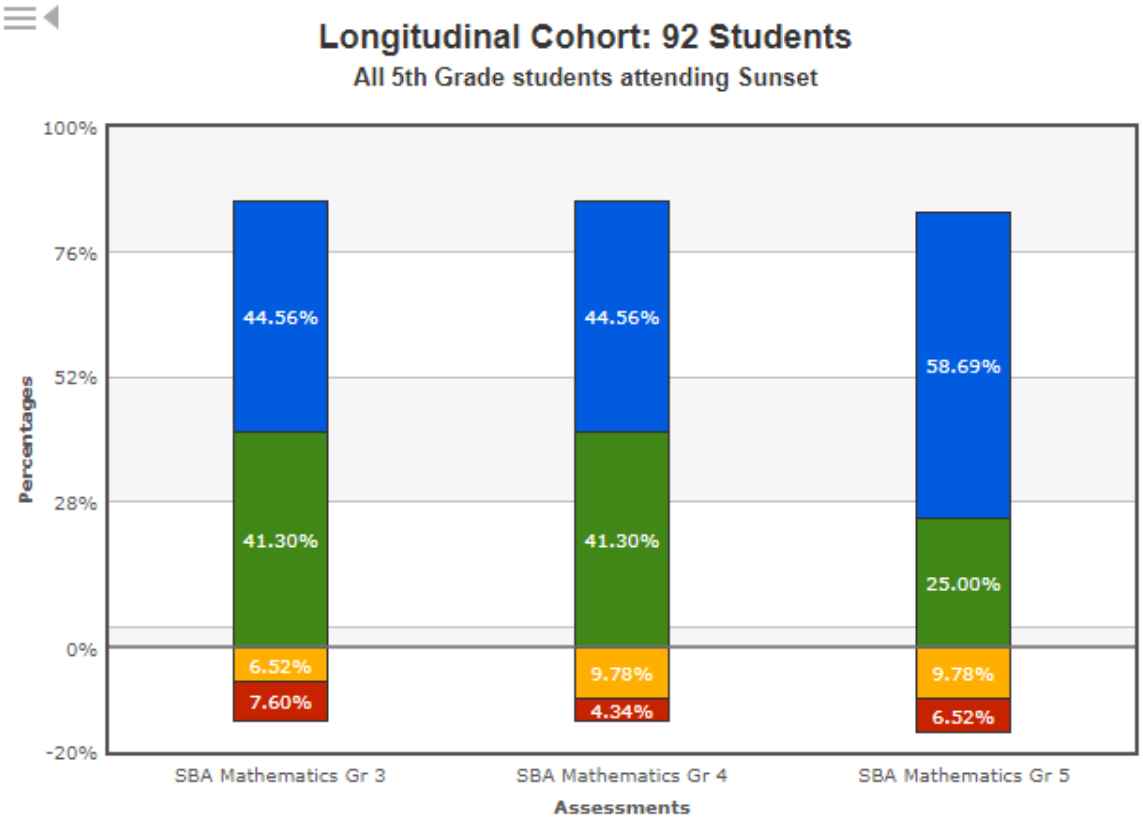
Source: OSPI Report Card

WA-Kids

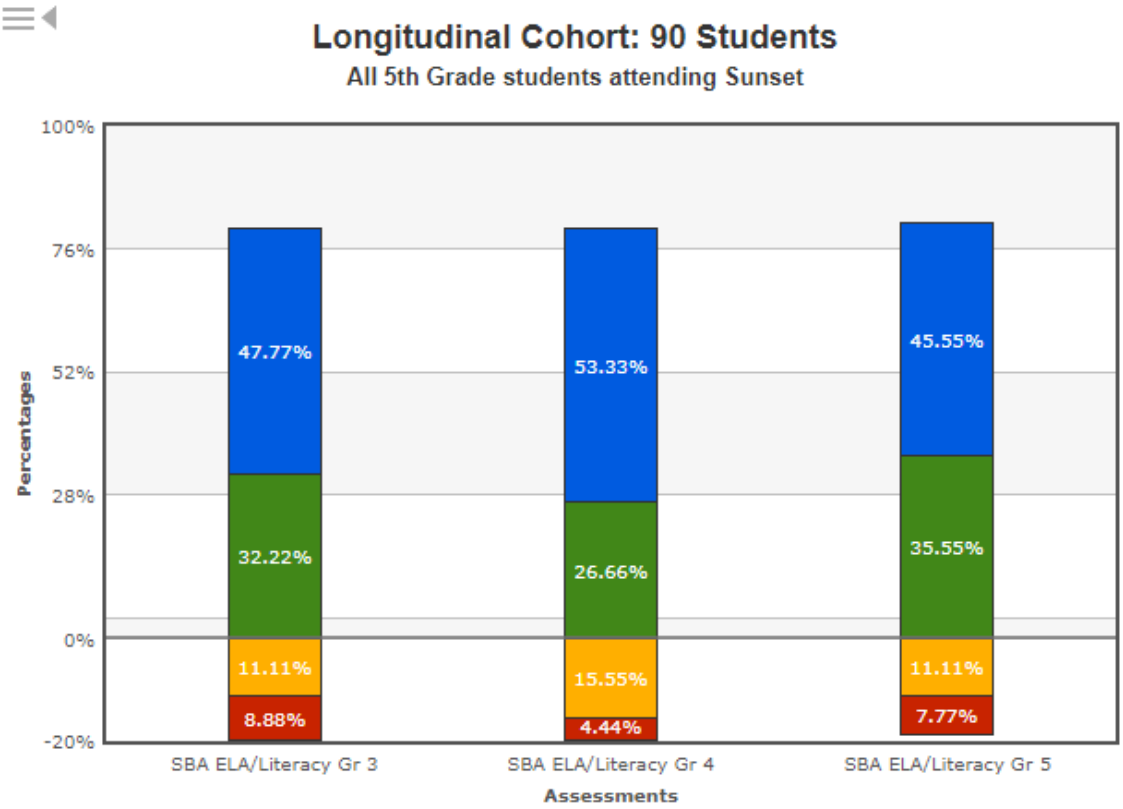
Fall 2018/2019 - Kindergarten Entry (For Pre-K Children)



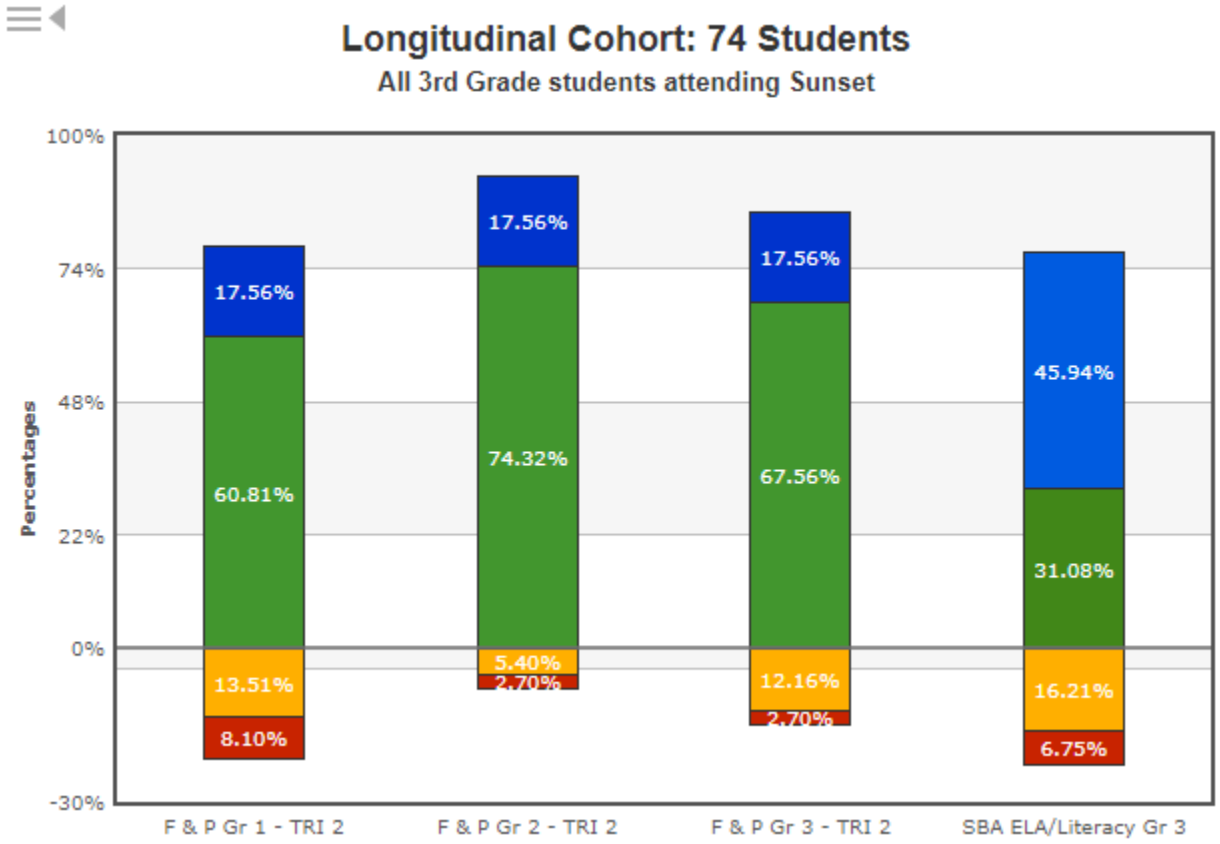
5th Grade Cohort Math



5th Grade Cohort ELA



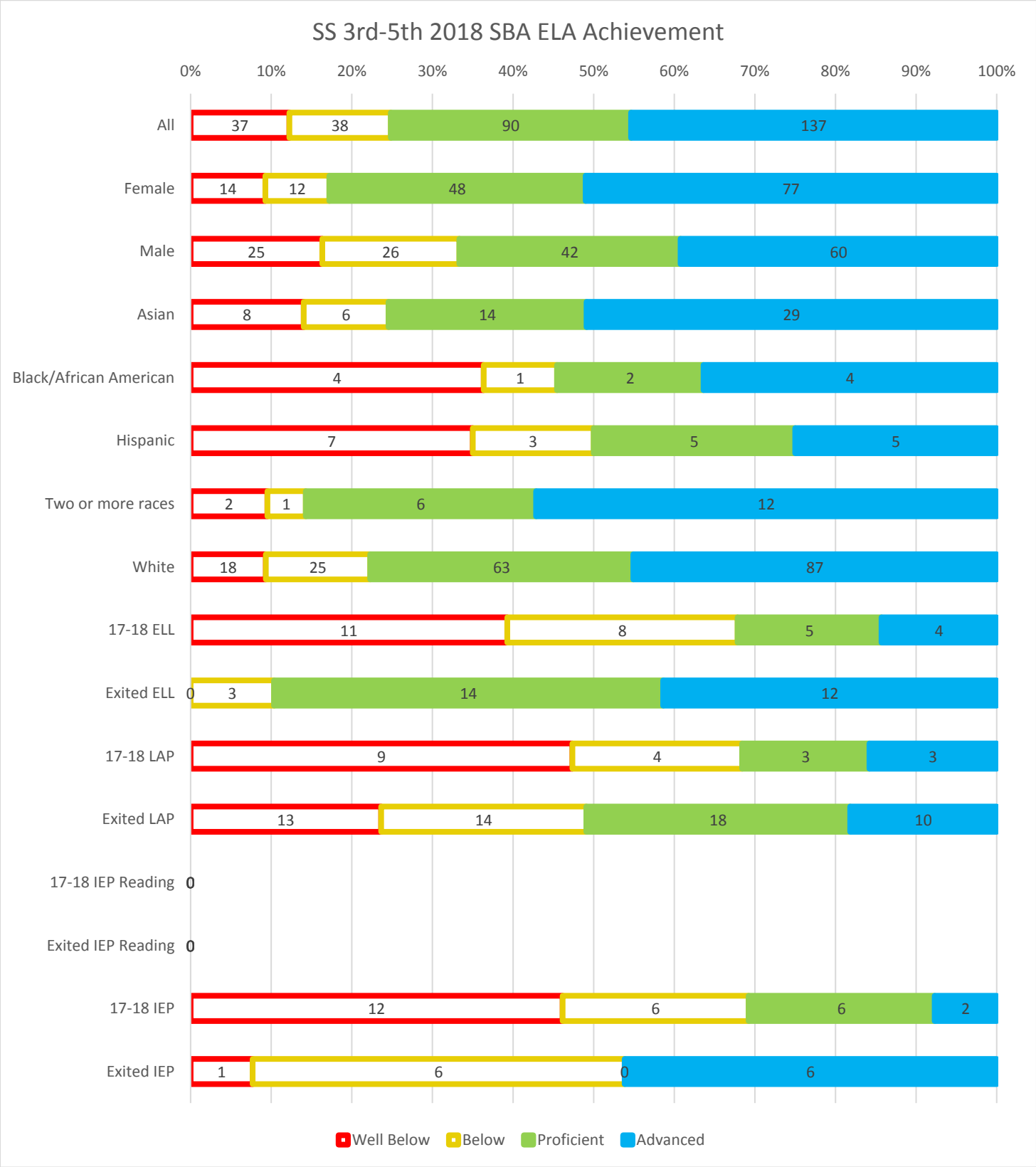
3rd Grade Cohort Reading



Source: Homeroom

Achievement on SBA by Subgroup across all grades in school.

Source: Homeroom *Exited indicated students who received services any time prior to the 2017-18 school year.



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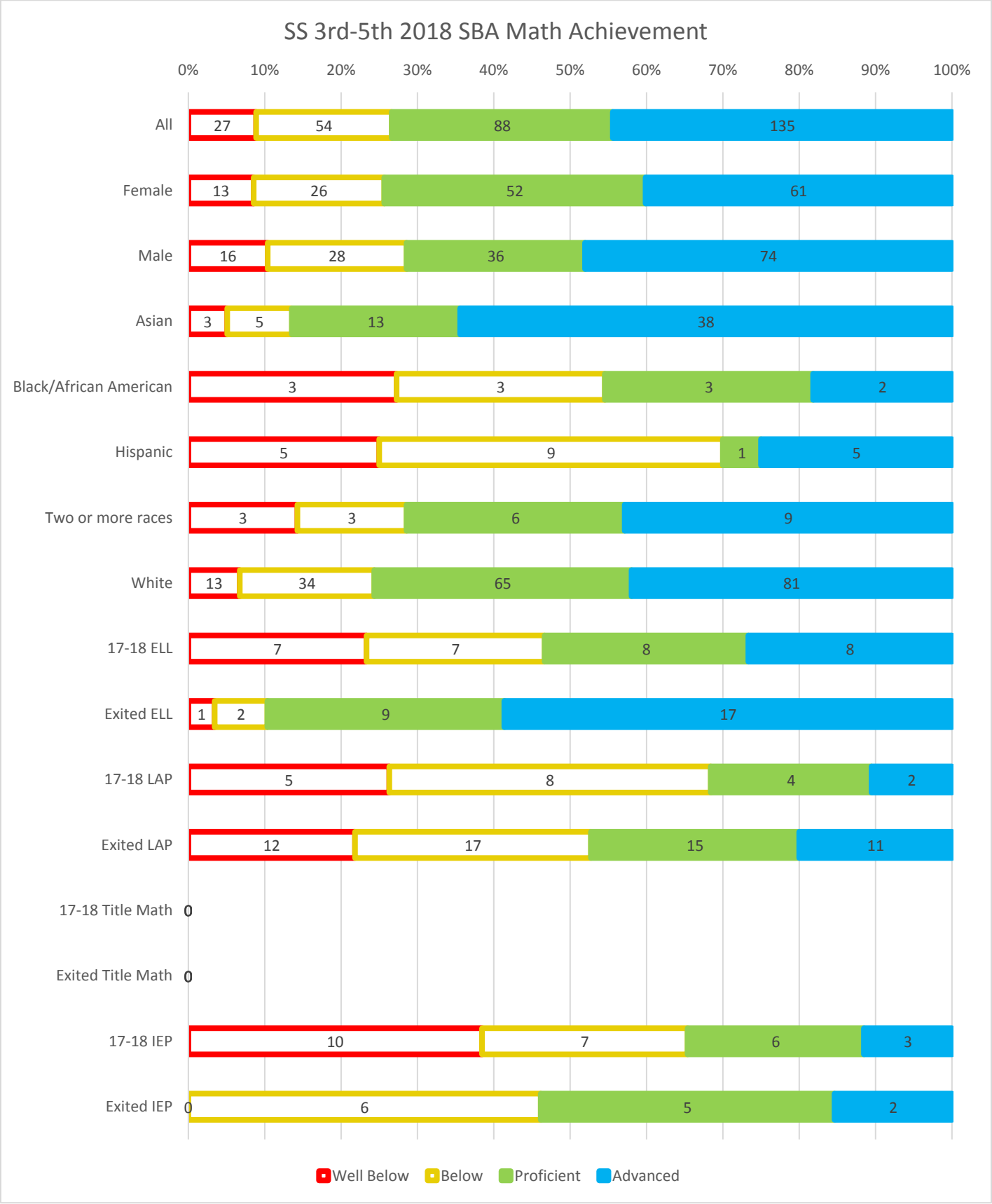


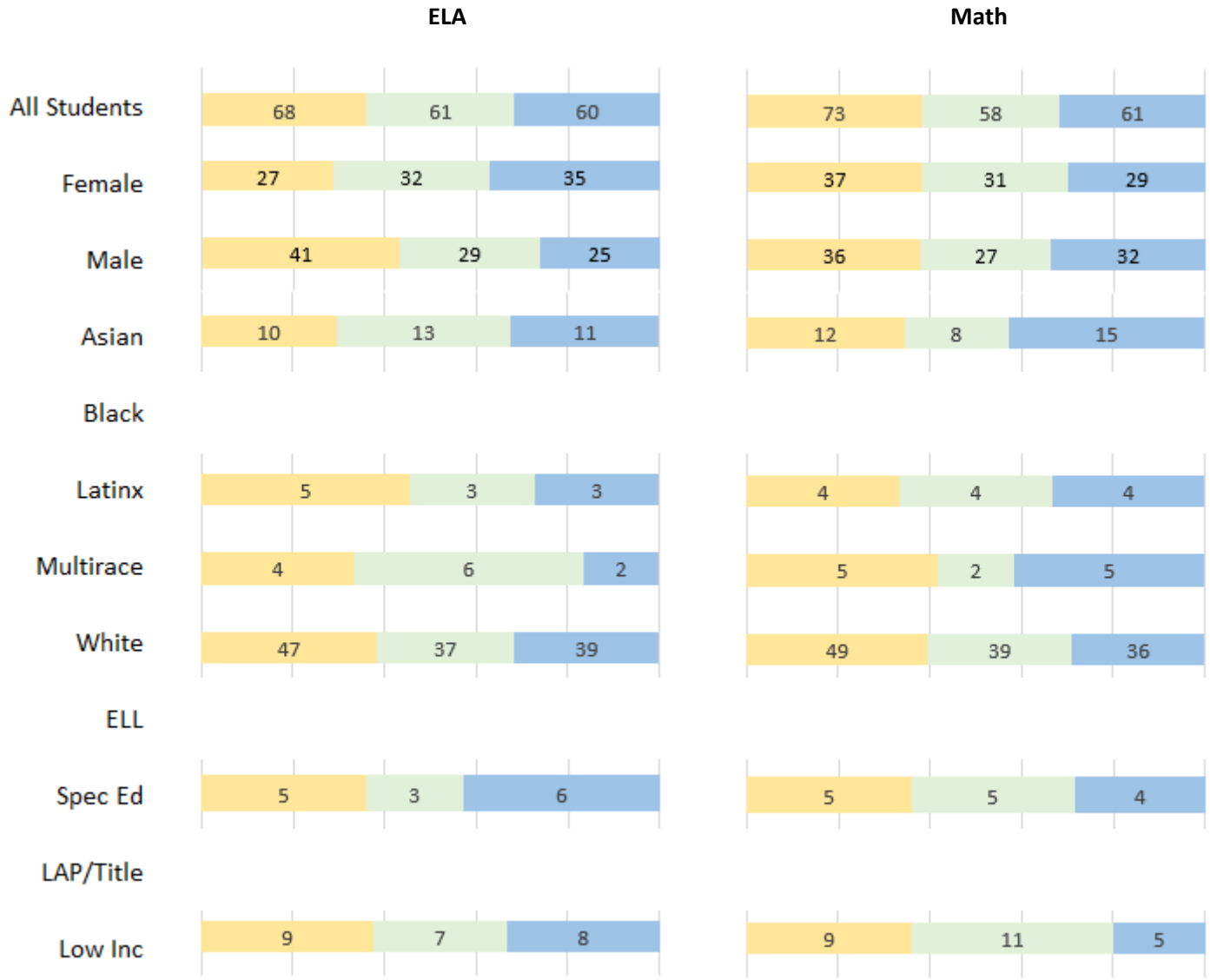
Student Growth Percentile Summary

ELA	4th Gr	5th Gr	All
All	40	56.5	50
Female	47.5	68	56
Male	38	45.5	43
Asian	53	60	55
Black or African Amer	-	-	-
Hispanic or Latino	-	-	34
Two or More Races	-	-	56
White	39.5	51	45
Bilingual	-	-	-
SpecEd	-	-	52
504	61.5	59	59
Low Income	57	46.5	54.5

Math	4th Gr	5th Gr	All
All	41	56.5	48
Female	30	59.5	48
Male	49	46.5	48
Asian	57.5	60	59
Black or African Amer	-	-	-
Hispanic or Latino	-	-	48
Two or More Races	-	-	58.5
White	40	53	44.5
Bilingual	-	-	-
SpecEd	-	-	39.5
504	56.5	59	59
Low Income	42.5	56	48

ESSA report: Middle 40% of schools have median SGP's of 46-54.5 in ELA and 45-55.5 in Math.

Student Growth Percentiles 4th-5th Grades: Low Growth – Typical Growth – High Growth



SIP Start Date: 9/1/18-9/1/19

SIP Building Review/Edit Dates: 9/1/19

School Board Review Dates: January 2019

Staff Information

Principal

Amanda Dorey

Leadership Team

Amanda Dorey, Principal

Marianne Williams, Dean

Sicily Graham, Classified

Jenny McKenny, LRC and Special Programs

Cim Dew, Instructional Coach

Gina Montgomery, K

Cindy Nelson, 1

Abigail Blastos, 2

Cami Cress, 3

Marissa Sampsel , 4

Carmen Hart, 5

Marie Bean, Music (specialist)

Teacher Information

Teacher Information		
Certificate Type		
Full Certificate	35	100.0%
Limited Certificate		
Other Certificate		
National Board Certificate	2	5.7%
Ethnicity		
Asian	1	2.9%
Black/African American		
Hispanic/Latino	1	2.9%
White	32	91.4%
Other	1	2.9%

School Data Study

The Building Leadership Team (BLT), PBSES team, Tier Team and staff will collect and analyze a variety of student data. This data will include, but not be limited to, 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 our students who receive special education services.

Previous Year's SIP Information

Previous Goal:

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)

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)

Progress Toward Previous Goals:

In 2018, Sunset had an increase in percent of students passing the ELA SBA of 4.5% in 3rd grade and an increase of 2% in 5th grade above the 2015 scores. In 2015 4th grade students scored 11-18% above our 3rd grade and 5th grade students. In 2018 our 4th grade students scored 3-8% below our 3rd and 5th grade students. In considering the trends over the 3 year period of the SIP, our 4th grade had a significant trend down. This led us to a deeper analysis of our 4th grade program and data.

In reviewing cohort data, we found that 3rd-4th grade cohort achievement was flat or slightly up.

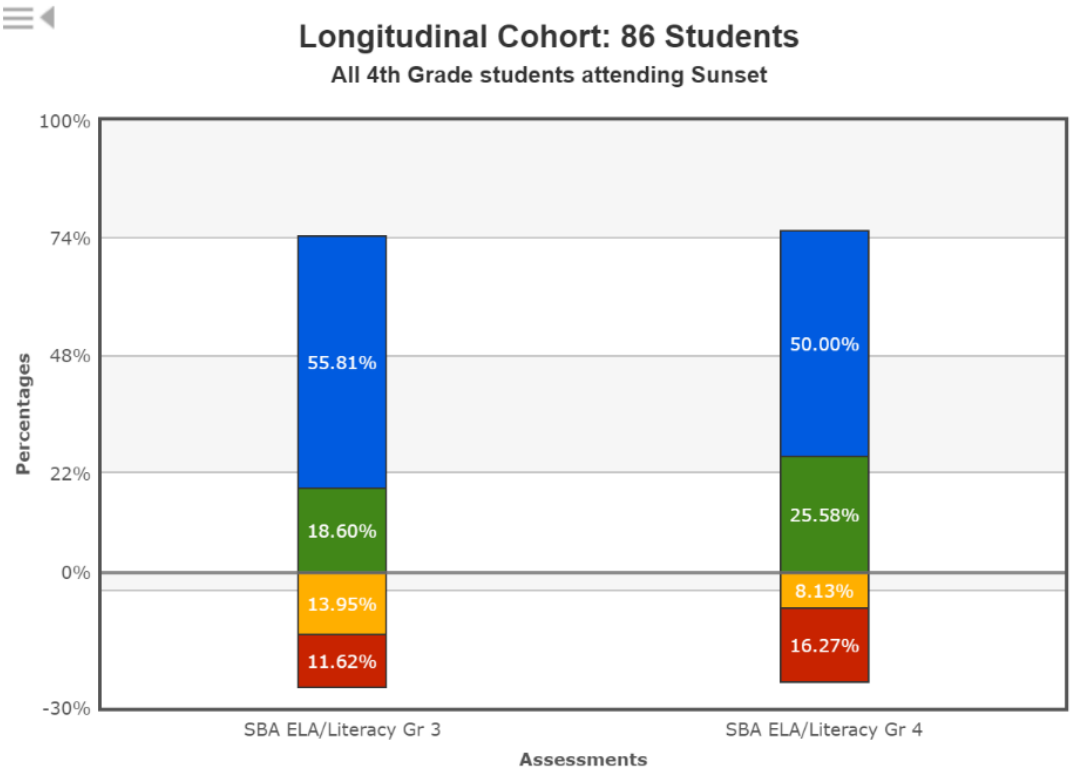
3rd grade Cohort Year	3rd grade % meeting standard	4th grade % meeting standard
2017	74.4	75.6
2016	78.0	80.0
2015	71.8	81.7

Indicating that overall drops in scores are related to student mobility. One additional factor to mention is that our 4th grade program has been complicated by inconsistencies in staffing.

Cohort data graphs below:

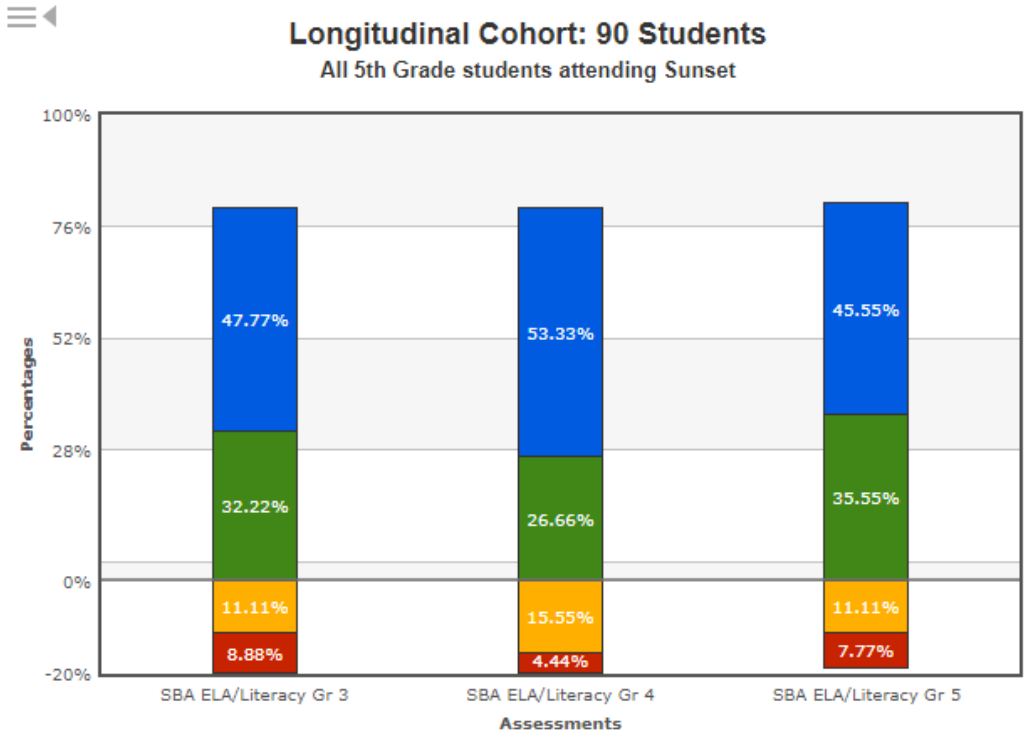
2017 3rd Graders (Current 5th Grade Students)

8 additional students entered Sunset in 2018



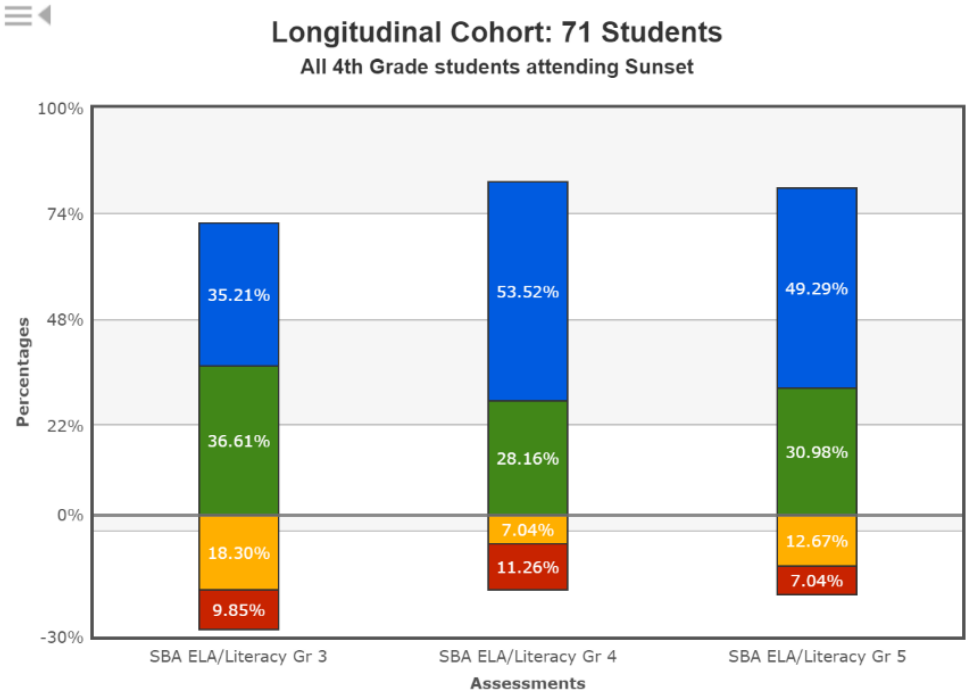
2016 3rd Graders (Current 6th Grade Students)

15 additional students entered Sunset in 2017 & 2018



2015 3rd Graders (Current 7th Grade Students)

19 additional students entered Sunset in 2016 & 2017



Gap Goal Progress:

For the 2017/18 school year.

ELL students that were Emerging and Progressing (receiving ELL services):

- 22% passed the ELA section.
- 18/20 took the ELA section.

ELL students that are Proficient:

- 57% passed the ELA section.
- 7/7 took both sections of the SBA.

If you combined the groups together:

- 32% passed the ELA section.
- 25/27 took the ELA section.

We will continue to support and focus on strategies to support our ELL students.

In 2015 36% of ELL students (4/11) passed the ELA, SBA. 14 more ELL students took the SBA in 2018 than 2015.

Justification for Change or Maintenance of Goals

As a staff, we made a decision to extend our SIP goal one more year to focus on improving our ELA scores building-wide in order to meet our goal. We chose 82% by averaging our 2015-2018 scores because over the life of our three year Student Improvement Plan, our third through fifth grade students averaged 78% on the ELA SBA. To create our new goal we increased by 4% to create a proficiency goal of 82%.

Since the data shows that our nearly 90% of exited ELL students are meeting standard, we chose to shift our gap goal to our students receiving special education services. We hope to increase our special education pass-rate on the ELA SBA from 32% proficient to 42% proficient.

School Improvement Goal

All Students

By the 2018-2019 school year, 82% of Sunset students will meet or exceed standard on Grade 3-5 ELA Smarter Balanced Assessment (SBA).

Gap Group

By the 2018-2019 school year, 42% of Sunset students served in our Learning Resource program will meet or exceed standard on the Grade 3-5 ELA Smarter Balanced Assessment (SBA).

Action Plan

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

- Guided reading groups and differentiated instruction
- Inclusion model for both LRC and ELL programs
- LRC: Students will be provided Specially Designed Instruction through our LRC team. Our LRC team will collaborate and differentiate instruction in collaboration with the classroom teacher
- LRC: IAB (Interim Assessment Blocks) practice SBA assessments
- LRC: Start 360 assessments
- Master scheduling will be a priority for LRC students and special programs building wide
- Growth Mindset culture
- Test taking strategies taught by K-5 teachers
- Technology skills taught by K-5 staff
- 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
- Model 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- culture of intervention
- Provide teachers structured time to collaborate and curriculum map
- 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 Instructional Coach and District TOSAs
  Focus Question for professional development plan: How can we better meet the reading needs of our students and help them become life-long lovers of reading?

Looking at developing **independence**:

- Setting up systems in our classroom for students that encourage choice and self-advocacy
- Using the gradual release model to assure students have enough guided practice prior to independent work
- Focusing on giving students specific feedback about their practice
- Using charts to act as a second teacher in the classroom
- Giving students ample time to practice independently
- Looking at our classroom libraries…are we providing enough "windows" and "mirrors?"

Looking at **individualization:**

- Focusing on guided reading, meeting our readers at their needed level of instruction
- Using appropriate Depth of Knowledge questions during book discussions
- Practicing close reading skills
- Studying the standards and supplementing instruction where needed
- Calibrating our F & P testing and working to go deeper not more broad
- Developing higher level responses to reading, both through discussion and in written response
- Conferring individually or in small groups

Looking at **reading across the content areas:**

- Maximizing reading skills through other content such as math, science, and social studies
- Learning to read like a writer

- Staff release days to observe and learn from other staff
- Team collaboration and planning provided at the end of every professional development session to provide time to implement new learning

- IC support: modeling strategies in the classroom, classroom observation with feedback, one on one coaching, looking at student work to see areas of need
- ELL teacher and GLAD Building Leaders modeling strategies in the classroom and during staff meetings
- ELL progress monitoring
- ELL push-in model in the classroom providing students with cohesive instruction
- Eager Reader Program supported by PTSA
- Curriculum mapping by grade level teams
- Opportunities for vertical teaming discussions
- Training for Para's to work with small groups
- Calibrating scoring on rubrics and learning progressions by teams
- Student Growth Goals aligned with the school SIP plan

Timeline. *When will this strategy or action begin and end?*

August 2018-June 2019

- Daily class lessons aligned with ISD Scope and Sequence
- Bi-monthly professional development staff meetings
- Wednesday professional development workshops (10)
- Monthly Building Leadership Team meetings
- Bi-Monthly PBSES meetings
- Weekly Tiered Team meetings
- F&P testing 2 times a year (Grades 1-3) (4-5 as needed)
- Common reading assessments throughout the year
- Common writing assessments throughout the year
- Eager Reader: October-May
- August Staff PD
- District led PD
- Principal PD monthly

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

- Instructional Coach
- PBSES Coach
- Time: structured PD calendar
- Homeroom (progress monitor)
- Skyward (organize data)
- Fountas and Pinnell assessments
- Making Meaning
- Lucy Calkins supplemental materials and writing curriculum

- Early Release Wednesdays (professional development time)
- Leveled reading books
- GLAD Resources
    - Pictures
    - Labeled texts
- New Book Room- Student and staff resources available for check out
- Author visits
- LAP and Reading Club program
- ELL certified staff and GLAD trained staff
- LRC team

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/Tumblebooks
    - Zearn
    - Actively Learn
    - Office 365
    - SeeSaw
    - Headsprouts
    - Readworks
    - Newsela
- Smartboards
- IPad (apps)
- Excel data tracking sheets
- Classroom Blogs
- Google forms/surveys
- World book online
- Playaways

Parent/Family/Community Engagement

- New to Sunset 101 parent night
- Eager Reader program

- PTSA and SITE council presentations/meetings
- Parent ED 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
- Home/School student reading goals
- Daily Reading logs
- Online resources provided by teacher website
- Book Fair
- Family Engineering Night

Monitoring

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

- F&P results
- Common writing assessment data
- Common reading assessment data
- Smarter Balance Data
- BESY data
- Attendance Data
- SWIS

Gap Goal Focus:

- STAR Assessment
- Interim assessments
- IEP progress monitoring

Evaluation

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

- F&P results
- 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 needs in our classroom and manage both ends of the spectrum, from below average students to above average students. We work as a team and utilize our support staff to help support students who need intervention and students who need challenge.

Additional Schoolwide Focus

Connecting families to our school and school resources has been a focus at Sunset this year. We are making efforts to reach out to families who are new to our country with help of the TLS team and our cultural liaison. We hosted a New to Sunset 101 night providing families resources, information and pizza. We also have made a staff commitment to utilize Language Line and in person interpreters when reaching out to families who speak a second language. We serve more than 25 families with Food Packs and produce every Friday. We plan to partner with neighboring schools to host events for families to gather information and resources as well as feel more connected to our school and district.