Sunset Elementary School

“Home of the Sockeyes”
4229 W Lake Sammamish Pkwy SE
Bellevue, WA 98008
425-837-5600

School Improvement Plan
Year Span: 2019-2022
Year One: 2019-20

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 of 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
SIP Start Date: 9/1/2019-9/1/2020
SIP Building Review/Edit Dates: 9/1/2020
School Board Review Dates: January 2020

**Staff Information**

*Principal*
LeAnn Tuupo, Principal

*Leadership Team*
LeAnn Tuupo, Principal
Michelle Larson, Dean
Sicily Graham, Classified
Cim Dew, Instructional Coach
Amanda Blashaw, PBSES Coach
Shawna Pacheco, K
Cindy Nelson, 1
Natalie Bauer, 2
Erin Keen, 3
Lisa Black, 4
Marissa Sampsel, 5
Marie Bean, Music (specialist)

**Teacher Information**

**School Data Study**
The Building Leadership Team (BLT), PBSES team, Tier 2 Team and staff will collect and analyze a variety of student data. This data will include, but not 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:*

*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).
Progress Toward Previous Goals:

In 2019, Sunset had an increase in percent of students passing the ELA SBA of 3.5% of students in grades 3-5. Our 3rd grade showed an increase of 8.3%, 4th grade showed an increase of 5.4%, and our 5th grade showed a decrease of 3.2%.

In reviewing cohort data, we found that students moving from 3rd grade to 4th grade from 2017-2018 to 2018-2019 increased 3.5% in their ELA passing rate. Students moving 3rd grade in 2016-2017 to 5th grade in 2018-2019 decreased 1.1%.

<table>
<thead>
<tr>
<th>Sunset</th>
<th>ELA SBA</th>
</tr>
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<tbody>
<tr>
<td>3rd</td>
<td>4th</td>
</tr>
<tr>
<td>2016-17</td>
<td>76.9%</td>
</tr>
<tr>
<td>2017-18</td>
<td>74.0%</td>
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<tr>
<td>2018-19</td>
<td>82.3%</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Math SBA</th>
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<tbody>
<tr>
<td>3rd</td>
</tr>
<tr>
<td>2016-17</td>
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<tr>
<td>2017-18</td>
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<td>2018-19</td>
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Gap Group

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

Progress Toward Previous Gap Goal:

Looking at the 2018-2019 data compared to the 2017-2018 data:

- 39% of students with IEPs met or exceeded standard on the SBA, 3% shy of our goal of 42% of students passing.
- There was a 6% increase in overall ELA performance from 33% passing to 39% of students with IEPs passing.
- Students with writing IEPs improved from 37% to 46% passing.
- Students with reading IEPs improved from 22% to 25% passing.

Justification for Change or Maintenance of Goals

As a staff, we made the decision to continue our SIP goal focus on improving our ELA scores building-wide in order to meet our goal. Our Sunset Building Leadership Team has set the goal that by the end of the 2021-2022 school year, 100% of students will meet or exceed standard on Grade 3-5 ELA Smarter Balanced Assessment (SBA). Our goal is to increase in steady increments over the next 3 years.
**Gap Group Information:**

While we did not meet our Gap Goal of 42% of students receiving Learning Resource services, we made a 6% increase to 39% meeting or exceeding standard. We want to continue our goal of a 10% increase from 39% to 49% of students receiving Learning Resource services meeting or exceeding standard on the SBA for 2019-2020 to continue to close the achievement gap for this subgroup.

An additional area of focus for the 2019-2020 school year is our Low Income subgroup of students. In 2018-2019, only 54.7% of our Low Income students in grades 3-5 met or exceeded standard on the SBA, as opposed to 79.6% of all students in grades 3-5. As a staff, we made the decision to align our goals for this subgroup with our school wide incremental increases over the next 3 years to close the achievement gap as follows:

<table>
<thead>
<tr>
<th>ELA SBA Low Income</th>
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<tbody>
<tr>
<td>2018-19</td>
<td>54.7%</td>
</tr>
<tr>
<td>2019-20</td>
<td>69.7%</td>
</tr>
<tr>
<td>2020-21</td>
<td>84.7%</td>
</tr>
<tr>
<td>2021-22</td>
<td>100%</td>
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**School Improvement Goal**

**All Students**

By Spring of the 2019-2020 school year, 86.6% of Sunset students will meet or exceed standard on Grade 3-5 ELA Smarter Balanced Assessment (SBA).

**Gap Group Goals**

By the 2019-2020 school year, 49% of Sunset students served in our Learning Resource program will meet or exceed standard on the Grade 3-5 ELA Smarter Balanced Assessment (SBA). This is a 10% increase from our 2018-2019 scores in effort to close the achievement gap for our students receiving Special Education services.

By the 2019-2020 school year, 69.7% of our Low Income students at Sunset will meet or exceed standard on the Grade 3-5 ELA Smarter Balanced Assessment (SBA). This is a 15% increase from our 2018-2019 scores in an effort to close the achievement gap for our Low Income students by the 2021-2022 school year.

**Action Plan**

**Action Steps.**
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 receive 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, District TOSAs, building leaders, and principal.

Focus Question for professional development plan: How can we best meet the reading needs of our students using best practice instructional strategies?

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
- Teaching students word work that builds phonics skills in a strategic, hands-on and individualized basis.
- 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 collaborate, learn from each other and build our capacity to provide reading interventions to meet the needs of all students
- Team collaboration and planning provided at the end of every professional development session to provide time to implement new learning
- Instructional Coach 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
- Curriculum mapping by grade level teams
- Opportunities for vertical teaming discussions
- Training for Paras on best instructional practices working with small groups or one-on-one in reading
- 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 2019-June 2020*

- 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 K-3) (4-5 as needed)
• LAP Jump Start Program
• Kindergarten Screening (April before new school year)
• WaKIDS (Washington Kindergarten Inventory of Development Skills)
• Common reading assessments throughout the year
• Common writing assessments throughout the year
• Eager Reader: October-May
• August Staff Professional Development and Teacher Learning days in October and January
• District led Professional Development opportunities
• Principal monthly Professional Development

**Resources Available.**

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

• Instructional Coach, PBSES Coach, Technology Leader, STEM Leader, GLAD Leader
• Time: Structured PD calendar
• Homeroom (progress monitor)
• Skyward (organize data)
• CONNECT and Skyward Leaders on campus
• 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
• Book Room- Student and staff resources available for check out
• Book Studies
• Author visits
• LAP and Reading Club program
• ELL certified staff and GLAD trained staff
• LRC team

**Technology.**

*How will technology be used to facilitate instruction?*

• Homeroom (progress monitor)
• Skyward (track data)
- Laptops
  - Edit and publish student writing pieces
  - 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
- Epic Books

**Parent/Family/Community Engagement.**
- New to Sunset Family Coffees in partnership with PTA and FACE
- Eager Reader program
- PTA meetings
- PTA News email blasts
- Parent ED night/ Parent University
- Bi-weekly newsletters to community via Sunset E-News
- Bi-weekly newsletters/learning updates from classroom teachers to families
- Book bags including students independent reading books (primary grades)
- Reading Club Open House
- ELL Open House
- Online resources provided by teacher website
- Online resources link on Sunset Homepage for frequently used school sites (Skyward, SchoolBucks, SeeSaw, etc.)
- Book Fair
- Family Engineering Night
- Cougar Ridge and Sunset Family Partnership Night
SeeSaw
Curriculum Night
Family University Night for family information and education sessions
All staff trained to use Language Line and interpreters
Community Resources (including weekend food packs and resource referrals)

**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
- BEISY data
- Attendance Data
- SWIS

Gap Goal Focus Subgroups:

- STAR Assessment
- Interim assessments
- IEP progress monitoring
- Students below standard 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.
Sunset is implementing Multi-Tiered Systems of Support, an ISD initiative, for behavior based on multiple forms of data (SWIS, BEISY, Homeroom, Nurse Visits, SIM, Forced-Choice Inventory, Observational notes). Sunset teams (including, but not limited to, PBSES Team, Building Leadership Team, Tier 2 Team, Guidance Team, Administration) are utilizing that data to inform:

-School-wide systems

-Small group planning and instruction

-Individual behavior and social/emotional supports and interventions

-Professional Development

-Resource gathering and creation

Multi-Tiered Systems of Support (MTSS) will impact academics through creating a respectful, responsible, safe, and caring environment where ALL students thrive socially, emotionally, and academically.