Overview

Bellevue School District Vision
To affirm and inspire each and every student to learn and thrive as creators of their future world.

What is unique about Puesta del Sol?

- **Puesta del Sol** is an International Spanish Academy (ISA) K-5 choice school offering Spanish language immersion in the Bellevue School District.
- **Our affiliation with the Spanish Ministry of Education and Instítuto Cervantes** offers students the option to continue the ISA program at Tillicum Middle School, then either Newport or Sammamish High School, where students may receive DELE Spanish Diplomas, Washington State Seal of Biliteracy, as well as enrollment in Advanced Placement courses in Spanish Language.
- Puesta del Sol's staff are committed to **all student's success,** we believe in ensuring all students have an equitable, accessible, inclusive, and culturally responsive learning environment. It is in honoring our student's uniqueness and identity that we can provide a relevant, inclusive, and rigorous learning environment where all students grow socially, emotionally and academically as individuals.
- **Strong Community and PTSA support:** We foster strong partnership, outreach, and engagement within our diverse community to ensure that all students and families have equitable access to resources and experience a sense of belonging. Our active PTSA works collaboratively with the staff to provide various curricular, instructional, and social emotional enhancement for all students.
- **Puesta del Sol is preparing for a new campus location** scheduled for completion at mid-2022-2023 school year. The new campus location is at 301 151st PL NE, Bellevue, WA 98007. The new building is at the forefront of sustainable construction and energy usage. It will be one of the first elementary schools in the United States that will be a net zero energy usage building.

Affirm and Inspire
Student Well-Being

Strategic Plan Student Well-Being Goal: Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Student Well-Being Priority: Sense of Belonging

Providing school and classroom environments where all students feel a sense of belonging can increase academic success and well-being. Schools have increased students' sense of belonging by engaging students in the conversation and in the creation and leading of strategies and improvements.

Sense of Belonging Measures and Targets
Increase percentage of students reporting a sense of belonging on the Panorama student survey from Spring 2022 to Spring 2023, with a reduction in subgroup disparities.

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable (Grades 3-5)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	73% (261)	72% (246)	75% (160)	79% (192)			
Asian	*	*	79% (24)	80%			
Black	*	*	*	*			
Hispanic	76% (61)	68% (53)	75% (42)	74%			
Multi-ethnic	76% (33)	71% (39)	73% (21)	82%			
White	71% (118)	74% (119)	74% (70)	81%			
Students with Disabilities	69% (13)	67% (13)	59% (12)	68%			
English Learners	*	*	58% (7)	74%			
Low Income	67% (17)	77% (14)	69% (17)	75%			

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.

Data Reflection

In reviewing the data from Student Well-being and Sense of Belonging, the aggregate increase of 4% from Fall 2021 to Spring 2022 was encouraging. Subgroup increases were particularly noteworthy for Multi-ethnic, Students with Disabilities, English Language Learners and Low-Income students.

In reflecting on the 2021-22 school year, positive outcomes relating to sense of belonging stemmed from:
- An intentional focus on SEL structures and strategies as all students returned to consistent in-person learning
- Supported PLCs in increasing their SEL lessons as well as community building time
- Morning announcements for consistency, routine-building and emphasizing inclusion and belonging
- Recommitment to student leadership
- PBIS strategies intended to generate motivation and belongingness, including weekly school-wide raffle with PBIS Fénix coupones
- Monthly focus on community, familia, diversity and inclusion in school-wide virtual assemblies.

Key Strategies / Adjustments

- **Professional SEL Learning –** Review, recommit and further professional learning with staff related to the Positive Behavior Intervention Support (PBIS) strategies, Social-Emotional Learning, CASEL Signature Practices, and Kelso's Choices. Our counselor will partner with classroom teacher for modeling and co-teaching social emotional learning.

- **Daily Social Emotional Learning Time** – Every classroom is continuing to implement a daily SEL block during the first 30 minutes of the day. This time is focused on building a sense of community, revisiting school-wide and classrooms expectations (as needed) and developing social and emotional learning.

- **PBIS and the New Building** – This year we will be moving into a new building and January will be restarting the year with developing, teaching, practicing, and refining expectations, routines, and procedures.

- **Culturally & Linguistically Responsive Instruction** – We continue to plan and teach lessons and units in literacy and social studies that are culturally responsive and inclusive. This year, we are also implementing linguistically inclusive language development practices in subjects such as math (Mathematical Language Routines)

- **Connectedness Focus –** Develop strategies and objectives with classroom teachers as well as resource room teachers to build on peer connectedness for students receiving Special Education services.

Student Well-Being Priority: Social-Emotional Learning

There was much joy in the return to in-person learning last year. At the same time, the learning environment was not the same and required many health measures, such as masking and distancing to prevent the spread of COVID. Social-emotional learning has taken front stage in terms of student needs and will continue to be a high priority this year. Most evident is the need for embedded SEL in all classrooms, while also providing specific time and space for SEL lessons. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.

Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2022 to Spring 2023.

Grades 3-5: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020 (n=214)	Spring 2021 (n=209)	Fall 2021 (n=154)	Spring 2022 (n=190)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	76%	76%	77%	75%			
Social Awareness	76%	73%	74%	71%			
Self-Efficacy	56%	57%	59%	60%			
Emotional Regulation	53%	54%	50%	52%			

Data Reflection

Data results from students self-reporting on social-emotional competencies was mixed from Fall 2021 to Spring 2022, with increases in self-efficacy and emotional regulation, and decreases in self-management and social awareness. We believe the following factors contributed to these mixed results:

- Heightened school-wide focus on physical and social-emotional safety in spring with return to in-person.
- Smaller class sizes which supported relationships between teachers and students.
- Classified support staff such as GSAs and para-educators providing virtual social groups, academic support, and 1:1 check-ins.

Key Strategies / Adjustment

- **Social Emotional Learning Curriculum**—Consistently implement our SEL curriculum, daily SEL time, and partner with our counselor to collaboratively teach lessons.
- **PBIS Team** – Revive a school-wide Positive Behavior Intervention Support (PBIS) team that will refresh our school wide expectations and strategies, especially in light of a mid-year move into a new building.
- **School-wide PBIS Strategies—**
  - School-wide implementation of classroom calm-down corners and other classroom-based strategies to further students' emotional regulation.
  - Continue to utilize specific praise to increase desired student behaviors, including use of the Magic Ratio, Cupones de Fénix, and other classroom reward systems.

Learn and Thrive
Academic Success

Strategic Plan Academic Success Goal: Students achieve high levels of academic success and outcomes are not predicted by race or income.

Academic Success Priority: Literacy

Early literacy will be a priority, with professional development and support provided to all K-2 educators to implement science of reading and evidence-based interventions.

English Language Arts Growth and Proficiency Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in literacy, and making typical or high growth in literacy from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Subgroup	Grades 3-5: Star Reading Proficiency and Growth					
	Star Reading % Proficient			Star Reading % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	**79% (242)**	**81% (201)**		**77% (241)**	**82% (198)**	
Asian	85% (34)	91% (33)		74% (34)	78% (32)	
Black	*	*		*	*	
Hispanic	61% (56)	64% (50)		76% (55)	90% (48)	
Multi-Ethnic	81% (31)	84% (25)		81% (31)	80% (25)	
White	87% (116)	87% (89)		77% (116)	82% (89)	
Low Income	40% (20)	61% (23)		60% (20)	91% (23)	
English Learner	29% (14)	27% (11)		69% (13)	82% (11)	
Students with Disabilities	46% (26)	15% (13)		62% (26)	62% (13)	
Female	81% (119)	81% (80)		76% (119)	86% (80)	
Male	78% (123)	81% (121)		77% (122)	79% (118)	
Advanced Learning	100% (30)	100% (15)		67% (30)	87% (15)	
Traditional	76% (212)	80% (186)		78% (211)	81% (183)	
Grade 3	78% (85)	64% (61)		84% (85)	84% (61)	
Grade 4	81% (70)	89% (79)		81% (70)	84% (76)	
Grade 5	79% (87)	89% (61)		66% (86)	77% (61)	

Data Reflection

In reviewing the data reflecting the percentage of students experiencing typical/high growth in English Language Arts, the aggregate increase of 5% from Fall 2021 to Spring 2022 was encouraging. Subgroup increases were particularly noteworthy for Hispanic students, English Language Learners, Low Income students, and Advanced Learning students.

In reflecting on the 2021-22 school year, positive outcomes relating to literacy stemmed from:
- MTSS process organized for class-wide Tier I literacy strategies and Tier II small group interventions, including before/after school Reading Club interventions in Grades 2 and 3.
- Targeted MTSS Plan Do Study Adjust cycle of intervention across grades.
- Monthly data reviews in order to support teachers' targeted intervention cycles.

- School-wide narrowing of academic focus to math and literacy through spring 2023.
- School-wide focus on language routines via implementation of Illustrative Mathematics curriculum.

Key Strategies
• **Grade Level Professional Learning Communities**—To elevate learning and growth particularly for our focus subgroups (Hispanic, low income, English learners and students with disabilities), we are meeting in grade level professional learning communities to analyze assessment data, collaboratively plan instruction, intervention, and progress monitoring.
• **Reading Club** – Second and third grade students will be invited to participate in reading club. This club focuses on building reading in English skills in a before or after school extended day programming.
• **Spanish Bilingual Program Professional Learning Communities** – We are implementing district level professional learning communities with teachers in our Spanish bilingual programs to learn, reflect, and refine English literacy instruction that connects, integrates, and aligns with building biliteracy in Spanish and English.
• **Professional Learning** – A cohort of teachers in our building are engaging in the LETRS professional development. All our teachers are continuing to learn and implement reading intervention curriculums like Estrellita and Heggerty. Another cohort of teachers in our building are participating in biliteracy professional learning led by Karen Beeman.

Academic Success Priority: Math Proficiency

Math proficiency will continue to be a high priority at all levels, based on student outcome data. Key instructional strategies center on deepening implementation of the Illustrative Math curriculum and culturally responsive and inclusive practices, such as language routines.

Math Proficiency and Growth Measures
Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in math, and making typical or high growth in math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Subgroup	Grades 3-5: Star Math Proficiency and Growth					
	Star Math % Proficient			Star Math % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	**55% (247)**	**66% (204)**		**71% (160)**	**76% (191)**	
Asian	71% (35)	84% (32)		90% (20)	83% (29)	
Black	*	*		*	*	
Hispanic	45% (56)	45% (51)		56% (36)	70% (47)	
Multi-Ethnic	59% (32)	72% (25)		62% (21)	74% (23)	
White	55% (119)	70% (92)		75% (79)	78% (89)	
Low Income	40% (20)	59% (22)		53% (15)	79% (19)	
English Learners	31% (13)	40% (10)		70% (10)	70% (10)	
Students with Disabilities	31% (26)	14% (14)		60% (20)	43% (14)	
Female	48% (118)	60% (82)		68% (81)	71% (76)	
Male	62% (129)	70% (122)		73% (79)	79% (115)	
Advanced Learning	81% (31)	88% (16)		75% (28)	80% (15)	
Traditional	52% (216)	64% (188)		70% (132)	76% (176)	
Grade 3	66% (82)	48% (64)		72% (72)	67% (64)	

Grade 4	62% (76)	65% (79)		*	76% (71)	
Grade 5	40% (89)	85% (61)		69% (85)	86% (56)	

Data Reflection

In reviewing the data reflecting the percentage of students experiencing typical/high growth in Math, the aggregate increase of 5% from Fall 2021 to Spring 2022 was encouraging. Subgroup increases were particularly noteworthy for Hispanic students, Multi-ethnic students, Low Income students, and Advanced Learning students.

In reflecting on the 2021-22 school year, positive outcomes relating to Math stemmed from:
- MTSS process organized for class-wide Tier I math strategies and Tier II small group interventions.
- Targeted MTSS Plan Do Study Adjust cycle of intervention across grades.
- Monthly data reviews in order to support teachers' targeted intervention cycles.
- School-wide narrowing of academic focus to math and literacy through spring 2023.
- School-wide focus on language routines via implementation of Illustrative Mathematics curriculum which focused on core grade level standards, language routines, productive struggle and peer dialogue.

Key Strategies

- **Grade Level Professional Learning Communities**—To elevate learning and growth particularly for our focus subgroups (Hispanic, low income, English learners and students with disabilities), we are meeting in grade level professional learning communities to analyze assessment data, collaboratively plan instruction, intervention, and progress monitoring.
- **Illustrative Math Curriculum** – Continue implementation of new K-5 math curriculum, with fidelity and a focus on problem-based learning and mathematical language routines to support all students engaging in rigorous, grade-level mathematics. Furthermore, we will launch Dreambox, which is an individually adaptive math learning application for students.
- **Achievement Network Partnership** – Partner with the Achievement Network in math. Our partnership with the Achievement Network will serve to support our implementation of Illustrative Mathematics, our new K-5 curriculum. Specifically focusing on analyzing interim math assessment to collaboratively design subsequent instruction.

Family Engagement

Strategic Plan Family Engagement Goal: Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Family Engagement Priority: Inform, Support, and Empower

Family and Community Engagement will continue to center on three priority objectives:

- **Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information and obtain academic, health and wellness services.
- **Supported**: A BSD family is supported when they can utilize the systems within the district to serve their student's unique needs, strengths, and circumstances.
- **Empowered**: A BSD family is empowered when they can use their individual or their community's collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

Priority Family Engagement Measures and Targets

Increase percent of families reporting they feel informed, supported, and empowered to contribute to their student's success.

Family Subgroups	Percentage of Favorable Responses on Family Engagement Survey								
	Informed			**Supported**			**Empowered**		
	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	35% (278)	46% (158)		38% (278)	46% (158)		38% (277)	41% (158)	
Asian	38% (40)	50% (20)		40% (40)	52% (20)		41% (40)	41% (20)	
Black	*	*		*	*		*	*	
Hispanic	48% (70)	51% (41)		49% (70)	46% (41)		48% (70)	46% (41)	
Multi-ethnic	32% (45)	14% (16)		39% (45)	25% (25)		38% (45)	25% (16)	
White	26% (120)	48% (78)		30% (120)	49% (78)		32% (119)	42% (77)	
Students with Disabilities	20% (25)	*		24% (25)	*		30% (25)	*	
English Learners	51% (27)	57% (18)		50% (27)	49% (18)		55% (27)	48% (18)	
Low Income	37% (22)	61% (17)		42% (22)	54% (17)		41% (22)	57% (17)	

Data Reflection

At Puesta del Sol, we fell significantly short of our goals both holistically and across subgroups, although significant increases in families feeling informed, supported and empowered are noted in Spring 2022 compared to the previous year. Increases can be attributed to:

- Students returning to full-time, in-person learning, along with return to routine communications from teachers and administration.
- PTA co-sponsored events and activities for families and staff.
- Increase and return to parents/guardians visiting school and classrooms, and volunteering at school.
- Targeted listening circles with families of students with disabilities.

In reflection, we attributed much to on-going challenges :
- Family concern about student readiness and achievement returning from Covid-19 school closures.
- Ongoing challenges in supporting families of students returning to in-person learning with significant social-emotional needs due to extended time away from routine in-person attendance, as well as loss of readiness programming (e.g., before/after school care, pre-school, etc.)
- Significant increase in staff and teacher shortages throughout the year, including the loss of four classroom teachers and the assistant principal, as well as our guidance counselor for extended periods.
- Questions and uncertainty the future of Puesta del Sol's immersion program following conflicting communication in Fall 2021, and ahead of the move to the school's new campus in Fall 2022.

Key Strategies / Adjustment
- **Cafecitos** – REI team will focus on family engagement initiatives; including exploring a Cafecitos model to listen and learn from families who identify as Latinx.
- **Listening Circles –**Implement BSD's Learning Circle family engagement model, beginning with families of students with disabilities. Learning Circle events will be scheduled to facilitate dialogue and opportunity to hear from families regarding their experiences ("listening to" and "learning from"), as well as identifying actionable items to build towards families feeling more informed, supported and empowered.
- **PTA Partnership** – Develop more robust partnering strategies with the Puesta del Sol PTA, particularly given the move to the new building in the middle of the school year.

Creators of Their Future World

Strategic Plan Goal: Students effectively problem solve and lead for positive local and global change by developing global awareness and cultural competency and learn advanced skills in processing and applying information through the effective use of technology and engineering.

PreK-12 education in the Bellevue School District will prepare each and every student to be a creator of their future world. The creator of their future world will think critically, problem solve collaboratively, communicate effectively, and take action for positive change of local and global issues.

The entry point or lever into this effort will be global competency. Global competence as defined by the Global Competence Task Force[1], is *the capacity and disposition to understand and act on issues of global significance.* These four domains further define global competency:

Global Competencies
1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives, others' and their own**, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural differences.

[1] Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning.

4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.

Mansilla 2012

Priority Global Competency Targets
Shared Vision: Develop a shared vision and understanding of global competency with stakeholders

Key Strategies / Adjustment
• **Bilingual Program School** – as a Spanish bilingual program school, we continue to embrace and uphold the pillars of bilingualism and biliteracy, high academic achievement, and socio-cultural competence.
• **Professional Learning** – Engage staff in professional learning around the four domains of global competency; investigate, perspectives, communicate, and take action. Connect current practices and collaboratively enrich student experiences in developing global competency.
• **Culturally Responsive Instruction and Activities** – Continue to enhance our culturally responsive practices (building relationships, Math Language Routines), refine our curricular content (social studies, literacy), and activities that celebrate and honor the assets and contributions to our global community by folks from diverse perspectives (heritage months, assemblies, art appreciation, etc.)

Puesta del Sol Elementary School

School Overview

Puesta del Sol is a Spanish bilingual program that serves approximately 450 students. We foster critical thinking, curiosity, and resiliency in each student, so that every student can thrive and achieve high levels of social emotional well-being, and academic and socio-cultural competency, empowering our students to lead personal, local, and global change.
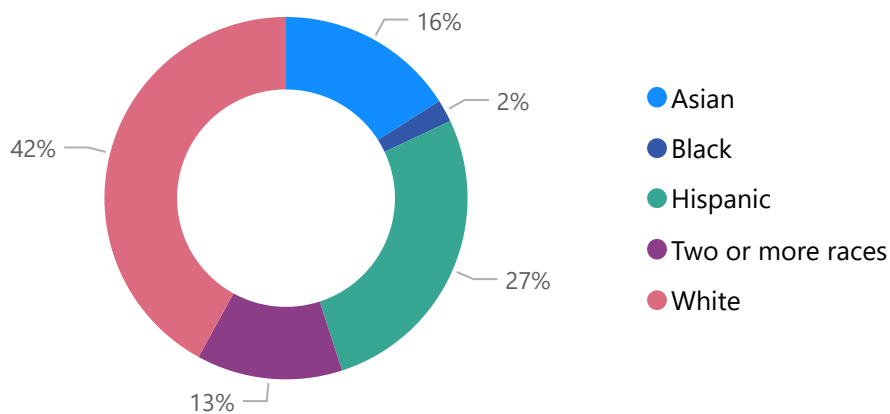
3810 132nd Ave SE
Bellevue, WA 98006

http://www.bsd405.org/puestadelsol
425-456-6100
Danelle Edwards

Programs Offered

International Spanish Academy (immersion)

Racial Diversity

- 16% Asian
- 2% Black
- 27% Hispanic
- 13% Two or more races
- 42% White

School & Student Characteristics [1]

|	Puesta del Sol Elementary School	District Elementary Average [2]
Enrollment (10/1/2021)	473	435
Average Attendance Rate	93%	93%
Eligible for Free/Reduced Price Meals	10%	17%
Receiving Special Education Services	7%	8%
English Language Learners	12%	25%
First Language Other Than English	17%	44%
Mobility Rate [3]	5%	16%

Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2022)
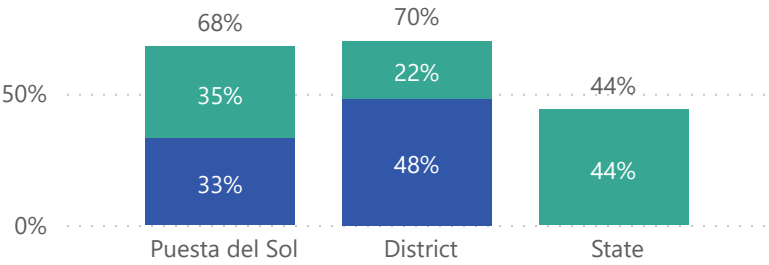Percentage of Students Meeting / Exceeding Standards

SBA: English Language Arts
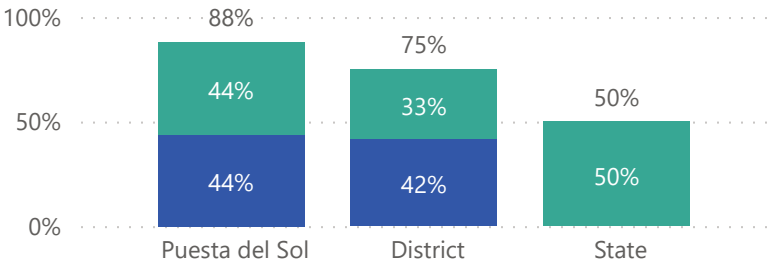● Exceeds Standards ● Meets Standards

	Puesta del Sol	District	State
Total	74%	73%	49%
Meets Standards	27%	22%	49%
Exceeds Standards	47%	51%	
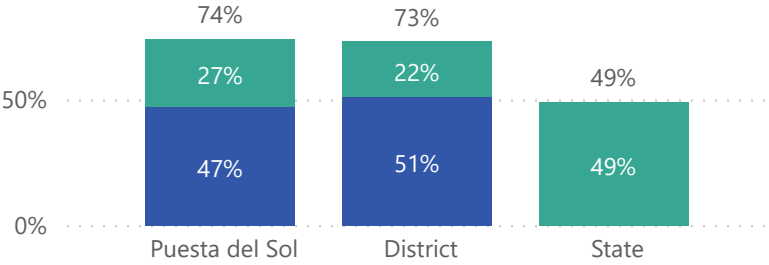
SBA: Math
● Exceeds Standards ● Meets Standards

	Puesta del Sol	District	State
Total	68%	70%	44%
Meets Standards	35%	22%	44%
Exceeds Standards	33%	48%	

WCAS: Science
● Exceeds Standards ● Meets Standards

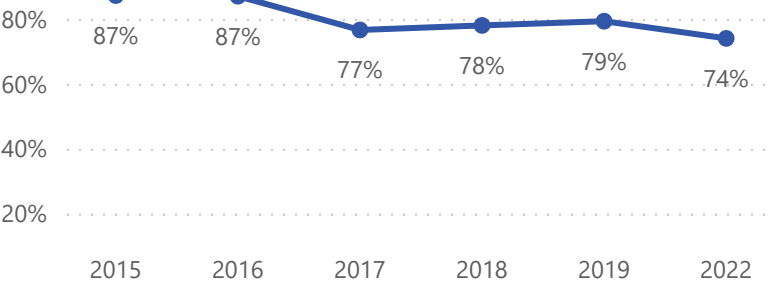|	Puesta del Sol	District	State
Total	88%	75%	50%
Meets Standards	44%	33%	50%
Exceeds Standards	44%	42%	

State Assessment Results for Grades 3-5
Percentage of Students Meeting Standards

SBA: English Language Arts

2015	2016	2017	2018	2019	2022
87%	87%	77%	78%	79%	74%

SBA: Math

2015	2016	2017	2018	2019	2022
85%	79%	69%	72%	71%	68%

WCAS: Science

2018	2019	2022
76%	79%	88%
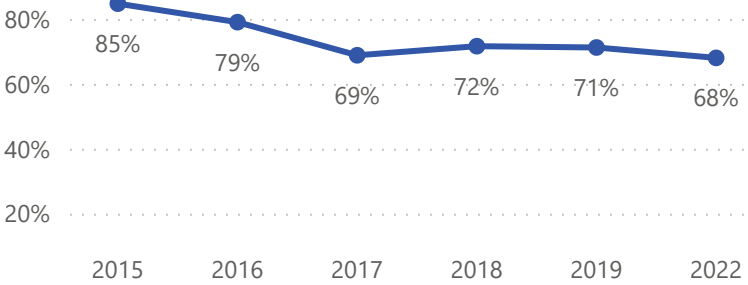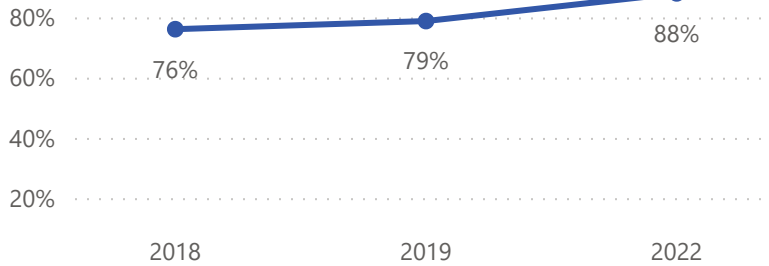
Glossary

Science Assessments - WCAS

WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced

Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Special Education Services

Neighborhood schools provide a continuum of special education services.
We provide specialty centers as well:

* **Cascade** program for students who benefit from behavioral supports due to emotional stressors.
* **Evergreen** program to serve young adults (ages 18-21) with disabilities.
* **Olympic** program to support students on the autism spectrum.
* **Pacific** program for students with significant developmental and intellectual disabilities.
* **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

1 School and Student Characteristics

Data are from October 1, 2021 unless otherwise specified.

2 District Average

The district averages displayed here are the averages for district elementary schools.

3 Mobility Rate

The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.

4 State Assessment Results

State pass rate percentages combine "Meets Standard" and "Exceeds Standard."