



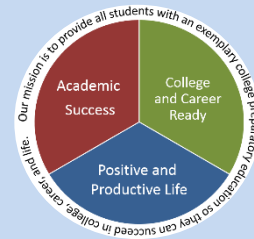
**Puesta del Sol: Three-Year School Improvement Plan**  
**2015-16 to 2017-18**  
**September 2017 (Year 3)**

**Bellevue School District Mission:** To provide all students with an exemplary college preparatory education so they can succeed in college, career and life.

**Preparing students for academic success** in core content areas through achieving proficiency in literacy, math, and STEM (Science, Technology, Engineering, Math) as measured by state assessments.

**Preparing students for college and career success** by meeting college academic distribution requirements (CADR) and earning at least 20 (quarter) college credits and/or professional certification.

**Preparing students for a positive and productive life** through the development of interpersonal skills and a commitment to the community.



**District Goals**

**All students will reach or exceed academic proficiency ♦ Eliminate the achievement gap ♦ All students, including those who already meet or exceed academic proficiency, will show measurable progress**

**School Purpose & Mission Statement**

**Puesta del Sol is a Spanish Immersion School that ensures a Spanish language learning experience in which all students thrive academically and socially as members of a caring and safe community.**

**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 ♦ and high levels of family and community involvement.

*Through the framework of Professional Learning Communities, our school will use the nine characteristics as a guide to refine our work. The specific strategies we are implementing this year that embody the nine characteristics of successful schools are incorporated in our plans detailed throughout this document.*

**Contents**

School Profile	2
School Background	3
Progress Towards Goals	4
School Improvement Plan Highlights	5
Appendices	9



## School Overview

Founded in 1986, Puesta del Sol is a K-5 Spanish immersion choice elementary school. Immersed in the Spanish language and culture from the Spanish-speaking world, students complete the same Bellevue School District curriculum as students outside of the program. As a result, they become proficient in Spanish and English, thriving academically and socially as members of a caring and safe learning community.

School Awards: Washington Achievement Award - High Progress (2016)

## Racial Diversity



- 53% White
- 12% Asian
- 22% Hispanic
- 12% Two or more races
- 1% Black
- N/A Native American
- N/A Pacific Islander

## School & Student Characteristics<sup>2</sup>

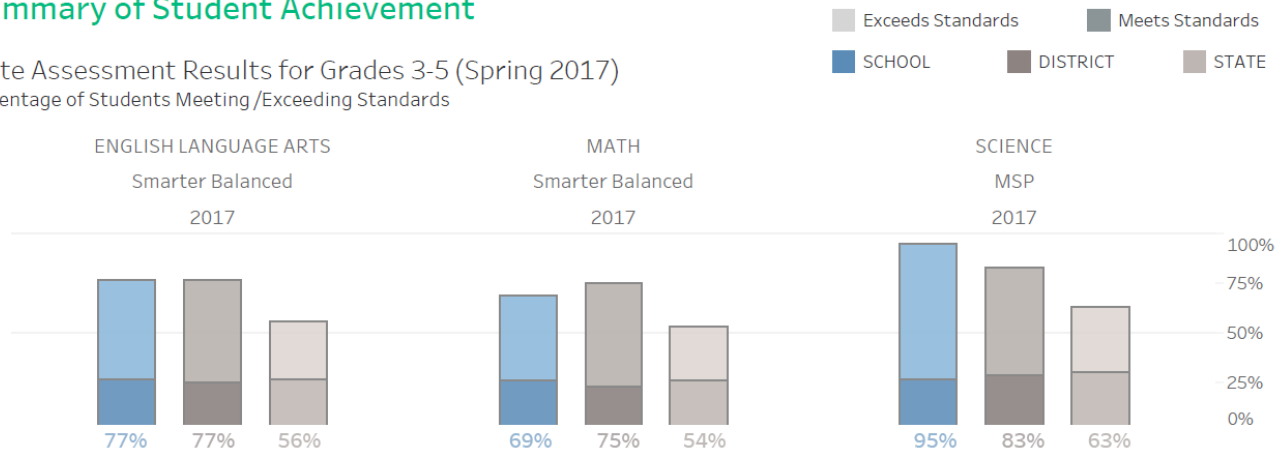
	SCHOOL	DISTRICT <sup>1</sup>
Enrollment	571	531
National Board Certified Teachers	24%	24%
Eligible for Free/Reduced Price Meals	8%	18%
Receiving Special Education Services	2%	6%
English Language Learners	6%	23%
First Language Other Than English	9%	39%
Mobility Rate <sup>3</sup>	1%	15%

## Attendance & Discipline

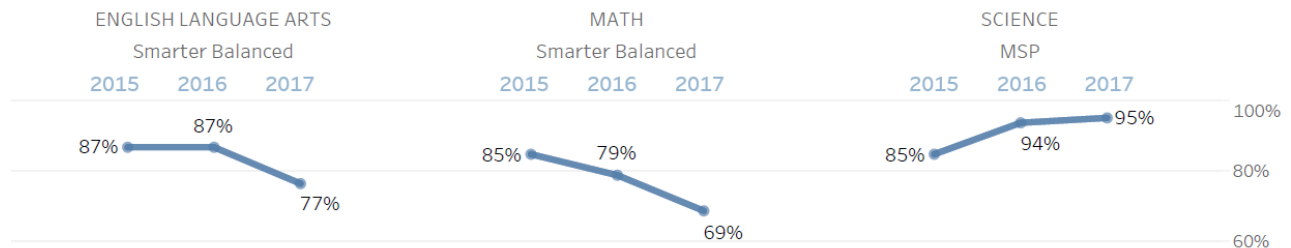
	SCHOOL	DISTRICT
Average Attendance Rate	96%	96%
Students with < 10 Absences Per Year	74%	73%
Students with 18+ Absences Per Year	3%	7%
Suspension Rate <sup>4</sup>	0.2%	0.5%

## Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2017)  
Percentage of Students Meeting /Exceeding Standards



State Assessment Results for Grades 3-5 in the Last Three Years  
Percentage of Puesta del Sol Students Meeting Standards



## Glossary

### MSP

The "Measurements of Student Progress" test (MSP) is part of the Washington State student assessment system, designed to measure whether students have learned the content laid out in the state learning standards. For more information see [www.k12.wa.us/assessment/StateTesting/default.aspx](http://www.k12.wa.us/assessment/StateTesting/default.aspx).

### National Board Certified Teachers

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

### School Awards

Washington State grants six different types of education achievement awards. For more information on how the awards are determined, see [www.k12.wa.us/EducationAwards/WashingtonAchievement/](http://www.k12.wa.us/EducationAwards/WashingtonAchievement/).

### 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 and replaced the prior state exams (MSP/HSPE). For more information see [www.k12.wa.us/assessment/StateTesting/default.aspx](http://www.k12.wa.us/assessment/StateTesting/default.aspx).

## End Notes

1

### District Average

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

2

### School and Student Characteristics

Data are from October 1, 2016 unless otherwise specified.

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

### Suspension Rate

The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.

## BACKGROUND

---

### Instructional Program Overview

Puesta del Sol offers a **one-way full immersion** program in the Spanish language. The Center for Advanced Research on Language Acquisition defines a one-way full immersion program as one in which the student population consists of majority language speakers with limited to no proficiency in the immersion/minority language, wherein exposure to the target language takes place primarily in the classroom and school. The majority of our population arrives monolingual, with English being the first language in the home. At this time, 9% of the population speak a language other than English in the home. This is different from the 50/50 Dual Language programs that are found in other elementary schools in Bellevue.

The language of instruction in the classroom is solely Spanish in Kindergarten through 2<sup>nd</sup> grade. Since this program cannot capitalize on native speakers (as Dual Language programs can) to help students learn basic vocabulary for school, some use of English in Kindergarten to support acquiring vocabulary is employed during the first few months of school. In 3<sup>rd</sup> grade, an hour of English language instruction is introduced. The primary use of this time is literacy development and skill building in English writing. This English language instruction time is maintained through 5<sup>th</sup> grade while adhering to program consistency regarding core content area instruction being delivered in Spanish.

### Key Successes This Past Year

- Puesta del Sol received the 2016 Washington Achievement Award for High Progress given by the Washington State Board of Education. The award is given to those in the top 10% of schools making the most progress in English Language Arts and Math over a three-year period.
- On the state's spring 2017 Science MSP exam, 95% of 5<sup>th</sup> grade students meet or exceeded standard.
- Targeted interventions and differentiation strategies in 3<sup>rd</sup> grade resulted in STAR assessment performance growth in Reading from 69% (proficiency at Beginning of Year) to 83% (End of Year).
- Students in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade excelled on the STAR assessments in Reading. End of Year proficiency rates in 3<sup>rd</sup> grade were 83%, in 4<sup>th</sup> grade 91%; and in 5<sup>th</sup> grade 97%.
- Our focus on the Positive and Productive Life (PPL) Initiative and Positive Behavior Intervention Supports (PBIS) resulted in a 65.7% reduction in unexcused tardies, from 2,042 tardies in 2013-2014 to 700 in 2016-2017.

### Highest-Priority Opportunities for Growth

During the 2017-2018 school year, our highest priorities are to:

- Reach 100% proficiency in 3<sup>rd</sup> Grade Reading (currently 68.8% at the start of 2017-2018)
- Reach 100% proficiency in 5<sup>th</sup> grade math (currently 60.9% at the start of 2017-2018)
- Based on the Panorama Student Perception Survey:
  - Have 100% of students report that they feel safe at school (up from 77% currently)
  - Have 100% of students report that they feel they belong at Puesta del Sol (up from 64% currently)
  - Have 100% of students report that that their teacher knows them well (up from 60% currently)

## PROGRESS TOWARDS GOALS

### Academic Success

**Our goal every year is that every student meet state standards.** We recognize that our school-wide goal of “100% Growth and 100% Proficiency” is audacious and aspirational in nature. However, it is rooted in our belief and commitment to each and every student’s success at Puesta del Sol.

Measure	Past Progress					
	2012	2013	2014*	2015	2016	2017
<b>3<sup>rd</sup> Grade English Language Arts</b>						
STAR	NA	NA	87%	88%	88%	82%
Smarter Balanced	NA	NA	NA	84%	84%	77%**
MSP	89%	95%	94%	NA	NA	NA
<b>5<sup>th</sup> Grade Math</b>						
STAR	NA	NA	95%	95%	98%	72%
Smarter Balanced	NA	NA	NA	85%	80%	69%**
MSP	80%	81%	93%	NA	NA	NA

Notes: WA State replaced the reading, writing, and math MSP exams with the Smarter Balanced exams starting in spring 2015. Since the Smarter Balanced exams measure a different set of learning standards, the results are not directly comparable to the MSP tests. We are using STAR as our consistent measure of progress over time. This is a nationally-normed exam that all our students in grades 2-8 take each fall and spring.

\*MSP are scores unavailable for 2014 because we participated in the Smarter Balanced field test.

\*\*The decline in proficiency scores on the 2017 Smarter Balanced Assessment is largely due to an increase in test refusals.

### Positive & Productive Life

Measure	Historical Data			2015		2016		2017		
	2012	2013	2014	Goal	Actual	Goal	Actual	Goal	BOY	EOY
Panorama Survey (positive response overall range)	NA	NA	NA	NA	69%	100%	74%*	100%	73%	TBD

\*Many of the Panorama Survey questions were updated for 2016; however, the positive response overall range remains a valid measurement.

Puesta del Sol has identified the following Panorama Student Survey questions as areas of growth:

Survey Questions	2015 Percentage of Students Favorable			2016 Percentage of Students Favorable			2017 Percentage of Students Favorable		
	PdS	BSD	US	PdS	BSD	US	PdS	BSD	US
How safe do you usually feel at school?	85%	83%	NA	80%	81%	NA	77%	79%	NA
Overall, how much do you feel like you belong at your school?	81%	81%	80%	73%	69%	NA	64%	71%	NA
How well does your teacher know you?	NA	NA	NA	56%	63%	NA	60%	61%	NA

Note: See Appendix A for a description of measures.

Our Positive and Productive Life Team is evaluating our PBIS systems and structures during the 2017-2018 school year to determine performance results and growth opportunities.

## **SCHOOL IMPROVEMENT PLAN HIGHLIGHTS: How we are accomplishing our goals**

---

### **Academic Success**

**100% Growth and 100% Proficiency:** Puesta del Sol’s school-wide Academic Success goal is “100% Growth and 100% Proficiency.” The 100% Proficiency goal centers on each and every student achieving at or above grade level by the end of the school year in Reading and Math. For students who are multiple grades behind, this means acting with sustained urgency to accelerate their growth to meet grade level proficiency by the end of the school year.

At the same time, a high percentage of our students arrive to school each year already at or above grade-level proficiency in Reading or Math. Their continued learning and intellectual growth are still primary imperatives for us as a school. Therefore we have a 100% Growth goal where every student already at or above grade level continues to be challenged and provided rigorous learning opportunities to ensure Medium to High Growth as measured by our standardized assessments such as TRC and STAR.

In order to achieve our school-wide goal of 100% Growth and 100% Proficiency, we are implementing instructional best practices, differentiation strategies and targeted interventions. Examples include blended learning structures such as the Daily 5, the Math Model, as well as the multisensory, early biliteracy program, Estrellita, and Social-Emotional Learning instruction.

The 2017-2018 school year is our third year of implementing a robust STEM initiative in order to increase our language immersion program’s alignment with Washington State’s Next Generation Science Standards, and to promote 21<sup>st</sup> Century skills such as critical thinking, problem solving, collaboration and creativity. Our STEM implementation in 2017-18 includes new FOSS Science units that promote interdisciplinary learning in STEM and literacy (i.e., writing). In addition, extracurricular Robotics clubs are offered to students at all grade levels, as well as a Family Engineering Night.

Overseeing Academic Success and the 100% Growth and 100% Proficiency school-wide goal at Puesta del Sol are five teacher leadership and collaborative teams which focus on academic success for each and every student:

- **Instructional Leadership Team:** For the 2017-2018 school year, this leadership team will oversee grade level Professional Learning Community strategies and interventions aligned with our school-wide goal of 100% Growth and 100% Proficiency. In addition, the Instructional Leadership Team will oversee both the implementation of assessment indicators from the Schoolwide Integrated Framework for Transformation Fidelity Integrity Assessment, our District focus on Balanced Literacy in all elementary schools, as well as a thorough update and implementation of our K-5 Spanish language proficiency standards.
- **Multi-Tiered Systems of Support Team:** Puesta del Sol staff all contribute to ensure our students are receiving interventions needed to meet academic and behavioral goals. We meet regularly and coordinate interventions in collaboration with classroom teachers, specialists, English Language Learner and Special Education teachers to provide a wrap-around approach for instruction all with an emphasis on inclusive academic instruction.
- **Student Services Team:** For the 2017-2018 school year, this leadership team is coordinating academic and social-emotional support for individual students through the Multi-Tiered System of Support (MTSS) framework, collaborating regularly with the MTSS team.

- **Equity-Inclusion Team:** Puesta del Sol is committed to equity and inclusion work, its application in elementary public education in understanding the existence of achievement gaps and how to close them, as well as being a leader in equity and inclusion in language immersion education. For the 2017-2018 school year, the Equity-Inclusion or EI-Team is implementing staff professional development centered on racial equity, inclusion and Culturally Responsive Teaching and Learning (CRTL). The EI-Team will also co-facilitate—along with Instructional Leadership Team—the implementation of the District’s Balanced Literacy initiative. In addition, the EI-team will collaborate with the Puesta del Sol PTA’s Diversity Committee to develop equity and inclusion initiatives for students and families.
- **Professional Learning Communities (PLCs):** Grade-level PLCs meet and collaborate regularly with a focus on learning, exploring “best practice” and current reality with a collective sense of inquiry. Our PLCs have an action and results orientation, along with a commitment to continuous improvement. For the 2017-2018 school year, each PLC has developed strategic interventions aligned with the 100% Growth and 100% Proficiency school-wide goal, with an emphasis on differentiated instruction and targeted, research-based interventions.

## Positive & Productive Life

**100% Growth and 100% Proficiency:** In order to meet Puesta del Sol’s school-wide goal in Positive and Productive Life, the school has established three primary areas of focus: Positive Behavior Intervention Support, Social-Emotional Learning, and Multi-Tiered Systems of Support.

**Positive Behavior Intervention Support (PBIS):** Puesta del Sol has initiated the implementation of PBIS with the leadership of the school’s Positive & Productive Life Leadership Team. The goal of PBIS is for students and staff to understand and follow behavior expectations in classrooms and common areas in order to foster a climate that is physically and emotionally safe. Our expectations for students are:

1. *Somos respetuosos* (We are respectful)
2. *Somos responsables* (We are responsible)
3. *Tomamos buenas decisiones* (We make good choices)

Teachers have also adopted five Proactive Classroom Management (PCM) strategies to prevent the occurrence of problem behaviors and create a classroom environment that is conducive to learning. They are:

1. Positive greetings at the door
2. The Magic Ratio: 5 to 1 ratio of positive to corrective interactions from teacher to students
3. Teach, model, cue and reinforce behavioral expectations
4. Visual schedule of the classroom activities posted daily
5. Providing numerous opportunities for students to respond

Growth and proficiency with respect to Positive and Productive Life are also being supported by the following PBIS strategies:

- *Cupones de respeto* – Respect coupons given to students on a daily basis by teachers and school staff to reinforce positive behavior. Students may turn in the coupons for a weekly incentive drawing.
- Monthly primary and intermediate grade-level assemblies centered on the District *Virtudes del mes* (Monthly Virtues).

- Fall, Winter and Spring Awards Assemblies recognizing student growth and achievement in a variety of categories including Reading, Math, Spanish language use, and citizenship.

**Social-Emotional Learning (SEL):** Staff at Puesta del Sol continue to implement the Bellevue School District's robust Social-Emotional Learning curriculum and tools, endeavoring to support students with respect to growth and proficiency in Positive and Productive Life. This work includes:

- Teacher professional development related to the CASEL Social and Emotional Learning Core Competencies
- Administration of the DESSA-mini universal screening and progress monitoring assessment for social-emotional competencies
- Incorporation of social-emotional progress monitoring on the K-5 Student Progress Report
- Continued implementation of the Second Step Curriculum in grades K-2
- Continued implementation of Yale Center for Emotional Intelligence RULER framework in grades 3-5
- Continued use and incorporation of the District's Monthly Virtues



## APPENDIX A: Description of Measures

---

<b>3<sup>rd</sup> Grade ELA</b>	Percent of students meeting or exceeding state standards on the third grade English Language Arts test. Third grade is a critical juncture in reading because after that students need to read fluently in order to keep up with all their other subjects. Research has shown that students who are not reading at grade level by the end of third grade tend to struggle academically in later years.
<b>5<sup>th</sup> Grade Math</b>	Percent of students meeting or exceeding state standards on the fifth grade math test. Mastering fifth grade math provides students with a solid foundation for starting higher-level math in middle school.
<b>DESSA-mini</b>	The Devereux Students Strengths Assessment-Mini (DESSA-mini) is a K-5 universal screening and progress monitoring system for social-emotional competencies. The DESSA-mini is designed to help evaluate the social-emotional competence of children in an effective, efficient and rigorous manner.
<b>Panorama Survey</b>	A survey from Panorama Education given to students in grades 3-5 in the fall and again in the spring. The survey has four sections: (1) students' sense of belonging at school, (2) the classroom environment, (3) pedagogical effectiveness, and (4) supportive relationships.
<b>STAR Assessment</b>	Academic screening and progress monitoring for Reading and Mathematics. Renaissance Learning's STAR assessments are computer adaptive assessments given to students at the beginning, middle and end of the school year to measure their Reading and Math growth. Students who are below grade level standard are assessed every six weeks to more closely monitor their progress.

## APPENDIX B: Glossary

---

BOY	Beginning of Year
CRTL	Culturally Responsive Teaching and Learning
DESSA	Devereux Students Strengths Assessment-Mini
EOY	End of Year
FOSS	Full Option Science System
MSP	Measurement of Student Progress
MTSS	Multi-Tiered Systems of Support
PBIS	Positive Behavior Intervention Support
PCM	Proactive Classroom Management
PLC	Professional Learning Community
PPL	Positive and Productive Life
SEL	Social-Emotional Learning
STEM	Science Technology Engineering and Math
TBD	To Be Determined
TRC	Text Reading and Comprehension