



School Improvement Plan Puesta del Sol Elementary School 2023-24



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 Elementary School?

- Puesta del Sol is a bilingual school where the goal for all students is to be bilingual and biliterate in Spanish and English.
- 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 brand new building is one of the first elementary schools in the United States that is a net zero energy usage building.

Inside:

- Student Voice and Agency
- Educational Excellence
- Equity Commitments
- School Profile



See Appendix for School Profile

Student Voice and Agency

Each student holds the power to shape their own future and have a positive impact on the world they inhabit. In recent years, we have observed an increase in student involvement at all levels, including Board meetings. Students have come forward to discuss crucial issues impacting their well-being and academic success. They have proudly celebrated their successes and courageously drawn attention to systemic inequities and barriers to student achievement. In this School Improvement Plan (SIP), we will prioritize student voice and agency as a key initiative to transform students’ learning experiences.

*At Puesta del Sol Elementary School, we believe that **empowering student voice and agency** is critical to creating an **inclusive and enjoyable** learning environment. We recognize that every student has **unique** needs, interests, and strengths, and by giving them a platform to **express their thoughts and opinions**, we can work **collaboratively** to create a **meaningful and engaging** educational experience. Providing opportunities for students to **take ownership of their learning** and be **active contributors** to the school community allows us to foster the development of **confident and responsible** global citizens who are **equipped with essential 21st-century skills**. We firmly believe that **every student deserves to have a voice**, and we are **committed to providing a safe and supportive space** where they can be **heard and valued**.*

❖ **Goal:** Elevate student voice and agency to cultivate well-being and joy while transforming learning experiences in the classroom and school community.

❖ **Measures and Levels of Evidence**

Map-Level Data:

Panorama Survey School Climate Domain - Sense of Belonging (% favorable responses, grades 3-5):				
Student Groups	Spring 2022	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	79% (192)	78% (98)	85%	
Asian	80%	75%	80%	
Black	*	*	80%	
Hispanic	74%	74%	80%	
Multi-ethnic	82%	79%	84%	
White	81%	81%	85%	
Students w/IEPs	68%	77%	82%	
English Learners	74%	*	80%	
Low Income	75%	83%	87%	

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

Street-Level Data:

Schools describe plans to collect and use “street data.”

Principal & MLL Coffees: Leadership team will host informal “cafecitos” for families and specifically for families of students receiving MLL services.

REI Listening Circles: The Racial Equity & Inclusion (RE&I) team will conduct listening circles to better understand the staff and student lived experience.

Fishbowl MTSS Meetings: The Multi-tiered Systems of Support (MTSS) team will model a “fishbowl” dialogue process to make learning and professional practice visible in support of staff collaboration.

Student Profiles: Staff will develop asset-based student profiles to deepen understanding of the student experience.

Student Listening Circles: Staff will engage students in listening circles to better understand the day-to-day student experience.

❖ **Summary of Evidence**

- The data shows that large gaps between different subgroups are not present.
- There was a significant increase between Spring 2022 and Spring 2023 within our subgroups of *Students with IEPs* and *Low Income* students.
- There was a decrease between Spring 2022 and Spring 2023 within our subgroups of *Asian* and *Multi-ethnic* students.
- We have a question about our data from Spring 2023 because the data shows that we are missing about half of the students.

❖ **Equity Challenges**

- According to our Panorama data, our students who identify as Hispanic have the lowest percentage of belonging (74%).

Educational Excellence

Academic success, as one aspect of educational excellence, remains a “mission-critical” component of the Bellevue School District. Strong literacy and math skills are critical to preparing students for rigorous high school courses and post-secondary learning.

*At Puesta del Sol Elementary School, we believe that academic success is essential for our students to **reach their full potential and achieve their life goals**. We strive to provide a **rigorous and challenging** academic program that fosters **critical thinking, creative problem-solving, and strong foundation skills** across all subject areas. We recognize that high academic standards are linked to increased student **engagement, motivation, and self-confidence**, and are committed to supporting each student's academic growth and success. We believe that our students' academic achievements will not only **positively impact their individual futures** but also **contribute to a stronger and more vibrant community as a whole**.*

- ❖ **Goal #1--Literacy:** Increase the percentage of students meeting or exceeding proficiency standards in **reading** by the end of Grade 3.

❖ **Measures and Levels of Evidence**

Satellite and Map-Level Data:

Star Reading Proficiency – Grade 3				
Student Groups	Spring 2023	Fall 2023	Spring 2024 Target	Spring 2024 Actual
All Students	76% (76)	60% (63)	70%	
Asian	80%	83%	85%	
Black	*	*		
Hispanic	47%	37%	50%	

Multi-ethnic	100%	67%	75%	
White	85%	68%	75%	
Students w/IEPs	43%	10%	50%	
English Learners	57%	35%	50%	
Low Income	40%	21%	50%	

** Groups of fewer than 5 students are not included to protect confidentiality.*

Smarter Balanced Proficiency – Grade 3			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	67.5% (77 stu)	75%	
Asian	80.0%	85%	
Black	*		
Hispanic	47.1%	60%	
Multi-ethnic	90.0%	95%	
White	67.6%	75%	
Students w/IEPs	25.0%	50%	
English Learners	42.9%	50%	
Low Income	45.5%	50%	

❖ **Summary of Evidence**

- Students identified as having an IEP, as Multilingual learners, Low income or Hispanic have a larger disparity or grade level proficiency in English literacy as compared to White, Asian, and Multi-ethnic students.
- Our numbers of Multilingual learners in 3rd grade have increased from 7 to 17.
- In comparison to last years 3rd grade cohort, this year’s group of students have more diverse learning needs.
- The median percentage of students meeting grade level proficiency on STAR in English is 37%.

❖ **Equity Challenges**

- Language access – most students at Puesta del Sol are participating in literacy lessons in their second or more language.
- There is a noticeable gap in academic achievement based on race, language, socio-economic status, and type of services received at school.
- Students receive most of their literacy instruction in Spanish while the SBA is in English.

❖ **Goal #2– Math:** Increase the percentage of students meeting or exceeding proficiency standards in **math** by the end of Grade 5.

❖ **Measures and Levels of Evidence:**

Satellite and Map-Level Data:

Star Math Proficiency – Grade 5 (assessment in Spanish)				
Student Groups	Spring 2023	Fall 2023	Spring 2024 Target	Spring 2024 Actual
All Students	82%(74)	67% (63)	80%	
Asian	92%	83%	88%	
Black	*	*	*	
Hispanic	73%	56%	75%	
Multi-ethnic	92%	57%	75%	
White	81%	76%	81%	
Students w/IEPs	29%	27%	50%	
Multilingual Learners	*	17%	50%	
Low Income	88%	43%	60%	

* Groups of fewer than 5 students are not included to protect confidentiality.

Smarter Balanced Math Proficiency – Grade 5			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	65.8% (76 stu)	80%	
Asian	76.9%	82%	
Black	50.0%	60%	
Hispanic	46.7%	60%	
Multi-ethnic	83.3%	88%	
White	63.6%	75%	
Students w/IEPs	42.9%	60%	
Multilingual Learners	*	*	
Low Income	75.0%	80%	

❖ **Summary of Evidence:**

- Students identified as having an IEP, as Multilingual learners, Low income or Hispanic have a larger disparity or grade level proficiency in math as compared to White and Asian students.
- Our numbers of Multilingual learners in 5th grade have increased from less than 5 to 6 enabling us to track their data.
- In comparison to last years 5th grade cohort, this year’s group of students have more diverse learning needs.
- Last year’s cohort of Multi-ethnic students have one of the highest percentages of proficiency in SBA and STAR math as compared with other subgroups.

❖ **Equity Challenges**

- Language access – most students at Puesta del Sol are participating in math lessons in their second or more language.
 - There is a noticeable gap in academic achievement based on race, language, socio-economic status, and type of services received at school.
 - While students learn in Spanish during math time, SBA assessment is done in English.

Equity Commitments

All students have an inherent right to an equitable, accessible, inclusive, and culturally-responsive learning environment.

*Here at Puesta del Sol, a Spanish Immersion school, we believe in creating **Nuestra Familia**, our **Beloved Community**, as an **inclusive, affirming, and celebratory** of all **racess, abilities, genders, sexual orientations, and cultures**. As an **antiracist, anti-biased** building, we will assess our personal beliefs and school systems, policies, and practices in order to uphold **equity-based practices**, and **courageously disrupt** and **dismantle systemic and institutionalized inequities** while fostering **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.*

❖ Goal/Equity Commitment:

- **Equitable Access to High Quality Instruction:** Provide concerted universal instructional efforts and extensive and varied intervention opportunities to support all students, including those who face barriers and inequities, to meet key milestones for student growth and achievement, and their own personal growth and learning goals.

❖ Measures and Levels of Evidence

Street-Level Data:

Schools describe plans to collect and use “street data.”

- *Principal Coffees*
- *MLL Coffees*
- *REI Listening Circles*
- *Fishbowl MTSS Meetings*
- *Student Profiles*
- *Student Listening Circles*

❖ Summary of Evidence

- Our community at Puesta del Sol is becoming increasingly diverse and we continue to work on ways to empower a sense of belonging with all families.
- Our school is reinvigorating the MTSS process to support students to make progress in both academic and social-emotional learning.
- We recognize an opportunity to empower our Latinx students to be active leaders of their culture and language.

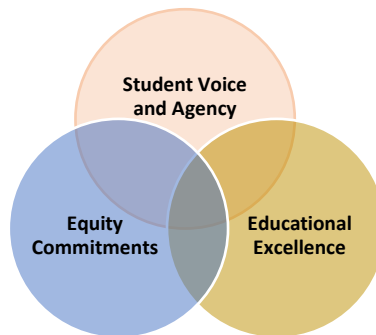
❖ Equity Challenges

- There is a barrier for our Latinx students that appears to be inhibiting their ability to fully engage.

Key Improvement Strategies

Continuous school improvement requires ongoing learning, reflection, collaboration, and the implementation of evidence-based best-practices. The strategies identified below represent our key improvement strategies to achieve our goals this year.

- 1. Strategy #1:** Reinvigorating our Multi-Tiered System of Support process that incorporates the work of Professional Learning Communities, which is an essential component to enhancing culturally responsive, differentiated, high-quality instruction. Puesta del Sol will work this year on calibrating understanding of a multi-tiered systems of support framework alongside the development and implementation of research-based interventions for both literacy and math.
- 2. Strategy #2:** Explore more deeply the experience of our Latinx students through empathy interviews and/or student listening circles. By making a specific effort to better understand the lived experiences of our Latinx students, we as a learning community can better meet the needs of every learning withing our school community.
- 3. Strategy #3:** Bridging between Spanish and English to increase vocabulary and comprehension as well as students' ability to achieve on English state assessments. This instructional practice (bridging) bolsters a biliteracy-focused learning progression. Puesta del Sol staff are participating in embedded professional development, coaching and collaboration to support the enhanced practice of bridging at all grade levels.



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.

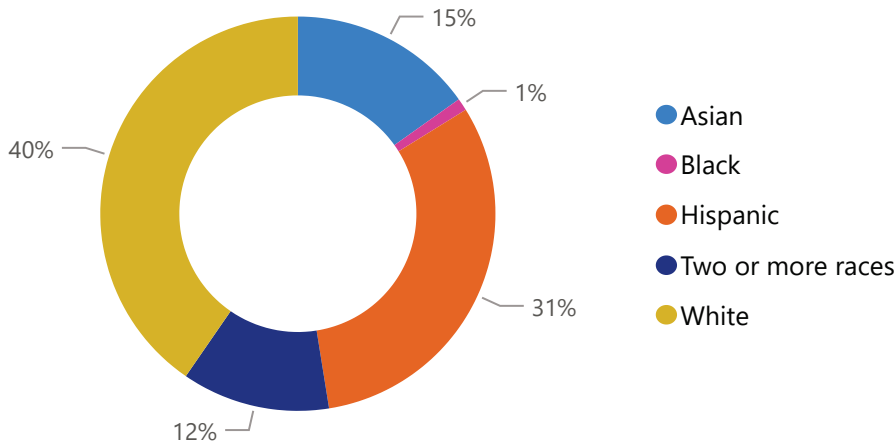
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Danelle Edwards

Programs Offered

International Spanish Academy (immersion)

Racial Diversity



School & Student Characteristics ¹

Puesta del Sol Elementary School District Elementary Average ²

Enrollment (10/3/2022)	450	411
Average Attendance Rate	94%	94%
Eligible for Free/Reduced Price Meals	15%	21%
Receiving Special Education Services	6%	9%
English Language Learners	13%	25%
First Language Other Than English	20%	45%
Mobility Rate ₃	6%	16%

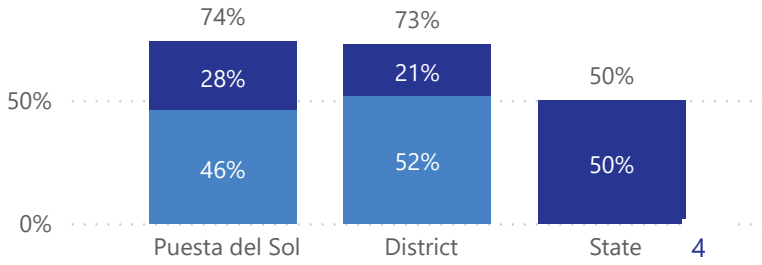
Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2023)

Percentage of Students Meeting / Exceeding Standards

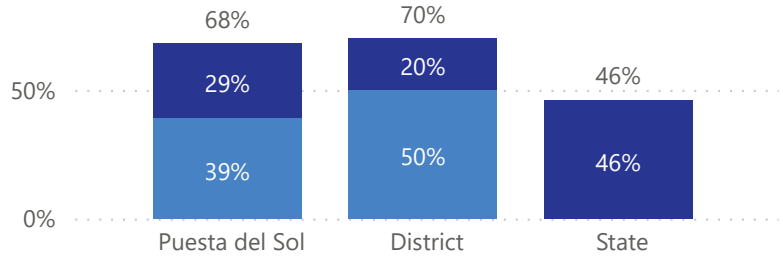
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



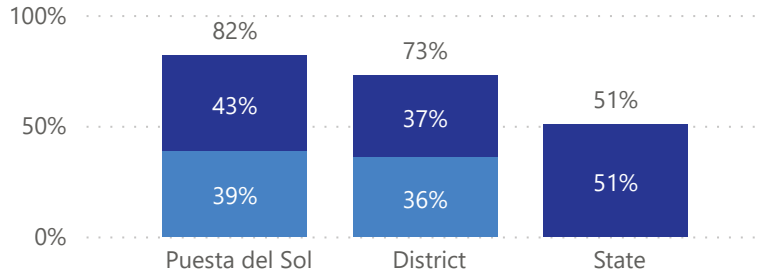
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

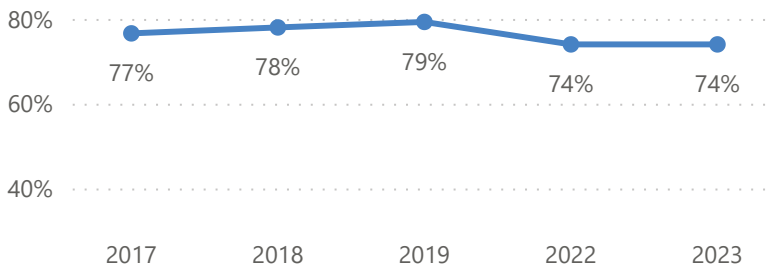
● Exceeds Standards ● Meets Standards



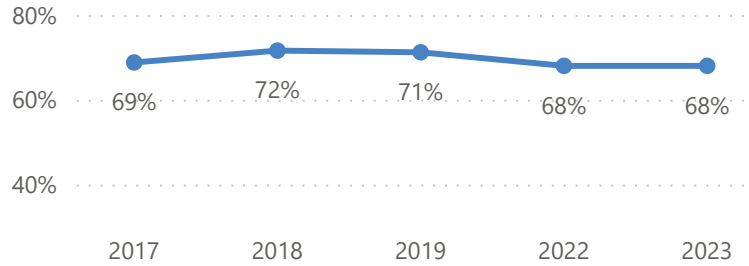
Puesta del Sol State Assessment Results for Grades 3-5

Percentage of Students Meeting Standards

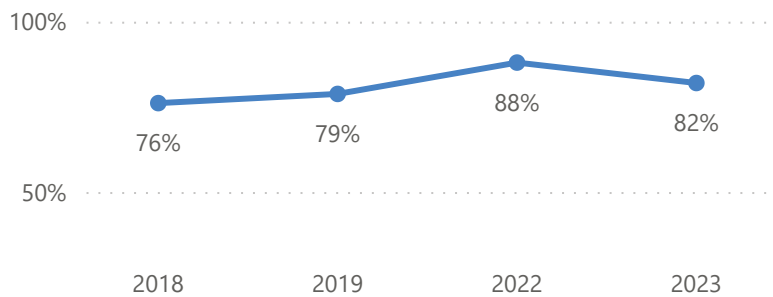
SBA: English Language Arts



SBA: Math



WCAS: Science



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 3, 2022 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."