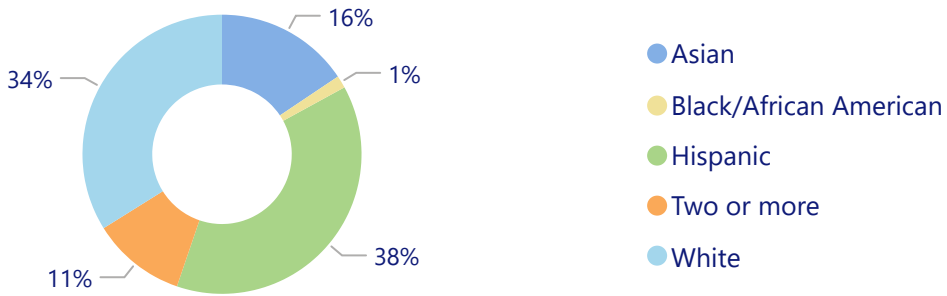
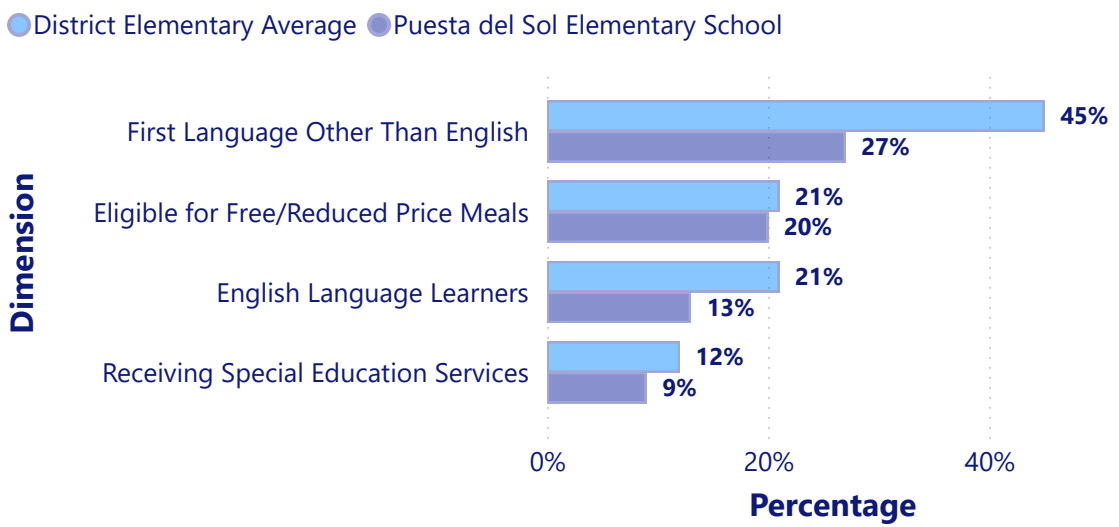
Puesta del Sol Elementary School

Racial Diversity



School vs. District Student Metrics



Enrollment: P-5

488

First Language Other Than English



Eligible for Free/Reduced Price Meals



English Language Learners



Receiving Special Education Services



Puesta Del Sol Elementary School

School Improvement Plan 2024-25

Belong Ɛ Learn Ɛ Lead



What is unique about Puesta del Sol Elementary School?

- Puesta del Sol is a Spanish Dual Language Immersion school where the goal for all students is to be bilingual and biliterate in Spanish and English. Furthermore, our vision is to cultivate a beloved community that works together to make the world a better place.

- We have 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 energy efficient building is one of the first elementary schools in the United States that is a net zero energy usage building. We hope to continue to inspire our future generation to be innovators and problem solvers.



School Improvement Plan Priorities

Belong – Learn – Lead

School Improvement Plan Priorities

Our School Improvement Plan is aligned with the 2024-2029 Bellevue School District Strategic Plan and Sustainability Plan with a particular focus on student learning and engagement. Human-centered systems and collective leadership are foundational to our efforts to improve students' learning experiences.

Bellevue School District Strategic Plan Priorities:

Cultivating Student Engagement and Learning

We've ignited a passion for learning by putting student voice and agency at the heart of everything we do. With active, engaging learning experiences in every classroom, students are prepared to navigate and lead in the complex and ever-changing world.

Building Human-Centered Systems and Relationships

We envision a school and district community where every student, staff, and family member experiences a genuine sense of belonging. Our beloved community is thriving when the richness of diversity here is honored, valued, and integral to our learning. Together, we foster a more inclusive and connected environment.

Strengthening Collective Leadership for People and Planet

Together, we lead with inclusivity and equity! By aligning through shared principles and vision, we're ensuring coherence and collective ownership of our goals. Students, staff, and families co-create innovative solutions and implement sustainable plans for the future. We inspire each other to collectively lead the way for people and the planet.

Student Engagement and Learning

Belong – Learn – Lead



Learning is joyful, innovative, and built upon student strengths. Passion for learning is ignited by placing student voice and agency at the heart of teaching and learning. With active, engaging, and culturally sustaining learning experiences, students learn to navigate and lead in the complex and ever-changing world.

Priority: Provide engaging, relevant learning experiences that center on student voice and agency

CURRENT LANDSCAPE

The Smarter Balanced Assessment (SBA) is a state-required test used as one measure of students' proficiency in English Language Arts (ELA) and mathematics. The Smarter Balanced Assessment is aligned with the Common Core State Standards, utilizing computer-based tests and performance tasks.

LITERACY

In grades 3-5, over 57% of students are meeting or exceeding standards on SBA English Language Arts (ELA). Notably, more than 70% of students, who identify as Asian, in this grade range are achieving these standards. Over 60% of students who identify as White are meeting or exceeding standards, while the percentage for students who identify as Hispanic is below 61%. In addition, data shows that about 33% of students who are English Language learners and about 18% of students with disabilities are meeting SBA English language Arts standards.

MATH

In grades 3-5, more than half of all students are meeting or exceeding standards on Math SBA. More than 70% of our students who identify as White or Asian exceed in meeting standards, while less than 53% of students who identify as Hispanic do so.

LITERACY and MATH

This fall we will be using the following literacy assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), TRC, and mClass Lectura. Additionally, students will take the Star Reading and Math assessment. These fall assessments, along with curriculum-based assessments and teacher observations will launch us into a new year of learning and growing. Teachers will work in teams to analyze assessment data and design learning experiences to support all students.

STUDENT WELL BEING

In grades 3-5, over 60% of students report feeling a sense of belonging and experiencing high levels of engagement in their school environment. There are some noticeable gaps in our student well-being data; English learners (both belonging and engagement), low income (both belonging and engagement), and Hispanic (engagement). We are examining our instructional practices and curriculum to determine necessary changes to increase sense of belonging and engagement.

LISTENING CIRCLES SPRING 2024

During the spring of 2024 our Racial Equity and Inclusion team hosted family listening circles. We will continue hosting family listening circles in fall of 2024. Our goal is listen to, learn from, and lead with our families in cultivating a beloved community.

Key Highlights from Spring 2024 Listening Circles with Families

- Families shared positive feelings regarding their children growing their Spanish academic and communication skills. Notably, families shared how important and special it is that their children can communicate with loved ones.
- Families shared positive feelings regarding their child's teacher and having a good relationship with the teacher(s).
- Families shared appreciation for messages in Spanish and the increase in translation options (Talking Points was specifically mentioned).

Key Highlights from Spring 2024 Listening Circles 5th Grade

- Students shared they have at least one trusted adult at school. Several named their classroom teacher, the counselor, the assistant principal, principal, PE teacher, or a previous classroom teacher.
- Students shared they have friends at school.
- Students shared that they can be annoyed by classmates, especially in the café
- Female students shared that the boys talk a lot of class (note: there are only 18 students who identify as female and 57 students who identify as male).

Next Steps

- Our REI team felt the process and conversations were very valuable and are committed to hosting fall listening circles with families focused on encouraging their ideas and leadership for engaging school activities and improving communication.
- Our REI team is excited to have listening circles with more students to continue to build student leadership and voice in cultivating a beloved community.

Engagement and Learning Equity Imperative

By the time our Hispanic students leave Puesta del Sol, they will be able to meet or exceed proficiency standards on literacy assessments (both Spanish and English). Currently only 53% of Hispanic students, grades 3-5, are meeting proficiency standards in SBA Language Arts and only 47% are on track to meet grade level standards based on STAR

reading assessments. We believe our students, families and staff are not only capable and skillful, but fully on board with this goal!

Key Improvement Strategies

1. **Strategy #1:** Effectively implement an updated instructional model that focuses on biliteracy instruction. This includes adjusting the language allocation plan, new literacy curriculum, small group instruction, and intervention time, also known as, Nurturing Every Student Together or NEST time.

2. **Strategy #2:** Explore more deeply the experience of our Latinx students and families through empathy interviews and/or listening circles.

3. **Strategy #3:** Continued refinement of 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.

Monitoring and Measuring Success

MONITORING SUCCESS
 Students in third through fifth grade will take the Smarter Balanced Assessment this spring which is a computer based adaptive assessment aligned to common core standards in math and English literacy.
 Students will engage in formal literacy assessments three times a year, beginning (BOY), middle (MOY), and end (EOY). Additionally, students will take the Star Reading and Math assessment on a similar timeline. Furthermore, students will engage in curriculum-based assessments throughout the year. Moreover, students will take the panorama survey One of our key strategies is continual refinement of our Multi-tiered System of Support (MTSS) process which centers on teachers engaging in professional learning communities to analyze student work, instructional practices, and design learning experiences.
 Our “street data” will be harvested in a variety of ways. While “street data” can be more abstract it is essential information for us to gather, reflect, and use responsibly to cultivate a beloved community that inspires and supports each student to thrive and be creators of their future world. Strategies/Sources to collect “street data:” • Family Listening Circles • Student Listening Circles • Anecdotal instructional reflections • Student Profiles used in our MTSS process (focus on student strengths and interests)

Sustainability

Belong – Learn – Lead

Priority: Engage students and stakeholders in the design and implementation of an environmental sustainability plan.



Goals:

- Reduce food waste in our school cafeteria.
- Increase recycling in our school community.

Actions:

- Continue and refine our Food Sharing program. Unopened food is donated to Hopelink.
- We will inspire and encourage donations through announcements during lunch time explaining the program, benefits, and procedures.
- We have set up a refrigerator, cooling pads, and system to keep the unused food at a safe temperature. Furthermore, each week volunteers take the food donations to Hopelink.
- To encourage and inspire our community to recycle, every class was given the book La nina que reciclo 1 millon de latas (The Girl Who Recycled a Million Cans).

Monitoring and Measuring Success:

- We will partner with our student leadership team to further develop strategies to monitor and measure our success. At this time, we will use informal observations of amount of food donated weekly. Additionally, we will informally monitor amount of recycled items and the frequency of filling our recycling dumpster.

A Note About Data

A variety of data sources are utilized to measure learning and success on goals. District leaders have worked with renowned educator, consultant, and author Shane Safir, on various sources for measuring learning and educational goals. In her work on educational equity and data-informed decision making, the terms "Street data," "Satellite data," and "Map data" refer to different types of information that provide varying perspectives on student learning and school improvement.

Street Data

"Street data" refers to qualitative, ground-level information that is gathered from direct interactions with students, families, and educators. This type of data is rich in context and personal experiences, often collected through empathy interviews, focus groups, observations, and other narrative methods. Street data captures the lived experiences, voices, and stories of those within the school community, offering deep insights into the nuances of school culture, student engagement, and individual learning journeys. It emphasizes the importance of understanding the human side of education and using this understanding to drive meaningful change.

Satellite Data

"Satellite data" represents quantitative, high-level information that provides a broad overview of school or district performance. This type of data includes standardized test scores, graduation rates, attendance figures, and other traditional metrics commonly used to assess academic achievement and operational efficiency. Satellite data offers a macro perspective, allowing educators and policymakers to identify trends, compare performance across different schools or districts, and make data-driven decisions at a systemic level. However, it often lacks the contextual depth needed to understand the underlying causes of these trends.

Map Data

"Map data" bridges the gap between street data and satellite data by providing a middle layer of information that combines both qualitative and quantitative elements. This type of data includes school climate surveys, formative assessments, student work samples, and other tools that offer a more detailed and contextualized view of student learning and school environments. Map data helps educators and leaders to connect the broad patterns observed in satellite data with the specific insights gained from street data, facilitating a more holistic and nuanced approach to school improvement and student support.

By integrating street data, satellite data, and map data, educators can develop a comprehensive understanding of their schools and communities, leading to more effective and equitable educational practices.

Satellite Data: Student Well-Being

Belong · Learn · Lead

Student Well-Being

	Sense of Belonging (Grades 3-5)		Student Engagement (Grades 3-5)	
Student Groups	Spring 2024	Spring 2025	Spring 2024	Spring 2025
All Students	64%		67%	
Asian	62%		70%	
Black/African American	*		*	
Hispanic	62%		62%	
Multi-ethnic	*		*	
Native American	*		*	
Pacific Islander	*		*	
White	69%		69%	
Students with Disabilities	66%		64%	
English Learners	57%		60%	
Low Income	62%		61%	

Satellite Data: Literacy

Belong · Learn · Lead

The Smarter Balanced Assessment (SBA) is a state-required test used as one measure of students' proficiency in English Language Arts (ELA) and mathematics. The Smarter Balanced Assessment is aligned with the Common Core State Standards, utilizing computer-based tests and performance tasks.

Grade 3: Percentage of students meeting or exceeding standards on **SBA English Language Arts**

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 3	74%	57%	68%	57%	
Asian	*	*	80%	73%	
Black	*	n/a	*	*	
Hispanic	55%	38%	47%	32%	
Multi-Ethnic	82%	*	90%	75%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	84%	72%	70%	61%	
Low Income	*	*	40%	24%	
English Learners	*	*	*	33%	
Students with Disabilities	*	*	*	18%	

Grade 4: Percentage of students meeting or exceeding standards on **SBA English Language Arts**

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 4	75%	78%	60%	68%	
Asian	92%	93%	*	83%	
Black	*	*	n/a	*	
Hispanic	62%	67%	46%	53%	
Multi-Ethnic	87%	82%	*	90%	
Native American	n/a	*	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	74%	80%	72%	65%	
Low Income	*	*	*	*	
English Learners	*	*	*	*	
Students with Disabilities	*	*	20%	*	

Grade 5: Percentage of students meeting or exceeding standards on **SBA English Language Arts**

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 5	90%	87%	92%	71%	

Asian	93%	100%	100%	*	
Black	*	*	*	n/a	
Hispanic	80%	69%	87%	61%	
Multi-Ethnic	100%	*	91%	*	
Native American	n/a	n/a	*	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	89%	89%	91%	78%	
Low Income	*	*	*	*	
English Learners	*	*	*	*	
Students with Disabilities	*	*	*	33%	

Satellite Data: Math

Belong · Learn · Lead

Grade 3: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 3	79%	60%	74%	59%	
Asian	*	*	80%	91%	
Black	*	n/a	*	*	
Hispanic	65%	42%	47%	35%	
Multi-Ethnic	82%	*	100%	58%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	88%	76%	79%	71%	
Low Income	*	*	30%	29%	
English Learners	*	*	*	28%	
Students with Disabilities	*	*	*	17%	

Grade 4: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 4	66%	77%	61%	72%	
Asian	83%	80%	*	75%	
Black	*	*	n/a	*	
Hispanic	52%	64%	42%	53%	
Multi-Ethnic	80%	91%	*	100%	
Native American	n/a	*	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	67%	77%	80%	74%	
Low Income	*	*	*	*	
English Learners	*	*	*	*	
Students with Disabilities	*	*	30%	*	

Grade 5: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 5	69%	67%	68%	52%	
Asian	79%	75%	77%	*	
Black	*	*	*	n/a	
Hispanic	60%	56%	53%	33%	
Multi-Ethnic	75%	*	82%	*	
Native American	n/a	n/a	*	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	69%	63%	66%	75%	
Low Income	*	*	*	*	
English Learners	*	*	*	*	
Students with Disabilities	*	*	*	23%	

Satellite Data: Attendance

Belong · Learn · Lead

Regular school attendance is essential for high school students' success and future opportunities. Consistent attendance is linked to better academic performance, higher graduation rates, and greater career prospects, making it a critical component of a successful high school experience.

Attendance- % of Students Attending School Regularly (at school 90% of the time)

Student Groups	18-19 School Year (pre-pandemic)	23-24 School Year	2024-25 School Year
All students	**96%**	**85%**	
Asian	99%	86%	
Black	90%	*	
Hispanic	90%	77%	
Multi-ethnic	95%	85%	
Native American	*	*	
Pacific Islander	*	n/a	
White	98%	91%	
Students with Disabilities	94%	84%	
English Learners	97%	79%	
Low Income	93%	73%	