

SCHOOL PROFILE for Sunset Hills

Mission: The mission of Sunset Hills Elementary, as part of a cohesive, involved community, is to provide a quality, well-rounded education by maximizing opportunities for each learner in a safe and caring environment.

Vision: Westside Community Schools will relentlessly pursue innovative educational ideals and promise to personalize learning for every student. We invite the challenge of developing a community of learners who embrace a broader, richer definition of success.

As a result of that vision, we ensure that the following is our **foundation**:

- Ensure a guaranteed and viable curriculum
- Provide best practice instruction supported by high quality, teacher-generated assessments
- Provide a balanced, literacy framework
- Work together in high quality Professional Learning Communities every week
- Take part in ongoing, professional learning

Who We Are (2015-16)

Enrollment	Overall State Testing -- NeSA Percent Proficient in All Grades Tested
Total Enrollment: 156	Reading: 94%
Attendance Rate: 96.69%	Math: 92%
Free/Reduced Lunch: 14.74%	Science: 95%
Mobility: 3.20%	Writing: 86%
English Language Learners: 2.56%	
Excellence in Youth (gifted): 10.90%	
Special Education: 7.69%	

Nebraska Department of Education State of the School Report, 2016

Our Building Outcome Focus

Sunset Hills is a community-centered environment that promotes academic, social and emotional growth for every student. The building outcome focus is to meet the individual needs of each student in order to prepare him, or her, to be lifelong learners, effective citizens and caring individuals. Staff and families exist in a unique partnership wherein both groups have an active role in developing future leaders and responsible citizens.

Specific Outcomes, Reasons, and Activities

Outcome Focus	Reason	Activity
Ensure continued excellence in district, state and national assessments, with a focus on meeting reading, mathematics and science benchmarks. (Core Strategy One)	Student proficiency in reading and mathematics will create lifelong learners and prepare students for their future.	Work groups in reading and math examine data to best meet the needs of their students.
Increase hope, engagement, and well-being of students. (Core Strategy Two)	Students who understand expectations and limitations feel safe in their environment; allowing	Students are recognized for safe, respectful and responsible behavior through assemblies, certificates, bulletin boards and announcements. All students will participate in student-selected classes which encourage engagement.
Increase hope, engagement, and well-being of staff. (Core Strategy Two)	Teachers who receive timely, specific recognition feel part of a productive team that supports and challenges them.	All teachers are observed and given timely, specific feedback at a minimum of 1 time per semester. Teachers will recognize one another in various ways throughout the year.
Increase exposure to new and existing technology, with a focus on the use of data. (Core strategy three)	Teachers who are data informed use all types of assessment data to contribute to success in student learning.	Teachers use multiple sources of data from the district and state. The goal is for all certified staff to have access to the district storehouse, Illuminate.

Our Design Teams and an overview of our work:

Work Groups	Completed Tasks and Future Work
Reading	The reading team includes members from Kindergarten, First grade, Second grade and Special Education. The team collaborates to identify students needing intervention and/or enrichment. The team continues to analyze current benchmarking data and uses the Language Arts indicators to best meet the needs of students.
Math	The mathematics work group includes Third, Fourth and Sixth grade teachers, who are currently researching best practices in mathematics instruction, exploring math inventories and intervention techniques, and aligning materials with high-leverage practices in teaching mathematics. The team has created pre-tests based on current materials. They will create math logs and menus, and work on accountability and tracking of individuals in guided math.
Personalization	The personalization team includes a classroom teacher, a school psychologist and an art teacher. The team has created pre-and post-tests in order to gauge student attitudes in their subject areas. The team will continue to develop ways to personalize the school day and will review the results of the most current survey.
PBiS	Members of the PBiS team include the principal, school psychologist, First grade teacher, special education teacher, and school counselor. The PBiS team includes parents who guide and support decisions for Tier I strategy implementation. The team has worked to establish school-wide behavioral expectations for students: Be Safe, Be Respectful, and Be Responsible. This year, members of the committee are developing PBiS action plans, implementing SWIS (behavior tracking system), and defining major and minor behavior infractions.