



SCHOOL PROFILE FOR SUNSET HILLS ELEMENTARY

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

2017-18 Demographics	2016-17 Overall State Testing -- NeSA Percent Proficient in All Grades Tested				
<p>Total Attendance: 152</p> <p>Excessive Absenteeism: 2.0% (16+ days in 2016-17)</p> <p>Free/Reduced Lunch: 8.55%</p> <p>English Language Learners: 3.29%</p> <p>Excellence in Youth - (gifted) grades 3-6: 11.84%</p> <p>Special Education: 8.55%</p>	3rd	4th	5th	6th	
	English Language Arts	79	95	82	61
	Math	96	100	95	91
	Science (only grade tested)			87	

Nebraska Educational Profile dated December 1, 2017

OUR BUILDING OUTCOME FOCUS

Sunset Hills is a community-centered environment that promotes academic, social and emotional growth for every student. The building outcomes 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.



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SPECIFIC OUTCOMES, REASONS AND ACTIVITIES

OUTCOME FOCUS	Reason	ACTIVITY
Ensure continued excellence in district, state and national assessments, with a focus on meeting reading and mathematics benchmarks. (Core Strategy 1)	Student proficiency in reading and mathematics will create lifelong learners and prepare students for their future.	Teachers in reading and math work groups collaborate, using data to make instructional decisions.
Increase hope, engagement and well-being of students. Ensure safe, respectful and responsible behaviors within the student population. (Core Strategy 2)	Students who understand expectations and limitations feel safe in their environment, allowing academic and personal growth.	Students are recognized for safe, respectful and responsible behavior through assemblies, certificates, bulletin boards and announcements. Students recognize each other through a student-led behavior team.
Increase hope, engagement and well-being of staff. (Core Strategy 2)	Teachers who receive timely, specific recognition feel part of a productive team that supports and challenges them. Teachers who have a 'best friend' at work feel more connected.	All teachers are observed and given specific feedback at a minimum of 1 time per semester. Teachers recognize one another in various ways throughout the year and celebrate accomplishments together.
Increase exposure to new and existing technology, with a focus on the use of data. (Core Strategy 3)	Teachers who are data informed examine assessment data to identify student strengths and deficiencies, and apply those findings to their practice.	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.



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OUR DESIGN TEAMS AND AN OVERVIEW OF OUR WORK:

DESIGN TEAM	COMPLETED TASKS AND FUTURE WORK
Math	<p>During the 2016-17 school year, teachers in grades 3, 4 and 6 researched best practices in mathematics instruction and created differentiated experiences for students in their classrooms. Teachers have continued guided math principles and shared their findings during all-staff meetings.</p> <p>During the 2017-18 school year, teachers in grades 2 and 3 have a focus on math. They are attending math mindset trainings to help students deepen their understanding in all areas of math. They have also implemented a research based math facts program to assist students with automaticity of basic facts.</p>
PBiS	<p>Members of the PBiS team include the principal, school psychologist, 3 classroom teachers, 2 special education teachers and school counselor. The PBiS team also 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. In the past, members of the committee developed PBiS action plans, implemented SWIS (behavior tracking system) and defined major and minor behaviors. This year the goal is to focus on Tier II supports for students. Teachers from band, library, art and instructional coach have Tier I PBiS goals as well.</p>
Personalization	<p>During the 2016-17 school year, a team of specialist teachers developed ways to personalize the school day during art and library. They used pre-testing and looked at data to make instructional decisions.</p> <p>During the 2017-18 school year, the 4th grade team, and a special education teacher, are working with district personalized learning coaches to create math menus, learning contracts, and enrichment opportunities for all levels of students.</p>
Reading	<p>Teachers from Kindergarten, first grade, fifth grade, sixth grade and special education, as well as the school psychologist, are focusing on reading goals during 2017-18. The K-1 and special education group have been trained on instructional routines to increase knowledge of early readers. They look forward to continued support by instructional coaches and each other. The 5th/6th team collaborates daily, using data, to differentiate lessons, flex group students and create cross-curricular connections between language arts, science and social studies.</p>