



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

2018-19 Demographics	2017-18 Overall State Testing -- NSCAS Percent Proficient in All Grades Tested				
<p>Total Attendance: 178</p> <p>Excessive Absenteeism: 1.99% (18+ days in 2017-18)</p> <p>Free/Reduced Lunch: 11.80%</p> <p>English Language Learners: 1.69%</p> <p>Excellence in Youth - (gifted) grades 3-6: 10.67%</p> <p>Special Education: 8.99%</p>	3rd	4th	5th	6th	
	English Language Arts	63%	78%	69%	77%
	Math	58%	78%	65%	86%
	Science (only grade tested)			87%	

Nebraska Educational Profile dated December 31, 2018

OUR BUILDING OUTCOME FOCUS

1. Ensure continued excellence in district, state and national assessments, with a focus on meeting reading benchmarks. (Core Strategy 1)
2. Ensure continued excellence in district, state and national assessments, with a focus on meeting math benchmarks. (Core Strategy 3)
3. Increase hope, engagement and well-being of students. (Core Strategy 2)
4. Increase hope, engagement and well-being of staff. (Core Strategy 2)
5. Increase exposure to new and existing technology. (Core Strategy 3)



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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 be able to access pertinent data to support learning.



OUR DESIGN TEAMS AND AN OVERVIEW OF OUR WORK:

DESIGN TEAM	COMPLETED TASKS AND FUTURE WORK
Math	<p>Starting during the 2016 school year, teachers in grades 2, 3, 4 and 6 researched best practices in mathematics instruction and created differentiated experiences for students in their classrooms. All teachers have used guided math principles and shared their findings. Teachers in K, 2 and 3 have attended math mindset trainings to deepen their understanding in all areas of math. Grades 1, 2, 3 and 4 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. A student PBiS team, composed of students in grades 4-6, was started in 2017.</p>
Personalization	<p>The implementation of personalized learning strategies began in 2016 with the art and library teacher. They used pre-testing and looked at data to make instructional decisions. The trainings continued in 2017 with the addition of the 4th grade team and a special education teacher. They worked with district personalized learning coaches to create math menus, learning contracts, and enrichment opportunities for all levels of students. Currently, the remaining staff are being trained by district coaches. Grade 6 has been a showcased classroom throughout the district.</p>
Reading	<p>Teachers from Kindergarten, first grade, fifth grade, sixth grade and special education, as well as the school psychologist, focused on reading goals during 2017-18. The K-2 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 have collaborated by using data to differentiate lessons, flex group students and create cross-curricular connections between language arts, science and social studies.</p>