

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Ross Williams
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Sunset Hill Elementary School
(As it should appear in the official records)

School Mailing Address 13005 Sunset Trail
(If address is P.O. Box, also include street address.)

City Plymouth State MN Zip Code+4 (9 digits total) 55441-5607

County Minnesota

Telephone (763) 745-5901 Fax _____

Web site/URL https://www.wayzataschools.org/sunsethill E-mail ross.williams@wayzataschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Chace Anderson E-mail chace.anderson@wayzataschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wayzata Public School District Tel. (763) 745-5000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Andrea Cuene
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 13 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	60	75	135
1	63	45	108
2	60	52	112
3	51	55	106
4	57	48	105
5	48	62	110
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	339	337	676

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 14.9 % Asian
 - 10.2 % Black or African American
 - 5.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 63.6 % White
 - 5.8 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 9%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	22
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	42
(3) Total of all transferred students [sum of rows (1) and (2)]	64
(4) Total number of students in the school as of October 1, 2018	679
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. Specify each non-English language represented in the school (separate languages by commas):

Bengali/Cutchi/Gujarati, Cambodian/Khmer, Chinese/Taiwan/Hk/Sing/Thai, English-Creolized, French, Hebrew, Hindi/Hindustani, Hmong, Irani/Farsi/Persian, Japanese/Okinawan, Kannada, Kannada/Konkani/Lascar, Konkani, Lithuanian, Malayalam/Marathi, Marathi, Oromo, Russian, Siamese/Thai, Sign Language, Somali, Spanish, Swahili, Tamil, Telugu, Urdu-Pakistan, Bangladesh, India,Uzbek, Vietnamese

English Language Learners (ELL) in the school: 6 %
42 Total number ELL

7. Students eligible for free/reduced-priced meals: 18 %

Total number students who qualify: 120

8. Students receiving special education services: 12 %

79 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>9</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>3</u> Developmental Delay | <u>17</u> Specific Learning Disability |
| <u>10</u> Emotional Disturbance | <u>28</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>4</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	35
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	20
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

We believe that everyone has a right to learn, and to do so requires a strong and supportive school community that celebrates diversity, is challenging, and safe.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Sunset Hill Elementary School is a part of Wayzata Public Schools, a district situated west of the Twin Cities, serving 12,720 students across 38 square miles and 8 communities of growing suburbs. Built in 1963 and located in Plymouth on the eastern side of the district, Sunset Hill serves approximately 685 students in kindergarten through fifth grade. The school has a rich and diverse student population. Approximately 14.9% are Asian, 10.2% are black or African American, 5.5% Hispanic or Latino, 63.6% are white, 5.8% are two races, 6.2% are English Language Learners, 11.7% receive special education services and 17.8% qualify for free/reduced lunches. The mission of Sunset Hill is to prepare all students for the future by providing a challenging education that builds academic competence, develops responsible citizenship, encourages creativity, promotes lifelong learning, advances critical thinking skills, instills a commitment to personal wellness and fosters respect for self and others.

Sunset Hill has a well established academic framework that is based on quality instructional practices and collaboration among teachers, administrators, and specialists. The elementary school experience provides a foundation for learning for all students. From the beginning of kindergarten, students receive core instruction in reading, math, science, and social studies. Our reading curriculum, created by the Center for Collaborative Classroom, focuses on developing students' independence as readers by encouraging choice, cultivating discussion skills, modeling reading with diverse texts, and engaging students in regular word play. Our math curriculum, Bridges in Mathematics, uses a blend of direct instruction, investigation and exploration to help students engage in learning and become problem-solvers who ask questions and seek creative solutions.

Whenever possible, students are provided opportunities to enrich their learning through authentic experiences in the school and community. For example, in addition to classroom science experiments, students can extend their learning by exploring the school's outdoor Nature Center. Students look forward to field trips and participation in school events such as choir concerts and art shows. We recognize the importance of the arts, fitness and health, Spanish, and technology on our students' ability to think creatively, globally and in a healthy manner. As a result, students participate regularly in specialist classes that help to cultivate their personal interests and talents. The integration of technology assists in the personalization of education, creating more interactive lessons, and building skills that are becoming increasingly important for success in today's world, such as digital literacy, communication and collaboration. Students even have the opportunity to learn how to code and leave Sunset Hill empowered with a variety of skills they can use to express themselves and collaborate with others.

Teacher collaboration is at the core of academic programming at Sunset Hill. Professional Learning Communities (PLC) allow teachers to meet and analyze student data to best address student needs. Our WIN Program (What I Need) affords protected time each day for students to participate in intervention or enrichment. Staff push-in to classes to provide specialized instruction, and ensure that all students receive core instruction and additional support when needed. This personalization is key to student success.

Underlying all of our academic programming is a strong social and emotional core, which we believe sets us apart from other elementary schools. We believe that everyone has the right to learn and to do so requires a supportive school community that celebrates diversity, is challenging and safe. All students receive instruction in positive behaviors and practice "Trojan Pride on The Sunny Side." In combining the principles of PBIS and Restitution, we model and teach students to develop empathy, understanding and community. At Sunset Hill, we believe in challenging ourselves to be our best academically and in our interactions with each other.

Parent engagement and support is another essential ingredient to Sunset Hill's success. Sunset Hill has a strong volunteer parent organization that works closely with the school to provide many wonderful experiences for the students. In addition, our staff works hard to create a partnership with parents and build community. We put on several family nights that help parents support student learning. We also provide access to Wayzata Kids, a school-age childcare program available for parents from 6:30 a.m. and until 6 p.m. throughout the district.

At Sunset Hill, the entire staff, our academic program, school events and activities, and our partnerships with parents are all focused on helping students develop in all areas of their lives so that they are prepared to thrive today and excel tomorrow in an ever-changing global society.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Sunset Hill students experience a core curriculum that is content-rich, rigorous and personalized. The curriculum reflects the interests and high expectations of our community and is aligned to the State of Minnesota Academic Content Standards. Sunset Hill teachers and staff members work to form caring relationships with students so that they feel safe and welcome in the learning community. Knowing students well allows staff to build on student strengths and interests in order to make the curriculum relevant and rigorous for all students.

Sunset Hill implements effective, evidence based practices across content areas. Students build skills through a variety of learning experiences including direct teacher instruction (modeling, think alouds, etc.), cooperative group work, problem-based/project-based learning, and independent practice. Lessons are planned with research based strategies in mind. Students are actively engaged in learning via skills practice, discussion and reflection.

Teachers in all curricular areas work in Professional Learning Communities (PLC) to implement curriculum by planning for effective instruction and reflecting on student learning. Teachers emphasize formative assessment, goal setting and feedback. PLCs use assessment data, both formative and summative, to plan instruction to meet the needs of individual students and to improve instruction overall.

In addition to differentiated instruction in the general education classroom, intervention services and a gifted and talented program are provided for students who are performing below or above grade-level expectations, and additional instruction and support is provided for English Learners. Sunset Hill has a well-established framework for a Multi-Tiered System of Support.

Highly skilled teachers who focus on reflection and continued learning, paired with strong curriculum materials yield exceptional learning. Sunset Hill is recognized as a model of excellence, designing learning experiences to foster growth in each and every student.

1b. Reading/English language arts

Sunset Hill Elementary has a comprehensive approach to literacy instruction for all students. We believe that all students can learn to read and write at high levels, and that all students need to engage in authentic, challenging literacy experiences. As active participants in the classroom literacy community, students read and write, choose texts and topics, and talk about what they read and learn. Sunset Hill takes pride in offering texts that represent diverse student identities and experiences as read alouds, mentor texts for writing, and as part of classroom libraries and media centers. Our goal is for students to develop reading skills, independence, and a love for reading.

For reading, the district has adopted the Center for Collaborative Classroom's Being a Reader (kindergarten - grade 2) and Making Meaning (kindergarten - grade 5). These materials, aligned with Minnesota English Language Arts State Standards, support teachers in addressing both academic and social emotional learning. The reading curriculum presents explicit, systematic, high-quality instruction focused on five pillars of literacy that have been identified by the National Reading Panel as critical elements of learning to read. These elements are: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Our reading instruction is based on the gradual release of responsibility, where teachers model literacy and engage students in learning both foundational skills (phonemic awareness, phonics, sight words, and fluency) and comprehension strategies. We have a strong emphasis on vocabulary development. In kindergarten through second grade, foundational skills instruction follows a highly recommended scope and sequence and is differentiated based on student need. Students receive instruction in small groups and then

practice and apply skills in text.

Comprehension instruction is built around authentic texts. The students hear books read aloud and discuss them with partners and the class. Students learn key comprehension strategies, such as retelling, visualizing, and wondering. They apply these strategies independently during individualized reading. Research recognizes independent reading as a key factor in reading achievement, so all our classrooms make time for that daily. During individualized reading, teachers confer with students, help students set goals, and offer feedback. Individualized reading elevates student choice and supports students as they develop both the habits and skills of strong readers.

In writing, Sunset Hill uses a workshop model. Lucy Calkins' Units of Study curriculum helps teachers provide high-quality writing instruction by ensuring that all students have the opportunity to develop writing skills in opinion, informative/explanatory and narrative writing, as required in the 2010 Minnesota State Standards. In the workshop model, a mini lesson provides an opportunity for explicit instruction. Students then engage in independent writing where they work to apply the skills taught in the mini lesson. Instruction focuses on both the writing process and on specific writing skills. Teachers confer with students regularly during independent work time. At the close of the lesson, the class reconvenes to share and reflect on their work.

In both reading and writing, teachers have ample opportunity to assess students. Through observations, conferring, and analysis of student work, teachers collect actionable data that can be used to offer students feedback and to share progress with families and other stakeholders.

1c. Mathematics

The elementary math curriculum at Sunset Hill is designed to reflect three important beliefs: all students can learn mathematics, a strong foundation in mathematics is critical to future success, and learning mathematics will empower students to be lifelong problem-solvers and critical thinkers.

Using Bridges in Mathematics 2nd Edition as a curricular resource, students engage in high level mathematical thinking and reasoning to develop their mastery of Minnesota State Mathematics Standards. In primary grades, students develop problem solving skills while focusing primarily on counting and cardinality, number sense and operations. As they progress through the grades, problem-solving continues and the content shifts to algebraic thinking and number and operations in fractions. Measurement, data analysis and geometry are addressed in all grades.

A student-centered approach ensures students learn mathematics with understanding. Manipulatives and visual models are used progressively through the grade levels to give students the opportunity to leverage prior knowledge to learn new concepts. Students share their observations, explain their methods, pose questions, make predictions and compare ideas, all of which contribute to a student-centered approach that makes mathematics accessible to all learners.

Young mathematicians need spaced practice, on-going feedback and review to develop their skills. Number Corner, a companion to Bridges in Mathematics, is a skill-building program that revolves around the classroom calendar. Skills and concepts are introduced, reinforced and extended through different workouts provided in Number Corner.

Students build fluency and apply key skills through daily routines. For instance, during Work Places, students develop conceptual understanding through math games. Teachers engage with students, record observations and provide differentiated instruction according to student need. Additional formative assessment data is gathered throughout each unit using student work samples and checkpoints. The work samples and checkpoints serve as authentic assessments and offer students an opportunity to show their thinking and grow from the feedback provided by teachers. Unit assessments remain formative in nature and are designed to assess concepts multiple times before mastery is expected. This offers teachers and students opportunities for on-going feedback in support of concept development.

In all grades, the final math unit is an interdisciplinary review in which students apply math skills to novel problems and new contexts, a sophisticated process that challenges students to take their mathematical skills and understanding to a higher level. This culminating unit allows students to see and experience math content as a process of finding solutions to large scale challenges.

Sample challenges include creating structures, studying solar energy and designing bridges and playgrounds. The third grade team enhances the culminating unit by bringing in members of the Minnesota Department of Transportation, MN DOT, who engage students in learning about DOT bridge work. This interdisciplinary unit ensures students end the year with a fun and meaningful math experience.

1d. Science

The elementary science curriculum capitalizes on student curiosity and ensures science and engineering practices are the driving force in learning science content. Students engage in hands-on science learning activities using the research-based FOSS science curriculum, developed at the Lawrence Hall of Science, University of California at Berkeley. A FOSS unit of study is made up of approximately 10-15 comprehensive activities formatted around the learning cycle components of observing, communicating, comparing, organizing, relating, inferring and applying.

Throughout the elementary grades, students study Physical, Life and Earth Science in an inquiry-based classroom. Teachers are trained in the use of science notebooks, and students keep science notebooks throughout the year. In addition to supporting science practices, science notebooks also help develop literacy skills and mathematical thinking. In some units, students use technology tools to enhance their science notebooks with embedded pictures and videos of observations, experiments and results.

The elementary science content is reflective of the Minnesota State Science Standards with both required and extension units provided at each grade. Students are formatively assessed through student science notebooks and teacher observations. Fifth grade students are introduced to an interactive text that allows them to practice content reading in science as a supplement to the FOSS curriculum. This balance of hands on and text based learning provides the experiences necessary for students to successfully transition to the middle level sciences.

Prior to the fifth grade Minnesota Comprehensive Assessment (MCA) for Science, students may also participate in a practice assessment to inform instruction and improve student learning. Sunset Hill students outperform the state average on the fifth grade MCA, which assesses student learning on science content taught from third through fifth grade.

In addition to the core science curriculum, Sunset Hill students have the added benefit of exploring their natural world in the onsite Nature Center under the guidance of a naturalist and their classroom teacher.

1e. Social studies/history/civic learning and engagement

Social Studies instruction at Sunset Hill provides student learning experiences in four areas: citizenship and government, economics, geography and history. Students and teachers are provided with Pearson's My World curriculum materials to foster a well-defined scope and sequence of learning and ensure students begin to develop content-area reading skills at an early age. Additionally, the Sunset Hill classrooms are equipped with a variety of digital and physical geography tools to support student learning.

Social Studies content is addressed in specific lessons and citizenship concepts are further reinforced in classroom activities such as morning meetings and social emotional skills lessons. Foundational learning in all areas is addressed in the primary grades with a focus on the familiar in a local environment. For instance, Sunset Hill kindergarten students learn and practice citizenship by considering the importance of classroom rules and expectations. They are introduced to the concepts of history and culture in terms of their own families.

As students progress through the primary years, the focus shifts from the familiar and local to faraway

places and distant times. Third grade students, guided by their teachers, uncover the mysteries of ancient civilizations through reading and writing activities. Student learning in fourth and fifth grade focuses on a specific discipline. Fourth graders explore the geography of North America while fifth graders delve into its history. Students access both print and digital resources and apply expository reading strategies to expand their understanding of the changing geography and rich history of the continent.

The Social Studies curriculum encourages students to be active participants in their community, ask questions about their world, and understand the connections between their own lives and the rich and diverse cultures that have come before them.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

In addition to the core curriculum, the student experience is enhanced through regularly scheduled elective classes, collectively referred to as specials. These courses are delivered by teachers with special training or licensure in their respective area.

Kindergarten students are introduced to the specialist classroom for physical education to ensure movement is a regular part of their day. Music and visual art activities are provided to students as part of the kindergarten classroom experience.

The specialist offerings are nearly the same for first through fifth grade and include physical education, technology, media, Spanish, art and music. All students have physical education two or three times per week. Physical education is designed to help students develop the skills they will need to be physically active throughout their lives, whether they choose to participate in team sports, individual sports or recreational activities. Lessons are designed to maximize student movement through the use of small games and fun individual competitions. An annual all-school Fun Run is enjoyed by students and staff alike, and is well-attended by family members who encourage and cheer on the students.

All students participate in an hour long weekly technology class. Each year begins with a unit on digital citizenship to teach students how to keep themselves safe and healthy online in school and beyond. Through this course students are introduced to many computer applications and complete a variety of open-ended projects that foster personalized learning according to student interest. The complexity of the projects increases each year. Students enjoy learning to code, beginning in primary grades, by programming robots and drones. Applications such as Google Forms, Google Earth and Google Sheets are introduced to students through their technology course and are applied to projects and activities in the core classroom instruction.

Through third grade, in addition to visiting the media center for weekly book check-out, students have a media class, where they are introduced to great literature, authors, and illustrators. They develop literacy skills in informational reading and the inquiry process.

Starting in fourth grade, students have weekly Spanish classes in which they begin to learn the Spanish language and the culture of various Spanish-speaking countries. The goal of the Spanish class is to develop communication skills. Through the use of immersion techniques, even in beginning classes, the Spanish language is spoken to students and by students for much of the class.

Art class is scheduled for one hour per week for all students. Students have the opportunity to develop their artistic talents and skills while creating art using a variety of mediums. Each year, students deepen their understanding of the principles of art as they draw, paint, and create three-dimensional and digital works of art. Students spend the majority of their art class involved in the process of creating, which fosters persistence, risk-taking and innovative thinking. Student artwork is showcased in school and community art shows and maintained in digital student portfolios.

All students engage in music activities in their twice a week music classes. The music classroom is bursting with energy when young students sing familiar songs, learn simple melodies and move to basic rhythms. Using Kodaly methodology, students develop their ear for singing and practice sight singing. Sunset Hill students learn to make music with their voice, hands and feet. They also learn music concepts using rhythm instruments and xylophones. Students look forward to fourth grade, when they are taught to play the ukulele as part of their music experience. At all levels, students enjoy performing for their families at various points during the year.

In addition to the visual and music arts, fifth grade students have an amazing theatre arts experience through a partnership with Stages Theater, a professional theatre company in the nearby suburb of Hopkins. Participation in a traditional play has been an option to students through after school programming for many years. In the past three years, to ensure each and every child has the opportunity to be involved in a theatre performance, the Sunset Hill PTSA has partnered with Sunset Hill staff to provide a two-week in house experience known as Paths to Peace. Every student in fifth grade has the opportunity to work with an artist to create and perform a unique play about peace and what it means to them. Feedback from parents has been excellent, and we are very proud to be able to foster this experiential learning for all students.

3. Academic Supports:

3a. Students performing below grade level

Sunset Hill has a Multi-Tiered System of Support in place for both academic and social-emotional learning. Students are assessed at regular times during the school year using local common assessments and benchmark assessments. PLCs and other collaborative teams review student progress and plan intervention services according to the data. The building schedule allows for two blocks during the day in every grade level to be designated as “What I Need” time (WIN). During this time, classroom and support teachers can meet with individuals or small groups to differentiate the learning and target specific skills.

Literacy and math specialists provide additional instruction during WIN time. These teachers focus on interventions for students who meet the criteria for intervention and may also serve as a resource for classroom teachers and support staff. They gather data, meet with grade level teams, and do additional assessments for targeted instruction.

Reading interventions include, but are not limited to, Reading Recovery (grade 1), SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words), Reciprocal Teaching, Repeated Reading, and Leveled Literacy Intervention. Math specialists have received extensive training and use the materials provided by the general education program.

In both areas, students’ progress is monitored regularly, so that teachers can determine whether or not the intervention is working. If progress is inadequate, the intervention is adjusted. In cases where progress is not satisfactory, the Problem Solving Team (PST) will review the records and further analyze the student’s progress to determine what steps might be taken, including the possibility of a referral for special education. Families receive regular reports on student progress, and are involved throughout the problem solving process. The goal of intervention is to accelerate student learning to the point where students can fully participate in and be successful in the general education program.

3b. Students performing above grade level

Sunset Hill’s Gifted and Talented program is designed specifically to meet the academic, cognitive and affective needs of students performing above grade level. Students may be identified as gifted, based on aptitude; talented, based on achievement; or both.

Gifted and talented students are served through a collaborative partnership between staff, students and families. Beginning in second grade, students who are performing above grade level are provided enrichment activities through a variety of units led by the gifted and talented teacher. Students are given choice in their options for enrichment, which allows them to develop their interests and increase

engagement. Popular enrichment activities include: Robotics and Coding, STEM with a focus on Engineering, STEM with a focus on Science, Creativity through Traditional Literature and Real World Connections through Math.

Approximately ten percent of students are served through this talent-based program, and students from historically underrepresented groups are identified at the same ten percent rate, to ensure they are proportionately served. Beginning in fourth grade, students who demonstrate talent through high test scores are provided advanced instruction in the areas of language arts and/or math. Our gifted program also provides a focus on social emotional skills and the experience of being with similar learners.

3c. Special education

Wayzata Public Schools provides a full range of educational service alternatives. All students with disabilities are provided the special instruction and services which are appropriate to their needs. The service delivery model includes both pull-out and push-in support. Method(s) of providing special education services for the identified pupils include small group services in a special education setting, one-on-one in a special education setting, small group services in a general education setting, one-on-one services in a general education setting, and/or indirect services as their needs require.

All special education providers are licensed and specially trained to deliver the academic, social, and behavioral services identified in a students' Individual Education Plan. Our licensed staff is supported by trained paraprofessionals, all of whom support students by working from their strengths to gain independence. The special education curriculum is aligned with the general education program to draw on the benefits of consistent language and approach.

In an effort to support students behaviorally and emotionally, the district has created a specially designed classroom within our school. This has further allowed us to meet the diverse needs of our students within our own school community. This classroom maintains a social worker that provides the mental health component to our program while teaming with a special education teacher who provides the academic work they need. Students are assigned a homeroom and able to maintain a supportive structure as they navigate peer interactions and grade level academic content.

Sunset Hill is intentional with the scheduling of core content areas in each grade level throughout the day. We stagger our reading and math blocks so that special education staff is able to maintain a consistent schedule for addressing student needs but without disrupting Tier 1 instruction. Instead, teachers support students during math and reading so students have access to grade-level instruction and standards.

3d. ELLs, if a special program or intervention is offered

In 2019-20, Sunset Hill enrolled 42 English Learners (ELs), who speak 30 languages. Our EL students are seen as an asset to the school and have outperformed the state average in progress toward English proficiency as defined by the State of Minnesota. Most recently, Sunset Hill's ELs progress stood at 84.6 percent, exceeding the state average of 61.4 percent by over 20 percent.

Sunset Hill strives to ensure that each English Learner develops linguistically, academically and cognitively within a socially and culturally supportive environment. A pull-out model, focusing on the development of academic language and skills, is the primary delivery model. The English Learner program teaches listening, speaking, reading and writing through content. Some language instruction also occurs in the general education classroom.

The amount of EL instruction varies by student, based on individual needs. EL instruction is informed by theories of language acquisition, current pedagogy, and current materials. EL teachers focus on literacy and specialized vocabulary and academic language in the content areas. To plan instruction, EL teachers carefully consider the WIDA standards for English language development and students' level of English language development. They also analyze formative and summative assessments to collaborate with classroom teachers and ensure that instruction meets student needs connected to grade-level content.

Staff at Sunset Hill make sure students and families have access to opportunities both at school and outside school by reaching out to families, setting up interpreters, and hosting an international celebration. Technology is also used to enhance communication and to build understanding. Family engagement is a priority at Sunset Hill. During the 2019-20 school year, the school has been working with Wayzata's Extended Learning Coordinator to pilot "Our Best Legacy." This researched-based program from the University of Minnesota focuses on two-way communication between school and families by tapping into the assets of immigrant families and ensuring access to opportunities at school and in the community.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

Sunset Hill has been recognized for high achievement of Asian students in both reading and math, and is pleased that the overall achievement gap has narrowed in recent years. However, an achievement gap persists for students who identify as black or African American. In addition to the intervention services identified above, we have an intentional and multi-pronged approach to closing the achievement and opportunity gaps present in our school.

We acknowledge that positive relationships are the cornerstone of a quality education and work to increase the sense of belonging for all children and their families. We assist families in their navigation of the school system with an achievement specialist dedicated to supporting school-dependent students and increasing parent involvement in their children's education. To decrease the opportunity gap, similar assistance is provided to families so all children can participate in community sponsored events, including enrichment offerings, summer camps and local sport clubs. Staff help families to overcome barriers including transportation and participation fees.

To reduce the academic achievement gap, rigorous programming is provided to all students; a priority based on the understanding that all students can think at high levels, given appropriate support. Teachers have received professional development to plan for specific open-ended tasks known as low-floor/high ceiling tasks. These tasks are accessible to students at a novice level while still challenging students who have an advanced understanding of a concept.

Historically, black or African American students have been underrepresented in gifted and talented programs. At Sunset Hill, the gifted and talented program includes unit-based programming for talented students, regardless of test scores. This recent change in programming reflects a growth-mindset and has resulted in the inclusion of talented students from previously underrepresented groups.

Through our continued efforts, we anticipate that the achievement gap will continue to decrease.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We provide engaging opportunities for students to develop academically, socially and emotionally. The entire Sunset Hill community operates under the motto, “Trojan Pride on the Sunny Side,” which is exemplified through practicing safety, honesty, respect, a desire to learn and embracing diversity. Embracing these values enables us to be a community that is nurturing and welcoming to all.

We aim to provide a well rounded academic experience for all students. In addition to regular instruction in physical education, art, music, Spanish, media and technology, students showcase their learning in the school and community. For example, students may perform in music programs, participate in all-district choir events and display art in the community or school art club. Students can also choose to compete in regional math competitions, Lego League and student council.

Our “What I Need” program (WIN), ensures differentiated instruction at all grade levels. By setting aside 30 minutes in math and reading each day, teachers meet student needs without interrupting Tier 1 instruction. WIN also allows staff to “push-in” as opposed to pulling students from class, helping to maintain community and student confidence. Student progress is monitored with formative and summative assessments aligned to standards.

Our recently updated gifted programming centers on student choice. Students can participate in robotics and coding as well as author studies and poetry. This flexibility gives students a chance to delve into math, literature and science in ways that interest them.

Adopting Positive Behavioral Interventions and Supports (PBIS) has given us a framework to support students’ academic, social and emotional growth and foster a positive learning environment. In addition, Restitution, an approach that engages students at the meta-cognitive level, instructs students on how to fix mistakes and develop empathy.

Sunset Hill contracts with Relate Counseling to further support the social and emotional needs of specific students. Counseling sessions, which are offered twice a week, address topics including depression, anxiety, ADHD, peer difficulty, grief, trauma and other school-related challenges. These wrap-around services ensure the safety and well-being of students and contribute to the sense that students belong and are supported in our school.

School-wide activities like our fall Fun Run promote health and well-being. Our annual student versus staff basketball game is highly anticipated and engaging for students. Half-time features a student dance performance and talent show. Students also participate in service projects like book drives, collecting and packing diaper donations and making sandwiches for those in need.

2. Engaging Families and Community:

Our students benefit from a strong partnership between the school, families and community members. In order to work together, the staff at Sunset Hill uses a variety of strategies to increase engagement and build authentic relationships with families and the greater community.

Information about school and classroom activities is posted on our school website and shared through weekly newsletters, classroom folders and electronically through email, Twitter and Facebook. In partnership with our Parent-Teacher-Student Association (PTSA), we coordinate various events for parents including open houses, conferences, book fairs, concerts, celebration events honoring our veterans, school plays and field trips.

At PTSA meetings, teachers are always present and provide grade-level curriculum updates. This format allows larger district items a venue for sharing and clarification by the principal. Topics range from

curriculum to facility needs and finance.

Throughout the school year, we offer evening events aimed at helping families support their children academically. These events are well attended and open to all parents and guardians of students. For example, our math night offers an organic way to partner with parents by showing them how their students are learning and what specific things they can do at home to provide support. Students teach their parents to play curricular games, while teachers are on hand as facilitators, modeling strategies that parents can use at home. We consistently receive positive feedback on this event and similar programs offered to support literacy.

Sunset Hill has built a strong relationship with Interfaith Outreach and Community Partners (IOCP), which is an organization that supports struggling families in our community. Our staff works directly with IOCP to provide homework help at designated housing developments within our attendance area. This partnership builds relationships with the whole family system and goes beyond just ensuring that basic food and clothing needs are met. Together, our school community and the staff at IOCP work to remove barriers to students' participation in extracurricular activities, access to technology and school programming, child care and pre-school screening.

We have also been able to develop a parent academy that teaches the cohorts of parents how to navigate the public school system and maximize learning. These sessions address cultural needs and differences, curriculum support and childhood developmental needs as related to academic, social and emotional stability. These sessions are supported by varying district staff including technology specialists, integrationists, social workers, teachers, behavior analysts and administration.

3. Creating Professional Culture:

Teachers at Sunset Hill play a central role in the leadership and professional development process, ensuring that their voices are heard and valued. Our leadership team consists of representatives from each grade level and specialist area including special education. Their collective work has been integral in creating a culture of learning and risk-taking that has resulted in some of the most impactful changes we have implemented in the past several years.

Each school year, the leadership team reviews critical student data and creates building goals that reflect best practices in teaching. Monthly meetings throughout the year focus on identifying the needs of staff members. Team members then collaborate to plan professional development based on those needs. Our professional development approach aims to build teacher capacity and support continuous learning that directly impacts students. Building PLCs meet regularly to share and adjust their teaching strategies based on student progress. Intervention and special education teams are consistently included in this process.

The work of our teacher leaders has been fruitful. This team led a shift towards a more proactive approach to school discipline by embracing Restitution and training all licensed staff in specific, consistent classroom management strategies. Both of these instances required extensive input from individuals and teams. We have also tailored professional development for non-licensed staff to fit their work schedules.

Lesson study has been another key opportunity to strengthen our instructional framework. Teachers initiated the process, which put teaching teams into a cycle of planning a lesson together, watching each other teach the lesson and then reviewing and refining the lesson for follow up. This work required vulnerability, which led to deep learning and collaboration among teachers.

To encourage one another, the staff has made a habit of recognizing the positive and effective work of colleagues in staff meetings and weekly staff communication. Painted rocks with words of affirmation are provided to each other, accompanied by a note of gratitude. The principal periodically provides flowers at staff meetings, asking the staff to give a flower to a colleague in appreciation of their exemplary work. In this way, we have built capacity around positivity and teamwork.

Through our building's coordinated and collaborative efforts, we met our building goals during the last two NBRS 2020

academic years. This is a result of the collective efficacy we created by being clear about our goals, directing development where it was needed and supporting each other in ways that build up and motivate.

4. School Leadership:

Sunset Hill's leadership philosophy centers on the belief that for teachers and staff to be effective, they need the opportunity to teach and learn from each other and take risks. As a result, school leadership is highly collaborative. Our Building Leadership Team (BLT), which consists of the principal and teacher representatives from all grade levels and departments, decides the direction of the building's professional development and creates a unified approach for implementation.

In addition to our BLT, teachers serve as leaders on committees that have led to several impactful initiatives, all of which have been planned and implemented by staff members. For example, ENVoY training was requested and planned by teachers. ENVoY, Educational Nonverbal Yardsticks, comes from Michael Grinder's research. It is a classroom management approach that utilizes non-verbal strategies to allow teachers to communicate expectations while maintaining positive relationships. Thirty staff members attended summer training on-site, and our leadership team supported ongoing coaching three times during the school year. When leadership comes from within the staff, we are able to tap into teacher expertise and have strong buy-in, which has created positive outcomes for students.

Teacher leadership has also helped our staff embrace new math and reading curricula in recent years. Several staff members were a part of curriculum review and led training and ongoing support with the building and district. Their enthusiasm and expertise led to a solid implementation of the programming, resulting in an increase in student achievement.

Our Professional Learning Communities (PLC) empower teachers to learn through collaboration and risk-taking. PLCs meet regularly to review student data and make refinements to their instruction to better meet student needs. For the last two years, our PLCs have adopted a lesson study model that provides time for teachers to plan, observe, and reflect on the teaching of individual lessons. These exercises enable teams to hone their practice and better support students.

When creating our building schedule and allocating FTEs, we focus on student needs, academically, socially and emotionally. We use benchmark math and reading data, classroom summative assessments and building referral data to highlight where teaching resources are needed most. Then the staff is assigned to these areas to ensure resources are available. Adjustments occur throughout the school year as students evolve and grow. We are able to make this happen because all staff is committed to working together to support our students.

School leadership also includes our students. We have an active student council that generates and implements creative ways to serve their school and community. They have developed school-wide activities to increase awareness of bullying, emphasize the importance of kindness and encourage community service. We have even called upon them to provide valued feedback around behavior expectations and the creation of our school-wide beliefs.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Sunset Hill, social and emotional learning is embedded in all that we do to educate and honor the whole child. While we have a strong systems approach to our academic programming, we know that social and emotional health is essential for academic learning to be successful.

As a result, using the principles of Restitution allows us to keep the student as an integral part of understanding perspective and a deeper connection through relationships with others. Students are supported in seeking solutions that are positive for their school community when issues arise. Our work in this area is what sets us apart from other exemplary schools.

Restitution, and its approach, was developed by Diane Gossen based on Dr. William Glasser's concepts of control theory and quality school. Therefore, students receive universal instruction about basic human needs and how to find ways to meet those needs. We also spend time teaching about school-wide beliefs, and we have developed expectations for hallways, classrooms, the cafeteria, the playground, bathrooms and other areas around the school. After all, when students know what is expected, they are more able to be successful.

The most critical element of this work, and probably the most challenging, has been teaching students about how their choices impact others. We want students to understand that mistakes are inevitable, but they can repair and fix those mistakes by restoring relationships that also serve to strengthen themselves in the process.

We don't shame students but teach them about themselves and coach them in becoming better people, which includes helping others. In this way, our students are learning about the importance of perspective-taking, how to appreciate differences and develop empathy. When students understand that we all have basic needs to fulfill, it helps them see that they are more alike than different and that they can satisfy the needs of others as well as their own.

Restitution has had a profound impact on our students' sense of belonging and their social and emotional growth. Without a strong sense of self and belonging, a student's academic growth is negatively impacted, and behavior will not change. Our efforts to provide structured, tiered instruction in both academics and social and emotional learning allow us to create a community where all children belong, grow and achieve.