



School Improvement Plan Somerset Elementary School 2022-23

Bellevue School District Vision

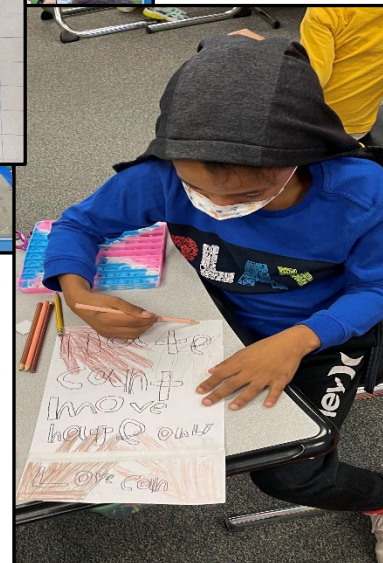
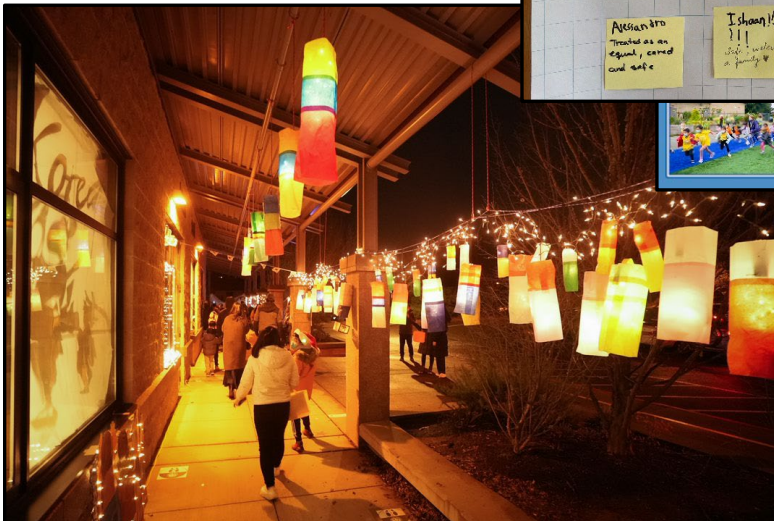
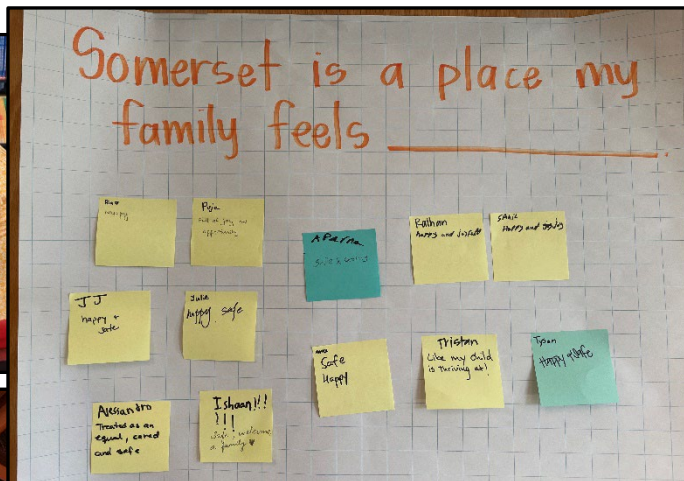
To affirm and inspire each and every student to learn and thrive as creators of their future world.



Somerset is a school that seeks to support and inspire a diverse student population of approximately 630 students each day. Our school community prides itself on being a collaborative place that learns from the many cultural backgrounds of our families, affirming each of our students' unique stories. Our staff is dedicated to providing rich learning experiences for our students as they engage with each other to actively become "creators of their future world."

What is unique about Somerset?

- Somerset believes student to student and student to adult connections in our school community are a key component for a strong sense of belonging.
- Somerset continues their partnership with the Achievement Network (ANet). ANet supports student engagement in high-quality instruction that is grounded in standards and informed by data.
- Somerset is one of four Bellevue elementary schools that has a self-contained Advanced Learning program for qualifying students in grades 2-5.
- Somerset is honored to have a strong community and PTSA support. We foster strong partnership, outreach and engagement within our diverse Somerset community to ensure that all students and families have equitable access to resources and experience a sense of belonging. Our active PTSA works collaboratively with our staff to provide curricular, instructional, and social emotional enhancement for every student at Somerset.



See Appendix for School Profile

Affirm and Inspire

Student Well-Being

Strategic Plan Student Well-Being Goal: Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Student Well-Being Priority: Sense of Belonging

Providing school and classroom environments where all students feel a sense of belonging can increase academic success and well-being. Schools have increased students' sense of belonging by engaging students in the conversation and in the creation and leading of strategies and improvements.

Sense of Belonging Measures and Targets

Increase percentage of students reporting a sense of belonging on the Panorama student survey from Spring 2022 to Spring 2023, with a reduction in subgroup disparities.

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable (Grades 3-5)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	69% (431)	75% (416)	81% (347)	80% (366)			
Asian	70% (281)	75% (320)	81% (263)	80%			
Black	*	*	*	*			
Hispanic	63% (12)	73% (11)	81% (16)	*			
Multi-ethnic	69% (36)	77% (24)	86% (19)	78%			
White	68% (60)	76% (56)	79% (47)	74%			
Students with Disabilities	*	77% (12)	74% (18)	71%			
English Learners	56% (29)	63% (31)	68% (24)	76%			
Low Income	65% (23)	68% (15)	71% (24)	75%			

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.

Data Reflection

Somerset Sense of Belonging has increased from 69 % in 2017 to 80% this spring. It has increased in all subgroups. Our biggest increase for sub-groups from fall 2021- spring 2022 were for our English Learners which increased 8% points. This same group grew from 56% in 2017 to 76% in 2022.

Multi ethnic students dropped in their reporting of sense of belonging from fall of 2021 at 86% to 78% spring of 2022. Interesting sub-group data because this group of students scored higher than any other racial group on the specific question "How much do you feel like you belong at your school?" In contrast, this group reported lowest score on "How connected do you feel to adults at your school?"

Key Strategies / Adjustments

- Students will participate in the following school-wide projects and activities:
 - Continue birthday recognition with the principals in a monthly Birthday Fun Run.

- Continue Principal read-aloud in each classroom with a new book, *Hello, Star*. Principals will use the text to launch Global Competency domains.
- Classroom activities focused on sharing stories and affirming identities of students and families.
- Unity and Kindness week (daily activities that collects and shares student voice).
- Counselor and MLL facilitator will lead friendship groups for new students and those who qualify as MLL.
- Students are recognized for being **STARS**; Safe, Trustworthy, Accepting, Respectful, and Solving problems. Positive behaviors are recognized with star tickets for school wide celebrations. This is a continuation of what was started in 2019-20 with the addition of duplicate copy so students can share their efforts with their families.
- Check-in Check-out with GSAs and student led mentorship will be provided to identified students needing additional support. Successful program for supporting students in tier 2.

Student Well-Being Priority: Social-Emotional Learning

There was much joy in the return to in-person learning last year. At the same time, the learning environment was not the same and required many health measures, such as masking and distancing to prevent the spread of COVID. Social-emotional learning has taken front stage in terms of student needs and will continue to be a high priority this year. Most evident is the need for embedded SEL in all classrooms, while also providing specific time and space for SEL lessons. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.

Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2022 to Spring 2023.

Grades 3-5: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020 (n=342)	Spring 2021 (n=272)	Fall 2021 (n=356)	Spring 2022 (n=367)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	80%	81%	80%	79%			
Social Awareness	74%	76%	75%	72%			
Self-Efficacy	67%	76%	70%	70%			
Emotional Regulation	51%	55%	55%	54%			

Data Reflection

We have not met our goal of increasing social emotional competencies, yet we have remained stable in all four of the competencies.

Key Strategies / Adjustment

- All students will experience a class meeting at least 30 minutes per week to build strong community in the classroom and a greater sense of belonging with the school where emotional regulation will be taught and practiced.
- The school master schedule provides a 25-minute SEL block for most classrooms at the beginning of every school day.
- K-2 students will have instruction and access to the Kimochi feeling curriculum and tools. All classrooms now have access to the stuffed characters and matching books/resources. This is a continuation of resources provided by Somerset PTSA.
- Students will receive high quality instruction using the district provided SEL curriculum following the pacing guide. A focus on Meta-moment and Blueprint will occur during the second semester in grades 3-5.

Learn and Thrive

Academic Success

Strategic Plan Academic Success Goal: Students achieve high levels of academic success and outcomes are not predicted by race or income.

Academic Success Priority: Literacy

Early literacy will be a priority, with professional development and support provided to all K-2 educators to implement science of reading and evidence-based interventions.

English Language Arts Growth and Proficiency Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in literacy and making typical or high growth in literacy from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Subgroup	Grades 3-5: Star Reading Proficiency and Growth					
	Star Reading % Proficient			Star Reading % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	88% (359)	88% (372)		77% (356)	75% (355)	
Asian	90% (263)	91% (281)		78% (260)	75% (267)	
Black	*	*		*	*	
Hispanic	78% (18)	63% (16)		72% (18)	69% (16)	
Multi-Ethnic	90% (30)	95% (21)		80% (30)	70% (20)	
White	78% (46)	77% (52)		70% (46)	78% (50)	
Low Income	43% (14)	72% (25)		79% (14)	81% (26)	
English Learner	50% (26)	29% (28)		76% (25)	87% (23)	
Students with Disabilities	38% (16)	45% (20)		75% (16)	70% (20)	
Female	88% (173)	87% (192)		79% (172)	76% (182)	
Male	88% (186)	89% (180)		76% (184)	74% (173)	
Advanced Learning	98% (183)	99% (193)		79% (181)	80% (192)	
Traditional	78% (176)	75% (179)		75% (175)	69% (163)	
Grade 3	86% (80)	83% (117)		82% (79)	73% (113)	
Grade 4	92% (147)	88% (112)		78% (146)	77% (104)	
Grade 5	86% (132)	92% (143)		73% (131)	75% (138)	

Data Reflection

Students at Somerset continue to score high on the nationally normed STAR assessment. Seventy five percent of Somerset students show typical to high growth. This STAR data is consistent with the scores of Spring 2022 data. Multi-ethnic students increased from 90-95% meeting proficiency. Low income had significant growth from 43-72%. Students with disability increased 38-45%. 5th grade scores went from 86-92%. 81% of Low-income students showed typical or high growth 80% of Advanced learning students showed typical or high growth 87% of English Language showed typical or high growth. Lowest growth Proficiency: Hispanic and white students.

Key Strategies

Reading

- K-2 students will spend at least 10 minutes per day in a researched based phonemic awareness lesson that is consistent and builds over the course of primary grades.
- Shift from a balanced reading model to explicit and systematic instruction of foundational literacy skills which will include phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Continued partnership with the Achievement Network. In literacy this partnership will support student engagement with comprehension of complex, grade level text, with a particular focus on providing multi-lingual learners access points and an increased vocabulary and deeper comprehension for all.
- Multi language Learners and students with an IEP in reading will have access to grade level content in their general education classroom supported by the Special Education and MLL team. Special education teacher and MLL facilitator will co-plan and co-teach lessons with the general education classroom as needed.

Academic Success Priority: Math Proficiency

Math proficiency will continue to be a high priority at all levels, based on student outcome data. Key instructional strategies center on deepening implementation of the Illustrative Math curriculum and culturally responsive and inclusive practices, such as language routines.

Math Proficiency and Growth Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in math and making typical or high growth in math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Subgroup	Grades 3-5: Star Math Proficiency and Growth					
	Star Math % Proficient			Star Math % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	84% (362)	85% (372)		75% (200)	74% (350)	
Asian	89% (269)	93% (282)		74% (137)	78% (262)	
Black	*	*		*	*	
Hispanic	67% (18)	44% (16)		91% (11)	63% (16)	
Multi-Ethnic	73% (30)	71% (21)		82% (17)	45% (20)	
White	70% (43)	59% (51)		69% (35)	64% (50)	
Low Income	38% (13)	52% (25)		*	58% (26)	
English Learners	64% (25)	66% (29)		87% (15)	87% (23)	
Students with Disabilities	47% (15)	35% (20)		*	63% (19)	
Female	81% (178)	84% (192)		70% (97)	74% (183)	
Male	86% (184)	86% (180)		79% (103)	73% (167)	
Advanced Learning	98% (188)	99% (193)		83% (89)	76% (189)	
Traditional	68% (174)	70% (174)		68% (111)	71% (161)	
Grade 3	81% (80)	90% (117)		68% (77)	81% (112)	
Grade 4	87% (148)	83% (112)		79% (122)	69% (103)	
Grade 5	82% (134)	83% (143)		*	71% (135)	

Data Reflection

Students demonstrating the greatest struggle with meeting grade level proficiency in Star are students with disabilities, English Language Learners and those who qualify as low income.

Somerset has about 15% of students not meeting grade level proficiency this fall in Star Reading and Math in grades 3-5.

Female students showed a greater discrepancy from their male counterparts in math (9%) growth even though they had a 3% higher score in ELA growth.

91% of our Hispanic students and 87% of ELL students showed typical or high growth in math from fall 2020-Spring 2021.

Key Strategies

- Further develop high quality student talk through Math Language Routines (MLRs) to improve mathematical understanding and language for all students. (MP#3)
- Increasing the use of centers in all grades to support the structure of Illustrative Math, so students get the full benefits of a curriculum that is aligned to Grade Level Math Standards and the Standards of Mathematical Practice.
- Grade level teams will collaborate around Illustrative Math units using consistent school wide protocols with direct support from the BLT as PLC facilitators to unpack student learning and progress towards meeting grade level standards.
- Teachers facilitate the synthesis of the mathematics of each lesson, with references to student work and discussion in order to reinforce the learning goals.
- Multi language Learners and students with an IEP in math will have access to grade level content in their general education classroom supported by the Special Education and MLL team. Special education teacher and MLL facilitator will co-plan and co-teach lessons with the general education classroom as needed.

Family Engagement

Strategic Plan Family Engagement Goal: Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Family Engagement Priority: Inform, Support, and Empower

Family and Community Engagement will continue to center on three priority objectives:

- **Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information and obtain academic, health and wellness services.
- **Supported:** A BSD family is supported when they can utilize the systems within the district to serve their student's unique needs, strengths, and circumstances.
- **Empowered:** A BSD family is empowered when they can use their individual or their community's collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

Priority Family Engagement Measures and Targets

Increase percent of families reporting they feel informed, supported, and empowered to contribute to their student's success.

Family Subgroups	Percentage of Favorable Responses on Family Engagement Survey								
	Informed			Supported			Empowered		
	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	63% (304)	67% (321)		64% (304)	71% (321)		61% (304)	71% (321)	
Asian	65% (228)	68% (245)		65% (228)	71% (245)		62% (228)	72% (245)	
Black	*	*		*	*		*	*	
Hispanic	69% (12)	70% (21)		58% (12)	69% (21)		64% (12)	74% (21)	
Multi-ethnic	49% (25)	69% (15)		57% (25)	87% (15)		41% (24)	78% (15)	
White	56% (38)	56% (39)		64% (38)	65% (39)		65% (38)	98% (38)	
Students with Disabilities	53% (10)	61% (14)		51% (10)	71% (14)		43% (10)	61% (14)	
English Learners	63% (30)	68% (70)		66% (30)	74% (70)		64% (30)	70% (69)	
Low Income	73% (10)	64% (20)		77% (10)	71% (20)		68% (10)	70% (20)	

Data Reflection

The percentage of families feeling informed, supported, and empowered is within 3% points.
 The subgroup feeling the least informed, supported, and empowered is multi-ethnic families.
 White families feel more engaged and empowered than they do informed.
 Low-income families report feeling the most informed and engaged.

Key Strategies / Adjustment

- Ongoing Listening Circles with parents representing racial subgroups will be facilitated this year to listen to their individual stories and learn from them about how we can best support their students at Somerset.
- Continued partnership with PTSA to maximize communication channels for diverse groups and languages.
- Virtual Principal Parent connects focused on social, emotional, and academic priorities.

Families are invited to tell their stories throughout the year and attend schoolwide events focused on sharing stories and affirming identities of students and families at our school wide festivals, AAPI and Winterfest.

<https://youtu.be/xsCDZUfjdbc> <https://youtu.be/nXyKBxA5zW0>

Creators of Their Future World

Strategic Plan Goal: Students effectively problem solve and lead for positive local and global change by developing global awareness and cultural competency and learn advanced skills in processing and applying information through the effective use of technology and engineering.

PreK-12 education in the Bellevue School District will prepare each and every student to be a creator of their future world. The creator of their future world will think critically, problem solve collaboratively, communicate effectively, and take action for positive change of local and global issues.

The entry point or lever into this effort will be global competency. Global competence as defined by the Global Competence Task Force¹, is *the capacity and disposition to understand and act on issues of global significance*. These four domains further define global competency:

Global Competencies

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives, others' and their own**, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural differences.
4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.

[Mansilla 2012](#)

Priority Global Competency Targets

Shared Vision: Develop a shared vision and understanding of global competency with stakeholders

Key Strategies / Adjustment

- August and October Professional Development with staff regarding the 4 Domains of Global Competency, introduction to the 17 United Nations Sustainability goals, and student-based activities on being "Creators of their Future World"
- Principal Read Aloud *Hello, Star* to introduce the basic 4 Domains of Global Competency to all k-5 classrooms
- Principal Presentation at Curriculum Night introducing the 4 Domains of Global Competency

¹ Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning.

<ul style="list-style-type: none"> • November school-wide focus for students on the four domains of Global Competency with template of weekly resources and opportunities to engage with diverse cultural celebrations
<ul style="list-style-type: none"> • Partnering with MLL department to affirm heritage languages and create a world language focus in kindergarten classrooms.
<ul style="list-style-type: none"> • Spring school-wide focus on the four domains of Global Competency with template of weekly resources and opportunities to engage with the 17 United Nations Sustainability Goals

School Overview

Somerset is a school that seeks to support and inspire a diverse student population of approximately 630 students each day. Our school community prides itself on being a collaborative place that learns from the many cultural backgrounds of our families, affirming each of our students’ unique stories. Our staff is dedicated to providing rich learning experiences for our students as they engage with each other to actively become “creators of their future world.”

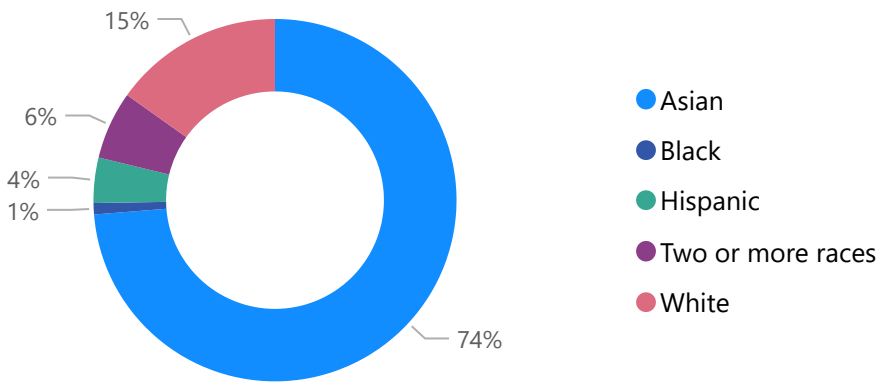
14100 Somerset Blvd SE
Bellevue, WA 98006

<http://www.bsd405.org/somerset>
425-456-5800
Cathy Elder

Programs Offered

Advanced Learning

Racial Diversity



School & Student Characteristics ¹

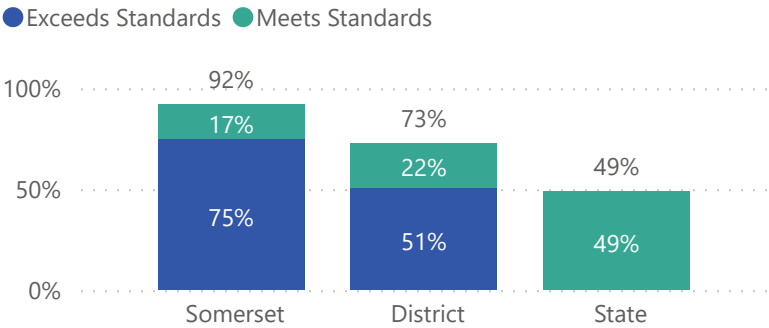
	Somerset Elementary School	District Elementary Average	2
Enrollment (10/1/2021)	630	435	
Average Attendance Rate	96%	93%	
Eligible for Free/Reduced Price Meals	4%	17%	
Receiving Special Education Services	4%	8%	
English Language Learners	19%	25%	
First Language Other Than English	51%	44%	
Mobility Rate ³	8%	16%	

Summary of Student Achievement

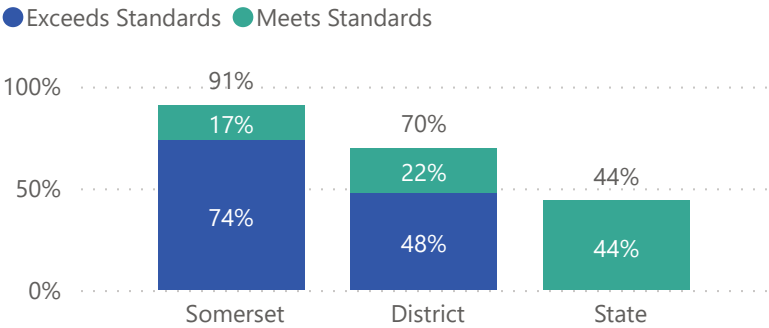
State Assessment Results for Grades 3-5 (Spring 2022)

Percentage of Students Meeting / Exceeding Standards

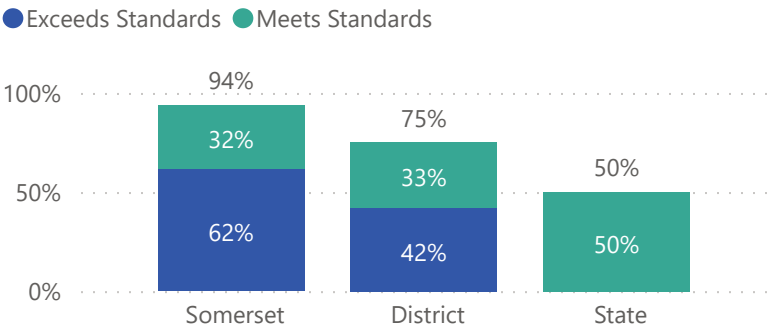
SBA: English Language Arts



SBA: Math



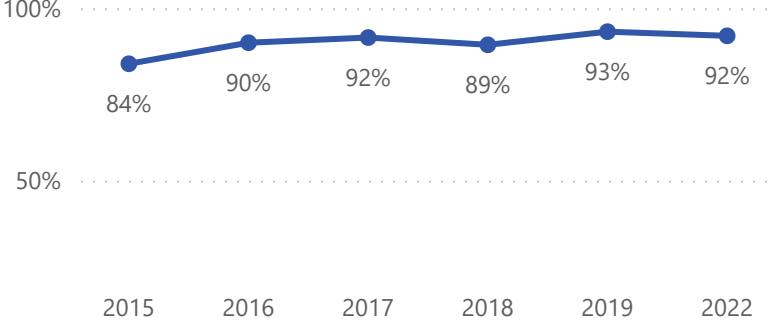
WCAS: Science



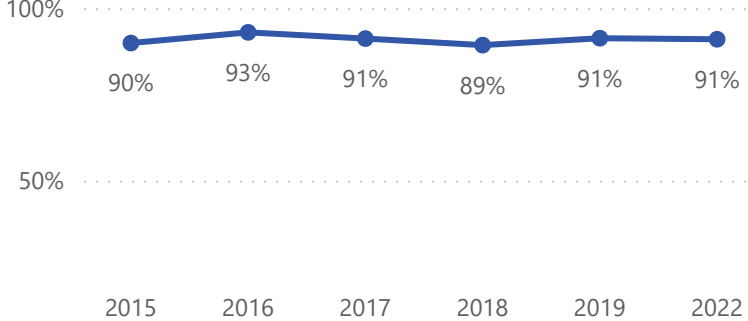
State Assessment Results for Grades 3-5

Percentage of Students Meeting Standards

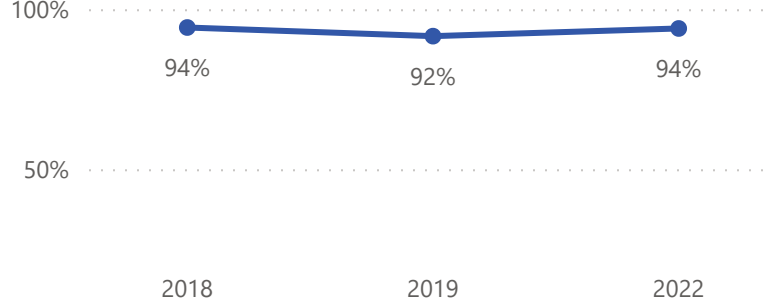
SBA: English Language Arts



SBA: Math



WCAS: Science



Glossary

Science Assessments - WCAS

WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced

Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Special Education Services

Neighborhood schools provide a continuum of special education services.

We provide specialty centers as well:

- * **Cascade** program for students who benefit from behavioral supports due to emotional stressors.
- * **Evergreen** program to serve young adults (ages 18-21) with disabilities.
- * **Olympic** program to support students on the autism spectrum.
- * **Pacific** program for students with significant developmental and intellectual disabilities.
- * **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

1 School and Student Characteristics

Data are from October 1, 2021 unless otherwise specified.

2 District Average

The district averages displayed here are the averages for district elementary schools.

3 Mobility Rate

The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.

4 State Assessment Results

State pass rate percentages combine "Meets Standard" and "Exceeds Standard."