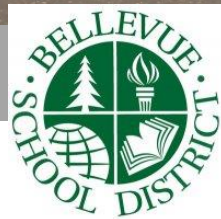


ARDMORE SCHOOL IMPROVEMENT PLAN



2019-2020



SCHOOL PRINCIPAL:
Dr. Anne Reece

The mission of the Bellevue School District is to serve each and every student academically, socially and emotionally through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.

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

Ardmore Elementary

2019-2020 School Improvement Plan

At Ardmore, our vision is to affirm and inspire each and every student to learn and thrive as creators of their future world. Our work in serving every student, every day in every classroom is grounded in inquiry and continuous improvement. Working with the Office of the Superintendent of Public Instruction, we use nine characteristics of successful schools to guide our work.

THE NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

- 1 · Developing a clear and shared focus · 2 · Maintaining high standards and expectations for all students
- 3 · Using effective school leadership · 4 · Engaging in high levels of collaboration and communication · 5
- Providing curriculum, instruction and assessments aligned with state standards · 6 · Ensuring frequent monitoring of learning and teaching · 7 · Delivering focused professional development · 8 · Maintaining a supportive learning environment · 9 · Promoting high levels of family and community involvement

Included in this school improvement plan are details to share the current focus at Ardmore, as well as outline our strengths and opportunities for the year ahead. In addition to promoting continuous improvement of student academic achievement of state learning goals, we recognize that nonacademic student learning and growth are key elements of student well-being and success. This plan is based on a comprehensive needs assessment of our school and programs, and included active participation and input from building staff, students, families, parents and community members.

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Ardmore’s vision is to affirm and inspire each and every student to learn and thrive as creators of their future world.

SCHOOL BACKGROUND

School Improvement Overview

At Ardmore Elementary we are committed to developing students' academic and social-emotional abilities to become life-long learners. Ardmore Elementary is embarking on school improvement processes that strengthen the instructional program on academics and student well-being, as well as our family and community partnerships that strengthen the climate of the school for all families.

We educate our students through the lens of equity and ensure that each and every student is afforded access to a rigorous common curriculum that will prepare them for college, career, and life. Ardmore Elementary provides an enhanced academic focus on standards-based instruction in literacy and math, and science through innovative Science, Technology, Engineering, and Math (STEM) engineering units.

Ardmore Elementary is a STEM school and we integrate STEM activities into classroom routines and celebrate these with an annual Science Fair that involves the whole community. We implement two engineering design challenges at every grade level, offer after-school STEM enrichment, and train teachers in STEM content and instructional skills.

Ardmore Elementary uses an inclusive push-in model for delivery of additional supports such as English Language Learner (ELL) instruction, reading intervention instruction and special education instruction. In 2019-20 we will continue to improve on this model of inclusion by strengthening the supports to grade level teams as the backbone of our professional learning communities (PLCs) work. Each team includes a facilitator from the Learning Assistance Program (LAP), special education, or ELL team who works in collaboration with the grade level teachers to ensure the academic program is standards-based, effectively supported and cognitively rigorous to meet the needs of all students. In 2019-20 we will have an additional co-teacher assigned to our K-3 grade level teams to reduce class size and increase our supports to individual students. The grade level teams operate as professional learning communities (PLCs) focus on co-planning and co-teaching, centering on teacher learning to meet student learning needs and increase performance. The PLCs meet weekly and analyze data and student work to drive the design of units of study and daily lesson plans.

We are in our second year using the Achievement Network (ANet) assessment tools to review the progress of students in Grades 2-5 as a guide to the improvement of our instruction. We will use the assessments to focus our instruction in literacy, so students are well prepared for the cognitive demands of the Common Core State Standards. We will continue to improve our practices of shared reading and minilessons using complex texts and the student practices of annotation of text and writing about texts (Claim-Evidence-Reasoning). Using standards-based instruction, we will work on improving the effectiveness of our small-group instructional practices in reading. Similarly, in Math we will focus on the Math Workshop, with a specific focus on small group instruction, and we will aim to increase the rigor of the math problems that students solve.



School Overview

Ardmore Elementary serves the families and community in the north east area of Bellevue. We aim for excellence in delivering a strong academic program and creating a school climate that supports our students socially and emotionally. Our vision is to affirm and inspire each and every student to learn and thrive as creators of their future world.

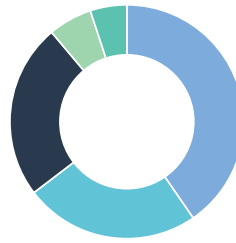
Programs Offered

Cascade (special education), Preschool special education

School & Student Characteristics ¹

	SCHOOL	DISTRICT ²
Enrollment	412	496
National Board Certified Teachers	28%	28%
Eligible for Free/Reduced Price Meals	38%	18%
Receiving Special Education Services	8%	6%
English Language Learners	40%	24%
First Language Other Than English	56%	42%
Mobility Rate ³	30%	14%

Racial Diversity



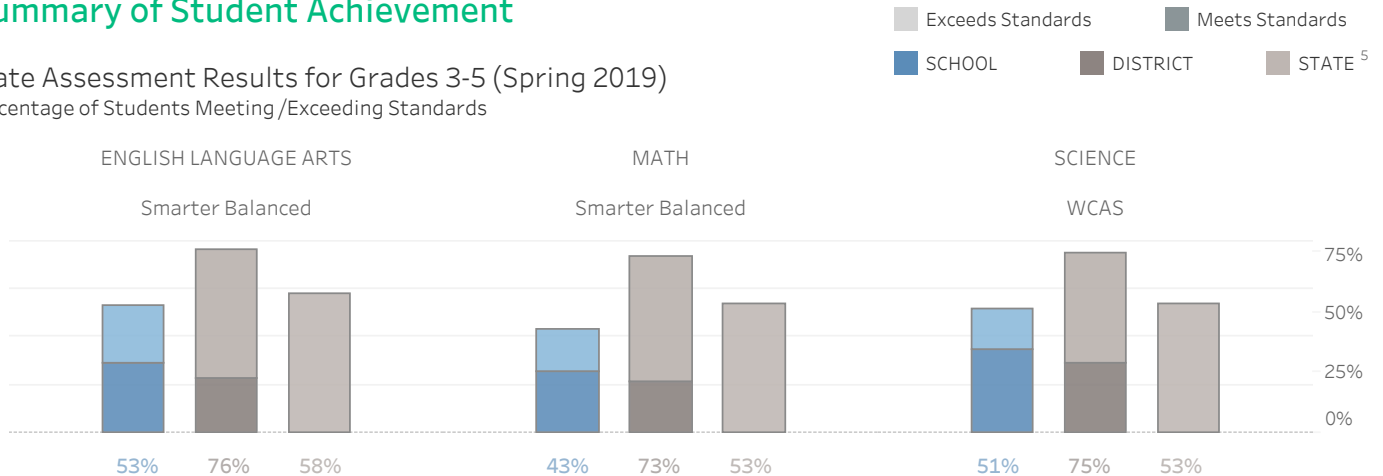
- 40% Asian
- 6% Black
- 24% Hispanic
- 5% Two or more races
- 24% White
- N/A Native American
- N/A Pacific Islander

Attendance & Discipline

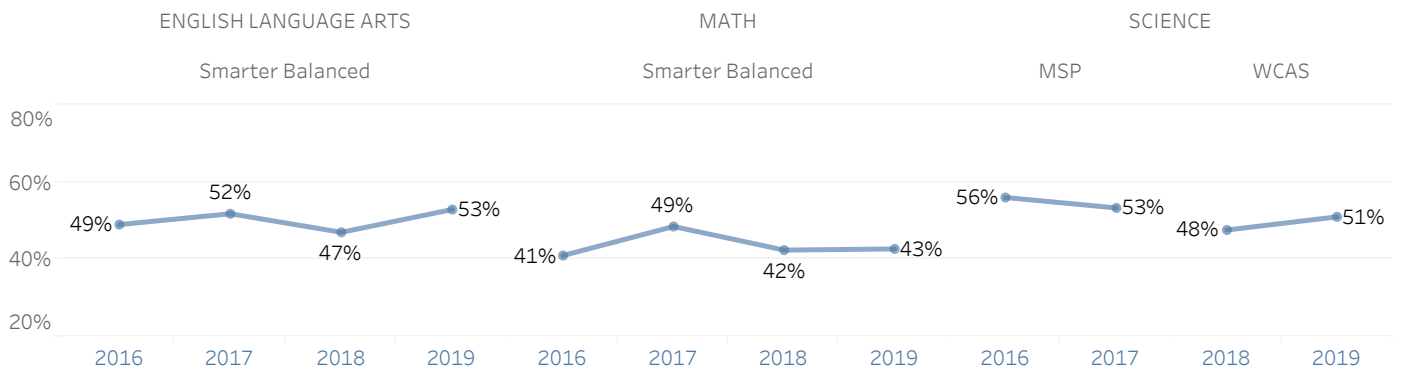
	SCHOOL	DISTRICT
Average Attendance Rate	93%	95%
Students with < 10 Absences Per Year	66%	72%
Students with 18+ Absences Per Year	10%	7%
Suspension Rate ⁴	2.2%	0.6%

Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2019)
Percentage of Students Meeting/Exceeding Standards



State Assessment Results for Grades 3-5 in the Last Four Years
Percentage of Students Meeting Standards



Glossary

National Board Certified Teachers

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

Science Assessments - WCAS/MSP

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 replaces the WA State MSP science assessment. 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, 2018 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 Suspension Rate**
The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.
- 5 State Assessment Results**
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."

WELL-ROUNDED EDUCATION

School Goals & Key Strategies

Ardmore provides opportunities for every student to develop the knowledge and skills essential to:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems.
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Educators at Ardmore provide the foundation for our academic program and conditions for student learning. With the use of Facilitators, we support all teachers to provide high quality and culturally relevant instructional practices. Additional program support is provided to those students who need assistance through a workshop model and in-class small group instruction. Student services are available for students experiencing homelessness or living in foster care. We offer additional academic assistance and staff professional development through our office of multilingual services, special education, learning assistance program and Title I department. Focusing on our key priority areas, we have set the following growth and improvement goals in partnership with our parents, students and staff.

English Language Arts (ELA)

Student Outcome SMART Goals:

- At least 52% of the Class of 2029 (current 3rd graders) will meet state standards in ELA, while meeting WSIF goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in ELA grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups.
 - Goal: Decrease the gap from 46% in 2019 to 40% in 2020.

The tables below show Ardmore’s goal and growth towards all sub groups meeting ELA proficiency. Boxes with an asterisk indicate subgroups where the number of students is not large enough to be shared publicly. Boxes that are highlighted in yellow indicate areas where Ardmore met its sub group goals. While we celebrate growth in many areas, we continue to analyze our actions and implement the strategies identified below to close gaps that have been historically predictable in our school system. Our combined data for grades 3-5 illuminates longer term trends compared to the grade 3 data and serves as the data source for our gap closing goal.

English Language Arts: SBA Proficiency Rates and Goals: Grade 3*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	51%	55%	46%	52%
Asian	85%	86%	56%	60%
Black	*	*	*	*
Hispanic	30%	37%	29%	37%
Two or More Races	*	*	*	*
White	53%	57%	44%	50%
Eligible for Free/Reduced Price Meals	25%	32%	39%	45%
Students with Disabilities	*	*	*	*
English Language Learners	29%	36%	18%	27%

*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year

English Language Arts: SBA Proficiency Rates and Goals: Grades 3-5

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	47%	52%	53%	58%
Asian	74%	76%	70%	73%
Black	11%	20%	*	*
Hispanic	27%	34%	24%	32%
Two or More Races	54%	58%	62%	66%
White	48%	53%	60%	64%
Eligible for Free/Reduced Price Meals	28%	35%	39%	45%
Students with Disabilities	16%	24%	19%	28%
English Language Learners	20%	28%	14%	24%

Our Strengths in This Goal Area:

- Literacy Block Implementation: A focus on balanced literacy last year has shown positive results, particularly in kindergarten and first grade.
- Multi-Tiered System of Support (MTSS) Data Reviews: Teachers conduct grade level data reviews to monitor student progress and adjust interventions.

Key Performance Indicators:

- DIBELs and TRC Assessments in grades K-2: These assessments are administered three times per year as both a universal screener and progress monitoring tool.
- STAR Reading and Math Assessments: STAR is used as a universal screener and progress monitoring tool. These are short assessments in reading and math that are administered to all students each fall and spring. The assessments are computer adaptive, which means they adjust to each answer that students provide. Results from STAR assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.
- Smarter Balanced Assessments (SBA): Starting in 2014-15, Washington State adopted the Smarter Balanced Assessments 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.
- Achievement Network Interim Assessments: These assessments measure students' proficiency on standards in reading and math. We will utilize these assessments to improve instruction and student learning.

Key Improvement Strategies:

To support student growth and achievement for those performing at, above or below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Standards-Based Planning and Instruction: Working in partnership with Achievement Network (ANet), we will increase teachers' understanding of grade level standards, planning with complex texts, and using student data to inform instruction. We will continue to improve implementation of two standards-based practices in ELA: Annotation of complex texts and writing CER (Claim Evidence Reasoning) paragraphs about reading, to improve student abilities to read complex grade level text.
- Professional Learning Communities (PLCs): All teachers are participating in a PLC to improve universal instructional practice and utilize data-driven planning. These PLCs will conduct cycles of improvement to focus on closing achievement gaps and elevating the academic performance of each and every student. Each grade level will have a plan of improvement for instruction for individual students in identified sub-groups who are not thriving at Ardmore.
- Small Group Instruction: All classroom teachers will improve small group instruction to better differentiate instruction by a balanced literacy approach.
- Co-Teaching: This year, we have a full-time co-teacher in each grade from K-3. Co-teachers will support the grade level's PLCs in conducting cycles of improvement that involve assessing student learning and using data to determine needed interventions or acceleration. Co-teachers will work alongside classroom teachers to provide direct instruction to students including intervention, scaffolding, and extensions based on student data.
- Culturally Responsive Materials: Expand classroom libraries to better reflect our richly diverse student population.

Mathematics

Student Outcome SMART Goals:

- At least 59% of Class of 2029 (current 3rd graders) will meet state standards in MATH, while meeting WSIF goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in Math grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups.
 - Goal: Decrease the gap from 46% in 2019 to 40% in 2020.

The tables below show Ardmore’s goal and growth towards all sub groups meeting mathematics proficiency. Boxes with an asterisk indicate subgroups where the number of students is not large enough to be shared publicly. Boxes that are highlighted in yellow indicate areas where Ardmore met its sub group goals. While we celebrate growth in many areas, we continue to analyze our actions and implement the strategies identified below to close gaps that have been historically predictable in our school system. Our combined data for grades 3-5 illuminates longer term trends compared to the grade 3 data and serves as the data source for our gap closing goal.

Math: SBA Proficiency Rates and Goals: Grade 3*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	50%	54%	55%	59%
Asian	92%	93%	81%	82%
Black	*	*	*	*
Hispanic	25%	32%	36%	43%
Two or More Races	*	*	*	*
White	47%	52%	50%	55%
Eligible for Free/Reduced Price Meals	25%	32%	43%	49%
Students with Disabilities	*	*	*	*
English Language Learners	43%	48%	35%	42%

*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year

Math: SBA Proficiency Rates and Goals: Grades 3-5

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	42%	47%	43%	49%
Asian	63%	66%	70%	73%
Black	11%	20%	*	*
Hispanic	23%	30%	24%	32%
Two or More Races	62%	65%	54%	59%
White	44%	49%	37%	44%
Eligible for Free/Reduced Price Meals	27%	34%	30%	38%
Students with Disabilities	22%	30%	14%	24%
English Language Learners	20%	28%	22%	31%

Our Strengths in This Goal Area:

- Professional Learning: The staff participated in training prior to the start of the school year to learn about highly effective, evidence-based math instruction practices. Teachers are committed to improving math instruction and early observations show evidence of implementation of these practices.
- Data Teams: Teachers conduct data reviews regularly to monitor student progress and adjust instruction.

Key Performance Indicators:

- STAR Reading and Math Assessments: STAR is used as a universal screener and progress monitoring tool. These are short assessments in reading and math that are administered to all students each fall and spring. The

assessments are computer adaptive, which means they adjust to each answer that students provide. Results from STAR assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.

- Smarter Balanced Assessments (SBA): Starting in 2014-15, Washington State adopted the Smarter Balanced Assessments 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.
- Achievement Network Interim Assessments: These assessments measure students' proficiency on standards in reading and math. We will utilize these assessments to improve instruction and student learning.

Key Improvement Strategies:

To support student growth and achievement for those performing at, above or below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Standards-Based Planning and Instruction: Working in partnership with Achievement Network (ANet), we will increase teachers' understanding of grade level standards, core actions, and planning with student data.
- Professional Learning Communities (PLC): All teachers will participate in a PLC to improve universal instructional practice and utilize data-driven planning. These PLCs will conduct cycles of improvement to focus on closing achievement gaps and elevating the academic performance of each and every student. Each grade level will have a plan of improvement for instruction for individual students in identified sub-groups who are not thriving at Ardmore.
- Small Group Instruction: All classroom teachers will improve small group instruction to better differentiate instruction by utilizing a math workshop approach.
- Co-Teaching: This year, we have a full-time co-teacher in each grade from K-3. Co-teachers will support the grade level's PLCs in conducting cycles of improvement that involve assessing student learning and using data to determine needed interventions or acceleration. Co-teachers will work alongside classroom teachers to provide direct instruction to students including intervention, scaffolding, and extensions based on student data. Teachers are learning and implementing enduring practices in mathematics, such as counting collections and choral counting.
- Computer Science for Every Student: Every Ardmore student this year will develop their computer science fluency and skills and computational thinking by participating in weekly computer science lessons taught by a computer science teacher. Ardmore teachers participated in computer science professional development over the summer to learn how to integrate computer science with literacy and math.

Student Well-Being

Student well-being is a priority for us at Ardmore Elementary. As a staff and community, we have worked hard the past years to improve student sense of belonging and to decrease bullying.

2019-2020 Student Outcome SMART Goal:

- We will increase students' sense of belonging on the Panorama Survey from 60% "favorable" in fall 2018 to 64% "favorable" in fall 2019.

Our Strengths in This Goal Area:

- Social-Emotional Learning (SEL) Block: We implemented a 30-minute SEL block in the master schedule dedicated to universal social skills instruction.
- Expanded Use of SEL Curriculum: Previously, Second Step and RULER were utilized at select grade levels. We expanded the use of these resources and approaches to all grade level, K-5.
- Positive Behavior Intervention and Support (PBIS): Universal instruction and expectations are in place school-wide. PBIS practices are in place to provide universal, additional, and individualized supports.
- Bullying Prevention: We focused on reducing bullying in the school by developing a problem-solving process to ensure student voice and parent communication was at the center of bullying investigations, intervention plans,

and reporting structures. As a result, we have seen a dramatic decrease in bullying incidents and an increase in student sense of belonging as measured by DESSA and Panorama.

Key Performance Indicators:

- Panorama Student Survey: The Panorama Student Survey is a tool used to collect student feedback on school climate and classroom culture to help improve practice. Individual student responses are confidential. Individual teacher reports are only accessible to that teacher. Students take the survey online. The survey includes multiple parts: a school climate survey and two teacher surveys. Students fill out the two teacher surveys for teachers randomly selected from their schedules.
- School-wide Evaluation Tool (SET): The SET is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET is conducted by an outside evaluator.
- Tiered Fidelity Inventory (TFI): The TFI provides a measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections: Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features. The TFI is conducted by an outside evaluator.
- Social Emotional Learning Screener: In the fall, staff will administer the DESSA Mini, a social emotional screener, to proactively identify students who may need additional or personalized supports with social emotional learning.

Key Improvement Strategies:

To support student growth and achievement for those performing at, above or below grade level, our school community will meet the student well-being needs in the following ways:

- School-Wide Disposition Development: We are building out specific dispositions for the Ardmore 4 “Be a Learner” and reinforcing these dispositions in classrooms and across the school to increase students’ executive functioning skills.
- Additional Support and Expertise: We have increased behavior supports for students with the addition of several social, emotional, behavioral experts this year. These include a full-time school psychologist, a certificated PBIS interventionist, and a behavior technician. These experts participate on our student well-being team and work to improve positive, proactive approaches in classrooms and throughout the school, provide support to small groups and/or individual students, and establish or improve systems in the school to increase student well-being for all students.
- After-School Enrichment: Working in collaboration with the BSD Early and Extended Learning Department, enrichment activities are offered to all students after school with the goal of increasing student sense of belonging, student well-being, and improving overall attendance in school.
- Bullying Prevention: In addition to implementation of SEL curriculum, including bullying prevention lessons and child protection units, we have improved our systems to respond to reports of bullying in a more timely and effective manner in order to give students and parents a greater sense of safety and assurance.

Family and Community Engagement

We believe that education is the shared responsibility of families, educators and community members and we value and respect the diversity of perspectives, knowledge, and abilities that all our stakeholders bring to our schools. As a school community, we have the important mission of shaping the future of the next generation. The families of our students are essential partners in supporting student academic and social emotional development, community partners play an important role providing services, resources and a network of support to our most vulnerable families. Our educators, administrators, and school staff embrace a culture of service focused on working together with families and the community to ensure all students succeed in school and life. We know that the key to our success lies on ensuring that all stakeholders develop the capacity, knowledge and skills needed to collaborate effectively and participate in the education process as equal partners.

Family and Community Engagement Outcome SMART Goal:

- At least 20% of families in each subgroup will participate in the family engagement survey administered during winter 2020. (Family Engagement)

Our Strengths in This Goal Area:

- Parent Participation on School Teams: In 2018-19, we worked to increase both teacher and parent participation in the decisions governing Ardmore. Parents serve as active members of our Building Leadership Team. We shifted the membership of the Ardmore Equity and Inclusion team starting in 2018-19 to include more parents. The team now meets monthly and we review schoolwide data to determine strategies to improve academic and social supports for students. Ardmore staff worked with families to improve attendance by reducing absences and we improved our overall daily attendance.
- Parent Participation Representing Various Subgroups: Families have participated in affinity group meetings with the principal. We organize parent focus groups with our Latino/a parents and our South Asian/Indian parents. The goals of these focus groups are to learn ways the school could better meet family expectations. The principal established regular meetings with Latino/a parents to deepen the school's understanding of their children and families.
- Outreach: We hold parent meetings out in the community closer to where families live.
- Community Partners: Ardmore continues its partnership with the Jubilee Reach organization to provide a free after school soccer program and a free homework tutorial for students.

Key Performance Indicators:

- Participation of parents, particularly by different population groups, in school teams, school activities, and focus groups.

Key Improvement Strategies:

- Increased Parent Participation Representing Various Subgroups: We will continue to meet with families in affinity groups and expand our outreach. Utilizing equity specialists and Ardmore parent leaders, we will seek new ideas to increase two-way communication and engagement with parents.
- Strengthen Leadership Teams: We will continue to work to increase parent voice on the Equity and Instruction team. We will encourage parents of our focus subgroups to go on learning walks with administrators to help us identify strengths in our instruction as well as areas for improvement on how we can better serve students.

APPENDIX A: Coordination and Integration of Funds

As a recipient of federal funds through Title I, Part A we are required to show how our school coordinates and integrates funding used at the school. The table below provides information on how various sources of funding are used and describes the purposes of each specific program.

Program	Amount Available	How the intents & purposes of the Program will be met:
Basic Education	3,398,782	To provide all students with instruction aligned to grade level, specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development and substitutes.
Title I, Part A	\$199,940	To provide all children significant opportunity to receive a fair, equitable and high quality well-rounded education and to close educational achievement gaps. These funds are used to hire staff who support our reading intervention and behavior intervention program.
Learning Assistance Program (LAP)	\$172,000	To coordinate the use of Learning Assistance Program revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements. Our LAP funds are used to provide a reading specialist who supports students reading below proficiency through direct interventions, as well as by providing coaching and support for the classroom teacher to differentiate instructional practices.
Total	\$3,770,722	