



School Improvement Plan

Bennett Elementary

2020-21



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



What is unique about Bennett?

- The Bennett community is proud to be recognized for receiving the Washington State Achievement Award for multiple years in the areas of **academic excellence** as well as School Quality and Student Success.
- Bennett staff are **committed to each and every student's success**. At Bennett we are “building the future” and we believe all students have an inherent right to an equitable, accessible, inclusive*, and culturally responsive learning environment.
- We recognize that our **diversity is a strength** and engage in culturally responsive practices that honor our students’ uniqueness and identity in our instruction and daily interactions and the impact of a student’s identity* so we can provide a rigorous, relevant and inclusive learning environment where all students grow as social, emotional, and academic individuals.
- Bennett is honored to be considered home to a special-needs “Centered” program, the **Olympic Program**, with a focus on students with special needs in the areas of communication, executive functioning, social-emotional skills, and sensory integration. We promote an **inclusive educational model** where students in this program access the general education classroom through various supports based on their Individual Education Plan (IEP) and with specially designed instruction provided in all educational environments to promote academic and social independence.
- **Strong Community and PTSA support**. We foster strong partnership, outreach, and engagement within our diverse Bennett 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 the staff to provide various curricular, instructional, and social emotional enhancement for each and every student.

**Inclusive/diverse/identity/intersectionality/all (including but not limited to): sex, race, creed, religion, color, national origin, ethnicity, age, socio-economic status, veteran or military status, sexual orientation, gender expression or identity, or disability.*



Our Mission: At Bennett we are “building the future” and it is our responsibility to create a supportive environment that fosters the social, emotional, and academic success of all children.

Creators of their future world at work!

See appendix for School Profile

Affirm and Inspire

Goal

Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Sense of Connection

Measures and Targets

- Increase percent of students reporting feeling connected to peers by 3 percentage points from Spring 2020 to Spring 2021.
- Increase percent of students with disabilities reporting feeling connected to peers by 3 percentage points from Spring 2020 to Spring 2021.

Percent of students reporting feeling somewhat or very connected to their classmates on student survey		
Grades 3-5 Subgroups	Spring 2020	Spring 2021 Target
All Students	83%	86%
Black	*	*
Hispanic	*	*
Low Income	*	*
English Language Learners	*	*
Students with Disabilities	85%	88%

* Data not available for student subgroups < 10

Data Reflection

- In comparison to All Students our Students with Disabilities report they have a slightly higher level of connectedness to peers.
- Initiation of additional (Tier 2/3) Behavioral Support System via a Behavioral Support Team with ongoing support for students and staff addressing tier 2/3 behaviors. Identified students who were not socially connected and built into support plans additional opportunities to connect with peers to include small groups, virtual recess invitation.
- Expanded individual recognition system rewards through “Pawsitive Paws” lunches (adult/student relationship building).
- Staff consistently taught SEL Curriculum including the RULER/Second Step Curriculum. Coordinated with counselor on implementation of curriculum. Some features of SEL implementation included morning meetings, consistent SEL lesson scheduling, reading buddies, and in remote environment: virtual recess, SEL groups for students with behavioral goals or needing support.
- Most staff (including classified) implemented restorative practices to minimize conflict and support community building, such as consistent morning meetings, restorative questioning cards/process, and recess problem-solving station.

Key Strategies/Adjustments

- **Culturally Responsive Teaching and Learning:** All staff will engage in Proactive Classroom Management strategies, such as:
 - Wise Feedback: Communicate knowledge of students while individualizing response to students based on strengths.
 - Opportunities to Respond: Providing additional varied opportunities for student self-expression and identity expression.
 - 5:1 Positivity Ratio: Increasing student engagement and relationship building focusing on positive recognition and strengths.
- **Strong and Healthy Relationships:** Developing supportive and trusting relationships via the fidelity of implementation of SEL curriculum and classroom-based relationship building tools. All staff will implement SEL curriculum.
- **Restorative Practices:** All staff, including classified, will implement Restorative Practices to minimize conflict and support community building, such as consistent morning meetings, restorative questioning cards/process, and recess problem-solving station. Using Courageous Conversation About Race (CCAR) conditions 2 and 6 during restorative conversations, the elements of racial impact and role of whiteness will be part of the adult reflection guiding the restorative conversation.
- **Social-Emotional Learning:** All staff will teach and incorporate opportunities to practice the SEL curriculum, across content and learning activities.
- **Bullying Prevention:** Ongoing consistent teaching of Bullying Prevention Units, coordination with counselor on lesson planning and scheduling, partnerships between staff to expand knowledge and articulate objectives at the grade level and classrooms.
- **Virtual Recess:** In the remote environment staff will identify students who need additional connection and support providing virtual supervised recess focused on activities promoting social emotional connection.
- **SEL Connection Groups:** In remote learning identified students have the opportunity to meet with staff and other peers with the focus on connection and SEL learning.
- **SOAR:** Forming initial Students Organized Against Racism (SOAR) group during the 2020-2021 school year for 4th and 5th graders, with a plan for regular meetings and parent communication, with the goal of empowering students to speak about race, create a space for two-way dialogue between staff and students, and foster relationships.

Progress Monitoring

- **BSD Remote Learning Student Survey:** Periodic survey over the course of the school year to gauge students' attitudes and experiences in remote learning.
- **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.
- **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.
- **SEL Walkthrough/Review:** All teachers will deliver evidence-based universal SEL instruction in their classrooms to all students as evidenced by the SEL look-for document and create plans for implementation improvement based on strengths and areas for growth.
- **PBIS/Student Behavior Monitoring:** PBIS Team will utilize the student information system to input all behavior data both for intervention and documentation. Each month, the PBIS team will analyze monthly

behavior data by race, gender, incident, and incident location. Interventions will be monitored through student behavioral data by the Behavior Support Team (BST).

- **Racial Equity and Inclusion Team:** Monitor implementation of Restorative Practices/Courageous Conversation About Race (CCAR) integration through reported incidences of racially impactful conflict. Facilitate initiation of SOAR and monitor ongoing development.

Inspired and Affirmed

Measures and Targets

- At least 60% of students are inspired and affirmed in their day-to-day instruction as measured by Panorama student surveys.

Percent of students reporting feeling inspired and affirmed in instruction	
Grades 3-5	Fall 2020 Survey (baseline)
All Students	TBD
Black	TBD
Hispanic	TBD
Low Income	TBD
English Language Learners	TBD
Students with Disabilities	TBD

Data Reflection

- To be completed once baseline data is uploaded

Key Strategies/Adjustments

- **CASEL Instructional Model:** Use of Instructional “Big 3”; inclusive welcome, engaging strategy, and optimistic closure.
- **The Bennett Way:** School-wide behavioral expectations for all students and adults. Expanded individual recognition system rewards through virtual “Pawsitive Paws” board (individual student recognition).
- **Speaking and Listening:** Continue to build the Accountable Talk framework and opportunities for students to respond to develop conceptual understanding and personal expression, as evidenced by student assessment data, classroom observation and walkthrough data.
- **Culturally Responsive Teaching and Learning:** All staff will engage in Proactive Classroom Management strategies, such as:
 - Wise Feedback: Communicate knowledge of students while individualizing response to students based on strengths.
 - Opportunities to Respond: Providing additional varied opportunities for student self-expression and identity expression.
 - 5:1 Positivity Ratio: Increasing student engagement and relationship building focusing on positive recognition and strengths.
- **Strong and Healthy Relationships:** Developing supportive and trusting relationships via the fidelity of implementation of SEL curriculum and classroom-based relationship building tools.

Progress Monitoring

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- **PBIS/Student Behavior Monitoring:** PBIS Team will utilize the student information system to input all behavior data both for intervention and documentation. Each month, the PBIS team will analyze monthly behavior data by race, gender, incident, and incident location. Interventions will be monitored through student behavioral data by the Behavior Support Team (BST).

Learn and Thrive

Goal

Students achieve high levels of academic success and outcomes are not predicted by race or income.

ELA Proficiency and Growth

Measures and Targets

- 77% of students in the Class of 2029 cohort* will meet or exceed state standards in ELA by spring of 2021, with increases as noted for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students in grades K-5 will show at least one year of growth in literacy as measured by adaptive software (i.e. Lexia), for students who have the recommended software usage.

Percentage Meeting/Exceeding Standard on SBA or STAR

Class of 2029 Cohort*	English Language Arts (ELA) Proficiency on SBA or STAR	
	2019-20 STAR Grade 3**	Target 2020-21 STAR or SBA Grade 4
All Students	72%	77%
Black	N/A [†]	N/A
Hispanic	N/A	N/A
Special Ed Services	N/A	N/A
English Learners	N/A	N/A
Low Income	N/A	N/A

*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

**Data shown are Winter STAR projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.

† N/A indicates a student size group of less than 10 students and is not reported publicly to maintain confidentiality

Students Grades K-5	% of students that show a year's worth of growth in Literacy	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

Data Reflection

- Of the students receiving special education services, a few students show low performing high growth but most students show low performing low growth.
- Between our highest performing racial group, White students, and our Black and Hispanic students, there's a 14-18% achievement gap.
- There is a 63% achievement gap between non-ELL (multilingual) and ELL (multilingual) students.

Key Strategies/Adjustments

- **Balanced Literacy Implementation:** Implementation will focus on personalizing and individualizing learning for readers. Staff will implement conferring as a strategy within their 90-minute literacy block. Through conferring, we learn about each student as a reader and create goals in partnership with the students based on each individual learner's strengths. Small intervention groups will be created based upon teachers' understanding of students' strengths and areas of growth through conferring and other assessment data. During remote learning, online resources (i.e. Lexia, RazKids, etc.) will continue to be implemented in addition to virtual intervention groups and one-on-one conferring.
- **Standards-Based Instruction:** Increase alignment to Common Core Standards via targeted professional learning opportunities.
- **Culturally Responsive Teaching:** Implement culturally responsive teaching practices through relationship building and identity focused concepts, such as the following:
 - Windows and Mirrors: Selecting books that provide both a reflection of students' identities and surface marginalized narratives.
 - Learning Partnership: Giving students voice and advocacy in their own learning.
 - Wise Feedback: Giving specific, individualized, and aspirational feedback.
- **Speaking and Listening:** Continue to build the Accountable Talk framework and opportunities for students to respond to develop conceptual understanding and personal expression, as evidenced by student assessment data, classroom observation and walkthrough data.
- **Strong and Healthy Relationships:** Developing supportive and trusting relationships with peers and adults via the implementation of SEL curriculum and relationship building tools.
- **Multi-Tiered System of Support (MTSS):** Staff will engage in regular cycles of continuous improvement to review current student achievement data from a variety of sources (DIBELS, TRC, STAR) to adjust instruction groups and determine intervention needs.
- **Support Staff:** GSAs/Paras, MLL Facilitator, and Special Education teacher will provide direct instruction, co-teaching, and intervention to students, in addition to scaffolding and extensions based on student data.
- **Grade Level PLCs:** Professional Learning Communities (PLCs) will meet on a regular basis to engage in data analysis and specific grade level intervention strategies as part of the MTSS/PDSA cycle.

Progress Monitoring

- STAR Reading will be administered every 4-6 weeks to all 4th grade students.
- Analyze STAR, TRC/DIBELS, and Lexia data through PLC and MTSS in connection with the 5 lenses of teaching and assessing reading and writing: engagement, fluency, print work, comprehension, and conversation.
- Review of student access and proficiency with adaptive software (Lexia.)
- Regular instructional and equity walkthroughs inclusive of Balanced Literacy, SEL, and CRTL strategies.
- Student focus groups and/or student feedback survey.

Math Proficiency and Growth

Measures and Targets

- 77% of students in the Class of 2029 cohort* will meet or exceed state standards in math by spring of 2021, with increases as noted for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students in grades K-5 will show at least one year of growth in math as measured by adaptive software (i.e. Freckle), for students who have the recommended software usage.

Percentage Meeting/Exceeding Standard on SBA or STAR

Class of 2029 Cohort*	Math Proficiency on SBA or STAR	
	2019-20 STAR Grade 3**	Target 2020-21 SBA or STAR Grade 4
All Students	72%	77%
Black	N/A [†]	N/A
Hispanic	N/A	N/A
Special Ed Services	N/A	N/A
English Learners	N/A	N/A
Low Income	N/A	N/A

*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

**Data shown are Winter STAR projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.

† N/A indicates a student size group of less than 10 students and is not reported publicly to maintain confidentiality

Students Grades K-5	% of students that show a year's worth of growth in Math	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

Data Reflection

- Of the students receiving special education services in math, about one-half students show as low performing, low growth and one-half students are low performing, high growth.
- Between our highest performing racial group, White students, and our Black and Hispanic students, there's a 26-43% achievement gap.
- There is a 55% achievement gap between non-ELL (multilingual) and ELL (multilingual) students.

Key Strategies/Adjustments

- **Individualized Math Supports:** Implementation will focus on personalizing and individualizing learning for math. Small intervention groups will be created based upon teachers’ understanding of students’ strengths and areas of growth through common assessment data. Before and after-school opportunities for small group learning on current math topics. During the school closure, online resources (i.e. Math-Aid, IXL, Freckle, etc.) were implemented and will continue to be implemented in addition to virtual intervention groups and one-on-one student support.
- **Standards-Based Instruction:** Increase alignment to Common Core Standards via targeted professional learning opportunities.
- **Culturally Responsive Teaching:** Implement Culturally Responsive Teaching and Learning (CRTL) practices through relationship building and identity focused concepts, such as the following--
 - Learning Partnership: Giving students voice and advocacy in their own learning.
 - Wise Feedback: Giving specific, individualized, and aspirational feedback.
 - Family Partnership: Work collaboratively with families to set math goals incorporating multiple cultural perspectives and approaches.
- **Speaking and Listening:** Continue to build the Accountable Talk framework and opportunities for students to respond to develop conceptual understanding and personal expression, as evidenced by student assessment data, classroom observation and walkthrough data.
- **Strong and Healthy Relationships:** Develop supportive and trusting relationships with peers and adults via the implementation of SEL curriculum and relationship building tools.
- **Multi-Tiered System of Support (MTSS):** Staff will engage in regular cycles of continuous improvement to review current student achievement data from a variety of sources (STAR, common assessments) to adjust instructional groups and determine intervention needs.

Progress Monitoring

- STAR Math will be administered every 4-6 weeks to all 4th grade students.
- Regular analysis of STAR, Freckle, and common assessment data through PLC and MTSS.
- Regular instructional and equity walkthroughs inclusive of individualized math instruction, SEL, and CRTL strategies.
- Student (family) focus group and/or student (family) feedback survey.

English Language Acquisition

Measures and Targets

- For students receiving ELL services in the Class of 2029 increase % (to be set by November 2020) demonstrating progress in language acquisition skills as measured by the Achievement Level Descriptors.

Percentage Demonstrating Progress in Language Acquisition Skills		
Class of 2029 Cohort	Fall 2020	2020-21 Target
Reading	To come	Will be set by November 2020
Writing	To come	Will be set by November 2020
Listening	To come	Will be set by November 2020
Speaking	To come	Will be set by November 2020

Data Reflection

- To be completed once baseline data is uploaded

Key Strategies/Adjustments

- Co-teaching with ELL facilitator to establish best practices in ELL instruction for general education teachers.

- ELL facilitator collaboration with general education teachers to support emerging MLL students receiving ELL services – targeted small groups as part of the co-teaching model.
- **Speaking and Listening Standards Instruction:** Continue to build on opportunities for students to respond to develop conceptual understanding and personal expression, as evidenced by student assessment data, classroom observation and walkthrough data.

Progress Monitoring

- Reviewing Achievement Level Descriptors student proficiency data

Creators of Their Future World

Goal

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

Global Awareness and Cultural Competence

Measures and Targets

- At least **75%** of students show proficiency in global awareness and cultural competence by completing a performance task in 2nd grade.

Global Awareness and Cultural Competence		
	2019-20	Target 2020-21
Grade 2	N/A [†]	75%

[†] N/A due to COVID-19 school closure, no data was available.

Data Reflection

- Grade 2 performance task was not completed in the 2019-2020 school year. No previous data is available.
- Baseline year 2020-2021 goal at 75% of students meeting competency in performance task.

Key Strategies/Adjustments

Grade 2 students will engage in multiple tasks over six weeks, demonstrating their understanding of civic engagement and cultural competence, within their spring Social Studies unit “Families in Their Neighborhoods.”

Grade 2 Students will

- Share about their own cultural identity, learn about the cultural identity of classmates, and appreciate the many contributions of everyone in the classroom community (cultural competence)
- Solve problems to meet the needs of their neighborhood communities (global awareness)
- Engage in discussions, collective problem-solving, and collective and individual action to address community concerns (civic engagement & creators of their future world)

Professional development will be provided to 2nd grade teachers, ITCLs and administrators to ensure educators understand the shifts. . .

- Educator professional development – December-January
- Teaching and Learning professional development for ITCLs
- Administrator professional development – December-January
- Increased communication in Principal Digest (Leadership News) and in Teaching and Learning Newsletter.

Progress Monitoring

- Grade 2 students will complete surveys at the beginning and end of the unit. Survey data will provide information regarding their perceived ability to demonstrate civic action.
- Grade 2 students will be scored on a rubric for the multiple tasks within the unit.
- Attendance and reflections on learning at professional development (ex. Cert Admin for leaders, Teaching and Learning meetings for ITCLs and Educator Professional Development for 2nd grade teachers)

Family Engagement

Goal

Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are empowered partners to contribute to student success.

Informed, Supported, and Empowered

Measures and Targets

- Families report they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey. (See targets in tables below)

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	Target 2020-21
All	69%	74%
Black	*	*
Hispanic	*	*
Students with Disabilities	50%	69%
English Learners	60%	69%
Low Income	*	*

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	78%	88%
Black	*	*
Hispanic	*	*
Students with Disabilities	79%	88%
English Learners	90%	93%
Low Income	*	*

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	79%	88%
Black	*	*
Hispanic	*	*
Students with Disabilities	64%	88%
English Learners	90%	93%
Low Income	*	*

* Data not available for student subgroups < 10

Data Reflection

- 75% of all families feel informed, supported, and empowered.
- 2nd grade families feel the least informed (63%), 1st grade families feel the least supported (64%), and 2nd grade families feel the least empowered (63%).
- 1st grade families feel the most informed (79%), 4th grade families feel the most supported (92%), and 5th grade families feel the most empowered (90%).
- Multi-Ethnic ranked lowest in the overall (59%). Multi-Ethnic also ranked the lowest in the informed category (46%) and supported category (69%).
- All other races excluding Asian, White, and Multi-Ethnic ranked the lowest in the empowered category (60%).

Key Strategies/Adjustments

- Develop **curriculum night** program that is geared to identified parent needs and supports wanted.
- **PTSA Partnership:** PTSA hosted events, monthly meetings with PTSA and administrative team, administrators report at the PTSA general membership meeting. Promote outreach to diverse family base and establish engagement goals with PTSA leadership.
- **Encouraging the participation of parents**, particularly by different population groups, in school Teams, school activities, and focus groups through outreach to key communicators in diverse groups.
- **Increase parent participation** in the parent Panorama engagement survey through website, principal newsletter, teacher newsletters, community-building coffee with multilingual families, parent SEL education events (12% participation in winter 2020 on parent Panorama engagement survey, increase the participation rate to 25% Winter 2021).
- **Use of technology to increase accessibility** for families who may and/or may not be able to attend events (MS Teams pre-recorded and live events).
- Enhance family communication through newsletters (home links) and conferences (two-way goal setting).

Progress Monitoring

- Parent participation on parent Panorama engagement survey.
- Attendance at and feedback from community events.
- Monitor virtual participation as well as in person participation of school-wide events.
- Curriculum night feedback survey.

Glossary



2019-2020 School Profile

Bennett Elementary

<http://www.bsd405.org/ardmore/>

David Staight, Principal

17900 NE 16th St

Bellevue, WA 98008

425-456-4800

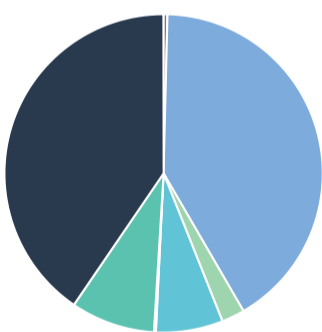
School Overview

At Bennett we are “building the future” and it is our responsibility to create a supportive environment that fosters the social, emotional, and academic success of all children. We offer a strong core academic curriculum and enrichment activities in world language, science, technology, and mathematics. To foster the “whole child” we promote skills and habits that lead to positive and productive lives.

Programs Offered

Olympic (special education)

Racial Diversity



Racial Diversity Detail

<1%	American Indian or Alaska Native
41%	Asian
2%	Black/African-American
6%	Hispanic
<1%	Pacific Islander
8%	Two or more races
40%	White

School & Student Characteristics¹

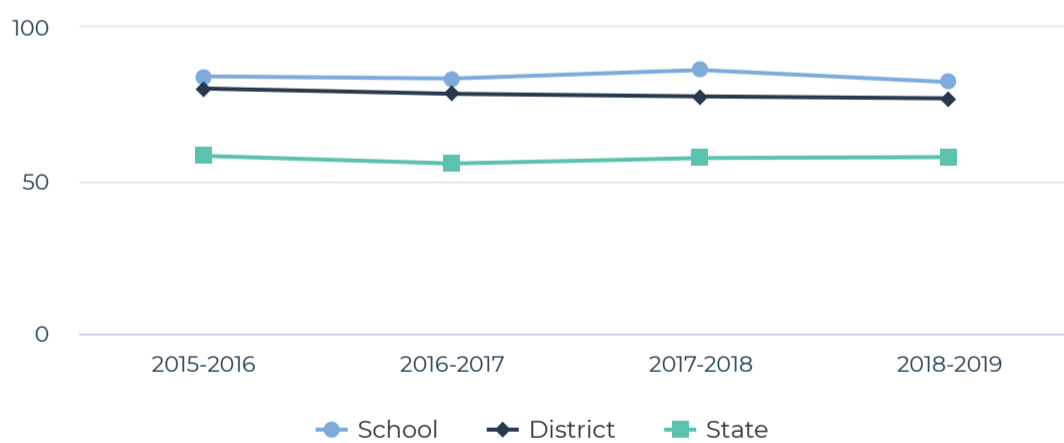
	SCHOOL	DISTRICT ²
Enrollment	481	526
National Board Certified Teachers	11%	23%
Eligible for Free/Reduced Price Meals	7%	16%
Receiving Special Education Services	12%	9%
English Language Learners	13%	21%
First Language Other Than English	38%	42%
Mobility Rate ³	9%	13%
Average Attendance Rate	96%	95%

Summary of Student Achievement

State Assessment Results for Grades 3-5 in the Last Four Years

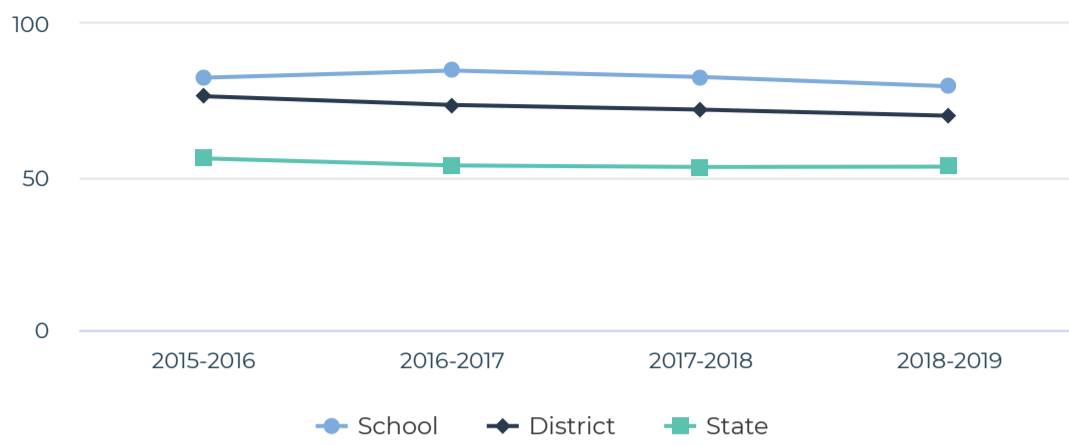
English Language Arts

Smarter Balanced - Percentage of Students Meeting Standards



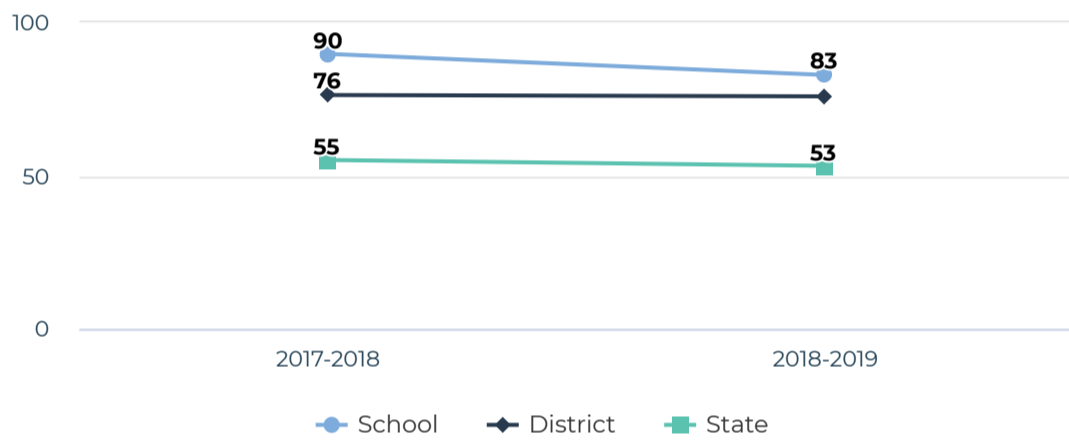
Mathematics

Smarter Balanced - Percentage of Students Meeting Standards



Science

WCAS - 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

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, 2019 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.