



School Improvement Plan Bennett Elementary 2021-22



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

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

As students re-enter the full school experience, school-based strategies will contribute to an inclusive environment where all students feel a sense of belonging. Studies have shown that “a strong sense of belonging translates to students of all ages and developmental stages improving academically, being more engaged and motivated in school, and increasing their physical and emotional health.”¹

Sense of Belonging Measures and Targets			
Increase percentage of students reporting a sense of belonging on the Panorama student survey, with a reduction in predictable outcomes by subgroup.			
Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable			
Student Groups	Grades 3-5		
	Baseline 2017	Fall 2019	Fall 2021
All Students	81%	79%	
Asian	85%	79%	
Black	*	*	
Hispanic	84%	*	
Multi-ethnic	74%	83%	
White	81%	81%	
Students with Disabilities	63%	73%	
English Learners	82%	78%	
Low Income	74%	73%	
Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.			
Data Reflection			
Positivity about sense of belonging is at a high level and around 80% for all students in the school. These results from the baseline in the fall of 2017 are consistent over the next 2 years. Notable are significant increase for Multi-ethnic students and students with disabilities, while there is a minimal decrease in student positivity for our English Language Learners. Significant to maintaining these high levels of student belonging are a number of strategies and adjustments to ongoing strategies in the areas of Social Emotional Learning, relationships, and Culturally Responsive Teaching.			
Key Strategies / Adjustments			
<ul style="list-style-type: none"> • Culturally Responsive Teaching and Learning: All staff will engage in SEL strategies, such as: 			

¹ Why Student Belonging Matters: October 2020. NASSP. (2020, October 1). <https://www.nassp.org/publication/principal-leadership/volume-21-2020-2021/principal-leadership-october-2020/why-student-belonging-matters-october-2020/>.

<ul style="list-style-type: none"> ○ 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. ○ Use and sharing of strategies that affirm and elevate student identity and background (i.e. Windows and mirrors, culturally responsive libraries, student voiced identity anchor charts).
<ul style="list-style-type: none"> ● 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 in a culturally responsive way including reflection on impact of personal bias.
<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● Social-Emotional Learning: All staff will teach and incorporate opportunities to practice the SEL curriculum, across content and learning activities.
<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● Increase student leadership opportunities and cross grade level connections through activities like: Peace ambassadors, virtual reading buddies, green team and library assistants.
<ul style="list-style-type: none"> ● Focus on students with disabilities and inclusion in classroom where most of our student both in resource programs and the Olympic program spend the majority, in most cases 75% or more, of their time learning in their general education classroom setting.

Student Well-Being Priority: Social-Emotional Learning

Many students experienced isolation during the pandemic, with few opportunities to interact in-person socially. As we return to in-person learning it will be critical to recognize where each student is socially and emotionally and to provide them with intentional opportunities to support their development in social emotional learning. 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. These competencies are not discrete and are integrated into curriculum and instructional practices.

Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2021 to Spring 2022.

Grades 3-5: Panorama Social-Emotional Learning Survey				
Social Emotional Competency	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Self-Management	81%	80%		
Social Awareness	76%	80%		
Self-Efficacy	65%	71%		
Emotional Regulation	53%	54%		

Data Reflection

About half of students indicate that for emotional regulation they struggled to calm self when in difficult situations, or if they had bad feelings, and managing feeling when things go wrong. Students may need a clear menu of emotional regulation strategies in addition to current methods as part of the SEL curriculum and opportunities to practice them. Students showed a significant increase in their social awareness and self-efficacy, especially in caring about other's feelings and listening to other's point of view, but had a hard time describing their own feelings. Students felt confident in learning about topics, but less positive about understanding and completing very challenging work. Significant to increasing levels on these areas focuses on fidelity of teaching the SEL curriculum inclusive of emotional regulation strategies such as breathing and meta moments. Likewise having aspirational behavior expectations, like the Bennett Way, which is universal, and individual recognition have been instrumental in incremental increases in student self-efficacy.

Key Strategies / Adjustment

- **SEL curriculum:** Second Step and RULER (class charter, mood meter, blueprint, skills for learning).
- **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 Standards:** Continue to build the Accountable Talk framework and opportunities for students to respond to develop conceptual understanding and personal expression within the learning community.
- **Strong and Healthy Relationships:** Developing supportive and trusting relationships via the fidelity of implementation of SEL curriculum and classroom-based relationship building tools.
- **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.
- **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).
- **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.

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: English Language Arts and Math Proficiency and Growth

We recognize that student learning experiences varied widely during the 2019-20 and 2020-21 school years due to the pandemic and the shift in learning models. Universal screeners administered in the fall will provide student proficiency data for educators as they design instruction and supports based on students’ beginning of the year level in the core subject areas of literacy and math. Based on progress monitoring data during the 2020-21 school year, math is a particular focus area. Regardless of where students begin the year, the goal is for *all students* to experience expected or greater growth.

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 2021 to Spring 2022.				
Grades 3-5: Star Reading Proficiency and Growth				
Subgroup	Star Reading % Proficient		Star Reading % Typical/High Growth	
	Spring 2021	Spring 2022	Fall 2020- Spring 2021	Fall 2021- Spring 2022
All	73%		71%	
Asian	74%		68%	
Black	*		*	
Hispanic	69%		73%	
Multi-Ethnic	72%		64%	
White	77%		78%	
Low Income	46%		46%	
English Learner	12%		41%	
Students with Disabilities	17%		39%	
Female	75%		72%	
Male	71%		70%	
Advanced Learning	94%		74%	
Traditional	68%		70%	
Grade 3	75%		79%	
Grade 4	69%		63%	
Grade 5	75%		75%	
Data Reflection				
As the benchmark data changed over the last few years during the pandemic environment we see changes in the proficiency levels of all students remaining flat with some increases and declines in specific groups. One key piece of data to note is consistent across years and cohorts: Traditionally marginalized groups (low income, English learners, and students with disabilities) reflect predictable outcomes of being impacted by the opportunity gap by significant				

amounts within the current educational model in both reading and math growth. We recognized the need to provide all students with the access to standards-based instruction and the rigor required of their developmental and grade level.

Key Strategies

- **Standards-Based Instruction:** Increase alignment to Common Core Standards via targeted professional learning opportunities.
- **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 assessment and 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.
- **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 Standards:** Continue to build the Accountable Talk framework and opportunities for students to respond to develop conceptual understanding and personal expression.
- **Strong and Healthy Relationships:** Developing supportive and trusting relationships via the fidelity of implementation of SEL curriculum and classroom-based 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.

Math Proficiency and Growth

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 2021 to Spring 2022.

Grades 3-5: Star Math Proficiency and Growth				
Subgroup	Star Math % Proficient		Star Math % Typical/High Growth	
	Spring 2021	Spring 2022	Fall 2020- Spring 2021	Fall 2021- Spring 2022
All	64%		78%	
Asian	72%		75%	
Black	*		*	
Hispanic	56%		67%	
Multi-Ethnic	60%		92%	
White	60%		75%	
Low Income	29%		61%	

English Learners	18%		65%	
Students with Disabilities	14%		55%	
Female	63%		76%	
Male	65%		80%	
Advanced Learning	97%		86%	
Traditional	57%		76%	
Grade 3	67%		72%	
Grade 4	59%		75%	
Grade 5	66%		83%	

Data Reflection

As the benchmark data changes over the last few years during the pandemic environment we saw changes in the proficiency levels of all students remaining flat with some increases and declines in specific groups. One key piece of data to note is consistent across years and cohorts: Traditionally marginalized groups (low income, English learners, and students with disabilities) reflect predictable outcomes of falling into the opportunity by ever-widening and significant amounts within the current educational model in both reading and math proficiency. We recognized the need to provide all students with the access to standards based instruction and the rigor required of their developmental age and grade level.

Key Strategies

In addition to the school-wide strategies listed above, math-specific strategies include:

- Fidelity of implementation of problem solving based math curriculum, **Illustrative Math**, highly aligned to math standards and practices, centered on problem based approach, and language routines ensuring students have authentic and varied math experiences with opportunities to collaborate.
- **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.

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

The experience of individual families is always subject to a wide array of conditions and contexts. These differences were highlighted throughout COVID, but one thing remained true: our families have expressed a desire to connect with us more deeply, to be more informed about their individual student’s academic progress and social-emotional well-being, and to find ways where we can truly engage as partners for their children’s success.

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.

Percentage of Favorable Responses on Family Engagement Survey						
Family Subgroups	Informed		Supported		Empowered	
	Spring 2021	Spring 2022	Spring 2021	Spring 2022	Spring 2021	Spring 2022
All Students	65% (155)		68% (154)		60% (155)	
Asian	74% (64)		75% (64)		76% (64)	
Black	*		*		*	
Hispanic	69% (10)		61% (10)		52% (10)	
Multi-ethnic	50% (17)		72% (16)		53% (17)	
White	59% (61)		61% (61)		47% (61)	
Students with Disabilities	66% (32)		71% (32)		71% (32)	
English Learners	72% (35)		70% (35)		66% (35)	
Low Income	*		*		*	

Data Reflection

About two-thirds of all parents feel that there are positive levels of being informed, supported and less so empowered to support their students at Bennett. Significant to this is that our multi-ethnic and white families feel less informed and empowered by a significant amount from all or other subgroups. Some of the most informed, supported, and empowered are our students with disabilities and English learners. It appears that efforts to individualize, include, and focus on these group is recognized by families in their engagement with the school. Some

additional themes from parents for support from the survey comments help to drive our Key Strategies and Adjustments:

- A large desire for meeting in-person with teachers and administrators – dialogue, back and forth, ability to ask questions
- Mix of structured communication and informal gatherings (social)
- Opportunities for parents to connect with each other
- Community events (more) beyond boundaries of school (community)
- Parents wanting to know more about what students were learning and how they could help at home
- Access to student progress/grades, structured updates on BSD/Bennett how school will look in fall for in-person learning
- How are their students are doing? Need for more frequent feedback from teachers
- Parents out of the loop last minute decisions
- Parent input on decisions, underrepresented groups would like input

Key Strategies / Adjustment

- 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 (37% participation in spring 2021 on parent Panorama engagement survey, increase the participation rate to 60% Spring 2022).
- **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).
- **Engage and connect through focus groups** with parents about their child’s experiences in school twice each year.

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.

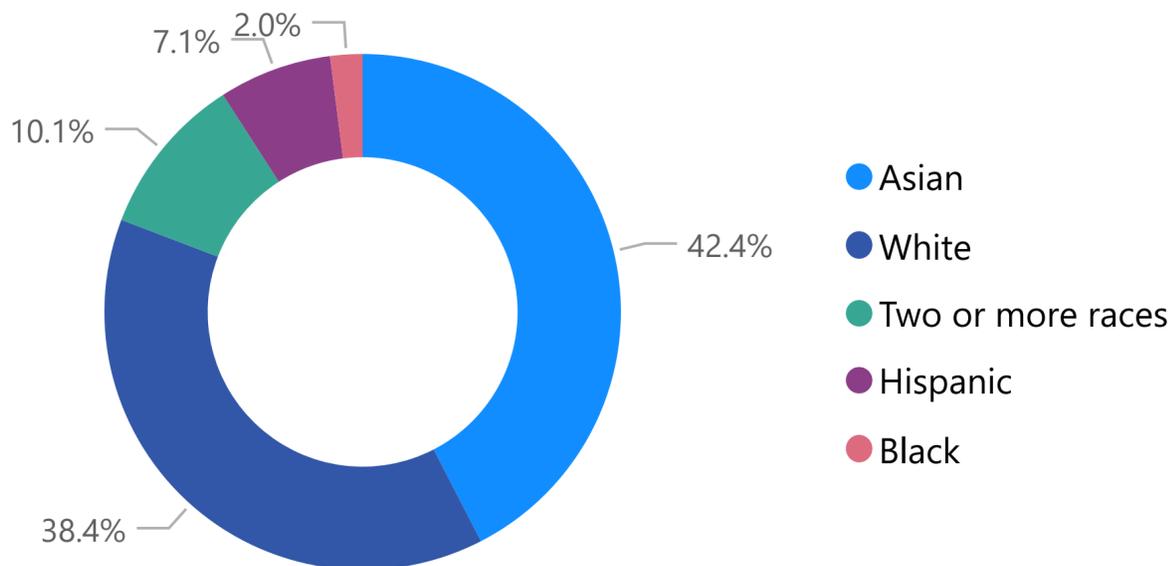
17900 NE 16th St
Bellevue, WA 98008

<http://www.bsd405.org/bennett>
425-456-4800
David Staight, Principal

Programs Offered

Olympic (special education)

Racial Diversity



School & Student Characteristics ¹

Bennett Elementary School District Elementary Average ²

	Bennett Elementary School	District Elementary Average ²
Enrollment (10/1/2020)	416	464
Average Attendance Rate	98 %	97 %
Eligible for Free/Reduced Price Meals	7 %	17 %
Receiving Special Education Services	10 %	7 %
English Language Learners	16 %	26 %
First Language Other Than English	39 %	44 %
Mobility Rate ³	10 %	13 %

Summary of Student Achievement

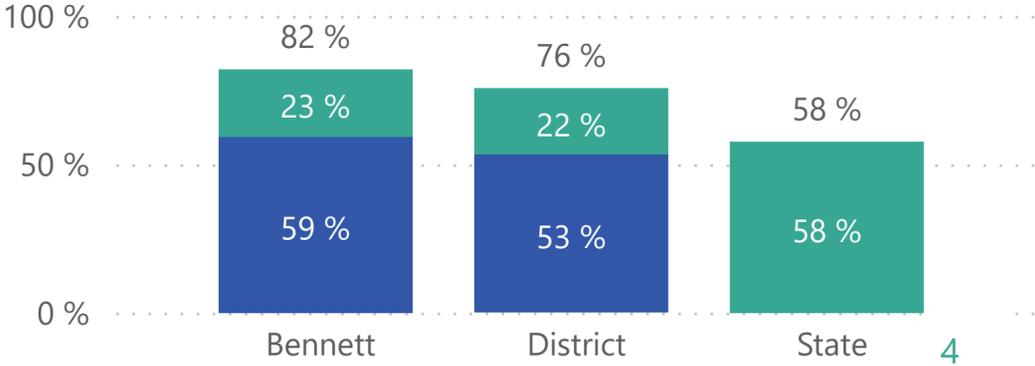
Data from Fall 2021 testing will be added when it is available.

State Assessment Results for Grades 3-5 (Spring 2019)

Percentage of Students Meeting / Exceeding Standards

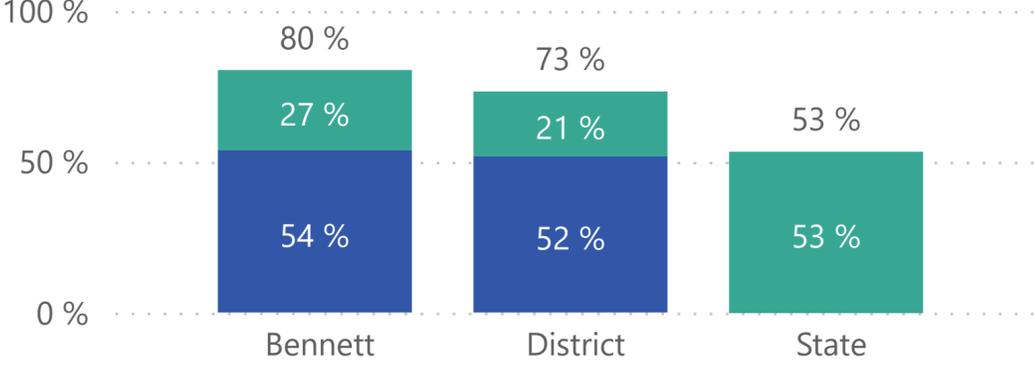
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



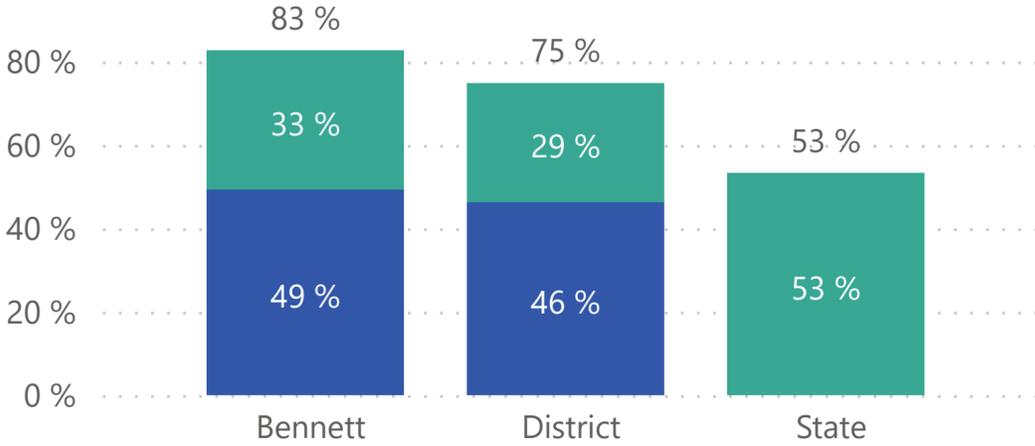
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

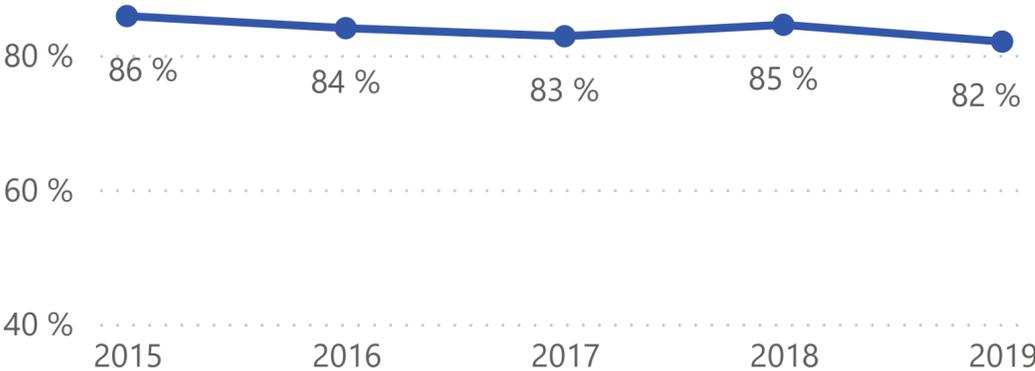
● Exceeds Standards ● Meets Standards



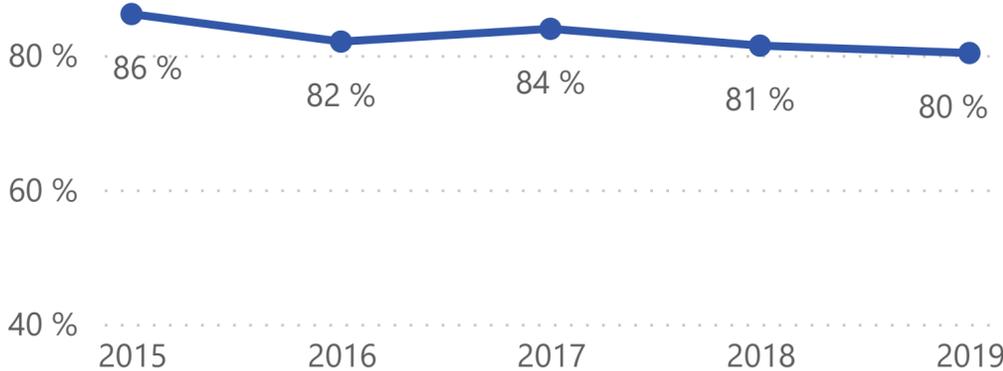
State Assessment Results for Grades 3-5

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.

STAR

Students in grades 2-8 take Renaissance Learning's STAR reading and math assessments in the fall and spring of each year. The purpose of these short, computer-based tests is to measure student growth over the course of the year, to identify students who might need additional support or acceleration, and to provide information teachers can use to inform instruction. STAR provides us with a consistent measure of student performance over time, which is helpful as state tests continue to change.

End Notes

1 School and Student Characteristics

Data are from October 1, 2020 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."