

Bennett Elementary

SCHOOL

IMPROVEMENT

PLAN



2019-2020

SCHOOL PRINCIPAL:
David Staight



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.

Bennett Elementary

2019-2020 School Improvement Plan

At Bennett Elementary, we are building the future...creating a supportive environment that fosters the social, emotional, and academic success of all children.

Our work in serving every student, every day in every classroom is grounded in our process of 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 Bennett Elementary, as well as outline our strengths and opportunities for the year ahead. In addition to promoting continuous improvement of student achievement of the 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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SCHOOL BACKGROUND

Instructional Program Overview

Bennett is a high achieving elementary school serving 440 students. Students receive a cohesive academic curriculum that is aligned to the Common Core State Standards in kindergarten through fifth grade. The core instructional program includes reading, writing, math, science, social studies, and social emotional learning. In addition to the 20 homeroom classes, students attend a specialist period four times per week: art, music, library, and physical education. Bennett opened a brand-new building during the 2017-18 school year. Our new building reflects the best flexible environment for 21st century learning. As part of our STEM initiative, students will take part in engineering design projects that allow them to apply knowledge in science, technology, and math. The main components of the K-5 BSD STEM Initiative include:

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.

- Engineering design challenges at every grade level
- Innovation Lab (i.e. Robotics Club)
- 3D Printers and integration into Art
- Evidence-based Reasoning and Critical Thinking
- Hour of Code for all students at least once a year
- Family engagement events/activities

Bennett staff are committed to each and every student’s success. 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. For our nearly 430 students 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. Students are supported and enriched through a variety of programs including Special Education, English Language Learning (ELL) services, volunteer/mentors, and before and after school academic and enrichment programs.

Key to our instructional focus, and building on the Common Core Standards, we continue to integrate school-wide learning strategies that increase students’ skills in speaking and listening as well as thinking. Our renewed instructional focus will be on Balanced Literacy. Students will improve their communication and language skills (reading, writing, speaking, and listening) through developing strong foundational skills in phonics and vocabulary as well as increasing skills in fluency and comprehension. The primary approach staff will use to support student learning is utilizing culturally responsive teaching practices and developing strong, trusting relationships focused on academic and personal growth.

One essential component to be developed over the coming years will be developing strong relationships with students around literacy through individualized conferring based on data-driven goal setting and student metacognition. The other focus area will be in mini-lessons where we will renew a connection to standards-based learning that focuses on specific cognition and skill-building pertaining to students’ level of proficiency. Bennett is honored to be considered home to a “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.

Bennett is supported by a committed and generous parent community. PTSA fundraising helps the school with 12 hours daily of additional instructional assistant classroom support. They also organize enriching events focused on the curriculum for students during the school day through curriculum enhancement, as well as many fun family evening events that bring the community together to celebrate learning.



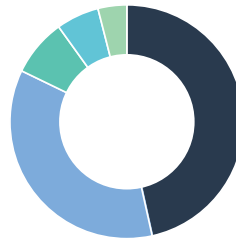
School Overview

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



- 36% Asian
- 4% Black
- 6% Hispanic
- 8% Two or more races
- 47% White
- N/A Native American
- N/A Pacific Islander

School & Student Characteristics ¹

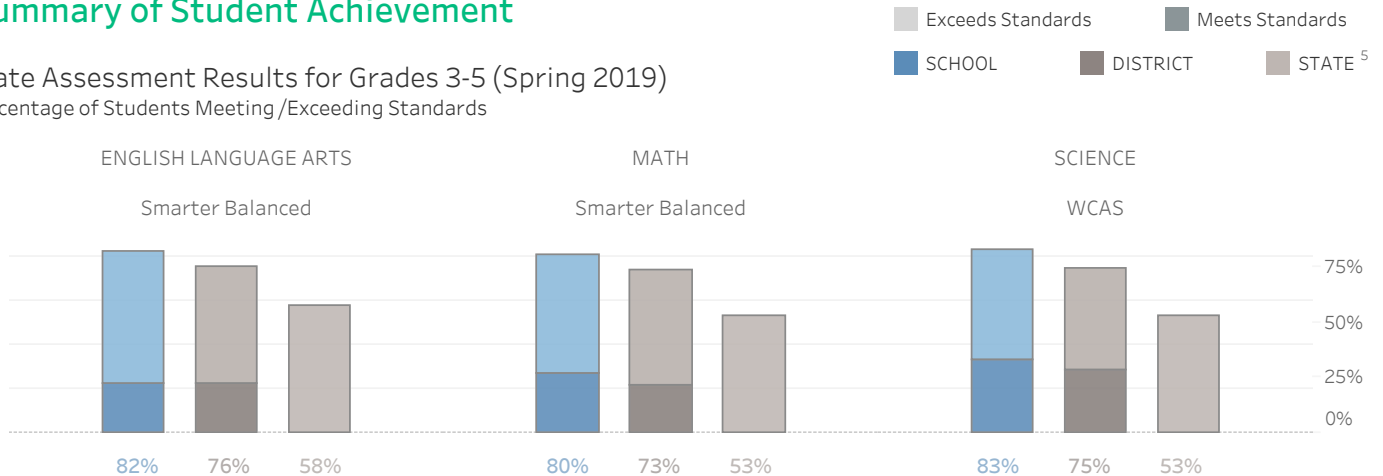
	SCHOOL	DISTRICT ²
Enrollment	439	496
National Board Certified Teachers	12%	28%
Eligible for Free/Reduced Price Meals	9%	18%
Receiving Special Education Services	10%	6%
English Language Learners	19%	24%
First Language Other Than English	37%	42%
Mobility Rate ³	8%	14%

Attendance & Discipline

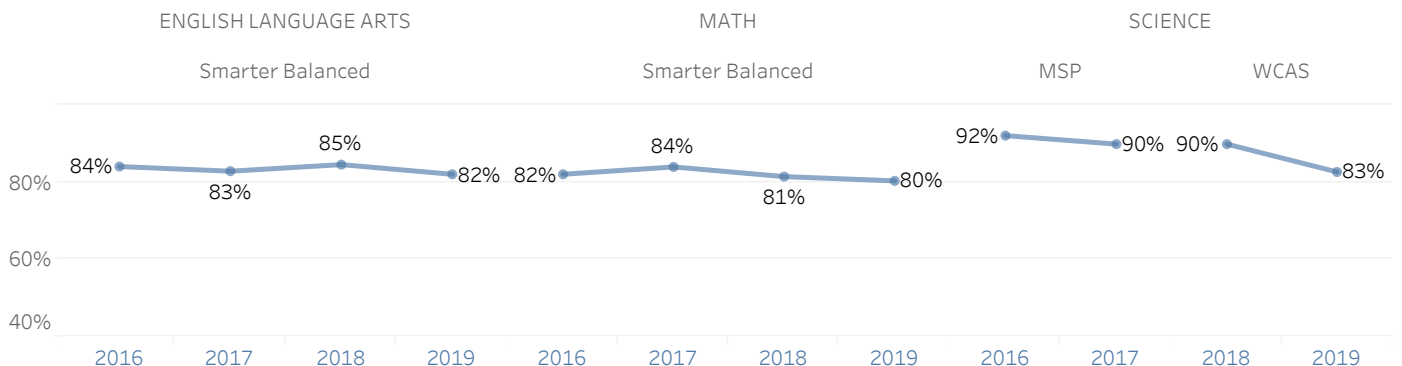
	SCHOOL	DISTRICT
Average Attendance Rate	96%	95%
Students with < 10 Absences Per Year	66%	72%
Students with 18+ Absences Per Year	6%	7%
Suspension Rate ⁴	0.0%	0.6%

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."

High Quality Instruction

Student outcome ELA SMART goals for this year:

- At least 76% of 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 28% in 2019 to 24% in 2020.
- By the end of the 2019-2020 school year, Bennett Elementary will have the following student growth and outcome goals met in the area of ELA (English Language Arts):

Smarter Balanced Spring 2018-2019 ELA by WSIF Subgroup

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

Group	2018		2019		2020	
	Actual	Target	Actual	Target	Actual	Target
All Students	85%	86%	82%	83%	82%	83%
Asian	80%	81%	81%	82%	81%	82%
Black	*	*	60%	64%	60%	64%
Hispanic	92%	93%	73%	75%	73%	75%
Two or More Races	94%	95%	88%	89%	88%	89%
White	86%	87%	84%	85%	84%	85%
Eligible for Free/Reduced Price Meals	65%	68%	55%	59%	55%	59%
Students with Disabilities	42%	47%	39%	45%	39%	45%
English Language Learners	50%	54%	36%	43%	36%	43%

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

Group	2018		2019		2020	
	Actual	Target	Actual	Target	Actual	Target
All Students	83%	84%	74%	76%	74%	76%
Asian	88%	89%	71%	73%	71%	73%
Black	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	81%	82%	75%	77%	75%	77%
Eligible for Free/Reduced Price Meals	*	*	*	*	*	*
Students with Disabilities	40%	46%	*	*	*	*
English Language Learners	50%	54%	*	*	*	*

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

Summary of strengths and challenges

Strengths:

- Overall Achievement: The majority of students at Bennett perform well above (Level 4) proficiency on the statewide assessment. This number is between 60-65% for each of the SBA-assessed grade levels.
- Tier I Instruction: Broadly, the quality of teaching and learning in literacy allows students to achieve elevated levels.

- Data-Driven Instruction: Tiered Fidelity Inventory (TFI) indicators show that classroom teachers use data-driven planning, which guides their instruction in the daily literacy block.
- Multi-Tiered Systems of Support: Multi-Tiered Systems of Support (MTSS) structures focus on data-driven practices which address achievement gaps and provide focused instruction and interventions.
- Guaranteed and Viable Curriculum: Teachers utilize standard-aligned curriculum with fidelity.

Key Performance Indicators for the 2019-20 school year include:

- 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.

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

- Balanced Literacy Implementation: Staff will implement Mini-Lessons and Conferring as strategies within their 90-minute literacy block.
- Standards-Based Instruction: Increase alignment to common core standards via targeted professional learning opportunities
- Culturally Responsive Teaching: Implement culturally responsive teaching practices via targeted professional learning opportunities
- Speaking and Listening: Continue to build speaking and listening fluency as evidenced by student assessment data, classroom observation and walkthrough data.
- Strong and Healthy Relationships: Developing supportive and trusting relationships via the implementation of SEL curriculum and classroom-based relationship building tools.
- Technology Integration: Students will use technology tools to communicate, access information, solve problems, share knowledge, and enhance learning, apply technology to real-world learning experiences, learn digital citizenship skills and about appropriate use of technology in their lives.
- Technology Integration: K-5 students will engage in coding opportunities.
- 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.

Student outcome MATH SMART goals for this year

- At least 80% 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 21% in 2019 to 18% in 2020.

By the end of the 2019-2020 school year, Bennett Elementary will have the following student growth and outcome goals met in the area of Math:

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

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	82%	83%	80%	81%
Asian	80%	81%	86%	87%
Black	*	*	70%	73%
Hispanic	67%	70%	91%	92%
Two or More Races	100%	100%	83%	84%
White	83%	84%	77%	79%
Eligible for Free/Reduced Price Meals	57%	61%	59%	63%
Students with Disabilities	42%	47%	50%	55%
English Language Learners	50%	54%	52%	57%

Math: SBA Proficiency Rates and Goals: Grade 3*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	87%	88%	75%	77%
Asian	92%	93%	81%	82%
Black	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	*	*	*	*
White	84%	85%	71%	73%
Eligible for Free/Reduced Price Meals	*	*	*	*
Students with Disabilities	40%	46%	*	*
English Language Learners	60%	63%	*	*

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

Summary of strengths

Strengths:

- Professional Learning: Teachers are active participants in professional learning opportunities for Math.
- Master Schedule: Our master schedule allows for 60-minute math blocks.
- Instructional Resources: Supplementary mathematics resources are used to support student learning.
- Additional Student Support: Our PTSA supports adult-to-student ratio with funding to hire instructional assistants and develop trained volunteerism.

Key Performance Indicators for the 2019-20 school year include:

- 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.

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

- Standards-Based Instruction: Increase alignment to common core standards via targeted professional learning opportunities. Increase teacher knowledge of grade level math standards via professional development.
- Culturally Responsive Teaching: Implement culturally responsive teaching practices via targeted professional learning opportunities
- Speaking and Listening: Continue to build speaking and listening fluency as evidenced by student assessment data, classroom observation and walkthrough data. Incorporate strategies
- Strong and Healthy Relationships: Developing supportive and trusting relationships via the implementation of SEL curriculum and classroom-based relationship building tools.
- Technology Integration: Students will use technology to communicate, access information, solve problems, share knowledge, and enhance learning, apply technology to real-world learning experiences, learn digital citizenship skills and about appropriate use of technology in their lives.
- Technology Integration: K-5 students will engage in coding opportunities.
- 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 math, classroom-based assessments) to adjust instruction groups and determine intervention needs.

Student Well-Being

Student outcome SMART goals for this year

By the end of the 2019-20 school year:

- We will increase student sense of belonging on the Panorama Survey from 81% in fall 2019 to 82% in fall 2020.
- Student climate perception survey (Panorama) data about how often other students' behavior disrupts learning will increase in favorable responses to surpass the district average (currently 36%).

Strengths from Bennett Panorama Data:

A piece of data that we collect is student perception using the Panorama survey in grades 3-5. We value what our students tell us and want to include their voice related to sense of belonging at school. As defined by the Panorama survey, a sense of belonging is how much students feel that they are valued members of the school community.

School	Spring 2016	Fall 2016	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Bennett	80%	76%	81%	78%	79%	81%
District Elementary Average	72%	71%	70%	66%	71%	71%

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.
- 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 Template: 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.

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

- Behavior Support Systems: Implement Additional (Tier 2) Behavioral Support System via a Behavioral Support Team

- Social-Emotional Learning: All staff will teach SEL Curriculum including the RULER/Second Step Curriculum.
- Restorative Practices: All staff will implement restorative practices to minimize conflict and support community building.
- Bullying Prevention: Consistently teach Bullying Prevention Units

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 of 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 in ensuring that all stakeholders develop the capacity, knowledge and skills needed to collaborate effectively and participate in the education process as equal partners.

Goals

By the end of the 2019-20 school year, at least 20% of families in each subgroup will participate in the family engagement survey administered during winter 2020.

Our strengths in this area:

- Family Engagement: Bennett is a community with high family involvement and strong student achievement.
- PTSA Partnership: We have an active PTSA committed to curriculum enhancement supporting teacher's instruction.

Key Performance Indicators:

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

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

- Parent Engagement Opportunities: Expand opportunities for parents, local organizations, and members of the community to learn and support our work together (PBIS and Sense of Belonging representation).
- Relationship Building: Strengthen relationships with parents and families through deeper understanding of their perspectives and needs.
- Communication: Improve two-way communication with families and community partners by implementing focus groups each semester to share information and solicit feedback.
- Community Partnership: Implement a better system to match resources and services in the community with identified student needs.
- Equity & Inclusion: Implementing equitable and culturally responsive family engagement practices aligned with academic goals.