

Phantom Lake Elementary

SCHOOL IMPROVEMENT PLAN



2019-2020



SCHOOL PRINCIPAL:

Melisa Macias

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.

Phantom Lake Elementary

2019-2020 School Improvement Plan

The mission of our Phantom Lake community is to provide an exceptional education for the whole child in a nurturing and joyful environment in order to prepare our students to be creators of their future world. Our school mission was created in partnership with parents, teachers and students.

Our work in serving every student, every day in every classroom is grounded in an idea 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 Phantom Lake 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

Phantom Lake Elementary School is one of eighteen elementary schools in the Bellevue School District. We serve approximately 500 students, preschool through 5th grade. Our students receive a cohesive curriculum that is aligned to the Common Core State Standards. The core instructional program includes reading, writing, math, science, social studies, and social/emotional learning. In addition to our 15 Kindergarten-5th grade homeroom classes, students attend a specialist period four times per week. Specialist classes include art, music, library, physical education, and band/orchestra (5th grade students only). This is the fifth year Phantom Lake is focusing on a Science, Technology, Engineering and Math (STEM) implementation. Students work together to problem solve while taking part in engineering design projects.

Phantom Lake is one of two elementary schools in our district who offer the PALs Integrated Preschool Program. This program serves all the preschool aged students across the BSD who qualify for special education services. PALs preschool offers a learning environment where students with IEPs, as well as community peers, receive a well-rounded, enriched education from a team that includes certified teachers, speech therapists, physical therapists, occupational therapists, a psychologist and para educators.

The staff at Phantom Lake is committed to each and every student's success and is proud to have received the Washington State Achievement Award for High Progress for three of the last four school years in which the state offered the award. Additionally, in Spring of 2016 we earned the School of Distinction award given to the top 5% of Washington schools whose students demonstrate five continuous years of growth in both reading and math. Because we believe that reading is the foundation of academic success, PLE's classroom reading blocks include opportunities for whole class shared reading, differentiated small group reading, teacher read aloud and time for students to practice their reading independently. We create a master schedule that allows for each grade level to have their reading block at different times of the day in order to provide students with instruction in a more inclusive environment. To support all students in reaching their individual goals, our staff collaborates so that reading interventions occur within the classroom utilizing a LAP Facilitator, ELL Facilitator and Special Education teacher as collaborators and co-teachers. Additionally, for each and every student to achieve success, our students are supported and enriched through a variety of programs including, but not limited to, Special Education, English Language Learning (ELL) services, Learning Assistance Program (LAP) for reading, volunteers and mentors. We will continue to offer our Kindergarten-5th grade students before and after school robotics clubs as a part of the BSD STEM initiative.

Phantom Lake works in close collaboration with our committed and supportive community. Our school works alongside our Parent Teacher Student Association (PTSA) to organize enrichment opportunities for students during the school day as well as provide family events after school. Our community was proud to receive the 2016-2018 National PTA School of Excellence award from the National PTA organization. Another strong collaborative is our Action Team for Partnership (ATP). It is made up of staff members from Phantom Lake Elementary including PALS Preschool, several parent representatives, and two community partner representatives (Jubilee REACH and The Boys and Girls Club). The ATP is a student-oriented group, focused on equity which mobilizes efforts and resources in collaboration with our school, district, and community. Our mission is to offer every family meaningful opportunities to engage with our school to create a learning community where students can thrive. Our school is fortunate to have a full-time on-site Jubilee Reach Site Coach who provides academic and social emotional support for students. Our Jubilee Reach Site Coach also works closely with our Family Connections Coordinator to provide support for all our families.

Phantom Lake students will use technology to communicate, access information, solve problems, share knowledge, and enhance learning. Our students will apply technology to real-world learning experiences and learn digital citizenship skill and about appropriate use of technology in their lives.

Phantom Lake Elementary works towards creating positive partnerships with our families through actively communicating through email, phone calls, in-person meetings, and mailings. However, our most meaningful and impactful engagement activities have been accomplished through organized events, such as: Summer family/staff get togethers, Open House, Family Third Thursdays, Winter Sing-A-Longs, Family BBQ, Field Day, Meet the Staff events, and Digital Media night (in collaboration with Bellevue Police Department). Many of these events have been successful due to collaboration with our PTA. Our Human Services Specialist works especially close with our more marginalized families supporting their access to both school and community-based resources.



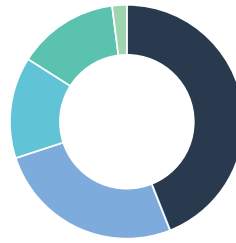
School Overview

At Phantom Lake Elementary we serve approximately 325 Kindergarten-5th grade students and between 80 and 125 preschoolers from across our district in our PALS integrated preschool program. The mission of our community is to provide an exceptional education for the whole child in a nurturing and joyful environment in order to prepare our students to be creators of their future world. YES WE CAN!

Programs Offered

Preschool special education

Racial Diversity



- 26% Asian
- 2% Black
- 14% Hispanic
- 14% Two or more races
- 44% White
- N/A Native American
- N/A Pacific Islander

School & Student Characteristics ¹

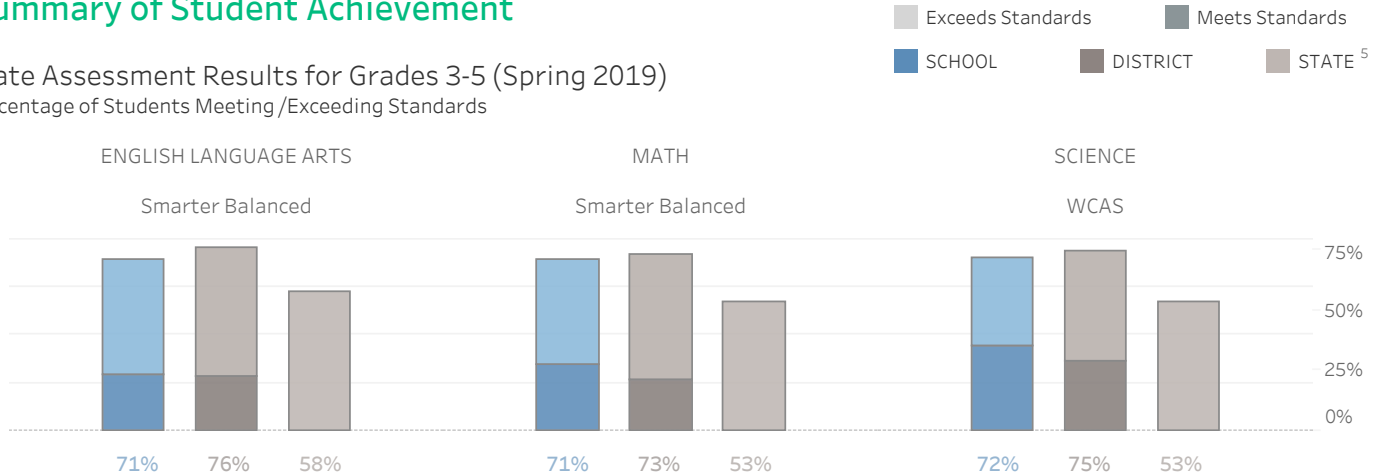
	SCHOOL	DISTRICT ²
Enrollment	322	496
National Board Certified Teachers	32%	28%
Eligible for Free/Reduced Price Meals	22%	18%
Receiving Special Education Services	7%	6%
English Language Learners	24%	24%
First Language Other Than English	32%	42%
Mobility Rate ³	12%	14%

Attendance & Discipline

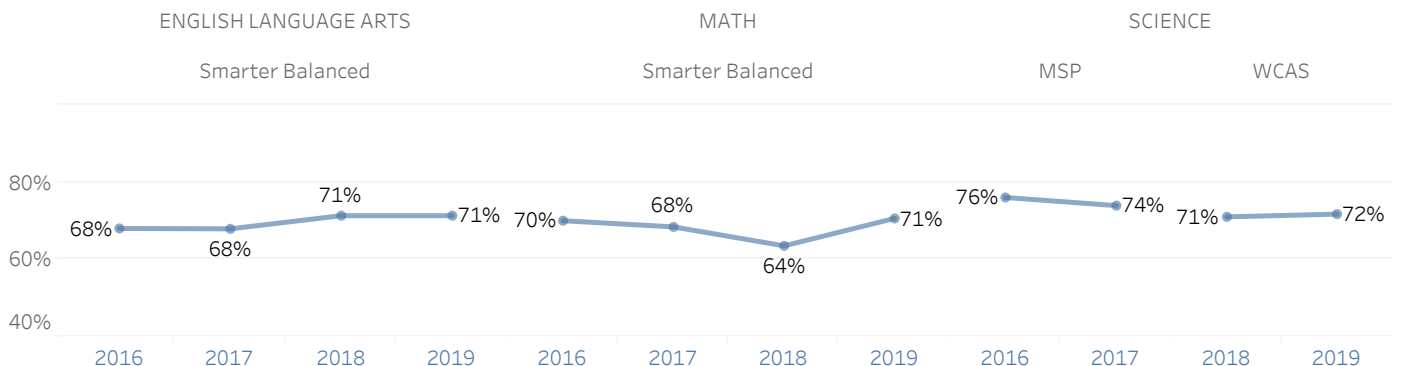
	SCHOOL	DISTRICT
Average Attendance Rate	94%	95%
Students with < 10 Absences Per Year	72%	72%
Students with 18+ Absences Per Year	9%	7%
Suspension Rate ⁴	1.2%	0.6%

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."

English Language Arts (ELA)

Student Outcome SMART Goals:

- At least 75% 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 51% in 2019 to 46% in 2020.

The tables below show Phantom Lake’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 green indicate areas where Phantom Lake met its sub group goals. While we celebrate growth, 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: Grades 3-5

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	72%	74%	71%	73%
Asian	85%	86%	81%	82%
Black	*	*	*	*
Hispanic	55%	59%	30%	38%
Two or More Races	72%	74%	63%	66%
White	73%	75%	79%	80%
Eligible for Free/Reduced Price Meals	59%	62%	45%	51%
Students with Disabilities	59%	62%	25%	33%
English Language Learners	40%	46%	32%	39%

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

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	67%	70%	73%	75%
Asian	*	*	50%	55%
Black	*	*	*	*
Hispanic	30%	37%	*	*
Two or More Races	*	*	*	*
White	82%	83%	92%	93%
Eligible for Free/Reduced Price Meals	47%	52%	*	*
Students with Disabilities	*	*	*	*
English Language Learners	30%	37%	*	*

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

Our Strengths in This Goal Area:

- Balanced Literacy with Focus on Independent Reading and Conferencing: All students are engaged in balanced literacy instruction daily, including daily independent reading. During independent reading, teachers conduct reading conferences to help students set goals and monitor progress individually.
- Alignment to Standards: Teachers ensure mini-lessons are aligned to Common Core State Standards with a focus on explicit literacy skill development.

Key Performance Indicators:

- K-2 Student Progress Monitoring: We will measure growth using TRC and DIBELS scores.
- 3-5 Student Progress Monitoring: We will measure growth using STAR, SBAC and ANET Interim Assessments
- Implementation Progress Monitoring: We will utilize the Tiered Fidelity Inventory and the Fidelity Inventory Assessment to guide our implementation next steps in building Multi-tiered Systems of Support as well as to monitor progress.

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:

- Data-Driven Collaboration: The use of data by classroom teachers has been a strength at Phantom Lake Elementary. Moving forward, grade level teams will continue to improve how they collaboratively analyze student data three times throughout the year in order to determine interventions needed and monitor student learning progress. Data protocols will be utilized in data meetings which will be facilitated by teacher leaders. Smaller teacher collaborative groups, Professional Learning Communities, will then meet in between these data meetings to progress monitor using classroom-based assessments.
- Access to Grade-Level Texts and Interim Assessments: Phantom Lake is in its second year partnering with the Achievement Network to expand our knowledge of standards and providing students access to grade-level texts. ANET is also providing us with interim assessments and support in analyzing interim assessments in order to calibrate instruction to the Common Core State Standards.
- Focus on Differentiation: A significant focus of our professional development as a staff is strengthening differentiated learning for students so that students' individual academic needs are being met in the classroom. This includes improving our strategies to deeply know each individual student's strengths and "stretch" areas and then providing appropriate supports and scaffolding. For language learners, this includes language scaffolding so that students have the support to access academic content as well as language acquisition skill development.

MATHEMATICS

Student Outcome SMART Goals:

- At least 76% 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 41% in 2019 to 37% in 2020.

The tables below show Phantom Lake's goal and growth towards all sub groups meeting MATH 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 green indicate areas where Phantom Lake met its sub group goals. While we celebrate growth, 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: Grades 3-5

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	66%	69%	71%	73%
Asian	79%	80%	81%	82%
Black	*	*	*	*
Hispanic	48%	53%	40%	46%
Two or More Races	59%	62%	63%	66%
White	68%	70%	76%	78%
Eligible for Free/Reduced Price Meals	38%	44%	47%	52%
Students with Disabilities	45%	50%	38%	45%
English Language Learners	44%	49%	48%	53%

Math: SBA Proficiency Rates and Goals: Grade 3*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	66%	69%	74%	76%
Asian	*	*	64%	67%
Black	*	*	*	*
Hispanic	40%	46%	*	*
Two or More Races	*	*	*	*
White	76%	78%	80%	81%
Eligible for Free/Reduced Price Meals	36%	42%	*	*
Students with Disabilities	*	*	*	*
English Language Learners	*	*	*	*

Our Strengths in This Goal Area:

- Instruction Aligned to Standards: The Phantom Lake staff delivers high quality math instruction aligned to Common Core State Standards.
- Collaborative Planning: Teachers collaboratively plan with grade level peers for math instruction based on standards and informed by student data.
- Focus on Differentiation: Similar to ELA, a significant focus of our professional development as a staff is strengthening differentiated learning for students so that students' individual academic needs are being met in the classroom. This includes improving our strategies to deeply know each individual student's strengths and "stretch" areas and then providing appropriate supports and scaffolding.
- Language Access in Math: Diversity in language and culture is a strength for Phantom Lake. Phantom Lake Elementary teacher leaders provide teachers with support through co-planning, co-teaching and facilitation of scaffolds to create access for students learning English as a second or third language in math.

Key Performance Indicators:

- K-1 Student Progress Monitoring: We will measure growth using end of the unit and common assessments.
- 2-5 Student Progress Monitoring: We will measure growth using end-of-unit assessments, STAR and ANET interim assessments.

Key Improvement Strategies:

- Data-Driven Instruction: In order to provide differentiated instruction for students, grade level teams will use data protocols and common assessments to monitor student growth along Common Core State Standards in math.
- Common Interim Assessments (ANET) & Focus on Standards: In partnership with the Achievement Network, we will administer common interim assessments aligned to standards in order to align our planning and instruction and monitor student progress.

Student Well-Being

Student Outcome SMART Goals:

- Student sense of belonging will increase from 73% in Fall 2018 to 76% in Fall 2019 as measured by Panorama data.

Our Strengths in This Goal Area:

- Strong Universal Social Emotional Instruction: We currently have a variety of resources that are used to support social emotional learning at the elementary level; Second Step & RULER are our universal/tier 1 district adopted Social Emotional Learning curriculum. Some buildings utilize The Virtues Project supplemental resources to support student character development.
- Restorative Practices: To enhance our universal/tier 1 SEL supports we utilize components of restorative practices (affective statements, affective questions, impromptu conversations and circles) to help proactively build a positive school community.

Key Performance Indicators:

- SEL Implementation Learning Walk: We will collect data using the SEL look-for (learning walk) template for Pre-K through 5th grade in order to measure our student access to universal SEL instruction.
- Student Interviews: We will conduct student interviews to better understand how students are applying the skills learned through RULER, our Tier 1 SEL curriculum.

Key Improvement Strategies:

- Elevating Student Voice: We are empowering student voice by having students share their own thoughts and perceptions of how school is going during their parent-teacher conferences.
- Students Organized Against Racism (SOAR): A 4th and 5th grade SOAR Team is being formed with a focus on how to interrupt institutionalized racism, build empathy and strengthen cross-cultural communication. They will be instrumental in planning assemblies, promoting kindness and inclusion, and facilitating conversations about race and racism.
- Increasing Mentorship: Staff and community partners will start a student mentorship program before school in order to build positive student-adult relationships and increase student sense of belonging.
- Strengthen Core Social Emotional Learning Instruction: All teachers will deliver evidence-based universal SEL instruction in their classrooms to all students as evidenced by the SEL look-for document. Teachers will create plans for implementation improvement based on identified strengths and areas for growth.
- Focus of Professional Development for Staff: We will provide professional development on universal SEL curriculum and instruction in order to ensure every student has access to high quality social emotional learning at Phantom Lake.

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

SMART Goal for the year:

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

Our Strengths in This Goal Area:

- Action Team for Partnership (ATP): Phantom Lake Elementary has strong parent involvement. This is in part due to a strong Action Team for Partnership – a leadership team that consists of parents of diverse backgrounds and community organizations. This leadership team guides the improvement of parent and community engagement at Phantom Lake.
- Strong PTSA Partnership: PLE has a vibrant PTSA. The administrative team meets with PTSA leadership monthly in order to maintain a strong partnership. The PTSA is incredibly collaborative – we work together to identify the needs, then the PTSA helps to address those needs. The PTSA coordinates community building events. They also help enhance communication with families. The PTSA is also very generous in their support of our staff and school through grants and staff appreciation.
- Strong Community Partnership: PLE has a number of strong community partnerships, including Lighthouse Christian Church. Lighthouse shares their facility for staff professional development. They support our mentorship program. They also provide funding to support our data-release days where teachers come together to analyze student data.
- Family Third Thursday: Every third Thursday of the month, hundreds of parents come to Phantom Lake with their children in the morning to see what their children are learning and to learn alongside their children. This regular event builds positive relationships between the teacher, families and students. This also promotes a welcoming, inclusive environment for families at Phantom Lake.
- Family Engagement Specialist: The strength of Phantom Lake’s family engagement is in large part due to having an exception Family Engagement Specialist who assists parents in navigating our school and district and also partners with parents and staff to better serve the academic and social emotional needs of students.

Key Performance Indicators for the 2019-20 School Year:

- Family Survey: In order to better understand what our families need, we will collect participation and perception data using the family engagement survey for Preschool through 5th grade.

Key Improvement Strategies:

- Family Third Thursday: We will continue to promote relationship building during our Family Third Thursday events.
- Building Family Relationships: The PTSA will host grade-level potlucks twice during the year in order to foster positive relationships among our diverse Phantom Lake families.
- Improved Communication: We will keep our families informed of what students are learning academically and social emotionally through monthly principal newsletters. Teachers also send regular newsletters to families to keep parents informed of what their children are learning and experiencing at PLE. We will ensure families who speak a language other than English have equal access to information through innovative language technology as well as our new language line resource.
- Direct Relationship Building with Administration: We will host monthly Principal’s Coffee events and invite our families to build relationship with the administration and to improve two-way communication. This will empower families, especially our historically marginalized families, strengthen family collaboration as well as provide the administration with better information about family and student needs.