



School Improvement Plan

Sherwood Forest 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 Sherwood Forest elementary?

- Sherwood Forest elementary is focused on inspiring our students to believe in themselves, nurture a positive self-identity, cherish diversity, seek meaningful learning, work collaboratively with others, and meet/exceed academic expectations. Sherwood Forest is a Spanish Two Way Dual Language school that includes classes taught using a 90/10 language allocation model. The dual language model values the concept of additive bilingualism, in which students have the opportunity to acquire a second language without the replacement of their home language and culture. Sherwood Forest embraces the three tenets of dual language education, including bilingualism and biliteracy, high academic achievement in two languages, and sociocultural competence. Sherwood Forest is committed to advocacy and leadership for equitable dual language programming as a research based effective method of meeting the diverse needs of bilingual learners. Sherwood Forest supports and actively seeks continued enrichment of culturally relevant instructional practices specific to bilingual learners. In practicing a view of holistic bilingualism, Sherwood Forest recognizes that the trajectory of a bilingual student is not the same as that of a monolingual English student and requires the selection and use of assessment and accountability measures that are authentic to the program language and holistic in nature.
- We also house one of the Bellevue School District's special education centers called PACIFIC. The PACIFIC program is designed to meet the educational needs of students who have significant developmental and intellectual disabilities. Using evidence-based practices, the goal is to provide instruction in functional skills, opportunities for application, and support to maximize independence and enhance students' opportunities to achieve their full potential and to live as independently as possible as contributing members of society. The program is designed to provide specially-designed instruction to target goals and objectives in the specific qualifying areas as described in each student's special education evaluation.
- Sherwood Forest staff believes in culturally responsive instruction, in both academics and social emotional learning. Our goal is to create a learning environment where students have a positive self-identity, feel safe, and are thriving learners. To create a welcoming learning environment, we are committed to increasing our racial consciousness and being anti-racist. We are focusing on socially just curriculum and pedagogy. The staff have an unwavering belief in each student. Additionally, we are committed to collaborating with all staff, students, and families to support each and every child.
- Sherwood Forest is supported by a vibrant community. We have strong partnerships with families and neighborhood organizations. We have a Racial Equity and Inclusion Team, Family Engagement Team, and Parent Teacher Association (PTA) which includes staff, parents, and community members. All three teams work to provide more opportunities for meaningful engagement with our school. One of the goals of the Racial Equity and Inclusion team is to explore, analyze, and encourage family empowerment in school decisions.

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 Belonging

Measures and Targets

- Increase percent of students reporting feeling connected to peers by at least 3% percentage points from Spring 2020 to Spring 2021.
- Increase percent of students who identify as Black reporting feeling connected to peers by at least 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	93%	96%
Black	*	*
Hispanic	95%	98%
Low Income	93%	96%
English Language Learners	100%	100%
Students with Disabilities	*	*

* Data not available for student subgroups < 10

Data Reflection

Reflections on Panorama Data → Overall, our racial equity work is contributing to students feeling connected to each other and supporting their sense of belonging in our school community.

- **Racial Equity (A Racial and Linguistic Identity Focus)**
 - Windows and Mirrors - Ensuring students read culturally responsive texts that serve as both glimpses into the lives of those different from them as well as reflections of their own lived experiences
 - Students Organized Against Racism – The development of a SOAR team to enhance student agency and voice focused on undoing institutional racism
 - Student Stories - Elevating student voice
 - Classroom conversations about racial equity
 - Implicit Bias Professional Learning - Supporting teachers in recognizing and undoing bias in their teaching
- **Third Pillar of Dual Language: Socio-Cultural Competence**
 - Critically selected texts, focusing on bringing multiple perspectives into the classroom
 - Focusing on cultural competence and cultural representation in instruction
- **Culturally Responsive PBIS, Trauma-Informed Practices, and Restorative Practices**
 - Circles: community circles, racially-just- restorative circles, and repair circles
- **Focus on English Language Learning Teaching Strategies through an Additive Mindset**

- Ensuring every teacher uses strategies that support language learners in the classroom. Moreover, working from a belief in bilingualism and the importance of valuing all languages.
- **Bright spot**—Increase our Sense of Belonging goal for all students by 4 percentage points.
- **Positive Behavior Intervention Support**—Racially just PBIS system in sustaining the growth for Sense of Belonging by our historically marginalized subgroups. Each subgroup will be increased by 4 percentage points or more.
- **Bright spot**—There were no decreases by any subgroup; “all students” group, every historically marginalized subgroup is within 4 percentage points (no significant gap), including: ELL, Hispanic, students with special needs, students qualifying for FRL.
- **Bilingual Learner Focus**—Students receiving services in English language learning will continue to show growth by 4 percentage points or more.

Key Strategies/Adjustments

- **Increased Focus on Inclusion Through Co-Teaching**
 - Teachers are innovating in the area of co-teaching and online teaching to provide more inclusive supports to students served in special education, students who are learning English as a second language.
 - Pacific special education teachers will be co-teaching with general education teachers to provide more inclusive classrooms.
 - English Language Learning teachers will continue to provide coaching and co-teaching support to classroom teachers to improve ELL instructional strategies in every classroom.
- **Enhanced Teaching of Positive Behaviors and SEL** – First twenty days, Puma Prowls, Puma Prides, and celebrations. Also, more frequent and intentional grade level instruction around race and positive identities and celebration! This includes digital citizenship lessons, students involved in weekly online announcements, weekly opportunities to build social relationships, and school wide social activities taking place in a virtual setting. Classroom community meetings with social-emotional check-ins.
- **Racial and linguistic identity** focus and building a sense of connectedness during daily community circles/class meetings.
- **Students Organized Against Racism**—SOAR increases student voice and agency.
- **Increased Collaboration Among Teachers Families and Students**—Innovating the new online platform this year, every classroom teacher has increased collaboration time in Professional Learning Communities to work with each other, ELL teachers, SpEd. teachers and behavior support staff to better plan for instruction, supports and progress monitoring for both academic and social-emotional needs.
- **Enhanced, Equitable Resourcing for Behavior Supports** in the current environment.
-

Progress Monitoring

- **Attendance at Social Opportunities**—During remote instruction, educators are providing social opportunities to build student engagement. Educators are monitoring student participation in these activities.
- **Peers reaching out to each other**—Explore ways to gauge if students are connecting with each other outside of school opportunities.
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Inspired and Affirmed

Measures and Targets

- At least 75% of students are inspired and affirmed in their day-to-day instruction as measured by 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

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Ensuring every teacher uses strategies that support language learners in the classroom. Moreover, working from a belief in bilingualism and the importance of valuing all languages.

Progress Monitoring

- **Informal teacher developed surveys:** regular “temperature” checks using smiley faces embedded as a form in the schoolwide weekly announcements.
- **Informal student focus groups:** seeking student input on curriculum, texts, and experiences in the classroom

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

- 60% 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. **Can we review/discuss other data that can be used as a measure (TRC, etc)? Is there another measure that is not based on adaptive software?*

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	51%	56%
Black	N/A	*
Hispanic	25%	30%
Special Ed Services	N/A	*
English Learners	6%	15%
Low Income	17%	20%

Dual Language Class of 2029***	English Language Arts (ELA) Proficiency on EDL2	
	2019-20 EDL2 Grade 3	Target 2020-21 EDL2 Grade 4
All Students	33%	39%

**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.*

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		80%
Black		80%
Hispanic		80%
Students with Disabilities		80%
English Learners		80%
Low Income		80%

Data Reflection

- **ELA Proficiency Expectations & the Dual Language Model** – A high percentage of students served in our Spanish Dual Language Program are not yet proficient as measured by Star and SBA. Upon reflection, this is likely correlated to the model, which provides 90% of instruction in Spanish for the first 3 years. By third grade, the first year of SBA testing, students will only have just started explicit English literacy instruction that year.
- **Insufficient Level of Rigor in ELA Instruction** – So many of our subgroups are not meeting their targets. From our partnership work with ANet and our work as a school on standards, we believe this is a result of insufficient rigor in the levels of texts and types of questions we are giving students access to when they are taught in English. This lack of rigor affects ALL students and all subgroups. Despite having a strong focus on culturally responsive texts, GLAD strategies, and deeply knowing our students, we are not holding them to rigorous enough standards.
- **Over-Scaffolding & Dependent Learning** – In addition to insufficient rigor, our hypothesis for our low proficiency rate for ELL students in particular is that we are over-scaffolding challenging tasks or texts for students, which is resulting in more dependent learners – learners who are successful in answering assessment questions when they are presented in a specific way or guided with prompts, however, are challenged by assessment problems that are presented in novel way and/or demand clear demonstration of deep conceptual understanding.

Key Strategies/Adjustments

- **Increase the Level of Rigor in ELA Instruction** – Data indicate a need to focus on tier 1 instruction. In partnership with ANet, we are building on our strengths around culturally responsive texts and instruction as well as language acquisition strategies such as GLAD (Guided Language Acquisition Design) by focusing as a whole staff on ensuring rigorous text complexity and instruction that matches grade level standards without over-scaffolding. We are implementing the instructional strategy of “text-first planning” to ensure high quality whole-group reading instruction that includes complex, culturally responsive text, and text-dependent questions as a way to increase instructional rigor.
- **Implement Rigorous Interim Assessments** – Learning from other BSD schools that have implemented ANet interim assessments, we are implementing ANet interim assessments this year in English and Spanish in order to elevate the rigor of the questions and tasks we ask students. Teachers are also using ANet resources to include more rigorous tasks and questions in everyday instruction.
- **Cycles of Improvement & MTSS in PLCs** – Teachers are collaboratively using cycles of improvement to progress monitor student learning as a result of improved core instruction and intervention. Literacy data is disaggregated by subgroups to identify inequities, improve instruction, and inform instructional next steps based on student needs.
- **Partnering with families** – Working together to support student literacy development. **Mutually** sharing resources and strategies to engage students in reading.

Progress Monitoring

- **Lexia Core5**—Spring 2020, during remote learning third grade teachers began using Lexia Core 5 to support efforts to monitor student reading progress.
- **Small Group Instruction**—Spring 2020, during remote learning third grade teachers co-planned instruction focusing on rigorous, culturally relevant texts, with comprehension questions. Teachers used informal assessment to monitor comprehension.

Math Proficiency and Growth

Measures and Targets

- 60% 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	47%	51%
Black	N/A	*
Hispanic	25%	30%
Special Ed Services	N/A	*
English Learners	13%	20%
Low Income	13%	20%

*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.

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		80%
Black		80%
Hispanic		80%
Students with Disabilities		80%
English Learners		80%
Low Income		80%

Data Reflection

- **ANet Interim Assessments**—The fall interim assessment (our first time implementing ANet interims) showed promising results for Sherwood students. Upon analysis, the fall interim assessments showed our students were successful on math tasks that were familiar or followed a format/structure taught by teachers in the curriculum. However, students struggled with tasks that were presented in novel ways—even when the concept was similar.
- **Insufficient Level of Rigor**—Subgroup data highlights our challenges across multiple subgroups – likely a result of insufficient rigor in instruction and alignment to standards across the board.
- **Bright Spot**—We celebrate the bright spot for our black students who made significant gains in math. We attribute these gains to intentional, equitable outreach to families and support for students, our focus on elevating student voice, the creation of our SOAR team, mentorship opportunities and to addressing systemic inequities at Sherwood Forest that were preventing our black students from being successful previously.

Key Strategies/Adjustments

- **Leadership Focus Area** – School-wide, teachers are working on enhancing rigor in ELA. However, in partnership with other Title 1 building leaders, Sherwood Forest building leaders are taking on math as a focused cycle of improvement with emphasis on attending to increasing rigor, alignment to grade-level standards and increasing student access to complex tasks.
- **Strengthen Math Assessments in Spanish** – As a way to address the lack of math assessments and progress monitoring in Spanish, we are continuing to work with our ANet partner to implement math interim assessments in English and Spanish this year. This is giving us valuable, formative information about what students can do in math in the language of instruction and what our instructional moves need to be.
- **Increase the Level of Rigor in Math Instruction Using Language Acquisition and Access Strategies** – In partnership with ANet, we are ensuring students have access to grade level math standards and complex tasks that are aligned to the rigor expected in the Common Core State Standards. Furthermore, we are increasing the variety of rigorous math tasks in instruction. One teacher calls it “throwing curve balls” so that students can have practice applying their math knowledge to novel, rigorous tasks. We are continuing to ensure teachers use Guided Language Acquisition and Development (GLAD) strategies to ensure the increase of rigor is supported by an increase in language access support.
- **Cycles of Improvement & MTSS in PLCs** – We are using cycles of improvement building-wide to progress monitor student learning in math as a result of improved core instruction and intervention. We are disaggregating our math data by subgroups to identify inequities, improve instruction, and inform instructional next steps based on student needs
- **Partnering with families** – Working together to support student literacy development. **Mutually** sharing resources and strategies to engage students in learning.

Progress Monitoring

- **Freckle**—Spring 2020, during remote learning third grade teachers began using Freckle to support efforts to monitor student math progress.
- **Small Group Instruction**—During remote learning third grade teachers co-planned instruction focusing on math tasks aligned to the essential concepts and small group instruction to monitor math progress.

English Language Acquisition

Measures and Targets

- Students receiving ELL services in the Class of 2029 will demonstrate 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

- The levels 1–5 descriptors reflect a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities. This is done for purposes of presentation and understanding; actual second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. An ELL at any given point along his or her trajectory of English learning may exhibit some abilities (e.g., speaking skills) at a higher proficiency level, while at the same time exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular skill at a lower proficiency level but need review at the next higher proficiency level when presented with a new or more complex type of text. As a reminder, by definition, ELL status is a temporary status. Thus, an English language proficiency level does not identify a student (e.g., “a Level 1 student”), but rather identifies what a student knows English Language Proficiency Standards with Correspondences to the K-12 Practices and Common Core State Standards 3 and can do at a particular stage of English language development (e.g., “a student at Level 1” or “a student whose listening performance is at Level 1”).

Key Strategies/Adjustments

- **Culturally Responsive and Supportive Instruction** –We are building on our strengths around culturally responsive texts and instruction as well as language acquisition strategies such as GLAD (Guided Language Acquisition Design) and SIOP (Sheltered Instruction Observation Protocol) by focusing as a whole staff on ensuring rigorous text complexity and instruction that matches grade level standards. We are implementing the instructional strategy of “text-first planning” to ensure high quality whole-group reading instruction that includes complex, culturally responsive text, and text-dependent questions, while providing appropriate scaffolds that build oral language and maintain high expectations. Educators are participating in professional learning around appropriate supports for language acquisition.
- **Cycles of Improvement & MTSS in PLCs** – Teachers are collaboratively using cycles of improvement to progress monitor student learning as a result of improved core instruction and intervention. Data is disaggregated by subgroups to identify inequities, improve instruction, and inform instructional next steps based on student needs.
- **Partnering with families** – Working together to support student progress. **Mutually** sharing resources and strategies to engage students in learning.

Progress Monitoring

- **Annual ELPA21 (English Language Proficiency Assessment)** measures MLLs' English proficiency levels in all domains (listening, speaking, reading, writing) based on English Language Proficiency Standards and is in alignment with Academic Language Descriptors (ALDs) levels. It is administered in Feb-Mar, once a year.
- **Academic Language Descriptors (ALDs)** levels on all language domains. The ALD is a continuum of observable language skills for each domain (listening, speaking, reading and writing). The MLL facilitator does an observation 2 – 3 times a year to highlight skills observed on the ALD continuum.

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	NA	75%

Data Reflection

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Key Strategies/Adjustments

- **Computer Science Specialist** – We have added a weekly specialist time for all our students. Computer Science will focus on newly adopted state standards for computer science.
- **Professional Learning**- Continued professional learning, reflection, and implementation of anti-racist instructional strategies and curriculum.

Progress Monitoring

- **Informal/Formative Assessments**—develop assessments to gauge global awareness and cultural competence

Computer Science

Measures and Targets

- At least **75%** of students show proficiency in computer science by completing a performance task and assessment in 4th grade.

Computer Science Performance Task		
	2019-20	Target 2020-21
Grade 4	NA	75%

Data Reflection

-

Key Strategies/Adjustments

- **Computer Science Specialist** – We have added a weekly specialist time for all our students. Computer Science will focus on newly adopted state standards for computer science.
- **Professional Learning**- Continued professional learning, reflection, and implementation of anti-racist instructional strategies and curriculum. Continued integration of computer science learning into math, science, and writing curriculum.

Progress Monitoring

- **Code.org**—monitoring students coding skills
- **Informal/Formative Assessments**—develop computer science assessments

Family Engagement

Goal

Families, particularly those who have been traditionally marginalized feel empowered and a sense of belonging; through representation, voice, and input in school decisions.

Measures and Targets

- At least, 70% of families report they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey.
- Subgroup targets:

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	Target 2020-21
All	67%	70%
Black	*	
Hispanic	69%	70%
Students with Disabilities	87%	87%
English Learners	74%	74%
Low Income	77%	77%

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	69%	70%
Black	*	
Hispanic	63%	70%
Students with Disabilities	100%	100%
English Learners	76%	76%
Low Income	70%	70%

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	70%	70%
Black	*	
Hispanic	63%	70%
Students with Disabilities	100%	100%
English Learners	74%	74%
Low Income	72%	72%

* Data not available for student subgroups < 10

Data Reflection

- **Tracking Attendance at Events**—Dual Language and ELL Family Night: nearly 80 families attended, inclusive of families of diverse cultures and racial backgrounds. During 2019-2020 school year, attendance at PTA events increased from previous years (Fall Harvest Dance and Movie Night), inclusive of families of diverse cultures and racial backgrounds.
- **Interim Family Surveys**—At our December 2019 Puma Family Friday event, we gave a preliminary survey to families of all language and cultural backgrounds to gauge perception on what’s working, what they’d like to see improved. Over 100 families attended.
- **Staff Support of Family Engagement**—Beginning 2019-2020 school year there was an increase in staff participation at PTA board meetings and this increase is continuing this school year as well.

Key Strategies/Adjustments

- **Informed & Supported**— We are using and exploring a variety of communication tools (Konstella, Facebook, and Microsoft Teams). Classroom teachers are sending regular newsletters and have increased meetings with families. Our PTA was awarded a grant to be used to develop family modules. Sherwood Forest educators and PTA board members are working in partnership to solicit input and develop modules for families that best meet their needs. Furthermore, we will continue to share information in Spanish and English.
- **Empowered**—Our goal is for families to know and believe their input is valued. Our families are participating in multiple surveys. This year, we will include purpose statements for the surveys and be more explicit about how/when we use survey information.
- **Representation**—Our PTA has a goal of increasing family representation on the board. Also, our Building Leadership Team is exploring ways to include family voice in building decision making. Our Family Engagement team includes family and community representatives. During remote learning our school wide events look very different and we are exploring different formats to engage families. We are planning a spring Día de los niños celebration.

Progress Monitoring

Opportunities for family input embedded into: Principal Coffees, PTA meetings, Puma Family events, Modules, etc.

Disaggregating information by race and linguistic identity (as much as the communication tool allows)

- Informal tracking of engagement with the different communication tools
- Monitoring attendance at virtual events
- Monitor response rates for the variety of surveys

Glossary



2019-2020 School Profile

Sherwood Forest Elementary

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

Danelle Edwards, Principal

16411 NE 24th St

Bellevue, WA 98008

425-456-5700

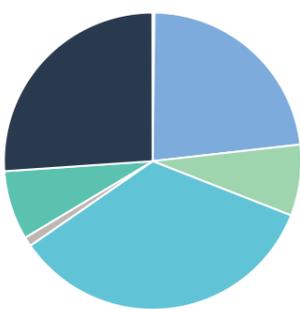
School Overview

Sherwood Forest is a Spanish Dual Language and PACIFIC program school serving approximately 400 students. Our vision is to affirm and inspire each and every student to learn and thrive as creators of their future world. We are committed to collaboration with students, families, staff, and the community to meet the needs of each and every student.

Programs Offered

Pacific (special education), Spanish Dual Language, Preschool special education

Racial Diversity



Racial Diversity Detail

<1%	American Indian or Alaska Native
23%	Asian
7%	Black/African-American
34%	Hispanic
1%	Pacific Islander
7%	Two or more races
26%	White

School & Student Characteristics¹

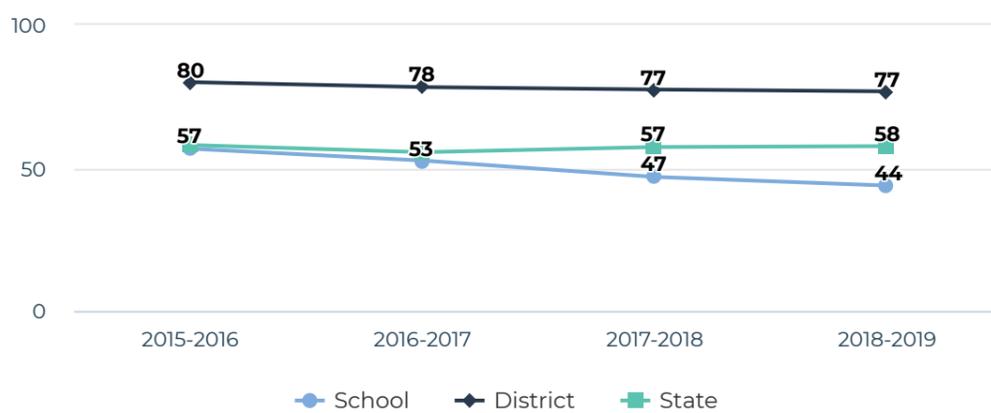
	SCHOOL	DISTRICT ²
Enrollment	423	526
National Board Certified Teachers	18%	23%
Eligible for Free/Reduced Price Meals	39%	16%
Receiving Special Education Services	21%	9%
English Language Learners	31%	21%
First Language Other Than English	48%	42%
Mobility Rate ³	22%	13%
Average Attendance Rate	95%	95%

Summary of Student Achievement

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

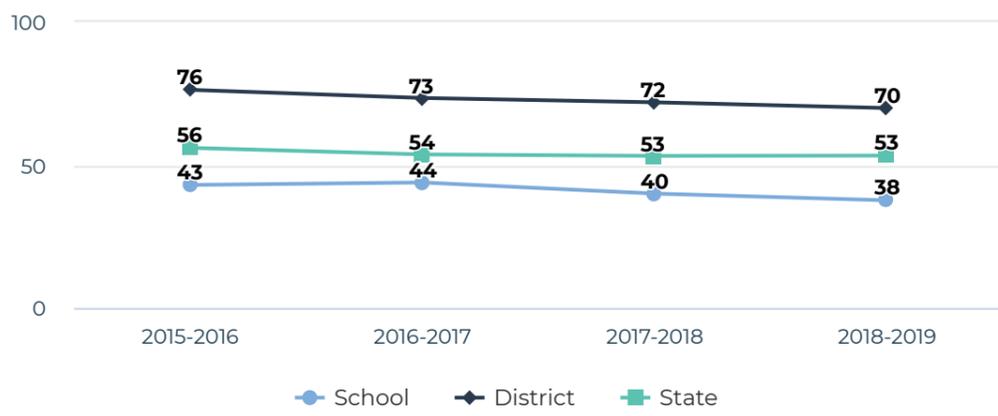
English Language Arts

Smarter Balanced - Percentage of Students Meeting Standards



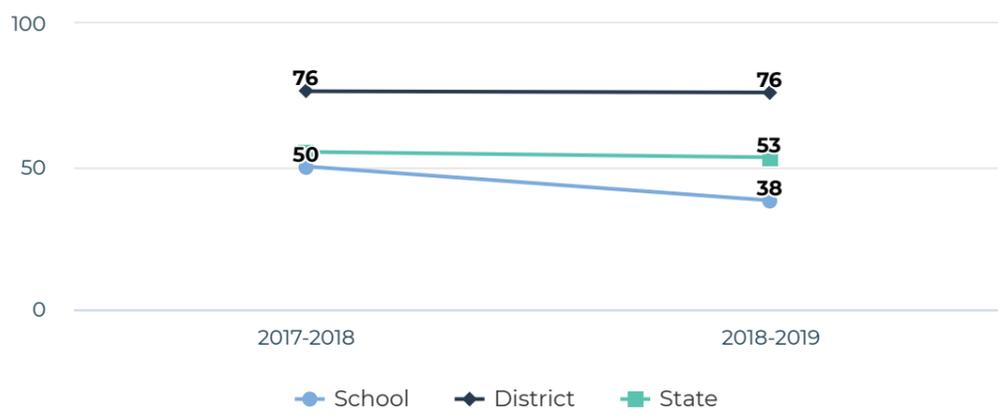
Mathematics

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/assess-ment/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/assess-ment/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.