

Somerset Elementary

2019-2020



SCHOOL PRINCIPAL:

Judy Bowlby

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.



Somerset Elementary

2019-2020 School Improvement Plan

At Somerset we are committed to ensuring school is safe (physically and emotionally), learning is happening, and we have fun. 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 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 Somerset, 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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Safe. Learning. Fun!

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

SCHOOL BACKGROUND

Instructional Program Overview

Somerset is a high achieving elementary school serving approximately 670 students. Students receive a cohesive academic curriculum aligned to the Common Core State Standards (CCSS). The core instructional program includes reading, writing, math, science, social studies, and social emotional learning. We are in our second year of a four-year partnership with the Achievement Network (ANet). ANet works alongside school leadership teams to strengthen school-wide understanding of the CCSS and how instruction directly affects student success in meeting the high rigor of these standards.

We affirm the uniqueness of each student, recognize their individual needs and celebrate our collective community as ONE Somerset.

In addition to the 28 homeroom classes, students attend a specialist period four times per week in art, music, library, and physical education. Somerset is one of four schools in the district that houses a self-contained program for students receiving advanced learning services. Our staff is committed to ensuring students feel like they belong, and we support an inclusion model through our Special Education and English Language Learning (ELL) programs. In addition, our after-school enrichment programs further support students. We affirm the uniqueness of each student, recognize their individual needs and celebrate our collective community as ONE Somerset.

Safe. Learning. Fun!

It's important that Somerset students and staff experience these three things regularly at school.

- To ensure safety, we stay current with state required emergency drills and training for staff as well as teach common expectations for all areas of our school. Emotional safety is equally important. In addition to our Social Emotional Learning curriculum, we take a restorative approach to conflict which ensures understanding of the impact of behavior and how to repair harm.
- Students come to school to learn and as educators we ask the following questions: *What is it we want students to learn? How do we know they learned it? What do we do when they don't learn? What do we do when they do learn? What, if anything, in our practice needs to change?*
- Finally, we strive to ensure students and staff find joy and have fun throughout their time at school.

Somerset introduced something new last year to increase our students sense of belonging. Wednesdays are special in that the day begins with either a school-wide assembly or *Somerset Families*. *Somerset Families* consist of approximately 18 students across vertical grades, kindergarten through fifth. In our effort to build positive relationships, in addition to students, most families include a specialist, general school assistant, office staff member, custodian or a kitchen staff. All families are led by a certified teacher for 30 minutes and engage in activities such as community building, read-a-louds, community service projects, craft activities, and games.

Somerset believes 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 our stakeholders bring. As a school community, we are shaping creators of our future world. The families of our students are essential partners in supporting student academic and social emotional development. We embrace a culture of service, in partnership with families and the community to ensure all students succeed in school and life.



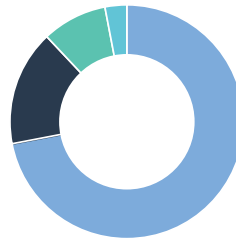
School Overview

Somerset serves a diverse student population of approximately 670 students. We are "ONE Somerset" and pride ourselves in providing a safe, learning, and fun environment for our school community. Our staff is dedicated to our Bellevue School District's vision of affirming and inspiring each and every student to learn and thrive as creators of their future world.

Programs Offered

Advanced Learning

Racial Diversity



- 72% Asian
- 0% Black
- 3% Hispanic
- 9% Two or more races
- 16% White
- N/A Native American
- N/A Pacific Islander

School & Student Characteristics ¹

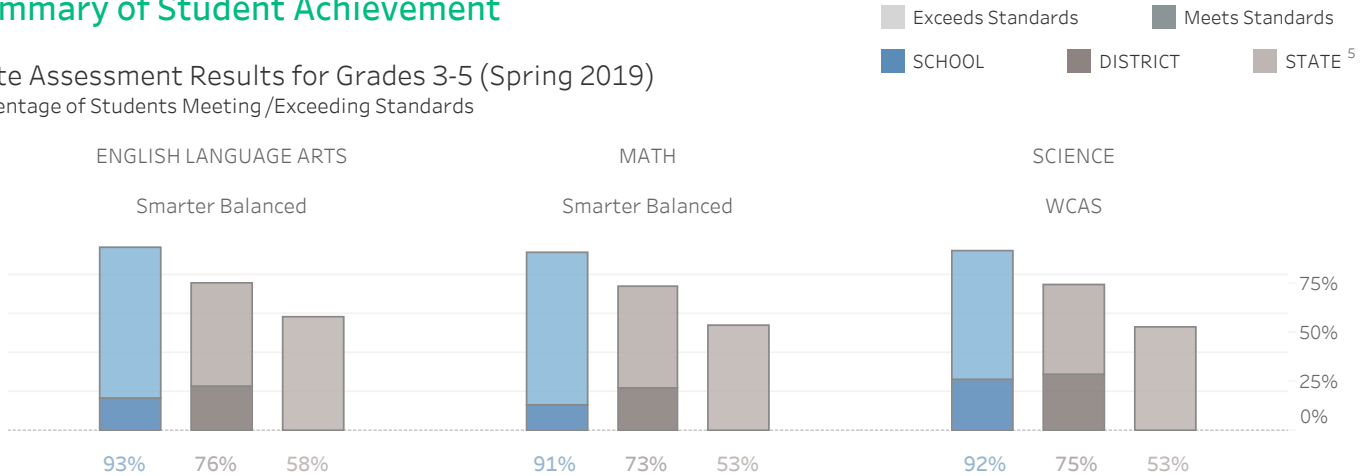
	SCHOOL	DISTRICT ²
Enrollment	660	496
National Board Certified Teachers	36%	28%
Eligible for Free/Reduced Price Meals	5%	18%
Receiving Special Education Services	2%	6%
English Language Learners	18%	24%
First Language Other Than English	45%	42%
Mobility Rate ³	10%	14%

Attendance & Discipline

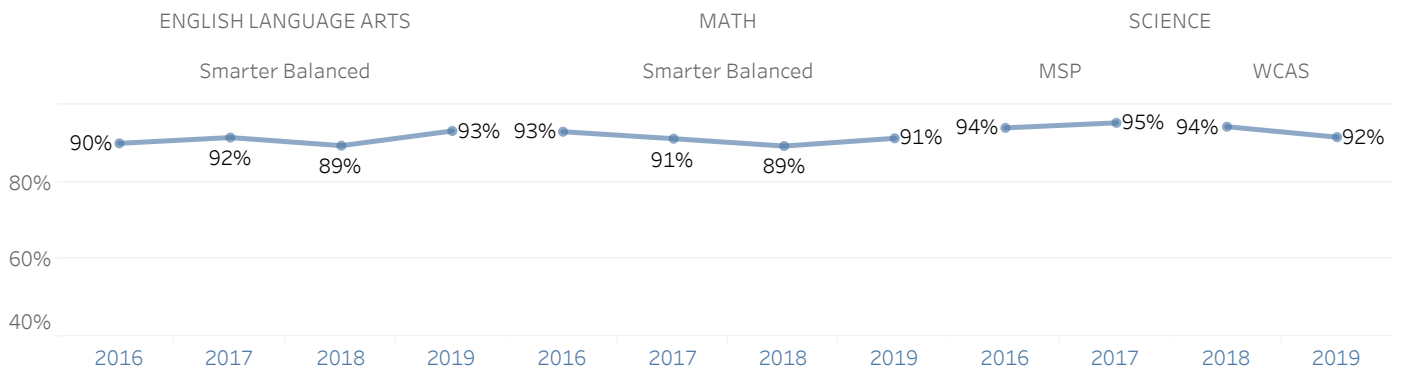
	SCHOOL	DISTRICT
Average Attendance Rate	97%	95%
Students with < 10 Absences Per Year	85%	72%
Students with 18+ Absences Per Year	3%	7%
Suspension Rate ⁴	0.0%	0.6%

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

English Language Arts (ELA) SMART GOAL

Smarter Balanced Spring 2019 ELA by Level

English Language Arts: SBA Proficiency Rates and Goals: Grades 3-5				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	90%	91%	93%	94%
Asian	92%	93%	94%	95%
Black	*	*	*	*
Hispanic	70%	72%	*	*
Two or More Races	84%	85%	95%	96%
White	88%	89%	92%	93%
Eligible for Free/Reduced Price Meals	59%	62%	78%	80%
Students with Disabilities	50%	54%	85%	86%
English Language Learners	25%	32%	47%	52%

English Language Arts: SBA Proficiency Rates and Goals: Grade 3*				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	90%	91%	93%	94%
Asian	90%	91%	93%	94%
Black	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	100%	100%	100%	100%
White	87%	88%	*	*
Eligible for Free/Reduced Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
English Language Learners	27%	34%	73%	75%

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

By the end of the 2019-20 school year at least 94% of Class of 2029 (current 3rd graders) will meet 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 3% in 2019 to 2.6% in 2020.

Our strengths in the goal area:

- Professional Learning: Teachers are active participants in professional learning opportunities for ELA.
- Achievement Network (ANet) Partnership: We are in year two of our Achievement Network (ANet) partnership. In year one we focused on ELA standards-based instruction. Year two will continue this work and expand into math standards-based instruction as well.
- Master Schedule: Our master schedule allows for 90-minute literacy blocks, 30-minute intervention/differentiation blocks and common planning time.
- Instructional Resources: Supplementary ELA resources available to support student learning.
- Classified Staff Support: Our PTSA supports teacher-to-student ratio with funding to hire instructional aides.

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.
- Achievement Network Interim Assessments: These assessments measure students' proficiency on standards in reading and math. We will utilize these assessments to improve instruction and student learning.
- English Language Proficiency Assessments (ELPA): The ELPA assessment is designed to assess the English language proficiency of students receiving English Language Development services in schools in Washington State. To monitor the growth of our Multi-language learners our ELL facilitator will work with teachers to monitor ELPA data.

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 (Structural Components and Multi-Tiered Systems of Support):

- Embedded Professional Learning: Coaching visits and classroom learning walks to analyze the implementation of balanced literacy and the common core shifts (regular practice with complex text, communication grounded in evidence from text and building knowledge through non-fiction).
- Multi-tiered Systems and Supports: Utilize a grade-level data team meeting structure to support data-based instructional decision making, scheduled in 4-6-week cycles that are in alignment with grade level assessments. Teams will monitor data for all students and particularly for students who are performing below standard. Data will be used to guide classroom-based instruction as well as interventions.
- Guidance and Multi-Disciplinary Teams: Guidance and Multi-Disciplinary Team (MDT) meetings to determine researched based interventions to be delivered and progress monitored.
- Cycles of Continuous Improvement: All teachers will use a comprehensive assessment system and the PDSA (Plan, Do, Study, Adapt) to support student growth and achievement.
- Guaranteed and Viable Curriculum: Teachers will use the district adopted literacy curriculum and ensure students are exposed to culturally responsive text.
- Balanced Literacy Implementation: All classroom teachers will use a balanced literacy approach with a knowledge of standards and academic language acquisition strategies. This includes access to and regular practice with complex text and opportunities to read, write and speak grounded in text evidence, both literary and informational.
- Technology Integration: Students will use technology to communicate, access information, share knowledge, and enhance learning. Additionally, students will apply technology to real-world learning experiences and learn digital citizenship skills.

Math SMART GOAL

Smarter Balanced Spring 2019 Math by Level

Math: SBA Proficiency Rates and Goals: Grades 3-5				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	90%	91%	91%	92%
Asian	93%	94%	94%	95%
Black	*	*	*	*
Hispanic	80%	81%	*	*
Two or More Races	84%	85%	90%	91%
White	83%	84%	84%	85%
Eligible for Free/Reduced Price Meals	59%	62%	70%	73%
Students with Disabilities	57%	61%	75%	77%
English Language Learners	50%	54%	56%	60%

Math: SBA Proficiency Rates and Goals: Grade 3*				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	90%	91%	92%	93%
Asian	93%	94%	93%	94%
Black	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	100%	100%	100%	100%
White	83%	84%	*	*
Eligible for Free/Reduced Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
English Language Learners	53%	57%	80%	81%

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

By the end of the 2019-20 school year, at least 93% 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 10% in 2019 to 9% in 2020.

Our strengths in the goal area:

- Professional Learning: Teachers are active participants in professional learning opportunities for Math.
- Achievement Network (ANet) Partnership: We are in year two of our Achievement Network (ANet) partnership which will provide an additional focus, during our 2019-20 school year, on math standards.
- Master Schedule: Our master schedule allows for 60-minute math blocks, 30-minute intervention/differentiation blocks and common planning time.
- Instructional Resources: Supplementary resources available in mathematics to support student learning.
- Classified Staff Support: Our PTSA supports teacher-to-student ratio with funding to hire instructional aides.

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.
- Achievement Network Interim Assessments: These assessments measure students' proficiency on standards in reading and math. We will utilize these assessments to improve instruction and student learning.

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 (Structural Components and Multi-Tiered Systems of Support):

- Embedded Professional Learning: Coaching visits and classroom learning walks to ensure the implementation of a rigorous math block which includes conceptual understanding, procedural skills and fluency, and application.
- Multi-tiered Systems and Supports: Utilize a grade-level data team meeting structure to support data-based instructional decision making, scheduled in 6-week cycles. Team time includes review of benchmarking and progress monitoring data for all students and especially for students who are currently performing below grade level standard.
- Guidance and Multi-Disciplinary Teams: Guidance and Multi-Disciplinary Team (MDT) meetings to determine researched based interventions to be delivered and progress monitored.
- Guaranteed and Viable Curriculum: All teachers will use the district adopted Math curriculum and ensure students are exposed to culturally responsive practices.
- Standards-based Instruction: All classroom teachers will use knowledge of standards and academic language acquisition strategies. Additionally, students will have greater *focus* on fewer topics, *coherent* topics and thinking across grade levels and *rigor* (conceptual understanding, procedure skill and fluency and application).
- Cycles of Continuous Improvement: All teachers will use a comprehensive assessment system and the PDSA (Plan, Do, Study, Adapt) to support student growth and achievement.
- Technology Integration: Students will use technology to communicate, access information, share knowledge, and enhance learning. Additionally, students will apply technology to real-world learning experiences and learn digital citizenship skills.

Student Well-Being

SMART GOAL:

By the end of the 2019-20 school year we will increase student sense of belonging on the Panorama Survey from 74% in fall 2018 to 75% in fall 2019.

Our strengths in the goal area:

- Social-Emotional Learning (SEL) Curriculum: All teachers will implement Second Step and RULER as part of our universal Tier I district adopted SEL curriculum.
- Leadership Teams: Somerset is implementing dedicated *Sense of Belonging* and *Positive Behavior Intervention Supports* (PBIS) teams to develop school wide expectations, student leadership skills, appreciation and respect for all community members and the expansion of school wide relationships.
- Restorative Practices: We approach discipline as a learning opportunity, using a restorative approach and partner with families in the process. Students are taught how to solve problems and use conflict resolution strategies.

Key Performance Indicators for the 2019-20 School Year include:

- 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.
- Tiered Fidelity Inventory (TFI): The TFI provides a measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections: Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features. The TFI is conducted by an outside evaluator.
- 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.

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 (Structural Components and Multi-Tiered Systems of Support):

- Positive Behavior Intervention Supports (PBIS): We are refining our school-wide focus and creating *Somerset STARS* which will be taught for all learning environments. In fall 2019 we introduced the STARS acronym (Safe, Trustworthy, Accepting, Respectful, Solve Problems) to support student understanding and practice of common area expectations. Students will be recognized for demonstrating these expectations and increment goals will be celebrated school-wide. The DESSA mini is utilized to identify students who need additional support and interventions are matched to individual students.
- Social-Emotional Learning (SEL): All teachers will deliver research-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.
- Bullying Prevention: All students will receive Bullying Prevention Unit lessons (BPU), required for their grade level and delivered by certificated staff member in fall 2019.
- Restorative Practices: Staff will use a restorative practices approach to student discipline in the classroom, on the playground and in other common areas.
- Community Building: We will continue *Somerset Families* where students from vertical grade levels meet each Wednesday to engage in a community builder, a school-wide project, and a community service project. A certified teacher leads each family and all Somerset staff are assigned to a family (office staff, custodians, GSA's, kitchen staff, etc.). Additionally, for the 2019-2020 school year, our administration is committed to celebrating monthly birthdays with students, on the stage during lunches. We are also committed to making a **Principal Good News Call of the Day** where we call a parent, with the student present, to celebrate positive accomplishments.

Family and Community Engagement

SMART GOAL:

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: Somerset 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:

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

Strategies:

- 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.