



School Improvement Plan

Somerset Elementary School

2020-21



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

What is unique about Somerset?

- The Somerset community is proud to be recognized by the Washington State board of in the areas of high growth for English Learners and students with disabilities.
- Somerset is in year three, of a four-year partnership with the Achievement Network (ANet). ANet supports student engagement in high-quality instruction that is grounded in standards and informed by data.
- Somerset is one of four Bellevue elementary schools that has a self-contained Advanced Learning program for qualifying students in grades 2-5.
- Somerset is honored to have a strong community and PTSA support. We foster strong partnership, outreach and engagement within our diverse Somerset community to ensure that all students and families have equitable access to resources and experience a sense of belonging. Our active PTSA works collaboratively with our staff provide curricular, instructional and social emotional enhancement for every student at Somerset.
- Somerset believes in the importance of students connecting with students and adults in our school community. We have created Family Groups where mixed groups of students K-5 build positive relationships and work together to better our school and serve our local community. Because of remote learning and COVID social-distancing cohorts, 20-21 Families' activities are being sponsored monthly to connect students, families and their Somerset community virtually.



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 3 percentage points from Spring 2020 to Spring 2021.
- Maintain percent of students who identify as Low-Income reporting feeling connecting to peers.
- Increase percent of students who identify as English Language Learners reporting feeling connected to peers by 5% 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	88%	91%
Black	*	*
Hispanic	*	*
Low Income	92%	92%
English Language Learners	76%	81%
Students with Disabilities	*	*

* Data not available for student subgroups < 10

Data Reflection

- In Fall 2019, we reached our target of 75% for all students. Of the subgroups, our special education students exceeded that goal with 77%, while our English Language Learners (63%) and Low-Income (68%) fell below the target goal. Between Fall 2018 and Fall 2019, these two groups decreased significantly. If we focus on these two groups, we believe we will meet our overall Peer Connection target of 91% for 2020-21.
- In Fall 2019, our Special Education sub-group reported the greatest sense of belonging at 77% and showed the greatest increase of 9 percentage points. We plan to continue to focus on peer connection for our Students with Disabilities for 2020-2021.
- Data collected for Spring 2020 does not include reported data for Black, Hispanic and Students with Disabilities due to sample size being less than ten.
- Overall, 88% of our students reported strong peer-to-peer connections for Spring 2020.
- Our low-income students showed the strongest reported peer connection in Spring 2020 at 92%
- Our English-Language Learners showed the lowest reported peer connection in Spring 2020 at 76%
- Although the data doesn't show percentages for our Black, Hispanic and Students with Disabilities, we will continue to identify strategies to be inclusive of these subgroups.

Key Strategies/Adjustments

Positive Behavioral Interventions and Supports (PBIS): School-wide tiered support system

- Strong proactive approach for school safety and positive behavior. Students, staff, and families will continue to use STARS acronym (Safe, Trustworthy, Accepting, Respectful, Solve Problems)
- Explicit expectations taught at the start of school and revisited throughout the year
- STARS classroom celebration ideas chosen by students as recognition for demonstrating STARS behavior
- Student recognition through classroom incentives
- Check-in/Check-out system provided for students needing additional supports.
- Further develop a consistent office and health room referral system

Social Emotional Learning (SEL) Curriculum and a focus on Restorative Practices

- Implementation of Washington State Social Emotional Learning Standards and Benchmarks
- Bi-weekly classroom community circles
- Students will be taught the problem-solving strategies of Kelso's Choice and Bug & Wish
- Second Step (K-2): Ensure all k-2 teachers are implementing the Second Step social emotional learning curriculum and incorporate opportunities to practice.
- RULER (3-5): Ensure all 3-5 teachers are implementing the Ruler social emotional learning curriculum and incorporate opportunities to practice.
- Anti-Bullying Curriculum (K-5): Ongoing consistent teaching of Bullying Prevention Units with continued training for classified staff.
- Sanford Harmony (k) and Kimochis (k-2) are two additional resources primary teachers use to help students better identify and understand big feelings so they can effectively communicate with peers.
- Digital Citizenship lessons taught by school librarian and classroom teacher.
- Continue to engage students in practices that support reflection, problem solving, and resolution

Sense of Belonging

- Student Leadership (continuing hybrid or remote)
 - 5th grade Peer Mentors weekly check-in with primary students
 - Student Council: increase their role to be a quarterly student focus group
 - Monthly School Community Connection Activities in place of Somerset Family Groups
 - Monthly school-wide assemblies with focus on virtues
 - Fall Unity Week and Winter Kindness week (school wide focus on student voice using Flipgrid, Nearpod, Padlet)
- Principal Connections
 - Virtual Principal Read aloud highlighting a common, school-wide theme
 - Monthly k-5 Birthday Lunches hosted by the principals and counselor
- Revisit Positive Classroom Management Strategies and adapt to the remote classroom
 - Daily Greetings on the screen from teacher to student and student to student
 - 5:1 Positive Ratio: Increasing student engagement and relationship building focusing on positive recognition and strengths
 - Opportunities to respond enhancing opportunities for student voice and self-expression
- Virtual small groups
 - School Counselor leads weekly virtual interest groups (multi-age)
 - School Counselor and MLL facilitator lead new student virtual lunch bunch
 - School Counselor leads friendship group with focus on social skill building
- Continue and expand our Racial Equity and Inclusion work:
 - Establish a Racial Equity & Inclusion team
 - Ensure all staff are Beyond Diversity 1 training (certified and classified)
 - Focus on culturally responsive teaching and strategies
 - Utilize the Courageous Conversations About Race Six Conditions (CCAR)– expand our focus to include all six conditions

Progress Monitoring

- **BSD Remote Learning Student Survey:** Periodic survey over the course of the school year to gauge students' attitudes and experiences in remote learning.
- **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. Students take the survey online.
- **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.
- **PBIS/Student Behavior Monitoring:** PBIS Team will utilize the student information system to input all behavior data both for intervention and documentation. Each month, the PBIS team will analyze monthly behavior data by race, gender, incident, and incident location. Interventions will be monitored through student behavioral data by the Behavior Support Team (BST).
- **Racial Equity and Inclusion Team:** Monitor implementation of Restorative Practices/Courageous Conversation About Race (CCAR) integration through reported incidences of racially impactful conflict.

Inspired and Affirmed

Measures and Targets

- At least 60% of students are inspired and affirmed in their day-to-day instruction in English Language Arts courses 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

Data Reflection

- To be completed once baseline data is uploaded

Key Strategies/Adjustments

- Ensure all staff include the three Sense Time Immemorial (STI) lessons in the social studies curriculum.
- Ensure all staff use complex culturally responsive texts embedded in their weekly instruction.
- Professional learning focused on Zaretta -Hammond's Strategies focused on Culturally Relevant Instruction
- Ongoing and consistent practice of Instructional "Big 3" on Teams learning platform and using the CASEL instructional model: Inclusive Openers, engaging strategies, optimistic closures
- Provide School Wide activities to focus on student voice k-5

Progress Monitoring

- **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.
- **BSD Remote Learning Student Survey:** Periodic survey over the course of the school year to gauge students' attitudes and experiences in remote learning.
- **Student Focus Groups:** Implement quarterly to facilitate a student focus group with the student council.

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

- 94% 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

Percentage Meeting/Exceeding Standard on SBA or Star

software (i.e. Lexia), for students who have recommended software usage.

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	89%	94%
Black	N/A	N/A
Hispanic	N/A	N/A
Special Ed Services	N/A	N/A
English Learners	N/A	N/A
Low Income	N/A	N/A

*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		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

Data Reflection

- Data collected for Fall does not include percentages for any of the subgroups because the size of these subgroups is ten or less and too small for reporting purposes.
- Although the data doesn't show percentages for these subgroups, the key strategies and adjustments we make will be inclusive of these students.
- 11% of our students are not meeting proficiency and, in digging into the data further, many are in one or more marginalized subgroups.
- In order to meet our goal of 94%, 4 additional students will need to meet standard.
- 100% of our Advanced Learning students are meeting proficiency while 79% of our General Education students are meeting proficiency.

Key Strategies/Adjustments

- Quarterly MTSS Release Days for Grade Level PLC's
 - Engage in data analysis and specific grade level intervention strategies
 - Establish WIN Groups – targeted skill-based instruction using research-based resources
 - Utilize the Plan Do Study Act (PDSA) cycle for continuous learning
 - GSAs/paras, MLL facilitator, and Special Education teacher will provide direct instruction, co-teaching, and intervention to students, in addition to scaffolding and extensions based on student data.
- Continued ANet partnership around Common Core State Standards
 - Select complex, culturally responsive text
 - Engage in text first planning
 - Engage all students in questioning with a focus on evidence from the text
- Professional Development: focus on foundational literacy skills, standards, and balanced literacy
- Students receive 60 minutes of balanced literacy instruction per day
- Differentiation, scaffolding, and supports which includes co-teaching and GLAD strategies
- Grade-level PLCs (Our master schedule provides for common planning time) meet at least weekly.

Progress Monitoring

- Administer STAR, TRC/DIBELS and ANet assessments three times per year.
- Monitor Lexia data weekly in grade level PLCs and analyze data in MTSS meetings every 6-8 weeks.
- Administer and analyze ELPA 21 in the state required window.
- Monitor MLL growth using Achievement Level Descriptors in MTSS meetings every 6-8 weeks.
- Regular instructional and equity walkthroughs inclusive of Balanced Literacy, SEL, and CRTL strategies.
- Student focus groups and/or student feedback survey.

Math Proficiency and Growth

Measures and Targets

- 98% 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	94%	98%
Black	N/A	N/A
Hispanic	N/A	N/A
Special Ed Services	N/A	N/A
English Learners	N/A	N/A
Low Income	N/A	N/A

*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		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

Data Reflection

- Data collected does not include percentages for any of the subgroups because the size of these subgroups is less than ten students and too small for reporting purposes.
- Although the data does not show percentages for these subgroups, the key strategies, and adjustments we make will be inclusive for these students.
- Our ELL students, although not shown by number in the data, are on track in math (6/7 meeting proficiency)
- 96 out of 102 students tested are meeting proficiency

Key Strategies/Adjustments

- MTSS Release Days in line with PDSA cycles
 - Create a targeted math intervention for the **six** students not meeting proficiency– i.e., math club, using BRIDGES, Freckle, and/or manipulative based activities
- Continued ANet partnership to develop stronger standards-based instruction.
 - Explicitly teaching and using mathematical practices
 - Continued professional development around the 3 shifts in common core (focus, coherence, and rigor)
- Professional Development on mathematical practices, common core shifts, research-based intervention materials and resources

- Students receive high-quality math instructions 50 minutes per day.
- Differentiation and Scaffolding for our ELL students, students who qualify for Special Education Services, students of color, and students who need unique SEL support.
- Grade-level PLCs (Our master schedule supports common planning time.)

Progress Monitoring

- Administer and analyze STAR and ANet assessments three times per year.
- Monitor Freckle data monthly in grade level PLCs and analyze data in MTSS meetings every 6-8 weeks
- Monitor Math Expressions' common assessments in grade level PLCs at the end of each unit.

English Language Acquisition

Measures and Targets

- For students receiving ELL services in the Class of 2029 increase % (to be set by November 2020) demonstrating 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

- To be completed once baseline data is uploaded

Key Strategies/Adjustments

- Co-teaching with ELL facilitator to establish best practices in ELL instruction for general education teachers in Sheltered Instruction using GLAD strategies, grade level rigorous text, fluency routines.
- ELL facilitator support to emerging students receiving ELL services – targeted small groups.
- Speaking and Listening Standards Instruction: Continue to build on opportunities for students to respond to develop conceptual understanding and personal expression, as evidenced by student assessment data, classroom observation and walkthrough data.
- Sheltered Instruction using GLAD strategies, grade level rigorous text, fluency routines
- Culturally Responsive Teaching & Instruction

Progress Monitoring

- Review Achievement Level Descriptors student proficiency data during MTSS cycles
- Administer and analyze Annual ELPA 21 Spring*

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

- Baseline year 2020-2021 goal at 75% of students meeting competency in performance task.

Key Strategies/Adjustments

- TCI Curriculum: Fidelity of instruction of content and concepts, global awareness, and cultural competence, in grades K-2.
- Social Emotional Learning: Guided collaborative process to ensure all student voices are incorporated into problem solving.
- Student voice: Continue to build student voice opportunities for students to respond to develop conceptual understanding and personal expression, as shown by student assessment data, classroom observation and walkthrough data.
- Technology Integration: Students will learn and use technology tools to communicate, access information, solve problems, share knowledge, enhance learning, apply technology to real-world learning experiences, and learn digital citizenship skills, as well as proper use of technology in their lives.

Progress Monitoring

- 2nd grade global awareness and cultural competence performance task.

Family Engagement

Goal

Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Measures and Targets

- Families report they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey. (See targets at the tables below)
- Increase % of families who feel informed to 75% with increases for all subgroups.
- Maintain % families who feel supported 70% with no decreases for any subgroup.
- Maintain % families who feel empowered 71% with no decrease for any subgroup.

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	Target 2020-21
All	66%	75%
Black	*	*
Hispanic	70%	75%
Students with Disabilities	89%	90%
English Learners	53%	65%
Low Income	71%	75%

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	70%	75%
Black	*	*
Hispanic	60%	64%
Students with Disabilities	89%	89%
English Learners	62%	64%
Low Income	57%	64%

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020 -21
All	71%	71 %
Black	*	*
Hispanic	80%	80%
Students with Disabilities	89%	89%
English Learners	59%	65%
Low Income	71%	71%

* Data not available for student subgroups < 10

Data Reflection

- Although our Hispanic families make up a smaller percentage of our school demographics, they have a greater percent of feeling informed, supported and empowered.
- Our families of students with disabilities show the highest percentage of family engagement.
- Demographic groups showing the greatest opportunity for engagement are English Language Learners and low- income families.

Key Strategies/Adjustments

Inform:

- Weekly principal newsletter highlighting both school vision and upcoming events
- ELL Facilitator will host information sessions for new immigrant families
- Family Math Night: December grade level event to teach engaging math games to build fluency and problem-solving strategies.
- Communications document describing school events and their purpose (Meet and greet, Curriculum night, fall conferences, progress reports, Somerset Strong Newsletter)
- Use “Talking Points” app and “Language Line” to create enhanced opportunities for two-way communication
- Teachers consistently use “Big 3” on teams: announcements, assignments, calendar

Support:

- Our strong PTSA partnership provides us with the opportunity to collaboratively support all subgroups through curriculum enhancement and instructional support grants.
- Monthly Principal Connects provide two-way communication for families to express questions and needs
- Bi-monthly counselor newsletter providing key strategies for supporting the SEL of students during the pandemic.
- Camp Kindness, weekly family participation with focus on Virtues building.

Empower:

- Implementing a “Voices Celebrating Diversity” section in monthly news to highlight the stories of our community.
- Facilitate a quarterly Language Parent Focus Group to provide voice and opportunity for two-way communication for our MLL students
- Family Math Night that will allow families to learn strategies for engaging with math in a fun way
- Use technology, “Talking Points” to create enhanced opportunities for two-way communication

Progress Monitoring

- Counselor Survey feedback
- District-based Family Engagement Survey
- Monthly Checks of classroom use of “Big 3” on Teams
- MLL parent focus group (fall, winter, spring)
- Student Council Focus group (fall, winter, spring)
- Attendance at and feedback from community events

Glossary



2019-2020 School Profile

Somerset Elementary

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

Judith Bowlby, Principal
 14100 Somerset Blvd SE
 Bellevue, WA 98006
 425-456-5800

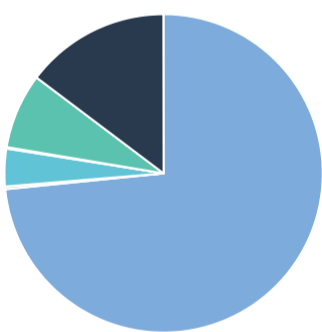
School Overview

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



Racial Diversity Detail

<1%	American Indian or Alaska Native
73%	Asian
<1%	Black/African-American
3%	Hispanic
<1%	Pacific Islander
7%	Two or more races
14%	White

School & Student Characteristics¹

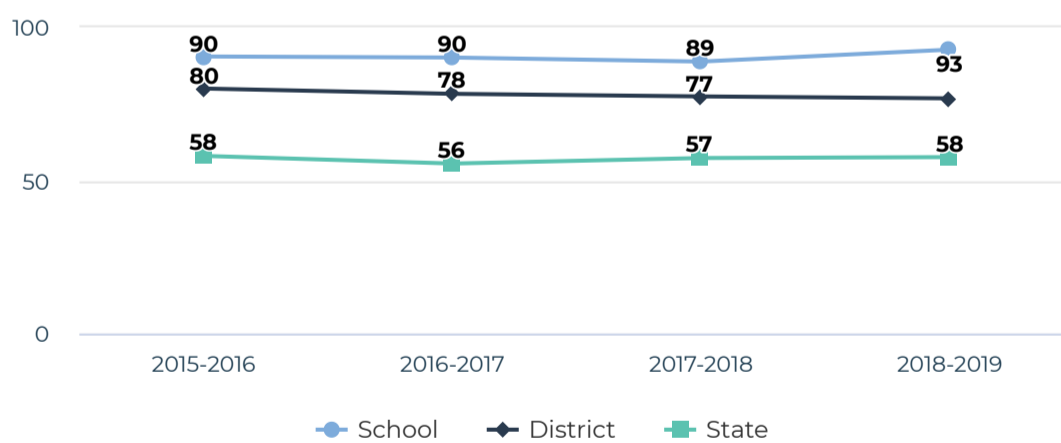
	SCHOOL	DISTRICT ²
Enrollment	666	526
National Board Certified Teachers	34%	23%
Eligible for Free/Reduced Price Meals	5%	16%
Receiving Special Education Services	4%	9%
English Language Learners	17%	21%
First Language Other Than English	48%	42%
Mobility Rate ³	9%	13%
Average Attendance Rate	96%	95%

Summary of Student Achievement

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

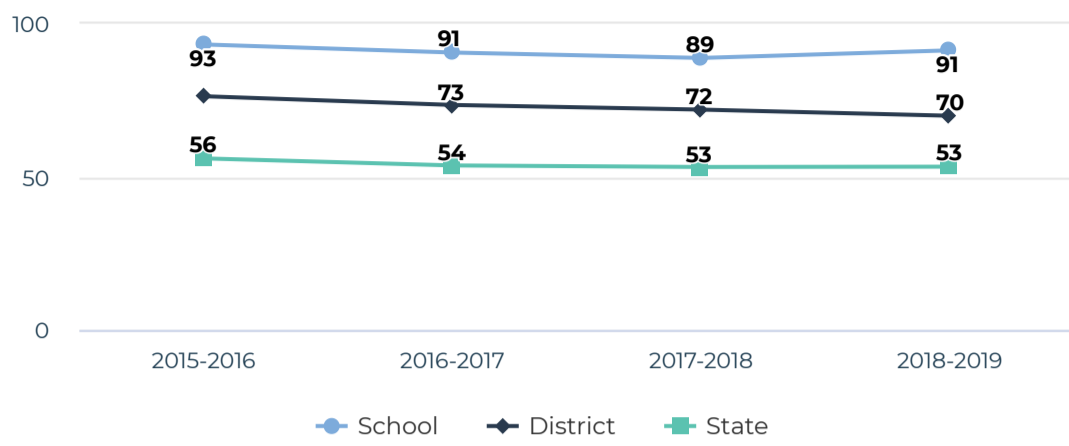
English Language Arts

Smarter Balanced - Percentage of Students Meeting Standards



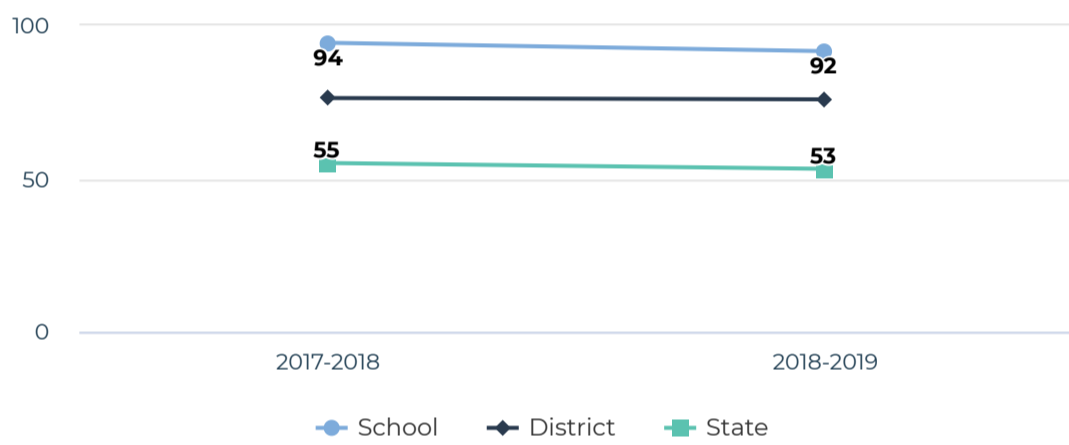
Mathematics

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/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, 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.