

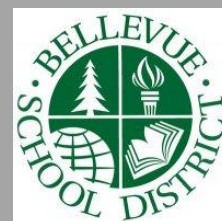


SPIRITRIDGE ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN

2019-2020

SCHOOL PRINCIPAL:
Scott Hetherington

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.

Spiritridge Elementary

2019-20 School Improvement Plan

At Spiritridge we empower all students to embrace learning and pursue opportunities that enrich lives and foster freedom. 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 Spiritridge, 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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**At Spiritridge we empower all students to embrace learning
and pursue opportunities that enrich lives
and foster freedom.**

SCHOOL BACKGROUND

Instructional Program Overview

Spiritridge is a high achieving school of 700 students. Students at Spiritridge Elementary receive a cohesive curriculum that is aligned to the Common Core State Standards in preschool through fifth grade. To support our 700 students in being successful we offer a variety of services such as Special Education; Gifted Program for grades 2-5; Learning Assistance Program for reading proficiency in grades 1-3; and English Language Acquisition.

Mission:

- We build relationships to support all students
- We provide an equitable environment for all students
- We engage all students in meaningful and rigorous experiences
- We inspire all students to grow academically, socially and emotionally

Beliefs:

- All students need to feel loved, accepted and included
- Education promotes freedom and unity
- All students can learn
- All students' voices are valued
- All students are individuals who deserve respect

In addition to the 30 homeroom classes, students attend a specialist period four times per week: art, music, library, and physical education. Spiritridge is active in Science Technology Engineering and Math (STEM) implementation. Staff have taken the STEM foundation of claim, evidence, and reasoning and implemented across curriculum with much success.

Our instructional focus in 2019-20 is focused on Balanced Literacy. Students will improve their communication and language skills (reading, writing, speaking, and listening) through developing strong foundational skills in reading through teachers conferring with students individually and building independent reading capacity in each student.

The primary approach staff will use to support student learning is utilizing culturally responsive teaching practices and developing strong, trusting relationships focused on academic and personal growth. Staff have completed Beyond Diversity 1 training in the last two years and are committed to supporting racial equity conversations with our staff, students, families and community. Relationships are the most impactful means of student growth and achievement.

Spiritridge is supported by a committed and generous parent community. PTSA (*Parent, Teacher, Student Association*) fundraising helps the school by providing additional instructional assistants to support students academically, supervision safety, partnering with the staff to establish enriching learning opportunities and facilitating events to build community engagement. These efforts enhance our work to engage each and every child in learning that encompasses all facets of their life.



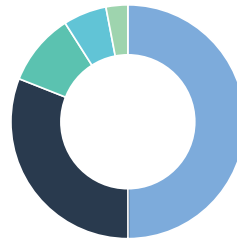
School Overview

Spiritridge is a thoughtful community that grows students academically, socially and emotionally through innovative and engaging learning. At Spiritridge we empower all students to embrace learning and pursue opportunities that enrich lives and foster freedom. We believe relationships are the most impactful means for student growth. We ensure that all students are celebrated for their race, culture and values resulting in acceptance and a sense of belonging.

Programs Offered

Advanced Learning

Racial Diversity



- 50% Asian
- 3% Black
- 6% Hispanic
- 10% Two or more races
- 31% White
- N/A Native American
- N/A Pacific Islander

School & Student Characteristics ¹

	SCHOOL	DISTRICT ²
Enrollment	691	496
National Board Certified Teachers	26%	28%
Eligible for Free/Reduced Price Meals	8%	18%
Receiving Special Education Services	3%	6%
English Language Learners	11%	24%
First Language Other Than English	39%	42%
Mobility Rate ³	8%	14%

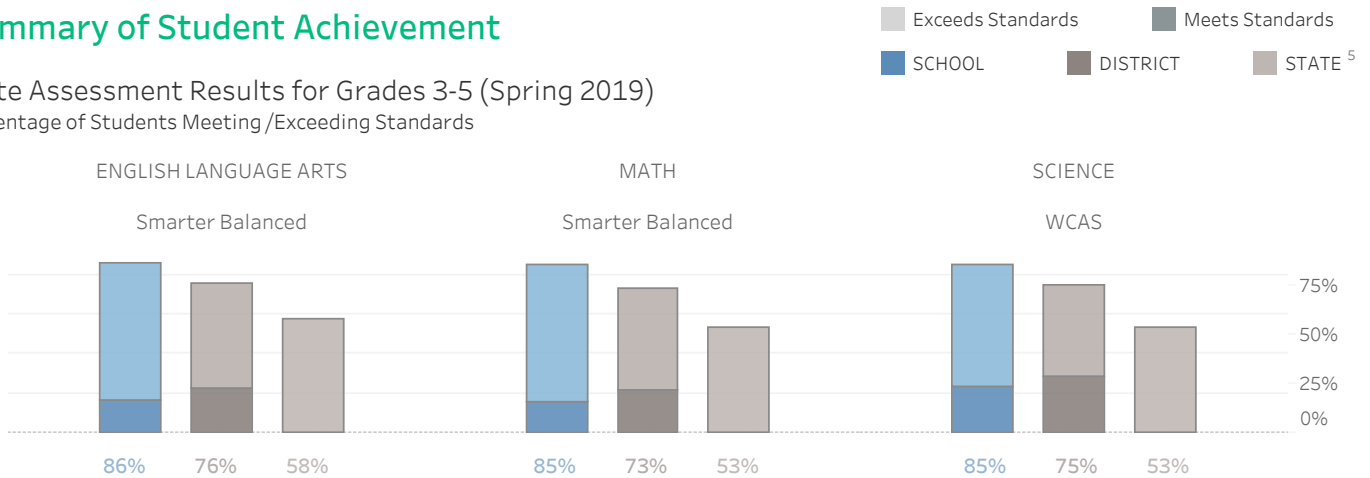
Attendance & Discipline

	SCHOOL	DISTRICT
Average Attendance Rate	97%	95%
Students with < 10 Absences Per Year	78%	72%
Students with 18+ Absences Per Year	5%	7%
Suspension Rate ⁴	0.9%	0.6%

Summary of Student Achievement

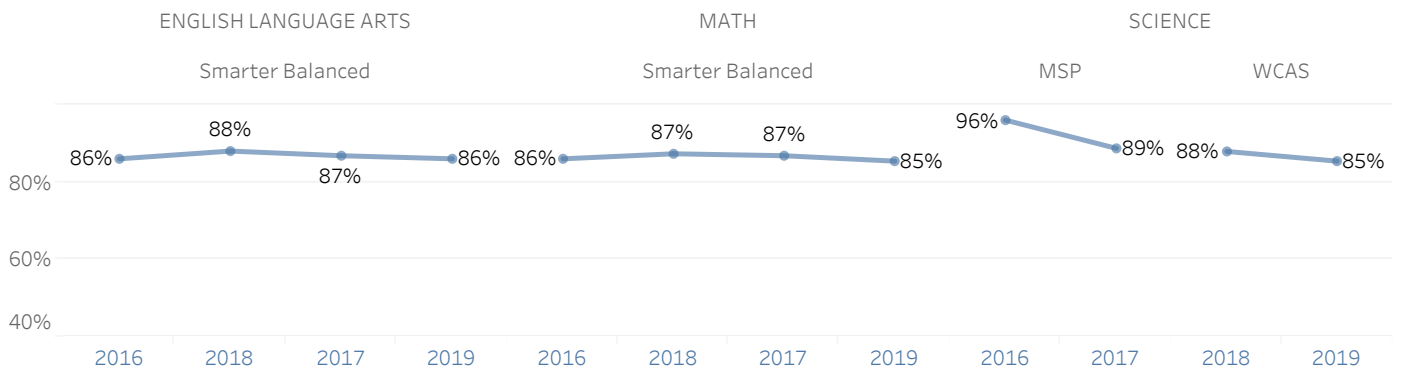
State Assessment Results for Grades 3-5 (Spring 2019)

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)

SMART goals for this year:

- By the end of the 2019-20 school year at least 81% 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 48% in 2019 to 42% in 2020.

Smarter Balanced Spring 2019 ELA by WSIF Subgroup

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

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	89%	90%	86%	87%
Asian	95%	96%	94%	95%
Black	40%	46%	46%	52%
Hispanic	69%	71%	52%	57%
Two or More Races	89%	90%	92%	93%
White	85%	86%	81%	82%
Eligible for Free/Reduced Price Meals	50%	54%	36%	43%
Students with Disabilities	60%	63%	50%	55%
English Language Learners	27%	34%	27%	35%

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

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	82%	83%	80%	81%
Asian	89%	90%	95%	96%
Black	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	*	*	*	*
White	82%	83%	60%	64%
Eligible for Free/Reduced Price Meals	17%	25%	*	*
Students with Disabilities	*	*	*	*
English Language Learners	27%	34%	38%	45%

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

Our strengths in the goal area (literacy) include:

Based on 2019-20 beginning of the year literacy data, strengths include:

- Overall Achievement Levels: 75% of our students in all grades are at or above standard in reading according to fall assessments (TRC, DIBELS and STAR).
- Master Schedule: Staff implement 90-minute literacy blocks

- Multi-Tiered Systems and Supports (MTSS): Staff engage in MTSS cycles of data review for instructional planning purposes
- Master Schedule: Collaborative Planning Time for grade levels to implement cycles of improvement
- Co-teaching: Co-teaching with ELL facilitators and/or Special Education teachers

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.
- Smarter Balanced Interim Assessments (SBA Interims): Interim assessments support teachers by helping them check where students are in their learning and determine where they need additional instruction or if they can move onto more challenging work.
- 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:

- Cycles of Continuous Improvement: We are implementing Cycles of Improvement with 3rd and 5th grade teams to determine the effectiveness of our instructional practices to decrease the gap between our highest and lowest racial subgroups.
- Multi-Tiered Systems and Supports (MTSS): We will utilize our SWIFT MTSS Literacy Matrix for each grade level to support all students in reading and determine which students need targeted instruction. By the end of the 2019-20 school year, Spiritridge Elementary will complete the Fidelity Integrity Assessment 1.1 with a target of level 3. This score indicates we are increasing our MTSS team effectiveness with systems and utilizing literacy data to inform instruction decisions. Additionally, we will utilize a 9-week MTSS cycle which includes analyzing progress monitoring data from TRC, DIBELS, STAR, informal reading conferences, and classroom-based assessments.
- Multi-tiered Systems and Supports: Continue Multi-Tiered System of Support (MTSS) implementation via:
 - MTSS Reading Release days for teachers to learn, look at data and create instructional shifts to address student learning needs
 - Implement Data-driven intervention and progress monitoring
- Master Schedule: During the 2019-20 school year, Spiritridge will continue a 90-120-minute literacy block that supports a balanced literacy approach as evidenced by the master schedule, observation data and walk through data.
- Formative Assessment: During the 2019-20 school year, Spiritridge will implement consistent use of the SBA Interim Assessments for ELA in grades 3-5 to assess student growth and inform instructional plans.
- Professional Learning: Implement Professional Development focused on Literacy Standards for each grade level and vertical alignment.

Mathematics

SMART Goals for this year:

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

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	88%	89%	85%	86%
Asian	96%	97%	95%	96%
Black	60%	63%	54%	59%
Hispanic	62%	65%	43%	49%
Two or More Races	82%	83%	86%	87%
White	82%	83%	78%	80%
Eligible for Free/Reduced Price Meals	49%	54%	37%	44%
Students with Disabilities	55%	59%	50%	55%
English Language Learners	41%	46%	28%	36%

Math: SBA Proficiency Rates and Goals: Grade 3*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	87%	88%	81%	82%
Asian	92%	93%	96%	97%
Black	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	*	*	*	*
White	89%	90%	60%	64%
Eligible for Free/Reduced Price Meals	42%	47%	*	*
Students with Disabilities	*	*	*	*
English Language Learners	33%	39%	38%	45%

*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 82% of Class of 2029 (current 3rd graders) will meet standards in Math, 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 52% in 2019 to 46% in 2020.

Our strengths in the goal area include:

- Overall Achievement: 70% of our students in all grades are at or above standard in reading according to fall math assessments on STAR
- School-based Teams: Structure of our MTSS system to support students not meeting math standards
- Collaboration: Collaborative Planning Time for grade levels to implement cycles of improvement
- Co-teaching: Co-teaching with ELL facilitators and/or Special Education teachers

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

- STAR Reading and Math Assessments: STAR is used as a universal screener and progress monitoring tool. These are short assessments in reading and math that are administered to all students each fall and spring. The assessments are computer adaptive, which means they adjust to each answer that

students provide. Results from STAR assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.

- Smarter Balanced Assessments (SBA): Starting in 2014-15, Washington State adopted the Smarter Balanced Assessments to assess student learning in English Language Arts and Math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards.

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

- Cycles of Continuous Improvement: We are implementing Cycles of Improvement with 3rd and 5th grade teams to determine the effectiveness of our instructional practices to decrease the gap between our highest and lowest racial subgroups.
- Professional Learning: Via targeted professional development, focus on the following mathematical practices across content areas: Make sense of problems and persevere in solving them and construct viable arguments and critique the reasoning of others. Additionally, ensure professional development focuses on math standards at each grade level and vertical alignment across grade levels.
- Professional Learning: Provide opportunities for professional development to focus on innovation, instruction, and integration of technology tools to support instruction and learning.
- Computer Science: Use of the Computer Science Pathway for each grade level K-5 to support key math concepts and skill-based learning for integration of computer.
- Multi-tiered Systems and Supports: Based on achievement data, target subgroups to monitor with benchmark data and diagnostic assessments, for additional and individualized support.
- Multi-tiered Systems and Supports: Continue Implementation of Multi-Tiered System of Support (MTSS):
 - Use the MTSS structure (9-week cycle) to analyze data and adjust instruction to meet the needs of students in math based on multiple data points at 3rd and 5th grade
 - Implement Data-driven intervention and progress monitoring
 - Meet with parents, for specific students, on a regular basis to share areas of success and growth
 - Computer Science Professional Learning for all certificated staff
 - Introduce Math Instruction Matrices for each grade level to drive instruction for individual learning needs at 3rd and 5th grade

Student Well-Being

SMART goal for this year:

- We will increase student sense of belonging on the Panorama Survey from 75% in fall 2018 to 79% in fall 2019.

Our strengths in the goal area (SEL) include:

- Tier I Core Instruction: Spiritridge is fully implementing the use of SEL supports and materials: Second Step, RULER, Restorative Practices, Virtues project and Community Circles.
- Equity & Diversity: All returning staff have completed BD1 and participated in racial equity Professional Development to examine personal bias and how to engage in personal reflections around race and their interactions with students and families.
- Restorative Practices: Restorative Practices of conversations and circles are being utilized at Spiritridge. We will continue to provide more training in 2019-20 and grow the use of these practices in all classrooms.
- Positive Behavior Intervention Supports: Whole School participation in providing feedback on a Panther Pride Slip recognizing the common behavior expectations for students who demonstrate the Panther Principles

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:

- Social-Emotional Learning: Continue to fully implement Second Step curriculum and the RULER program for all classrooms K-5.
- Targeted Instruction: Enhance SEL instruction by having all teachers deliver evidence-based universal SEL instruction in their classrooms to all students as evidenced by the SEL look-for document and create plans for implementation improvement based on strengths and areas for growth.
- Bullying Prevention: Enhance SEL instruction by having all K-5 students receive every anti-bullying lesson, from the Second Step curriculum, by the end of November. Lessons will be delivered by classroom teachers in partnership with school counselor and administration.
- Multi-tiered Systems and Supports: During the 2019-20 school year, Spiritridge will continue a Multi-Tiered System of Support utilizing our Tiered Intervention Matrix for students who require additional social emotional learning instruction and behavioral instruction.
- School-based Leadership Teams: Enhance the function of the Student-Well Being (PBIS) team to ensure interventions are provided to students to meet their social and emotional needs.
- Long-Range Planning: Develop a calendar for the implementation of the different components of the RULER, PBIS, and Second Step and provide a list of indicators to show successful SEL implementation.
- Restorative Practices: Designate daily instructional time for restorative practices and social emotional learning in all classrooms.

Family and Community Engagement

SMART goal for this year:

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

Our strengths in the goal area:

- Equity & Inclusion: We believe that education is the shared responsibility of families, educators and community members. We value the diverse perspectives, knowledge and experiences that our students, families and community partners bring to our schools. 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.
- Family Engagement: Spiritridge parents and students want to be involved with the school leadership and staff to further advance the school vision and mission.
- Community Partnerships: Current Community Team consisting of staff, KCHA staff and Boys/Girls Club site director in addition to partnerships with KCHS, Rainier Athletes and Champion Center.

- Family Engagement: Spiritridge 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.
- Student Leadership: Panther Leadership (student leadership team)

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

- Family Engagement Survey
- PTSA survey
- Participation of parents, particularly by different population groups, in school teams, school activities, and focus groups.
- By January of 2020 Spiritridge Community Team will include engagement of families in school-based decisions and community partnerships.
- By January of 2020 Spiritridge will have a plan to involve student representatives from the Panther Leadership Team to engage school and community leaders in school-based decisions.

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:

- Equity & Inclusion: Equity and Inclusion Team will continue to focus on specific family engagement strategies and events in addition to academic strategies.
 - Multi-tiered Systems and Supports: Increase parent and student participation in school-based decision making by using the Fidelity Integrity Assessment to help formalize our communication systems and improve our inclusive structure.
 - Inclusion: Analyze master schedule and staff professional learning needs to create more comprehensive inclusion of students with disabilities
 - 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.
-