



School Improvement Plan Spiritridge Elementary 2020-21



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



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

Spiritridge is a thoughtful place. We see each student as the author of their own story. Student voice is important in their learning and growth. Our role is to get to know each student's story and discover our part in their story. We hope to make our chapters in their story a positive, affirming and inspiring part of their growth and story.

Our Focus:

- Relationships ~ we believe that relationships are the most impactful means of student success
- Relevance ~ we connect student's learning to their racial/cultural knowledge, experiences and backgrounds
- Rigor ~ we support all students in growing their academic knowledge according to their individual needs

What is unique about Elementary School?

- Largest elementary school in Bellevue School District
- 2nd -5th Advanced Learning Program
- K-5 Special Education Continuum of Services

Spiritridge is a thoughtful place

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 Connection

Measures and Targets

- Increase percent of students reporting feeling connected to peers by 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 | 86% | 89% |
| Black | * | |
| Hispanic | * | |
| Low Income | 92% | 95% |
| English Language Learners | 80% | 83% |
| Students with Disabilities | 64% | 67% |

* Data not available for student subgroups < 10

Data Reflection

- Students with IEP's ranked the lowest in feeling connected to peers (64%)
- Low-income students are feeling proportionally more connected than other groups
- Even though our students that identify as Black is proportionally too low to report, our data reports that 100% of our students that identify as Black feel connected to peers.
- Even though our students that identify as Hispanic is proportionally too low to report, our data reports that 86% of our students that identify as Hispanic feel connected to peers.

Key Strategies/Adjustments

What are our key strategies for students to build Sense of Connection with Peers:

- Build collaborative structures with staff to promote intentional planning and sharing opportunities for peer-to-peer connections during classroom time with teachers
- MTSS system to help identify students with social and emotional needs and provide support through small groups, lunch groups and specific needs groups for students with staff

Whole School:

- Student clubs, lunch groups, activity times led by staff for students to meet and engage with each other
- Creating school wide events for families with PTSA that are safe and promote student connection
- Providing classroom time for students to engage in social time together at least twice weekly
- Classroom communities each day can be a time for students and teachers to build connections and trust
- Student groups – having teachers hold weekly groups with students to build connection
- Student Council/Leadership – look at how we are building student voice into school climate and culture.

Students with Disabilities:

- Schedule time each day for students with IEP's to connect socially with an adult staff at Spiritridge

- Ensure our SpED schedule and Para support schedule are reaching students with appropriate academic, social and emotional supports

Progress Monitoring

- Monthly BSD Student Survey – review with REI Team and evaluate current practices, make adjustments and implement adjustments
- Student focus groups feedback and ideas

Inspired and Affirmed

Measures and Targets

- At least 60% of students are inspired and affirmed in their day-to-day instruction in 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 |

Key Strategies/Adjustments

- Continue to implement Culturally Responsive Teaching practices such as ignite, chunk, chew, review
- Utilize culturally responsive curriculum and lessons from our Ethnic Studies Team
- Staff will ensure social/emotional learning is a key focus in classroom learning and includes affirming racial identity and cultural diversity in age-appropriate manners
- Staff in the primary grades, particularly kindergarten, will utilize picture books provided by the Bellevue School District to increase representation of various racial groups in our instructional text selections.
- Student focus groups to gather perspective and feedback from students of color
- Provide student check in times during Asynchronous time for students in small groups, focus groups or interest groups.

Progress Monitoring

- Panorama Survey Data
- MTSS data review weekly with the MTSS Leadership team to identify and monitor students of concern
- Counselor meeting each week to provide updates and feedback on students receiving focused support in groups or individually

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 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.

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 | 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 | 50% | 55% |

**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

- We have 20 students that are not on track to meet standard in 3rd grade reading – of those 20 students: 14 are male students and 8 are ELL students
- 50% of our FRM are not on track to meet standard

- While our students that identify as Black is proportionally too low to report, our data reports that 100% of our students that identify as Black are below standard in reading for the 2029 cohort
- While our students that identify as Hispanic is proportionally too low to report, our data reports that 38% of our students that identify as Hispanic are below standard in reading for the 2029 cohort

Key Strategies/Adjustments

- **Adaptive Software:** We will monitor to ensure that all students are reaching their progress commitments within the adaptive software (Lexia.)
- **Grade Level PLCs:** Grade level PLCs will meet once a month, through an identified PDSA cycle that targets the instructional and learning needs of these students and students in general. (4th grade will be our primary target, though all grade level PLCs will identify literacy PDSA and intervention groups as well.)
- **Classroom Classified Support Staff:** All classroom classified staff will receive professional development in the identified and targeted areas within our literacy units of study to ensure they are fully aligned with teacher knowledge and instructional practices within the PDSAs.
- **Certificated Support Staff:** Our ITCL, MLL Facilitator(s), and Special Education Teachers will partner with grade level PLCs and their PDSA cycle foci as well as provide classroom instructional support through interventions, scaffolding, and extensions with teachers using the co-teaching models.
- **MTSS Cycles of Support and Intervention:** In August and early Fall BLT will create an MTSS & PLC Interventions Cycle calendar. PLC will analyze ongoing STAR and teacher mathematical data to evaluate the effectiveness of their PLCs interventions and determine next iterations within their PDSAs.

Progress Monitoring

- 4th grade STAR reading will be administered at the three designated BSD dates. Progress monitoring will be conducted for all identified students of concern.
- Lexia will be monitored throughout the year to track student growth and progress

Math Proficiency and Growth

Measures and Targets

- 84% 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 Freckle Grade 4 |
| All Students | 79% | 84% |
| 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 | 60% | 65% |

*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 | | |

Key Strategies/Adjustments

- **Grade Level PLCs:** Grade level PLCs will meet once a week, through an identified PDSA cycle that targets the instructional and learning needs of these students and students in general. (4th grade will be our primary target, though all grade level PLCs will identify literacy PDSA and intervention groups as well.)
- **Classroom Classified Support Staff:** All classroom classified staff will receive professional development in the identified and targeted areas within our literacy units of study to ensure they are fully aligned with teacher knowledge and instructional practices within the PDSAs.
- **Certificated Support Staff:** Our ITCL, MLL Facilitator(s), and Special Education Teachers will partner with grade level PLCs and their PDSA cycle foci as well as provide classroom instructional support through interventions, scaffolding, and extensions with teachers using the co-teaching models.
- **MTSS Cycles of Support and Intervention:** In August and early Fall BLT will create an MTSS & PLC Interventions Cycle calendar. PLC will analyze ongoing Freckle and teacher mathematical data to evaluate the effectiveness of their PLCs interventions and determine next iterations within their PDSAs.

Progress Monitoring

- Freckle will be monitored throughout the year to track student growth and progress
- STAR Math as an optional assessment as needed

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

-

Key Strategies/Adjustments

- What is in place to meet the needs of our MLL students
- Teaching and learning practices in live instruction for MLL students
- GLAD strategies in place in all classrooms

Progress Monitoring

- Achievement Level Descriptors

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

- TBD once baseline data is collected

Key Strategies/Adjustments

Grade 2 students will engage in multiple tasks over six weeks, demonstrating their understanding of civic engagement and cultural competence, within their spring Social Studies unit “Families in Their Neighborhoods.”

Grade 2 Students will ...

- Share about their own cultural identity, learn about the cultural identity of classmates, and appreciate the many contributions of everyone in the classroom community (cultural competence)
- Solve problems to meet the needs of their neighborhood communities (global awareness)
- Engage in discussions, collective problem-solving, and collective and individual action to address community concerns (civic engagement & creators of their future world)

Professional development will be provided to 2nd grade teachers, ITCLs and administrators to ensure educators understand the shifts. . .

- Educator professional development – December-January
- Teaching and Learning professional development for ITCLs
- Administrator professional development – December-January
- Increased communication in Principal Digest (Leadership News) and in Teaching and Learning Newsletter.

Progress Monitoring

- Grade 2 students will complete surveys at the beginning and end of the unit. Survey data will provide information regarding their perceived ability to demonstrate civic action.
- Grade 2 students will be scored on a rubric for the multiple tasks within the unit.
- Attendance and reflections on learning at professional development (ex. Cert Admin for leaders, Teaching and Learning meetings for ITCLs and Educator Professional Development for 2nd grade teachers)

| 2 nd Grade | | |
|---|--|--|
| Cultural Competence | Global Awareness | Task |
| Students learn a community is a place to live, work, play and live out shared values. Caring for their community includes sharing and learning about their personal and community identities and needs in order to take informed action and collectively serve their community. | Students learn each individual has identity and agency through communication and decision making. Students learn individuals have helped communities gain needed resources, improve their environment and health, take civic action, affirm individual identities, and celebrate together. | <p>Collective Informed Action for Our Community</p> <p>Students collectively address simulated community problems (<i>environmental pollutant, addressing a need, improving safety, etc.</i>) and share in taking action by involving everyone's voice through collective efforts such as public service announcements, direct service, communicating with stakeholders (school, government, etc.) to address a need and celebrate their accomplishments.</p> |

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.

Informed, Supported, and Empowered

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.

| Percent of Families Feeling "Informed" on Family Satisfaction Survey | 2019-20 | Target 2020-21 |
|--|---------|----------------|
| All | 71% | 75% |
| Black | * | |
| Hispanic | * | |
| Students with Disabilities | 100% | 100% |
| English Learners | 91% | 95% |
| Low Income | * | |

| Percent of Families Feeling "Supported" on Family Satisfaction Survey | 2019-20 | Target 2020-21 |
|---|---------|----------------|
| All | 75% | 79% |
| Black | * | |
| Hispanic | * | |
| Students with Disabilities | 100% | 100% |
| English Learners | 91% | 95% |
| Low Income | * | |

| Percent of Families Feeling "Empowered" on Family Satisfaction Survey | 2019-20 | Target 2020-21 |
|---|---------|----------------|
| All | 78% | 92% |
| Black | * | |
| Hispanic | * | |
| Students with Disabilities | 80% | 84% |
| English Learners | 91% | 95% |
| Low Income | * | |

* Data not available for student subgroups < 10

Data Reflection

- 75% of all families feel informed, supported, and empowered
- 100% of families with students having and IEP feel informed and supported, and 80% empowered
- 5th grade families feel the least informed, supported or empowered (67%)
- Advanced Learning (69%) was 12% percentage points lower than Traditional Learning (81%) – *Need to recalculate w/o K/1 in traditional = AL 69% v TL 72%*

Key Strategies/Adjustments

- Family Event Planning Team: This team plans community engagement events that support home-school academic connection and community building. Initiate/invite in August 2020 – Monthly meetings
- Spiritridge Advisory Group: Consists of staff, parents and community members who work together to strengthen the home-school partnerships
- PTSA – ensure AL Parents involved and, on the board
- KCHA and B/G Club @ Hidden Village

Progress Monitoring

- Attendance at and feedback from community events
- Feedback and input from the Spiritridge Advisory Group
- District Family Engagement Survey

Glossary



2019-2020 School Profile

Spiritridge Elementary

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

Scott Hetherington, Principal

16401 SE 24th St

Bellevue, WA 98008

425-456-5900

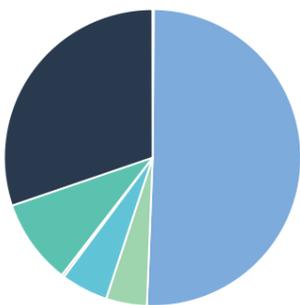
School Overview

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



Racial Diversity Detail

| | |
|-----|----------------------------------|
| <1% | American Indian or Alaska Native |
| 50% | Asian |
| 4% | Black/African-American |
| 5% | Hispanic |
| <1% | Pacific Islander |
| 9% | Two or more races |
| 30% | White |

School & Student Characteristics¹

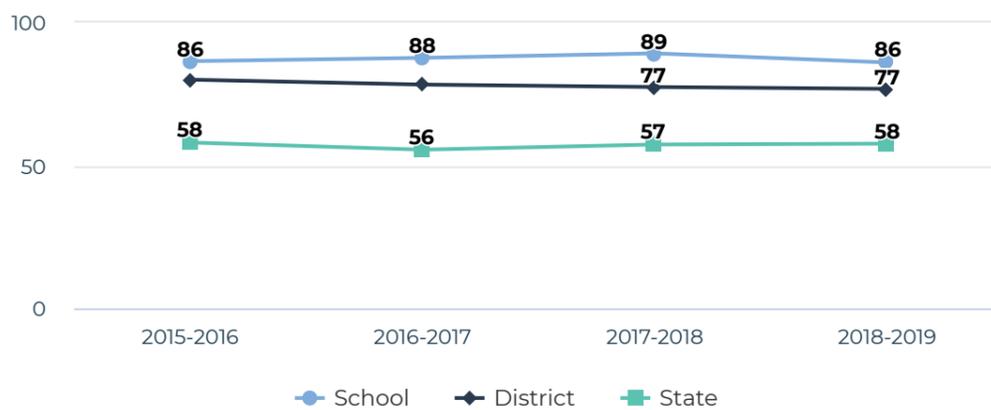
| | SCHOOL | DISTRICT ² |
|---------------------------------------|--------|-----------------------|
| Enrollment | 690 | 526 |
| National Board Certified Teachers | 22% | 23% |
| Eligible for Free/Reduced Price Meals | 8% | 16% |
| Receiving Special Education Services | 6% | 9% |
| English Language Learners | 11% | 21% |
| First Language Other Than English | 39% | 42% |
| Mobility Rate ³ | 8% | 13% |
| Average Attendance Rate | 96% | 95% |

Summary of Student Achievement

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

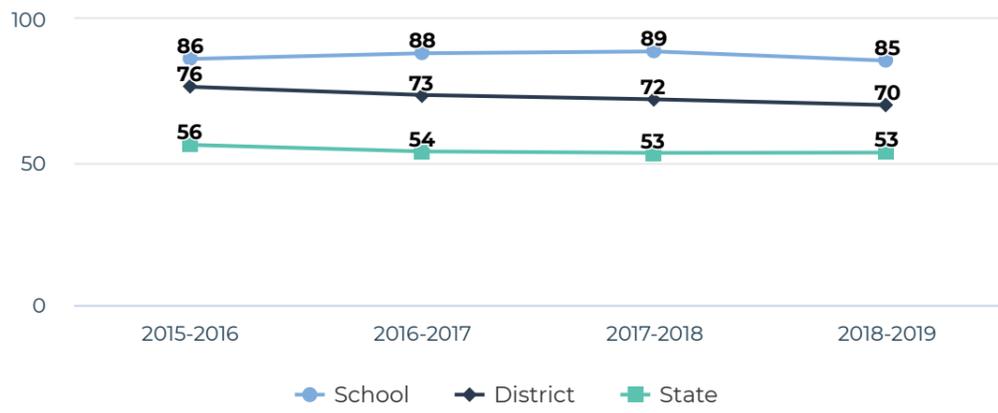
English Language Arts

Smarter Balanced - Percentage of Students Meeting Standards



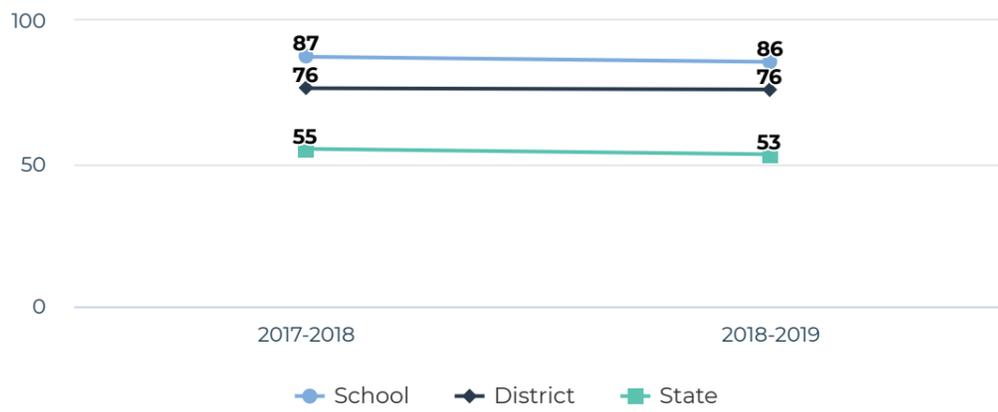
Mathematics

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/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.