



School Improvement Plan

Stevenson Elementary School



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

Stevenson is proud to be a community where students of different races, cultures and abilities benefit from being educated together. At Stevenson, we are honored to be a Spanish Dual Language and Continuum of Services school. We view our bilingualism and racial diversity as an asset that directly benefits our learning community. We believe strongly in nurturing our children to be the creators of our future world as advocates for social justice, critical thinkers, and supportive citizens. Our dedicated teachers create engaging lessons and cultivate supportive learning environments that prioritize collaboration and discussion. We provide an intellectually stimulating, culturally relevant, nurturing environment where students develop skills, confidence, and creativity to develop deep connections to one another and their learning.



Our staff ensures students have access to challenging curriculum and are committed to every child's academic and social success. Stevenson utilizes Guided Language Acquisition Design (GLAD) strategies to ensure student academic success for all students. GLAD enables students to use critical thinking skills to engage with the rigorous content through 21st century skills including collaboration, inquiry, and academic vocabulary. The delivery of the curriculum will be increasingly enhanced by the STEM (Science Technology Engineering Science) initiative, which prepares students for 21st century skills using innovative, hands-on, inquiry-based methodology and technology tools. Stevenson is one of four elementary schools that has a computer science specialist. We are fortunate that, in the

2020-21 school year, each student will have a device for at-home and extended learning, as well.

Stevenson staff believe that it is our responsibility to affirm students' racial and linguistic identity as well as eliminate institutional racism at our school, including where racism persists in the disproportionality of our academic and behavioral data. We are fortunate to have a comprehensive support staff that works closely with our teachers and staff to address these key areas. Our academic team includes five instructional facilitators with expertise in instruction, reading, multilingual learners and dual language. We also have two guidance counselors. Stevenson has an onsite Family Connection Center (FCC) that is staffed by one district employee and two community members, as well as a partnership with the City of Bellevue. Together, the FCC works with families to ensure they have access to district and community resources and to ensure families have their basic needs met, as well as providing enrichment opportunities for children and families. These partnerships help us to enhance our students' connectedness to school through partnerships with the City of Bellevue, Rainier Athletes, and Jubilee Reach to offer programs such as Girls on the Run, robotics, chess, language classes and art classes, and soccer.

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 2 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	90%	92%
Black	*	92%
Hispanic	88%	92%
Low Income	87%	92%
English Language Learners	91%	92%
Students with Disabilities	*	92%

* Data not available for student subgroups < 10

Data Reflection

- Overall, during the spring when we shifted to virtual learning due to COVID, our students reported a high sense of connectedness to each other (90%). This is a result of our teachers and staff working hard to continue to find ways for students to maintain peer relationships despite being virtual. There were minimal gaps between sub-groups with only a 3% gap between all students and students who qualified for Free/Reduced Lunch (87%).
- Our goal is to increase “All Students” to 92% and ensure all subgroups are at that same level.

Key Strategies/Adjustments

- **Relationship Building:** In both the virtual and in-person environment, 4th and 5th grade teachers will utilize talking circles about positive play and socializing to reduce the numbers of behavior referrals and increase student connections, especially cross-racial connections. Teacher leaders and GSA (General Support Assistants) staff will continue to work together to form talking circles, playground rules (when return to school occurs) with student involvement and a focus on interracial relationships.
- **Restorative Practices:** Whether in the virtual or in-person environment, teacher leaders will build on the strength of Restorative Practices by using talking circles to affirm students’ racial identity and create more accountable classroom spaces through talking circles.
- **Student Leadership:** Student Leadership is in its 3rd year at Stevenson. Teacher leaders will build on this strength by providing student voice in the school redesign process, provide feedback on current systems and procedures, and to identify ways in which we can increase our students’ sense of belonging at Stevenson. Student Leadership will be involved at each monthly Virtue Assembly for the school community.

- **SOAR (Students Organized Against Racism):** SOAR group was formed in February of 2020 for 4th and 5th graders with a plan for weekly meetings and parent communication. A plan for the spring 2020 was outlined, but subsequent SOAR meetings were put on hold during school closure. SOAR will pick up again in Fall of 2021 with the goal of empowering students to speak about race, create a space for two-way dialogue between staff and students, and foster relationships.
- **Staff Accountability:** As stated on the *Stevenson PD Roadmap*, our school professional development plan, staff has agreed to the following accountability: *I will ensure social, emotional learning in my classroom that affirms racial identity, the discussion of racism, and explores cultural diversity in an age-appropriate manner.*

Progress Monitoring

- Teacher leaders will use student focus group data with Black and Hispanic students to elicit feedback on peer to peer connection and areas of growth for student connection.
- Classroom teachers can monitor student relationships and peer connection.
- Staff will utilize the student information system to input all behavior data both for intervention and documentation. This data was cross referenced with Tertiary team data behavioral data. The REIT (Racial Equity Inclusion Team) will analyze monthly behavior data by race, gender, incident, and incident location. Interventions will be monitored through student behavioral data.
- The SOAR group and student leaders will be utilized to capture and monitor how students were feeling and create two-way dialogue with students about school climate regarding race, monitor staff accountability, and support any interventions and needs.

Inspired and Affirmed

Measures and Targets

- At least X% 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

As part of **Stevenson's Professional Development Roadmap** staff has agreed to the following accountability:

- *I will use content and language objectives that align to grade-level standards to provide rigorous lessons for all students.*

- *I will utilize brain research by implementing the **ignite, chunk, chew, and review**, GLAD or the BERC instructional model.*
- *I will have high expectations for each student and specifically holding students accountable for being **independent learners** with rigorous and academic challenge content. This is a mindset and is an instructional practice.*
- *I will ensure social, emotional learning in my classroom that affirms racial identity, the discussion of racism, and explores cultural diversity in an age-appropriate manner.*

Progress Monitoring

- Teacher leaders will use student focus group data with Black and Hispanic students to elicit feedback on how students feel inspired in relationship to their ELA progress and learning.
- Classroom teachers can monitor student relationships and peer connection.
- Academic MTSS (Multi-Tiered System of Support) will progress monitor students' growth in ELA including students' attitude toward learning the subject.

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

- 51% of non-dual language 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.
- 62% of dual language 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.
- 100% 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	46%	51%
Black	N/A	
Hispanic	11%	21%
Special Ed Services	N/A	
English Learners	6%	20%
Low Income	12%	22%

Dual Language Class of 2029***	English Language Arts (ELA) Proficiency on EDL2	
	2019-20 EDL2 Grade 3	Target 2020-21 EDL2 Grade 4
All Students	57%	62%

*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.

***Data shown are Winter EDL2 proficiency levels of all students who took the assessment.

	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

- Of the 90 - 3rd graders who took the winter STAR, 51% were language learners and only 5 of the students were considered “progressing” language learners.
- Non-dual language and non-ELL students had an 87% proficiency rate on 2019 winter Star. Star is typically not a representative assessment for language learners or dual language students.
- Our dual language students had a higher proficiency rate than non-dual language when assessment is in Spanish.
- There are significant growth opportunities for Hispanic, MLL and Low-Income sub-groups.

Key Strategies/Adjustments

- **Powerful Practice:** The staff will work collaboratively to backwards map standards to ensure that all lessons have meaningful and appropriate content and language objectives. Language objectives will ensure that MLL (multilingual learners) and all students have opportunities to engage in research-based strategies for speaking, listening, reading, and writing to access the learning.
- **Support Staff:** The Dual Language Co-Teacher, MLL Facilitator(s), Special Education Teacher and LAP (Learning Assistance Program) Facilitator will provide direct instruction to students to provide 6-week research-based interventions, additional scaffolding, and extensions based on student data using a variety of co-teaching models.
- **Grade Level PLCs (Professional Learning Communities):** The 4th grade PLC will meet at least once per week for 40 minutes to engage in PDSA Cycles as part of Stevenson’s MTSS process.
- **Academic MTSS:** Students’ literacy data and progress will be monitored by Stevenson’s Academic MTSS team. Based on data representing the whole child, students will be provided research based additional and personalized supports. As indicated on **Stevenson’s PD Roadmap**, staff has made the following commitment: *In collaboration with my PLC and Academic Tertiary, we will monitor and celebrate our students’ academic performance and take full responsibility for ensuring growth for all students.*
- **Adaptive Software:** Students who have been recommended for additional support in literacy will engage in 50-60 minutes weekly in *Lexia* or 30-40 minutes weekly in *Istation’s* adaptive pathways.

Progress Monitoring

- Star Reading will be administered at least 3 times to all 4th grade students.
- DIBLES/TRC will be used as a diagnostic for students being considered for additional or personalized support.
- EDL2 will be administered at least 3 times per year for all 4th grade dual language students.
- Academic Language Development Observation Feedback tool for Multi-Language Learners will be used to monitor progress of speaking, listening, reading, and writing skills.
- Lexia and Istation progress monitoring.

Math Proficiency and Growth

Measures and Targets

- 55% 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.
- 100% 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	50%	55%
Black	N/A	
Hispanic	26%	36%
Special Ed Services	N/A	
English Learners	22%	32%
Low Income	18%	28%

*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

- Of the 90 - 3rd graders who took the winter STAR, 51% were language learners and only 5 of the students were considered "progressing" language learners.
- Non-dual language and non-ELL students had an 72% proficiency rate on winter STAR. STAR is typically not a representative assessment for language learners or dual language students.
- There are significant learning opportunities for Hispanic, MLL and Low-Income subgroups.

Key Strategies/Adjustments

- **Powerful Practice:** The staff will work collaboratively to backwards map standards to ensure that all lessons have a meaningful and appropriate content and language objectives. Language objectives will

ensure that MLL (Multi Language Learner) and all students have opportunities to engage in research-based strategies for speaking, listening, reading, and writing to access the learning.

- **Support Staff:** The Dual Language Co-Teacher, MLL Facilitator(s), Special Education Teacher and LAP Facilitator will provide direct instruction to students to provide 6-week research-based interventions, additional scaffolding, and extensions based on student data using a variety of co-teaching models.
- **Grade Level PLCs:** The 4th grade PLC will meet at least once per week for 40 minutes to engage in PDSA Cycles as part of Stevenson’s MTSS process.
- **Academic MTSS:** Students’ literacy data and progress will be monitored by Stevenson’s Academic MTSS team. Based on data representing the whole child, students will be provided research based additional and personalized supports. As indicated on **Stevenson’s PD Roadmap**, staff has made the following commitment: *In collaboration with my PLC and Academic Tertiary, we will monitor and celebrate our students’ academic performance and take full responsibility for ensuring growth for all students.*
- **Adaptive Software:** Students who have been recommended for additional support in math will engage in 15-20 minutes daily in Freckle.

Progress Monitoring

- STAR math will be administered at least 3 times to all 4th grade students.
- 4th grade common assessments created by the 4th grade PLC and PDSA data.
- Freckle Progress monitoring tools.

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

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Key Strategies/Adjustments

- **Powerful Practice:** The staff will work collaboratively to backwards map standards to ensure that all lessons have a meaningful and appropriate content and language objectives. Language objectives will ensure that MLL (Multi Language Learner) and all students have opportunities to engage in research-based strategies for speaking, listening, reading, and writing to access the learning.
- **Support Staff:** The Dual Language Co-Teacher and MLL Facilitator(s) will collaborate with classroom teachers to establish language goals for MLL students and align Tier 1 instruction to these goals. MLL facilitators will provide additional English Language Development support for students who have been identified needing additional support. Support will be provided using a 6-week cycle.

Progress Monitoring

- WIDA Language Assessment tool which progress monitors Discourse Dimension and Sentence Dimension.

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%

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 in practice.
- 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)

Computer Science

Measures and Targets

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

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

Key Strategies/Adjustments

- K-5 students at Ardmore, Lake Hills, Sherwood Forest, Stevenson, and Wilburton will receive weekly computer science instruction taught by a computer science specialist that applies computational thinking, programming, and physical computing to analyze new problems, build predictive models, and create innovative solutions.
- Students will have opportunities to create innovative technologies within socially relevant and culturally situated contexts.
- A Computer Science Specialist PLC will meet weekly with specialist teachers from Ardmore, Lake Hills, Sherwood Forest, Stevenson, and Wilburton elementary schools to develop teacher capacity and content knowledge as well as reflect upon student learning across the elementary schools.
- The computer science specialist will collaborate with grade level teams to integrate computer science skills in integrated units.

Progress Monitoring

- Student participation in weekly computer science specialist sessions
- 4th and 5th Grade Students at Ardmore, Lake Hills, Sherwood Forest, Stevenson, and Wilburton will complete an interim assessment via Synergy to assess computer science standards and measure attitude, disposition, and perceptions about computer science. This will be conducted in December and February.
- 4th Grade Students at the same schools will complete a performance-based coding task to assess computer science standards and measure attitude, disposition, and perceptions about computer science. This will be conducted in June

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. (See targets in tables below)

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	Target 2020-21
All	71%	80%
Black	*	
Hispanic	84%	86%
Students with Disabilities	86%	88%
English Learners	86%	88%
Low Income	83%	85%

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	78%	80%
Black	*	
Hispanic	87%	89%
Students with Disabilities	86%	88%
English Learners	86%	88%
Low Income	86%	88%

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	76%	80%
Black	*	
Hispanic	84%	86%
Students with Disabilities	86%	88%
English Learners	84%	86%
Low Income	83%	85%

Data Reflection

- 75% of all families feel informed, supported, and empowered
- Hispanic, special education, English learners and low-income families reported a higher level of satisfaction than the “all families” group
- Asian families do not feel as informed, supported, and empowered as other racial groups

Key Strategies/Adjustments

- Racial Equity Inclusion Team: This team will facilitate family forums to discuss race and provide access to remote learning.
- Family Connections Center: A full time Family Engagement Specialists and a part-time employee from the City of Bellevue connect families to school and community resources
- PTA (Parent Teacher Association): PTA will continue to work with building staff and the regional PTA to strengthen its program

Progress Monitoring

- Attendance at and feedback from community events

Glossary



2019-2020 School Profile

Stevenson Elementary

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

Anissa Bashey, Principal

14220 NE 8th St

Bellevue, WA 98007

425-456-6000

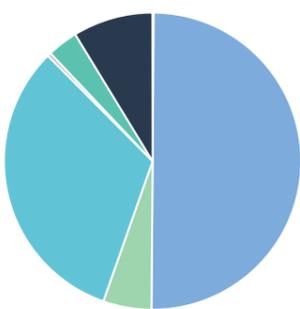
School Overview

At Stevenson, we embrace the rich diversity of students and families and collaboratively maximize district and community resources to support an academically rigorous, culturally relevant, nurturing learning environment where students develop skills, confidence, and creativity to meaningfully engage in making the world a better place.

Programs Offered

Spanish Dual Language

Racial Diversity



Racial Diversity Detail

<1%	American Indian or Alaska Native
50%	Asian
5%	Black/African-American
32%	Hispanic
<1%	Pacific Islander
3%	Two or more races
8%	White

School & Student Characteristics¹

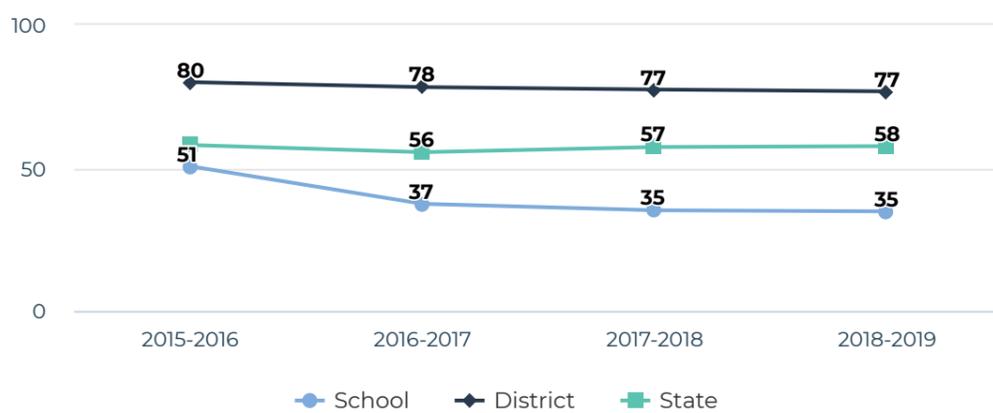
	SCHOOL	DISTRICT ²
Enrollment	627	526
National Board Certified Teachers	11%	23%
Eligible for Free/Reduced Price Meals	38%	16%
Receiving Special Education Services	10%	9%
English Language Learners	45%	21%
First Language Other Than English	70%	42%
Mobility Rate ³	25%	13%
Average Attendance Rate	94%	95%

Summary of Student Achievement

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

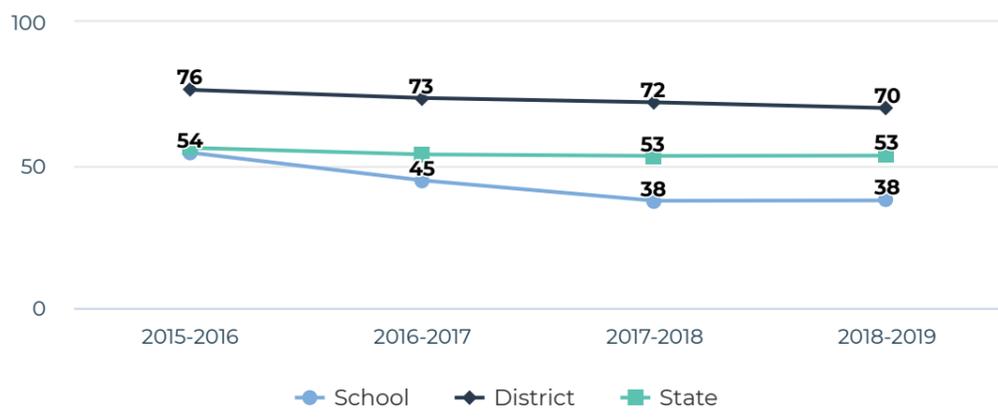
English Language Arts

Smarter Balanced - Percentage of Students Meeting Standards



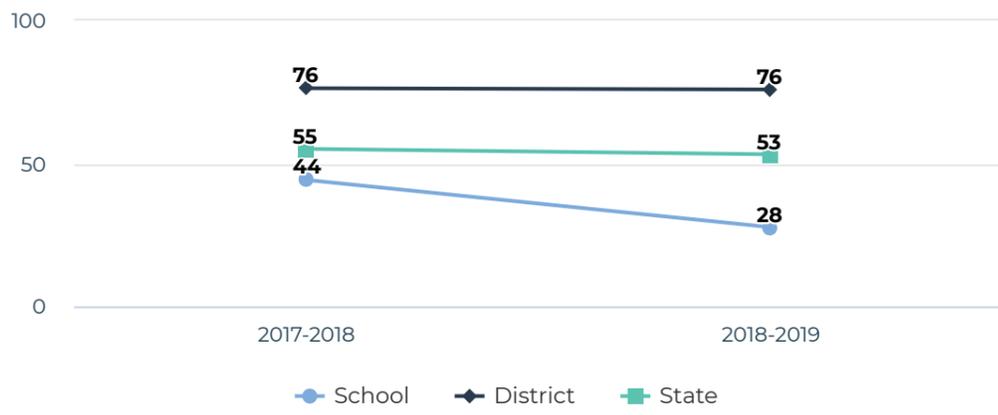
Mathematics

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.