

Stevenson Elementary SCHOOL IMPROVEMENT PLAN



2018-2019

SCHOOL PRINCIPAL:
Anissa Bashey



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.

Stevenson Elementary School

2018-2019 School Improvement Plan

At Stevenson we are committed to the district’s mission and vision.

Our work in serving every student, every day in every classroom is grounded in an idea 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 Stevenson, 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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To Affirm and Inspire Each and Every Student to Learn and Thrive

SCHOOL BACKGROUND

Instructional Program Overview

At Stevenson, we are honored to be a Spanish dual language school and we have created a learning environment and community where students of different races, cultures and abilities benefit from being educated together. We view bilingualism as an asset that directly benefits our learning community and will benefit society in the future by creating individuals who will be productive, respectful and supportive citizens. We provide an intellectually stimulating, culturally relevant, nurturing environment where students develop skills, confidence, and creativity to meaningfully engage in making the world a better place. Our dedicated teachers strive to be their best through collaboration and a commitment to engage in practices that support student access to a rigorous and engaging curriculum that ensures their academic and social success.

Stevenson offers a K-5 Spanish Dual Language program where students from different language backgrounds learn together while instruction is systematically delivered in both Spanish and English languages. The Spanish Dual Language Program is ideal for any student. Young children gain language faster with near native like language skills and learning a language at a young age increases cognitive development. Stevenson utilizes Guided Language Acquisition Design (GLAD) strategies to support all students. GLAD provides differentiation to meet the needs of each students and develops academic language through linguistic structures that enable students to participate in context-rich discourse. GLAD enables students to use critical thinking to engage with the content through 21st century skills including collaboration, inquiry, and academic vocabulary. This approach allows all students, including our students who receive English language learner (ELL) services (58% of our students) and our students who speak a first language other than English (73% of our students), to access grade level content. Over the course of the next two years, 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 staff members believe that it is our responsibility to eliminate the achievement gap and institutional racism at our school. Our support system for our students is comprehensive and reflects our commitment to achievement and wellness. Our academic team includes five instructional facilitators with expertise in instruction, reading, ELL and dual language. We also have two guidance counselors. Together, this team works with individual teachers and teams of teachers to ensure that the district's curriculum is delivered based on the needs of our students. Stevenson has an onsite Family Connection Center (FCC) that is staffed by one district employee and two community members. Together, they work with families to ensure they have access to district and community resources and to ensure families have their basic needs met. They also provide enrichment opportunities for students by bringing the community to the school and the students to the community. In addition, we partner with the greater Bellevue community to sustain programs that support our mission. 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.



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.

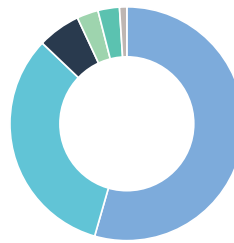
Programs Offered

Spanish Dual Language, Continuum of special education services

School & Student Characteristics ¹

	SCHOOL	DISTRICT ²
Enrollment	546	534
National Board Certified Teachers	11%	29%
Eligible for Free/Reduced Price Meals	42%	17%
Receiving Special Education Services	6%	6%
English Language Learners	58%	25%
First Language Other Than English	74%	40%
Mobility Rate ³	28%	16%

Racial Diversity



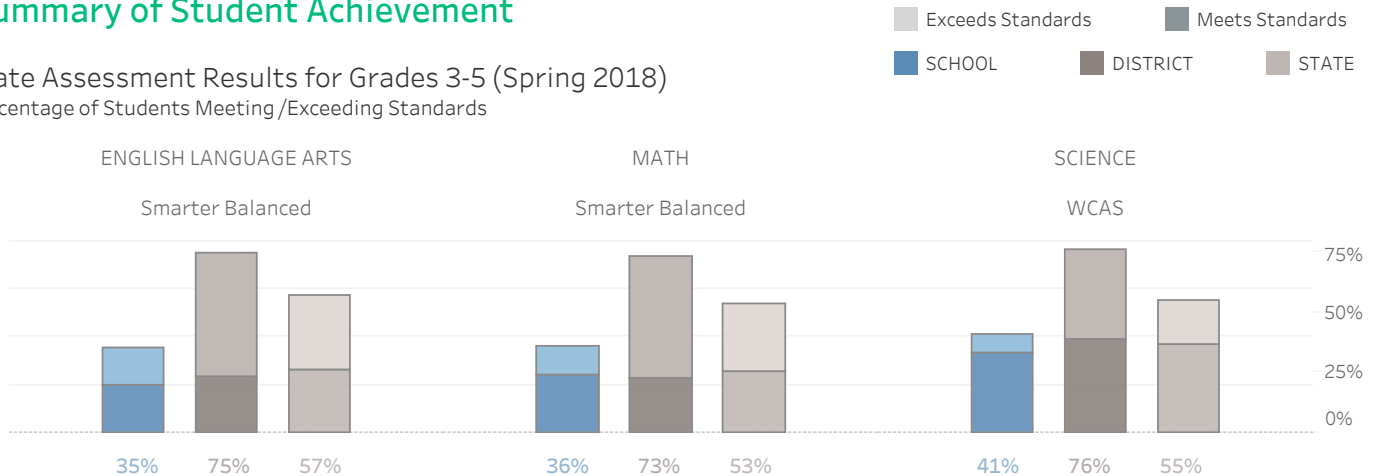
- 55% Asian
- 3% Black
- 33% Hispanic
- 3% Two or more races
- 6% White
- N/A Native American
- 1% Pacific Islander

Attendance & Discipline

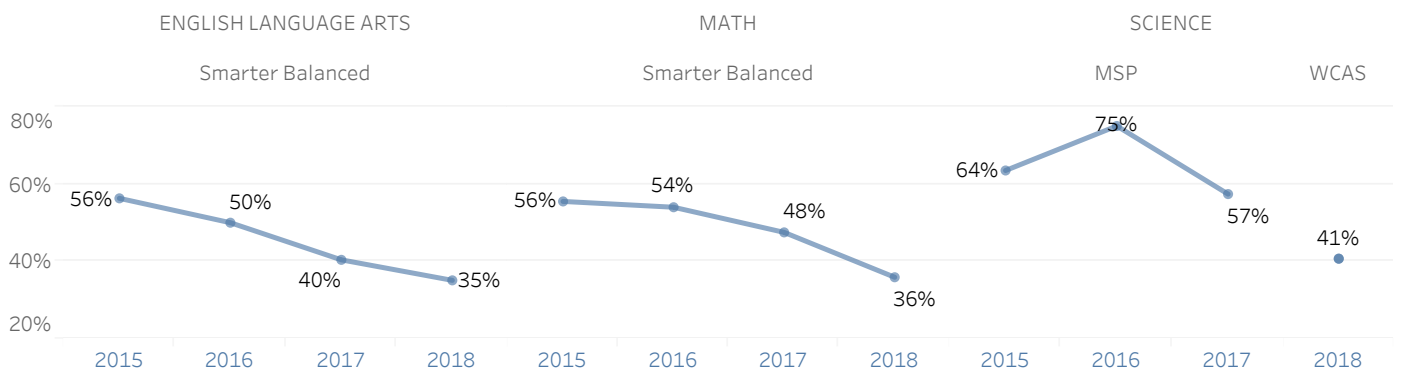
	SCHOOL	DISTRICT
Average Attendance Rate	94%	96%
Students with < 10 Absences Per Year	65%	71%
Students with 18+ Absences Per Year	15%	7%
Suspension Rate ⁴	0.2%	0.8%

Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2018)
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 who benefit from support in organization, executive functioning, and social competency.

* **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, 2017 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.

SCHOOL BACKGROUND

Achievement & Growth

The Washington School Improvement Framework (WSIF) includes each student group individually, creating a holistic vision of a school through two lenses: the performance of the all students group and that of their student group populations. The all students group includes all students in the school, where each student group shows the performance of students by race/ethnicity and program enrollment. Effectively, all student groups are held to the same standard.

Measures by Student Group

	All Students			Asian			Black			Hispanic			Two or More			White			English Learners			Low Income			Students with Disabilities		
	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal
ELA Proficiency Rate	50.1%	36.1%	58.1%	74.8%	52.6%	77.8%	44.8%	50.0%	53.8%	31.6%	18.8%	43.3%	52.4%		59.9%	50.8%	38.5%	58.6%	14.7%	9.4%	29.8%	36.5%	22.0%	47.2%	10.0%	27.3%	27.3%
Math Proficiency Rate	53.8%	36.9%	61.0%	79.6%	55.1%	81.7%	41.4%	30.0%	51.1%	32.7%	18.8%	44.2%	57.1%		63.7%	63.9%	50.0%	69.1%	26.2%	16.5%	39.0%	40.1%	21.8%	50.1%	6.1%	36.4%	36.4%
ELA Median SGP	46			55						44						59			39			44			37		
Math Median SGP	55			69						47						57			45			53			37		
EL Progress Rate	66.7%		68.8%																								
Regular Attendance Rate	90.5%			88.3%			85.7%			94.0%			90.6%			93.2%			91.0%			93.1%			92.9%		

These measures include results on state standardized tests (*proficiency*), student growth over multiple test periods (*median student growth percentiles*), English learner progress towards language attainment and School Quality and Student Success measures of attendance. To protect student privacy, a minimum number of students is required so no one student can be identified. If the space is white and blank, that means the student group was too small to report out publicly, to protect the student privacy.

WELL-ROUNDED EDUCATION

School Goals & Key Strategies

Stevenson provides opportunities for every student to develop the knowledge and skills essential to:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems.
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Educators at Stevenson provide the foundation for our academic program and conditions for student learning. With the use of instructional coaches, we support all teachers to provide high quality and culturally relevant instructional practices. Additional program support is provided to those students that need assistance. Student services are available for students experiencing homelessness or living in foster care. We offer additional academic assistance and staff professional development through our office of multilingual services, special education, learning assistance program and Title I departments. Focusing on our key priority areas, we have set the following growth and improvement goals in partnership with our parents, students and staff.

High Quality Instruction

By the end of the 2018-19 school year:

Stevenson Elementary is a school of diverse learners. We have identified goals and measures that are appropriate for dual language learners, English language learners and non-dual, non-ELL learners. By the end of the 2018-2019 school year, Stevenson Elementary will have the following student literacy growth and outcome goals:

Dual Language

50% of the students, in grades k-2, who were not proficient on the beginning of the year Sistema will be proficient at the end of the year.

Grade	2018 BOY	2019 EOY Goal
K	100%	100%
1	22%	61%
2	72%	86%

25% of Dual language students, in grades 3-5, who were not proficient on the beginning of the year EDL2 will be proficient at the end of the year (EOY).

Grade	2018 BOY % Proficient	2019 EOY Goal % Proficient
3 rd	70%	77.5%
4 th	82%	86.5%
5 th	69%	74.25%

Non-Dual Language, Non-ELL

All non-dual language students in grade K-2 will demonstrate at least one year's growth based on TRC reading level from the beginning of the year (BOY) to the end of the year (EOY).

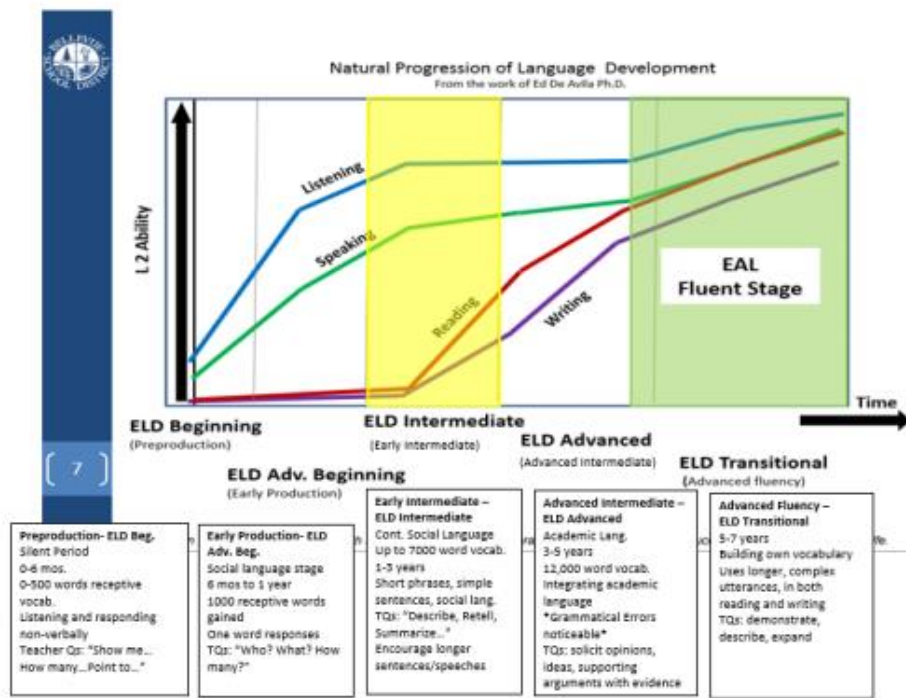
Grade	# of reading levels = 1 year's growth	MOY: % of students who achieved SMART Goal	EOY: % of student who achieved SMART Goal
Kindergarten	3		
First Grade	6		
2 nd Grade	6		

Non-ELL, non-dual language students in grades 3-5 will increase their proficiency rate as a grade level by 10% including cohort data on the EAL Smarter Balanced Assessment.

Grade	2018	2019 Goal – grade to grade	2019 Actual – grade to grade	2019 Goal – cohort	2019 Actual - cohort
3 rd	63.6%	70.0%			
4 th	76.1%	83.71%		70.0%	
5 th	76.1%	83.71%		83.71%	

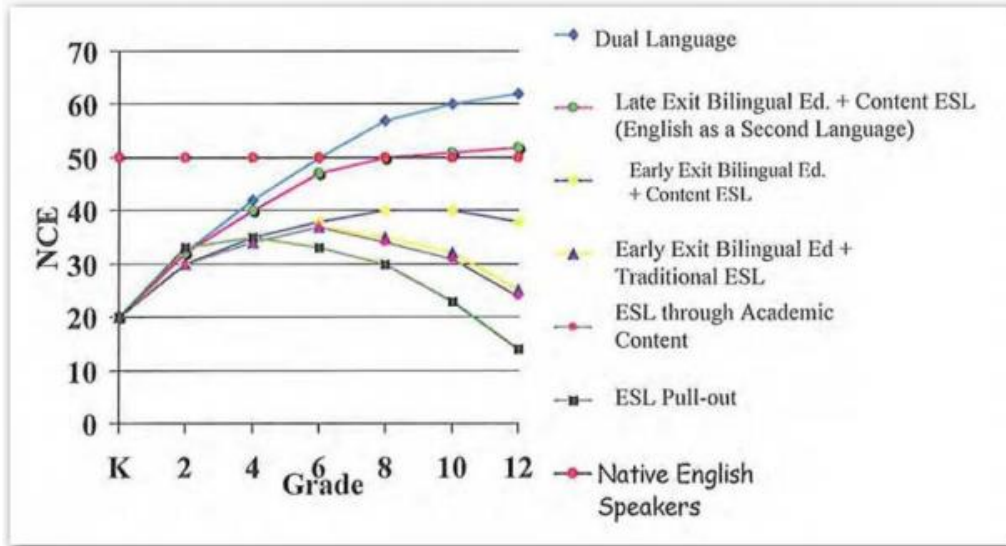
Our Strengths in the goal area:

- The Stevenson staff consistently delivers high quality instruction. Stevenson Elementary evaluates the effectiveness of our instruction twice a year by the BERC Group (Baker Evaluation, Research and Consulting). The BERC Groups uses the STAR Protocol which evaluates Skills, Thinking, Application and Relationships. According to the BERC Group, the goal is to have 80% of classrooms demonstrating powerful teaching and learning during their analysis. During the Spring 2018 analysis, Stevenson’s results were 90%.
- The state of Washington measures progress using the Smarter Balanced Assessment. This District measures progress using Smarter Balanced and the STAR assessments. Based on language acquisition research as detailed on the chart below it takes approximately 5-7 years before students have the language skills to be “proficient” on such assessment. The state of Washington provides emerging bilinguals one year to be proficient. Students enrolled in dual language programs typically do not “meet standard” on English based assessments until they are in middle school; however, their achievement continues to accelerate, outperforming their peers by the time they graduate from high school. Stevenson students who have transitioned out of the ELL program show a very strong proficiency when they are 2+ years out of the program with over a 70% proficient rate. Students who transitioned in 2014 had an 80% proficiency rate.



- Stevenson embraces the three tenets of dual language education, including bilingualism and biliteracy, high academic achievement in two languages, and sociocultural competence. Stevenson is committed to meeting the needs of diverse emergent bilingual learners through an equitable dual language program. Stevenson is a Spanish two-way dual language school that includes classes taught using a 90/10 language allocation model. The dual language model values the concept of additive bilingualism, in which students acquire a second language without the replacement of their home language and culture. Stevenson supports continued enrichment of culturally relevant instructional practices specific to emergent bilingual learners. In practicing a view of holistic bilingualism, Stevenson recognizes that the trajectory of an emergent bilingual student is not the same as that of a monolingual English student and requires the selection and use of assessment and accountability measures that are authentic to the program language and holistic in nature. The following chart shows reading achievement by English language learners versus monolingual English-speaking peers by program participation type over a k-12 experience. The only program type that produces achievement levels

that match or exceed that of monolingual peers is two-way dual language. Students in a two-way program, such as Stevenson's, are not expected to pass standardized English tests until middle school.



Key Performance Indicators for the 2018-2019 School Year include:

- Facilitator model that decreases intervention and increases inclusion by providing differentiation and co-teaching.** Each grade level team, specialist team and dual language team will be assigned a facilitator. The facilitator will support the team in planning for instruction that is culturally relevant, differentiated and aligned to Powerful Teaching and Learning. Facilitators will begin the school year by providing more support to teachers who are new to the profession and District. Stevenson is committed to increasing teacher capacity to provide the opportunity for Stevenson students who typically would be assigned to a special education centered program in a different school the opportunity to attend Stevenson. Facilitators use a student-centered coaching model. Facilitators will increase their expertise in student-centered coaching.
- Implementation of School Wide Integrated Framework for Transformation (SWIFT) to improve student achievement:** Stevenson is a SWIFT pilot school. SWIFT is a framework that builds our capacity to provide academic and behavioral support to improve outcomes for students. This year, Stevenson's administrators, Instructional Technology Curriculum Leader (ITCL) and LAP Facilitator receive coaching from SWIFT to work with Stevenson teams and staff to utilize SWIFT implementation tools for transformation.
- Professional Development:** The professional focus for the 2018-2019 school year is for staff to deepen their understanding of Balanced Literacy to ensure rigor and relevance. All staff are supported and encouraged to collaborate as team in both grade level and vertical groups to create culturally responsive instruction that is important and relevant to our students. Through professional learning communities, teams will unpack the literacy standards to identify priority standards at each grade level and ensure vertical alignment. Staff will use their understanding of the standards to ensure that curriculum is aligned to the standards and reflects the diversity of our classrooms across countries, races and religions.

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:

- All classroom and support teachers will engage in MTSS processes, periodically meeting together in Student Growth Meetings to monitor student growth and determine next steps for students that are not meeting learning targets for literacy.
- ELL Facilitators will conduct student observations using the Academic Language Development Observation Feedback Tool. The observation identifies what skills ELL students are demonstrating to assist the teacher in providing the appropriate supports.
- Grade Level Facilitators collaborate with classroom teachers to plan interventions for students and provide co-teaching to increase the academic growth of students.

Student Well-Being

By the end of the 2018-19 school year:

- All students will receive evidenced-based bullying prevention lessons (BPU) delivered by certificated by building staff.
- The number of 3rd-5th graders responding favorably to the Panorama question “How much do you feel like you belong at your school” will increase from 76% in the fall to 80% in the spring.
- 100% of our staff (certified and classified) will be trained in restorative practices and talking circles.

Our Strengths in the goal area:

- Stevenson’s “Sense of Belonging” scores on the Panorama have increased 10% points in one year; from 59% responding favorably in fall of 2017 to 69% responding favorably in 2018. 77% of students responded favorably to “Does the school respect all students cultures?”. This was a 17%-point increase from fall 2017.
- Talking circles have been integrated in most of our classrooms as a daily ritual for community building and problem solving.
- Stevenson added a second full-time counselor for the 2018-2019 school year.
- Our General Support Assistants (GSA) receive monthly training to ensure they are incorporating SEL strategies and restorative practices into their daily interactions with students.

Key Performance Indicators for the 2018-19 School Year include:

- Stevenson counselors will provide bully prevention lessons (BPU) to 100% of the classrooms by October 2018 and child protection lessons (CPU) to classrooms in grades k-2. Also, as needed, these lessons will be retaught based on teachers and counselors’ professional judgement.
- Staff will receive training in August and throughout the year on how to create and implement a classroom charter to create an emotionally safe and supportive learning environment as part of the RULER curriculum framework for teaching SEL standards.
- Staff will receive training in August and throughout the year on how to create and implement a classroom charter to create an emotionally safe and supportive learning environment.
(implementation data)
- Classroom teacher will deliver the SEL curriculum. Second Step curriculum will be taught/re-taught in collaboration and consultation with the school counselor. Students in grades 3-5 will utilize the Ruler curriculum. This curriculum utilizes strategies to help students recognize and regulate their emotions.

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:

- 100% of the classroom teachers will complete the DESSA mini survey on each student in the fall 2018. This survey serves as a screener for students who may be at risk of social emotional challenges that potentially impede learning and lifelong success. Using data from the survey informs and/or confirms other data (behavioral, anecdotal, etc.) that indicate need for interventions. During fall Student Growth Meetings, teachers will use the MTSS team to identify social/emotional goals and interventions for students exhibit high SEL needs. Part of this MTSS process will include the teachers completing the DESSA full.
- Counselors will provide small group lessons and individual supports on an ongoing basis.
- Identified students will participate in the check-in/check-out program. The program consists of students checking in daily with an adult at the start of the school to receive their goal sheet and start their day with an interaction with an adult they are connected to. Teachers provide feedback on the goal sheet throughout the day. At the end of the day, the students checks out with an adult to celebrate their success and establish goals for the following school day.
- The tertiary team, comprising of the admin, psychologist, counselor and behavior specialists will meet weekly to review the needs and supports in place for some students with high social emotional needs. The team works with parents and care-givers to support these students. The team is piloting the iBestt program this year.
- School counselors and other staff will coordinate with community agencies. Community agencies including Sea Mar, Jubilee Reach, Big Brothers and Big Sisters, Rainier Athletes, YMCA and Bellevue Boys and Girls Club have been involved in providing tier 2 and tier 3 counseling and supports to some of our students, as needed.
- The Family Event Planning team will work on strengthening ties between school and home to nurture the whole child.

Climate & Culture

By March 2019, Stevenson Elementary School will have the following implementation SMART goals met:

- EI team will complete Team Development and Communication Structures of Readiness and Foundation

By June 2019, Stevenson Elementary School will have the following implementation SMART goals met:

- EI team will complete FIA 1.1 (Version 2.0) in the Fall and Spring, with a minimum target in June of level 2 implementation (implementing)
- EI team will complete Current Reality
- By October 2018, we will establish PBIS tier 1 systems and processes in our new building.
- By November 2019, 100% of our classroom teachers, specialist and recess support staff will teach PBIS lessons for first 20 days at school.
- The number of 3rd-5th graders responding favorably to the Panorama question “Do students treat each other well in the cafeteria?” will increase from 64% in the fall to 70% in the spring.
- The number of 3rd-5th graders responding favorably to the Panorama question “Do students treat each other well on the playground?” will increase from 54% in the fall to 62% in the spring.

Our Strengths in the goal area:

- Stevenson staff and students are racially diverse. 74% of classrooms teachers are teachers of color. 93% of Stevenson students are students of color.
- Stevenson’s E and I Team was selected based on a nomination and representative model.

- **PBIS Team:** Stevenson has a high-functioning PBIS team. PBIS is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions. Stevenson PBIS data indicates a high level of implementation. This team represents members from each grade level team, specialist and support staff. This team is the vehicle to strengthen school wide systems and procedures. This team meets twice a month and reviews data as well as provides feedback on schoolwide systems. PBIS team will
 - Review systems and procedures, at least twice a year, and make changes this year or suggest changes for next year.
 - Maintain 90%+ of Tier 1 PBIS implementation as measured by SET/TFI survey administered through Pacific PBIS Coaching Institute in spring 2019.
 - Review office referral and attendance data in PBIS team, at least once a month and identify measures to provide supports in the classroom.
 - Develop strategies and systems to support our students of color, particularly those who are historically marginalized, in developing SEL skills. Our goal is to reduce office referrals for our students of color, particularly, African American and Hispanic boys by 50% as compared to 2017-18 office referral data.
 - Brainstorm and implement strategies to reduce office referrals by 25% from last year.
 - Celebrate student and staff growth and success formally at least 3 times in the year.
 - PBIS support staff: Stevenson has hired two staff members to help support PBIS initiatives. These two individuals, PBIS interventionist (Certificated staff) and PBIS specialist (Classified Staff) provide first level support to the classroom teachers with the intent of keeping students in the classroom and engaged in the teaching and learning activities.
- Talking circles have been integrated in most of our classrooms as a daily ritual for community building and problem solving.
- Stevenson added a second full-time counselor for the 2018-2019 school year.
- Use of PBIS specialists (classified and certified). The PBIS Specialists oversees schoolwide systems such as before school, breakfast, lunch, recess and after-school procedures. They facilitate restorative conversations and use proactive support with students with high social emotional needs.

Key Performance Indicators for the 2018-19 School Year include:

- Classroom teachers will deliver common lessons at the beginning of the year. The lessons include community building, teaching behavior expectations and schoolwide procedures. This was particularly important with our move to the new Stevenson building. The lessons honor our language learners by providing opportunities for speaking and listening.
- General Support Assistants (GSA) will receive monthly training to ensure they are incorporating SEL strategies and restorative practices into their daily interactions with students. GSA staff will be encouraged to attend August and monthly PD to focus on equity and instruction.
- A student council will be created to provide 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.
- Stevenson is a SWIFT partner school with bi-monthly coaching with a SWIFT consultant. Coaching sessions include progress monitoring Stevenson's E and I Team's implementation of Readiness and Foundation indicators.

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:

- **Stevenson Equity Leadership Team (SELT):** Stevenson recognizes the rich diversity among our students and families, and the district’s priorities around equity and inclusion. SELT strives to use racial equity and inclusion for all initiatives and on all teams. SELT reviews school-wide data to guide instructional practices, monitor effectiveness and make school governance decisions. The team is learning about SWIFT and will use the available tools to guide its work. The team is committed to ongoing conversation about race and equity during team meetings and in daily interactions with students, colleagues and families.

APPENDIX A: Glossary

ELA	Percent of students meeting or exceeding state standards on the third grade English Language Arts test. Third grade is a critical juncture in reading because after that, students need to read fluently in order to keep up with all their other subjects. Research has shown that students who are not reading at grade level by the end of third grade tend to struggle academically in later years.
Math	Percent of students meeting or exceeding state standards on the fifth-grade math test. Mastering fifth grade math provides students with a solid foundation for starting higher-level math in middle school.
SGP	Student Growth Percentiles are a metric that looks at the growth of individual students over time. SGPs compare growth of students across the state with similar test score histories and require two test scores to determine how many scale points a student grew compared to how their peers grew.
EL	English Learner refers to the percent of students meeting or exceeding state standards with regards to the length of time they qualify for services from the District’s English Language/Multilingual Department.
WSIF	Washington State Improvement Framework includes each student group individually, creating a holistic vision of a school through two lenses: the performance of the All Students group and that of their student group populations.
‘SMART’ Goal	SMART stands for Specific, Measurable, Assignable, Realistic and Time-Based. In other words, when you set a goal you ensure that it meets each one of these criteria.

APPENDIX B: Coordination and Integration of Funds

As a recipient of federal funds through Title I, Part A we are required to show how our school coordinates and integrates funding used at the school. The table below provides information on how various sources of funding are used and describes the purposes of each specific program.

Program	Amount Available	How the intents & purposes of the Program will be met:
Basic Education	\$4,260,677	To provide all students with instruction aligned to grade level, specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development and substitutes.
Title I, Part A	\$197,530	To provide all children significant opportunity to receive a fair, equitable and high quality well-rounded education and to close educational achievement gaps. These funds are used to provide a second full-time counselor and a classified staff member who supports restorative practices.
Title III	n/a	To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.
Learning Assistance Program (LAP)	\$226,800	To coordinate the use of Learning Assistance Program revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements. Our LAP funds are used to provide a reading specialist who supports students reading below proficiency through direct interventions, as well as by providing coaching and support for the classroom teacher to differentiate instructional practices.
High Needs Funds	\$99,424	Through a joint agreement between the Bellevue School District and the Bellevue Educational Association, funds are allocated for a distribution to seven high-needs schools at the elementary and middle school level. The district will prepare the allocation of funds based on the number of free/reduced lunch students. High needs funds at Stevenson are used for supporting PBIS through the use of a certified PBIS Interventionist.
Total	\$4,784,177	