



School Improvement Plan

Woodridge

2020-21



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



Woodridge is proud to provide a quality education to all students of different races, cultures and abilities. Staff members collaborate to foster a culturally responsive learning environment so that students will continue to grow in their own identity and learn to accept the identity of others. At Woodridge, everyone collaborates to educate and inspire students to work together to become creators of their future world.

What is unique about Woodridge?

- Woodridge has an experienced staff with vast amounts of knowledge teaching multiple grade levels and engaging in various roles throughout the school system.
- Forty-two percent of the staff at Woodridge Elementary are National Board certified, compared to 28% of the staff across the district.
- Woodridge has a Building Leadership Team (BLT) that includes staff members representative of the students serviced within the school. The BLT's purpose is to focus on the improvement of learning for all students, promote and facilitate a collaborative decision-making process which affects academic achievement, addresses problems of practice, and identifies how to best support the needs of students, staff and families.
- Woodridge has a Racial Equity and Inclusion Team (REI) that includes staff also representative of the students served within the school. The REI's purpose is to focus on eliminating disproportionate discipline, promoting stronger relationships between school, staff, parents, and students; and supporting student learning and the closing of achievement and opportunity gaps.
- Woodridge staff utilizes a K-5 Special Education Continuum of Services model for students identified with special needs.
- Woodridge is one of two elementary schools, in Bellevue, that houses the Cascade Program. The Cascade Program is a transitional, Special Education center-based program that consists of strength-based therapeutic classrooms dedicated to students who benefit from behavioral supports due to emotional stressors.

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	89%	92%
Black	*	*
Hispanic	*	*
Low Income	87%	90%
English Language Learners	78%	81%
Students with Disabilities	83%	86%

* Data not available for student subgroups < 10

Data Reflection

- 89% of Woodridge's Gr 3-5 students reported feeling a favorable connection to their peers in comparison to the elementary district average of 87%.
- The most significant gap was with students who are identified as multilingual and learning English (78%).
- For the students not identified in the racial groups above, due to too small of a subgroup, the combined total of students indicates that 75% answered favorably to feeling connected to peers.
- The enrollment size of our Gr 3-5, Black and Hispanic subgroups are not large enough to be reported in the table above. However, when looking at these combined subgroups, of the 15 students, 12 students had a favorable response of 75% while 3 students indicated a less than favorable response of being connected to their peers during virtual learning. Therefore, we will not only implement strategies at the school, grade and classroom level but also at the small group and/or individual level.

Key Strategies/Adjustments

The Building Leadership Team met in June 2020 and brainstormed possible considerations for future key strategies and/or enhancements to work on during the 2020-21 school year. Members from the BLT met again, in October, to identify the strategies below, related to staff collaboration and specific strategies at the whole school, grade/classroom or small group level.

Powerful Practices to support our Priority of Building Peer-to-Peer Connections:

- Build collaborative staff structures to promote intentional planning and sharing opportunities for building peer-to-peer connections (via staff huddles, grade level team time and vertical teaming) to support staff learning.

- Create a universal system to help identify students with social and emotional needs, to help staff learning and identify next steps for support, related to students in grades 3-5.

Whole School:

- Virtual peer-to-peer connection opportunities such as social groups, lunch bunches and interest-based groups
- Plan assemblies focused on community building and the promotion of peer connections through student performances, guest speakers, student leaders and more.
- Sharing various forms of student work with our school community – focusing on finding ways to create a visual virtual gallery so students can see one another’s work and celebrate their writing, art and more.
- Heighten staff awareness for creating/fostering opportunities that are inclusive regardless of income/access/resources students may have (when conducting class meetings, projects, topics of study, etc.).

Grade/Classroom:

- Focus on strategies for continuing to build strong classroom communities so students feel a sense of belonging in class, including:
 - Dedicated classroom community circle time built into the daily schedule to help promote sharing, connections and compliments of one another
 - Including students’ opportunities for embedding their identity and sharing of themselves in classroom conversations and student work
 - Soliciting student input via classroom surveys on what could be enhanced during class time to further promote peer-to-peer interactions
 - Plan, teach and implement strategies for turn and talk and think-pair-share opportunities during synchronous learning

Small Group:

- Providing strategies for turn and talk and think-pair-share opportunities during asynchronous learning which will benefit all students, but particularly our multilingual learners.
- Holding interest group opportunities for students to socially connect with one another during asynchronous learning and students who are in-person learning.

Progress Monitoring

- Monitor the school’s Panorama survey data for third, fourth and fifth grade student’s social and emotional well-being; specifically, students’ self-management, social awareness, self-efficacy and/or emotion regulation skills as well as their peer-to-peer engagement levels, in the fall and Spring. We will use this information to plan targeted strategies and interventions for students who are not feeling connected to their peers. Once identified, grade level and individual students will be progress monitored with various student surveys conducted at the school level.
- Conduct a monthly assembly and then seek student feedback for continued improvements and enhancements
- Conduct informal walk-throughs and/or assign classroom student scouts to tally how many students shared something about themselves, were able to connect to a peer or compliment a peer during a community circle or classroom discussion.
- Have GSAs help monitor and support the use of turn and talk and think-pair-share opportunities during synchronous and asynchronous learning and share updates on how students are doing, during monthly meetings.
- Schedule grade level interest group times (e.g. Lego building) and track the number of students who participate and seek feedback at the conclusion of a series via qualitative feedback from students.

Inspired and Affirmed

Measures and Targets

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

- During the 2019-20 school year, Woodridge staff engaged in a book study on Culturally Responsive Teaching and the Brain. Based on the book study, this year staff will continue to utilize the strategies of ignite, chunk, chew and review while also incorporating GLAD strategies to support student engagement in learning.
- Staff will ensure social and emotional learning is a focus in their classroom that is also inclusive of affirming racial identity, the discussion of racism and explores cultural diversity in an age-appropriate manner.
- 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.

Progress Monitoring

- The LAP facilitator, MLL facilitator and ITCL will meet weekly to support the planning and progress monitoring of student engagement and growth in literacy and will monitor guided Lexia usage.
- Each week, students, who earned a certificate in Lexia for passing their current program level, will have their certificate emailed to their account as well as their parent/guardians, in recognition of their efforts and accomplishments.
- Every other month, the Administrators, along with the school counselor, Learning Assistance Program (LAP) teacher, Multi-Lingual Learner facilitator and Instructional Technology Curriculum Leader, will meet to review student progress and identify students to celebrate and those in continuous need of support and highlight this information for each grade level for further celebration and/or action.

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

- 60% of students in the Class of 2029 cohort* will meet or exceed state standards in ELA by spring of 2021, with increases as noted for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students in grades K-5 will show at least one year of growth in literacy as measured by adaptive software (i.e. Lexia), for students who have recommended software usage.

Percentage Meeting/Exceeding Standard on STAR

Class of 2029 Cohort*	English Language Arts (ELA) Proficiency Star	
	2019-20 MOY STAR Grade 3**	Target 2020-21 EOY STAR Grade 4
All Students	49%	73%
Black	N/A	N/A
Hispanic	N/A	N/A
Special Ed Services	20%	30%
English Learners	13%	31%
Low Income	15%	33%

*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.

***N/A due to n-size not being 10 or larger within cohort.

	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		

Reading Data Reflection

In June 2020, Woodridge's Building Leadership Team (BLT) met to conduct the following data analysis from the middle of the year and end of the year data:

- Of the total 72, 3rd grade students, who took the WINTER STAR assessment in reading, 37 (51%) of students were projected to perform below grade level standard on the SBA in ELA. Fourteen of the students performing below grade level are identified as multi-lingual learners and of the 14 students, only 1 was projected to be at a SBA level 2 by the end of the year.
- Of the 37 students projected to perform below grade level on the SBA, 16 students are noted as ones who have not been identified as needing additional English support or Special Education Services.
- Of the remaining 16 students performing below grade level in reading, 5 students were projected to be at level 1 and 11 students were projected to be at level 2.
- At the end of the year, third grade teachers projected 10 of the students previously identified as being below grade level as ones who were actually meeting grade level standards (raising our projections from 35 at/above grade level to 45 at/above grade level for a proficiency of 62%).
- Our goal will be to advance the 11 students currently performing at a level 2 up to a level 3 and those students currently performing at a level 1 up to a level 2 (at least). This would result in a total of at least 56/72 students at/above grade level for a total proficiency of 77%.

In October 2020, members of Woodridge's Building Leadership Team (BLT) met to further conduct a literacy data analysis from the beginning of the year of current 4th grade students:

- Based on the beginning of the year STAR assessment – 29 students were identified as below or well below benchmark (11 students below grade level and 18 students well below grade level)
 - Of the 29 students, 9 students are performing at the 3rd/4th grade level according to their Lexia placement and performance
 - Of the 29 students, 16 students are at or above grade level level according to their mClass TRC assessment
- Based on a combination of STAR, Lexia and TRC performance, 13 students were identified as not being at benchmark in reading
 - Of these 13 students, 7 are Multi-lingual learners (MLL) and 4 receive special education services in the area of reading

Reading Key Strategies/Adjustments

Powerful Practice: Grade level data analysis on a cyclical basis, following benchmark assessments and 6-week intervention and progress monitoring cycles.

- Of the 16 students identified as performing below grade level in reading, (those without a specific need in further advancing their English skills or not identified for an individualized specially designed program) 7 students were enrolled in BSD's 2020 summer school program as an initial reading intervention over the summer.

For students who are not identified as a beginning English language learner, or for those receiving an individualized education plan (IEP) in reading, and are performing below grade level, we will:

- Monitor Lexia usage weekly for students identified below benchmark
- Administer Lexia lessons for struggling students
- Implement targeted skill-based small group instruction from classroom teachers utilizing resources in mClass instructional resources and Lexia direct-instruction lessons

For the students identified as needing additional support in reading, who also have reading as a goal on their IEP, we will:

- Make sure we are increasing the amount of reading support students are receiving and monitor their progress and response to reading interventions at least two times/month and make instructional adjustments as needed, in addition to partnering with their families.

For the students identified as needing additional support in learning English and improving their reading, we will:

- Ensure students are receiving GLAD strategies within their universal instruction and during their additional supports received, in reading.

Reading Progress Monitoring

- Monitor usage of additional resources made available to us (i.e. LEXIA online platform).
- STAR Reading will be administered at least 3 times to all 4th grade students.
- Academic Language Development Observation Feedback tool for Multi-Language Learners will be used to monitor progress of speaking, listening, reading and writing skills.
- Explore other progress monitoring tools to be used with students identified as needing additional or individualized supports, through our MTSS process or as determined by a student’s IEP.

Math Proficiency and Growth

Measures and Targets

- 60% 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 literacy and math as measured by adaptive software (e.g. Freckle), for students who have recommended software usage.

Percentage Meeting/Exceeding Standard on Star

Class of 2029 Cohort*	Math Proficiency on SBA or Star	
	2019-20 MOY STAR Grade 3**	Target 2020-21 EOY STAR Grade 4
All Students	55%	60%
Black	N/A	N/A
Hispanic	N/A	N/A
Special Ed Services	N/A	N/A
English Learners	15%	33%
Low Income	31%	46%

**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.*

****N/A due to n-size not being 10 or larger within cohort.*

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		

Math Data Reflection

In June 2020, Woodridge's Building Leadership Team (BLT) met to conduct the following data analysis from the middle of the year and end of the year data:

- Of the total 69, 3rd grade students, who took the WINTER STAR assessment in math, 31 (45%) of students were projected to perform below grade level standard on the SBA in Math. Thirteen of the students performing below grade level are identified as multi-lingual learners and of the 13 students, 6 students were projected to be at a SBA level 2 by the end of the year.
- Of the 31 students projected to perform below grade level on the SBA, 15 students are noted as ones who have not been identified as needing additional English support or Special Education Services.
- Of the remaining 15 students performing below grade level in math, 7 students were projected to be at level 1 and 8 students were projected to be at level 2.
- Our goal will be to advance the 8 students currently performing at a level 2 up to a level 3 and those students currently performing at a level 1 up to a level 2 (at least). This would result in a total of at least 46/69 students at/above grade level for a total proficiency of 66%.

Math Key Strategies/Adjustments

Powerful Practice: Grade level data analysis on a cyclical basis, following benchmark assessments and 6-week intervention and progress monitoring cycles.

The Building Leadership Team met in June 2020 and brainstormed the following possible considerations for future key strategies and adjustments:

- Increasing use of anchor charts for strategies taught, for students to readily access, which mirrors current math instruction (e.g. "Math wall")
- Consider how we can get these ongoing visual needs/reminders in student hands in the COVID-19 model.
- Continuing use of math manipulatives in intermediate grades.
- Consider math notebooks inclusive of math vocabulary (which includes definitions, examples, pictures) as a means for increasing independence in math understanding.
- Teach close reading and comprehension in math word problems.

In October 2020, members of Woodridge’s Building Leadership Team (BLT) met to further identify additional math strategies that could be implemented in distance learning for Woodridge’s current 4th grade students:

- Brainiac.com for math manipulatives support for all grades
- Freckle Fact Fluency practice daily for K-5
- Daily Adaptive math practice in assigned math domains that match current classroom instructional focus in universal instruction

Math Progress Monitoring

- Star math will be administered at least 2 times to all 4th grade students.
- 4th grade common assessments created by the 4th grade PLC.
- Math Running Records administered one-on-one to all students and to select students more frequently.
- Math Running Records and other progress monitoring tools to be used with Tier 2 and Tier 3 student identified through MTSS process or determined by a student’s IEP.

English Language Acquisition

Measures and Targets

- For students receiving ELL services in the Class of 2029 increase % (to be set by November 2020) demonstrating progress in language acquisition skills as measured by the Achievement Level Descriptors.

Percentage Demonstrating Progress in Language Acquisition Skills		
Class of 2029 Cohort	Fall 2020	2020-21 Target
Reading	To come	Will be set by November 2020
Writing	To come	Will be set by November 2020
Listening	To come	Will be set by November 2020
Speaking	To come	Will be set by November 2020

Data Reflection

- To be completed once baseline data is uploaded

Key Strategies/Adjustments

In October 2020, members of Woodridge’s Building Leadership Team (BLT) met to further identify additional strategies that could be implemented in distance learning for Woodridge’s current 4th grade students who are identified as needing support as multilingual learners:

- Increase language discourse between student to student and student to teacher.
 - Example structures to meet this strategy could be the use of breakout channels, small group meetings and/or a call in from co-teacher
- Ensure educators hear each student’s voice, daily.
 - Example structures to meet this strategy could be the use of a class list for tracking, identifying those who volunteer to speak, those who are engaged during breakout opportunities and those who share after a turn and talk or small group discussion.
- Daily writing with a focus on noticings/wonderings more than completion and accuracy.
 - Example structures to meet this strategy could include:
 - Talking/sharing before writing.
 - Collaborative summarizing – in pairs/trios students could write a summary of 30 words or less about the topic (ex: what they learned, a text they read, complex directions, response to pictures, etc.) Summaries should have scaffolded stems that can be removed gradually as they become more independent.

- “Stronger and Clearer” strategy during small group activities – prior to writing, students think and write their first statement/response to a question. Then they pair with another student and share ideas. Based on what they heard, they add to their statement. Complete a total of 3 pair/shares, adding to the statement each time, to produce student’s strongest/clearest argument/idea.
- High level text chunking – with graphic organizer (2 columns), read a small part, write 1 sentence on what does that part mean. Can be scaffolded down the text with decreasing level of support.

Progress Monitoring

- We will use our ALDs to progress monitor the growth of each student who is identified as a multilingual learner

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)

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	85%	85%
Black	*	*
Hispanic	*	*
Students with Disabilities	64%	80%
English Learners	88%	88%
Low Income	80%	85%

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	84%	85%
Black	*	*
Hispanic	*	*
Students with Disabilities	55%	80%
English Learners	78%	88%
Low Income	80%	85%

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	84%	85%
Black	*	*
Hispanic	*	*
Students with Disabilities	55%	80%
English Learners	85%	85%
Low Income	70%	85%

* Data not available for student subgroups < 10

Data Reflection

In June 2020, members of Woodridge's Building Leadership Team (BLT) met to further analyze family engagement data prior to it being broken out into all three categories. Based on the cumulative analysis:

- 84% of all 122 responses indicated families feel informed, supported and empowered.
- 2019-20 fourth grade families (64%) and families with a student on an IEP (58%) felt the least engaged and informed of their child's education during the completion of the winter 2020 survey.
- Multi-Ethnic families rated engagement as the lowest (76%)
- Upon digging into the data, the Building Leadership team identified pockets of voices missing in the responses received, indicating the responses received are disproportionate to our school's demographics (e.g. 11 responses for low income when we have a total of 69 and 122 total responses when we had 355 families enrolled at Woodridge in 2019-20 school year).

In October 2020, members of Woodridge's Building Leadership Team (BLT) met to further identify additional analysis of the Spring 2020 data, broken down into three categories of informed, supported and empowered. The below information was further noted:

- 84% of all families feel informed, supported, and empowered
- Our families of English Language Learners, reported an overall higher level of being informed and empowered
- Our families of special education and low-income students, reported a lower level of satisfaction than "all families"

Overall theme/focus: Families of students with disabilities and those who qualify as low income, are the greatest targeted populations to ensure we are collaborating to ensure they are informed, supported and empowered.

Key Strategies/Adjustments

The Building Leadership Team met in June 2020 and brainstormed the following possible considerations for future key strategies and adjustments:

- Identify ways for who has/hasn't had the opportunity to respond
- Increase participation rate via paper, oral and/or computer survey (add additional target for participation rate...90% of all families participating in responding and tracking which families have/haven't responded)
- Look back at family participation survey from prior Family Engagement team's work, in year's past, and identify questions and data use in order to compare/contrast and assist with areas to focus improvements on.
- Outline a process/timeline for how we will develop these goals collaboratively with our family community
- Identify what we need/want to know (purpose) and how we will communicate results and what action we'll take as a result of families providing responses. Consider the following:
 - How will we engage all voices/perspectives? (e.g. survey, affinity groups, community café)
 - How will we increase a sense of belonging (e.g. ELL workshops, SpEd workshops, ongoing communication, multiple languages, access to information, two-way-communication, reciprocal relationships)
 - How will we engage parent representation in school planning discussions (e.g. PTA membership? Input for BLT and REI teams?)
- Special Education Team will meet to plan strategies for seeking input on how families could better feel informed, supported and empowered in order to further develop a plan for the 2020-21 school year and future two-way communication and collaboration.
- Support staff with messaging by crafting communication to copy/send and share with families as well as utilize a robocall system and social media platforms to try to reach all audiences.

Progress Monitoring

- The Building Leadership Team met in June 2020 and brainstormed the following possible considerations for future progress monitoring:
 - Outline a process/timeline for how we will develop these goals collaboratively with our family community
- Attendance and/or responses to community events held

Glossary



2019-2020 School Profile

Woodridge Elementary

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

Nicole Hepworth, Principal

12619 SE 20th Pl

Bellevue, WA 98005

425-456-6200

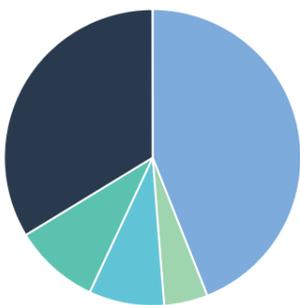
School Overview

Woodridge serves a student population of approximately 475 students. As a staff, we are dedicated to serving each and every child by investing in relationships and focusing on each student’s story, strengths and needs through a shared responsibility and collaborative partnership with one another. We’re committed to affirming and inspiring each and every student to learn and thrive as creators of their future world.

Programs Offered

Olympic (special education)

Racial Diversity



Racial Diversity Detail

<1%	American Indian or Alaska Native
44%	Asian
4%	Black/African-American
8%	Hispanic
<1%	Pacific Islander
9%	Two or more races
33%	White

School & Student Characteristics¹

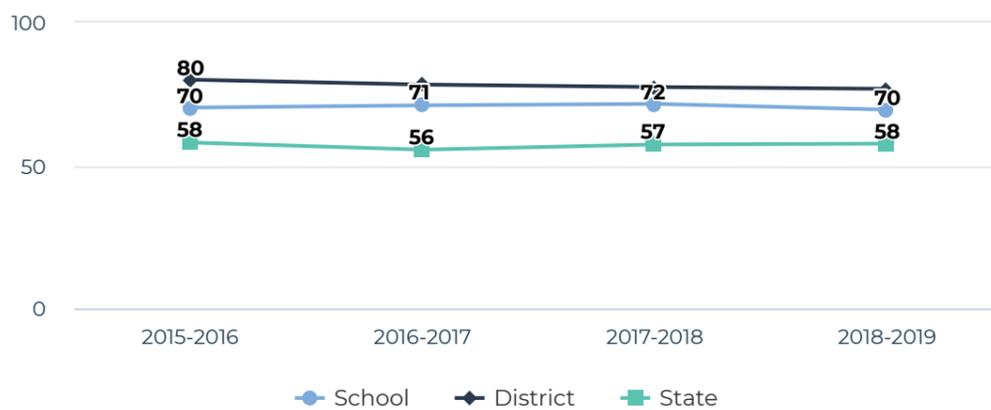
	SCHOOL	DISTRICT ²
Enrollment	455	526
National Board Certified Teachers	38%	23%
Eligible for Free/Reduced Price Meals	16%	16%
Receiving Special Education Services	9%	9%
English Language Learners	22%	21%
First Language Other Than English	38%	42%
Mobility Rate ³	18%	13%
Average Attendance Rate	97%	95%

Summary of Student Achievement

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

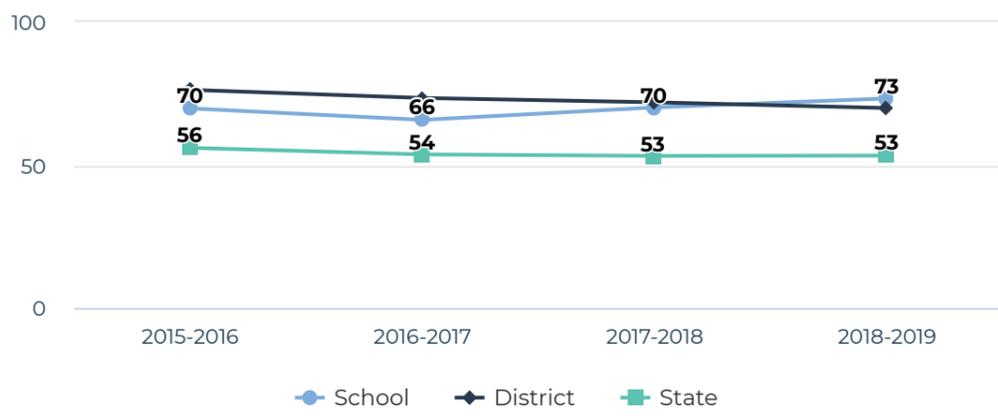
English Language Arts

Smarter Balanced - Percentage of Students Meeting Standards



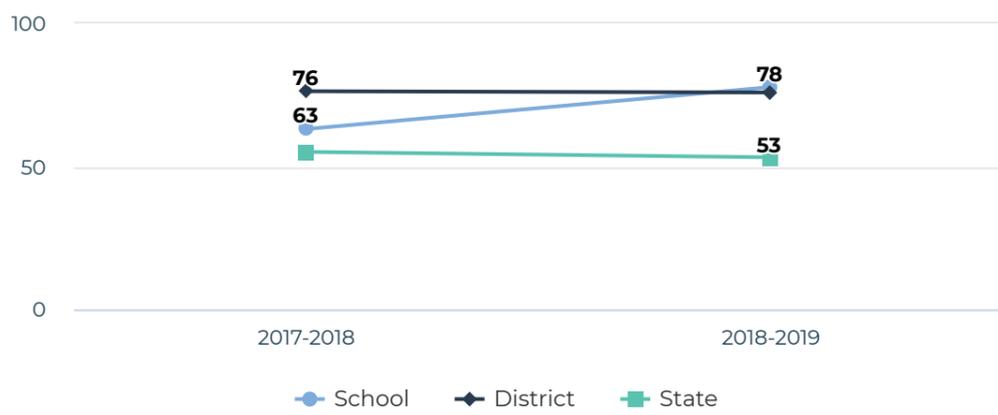
Mathematics

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.