



# School Improvement Plan

## Bennett Elementary

### 2022-23



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



#### What is unique about Bennett?

- Bennett staff are **committed to each and every student's success**. At Bennett, we are building the future and we believe all students have an inherent right to an equitable, accessible, inclusive\*, and culturally responsive learning environment.
- We recognize our **diversity is a strength** and engage in culturally responsive practices that honor our students' uniqueness and identity in our instruction and daily interactions and the impact of a student's identity\* so we can provide a rigorous, relevant, and inclusive learning environment where all students grow as social, emotional, and academic individuals.
- Bennett is honored to be considered home to a special-needs "Centered" program, the **Olympic Program**, with a focus on students with special needs in the areas of communication, executive functioning, social-emotional skills, and sensory integration. We promote an **inclusive educational model** where students in this program access the general education classroom through various supports based on their Individual Education Plan (IEP) and with specially designed instruction provided in all educational environments to promote academic and social independence.
- **Strong Community and PTSA support** We foster strong partnership, outreach, and engagement within our diverse Bennett community to ensure that all students and families have equitable access to resources and experience a sense of belonging. Our active PTSA works collaboratively with the staff to provide various curricular, instructional, and social emotional enhancement for every student.

*\*Inclusive/diverse/identity/intersectionality/all (including but not limited to): sex, race, creed, religion, color, national origin, ethnicity, age, socioeconomic status, veteran or military status, sexual orientation, gender expression or identity, or disability.*



Our Mission: At Bennett, we are building the future and it is our responsibility to create a supportive environment that fosters the social, emotional, and academic success of all children.

Creators of their future world at work!

*See appendix for School Profile*

# Affirm and Inspire

## Student Well-Being

**Strategic Plan Student Well-Being Goal:** Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

### Student Well-Being Priority: Sense of Belonging

Providing school and classroom environments where all students feel a sense of belonging can increase academic success and well-being. Schools have increased students' sense of belonging by engaging students in the conversation and in the creation and leading of strategies and improvements.

#### Sense of Belonging Measures and Targets

Increase percentage of students reporting a sense of belonging on the Panorama student survey from Spring 2022 to Spring 2023, with a reduction in subgroup disparities.

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable (Grades 3-5)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	81%	79%	83% (174)	78% (166)			
Asian	85%	79%	83% (68)	80%			
Black	*	*	*	*			
Hispanic	84%	*	77% (12)	*			
Multi-ethnic	74%	83%	87% (20)	83%			
White	81%	81%	82% (70)	74%			
Students with Disabilities	63%	73%	80% (26)	79%			
English Learners	82%	78%	83% (16)	80%			
Low Income	74%	73%	80% (16)	68%			

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.

#### Data Reflection

Bennett Elementary has experienced strong gains in overall sense of belonging. Our Fall 2021 positivity levels of 83% in this area were significantly higher for almost every category and the Fall ratings were at, or in some subgroups, well above our 2017 baseline and even the pre-pandemic Fall 2019 levels. Our Spring 2022 overall level of 78% is more in line with our Spring 2021 level of 74% overall. Our students with disabilities and low-income populations both had seven-point gains. Significant declines in positivity from Fall 2021 to Spring 2022 show our white students decreased by 8% to 75% (though still 9% above Spring 2021) in positivity and our low-income students decreased by 12% to 68% (and 10% below Spring 2021) in sense of belonging. Other student groups had significantly lower reduction, but most declined from Fall 2021 scores.

#### Key Strategies/Adjustments

- Increase student leadership opportunities and cross grade-level connections through activities such as Peace Ambassadors, Safety Patrol, buddy classrooms across the school to continue to build skills such as seeking multiple perspectives and building empathy, as well as student-led announcements and student leadership through other schoolwide events.

<ul style="list-style-type: none"> <li>• <b>Culturally Responsive Teaching and Learning:</b> <ul style="list-style-type: none"> <li>○ Wise Feedback: Communicate knowledge of students while individualizing response to students based on strengths and encouraging students to take the lead on sharing feedback with one another to build the skills of empathy and being inclusive in classroom and other school spaces</li> <li>○ Opportunities to Respond: Providing additional varied opportunities for student self-expression and identity expression and amplifying student voice in the classroom for more student-centered and student-led conversations</li> <li>○ 5:1 Positivity Ratio: Increasing student engagement and relationship building focusing on positive recognition and strengths. Students are taught specific skills and given multiple opportunities to increase the level of positivity in their interactions.</li> <li>○ Use and sharing of strategies that affirm and elevate student identity and background (i.e. windows and mirrors, culturally responsive libraries, student voice identity anchor charts).</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Restorative Practices:</b> All staff, including classified, will implement Restorative Practices to minimize conflict and support community building, such as consistent morning meetings, restorative questioning cards/process, and recess problem-solving station.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>SOAR:</b> Developing the Students Organized Against Racism (SOAR) group during the 2022-2023 school year for 4<sup>th</sup> and 5<sup>th</sup> graders, with regular meetings and parent communication, with the goal of empowering students to speak about race, create a space for two-way dialogue between staff and students, and foster relationships.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Focus on students with disabilities and inclusion in classroom</b> where most of our student both in resource programs and the Olympic program spend the majority, in most cases 75% or more, of their time learning in their general education classroom setting.</li> </ul>

## Student Well-Being Priority: Social-Emotional Learning

Many students experienced isolation during the pandemic, with few opportunities to interact in-person socially. As we return to in-person learning it will be critical to recognize where each student is socially and emotionally and to provide them with intentional opportunities to support their development in social emotional learning. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making. These competencies are not discrete and are integrated into curriculum and instructional practices.

### Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2022 to Spring 2023.

Grades 3-5: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020	Spring 2021	Fall 2021 (n=177)	Spring 2022 (n=165)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	81%	80%	82%	79%			
Social Awareness	76%	80%	78%	76%			
Self-Efficacy	65%	71%	68%	70%			
Emotional Regulation	53%	54%	60%	55%			

### Data Reflection

Bennett Elementary ranks near the 90% percentile nationally for social and emotional domains. Students and staff value authentic relationships which leads to an increase in academic achievement. Ensuring students know they have a safe space at school where they can authentically be themselves, learn to communicate their feelings, build the necessary skills to self-regulate, and build social awareness helps to increase our overall sense of belonging. We are always striving to increase proficiency in each of the social emotional competencies including self-management, social awareness, self-efficacy, and emotional regulation. We are striving to reach internal goals set for increasing proficiency in each of these areas, however we have remained consistent. In the area of emotional regulation, we decreased slightly from 60% to 55% with this spring result being more in line with Spring 2021 level of 54% and our Fall 2020 baseline of 53%.

### Key Strategies / Adjustment

- **SEL Curriculum:** In order to build strong and healthy relationships for all students, staff, and community members, we develop supportive and trusting relationships via the fidelity of implementation of SEL curriculum and classroom-based relationship building tools. All staff will implement SEL curriculum in a culturally-responsive way including continuous reflection on impact of personal bias.
- **The Bennett Way:** School-wide behavioral expectations for all students and adults. Expanded individual recognition system rewards through “Pawsitive Paws” board (individual student recognition).
- **Speaking and Listening Standards:** Continue to build student discourse and opportunities for students to respond to develop conceptual understanding and personal expression within the learning community.
- **Strong and Healthy Relationships:** Developing supportive and trusting relationships via the fidelity of implementation of SEL curriculum and classroom-based relationship building tools.
- **Support Staff:** General School Assistants (GSAs), Paraeducators, our Multilingual Learning Facilitator, and Special Education teacher will provide direct instruction, co-teaching, and intervention to students, in addition to scaffolding and extensions based on student data.
- **PBIS/Student Behavior Monitoring:** PBIS Team will utilize the student information system to input all behavior data both for intervention and documentation. Each month, the PBIS team will analyze monthly behavior data by race, gender, incident, and incident location. Interventions will be monitored through student behavioral data by the Behavior Support Team (BST).

- **Restorative Practices:** All staff, including classified, will implement Restorative Practices to minimize conflict and support community building, such as consistent morning meetings, opportunities for student leadership and amplifying student voice in the classroom spaces.

## Learn and Thrive

### Academic Success

**Strategic Plan Academic Success Goal:** Students achieve high levels of academic success and outcomes are not predicted by race or income.

#### Academic Success Priority: Literacy

Early literacy will be a priority, with professional development and support provided to all K-2 educators to implement science of reading and evidence-based interventions.

#### English Language Arts Growth and Proficiency Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in literacy and making typical or high growth in literacy from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Subgroup	Grades 3-5: Star Reading Proficiency and Growth					
	Star Reading % Proficient			Star Reading % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022 – Spring 2023
<b>All</b>	<b>73%</b>	<b>75%</b>		<b>71%</b>	<b>70%</b>	
Asian	74%	72%		68%	56%	
Black	*	*		*	*	
Hispanic	69%	42%		73%	58%	
Multi-Ethnic	72%	74%		64%	84%	
White	77%	85%		78%	82%	
Low Income	46%	38%		46%	59%	
English Learner	12%	22%		41%	65%	
Students with Disabilities	17%	38%		39%	60%	
Female	75%	78%		72%	72%	
Male	71%	73%		70%	68%	
Advanced Learning	94%	94%		74%	56%	
Traditional	68%	73%		70%	72%	
Grade 3	75%	86%		79%	75%	
Grade 4	69%	78%		63%	77%	
Grade 5	75%	63%		75%	59%	

#### Data Reflection

When looking at student growth last year, especially during a very challenging year with managing COVID while in-person and absences, our subgroups of students who are furthest from educational justice showed strong improvements in growth. These subgroups include our low-income population, our multilingual learners, and students with disabilities. This leads to developing strategies and opportunities to build on Bennett's strengths of high

academic achievement and sense of belonging for all students, specifically our Hispanic population, low-income population, and our grade five students. Levels of proficiency on STAR assessments continue to show a small increase overall. Some student groups made significant gains, while most maintained, and a few had slight decreases.

**Significant increase:**

White 77% to 85%

Multi-lingual 12% to 22%

Student with Disabilities 17% to 38%

**Significant Decrease:**

Hispanic 69% to 42%

Low income 46% to 38%

Grade 5 75% to 63%

Levels of growth showed an increase or decrease in line with levels of proficiency with notable exception for Low income (46% to 59% increase).

**Key Strategies**

- **Structured Literacy Implementation:** Structured literacy is the explicit systematic teaching that focuses on phonological awareness, word recognition, and phonics.
  - K-1: Heggerty implementation Tier 1
  - 2-5: Align instruction to Common Core ELA foundational standards
- **Culturally Responsive Teaching:** Implement culturally responsive teaching practices through relationship building and identity focused concepts, such as the following:
  - Windows and Mirrors: Selecting books that provide both a reflection of students' identities and surface marginalized narratives.
  - Learning Partnership: Giving students voice and advocacy in their own learning
  - Wise Feedback: Giving specific, individualized, and aspirational feedback.
  - Conferring: Personalizing and individualizing learning for readers. Through assessment and conferring, we learn about each student as a reader and create goals in partnership with the students based on each individual learner's strengths. Small intervention groups will be created based upon teachers' understanding of students' strengths and areas of growth through conferring and other assessment data.
  - Universal Design for Learning: Provide access and opportunities to respond for all learners.
    - Use of Clicker8, a literary analytics tool to support students in speech feedback, word predictions, picture support, and the ability to provide sentence structures and steps. This develops opportunities for students to scaffold their writing and differentiate support when needed
    - Provide firm goals and flexible means for students to access instruction
- **Speaking and Listening Standards:** Continue to build student discourse and opportunities for students to respond to develop conceptual understanding and personal expression.
- **Strong and Healthy Relationships:** Developing supportive and trusting relationships via the fidelity of implementation of SEL curriculum and classroom-based relationship building tools.
- **Multi-Tiered System of Support (MTSS):** Staff will engage in regular cycles of continuous improvement to review current student achievement data from a variety of sources (DIBELS, TRC, STAR) to adjust instruction groups and determine intervention needs.
- **PLCs:** Professional Learning Communities (PLCs) will meet on a regular basis to engage in data analysis and specific grade level intervention strategies as part of the MTSS/PDSA cycle.
  - Collaboration with MLL Facilitator, ITCL, and Special Education teachers

## Academic Success Priority: Math Proficiency

Math proficiency will continue to be a high priority at all levels, based on student outcome data. Key instructional strategies center on deepening implementation of the Illustrative Math curriculum and culturally responsive and inclusive practices, such as language routines.

### Math Proficiency and Growth Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in math and making typical or high growth in math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Subgroup	Grades 3-5: Star Math Proficiency and Growth					
	Star Math % Proficient			Star Math % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	64%	65%		78%	75%	
Asian	72%	76%		75%	80%	
Black	*	*		*	*	
Hispanic	56%	33%		67%	67%	
Multi-Ethnic	60%	58%		92%	79%	
White	60%	65%		75%	71%	
Low Income	29%	25%		61%	65%	
English Learners	18%	39%		65%	76%	
Students with Disabilities	14%	19%		55%	56%	
Female	63%	60%		76%	72%	
Male	65%	71%		80%	79%	
Advanced Learning	97%	95%		86%	84%	
Traditional	57%	62%		76%	74%	
Grade 3	67%	71%		72%	65%	
Grade 4	59%	61%		75%	72%	
Grade 5	66%	64%		83%	89%	

### Data Reflection

The implementation of the adopted math curriculum has created opportunities for teachers and staff to focus on grade-level standards and student progression through mastery. Through this process, students have been able to ignite conversations and engage in mathematical discourse which encourages and supports independent practice while also experiencing a productive struggle to grapple with content. The elements of math community and project-based learning focusing on language routines may have impacted multilingual levels of proficiency and growth. Bennett's levels of proficiency on STAR assessments continue to show an increase overall 64% to 65%. There are student groups who made significant gains, while most maintained, and some decreased.

#### Significant increase:

White 60% to 65 %

Multi-lingual 18% to 39%

Student with Disabilities 14% to 19%

#### Significant Decrease:

Hispanic 56% to 33%

Levels of growth showed an increase or decrease in line with levels of proficiency with notable exception for Multi Ethnic (92% to 79% increase) and grade 3 (72% to 65%).

### Key Strategies

In addition to the school-wide strategies listed above, math-specific strategies include:

- Fidelity of implementation of problem-solving based math curriculum, **Illustrative Math**, highly aligned to math standards and practices, centered on problem-based approach, and language routines ensuring students have authentic and varied math experiences with opportunities to collaborate.
- **Individualized Math Supports:** Implementation will focus on personalizing and individualizing learning for math. Small intervention groups will be created based upon teachers' understanding of students' strengths and areas of growth through common assessment data.
- **Data-Informed Instruction** using formative assessments at the lesson level, including cooldowns, synthesis, and checkpoints.
- **The Four Domains of Global Competence in Math Instruction**
  - **Investigate the World:** Provide opportunities for students to investigate their world through relevant global math stories.
  - **Recognize Perspectives:** Elevate the ways of knowing by recognizing and honoring perspectives of our diverse student population (Cosmopolitan Intellectuals)
  - **Communicate Ideas:** Utilize Math Language Routines for students to communicate ideas effectively with diverse audiences
  - **Take Action:** Provide opportunities for students to make connections between mathematics and leverage their math knowledge to solve real-world problems

# Family Engagement

**Strategic Plan 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.

## Family Engagement Priority: Inform, Support, and Empower

Family and Community Engagement will continue to center on three priority objectives:

- **Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information and obtain academic, health and wellness services.
- **Supported:** A BSD family is supported when they can utilize the systems within the district to serve their student's unique needs, strengths, and circumstances.
- **Empowered:** A BSD family is empowered when they can use their individual or their community's collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

### Priority Family Engagement Measures and Targets

Increase percent of families reporting they feel informed, supported, and empowered to contribute to their student's success.

Family Subgroups	Percentage of Favorable Responses on Family Engagement Survey								
	Informed			Supported			Empowered		
	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	65% (155)	70% (138)		68% (154)	73% (138)		60% (155)	69% (138)	
Asian	74% (64)	75% (64)		75% (64)	77% (64)		76% (64)	74% (64)	
Black	*	*		*	*		*	*	
Hispanic	69% (10)	79% (11)		61% (10)	87% (11)		52% (10)	83% (11)	
Multi-ethnic	50% (17)	44% (12)		72% (16)	50% (12)		53% (17)	33% (12)	
White	59% (61)	65% (48)		61% (61)	68% (48)		47% (61)	63% (48)	
Students with Disabilities	66% (32)	68% (22)		71% (32)	79% (22)		71% (32)	74% (22)	
English Learners	72% (35)	76% (31)		70% (35)	83% (31)		66% (35)	84% (31)	
Low Income	*	*		*	*		*	*	

### Data Reflection

Families who are part of the Bennett Elementary community report they feel informed, supported, and empowered. We are continuing to see substantial and significant growth increases in the reports of family engagement from year to year. substantial and significant growth in all areas of family engagement in being informed, supported, and empowered. One exception is our multi-ethnic group which makes up twelve responses to the total of 138 shows declines in all three categories, but with 20% declines in supported and empowered. As a juxtaposition our Hispanic families (making up 11 of our 138 responses) showed 10%-20% increase in their engagement with support increasing over 20%.

### Key Strategies / Adjustment

<ul style="list-style-type: none"> <li>• Develop <b>curriculum night</b> program that is geared to identified parent needs and supports wanted.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>PTSA Partnership:</b> PTSA hosted events, monthly meetings with PTSA and administrative team, administrators report at the PTSA general membership meeting. Promote outreach to diverse family base and establish engagement goals with PTSA leadership.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Encouraging the participation of parents</b>, particularly by different population groups related to school activities, and focus groups through outreach to key communicators in diverse groups.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Increase parent participation</b> in the parent Panorama engagement survey through website, principal newsletter, teacher newsletters, community-building coffee with multilingual families, parent SEL education events (37% participation in spring 2022 on parent Panorama engagement survey, increase the participation rate to 60% Spring 2023).</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Use of technology to increase accessibility</b> for families who may and/or may not be able to attend schoolwide events such as conferences to develop equitable access for all families</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Enhance family communication</b> through newsletters (home links) and culturally responsive conferences (two-way goal setting).</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Engage and connect through focus groups</b> with parents about their child's experiences in school twice each year.</li> </ul>

## Creators of Their Future World

**Strategic Plan Goal:** Students effectively problem solve and lead for positive local and global change by developing global awareness and cultural competency and learn advanced skills in processing and applying information through the effective use of technology and engineering.

PreK-12 education in the Bellevue School District will prepare every student to be a creator of their future world. The creator of their future world will think critically, problem solve collaboratively, communicate effectively, and take action for positive change of local and global issues.

The entry point or lever into this effort will be global competency. Global competence as defined by the Global Competence Task Force<sup>1</sup>, is *the capacity and disposition to understand and act on issues of global significance*. These four domains further define global competency:

Global Competencies
<ol style="list-style-type: none"> <li>1. <b>Investigate the world</b> beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.</li> <li>2. <b>Recognize perspectives, others' and their own</b>, articulating and explaining such perspectives thoughtfully and respectfully.</li> <li>3. <b>Communicate ideas effectively with diverse audiences</b>, bridging geographic, linguistic, ideological, and cultural differences.</li> <li>4. <b>Take action to improve conditions</b>, viewing themselves as players in the world and participating reflectively.</li> </ol>
<i>Mansilla 2012</i>

Priority Global Competency Targets
Shared Vision: Develop a shared vision and understanding of global competency with partners
Key Strategies / Adjustment

<sup>1</sup> Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning.

<ul style="list-style-type: none"> <li>• Develop a foundational understanding of the definition of global competence and the four domains of global competence including investigate the world, recognize perspectives, communicate ideas, and take action.</li> </ul>
<ul style="list-style-type: none"> <li>• Ignite opportunities for teachers to engage with global competence in their classroom spaces by curating activities geared toward the development of the four domains of global competence utilizing applicable resources including but not limited to articles, global collaboration opportunities, self-reflections about individual growth related to global competence, and global thinking routines created by Project Zero</li> </ul>
<ul style="list-style-type: none"> <li>• Develop opportunities to amplify awareness of the Sustainable Development Goals (SDGS/Global Goals) in classrooms and during schoolwide events such as our annual science night, literacy night, and other schoolwide events</li> </ul>

## School Overview

At Bennett we are “building the future” and it is our responsibility to create a supportive environment that fosters the social, emotional, and academic success of all children. We offer a strong core academic curriculum and enrichment activities in world language, science, technology, and mathematics. To foster the “whole child” we promote skills and habits that lead to positive and productive lives.

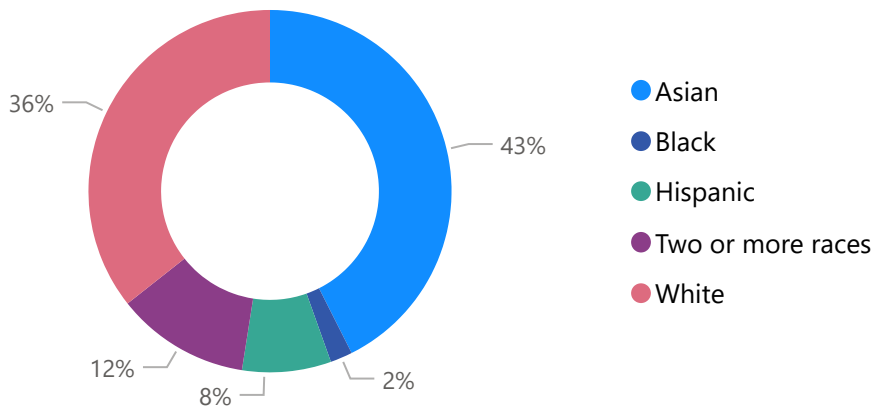
17900 NE 16th St  
Bellevue, WA 98008

<http://www.bsd405.org/bennett>  
425-456-4800  
David Staight

## Programs Offered

Olympic (special education)

## Racial Diversity



## School & Student Characteristics <sup>1</sup>

	Bennett Elementary School	District Elementary Average	<sup>2</sup>
Enrollment (10/1/2021)	371	435	
Average Attendance Rate	93%	93%	
Eligible for Free/Reduced Price Meals	8%	17%	
Receiving Special Education Services	12%	8%	
English Language Learners	17%	25%	
First Language Other Than English	36%	44%	
Mobility Rate <sup>3</sup>	12%	16%	

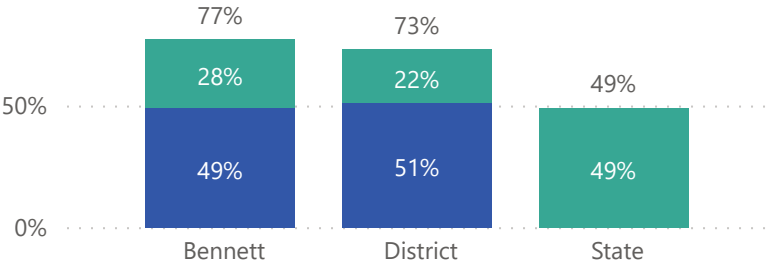
# Summary of Student Achievement

## State Assessment Results for Grades 3-5 (Spring 2022)

Percentage of Students Meeting / Exceeding Standards

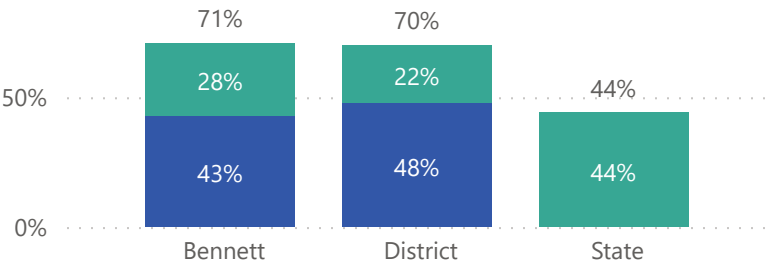
### SBA: English Language Arts

Exceeds Standards Meets Standards



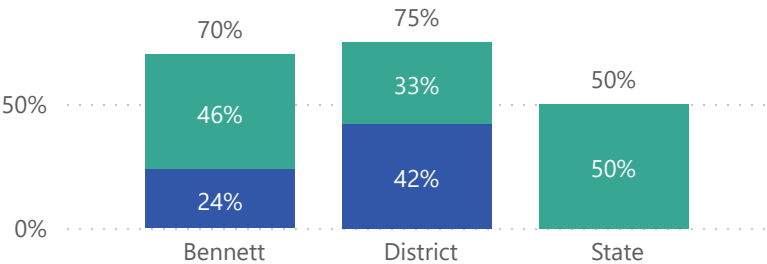
### SBA: Math

Exceeds Standards Meets Standards



### WCAS: Science

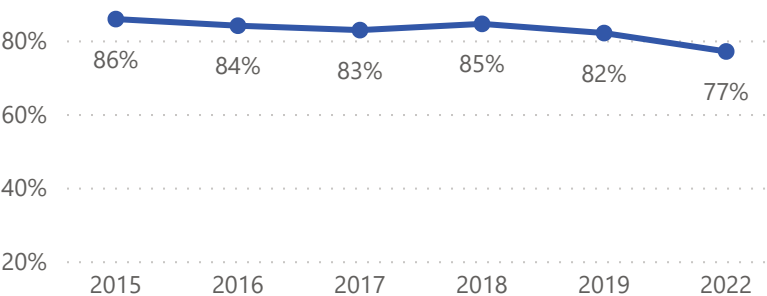
Exceeds Standards Meets Standards



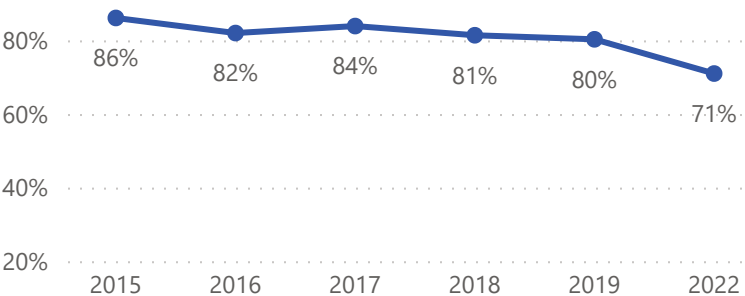
## State Assessment Results for Grades 3-5

Percentage of Students Meeting Standards

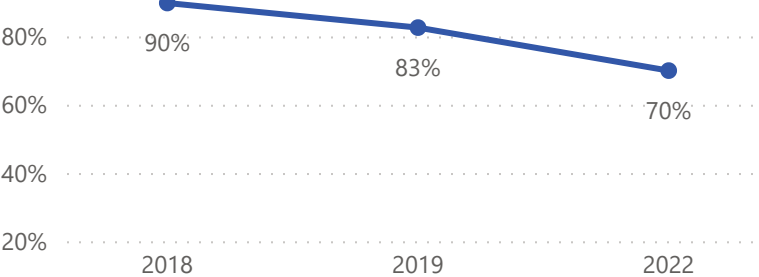
### SBA: English Language Arts



### SBA: Math



### WCAS: Science



# Glossary

## 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](http://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](http://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, 2021 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 State Assessment Results

State pass rate percentages combine "Meets Standard" and "Exceeds Standard."