



School Improvement Plan Phantom Lake Elementary 2022-23



Overview

Bellevue School District Vision

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



What is unique about Phantom Lake Elementary?

- Phantom Lake has a diverse student population. We serve approximately 450 students, preschool through 5th grade.
- The staff at Phantom Lake is committed to each and every student's success and is proud to have received the Washington State Achievement Award for High Progress for three of the last four school years in which the state offered the award.
- Phantom Lake is one of five elementary schools in our district who offer preschool programs. These programs serve all the preschool aged students across the BSD, including those who qualify for special education services. Our special education preschool offers a learning environment where students with IEPs, as well as community peers, receive a well-rounded, enriched education from a team that includes certified teachers, speech therapists, physical therapists, occupational therapists, a psychologist and para educators.
- Phantom Lake works in close collaboration with our committed and supportive community. Our school works alongside our Parent Teacher Student Association (PTSA) and Lighthouse to organize enrichment opportunities for students during the school day as well as provide family events after school. We also have developed an Action Team for Partnership, comprised of staff, community partners, and families, to develop events and activities for families. The team also analyzes community needs, and provides feedback to help shape and support our community.



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 student voice 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	68% (172)	82% (127)	82% (148)	77% (159)			
Asian	69% (33)	80% (28)	81% (40)	80%			
Black	*	*	86% (5)	*			
Hispanic	69% (25)	*	85% (18)	86%			
Multi-ethnic	*	88% (20)	80% (29)	78%			
White	67% (69)	81% (59)	83% (55)	72%			
Students with Disabilities	61% (31)	76% (17)	77% (13)	76%			
English Learners	64% (30)	80% (21)	75% (28)	77%			
Low Income	62% (49)	84% (29)	81% (29)	82%			

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

Data Reflection

Between 2017 and 2022, Phantom Lake prioritized the importance of student sense of belonging and social emotional learning. We prioritized strategies to support the inclusion of students with disabilities and multilingual learners. We focused on creating a welcoming environment for all students of all backgrounds, as well as for their families. We focused on cultural and racial identity and awareness. Our classified staff worked together as a collaborative team to develop strategies to work with students and develop positive behaviors and relationships. We also used data and an MTSS process to support students with the greatest needs for connection and social emotional learning. As a result, we saw significant gains by all students, including all student subgroups. We increased favorable responses for sense of belonging for Hispanic, Low Income, and English Language Learners. From Fall to Spring, our ELL students demonstrated 2 percentage points of growth.

Key Strategies / Adjustments

- **Positive Behavior Intervention Supports (PBIS):** Our building focus will be on student well-being and implementing positive behavior practices school wide. Classroom and school community will utilize positive behavior practices including recognizing students through the "Excellent Eagles" program, use of Thunder's

Four Stars, and Thunder's Choices. The team will also implement Eagle Connections to serve as a mentorship program for students. During the 2022-23 school year we will implement a Virtue recognition program, wherein we recognize students each month for demonstrating that month's virtue. The assistant principal and principal deliver certificates and recognize students school-wide. We have also instituted a "Slice with the Vice" recognition program for students to enjoy time with peers and staff during lunch.

- **Inclusive Classrooms:** Special education personnel are working to consider each student's "least restrictive environment." We have moved to a full inclusion model by having all Phantom Lake students, regardless of learning disabilities, be a part of the general education classroom. Students feel empowered by being part of the classroom community. Students receive services within their own classroom community. Students with special needs will be intentionally included in grade level classroom communities to increase and support peer to peer connections.
- **Professional Development:** As a building, we are working on honing our skills to help us all build a greater sense of everyone's racial identity to recognize how our cultural and racial lens impacts our relationships with students, families, and staff. Our Building Leadership Team is working alongside our Racial, Equity, and Inclusion team to build a professional development arc that encompasses PBIS strategies, culturally relevant teaching and learning, and family engagement. During our Professional Learning Days, we set a building intention around sense of belonging, and identified strategies to uplift student identity in the classrooms.

Student Well-Being Priority: Social-Emotional Learning

Social-emotional learning has taken front stage in terms of student needs and will continue to be a high priority this year. Most evident is the need for embedded SEL in all classrooms, while also providing specific time and space for SEL lessons. 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.

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 (n=128)	Spring 2021 (n=130)	Fall 2021 (n=152)	Spring 2022 (n=157)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	77%	80%	81%	77%			
Social Awareness	73%	77%	78%	73%			
Self-Efficacy	57%	64%	66%	65%			
Emotional Regulation	52%	56%	61%	55%			

Data Reflection

The 2021-22 was a year for opening schools for the first time through the pandemic. As a result, we increased the percentage of students' social-emotional competencies across the year in the four competencies from Fall to Fall: Self-Management, Social Awareness, Self-Efficacy and Emotional Regulation. However, we have seen a decrease from Spring 21 to 22 in percentages. We increased the percentage of students' social emotional competencies in Self-Efficacy by 1%. Social awareness saw a decrease of four percentage points, which self-management saw a decrease of three percentage points.

Key Strategies / Adjustment

- Social Emotional Learning (SEL) for All Students:** Implementation of Tier 1 SEL curriculum and practices in all classrooms, including Second Step, Ruler, and CASEL practices. We have provided professional development to staff around the use of Second Step K-5 in order to build common language and understanding across the building. Through collaboration with facilitators, Special Education, PBIS, and grade level teams, classrooms will implement school wide lessons to promote social emotional competencies and social skills. During this time, we also created opportunities for students to develop peer to peer connections. We focus on consistency of routines across classrooms, including daily class circles/morning meetings. We conduct family meetings to support families on topics including social emotional learning. We also provide additional support and resources to students and families in need to support their overall social and emotional and physical health.
- Small Group and Individual Counseling Support:** Our counselor will offer groups to help students increase social emotional competencies. She also will create SEL connect time for peer connections. The school counselor also delivers classroom instruction alongside the classroom teacher. As a building, we have also begun our work alongside MHAT and will be implementing MT(MD)SS screening to identify students in need of tier 2 support. Our family engagement specialist serves as a resource for counseling services for families in need.
- Virtue of the Month Recognition:** At the beginning of each month, a virtue is identified, and classroom teachers will lead students in discussions around that virtue and how to show it with peers, families, and our larger school community. As part of our student well-being focus, we were excited to award Virtue of the Month recognition certificates to our students demonstrating our monthly virtue. Students in each classroom are nominated by teachers for demonstrating the virtue of the month. Building administrators and Thunder will visit classrooms to award certificates and recognize students.

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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
All	62% (159)	71% (167)		69% (156)	73% (150)	
Asian	52% (44)	74% (46)		57% (42)	77% (39)	
Black	*	*		*	*	
Hispanic	31% (13)	40% (20)		38% (13)	76% (17)	
Multi-Ethnic	60% (30)	71% (31)		73% (30)	65% (31)	
White	73% (67)	75% (61)		79% (66)	71% (56)	
Low Income	35% (31)	54% (35)		59% (29)	69% (32)	
English Learner	30% (30)	48% (31)		63% (27)	73% (26)	
Students with Disabilities	36% (14)	40% (15)		64% (14)	60% (15)	
Female	67% (72)	69% (77)		74% (70)	71% (65)	
Male	57% (87)	72% (90)		64% (86)	74% (85)	
Advanced Learning	100% (16)	100% (15)		75% (16)	80% (15)	
Traditional	57% (143)	68% (152)		68% (140)	72% (135)	
Grade 3	58% (65)	70% (56)		72% (64)	82% (50)	
Grade 4	68% (59)	69% (59)		64% (59)	65% (54)	
Grade 5	57% (35)	73% (52)		70% (33)	72% (46)	

Data Reflection

During the year of 2021-22, many Phantom Lake students saw significant growth in literacy. From Spring 2021 to Spring 2022, there was a 4% increase in typical and high growth. 73% of students saw typical/high growth which is greater than the national average of 66% of students seeing typical/high growth in literacy. From Spring 2021 to Spring 2022, there was an increase of 9 percentage points. Our students identifying as Hispanic saw an increase in growth from 38% to 76%, an overall increase of 38 percentage points. The key strategy to achieve this growth was the use of data to create *small group instruction* during learning - providing personalized reading support to students.

Key Strategies

- **Formative Assessments & Knowledge of Students:** We commit to using formative assessment in addition to benchmark assessments to better know individual student strengths and areas of growth in reading, with a

particular focus on our Hispanic/Latinx students. We will schedule time in PLCs to use these assessments and curriculum to inform our instruction around specific standards. We provide opportunities for student self-assessment and student voice in reading lessons. Using this knowledge of students and ongoing data collection, we have created intervention groups in partnership with building facilitator teams. These groups have an identified area of focus driven by data and demonstrated standards and skills progressions. To support instruction in these groups, nine educators in the building are a part of the LETRS cohorts. In this professional learning, educators learn the skills to master the fundamentals of reading instruction, including phonological awareness, phonics, fluency, vocabulary, comprehension, writing and language.

- **Culturally Responsive Teaching:** We will incorporate student interests in our reading lessons to increase cultural relevance and motivation in both content areas. Highlighting our focus on racial equity work, students are feeling seen and heard due to the work teachers are doing behind the scenes to make sure instruction and materials are culturally responsive and relevant. Building educators will engage in professional learning communities focused on CRT, trauma-informed practices, and the content areas of literacy and math. We will use our new addition of CR classroom books to design lessons and instructional routines specifically focused on students seeing themselves as writers and readers and expose them to windows and mirrors in literacy.
- **Adaptive Software:** We continue to focus on the Teacher Direct delivered lessons that pair with the adaptive software, such as Lexia and Raz-Kids to help solidify information and accelerate progress. In looking at next year, we want to be intentional about the additional support that our emerging Language Learners will need to access and understand that platform. We can explore the language supports that are embedded in the program, specifically with the L1 options. As a school, we want to increase consistent usage by students, and specifically target our intermediate usage since this year it was primarily used by K-2. We want to provide more professional development and training around the Lexia lesson sequence, direct delivered teacher lessons and incorporating it into the instructional day.

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	48% (160)	54% (166)		55% (58)	73% (149)	
Asian	53% (45)	65% (46)		53% (19)	70% (40)	
Black	*	*		*	*	
Hispanic	31% (13)	25% (20)		*	88% (17)	
Multi-Ethnic	50% (30)	50% (32)		50% (16)	73% (30)	
White	45% (67)	56% (59)		61% (18)	71% (55)	
Low Income	19% (32)	33% (36)		40% (10)	75% (32)	
English Learners	32% (31)	39% (31)		36% (14)	70% (27)	

Students with Disabilities	21% (14)	40% (15)		*	79% (14)	
Female	49% (73)	45% (76)		62% (26)	58% (66)	
Male	46% (87)	61% (90)		50% (32)	86% (83)	
Advanced Learning	88% (16)	100% (15)		*	80% (15)	
Traditional	43% (144)	49% (151)		59% (51)	72% (134)	
Grade 3	56% (66)	64% (56)		*	86% (49)	
Grade 4	53% (59)	53% (57)		56% (50)	60% (53)	
Grade 5	23% (35)	43% (53)		*	74% (47)	

Data Reflection

From Spring of 2021 to 2022, students have demonstrated 6% growth and 18% proficiency in math. Overall, 73% of students demonstrated proficiency in math. These data points highlight our focus on Tier 1 math instruction, including the implementation of a new curriculum, continuing with small group supports, and the continued focus on differentiation, particularly with the use of language routines. All of our subgroups, including low income, English Learners, Students with Disabilities, and racial subgroups all showed growth above 70%.

Key Strategies

- Tier 1 Math Instruction & Teacher Collaboration:** With the new adoption of math curriculum, we leveraged the new materials to continue a focus on high-quality math instruction. We will also engage in professional learning through PLCs, looking critically at how the new math curriculum aligns with grade level standards to ensure that we are teaching with the Common Core centered in lessons. Our facilitator team, and specifically our math interventionist will provide direct services, co-teaching, and co-planning to support, specifically to 5th grade students, in order to support ongoing implementation of strategies for success. We will continue to give students opportunities to explore math understandings using hands-on activities, sharing their math thinking using academic language, as well as have a focus on the process of math learning and problem solving that will be available. This aligns with a focus on the 8 mathematical practices of the Common Core. We also want to consider how student attitudes around math shape risk-taking. Math discourse, including teacher to student and student to student discourse will be a focus during professional development as a means to support student risk-taking and engagement in accountable talk procedures. We will design lessons and instructional routines specifically focused on students connecting their identity with instruction. We will focus on students seeing themselves as mathematicians and expose them to windows and mirrors in mathematics.
- Increased Rigor for All Students:** When planning for instruction, we will unpack the literacy and math standards to create student centered learning targets. We will review assessment data to ensure that we are focusing on the standards and instruct at a high level of rigor for text complexity and problem solving. Teachers will engage in implementation of standards-driven math curriculum with fidelity, including data-driven instruction, use of equitable and inclusive pedagogy, and targeted small group lessons. In support of our fifth-grade learners, we will offer a Math Olympiad experience that is open to all students regardless of ability or program. Fifth graders will also be launching project-based learning activities to support application of math material to local and global perspectives. We have also adopted Imagine Math and Imagine Math Facts across all classrooms to provide students adaptive math learning opportunities.
- Differentiation, Language Supports and Scaffolds:** In looking at our subgroups, we believe there is room for improvement in providing relevant, culturally responsive differentiation and scaffolding. In Professional Development in the previous year, we have been learning how to incorporate student strengths through flexible grouping and formative assessment. For our students who are multi-lingual learners (MLL), there is room for growth as we serve a range of language proficiency levels. We realize that we can leverage more of the existing skills of our students and be intentional about using the new state standards for language learners (WIDA). Specifically, we can be more intentional about implementing language-rich opportunities even in math, scaffolds, and focused instruction with language objectives. Last year we provided multiple

professional development opportunities around the Language Routines and their implementation in math. We will continue to build upon that this year by drawing connections between language routines, student discourse, perspective taking, and language learning.

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	66% (185)	68% (167)		68% (185)	71% (167)		66% (185)	74% (167)	
Asian	82% (54)	79% (42)		80% (54)	79% (42)		84% (54)	83% (42)	
Black	*	100% (6)		*	100% (6)		*	76% (6)	
Hispanic	82% (36)	78% (26)		81% (36)	85% (26)		76% (36)	77% (26)	
Multi-ethnic	46% (27)	58% (22)		47% (27)	63% (22)		50% (27)	74% (22)	
White	47% (63)	57% (70)		54% (63)	60% (70)		50% (63)	65% (70)	
Students with Disabilities	74% (41)	69% (12)		75% (41)	72% (12)		71% (41)	83% (12)	
English Learners	66% (35)	70% (43)		74% (35)	72% (43)		67% (35)	76% (43)	
Low Income	74% (46)	76% (33)		78% (46)	80% (33)		69% (46)	76% (33)	

Data Reflection

During this past year, overall, about 3/4 of our families report feeling informed, supported and empowered at Phantom Lake. Our Asian and Hispanic families report the highest sense of being informed, supported and empowered. Our white families reported the lowest sense of feeling informed and supported.

Key Strategies / Adjustment

- **Community Events:** We conducted multiple listening circles with families to better understand how we can improve families feeling informed, supported and empowered. This includes informal events such as a principal's coffee, ice cream social, and family picnic, as well as a targeted event developed in collaboration

with families around social-emotional engagement. We plan to provide multiple opportunities for families to engage with PLE staff, administration, and other community members.

- **Partnership with Families who Speak a Language Other Than English:** Our MLL Facilitator will partner with classroom teachers and families to incorporate research-based strategies, such as WIDA, to support our MLL learners and families. We will also engage translators and utilize multiple languages during family events, as well as in meetings with families such as IEPs. When welcoming a new family, particularly one with a student in MLL program, our family engagement specialist and MLL facilitator partner to welcome the family and provide resources with language in mind.
- **Community Partnerships:** We will build and sustain partnerships with community partners Lighthouse, PTA, and Jubilee Reach in order to provide holistic support to our parents, staff, and student communities. PTA partnership has been strongly emphasized through regularly scheduled meetings, community-wide events, and ongoing communication strategies. In addition, our PTA launched the Konstella app to connect families and provide information and support across our community. Our PTA has partnered with our family engagement specialist to provide scholarships to identified families in need.
- **Enhanced Communication in Multiple Languages:** Our staff will continue to identify strategies for communication with families in their home language, including the use of translation services for school-wide and classroom resources. PLE's front office will continue piloting the app 'Talking Points' as a communication tool. We will extend this to classroom teachers to increase communication with families in their home language and have the accessibility for the families to communicate back in their preferred language.
- **Action Team for Partnership:** Our Action Team for Partnership is comprised of staff, families, and outside organizations with the goal of fostering a partnership and developing opportunities for community engagement that are driven by the broader PLE community. These events are based on family needs and the ATP team will collect data as well as survey responses to gauge the level of success, as well as areas of improvement in terms of social emotional, academic, and family support needs. In addition, ATP will continue to create more focused groups and events where families can connect with other families of their same background to help build stronger autonomy with the school and increased sense of belonging. This can include identifying locations that families feel is the best place to meet. We will also host community events, focused on community identity, such as a Hispanic Heritage Month celebration.

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 each and 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 Force¹, is *the capacity and disposition to understand and act on issues of global significance*. These four domains further define global competency:

¹ 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.

Global Competencies

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives, others' and their own**, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural differences.
4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.

[Mansilla 2012](#)

Priority Global Competency Targets

Shared Vision: Develop a shared vision and understanding of global competency with stakeholders

Key Strategies / Adjustment

- During Professional Learning Days, we launched a building wide focus around PBIS to engage students in learning and begin their journey towards being Creators of their Future World. Staff are engaged in learning about identity, and the ways in which our funds of knowledge support us in being innovative. Staff then expanded upon this work in their own classroom communities, beginning with student identity work. Students created "I am" posters, participated in classroom meetings, and developed classroom charters as a means of creating their own classroom communities.
- Our fifth-grade students are engaging in a water project in order to understand the water crisis and its national and global impact. Students will hear community voices, including those of staff in the building, as it relates to the water crisis, and begin identifying ways they can shape policy in the personal, local, and immediate.
- As a building leadership team, we are identifying ways in which we can integrate learning and experiences tied to global competencies and innovation. For example, all classrooms start with morning meetings as a means in which to build community, address common challenges, and problem-solve. Additionally, teachers are sharing units and lessons that they have designed to uplift opportunities for innovation. As an example, our third-grade team is developing a unit on immigration, in which they invite students and families to share their stories of immigration and global contributions to our society. This is a personalized opportunity for students to engage in global thinking, showcase their families, and understand diverse perspectives. In professional development we are drawing connections between classroom learning and the Global Competency framework, with an immediate focus on recognizing perspectives and problem-solving.

School Overview

At Phantom Lake Elementary we serve approximately 325 Kindergarten-5th grade students and between 80 and 125 preschoolers from across our district in our PALS integrated preschool program. The mission of our community is to provide an exceptional education for the whole child in a nurturing and joyful environment in order to prepare our students to be creators of their future world. Together for a Better World!

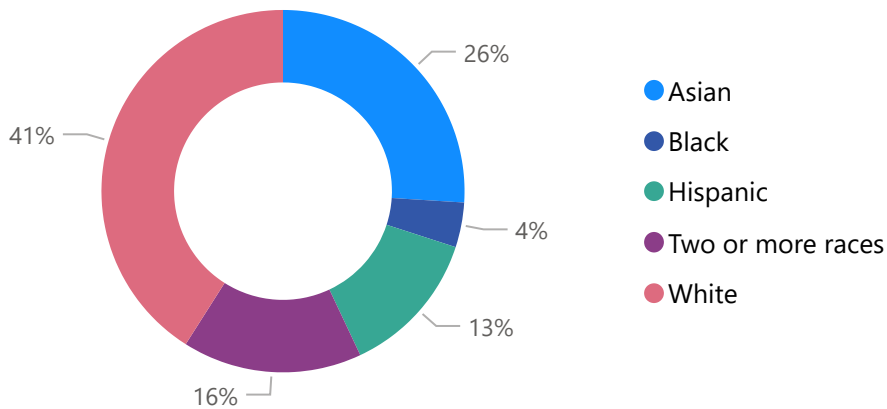
1050 160th Ave SE
Bellevue, WA 98008

<http://www.bsd405.org/phantomlake>
425-456-5600
Marcus Johnson

Programs Offered

Preschool special education

Racial Diversity



School & Student Characteristics ¹

	Phantom Lake Elementary School	District Elementary Average ²
Enrollment (10/1/2021)	333	435
Average Attendance Rate	94%	93%
Eligible for Free/Reduced Price Meals	19%	17%
Receiving Special Education Services	7%	8%
English Language Learners	25%	25%
First Language Other Than English	33%	44%
Mobility Rate ³	18%	16%

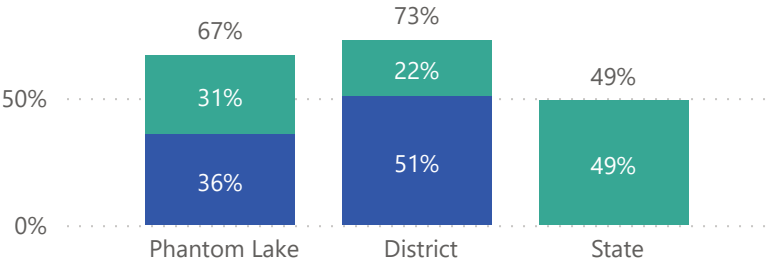
Summary of Student Achievement

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

Percentage of Students Meeting / Exceeding Standards

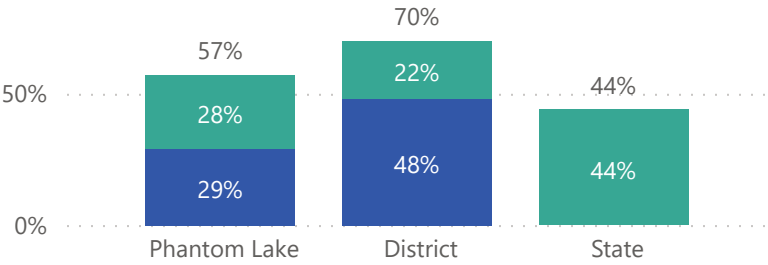
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



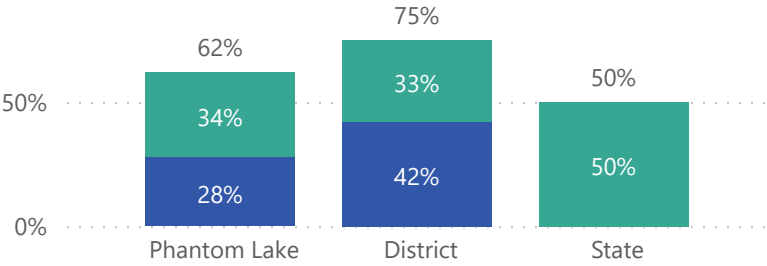
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

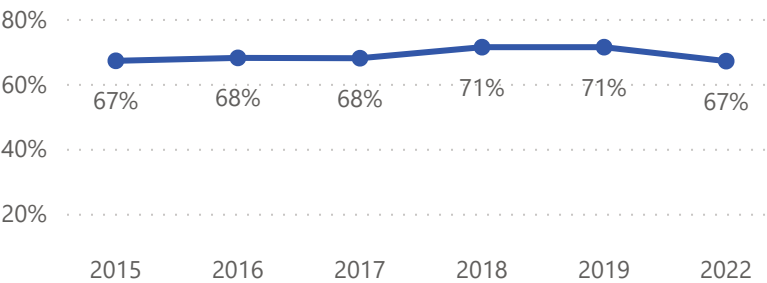
● Exceeds Standards ● Meets Standards



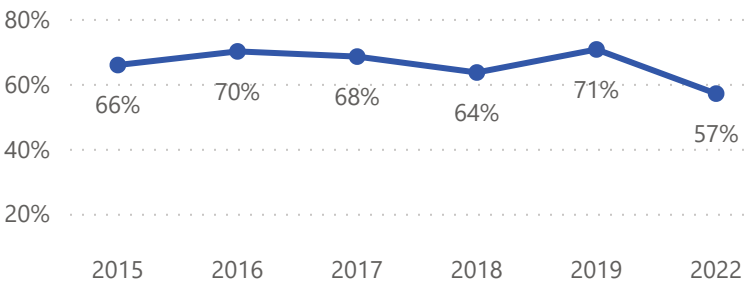
State Assessment Results for Grades 3-5

Percentage of Students Meeting Standards

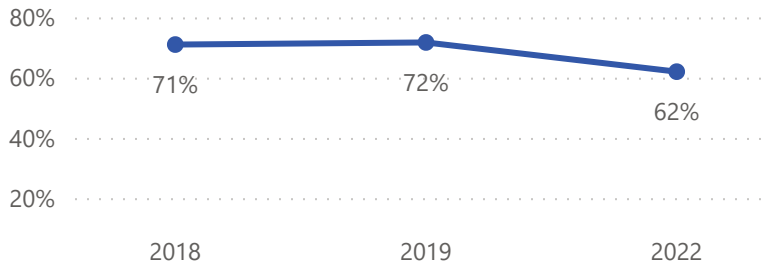
SBA: English Language Arts



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.

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, 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."