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

*At Spiritridge we empower all students to embrace learning and pursue opportunities
that enrich lives and foster freedom.*

Spiritridge is a thoughtful place. We see each student as the author of their own story. Student voice is important in their learning and growth. Our role is to get to know each student's story and discover our part in their story. We hope to make our chapters in their story a positive, affirming, and inspiring part of their growth.

Our Focus:
- Relationships ~ we believe that relationships are the most impactful means of student success
- Relevance ~ we connect student's learning to their racial/cultural knowledge, experiences, and backgrounds
- Rigor ~ we support all students in growing their academic knowledge according to their individual needs

What is unique about Spiritridge Elementary School?
- Largest elementary school in Bellevue School District
- 2nd -5th Advanced Learning Program
- K-5 Special Education Continuum of Service

Spiritridge is a thoughtful place

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	77%	73%	79% (328)	78% (292)			
Asian	77%	73%	79% (182)	78%			
Black	*	*	78% (8)	74%			
Hispanic	82%	67%	70% (20)	73%			
Multi-ethnic	75%	74%	74% (33)	79%			
White	79%	73%	81% (85)	78%			
Students with Disabilities	75%	70%	75% (16)	80%			
English Learners	71%	68%	52% (12)	77%			
Low Income	69%	70%	72% (29)	74%			

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

Data Reflection

We have maintained a favorable level in our sense of belonging by students at Spirtiridge – average of 78% favorable responses. This consistency speaks to the commitment of our staff (certificated and classified) and a collective effort of ensuring relationships are the key to students feeling welcome, accepted, and safe at Spiritridge.

We will continue to focus on the social and emotional strategies we have implemented over the years such as Second Step, RULER, Panther Principles, and school themes of Unity. Our goal remains to reinforce and strengthen the school values of kindness, acceptance, and inclusion for all students and staff. Our SWB Team is taking the lead on organizing and leading these efforts. Our goal is to increase the Sense of Belonging to 85% of all students and at least 80% for all subgroups.

We saw the most increase in Sense of Belonging with our Multi-Lingual students. This is a celebration as it was a key focus and strategy for out building last year. We will be looking to replicate the work of our MLL Facilitator and teachers that supported our Multi-Lingual student with other student groups.

Our students identifying as Black had a decrease from Fall to Spring. Based on this information we will create an action plan with our Racial Equity and Inclusion Team to support our Black and Hispanic students. Options we are considering: SOAR, Hispanic Affinity Group, Black Affinity Group, Community mentors and volunteers.

Key Strategies / Adjustments

Student Connection with Adults (Continued/More Focused): Teachers and staff will engage in personal conversations with students daily to foster trust and acceptance. The goal being to increase positive relationships between staff and students as well as student to student. Relationships will be at the center of student support during lunch/recess by GSAs and other supervising staff for the purpose of ensuring student feel a sense of belonging.

Restorative Practices (Continued): Staff (GSAs, Admin, Teachers, Counselor) will continue the use of Restorative Conversations with students. Students will engage in learning to affirm other's feelings to create more positive solutions and outcomes to conflict. Provide training for GSA's for student conflict resolution at recess.

Daily Social Emotional Learning Time (New): We are recommitting to all Staff teaching 2nd Step and RULER curriculum with fidelity as part of Tier 1 SEL instruction. Our School Counselor is supporting classrooms this year by leading some lessons and modeling how staff can make connections to students feeling a sense of belonging at Spiritridge.

Panther Pride Recognition (New): Staff will utilize the use of the Panther Pride Slips to recognize students showing our Panther Principles. Slips will be read during lunch and class to highlight student recognition.

Student Well-Being Priority: Social-Emotional Learning

There was much joy in the return to in-person learning last year. At the same time, the learning environment was not the same and required many health measures, such as masking and distancing to prevent the spread of COVID. 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	Spring 2021	Fall 2021 (n=323)	Spring 2022 (n=288)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	80%	80%	81%	80%			
Social Awareness	74%	74%	74%	74%			
Self-Efficacy	68%	70%	68%	72%			
Emotional Regulation	57%	55%	56%	56%			

Data Reflection

Statistically we did not see a significant change in data from 2021-20. We did notice that Self-management is the highest competency rated by students while Emotional regulation is the lowest competency rated by students. We plan to look further into any connections between how student understand self-management and emotional regulation.

We plan to continue to keep a focus on the social/emotional well-being of our students as we return to full time school while still navigating the Pandemic. Staff will continue to use our SEL Curriculum and Resources to support students' growth and understanding of their own emotions and how to build healthy feelings about themselves as well as express themselves in healthy manners.

Key Strategies / Adjustment

Self-Regulation Curriculum (New): Teachers will focus on teaching students about self-regulation skills from 2nd Step, RULER, and other resources. The goal is for students to have a "toolbox" of skills to use when experiencing stress, anxiety, fear, worry or negative thoughts. (2nd STEP, Ruler, CASEL Competencies)

MTSS Focus (New): Students that are identified as needing Tier 2 support for Self-Regulation will be brought to the MTSS Team for planning specific support and interventions. We will provide Lunch Groups, Positive Incentive Plans, and Small Groups teaching Self-Regulation Skills with our School Counselor and Admin.

MHAT Pilot (New) – This year, we are partnering with our district MHAT staff member to bring enhanced identification and counseling supports to Tier 2 students.

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	**86%**	**88%**		72%	75% (330)	
Asian	94%	95%		73%	74% (185)	
Black	*	*		*	*	
Hispanic	58%	46%		61%	57% (21)	
Multi-Ethnic	95%	91%		76%	75% (32)	
White	77%	88%		71%	83% (83)	
Low Income	59%	57%		61%	71% (34)	
English Learner	36%	33%		63%	69% (16)	
Students with Disabilities	50%	47%		61%	64% (14)	
Female	87%	87%		71%	73% (137)	
Male	85%	88%		73%	77% (193)	
Advanced Learning	98%	99%		78%	74% (192)	
Traditional	72%	72%		64%	77% (138)	
Grade 3	83%	85%		69%	71% (89)	
Grade 4	88%	89%		70%	75% (111)	
Grade 5	87%	89%		75%	79% (130)	

Data Reflection

Our data reflection highlighted that while many of our students showed growth in reading, there were significant concerns with some specific student groups (MLL, Students with IEPs, Low income, and Hispanic students). Hispanic students are not showing typical or high growth of other Spiritridge student groups.

Data reinforced to our Building Leadership Team the need for stronger focus on phonemic awareness at our primary grades (K and 1st) while continuing to identify students' reading skill gaps with specific reading strategies that close those gaps and lead to growth.

We also recognized that MLL and Hispanic students showed the lowest amount of typical/high growth in reading. We had a wondering about how many of these students were in person in Spring 2021 and how many Virtual. The BLT will engage in a data dig to identify specific students and work with our MLL Facilitator in developing strategies to support growth for these students.

Another wondering is how much access our Hispanic and some MLL students have to books outside of school for independent reading.

Key Strategies

Building Leadership Team (BLT) Data Analysis (Continued/Focused): Share strategies and skills with staff during Building Professional Development on using reading data to identify skill areas needed by students to grow. And to learn/review tools, interventions, and resources to use. Spiritridge Goal is to increase student proficiency by 5% for all students and growth (typical/high) by 10% for our Hispanic, Low -Income and MLL students.

Re-commit to Reading Blocks (New): K-3 Grade level teams will plan 60–90 minute reading block consisting of mini-lesson, small groups and skills based support for student below standard. 3 Key components of reading block to increase student growth will be:

- Teachers will implement reading small groups based on students reading level and/or skills deficit areas.
- Teachers will ensure students have at least 20 minutes a day of independent, free choice reading time.
- Teachers will use Lexia adaptive reading program as a resource to support student growth in identified skill areas

*Grades 4-5 will implement leveled or skills-based reading groups to support student growth in reading along with novel studies in their literacy blocks.

**Tier 2 students in all grades will use the Lexia adaptive reading program weekly, and teachers will utilize Lexia lessons to support students with individual reading needs.

Common Inclusion Planning Time (New/Continued): To ensure Special Education and MLL Students are receiving appropriate supports and accommodations that align with their IEP Goals and/or WIDA Standards staff will schedule time to plan/collaborate with SpED teachers, Para Edcuators, and MTSS Facilitator to support in Math/Literacy through the various options:

- Utilize common planning time provided in the Master Schedule
- Utilize Wednesday early release time
- Provide class coverage for time to collaborate with SpED and/or MLL

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	**78%**	**80%**		**72%**	**76%**	
Asian	94%	95%		75%	76%	
Black	*	*		*	*	
Hispanic	28%	40%		64%	77%	
Multi-Ethnic	70%	79%		57%	81%	
White	60%	68%		73%	73%	
Low Income	28%	41%		92%	76%	
English Learners	54%	30%		81%	71%	
Students with Disabilities	47%	40%		57%	50%	

Female	73%	76%		73%	71%	
Male	81%	83%		72%	79%	
Advanced Learning	99%	99%		75%	76%	
Traditional	53%	56%		67%	76%	
Grade 3	77%	80%		74%	69%	
Grade 4	77%	82%		74%	81%	
Grade 5	78%	79%		70%	75%	

Data Reflection

Our math data reflection shows that while many students are showing typical/high growth, our traditionally marginalized students did not. Our Hispanic and Low-income students are critically lower in math than other groups of students. Traditional education students are significantly lower in math than our Advanced Learning students.

Finally, we noticed that overall fewer students are meeting/exceeding in math than in reading. We had some questions that we will be exploring:
- What has contributed to higher growth in Reading and lower growth in Math?
- How can Illustrative Math support math typical/high growth to meet or exceed standards?
- How many of these students were in person in Spring 2021 and how many Virtual? Was there any correlation to this data point?

Key Strategies

Interim Unit Math Assessments (New): All grades K-5 will implement use of the IM Unit Assessments to progress monitor student growth and address skills. Grade Level Teams will analyze student assessment data to clarify student needs, identify common learning gaps in standards, and collaborate to provide support/interventions for students needing Tier 2 instruction.
- **Imagine Math App (New)–** all grades K-5 will implement use of the IM App to progress monitor student growth and use to address skills growth with students.

Spiritridge Goal is to increase student proficiency by 5% for all students and growth (typical/high) by 10% for our Hispanic, Low -Income and MLL students.

Illustrative Math Tier 1 Instruction (New):
- Continue to Partner with our MLL Facilitator to support Math Language Routines (MLRs) for all students using resources available in Illustrative Math. (MP#3)
- Ensuring students with IEP's are receiving appropriate supports and accommodations through release time for teachers to co-plan with the Special Education Team.
- Create time within IM to support students in small groups and ensure IM resources are utilized by staff with students.

Math Professional Development (Continued): Teachers engage in ongoing Illustrative Math curriculum training and professional development. Topics:
- How to use Section Checkpoints for data to assist teachers in creating targeted support groups.
- Use assessments for informing instruction, lessons and supports/extensions and allow for use of paper tests to meet the needs of individual students.
- Training in the knowledge of the Curriculum not just the IM platform

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	51% (265)	58% (179)		52% (265)	58% (178)		49% (265)	52% (179)	
Asian	53% (141)	58% (95)		56% (141)	57% (95)		54% (141)	51% (95)	
Black	*	*		*	*		*	*	
Hispanic	43% (12)	88% (11)		38% (12)	88% (11)		52% (12)	82% (11)	
Multi-ethnic	54% (30)	51% (23)		60% (30)	51% (23)		47% (30)	50% (23)	
White	46% (78)	53% (48)		42% (78)	54% (47)		40% (78)	45% (48)	
Students with Disabilities	47% (12)	63% (8)		50% (12)	71% (8)		75% (12)	54% (8)	
English Learners	54% (13)	78% (20)		63% (13)	77% (20)		61% (13)	76% (20)	
Low Income	57% (15)	88% (14)		56% (15)	83% (14)		58% (15)	78% (14)	

Data Reflection

Our data reflection led to us asking, "What does it mean to diverse groups to be informed, supported and empowered?" We want to have families provide their perspective and answers to what these words mean to them at our Community Listening Circles. As the data shows our focus on our Hispanic community created strong growth, yet we feel we did not have a full representation of our Hispanic community provide feedback. We want to provide support to ensure all our Hispanic families complete the Family Engagement Survey for 2022-23.

We noticed that there is some crossover with our MLL, Hispanic and Low-Income families having higher percentages than our other family groups. We wonder if this is connected to our partnership with Hidden Village B/G Club and KCHA along with our MLL Facilitator having more communication with families of students she supports.

While our families of students with IEP/504 feel more informed and supported, they do not feel as empowered. We would like to find out more about this with a focus group.

Our White community feels the least empowered which led to BLT wanting to learn more about who is represented in this group and what their needs are. Finally, we wondered how we can partner with our PTSA to improve our community feeling informed, supported and empowered.

Key Strategies / Adjustment
Community Circles (New): We will hold at least three Listening Circles with ALL families to identify what it means to be informed, supported, and empowered. A goal we have is to learn how we can better communicate with our community and include their families in school-based decisions and advocacy. However, we want to continue to ensure that our most marginalized family groups have the same access and opportunity as all our families: Hispanic, Low-Income, MLL
Talking Points (New): To help families feel more informed, we will encourage teachers and staff using Talking Points to engage with families in their home language. We will provide staff training on how to access and use Talking Points. We will partner with PTSA, KCHA and Boys/Girls Club to promote all families engaging in the use of Talking Points.
PTSA (Continued): Partner with PTSA to improve communication with our families and grow members to better represent our students, families, and community. Key goal is to have all families signed up for PTSA communications. We commit to a continued partnership with PTSA to maximize communication channels for diverse groups and languages. **Spiritridge Family Advisory Council (New)** In partnership with PTSA, our REI Team will begin a Spiritridge Family Advisory Council to support and participate in school-based decisions and leadership. We commit to a continued partnership with PTSA to maximize communication channels for diverse groups and languages.
King County Housing Authority (KCHA) and Boys/Girls Club (Continued): We will continue to support and grow our ongoing partnership with KCHA and Boys/Girls Club at Hidden Village for support of families and students. Over the last seven years we have established a strong relationship with our families at Hidden Village and this trust has led to significant growth in family involvement, support, and advocacy.

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 Force[1], is *the capacity and disposition to understand and act on issues of global significance.* These four domains further define global competency:

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
Staff Launch: We will provide learning at building PDs around the Global Competency Domains with staff. Staff will discover what Global Competency means and how the 4 Domains can be incorporated into their teaching. Study rubrics from CA to provide clarity.
Student Launch: Teachers will provide opportunities in the classroom for students to learn about the 4 Domains of Global Competency. Teachers will have class complete at least one Global Competency project involving at least one of the 4 Domains
Spiritridge Sustain: Promote the theme of Sustain with our students, staff, and community. Have classes and families find something to work together on sustaining in our school, homes, community or world. Partner with PTSA to create a school wide Sustain effort and goal.

---

[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.

Spiritridge Elementary School

School Overview

Spiritridge is a thoughtful commUNITY that grows students academically, socially and emotionally through innovative and engaging learning. At Spiritridge we empower all students to embrace learning and pursue opportunities that enrich lives and foster freedom. We believe relationships are the most impactful means for student growth. We ensure that all students are celebrated for their race, culture and values resulting in acceptance and a sense of belonging.
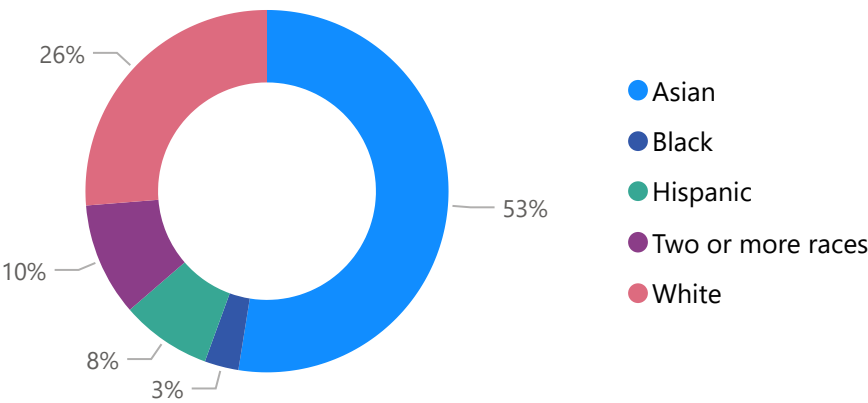
16401 SE 24th St
Bellevue, WA 98008

http://www.bsd405.org/spiritridge
425-456-5900
Scott Hetherington

Programs Offered

Advanced Learning

Racial Diversity

- Asian — 53%
- Black — 3%
- Hispanic — 8%
- Two or more races — 10%
- White — 26%

School & Student Characteristics [1]

|	Spiritridge Elementary School	District Elementary Average [2]
Enrollment (10/1/2021)	615	435
Average Attendance Rate	93%	93%
Eligible for Free/Reduced Price Meals	10%	17%
Receiving Special Education Services	5%	8%
English Language Learners	12%	25%
First Language Other Than English	38%	44%
Mobility Rate [3]	11%	16%

Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2022)
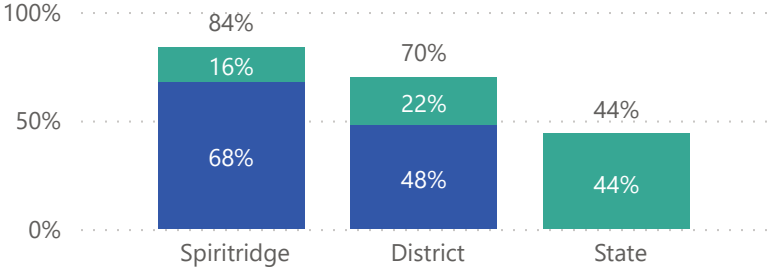Percentage of Students Meeting / Exceeding Standards

SBA: English Language Arts
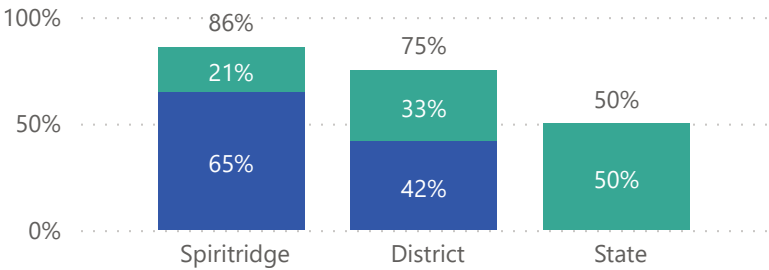- Exceeds Standards
- Meets Standards

	Spiritridge	District	State
Total	86%	73%	49%
Meets Standards	20%	22%	49%
Exceeds Standards	66%	51%	
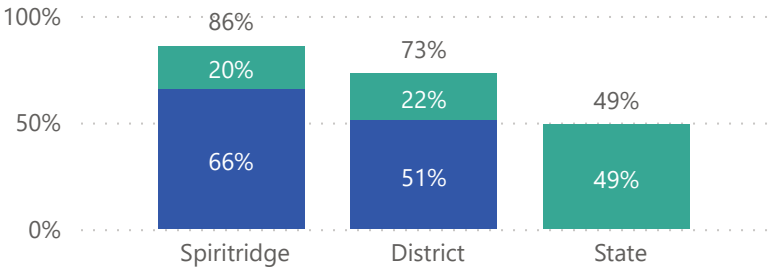
SBA: Math
- Exceeds Standards
- Meets Standards

	Spiritridge	District	State
Total	84%	70%	44%
Meets Standards	16%	22%	44%
Exceeds Standards	68%	48%	

WCAS: Science
- Exceeds Standards
- Meets Standards

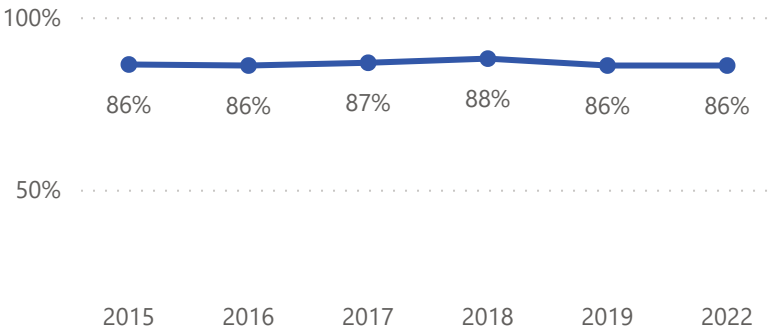|	Spiritridge	District	State
Total	86%	75%	50%
Meets Standards	21%	33%	50%
Exceeds Standards	65%	42%	

State Assessment Results for Grades 3-5
Percentage of Students Meeting Standards

SBA: English Language Arts

2015	2016	2017	2018	2019	2022
86%	86%	87%	88%	86%	86%

SBA: Math

2015	2016	2017	2018	2019	2022
88%	86%	87%	87%	85%	84%

WCAS: Science

2018	2019	2022
88%	85%	86%
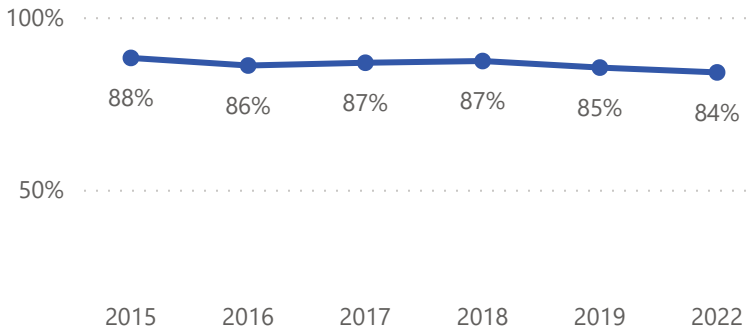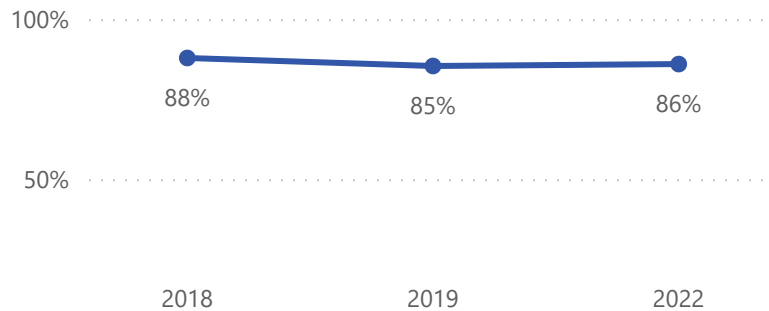
Glossary

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."