School Improvement Plan
Woodridge Elementary School
2022-23

Bellevue School District Vision

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

Woodridge Elementary staff is dedicated to serving the student community by investing in relationships and focusing on each student's story, strengths and needs through a shared responsibility and collaborative partnership. The Eagles staff is committed to prioritizing each student's success as they embark on their educational journey as creators of their future world.

What is unique about Woodridge?

- Woodridge has an experienced staff with vast amounts of knowledge teaching multiple grade levels and engaging in various roles throughout the school system.
- Forty-two percent of the staff at Woodridge Elementary are National Board certified, compared to 28% of the staff across the district.
- Woodridge houses the only elementary Cascade Program. The Cascade Program is a transitional, Special Education center-based program that consists of strength-based therapeutic classrooms dedicated to students who benefit from intensive social emotional and behavioral supports due to emotional stressors.
- The focus at Woodridge is community building. The administration, staff, PTSA and other community resources are focusing on creating opportunities for everyone to know one another and be together

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	70% (287)	73% (223)	80% (167)	79% (140)			
Asian	73% (98)	73% (94)	83% (73)	80%			
Black	*	*	67% (8)	61%			
Hispanic	72% (13)	74% (14)	82% (7)	90%			
Multi-ethnic	73% (23)	74% (21)	76% (21)	77%			
White	68% (103)	75% (83)	78% (58)	78%			
Students with Disabilities	61% (14)	73% (21)	66% (21)	72%			
English Learners	67% (32)	71% (33)	70% (21)	73%			
Low Income	71% (40)	61% (37)	81% (26)	79%			

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

Data Reflection

When comparing our data from fall 2019 (pre-pandemic) with our Fall 2021 data on sense of belonging in subgroups of our students, we see a positive trend in our students who identify as Hispanic (8%), Asian (10%) and low-income students (+20%). We, however, see a negative trend in our students with disabilities (7%).

Our multilanguage learners had no significant change in their data from fall 2019 to fall 2021. Neither did our students who identify as multi-ethnic or White.

In Spring 2022, we see another positive trend in our students who identify as Hispanic from Fall 2021 (8%) and our students with disabilities (6%). There was a negative trend, however, for our students who identify as Black (6%).

Key Strategies / Adjustments

- We will reestablish the school's SEL Team to become the PBIS Team. This will allow us to include all aspects of social emotional learning/student well-being and behavior supports.

- The newly adapted PBIS Team will focus on ways to ensure our students with disabilities and our students who identify as Black are feeling connected to school. We will do this by creating opportunities to learn from families and students about practices our building can employ to improve how connected to school these groups of students are feeling.

- The PBIS team will utilize multiple data sources, including the DESSA, Panorama Social-Emotional Survey, and listening circles and/or other informal surveys to monitor how our students are feeling, with a narrowing of focus on our Black families and the families of students with disabilities.

- Our RE&I team will continue to develop assemblies and community building events that teach about other cultures and celebrate the identities of our more marginalized groups of students (i.e., Hispanic, students with disabilities).

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 (n=203)	Spring 2021 (n=197)	Fall 2021 (n=166)	Spring 2022 (n=141)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	78%	80%	82%	80%			
Social Awareness	75%	78%	77%	77%			
Self-Efficacy	64%	64%	68%	68%			
Emotional Regulation	56%	58%	60%	60%			

Data Reflection

The Fall 2021 to Spring 2022 comparison shows no significant change in the overall self-reported social emotional competencies. Out of the four competencies, our students responded that they're feeling strongest in their ability to self-manage, and weakest in their ability to regulate their emotions.

Key Strategies / Adjustment

- We will create a school schedule that focuses the first portion of each morning (Monday, Tuesday, Thursday and Friday) on social emotional learning. All classrooms will schedule time for SEL curricular lessons, class

meetings, practice with the CASEL standards and other activities related to increasing students' SEL competency.

- We will support the individual social emotional needs of students by creating spaces in each classroom for students to practice calming themselves. The building will provide each room with materials and resources in order to increase student self-advocacy and more time in general education classes.

- We will create weekly opportunities for the student body and staff to engage in ongoing discussions and practice focused on SEL through advisories. All students will be assigned to a classroom to participate in a multi-grade advisory led by staff.

- We will commit a renewed focus on our universal (Tier I) SEL curricula. We will do this by committing to utilizing Second Step digital resources in all of our classrooms. We will utilize SEL learning walks and advisories to look for evidence of these units in our classrooms.

- We will renew and recommit to implementing our Flying High Awards to reinforce our students' learning and demonstrating of the Big 3 behavior expectations (Show respect, Solve problems, Make good decisions) and be specific in our praise and feedback to ensure our students are making connections between their actions and the impact of their behavior.

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	**67% (196)**	**69% (174)**		69% (188)	77% (167)	
Asian	67% (89)	78% (76)		68% (84)	72% (74)	
Black	*	*		*	*	
Hispanic	50% (14)	30% (10)		86% (14)	*	
Multi-Ethnic	54% (24)	71% (21)		57% (23)	76% (21)	

White	79% (61)	68% (59)		75% (60)	82% (56)	
Low Income	30% (33)	57% (28)		70% (30)	68% (28)	
English Learner	15% (20)	33% (21)		47% (15)	94% (18)	
Students with Disabilities	26% (27)	21% (24)		62% (26)	70% (23)	
Female	73% (99)	74% (78)		74% (96)	72% (76)	
Male	61% (97)	65% (96)		64% (92)	80% (91)	
Advanced Learning	91% (22)	87% (15)		68% (22)	67% (15)	
Traditional	64% (174)	67% (159)		69% (166)	78% (152)	
Grade 3	61% (57)	70% (60)		54% (54)	81% (58)	
Grade 4	68% (72)	70% (53)		75% (68)	83% (52)	
Grade 5	70% (67)	67% (61)		76% (66)	67% (57)	

Data Reflection

While the percentage of our students showing proficiency on the STAR reading assessment was nearly the same from Spring 2021 to Spring 2022, their typical growth from Spring 2021 to Spring 2022 increased by 8%.

A lower percentage of our Hispanic students (30% vs. 69%), multilanguage students (33% vs. 69%), and students with Disabilities (21% vs. 69%) are demonstrating proficiency in reading than the percentage for all students.

A higher percentage of Asian students are demonstrating proficiency in reading (78% vs. 69%) than the percentage for all students.

Key Strategies

- To increase the growth of the literacy skills of our students, we will utilize an ELA framework (tiered instructional matrix) at each grade level, paired with ITCL/MLL/LAP collaboration for helping to analyze data and partner with individual grade levels for the planning of intervention and progress monitoring.
- Woodridge staff will reconnect with previous classroom supports (SWIFT) to provide individualized support to students focused on literacy/reading. This work proved to be productive and positive in the past and helped focus staff on explicit ways to increase student literacy levels.
- We will utilize the MLL facilitator to create and co-teach GLAD strategies for intermediate grades for reading, writing, listening, and speaking to further assist in supporting our students developing in their growth and understanding of the English language while leveraging their life experiences and home language whenever possible.
- Teachers will continue to utilize Lexia to supplement classroom literacy instruction. Teachers will use the Core5 Resource Hub along with Lexia Skill Builder lessons for individual students based on formative assessment and ongoing progress monitoring. This targeted instruction will help students grow in levels with the goal of reaching grade-level proficiency.

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% (197)**	**54% (173)**		**54% (128)**	**77% (165)**	
Asian	60% (89)	73% (77)		61% (61)	83% (75)	
Black	*	*		*	*	
Hispanic	31% (13)	20% (10)		33% (12)	*	
Multi-Ethnic	25% (24)	29% (21)		43% (14)	86% (21)	
White	51% (63)	47% (58)		54% (37)	65% (54)	
Low Income	18% (34)	36% (28)		37% (19)	70% (27)	
English Learners	30% (20)	36% (22)		20% (10)	89% (19)	
Students with Disabilities	7% (27)	4% (23)		26% (19)	67% (21)	
Female	51% (101)	64% (77)		52% (61)	84% (75)	
Male	45% (95)	47% (96)		55% (67)	71% (90)	
Advanced Learning	100% (23)	100% (15)		67% (18)	80% (15)	
Traditional	41% (174)	50% (158)		52% (110)	77% (150)	
Grade 3	53% (59)	57% (60)		49% (53)	69% (58)	
Grade 4	44% (70)	57% (54)		*	75% (52)	
Grade 5	49% (68)	49% (59)		58% (67)	87% (55)	

Data Reflection

While 69% of our students showed proficiency on the STAR reading assessment in Spring of 2022, only 54% of our students demonstrated proficiency in Math (which was an increase of 6% from 2021).

A lower percentage of our: Hispanic students (20% vs. 54%), Multi-Ethnic students (29% vs. 54%), Low-Income and multilanguage students (both at 36% vs. 54%), and Students with Disabilities (4% vs. 54%) are demonstrating proficiency in math than the percentage for all students.

A higher percentage of Asian students are demonstrating proficiency in math (73% vs. 54%) than the percentage for all students.

Key Strategies

- We will utilize the new math curriculum, Illustrative Math (IM) to better understand, from a diagnostic viewpoint, what the targeted needs are for each grade level, classroom, and subgroup. Teachers will use the Section Checkpoints to gather observational data. This pre-section diagnostic data will assist teachers in creating targeted small groups based on need. Teachers will use formative assessments to drive planning for intervention and/or extension supports.

	Woodridge staff will reconnect with previous classroom supports (SWIFT) to provide individualized support to students focused on math. This work proved to be productive and positive in the past and helped focus staff on explicit ways to increase student math levels.
	We will use IM and its embedded lesson structure, instructional routines, and language routines to give students the opportunity to make sense of math problems both independently and with classmates, bring whatever prior knowledge they have to bear on questions and problems even if they haven't mastered or memorized previous procedures or vocabulary, and share their reasoning with other students.

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	55% (152)	64% (92)		55% (153)	69% (92)		52% (153)	66% (92)	
Asian	64% (56)	55% (35)		66% (55)	67% (35)		60% (55)	68% (35)	
Black	*	*		*	*		*	*	
Hispanic	57% (10)	83% (9)		60% (10)	76% (9)		64% (10)	76% (9)	
Multi-ethnic	54% (22)	71% (18)		54% (22)	79% (18)		56% (22)	70% (18)	
White	42% (58)	62% (29)		41% (58)	61% (29)		38% (58)	55% (29)	

Students with Disabilities	89% (10)	58% (11)		86% (10)	64% (11)		81% (10)	76% (11)
English Learners	61% (22)	76% (22)		54% (22)	80% (22)		53% (22)	83% (22)
Low Income	81% (15)	86% (14)		85% (15)	85% (14)		74% (15)	86% (14)

Data Reflection

The percentages of our Low-Income (86%, 85%, 86%), Hispanic (83%, 76%, 76%) and our Multi-Ethnic (71%, 79%, 76%) families reported equal or more favorably to questions aimed at learning whether they were feeling Informed, Supported, and Empowered by the school when compared to all of Woodridge's families (64%, 69%, 66%).

The families of our Multilanguage learners (76%, 80%, 83%) reported equal to or more favorably to questions aimed at whether they were feeling Informed, Supported, and Empowered by the school when compared to all of Woodridge's families (64%, 69%, 66%).

The families of our White students (62%, 61%, 55%) reported less favorably to questions aimed at learning if they were feeling Informed, Supported, and Empowered by the school when compared to all Woodridge's families (64%, 69%, 66%).

The families of our Asian students (55%) as well as families of our students with disabilities (58%) reported less favorably to questions aimed at whether they were feeling Informed by the school when compared to all Woodridge's families (64%).

Key Strategies / Adjustment

- We will rethink school-sponsored family events such as meet and greet and curriculum night in order to provide families more opportunities to meet and engage in the extended school community.
- Our RE&I team will review which of our families are considered "White" in our student information system to better understand the discrepancy between how this subgroup of families reported when compared to all Woodridge families. We know, for example, that our middle eastern families, as well as our north African families are considered "White" by the U.S. Census and therefore are categorized as White in the schools. We will use this information to better tailor our efforts to open the school building to these families and reach them in their respective communities.
- We will work to reconnect directly with families by providing access to administration through reestablishing monthly opportunities for parents and guardians to come to the school in order to 1) meet each other, 2) become acclimated with the school community and 3) practice open two-way communication between school and home. Families have not had this opportunity in the near past, so this would provide ongoing and consistent information sharing.

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
• We will continue to discuss and learn about global competency this school year. This will include embedding work and practice into our professional development opportunities and begin asking the question "What does global competency look like at Woodridge?"
• We will create weekly opportunities for the student body and staff to engage in ongoing discussions and practice through advisories. All students will be assigned to a classroom to participate in a multi-grade advisory led by staff. We see advisories as a natural place for students to begin learning and initiating ways to support their community and beyond.
• We will imbed college and career readiness lessons into our advisories. We will engage in a district pilot program to provide students access to college and career readiness lessons. This will allow students to begin taking ownership of their futures and begin creating a vision for how students create their own and their peers' future worlds.

---

[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.

Woodridge Elementary School

School Overview

Woodridge Elementary staff is dedicated to serving the student community by investing in relationships and focusing on each student's story, strengths and needs through a shared responsibility and collaborative partnership. The Eagles staff is committed to prioritizing each student's success as they embark on their educational journey as creators of their future world.
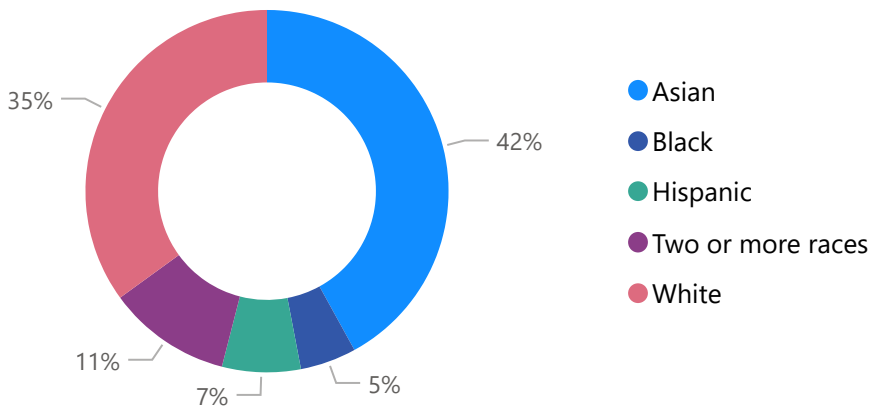
12619 SE 20th Pl
Bellevue, WA 98005

http://www.bsd405.org/woodridge
425-456-6200
Anecia Grigsby

Programs Offered

Cascade (special education)

Racial Diversity

- Asian — 42%
- Black — 5%
- Hispanic — 7%
- Two or more races — 11%
- White — 35%

School & Student Characteristics [1]

|	Woodridge Elementary School	District Elementary Average [2]
Enrollment (10/1/2021)	330	435
Average Attendance Rate	94%	93%
Eligible for Free/Reduced Price Meals	14%	17%
Receiving Special Education Services	11%	8%
English Language Learners	23%	25%
First Language Other Than English	40%	44%
Mobility Rate [3]	14%	16%

Summary of Student Achievement

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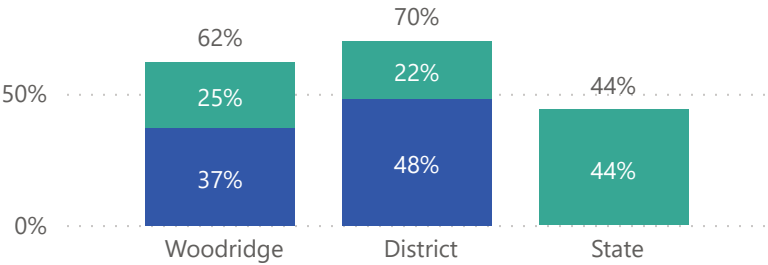Percentage of Students Meeting / Exceeding Standards

SBA: English Language Arts
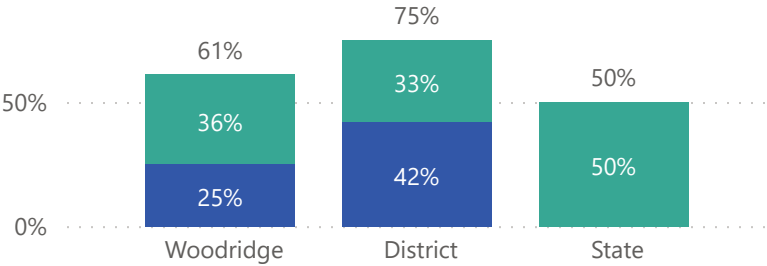● Exceeds Standards ● Meets Standards

	Woodridge	District	State
Total	70%	73%	49%
Meets Standards	27%	22%	49%
Exceeds Standards	43%	51%	
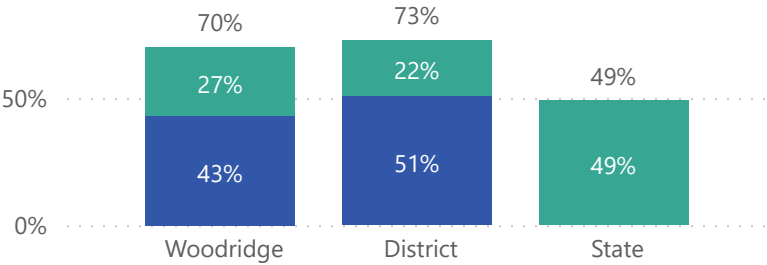
SBA: Math
● Exceeds Standards ● Meets Standards

	Woodridge	District	State
Total	62%	70%	44%
Meets Standards	25%	22%	44%
Exceeds Standards	37%	48%	

WCAS: Science
● Exceeds Standards ● Meets Standards

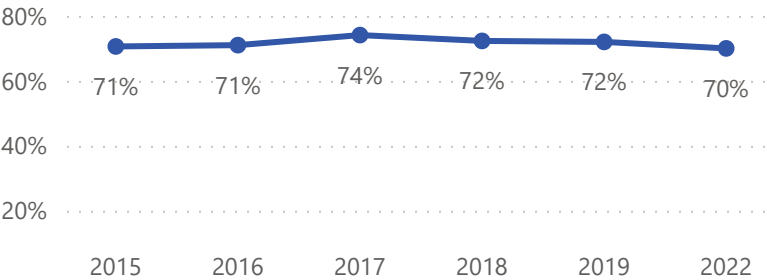|	Woodridge	District	State
Total	61%	75%	50%
Meets Standards	36%	33%	50%
Exceeds Standards	25%	42%	

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

SBA: English Language Arts

2015	2016	2017	2018	2019	2022
71%	71%	74%	72%	72%	70%

SBA: Math

2015	2016	2017	2018	2019	2022
72%	70%	68%	71%	74%	62%

WCAS: Science

2018	2019	2022
63%	81%	61%
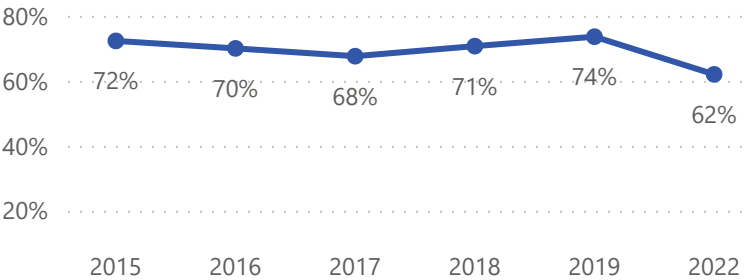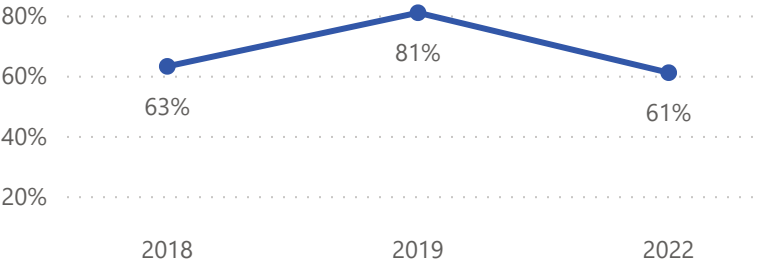
Glossary

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/assess-ment/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."