

# Bell Elementary School

## School Improvement Plan

### Annual Update: 2020-21

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.*

#### SCHOOL OVERVIEW

**Description:** Bell Elementary School is located in the city of Kirkland between the 405 Interstate and Juanita Beach. The school is comprised of 441 elementary students and 124 preschool students. The Quest Program is housed within the elementary school and includes a 2<sup>nd</sup>/3<sup>rd</sup> grade cohort, as well as a 4<sup>th</sup>/5<sup>th</sup> grade cohort. The preschool is collectively made up of three district programs: SNAPS, Head-Start, and Ready Start. The racial demographic includes 5% African American students, 14% Asian students, 18% Hispanic students, and 54% Caucasian students. Overall, 38 languages are represented by the student population, but the most common languages include English (69%), Spanish (9%), Russian (3%), Vietnamese (2%), Portuguese (2%), Mandarin (2%), Farsi (1%), Kinyarwanda, (1%) and Polish (1%). The school provides additional supports and resources to special education students (14%), English Language Learner students (15%) and low-income students (18%).

**Mission Statement:** *At Bell Elementary School, our staff continues to have one primary focus: “The success of every student matters”. Whether a student is high performing or struggling to meet grade level standards, the staff is committed to improving the academic achievement and social/emotional wellbeing of each student. Together as a professional community, we believe it is the responsibility of teachers to reflect on instructional practice and make committed efforts to grow in order to support student needs. We also believe that nurturing the partnership between school and home is critical to student growth. These core values guide all building work including instructional strategies, building programming, professional development for teachers, intervention models for students, enrichment opportunities, and parent involvement.*

#### Demographics:<sup>1</sup>

		2016-17	2017-18	2018-19	2019-20
Student Enrollment (count)		450	495	502	546
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.2	0.2	0.2
	Asian	10.9	11.9	14.1	14.3
	Black/African American	4.4	5.7	4.8	4.6
	Hispanic/Latino of any race(s)	19.3	17.8	18.9	17.8
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.2	0.2
	Two or more races	8.0	9.3	10.8	9.3
	White	57.1	55.2	51.0	53.7
Students Eligible for Free/Reduced Price Meals (%)		22.9	23.2	18.5	16.7
Students Receiving Special Education Services (%)		11.3	13.1	11.6	15.4
English Language Learners (%)		17.8	15.6	15.3	13.9
Students with a First Language Other Than English (%)		29.4	30.2	35.3	36.5

#### ACADEMIC PERFORMANCE DATA: LITERACY

<sup>1</sup>Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

**READING: By Grade Level, DIBELS Assessment<sup>2</sup>**

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	91	92	90	n/a
1 <sup>st</sup> Grade	69	83	75	n/a
2 <sup>nd</sup> Grade	79	80	79	n/a

**ELA: By Grade Level, Smarter Balanced Assessment**

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
3 <sup>rd</sup> Grade	68	68	67	n/a
4 <sup>th</sup> Grade	69	79	73	n/a
5 <sup>th</sup> Grade	68	75	83	n/a

**READING: By Group/Program, DIBELS Assessment<sup>3</sup>**

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	74	83	91	n/a
Black/African American	-	73	-	n/a
Hispanic/Latino	59	66	52	n/a
Two or more races	83	95	93	n/a
White	83	89	87	n/a
English Learner	66	74	72	n/a
Low Income	58	63	59	n/a
Special Education	-	53	46	n/a

**ELA: By Group/Program, Smarter Balanced Assessment<sup>4</sup>**

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	71	92	84	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	50	73	58	n/a
Two or more races	72	67	87	n/a
White	75	73	76	n/a
English Learner	18	35	15	n/a
Low Income	52	64	51	n/a
Special Education	25	43	28	n/a

**ACADEMIC PERFORMANCE DATA: MATH**

**ACADEMIC PERFORMANCE DATA: SCIENCE**

**MATH: By Grade Level, Smarter Balanced Assessment**

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
3 <sup>rd</sup> Grade	69	68	64	n/a
4 <sup>th</sup> Grade	70	67	63	n/a
5 <sup>th</sup> Grade	57	58	70	n/a

**SCIENCE: By Grade Level, WCAS<sup>5</sup>**

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
5 <sup>th</sup> Grade	n/a	75	80	n/a

**MATH: By Group/Program, Smarter Balanced Assessment<sup>5</sup>**

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	78	71	75	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	59	67	53	n/a
Two or more races	72	50	91	n/a
White	69	65	63	n/a
English Learner	32	22	11	n/a
Low Income	57	56	42	n/a
Special Education	15	24	28	n/a

**SCIENCE: By Group/Program, WCAS**

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	n/a	80	90	n/a
Black/African American	n/a	-	-	n/a
Hispanic/Latino	n/a	-	75	n/a
Two or more races	n/a	-	-	n/a
White	n/a	73	79	n/a
English Learner	n/a	-	-	n/a
Low Income	n/a	77	79	n/a
Special Education	n/a	20	-	n/a

<b>ATTENDANCE DATA</b>	 = cohort track n/a = not available
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<sup>2</sup> Based on DIBELS Next Assessment, End-of-Year Benchmark.

<sup>3</sup> Grades K-2 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons. “American Indian/Alaskan Native” and “Native Hawaiian/Other Pacific Islander” not included in report due to fewer than 10 students in all categories.

<sup>4</sup> Grades 3-5 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

<sup>5</sup> WCAS = Washington Comprehensive Assessment of Science. Given only to 5<sup>th</sup> grade at the elementary level. Assessment first given in 2017-18.

**ATTENDANCE: By Grade**

Grade	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	94	89	91	n/a
1 <sup>st</sup> Grade	96	93	93	n/a
2 <sup>nd</sup> Grade	95	92	89	n/a
3 <sup>rd</sup> Grade	91	98	94	n/a
4 <sup>th</sup> Grade	93	96	92	n/a
5 <sup>th</sup> Grade	92	93	94	n/a

**ATTENDANCE: By Group/Program<sup>6</sup>**

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	90	84	96	n/a
Black/African American	86	82	88	n/a
Hispanic/Latino	92	94	84	n/a
Two or more races	97	90	94	n/a
White	95	96	94	n/a
English Learner	93	94	87	n/a
Low Income	91	89	84	n/a
Special Education	86	88	90	n/a

**WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA**

**MOST RECENT WSIF 3-YEAR SUMMARY<sup>7</sup>**

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	74	86	48	63	80	76	23	57	37
Math Proficiency Rate (%)	67	76	38	61	78	67	20	53	25
ELA Median Student Growth Percentile <sup>8</sup>	53	62	-	54.5	41.5	57.5	46.5	49	44
Math Median Student Growth Percentile	53	52.5	-	58	45	54	48.5	54	34.5
EL Progress Rate (%)	81	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	93	91	83	92	90	94	92	89	86

↘ = cohort track  
n/a = not available

<sup>6</sup> Grades K-5 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

<sup>7</sup> Washington School Improvement Framework measures compile data across three years (2017-2019) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as “-” and not displayed due to privacy reasons.

<sup>8</sup> Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

## CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

<b>Priority #1</b>											
<b>Priority Area</b>	English Language Arts/Literacy										
<b>Focus Area</b>	General Reading and Phonemic Awareness										
<b>Focus Grade Level(s)</b>	2-5										
<b>Desired Outcome</b>	90% of Bell students grade 2-5 will be categorized at the minimal and/or limited risk based on the end of year literacy screening scores measured by the FastBridge assessment aReading tool which measures reading skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.										
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)										
<b>Data and Rationale Supporting Focus Area</b>	<p>On the Fall 2020 Fastbridge aReading screener, 23% of Bell 2-5<sup>th</sup> graders were categorized in the high or some risk group according to the Fastbridge aReading impact report.</p> <div style="text-align: center; margin-top: 10px;"> <p>The chart displays risk levels for four elementary grades (02, 03, 04, 05) across three time periods: Fall, Winter, and Spring. The legend indicates four risk categories: Minimal Risk (dark blue), low risk students (light blue), some risks students (orange), and high risk students (red). In the Fall, all four grades show a distribution of risk levels, with a notable portion of students in the 'some risks' and 'high risk' categories. For Winter and Spring, the data is currently 'No Data' for all grades.</p> </div>										
<b>Strategy to Address Priority</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center; padding: 5px;"><b>Action</b></th> <th style="width: 50%; text-align: center; padding: 5px;"><b>Measure of Fidelity of Implementation</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">All grade levels (K-5) collaborate to ensure alignment with Wonders units and CCSS.</td> <td style="padding: 5px;">% of teachers that access and align literacy curriculum.</td> </tr> <tr> <td style="padding: 5px;">All teams identify critical lesson components from applicable reading units to focus on for upcoming school year.</td> <td style="padding: 5px;">Lesson components identified for all grade levels (K-5).</td> </tr> <tr> <td style="padding: 5px;">Appropriately leveled library books will be made available to all students both on campus and at neighboring apartment complexes to boost student interest in literacy while in the remote setting.</td> <td style="padding: 5px;">% of students accessing library checkouts, on campus and mobile.</td> </tr> <tr> <td style="padding: 5px;">RTI Committee will participate in training and professional development on the Fastbridge assessment and data tool.</td> <td style="padding: 5px;">% of RTI data cycles including FastBridge data.</td> </tr> </tbody> </table>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>	All grade levels (K-5) collaborate to ensure alignment with Wonders units and CCSS.	% of teachers that access and align literacy curriculum.	All teams identify critical lesson components from applicable reading units to focus on for upcoming school year.	Lesson components identified for all grade levels (K-5).	Appropriately leveled library books will be made available to all students both on campus and at neighboring apartment complexes to boost student interest in literacy while in the remote setting.	% of students accessing library checkouts, on campus and mobile.	RTI Committee will participate in training and professional development on the Fastbridge assessment and data tool.	% of RTI data cycles including FastBridge data.
<b>Action</b>	<b>Measure of Fidelity of Implementation</b>										
All grade levels (K-5) collaborate to ensure alignment with Wonders units and CCSS.	% of teachers that access and align literacy curriculum.										
All teams identify critical lesson components from applicable reading units to focus on for upcoming school year.	Lesson components identified for all grade levels (K-5).										
Appropriately leveled library books will be made available to all students both on campus and at neighboring apartment complexes to boost student interest in literacy while in the remote setting.	% of students accessing library checkouts, on campus and mobile.										
RTI Committee will participate in training and professional development on the Fastbridge assessment and data tool.	% of RTI data cycles including FastBridge data.										

	Intervention small group instruction for students in high-risk categories as identified by FastBridge.	% of Safety Net students who level up on MOY and EOY Fastbridge assessments.
<b>Timeline for Focus</b>	Fall, 2020 - Spring, 2021	
<b>Method(s) to Monitor Progress</b>	Progress monitoring will occur through unit assessments as well as Middle of Year and End of Year assessments in FastBridge.	





**Priority #2**

<b>Priority Area</b>	Mathematics
<b>Focus Area</b>	Concepts and Procedures
<b>Focus Grade Level(s)</b>	4-5
<b>Desired Outcome</b>	Student understanding and mastery related to Pattern Relationships, Pattern Analysis, and Pattern Generation will be above the proficiency standard and perform equal or better than the rest of the test, as demonstrated by grade 4-5 scores at or above standard on all the Math Standards assessed on their Semester 2 report card.





<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)
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**Data and Rationale Supporting Focus Area** Students have up to 12 targets on the Math SBA. Students receive cohort scores relative to “Proficiency” and relative to the “Overall Test” (see legend below):

**Legend: Performance Relative to Proficiency**

-  Performance is above the Proficiency Standard
-  Performance is near the Proficiency Standard
-  Performance is below the Proficiency Standard
-  Insufficient Information

**Legend: Performance Relative to the Test as a Whole**

-  Performance is better than on the rest of the test
-  Performance similar to performance on the test as a whole
-  Performance is worse than on the rest of the test
-  Insufficient Information

	<b>Grade 4 Target C</b> “Generate and Analyze Patters” Score Relative to Proficiency	<b>Grade 4 Target C</b> “Generate and Analyze Patters” Score Relative to the Test
2015-16	Near Proficiency Standard	Equal to rest of test
2017-18	Near Proficiency Standard	Equal to rest of test
2018-19	Near Proficiency Standard	Worse than rest of test

	<b>Grade 5 Target B</b> “Analyze Patters and Relationships” Score Relative to Proficiency	<b>Grade 5 Target B</b> “Analyze Patters and Relationships” Score Relative to the Test
2015-16	Below Proficiency Standard	Worse than rest of test

	2017-18	Below Proficiency Standard	Equal to rest of test
	2018-19	Below Proficiency Standard	Equal to rest of test
<b>Strategy to Address Priority</b>	<b>Action</b>		<b>Measure of Fidelity of Implementation</b>
	All K5 teams identify critical lesson components from applicable math units to focus on for upcoming school years.		Lesson components identified for all grade levels (K-5).
	All grade levels (K-5) collaborate to ensure alignment with math units, utilizing units developed by Teaching and Learning Department.		% of teachers that access and align math curriculum.
	Each grade levels (K-5) collaborate to identify supplemental mathematics units which focus on patterns.		% of teachers that identify & access curriculum related to patterns.
	Teachers complete score analysis. Machine scoring provides suggested scores for students in each category.		% of teachers completing score analysis.
<b>Timeline for Focus</b>	Spring, 2019 - Spring, 2021		
<b>Method(s) to Monitor Progress</b>	After each algebraic math unit in grades 3-5, the Smarter Balanced IAB for the particular will be given.		

**Priority #3**

<b>Priority Area</b>	Social and Emotional																		
<b>Focus Area</b>	Resilience and Emotional Regulation																		
<b>Focus Grade Level(s)</b>	3-5																		
<b>Desired Outcome</b>	Increase the percent of Bell 3-5 graders who report having control of their emotions and the ability to pull themselves out of a bad mood from 51% to 70%, as measured by the Panorama survey.																		
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)																		
<b>Data and Rationale Supporting Focus Area</b>	<div data-bbox="407 606 1281 1524" data-label="Figure"> <p>QUESTION</p> <p>How often are you able to pull yourself out of a bad mood?</p> <p align="right"><b>51%</b> responded favorably</p> <hr/> <p><b>Answer distribution</b></p> <table border="1"> <thead> <tr> <th>Frequency</th> <th>Number of Responses</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Almost never</td> <td>11</td> <td>5%</td> </tr> <tr> <td>Once in a while</td> <td>30</td> <td>15%</td> </tr> <tr> <td>Sometimes</td> <td>59</td> <td>29%</td> </tr> <tr> <td>Frequently</td> <td>65</td> <td>32%</td> </tr> <tr> <td>Almost always</td> <td>38</td> <td>19%</td> </tr> </tbody> </table> </div> <p>According to Panorama survey data, Bell’s 3<sup>rd</sup> to 5<sup>th</sup> grade students report 51% favorable responses of being able to pull themselves out of a bad mood. While this is 6% above the district average, it has been consistent at roughly 50% at Bell over the past two years. Research has proven that mood and a positive outlook can have significant positive impacts on student achievement<sup>9</sup>. Thus, supporting a focus on further increasing student capacity in regards to increased student emotional intelligence and capacity to identify and regulate their own mood.</p>	Frequency	Number of Responses	Percentage	Almost never	11	5%	Once in a while	30	15%	Sometimes	59	29%	Frequently	65	32%	Almost always	38	19%
Frequency	Number of Responses	Percentage																	
Almost never	11	5%																	
Once in a while	30	15%																	
Sometimes	59	29%																	
Frequently	65	32%																	
Almost always	38	19%																	

<sup>9</sup> Khurshid, Shumaila & Parveen, Qaisara & Yousuf, M. & Chaudhry, Dr. Abid. (2015). EFFECTS OF DEPRESSION ON STUDENTS' ACADEMIC PERFORMANCE. Science International 1013-5316. 27. 1619-1624.



<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Implementation of Zones of Regulation curriculum in all k5 classrooms.	Number of Zones lessons delivered.
	Staff PD on grit, mindfulness, Zones and growth mindset.	Staff attendance and reflection survey.
	Supplemental emotional awareness curriculum (inside out, second step, etc.).	
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2021	
<b>Method(s) to Monitor Progress</b>	After each Zones lesson an exit ticket of understanding will be collected, end of year data will be collected through the Panorama survey.	

**Priority #4**

<b>Priority Area</b>	Clear and Shared Focus	
<b>Focus Area</b>	Bell is dedicated to the success, academically and social/emotionally, of every student.	
<b>Focus Grade Level(s)</b>	K5	
<b>Desired Outcome</b>	As measured by the Nine Characteristics Survey, 85% of staff will agree “completely” or “mostly” that Bell has a clear and shared focus. The subset of this category, “all staff are committed to achieving the school’s goals” will also have 90% of staff agree “completely” or “mostly.”	
<b>Alignment with District Strategic Initiatives</b>	Culturally Responsive Teaching	
<b>Data and Rationale Supporting Focus Area</b>		% Agree Completely or Agree Mostly to Bell’s Clear and Shared Vision
	2017	99%
	2018	98%
	2019	76%
	2020	68%
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Coordinate and align professional development which relate back to Bell’s shared mission/vision.	% PD related to student success.
	Dedicated Team Collaboration time for RTI and data teaming work.	% of teams completing data teaming and intervention protocol.
	Vertical Teaming and alignment of RTI work.	% of teams that meet with neighbor grades.
	Clear communication from site-based decision-making body to staff at large.	BLT notes of OneNote and read receipts.
<b>Timeline for Focus</b>	Spring, 2019 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	After each RTI cycle and PD related to mission, Microsoft Forms will be used to assess progress.	

## TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy
- Teaching digital learning in both traditional and remote learning settings

## STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2019. During that year, the participation rate was met.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

**COMMUNITY ENGAGEMENT PLAN**

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.<sup>10</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Discussed at September PTSA general membership meeting.	September 2020
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Posted on the Bell website.	December 2020
	Reviewed at PTSA general membership meeting.	February 2021

<sup>10</sup> LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>