



School Improvement Plan Phantom Lake Elementary School 2023-24



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 School?

- PLE has the largest preschool program in BSD, with over 100 students served across 7 classrooms. Students receive general education and special education services from a diverse and highly skilled staff of teachers, assistant teachers, and special needs assistants.
- PLE has a wide range of student support, including LAP, MLL, and math facilitators. Additionally, the special education program prioritizes an inclusion model, with a focus on ensuring students have experiences alike and alongside peers.
- Community partnerships are foundational to PLE. Jubilee Reach employs two full-time site coaches to promote student well-being and connection, as well as providing student interest clubs and activities. PLE is also home to Lighthouse Church, who serves as a community partner. Finally, the PLE PTA is robust and encompasses families in all grade levels with a mission to support and encourage student learning and opportunity.

Inside:

- Student Voice and Agency
- Educational Excellence
- Equity Commitments
- School Profile



See appendix for school profile

Student Voice and Agency

Each student holds the power to shape their own future and have a positive impact on the world they inhabit. In recent years, we have observed an increase in student involvement at all levels, including Board meetings. Students have come forward to discuss crucial issues impacting their well-being and academic success. They have proudly celebrated their successes and courageously drawn attention to systemic inequities and barriers to student achievement. In this School Improvement Plan (SIP), we will prioritize student voice and agency as a key initiative to transform students’ learning experiences.

At Phantom Lake, we believe that every member of our community should have access to and a sense of co-ownership of Phantom Lake Elementary School. This involves staff, students, and families collaborating in close partnership.

❖ **Goal:** Elevate student voice and agency to cultivate well-being and joy while transforming learning experiences in the classroom and school community.

❖ **Measures and Levels of Evidence**

Panorama Survey School Climate Domain - Sense of Belonging (% favorable responses, grades 3-5):				
Student Groups	Spring 2022	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	77% (159)	78% (167)	81%	
Asian	80%	79%	80%	
Black	*	*		
Hispanic	86%	82%	86%	
Multi-ethnic	78%	75%	80%	
White	72%	78%	78%	
Students w/IEPs	76%	71%	79%	
English Learners	77%	80%	80%	
Low Income	82%	82%	82%	

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

OPTIONAL: Additional Panorama Measures on Student Voice & Agency

Panorama Survey, additional questions on Student Voice & Agency (% favorable responses, grades 3-5):				
<i>“Are there opportunities for you to participate in this class?”</i>				
<i>“Does this teacher invite students’ culture and experiences into the classroom?”</i>				
<i>“How sure are you that you can complete all the work that is assigned in your class?”</i>				
<i>“How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?”</i>				
Student Groups	Spring 2022	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	n/a	n/a	80%	
Asian			80%	
Black			80%	
Hispanic			80%	
Multi-ethnic			80%	
White			80%	
Students w/IEPs			80%	

English Learners	80%	
Low Income	80%	

Street-Level Data:

Schools describe plans to collect and use “street data.” Plans may include (but not limited to):

- The Phantom Lake Elementary team will begin our practice of leveraging instructional leadership at all levels to reorient our system around student voice and choice by engaging in the practice of regular **empathy interviews** with a select group of **focal students**.
 - Focus will be on math learning experiences and membership in the math classroom.
 - Focal students will be from 3rd and 5th grades.
 - Students will be selected in collaboration with grade level teachers and our facilitator PLC with the goal of selecting students who are representative of the diversity at PLE.
 - Interviews will be conducted by the Principal, Assistant Principal, ITCL, and facilitator team.
 - Interviews will be conducted every other month.
- 3rd-5th grade students will participate in monthly Principal Council meetings
 - Principal’s Council meets monthly and discusses current schoolwide practices impacting students (i.e. lining up for lunch, future school wide activity planning, spirit week themes, etc.)
 - Two students from each grade are selected randomly for each month’s Principal’s Council

❖ Summary of Evidence

- Phantom Lake has been prioritizing the importance of student sense of belonging and social emotional learning. We’ve prioritized strategies to support the inclusion of students with disabilities and multilingual learners. We have 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, as well as incorporating culturally diverse readings and activities into our curriculum. We have intentionally trained our classified staff to work together as a collaborative team and develop common strategies for managing student behavior and relationships.
 - The sense of belonging for our students who identify as English Learners increased, as well as our sense of belonging for our students who identify as White.
- Our data indicates that we have made progress in establishing empowering relationships with our multilingual learners and that we have work to do to empower our student voice and agency in all other student groups. The sense of belonging for all other subgroups in our student population decreased, some more significantly than others. Statistically significant decreases include our students who identify as Hispanic (86%-82%), students with IEPs (76%-71%). Although not statistically significant, our multi-ethnic students decreased in their sense of belonging by 3%, our students who identify as Asian by 1% and our students who are low income stayed static.

❖ Equity Challenges

As stated above, the Sense of Belonging for students who identify as Hispanic and multi-ethnic, as well as students with IEPs decreased from the Spring of 2022 to the Spring of 2023.

Students who identify as Hispanic and multi-ethnic have had their sense of belonging score drop year after year. From spring 2022 to spring 2023, 86% our students identifying as Hispanic reported a positive sense of belonging as measured by the Panorama Survey. This percentage dropped to 82% in the spring of 2023, which is statistically significant.

Our multi-ethnic students reported a positive sense of belonging of 78% in the spring of 2022 and similarly to our students identifying as Hispanic, this percentage dropped to 75% in the spring of 2023.

Students with IEPs also reported a decline of positive sense of belonging from the spring of 2022 to the spring of 2023. This percentage dropped from 76% positive sense of belonging to 71% sense of belonging.

Educational Excellence

Academic success, as one aspect of educational excellence, remains a “mission-critical” component of the Bellevue School District. Strong literacy and math skills are critical to preparing students for rigorous high school courses and post-secondary learning.

❖ **Goal #1--Literacy:** Increase the percentage of students meeting or exceeding proficiency standards in **reading** by the end of Grade 3.

❖ **Measures and Levels of Evidence**

Satellite and Map-Level Data:

Star Reading Proficiency – Grade 3				
Student Groups	Spring 2023	Fall 2023	Spring 2024 Target	Spring 2024 Actual
All Students	68% (57)	62% (45)	73%	
Asian	75%	82%	82%	
Black	*	*	*	
Hispanic	43%	13%	70%	
Multi-ethnic	56%	50%	70%	
White	83%	78%	80%	
Students w/IEPs	40%	43%	70%	
English Learners	55%	9%	70%	
Low Income	55%	33%	70%	

* Groups of fewer than 5 students are not included to protect confidentiality.

Smarter Balanced Proficiency – Grade 3			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	70.2% (57 stu)	85%	
Asian	80.0%	85%	

Black	50.0%	70%	
Hispanic	28.6%	70%	
Multi-ethnic	70.0%	75%	
White	78.3%	83%	
Students w/IEPs	50.0%	70%	
English Learners	52.6%	70%	
Low Income	61.9%	70%	

❖ **Summary of Evidence**

When drawing comparisons between STAR and SBA for spring 2023 there aren't significant disparities between subgroups except with our students who identify as Hispanic and our students who identify as Multi-Ethnic and low income. Our Hispanic students had 43% proficiency on STAR and 28.6% proficiency based on SBA. Our low-income students demonstrated 55% proficiency on STAR and 69.1% proficiency based on SBA. Additionally, our multi-ethnic students demonstrated 56% proficiency on STAR and 70% proficiency based on SBA.

Regarding Spring to Fall STAR literacy measures, students in third grade have demonstrated a drop in proficiency from 68% to 62%. Our students identifying as Hispanic are demonstrating 13% proficiency in the Fall, compared to the third-grade cohort in the Spring. Additionally, students who are identified as English language learners and students who qualify as low income also saw statistically significant declines in proficiency from Spring to Fall.

❖ **Equity Challenges**

- Students who identify as Hispanic, Multi-Ethnic, and low-income show disparities in proficiency between STAR measures and SBA. This could be due to test conditions, environment, accommodations, support, or other factors to investigate.
- Students identifying as Hispanic demonstrate a 13% proficiency on STAR, which is a statistically significant difference from other subgroups. We saw statistically significant changes in student proficiency across multiple subgroups from Spring to Fall, including multi-ethnic, MLL, and ELL. Although different cohorts, increasing proficiency for these subgroups by setting aggressive targets and adjusting instructional practices is critical.

❖ **Goal #2—Math:** Increase the percentage of students meeting or exceeding proficiency standards in **math** by the end of Grade 5.

❖ **Measures and Levels of Evidence**

Satellite and Map-Level Data:

Star Math Proficiency – Grade 5				
Student Groups	Spring 2023	Fall 2023	Spring 2024 Target	Spring 2024 Actual
All Students	52% (60)	51% (57)	70%	
Asian	57%	57%	70%	

Black	40%	*		
Hispanic	40%	40%	70%	
Multi-ethnic	60%	33%	70%	
White	50%	50%	70%	
Students w/IEPs	40%	0%	70%	
English Learners	11%	38%	70%	
Low Income	31%	29%	70%	

* Groups of fewer than 5 students are not included to protect confidentiality.

Smarter Balanced Math Proficiency – Grade 5			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	57.6% (59 stu)	71%	
Asian	57.1%	70%	
Black	75.0%	80%	
Hispanic	40.0%	70%	
Multi-ethnic	60.0%	70%	
White	61.5%	70%	
Students w/IEPs	20.0%	70%	
English Learners	12.5%	70%	
Low Income	28.6%	70%	

- *Audio Feedback Interviews*

❖ Summary of Evidence:

In comparing spring STAR data to spring SBA data, we notice a general alignment between the two measures. Certain subgroups show marked disparity in proficiency between the two measures. Our Black students demonstrated a 75% proficiency on SBA compared to 40% on STAR. Similarly, our students with IEPs demonstrated 40% proficiency on STAR compared to 20% on the SBA.

When reviewing STAR proficiency from Spring to Fall, our multi-ethnic students and students with IEPs have demonstrated significant differences in proficiency. 60% of our multi-ethnic students were proficiency in STAR in spring 2023, compared to 33% of students in Fall 2023. Students with IEPs demonstrated 40% proficiency in Fall, whereas the Fall 2023 cohort of students with IEPs did not demonstrate any proficiency. Conversely, our students identifying as English Learners showed a marked difference in proficiency in Spring and Fall, increasing from 11% to 38%.

❖ Equity Challenges

- Students identifying as multi-ethnic and students with IEPs demonstrated statistically significant changes in proficiency from the spring 2023 cohort to the fall 2023 cohort. Multi-ethnic students demonstrated 33% proficiency in the Fall, down from 60% in the Spring. Students with IEPs showed a decrease in proficiency from

40% to 0%. This highlights that this cohort of students in Fall of 2023 are demonstrating lower proficiency than the previous cohort and brings us to question how we continue to build and sustain inclusive classrooms that are culturally responsive and meeting the needs of all students. How do we ensure that students with IEPs, who often are also part of other traditionally marginalized subgroups, have equitable access to instruction?

Equity Commitments

All students have an inherent right to an equitable, accessible, inclusive, and culturally-responsive learning environment.

At Phantom Lake we believe that equity is the heart of our work and embrace to diverse abilities, backgrounds, perspectives, and experiences of all in our community. Our practices prioritize inclusion, representation, and shared power for all.

Based on instructional priorities at the P-5 level, elementary schools are all focusing on Equitable Access to High Quality Instruction as a top equity commitment. Elementary Schools may elect to select an additional Equity Commitment of focus on for the 2023-2024 school year but are not required to do so.

❖ Goal/Equity Commitment:

- **Equitable Access to High Quality Instruction: Provide concerted universal instructional efforts and extensive and varied intervention opportunities to support all students, including those who face barriers and inequities, to meet key milestones for student growth and achievement, and their own personal growth and learning goals.**

❖ Measures and Levels of Evidence

Satellite and/or Map-Level Data:

See educational excellence data above for literacy and math

❖ Summary of Evidence

In literacy our students identifying as Hispanic, English Learners, Low income are demonstrating low proficiency in STAR. Although this is measuring different cohorts of students, we see a drop in proficiency from spring 2023 to fall 2023 and proficiency year over year remains low. We see a similar trend in Spring SBA scores with our students identifying as Hispanic scoring low (28.6%) and lower than STAR. Conversely, our students with IEPs scored at a higher proficiency level on the SBA than on STAR.

In math, our students identifying as Hispanic, Multi-ethnic, and students with IEPs all decreased in proficiency on the STAR from Spring 2023 to Fall 2023, and we are mindful that while these are different cohorts of students, there is

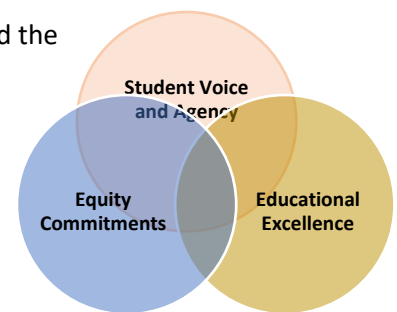
an overall pattern of low proficiency in these subgroups year after year. Conversely, we saw an increase in proficiency from Spring 2023 to Fall 2023 in our students who are English Language Learners. SBA scores are fairly consistent and aligned with STAR except for students identifying as Black, who scored higher on the SBA. Students with IEPs scored higher on STAR than SBA (40% Star and 20% SBA).

❖ Equity Challenges

- Our data indicates that we have made progress in establishing empowering relationships with our multilingual learners and that we have work to do to empower our student voice and agency in all other student groups. The sense of belonging for all other subgroups in our student population decreased, some more significantly than others. Statistically significant decreases include our students who identify as Hispanic (86%-82%), students with IEPs (76%-71%). Although not statistically significant, our multi-ethnic students decreased in their sense of belonging by 3%, our students who identify as Asian by 1% and our students who are low income stayed static.
- Students identifying as multi-ethnic and students with IEPs demonstrated statistically significant changes in proficiency from the spring 2023 cohort to the fall 2023 cohort. Multi-ethnic students demonstrated 33% proficiency in the Fall, down from 60% in the Spring. Students with IEPs showed a decrease in proficiency from 40% to 0%. This highlights that this cohort of students in Fall of 2023 are demonstrating lower proficiency than the previous cohort and brings us to question how we continue to build and sustain inclusive classrooms that are culturally responsive and meeting the needs of all students. How do we ensure that students with IEPs, who often are also part of other traditionally marginalized subgroups, have equitable access to instruction?

Key Improvement Strategies

Continuous school improvement requires ongoing learning, reflection, collaboration, and the implementation of evidence-based best-practices. The strategies identified below represent our key improvement strategies to achieve our goals this year. *School may add additional explanation about the development and rationale of their strategies.*



Schools explain how 2-4 high leverage improvement strategies will enable them to achieve goals.

Should be specific enough to be understandable to the public

1. **Focal Student Interviews:** Phantom Lake will engage in focal student interviews throughout the 2023-2024 school year with the goal of understanding student experience through the lens of equity, academia, and overall belonging. Students will be chosen from 3rd and 5th grade, and membership will be representative of the linguistic, racial, academic, and socio-economic composition of the student population. Students will participate in interviews with building administrators and instructional team bi-monthly. A set of 5-10 questions will be

crafted with the intention of generating open-ended answers that reveal student experience and generate positive relationships.

- 2. Professional Learning Communities and Professional Development Arc:** Educators at Phantom Lake Elementary are engaging in a shared book study with the text Creating Cultures of Thinking. Beginning in Spring of 2023, each educator in the building began reading the text, and participating in shared professional development as a group, and within their professional learning communities. Professional development is co-created in partnership with the building leadership team, racial equity & inclusion team, and other educators in the building. The purpose of the shared text is to build and encourage common practices across the building, related to high impact strategies, e.g. expectations and language.

In coordination with the book study, PLE is putting an increased emphasis on building professional learning communities during and outside of professional development time. During monthly professional development opportunities, educators engage in conversations alongside their grade level or departmental teams with the goal of deepening learning and building collaboration. In addition, PLE has prioritized shared planning in our building schedule and have created a process for weekly PLC collaboration that also includes building administration and facilitators. This work facilitates increased tier one collaboration, as well as building instructional capacity through shared planning.

- 3. Coordinated Social/Emotional + PBIS school wide program:** As part of a renewed focus on creating shared experiences for students, the Phantom Lake PBIS team created a building wide system for recognizing student strengths and aligning social-emotional learning curriculum from preschool to 5th grade. Phantom Lake utilizes the Virtues Program and highlights a virtue each month and provides resources and ideas for students to engage in that Virtue. For example, PLE spent the month of October recognizing compassion, and aligned conversations about said virtue with our building Unity Day spirit week and assembly. In addition, to highlighting a virtue each month, the PBIS team has utilized BSD shared social-emotional curriculum, Second Step, to create a pacing guide to be utilized from preschool to 5th grade. Students engage in thematic lessons at each grade level, with differentiation for age-appropriate topics and conversations. To use the example above, students participated in Bullying Prevention Units (BPUs) in October as part of the overall commitment to showing compassion. Through engaging in work across a building, PLE can engage in shared conversations around social-emotional topics and highlight shared learning experiences to increase overall well-being and sense of belonging.
- 4. Reimagined MTSS Process:** Phantom Lake is engaging in a reimagined and more expansive MTSS process in the school year. In this process, MTSS is expanding their purview from tier 3 to encompass supporting and aligning tier 2 and tier 1 instruction. Grade level teams in the building will participate in 6-week data and planning cycles alongside building facilitators and the MTSS team. The goal of these meetings is to increase collaboration and partnership with instructional planning in order to better serve all students in the classroom with data-driven learning experiences. In addition, facilitators and administrators are joining weekly planning meetings with grade level teams to support tier 1 and tier 2 instructional planning. To support tier 3 learning and student-specific needs, the PLE MTSS team has crafted a process to conduct student observations alongside classroom teachers with the goal of identifying areas of need and creating a plan for student success.

School Overview

Phantom Lake Elementary serves approximately 350 Kindergarten-5th grade students and between 80 and 125 preschoolers from across our district in our integrated preschool program. The mission of our learning 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. Better Together!

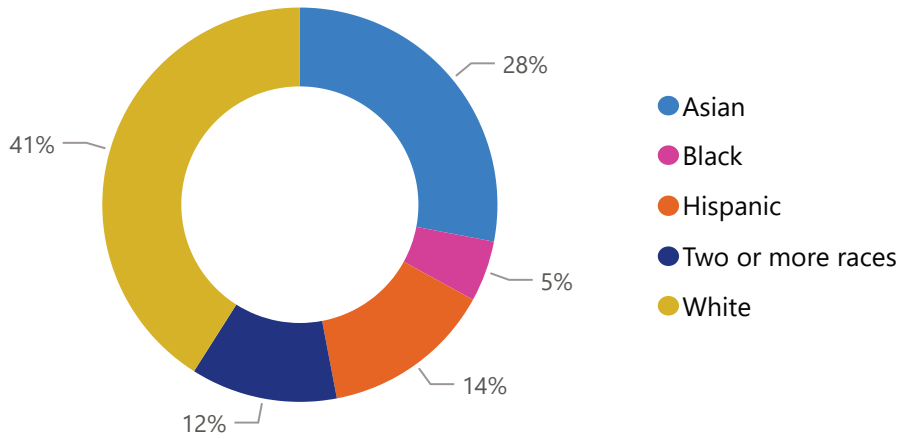
1050 160th Ave SE
Bellevue, WA 98008

<http://www.bsd405.org/phantomlake>
425-456-5600
Heather Snookal

Programs Offered

Preschool special education

Racial Diversity



School & Student Characteristics ¹

Phantom Lake Elementary School District Elementary Average

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	Phantom Lake Elementary School	District Elementary Average
Enrollment (10/3/2022)	344	411
Average Attendance Rate	92%	94%
Eligible for Free/Reduced Price Meals	27%	21%
Receiving Special Education Services	10%	9%
English Language Learners	25%	25%
First Language Other Than English	35%	45%
Mobility Rate ₃	14%	16%

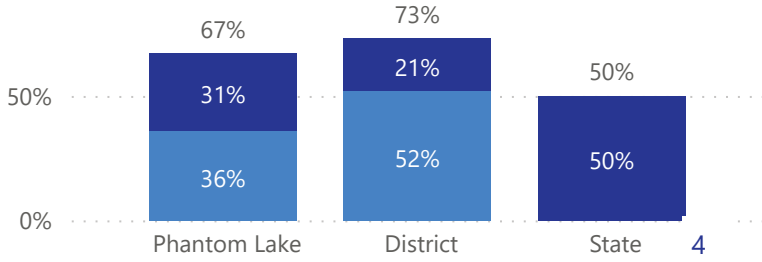
Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2023)

Percentage of Students Meeting / Exceeding Standards

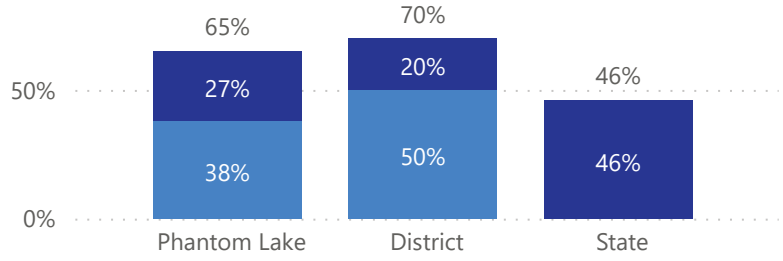
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



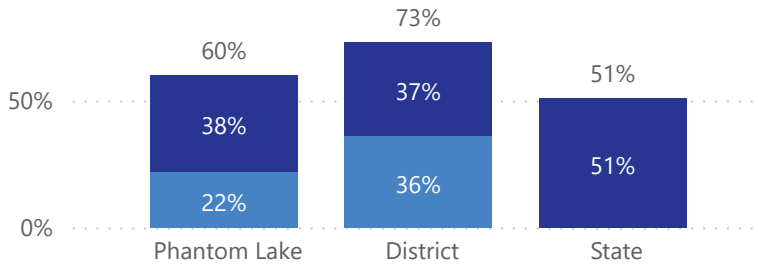
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

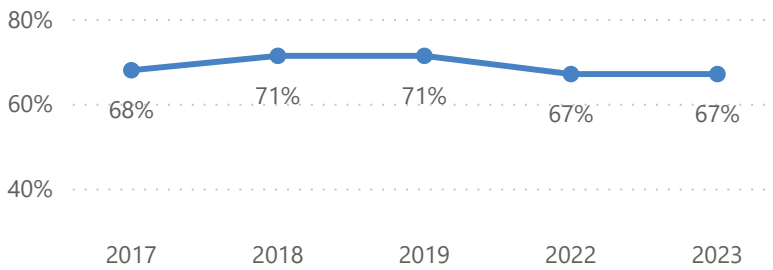
● Exceeds Standards ● Meets Standards



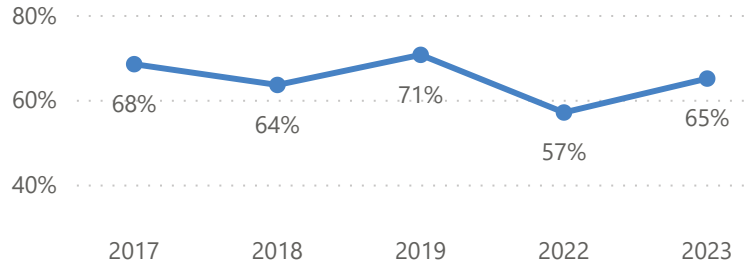
Phantom Lake State Assessment Results for Grades 3-5

Percentage of Students Meeting Standards

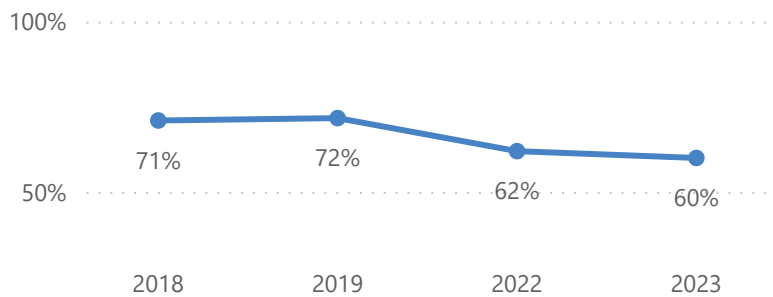
SBA: English Language Arts



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 3, 2022 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."