



School Improvement Plan Somerset 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 Somerset Elementary School?

- 718 diverse and curious students recognizing their unique strengths, increasing their skills, and elevating their voice to impact their community in positive ways today, tomorrow, and beyond.
- 54% of students speak a first language other than English, including 32 different home languages.
- Somerset houses one of the district's four Advanced Learning Programs (9 classrooms out of 30 total are designated as Advanced Learning).

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.

❖ **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	80% (366)	77% (335)	80%	
Asian	80%	78%	80%	
Black	*	*		
Hispanic	*	75%	80%	
Multi-ethnic	78%	75%	80%	
White	74%	75%	80%	
Students w/IEPs	71%	67%	75%	
English Learners	76%	78%	80%	
Low Income	75%	71%	80%	

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

Street-Level Data:

Racial Equity and Inclusion team will collect “street data.” To gain authentic student voice, members of the team will complete a **Listening Campaign** through **empathy interviews** of the Black and Hispanic students participating in the Affinity group. In addition, members will also **shadow** and listen to students who qualify for an IEP in 4th and 5th grade who have goals in the areas of social and/or study skills.

❖ **Summary of Evidence**

- Nearly 8/10 students reported a positive sense of belonging in their school as reported in the last two springs. Our Asian and Advanced Learning students report the highest level of belonging. Our Black students and students with IEPs report the lowest level of belonging. According to the specific questions under Sense of Belonging, 90% of students respond favorably to how well students with different skin colors treat each other at school and 92% of students respond favorably to how well the school respects all students’ cultures. Only 53% of students responded positively to feeling connected to adults at their school. Somerset enrollment is currently 718 students. Somerset has 81 new students attending this year in grades third, fourth and fifth.

❖ **Equity Challenges**

- Students who identify as Black/Pacific Islander (1.5% of student population) report the lowest level of belonging of any racial subgroup and it is significantly lower compared to other subgroups. This group also reported ten points less on how well students with different skin colors treat each other at school.
- Students with IEPs (7% of student population) have reported the lowest level of belonging. Within the sub-questions of the survey, students with IEPs felt less connected to adults than others and reported lower levels of favorability to how well kids treat each other on the playground. Interesting to contrast to the family survey where parents of students with IEPs reported significant higher scores for feeling informed, empowered, and supported compared to families without a student with an IEP.

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	85% (106)	87% (137)	90%	
Asian	89%	90%	93%	
Black	*	*	*	
Hispanic	63%	*	*	
Multi-ethnic	83%	92%	95%	
White	81%	67%	75%	
Students w/IEPs	33%	62%	70%	
English Learners	70%	59%	64%	
Low Income	67%	58%	63%	

* 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	88.7% (106 stu)	95%	
Asian	93.2%	95%	
Black	0	95%	
Hispanic	57.1%	95%	
Multi-ethnic	100%	100%	

White	81.3%	95%	
Students w/IEPs	44.4%	80%	
English Learners	76.9%	85%	
Low Income	83.3%	95%	

Street-Level Data OPTIONAL:

Racial Equity and Inclusion team will collect “street data.” To gain authentic student voice, members of the team will complete a **listening campaign** through **empathy interviews** of the Black and Hispanic students participating in the Affinity group. In addition, members will also **shadow** and listen to students who qualify for an IEP in 4th and 5th grade who have goals in the areas of social and/or study skills.

• **Summary of Evidence**

Nearly 9/10 students showed proficiency on the State Assessment (SBA in Reading). Additionally, students typically perform better on the SBA than on the progress monitoring STAR assessment. Our Asian and Multi-Ethnic students performed the highest, while our Hispanic and Students with IEP performed the lowest. A slightly higher percentage of students this fall scored higher on the progress monitoring tool than their counterparts in the spring, though this was not the case for our White, MLL and Low-income students. The current 3rd grade class is also 31 students larger than last year’s class.

• **Equity Challenges**

- There is a significant gap in academic achievement based on race (Asian, white, Hispanic) and types of services (student with IEPs and English Learners) received at school. The celebration is 3 out of 4 English Learners are meeting standard highlighting the past focus on strategies for language access to grade level content and explicit reading instruction of foundational skills.

❖ **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	80% (107)	81% (145)	90%	
Asian	95%	88%	95%	
Black	*	*		
Hispanic	29%	43%	65%	
Multi-ethnic	69%	71%	85%	
White	46%	58%	65%	
Students w/IEPs	36%	45%	65%	
English Learners	33%	67%	75%	
Low Income	33%	30%	65%	

* 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	87.9% (107 stu)	95%	
Asian	98.6%	99%	
Black	0		
Hispanic	57.1%	75%	
Multi-ethnic	75.0%	85%	
White	61.5%	75%	
Students w/IEPs	50.0%	65%	
English Learners	25.0%	65%	
Low Income	46.7%	75%	

Street-Level Data OPTIONAL:

Racial Equity and Inclusion team will collect “street data.” To gain authentic student voice, members of the team will complete a **listening campaign** through **empathy interviews** of the Black and Hispanic students participating in the Affinity group. In addition, members will also **shadow** and listen to students who qualify for an IEP in 4th and 5th grade who have goals in the areas of social and/or study skills.

• **Summary of Evidence:**

Nearly 9/10 students demonstrate proficiency on the State Assessment (SBA). Our Asian and Multi-Ethnic students performed the highest, while our MLL, Low income and students with IEPs performed the lowest. Like Reading, we also saw better performance on the Spring State Assessment than the spring STAR progress monitoring tool. Though this was not the case for our MLL students. Looking forward to this year’s students, the 5th graders in this year’s cohort generally have a higher baseline on the fall STAR than their counterparts ended with in Spring 2023. The SBA percent proficient for returning students is also higher than their counterparts the year before.

• **Equity Challenges**

There is a significant gap in academic achievement based on race (Asian, white, Hispanic) and types of services (student with IEPs and English Learners) received at school, as well as based upon income. A celebration is that while there is that gap, many of the lower performing groups had a higher percent meet standard last year (5th grade) than the year before (4th grade), and that improvement was greater than the school wide improvement. It will be important to build from and continue to improve upon this trend.

Equity Commitments

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

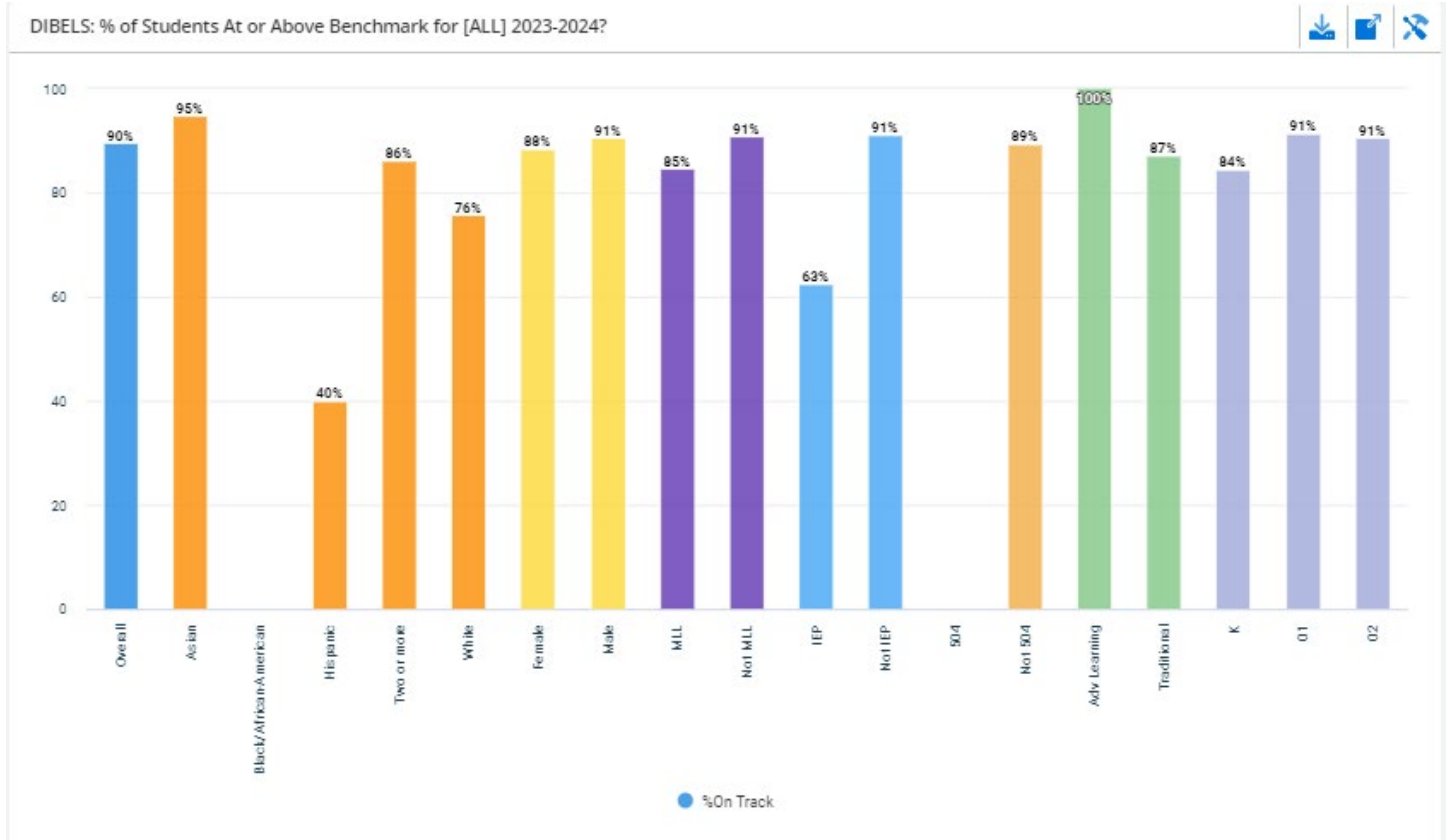
Based on instructional priorities at the P-5 level, elementary schools are all focusing on Equitable Access to High Quality Instruction as a top equity commitment. Elementary Schools may elect to select an additional Equity Commitment of focus on for the 2023-2024 school year but are not required to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

Baseline (BOY) DIBELS Composite Data of All K-2 Students



Summary of Evidence

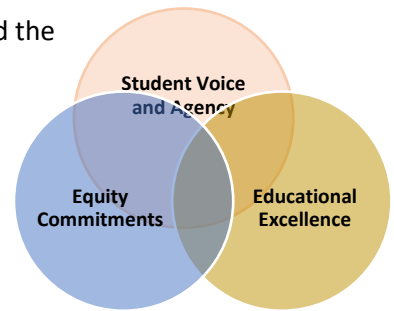
- As mentioned above, there is a significant gap in academic achievement in reading based on race (Asian, white, Hispanic) and types of services (student with IEPs and English Learners) received at school. The celebration is 3 out of 4 English Learners are meeting standard highlighting the past focus on strategies for language access to grade level content and explicit reading instruction of foundational skills.
- To wholistically look at reading data and have a more comprehensive review of strategy 2 (see below), we are including k-2 DIBELS composite scores to monitor foundational reading skills prior to third grade.

Equity Challenges

- Our equity challenge at k-2 mirrors our data at grades 3-5. There is a significant gap in academic achievement in foundational reading based on race (Asian, white, Hispanic) and student with IEPs received at school.

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.



1. **Strategy #1:** The Racial Equity and Inclusion team is supporting cycles of inquiry designed to listen and learn from students to shift our practices to be more inclusive and responsive to student needs through three focused efforts 1.) Create affinity groups for black and Hispanic students to meet at least once a month outside of the school day in a small group collaboration. 2.) Provide professional development in Universal Design for Learning (UDL) strategies. 3.) Increase school wide student agency through providing a daily SEL block in each classroom, school-wide assemblies, and inclusive and affirming lessons and resources.
- **Strategy #2:** Implementation of a structured literacy routine schoolwide k-5, Advanced Learning and Gen. Ed, anchored in Science of Reading research, which provides daily explicit and systematic instruction of foundational literacy skills, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.
2. **Strategy #3:** Monthly professional development will include learning the key components of science of reading pedagogy, GLAD (Guided Language Acquisition and Design) and UDL (Universal Design Learning) to support access to grade level standards for all learners, specifically MLL students.

School Overview

Somerset is a school that seeks to support and inspire a diverse student population of over 700 students each day. Our school community prides itself on being a collaborative place that learns from the many cultural backgrounds of our families, affirming each of our students' unique stories. Our staff is dedicated to providing rich learning experiences for our students as they engage with each other to actively become "creators of their future world."

14100 Somerset Blvd SE
Bellevue, WA 98006

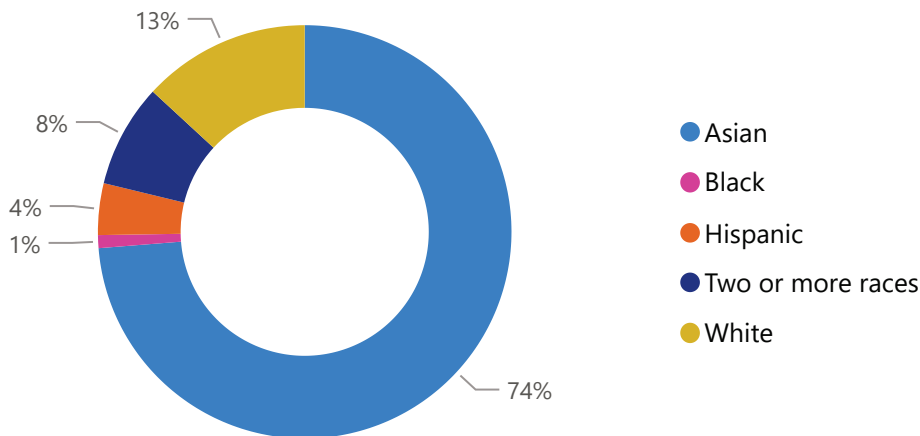
<http://www.bsd405.org/somerset>
425-456-5800

Cathy Elder

Programs Offered

Advanced Learning

Racial Diversity



School & Student Characteristics ¹

Somerset Elementary School District Elementary Average ²

	Somerset Elementary School	District Elementary Average
Enrollment (10/3/2022)	625	411
Average Attendance Rate	96%	94%
Eligible for Free/Reduced Price Meals	7%	21%
Receiving Special Education Services	5%	9%
English Language Learners	20%	25%
First Language Other Than English	54%	45%
Mobility Rate ³	9%	16%

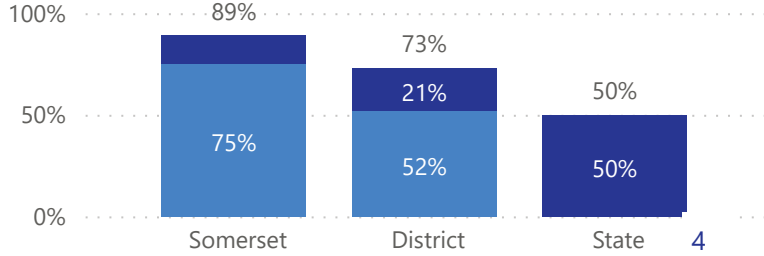
Summary of Student Achievement

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

Percentage of Students Meeting / Exceeding Standards

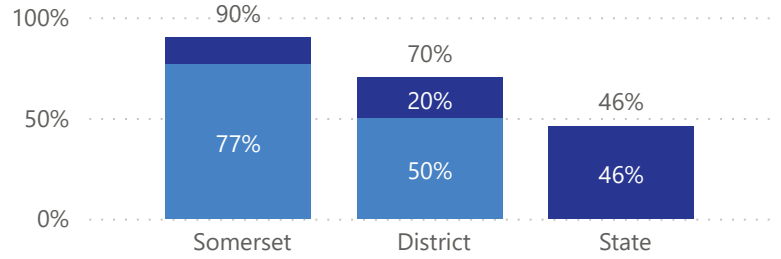
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



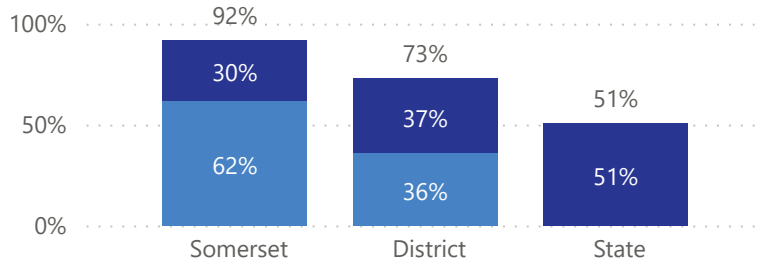
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

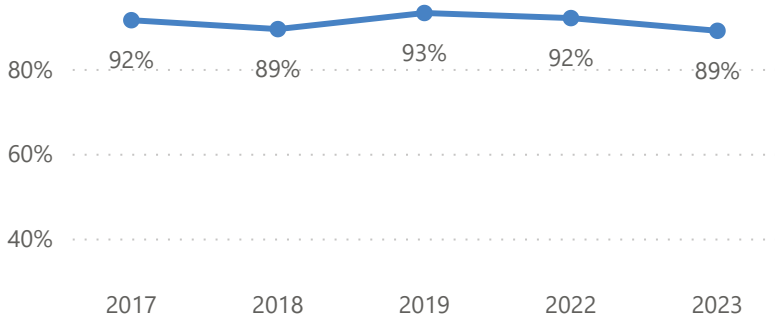
● Exceeds Standards ● Meets Standards



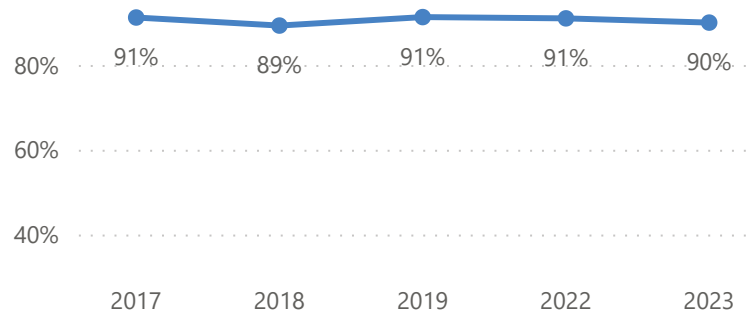
Somerset State Assessment Results for Grades 3-5

Percentage of Students Meeting Standards

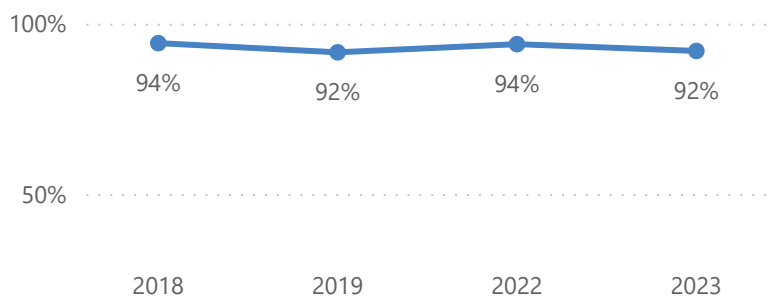
SBA: English Language Arts



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."