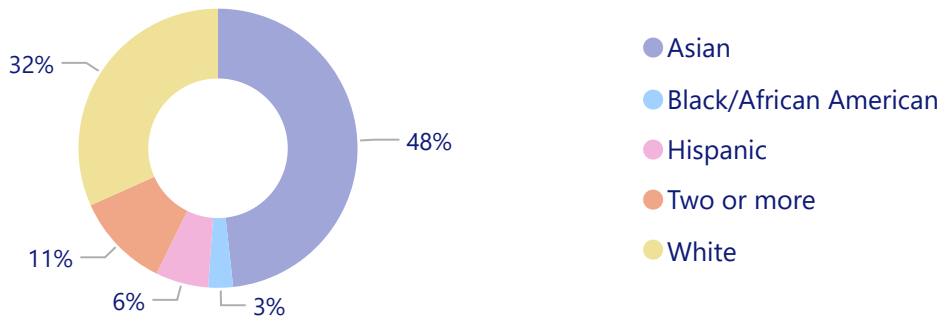


Bennett Elementary School

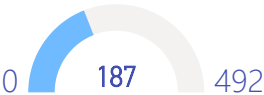
Racial Diversity



Enrollment: P-5

492

First Language Other Than English



Eligible for Free/Reduced Price Meals



English Language Learners

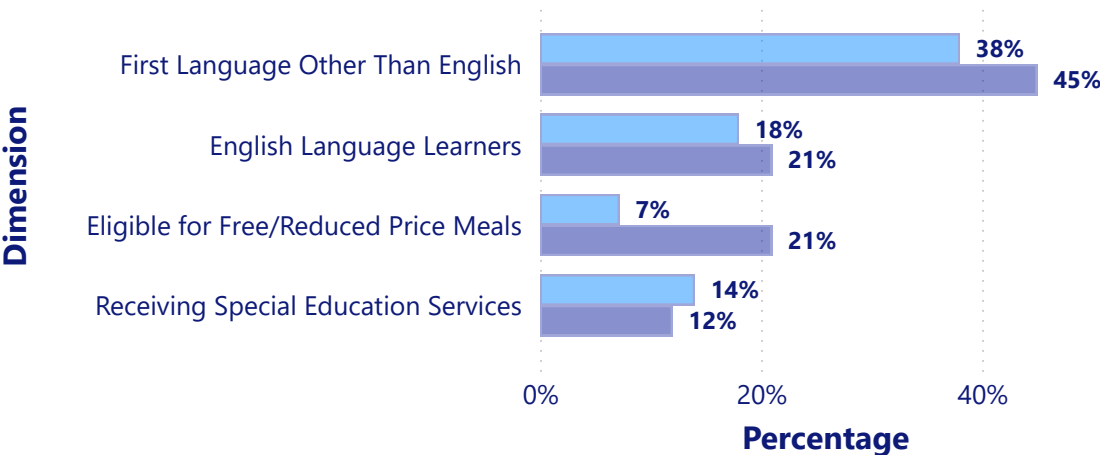


Receiving Special Education Services



School vs. District Student Metrics

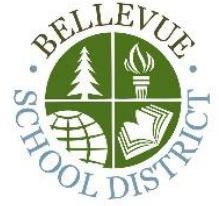
● Bennett Elementary School ● District Elementary Average



Bennett Elementary School

School Improvement Plan 2024-25

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At Bennett Elementary, we believe that empowering student voice and agency is essential for creating an inclusive and enjoyable learning environment. By recognizing each student's unique needs, interests, and strengths, we provide opportunities for them to take ownership of their learning and engage actively in the school community. This approach cultivates responsible independent thinkers and global citizens who are equipped to drive positive change.

We are committed to ensuring every student has a voice in a secure and supportive environment where they feel acknowledged and appreciated. Bennett offers a wide range of educational services that support students in both special and general education, embracing an inclusive services model that values the belief that every student can learn and grow. Our rich diversity—culturally, linguistically, and individually—enables us to foster a community of learners and educators who see the whole child and creates leaders who can change the world today.

Bennett Elementary is a vibrant community filled with student leaders poised to shape their future. We proudly serve our community with Bulldog pride, affirming identities and celebrating our diversity as our greatest strength.



School Improvement Plan Priorities

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School Improvement Plan Priorities

Our School Improvement Plan is aligned with the 2024-2029 Bellevue School District Strategic Plan and Sustainability Plan with a particular focus on student learning and engagement. Human-centered systems and collective leadership are foundational to our efforts to improve students' learning experiences.

Bellevue School District **Strategic Plan** Priorities:

Cultivating Student Engagement and Learning

We've ignited a passion for learning by putting student voice and agency at the heart of everything we do. With active, engaging learning experiences in every classroom, students are prepared to navigate and lead in the complex and ever-changing world.

Building Human-Centered Systems and Relationships

We envision a school and district community where every student, staff, and family member experiences a genuine sense of belonging. Our beloved community is thriving when the richness of diversity here is honored, valued, and integral to our learning. Together, we foster a more inclusive and connected environment.

Strengthening Collective Leadership for People and Planet

Together, we lead with inclusivity and equity! By aligning through shared principles and vision, we're ensuring coherence and collective ownership of our goals. Students, staff, and families co-create innovative solutions and implement sustainable plans for the future. We inspire each other to collectively lead the way for people and the planet.





Student Engagement and Learning

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Learning is joyful, innovative, and built upon student strengths. Passion for learning is ignited by placing student voice and agency at the heart of teaching and learning. With active, engaging, and culturally sustaining learning experiences, students learn to navigate and lead in the complex and ever-changing world.

Priority: Provide engaging, relevant learning experiences that center on student voice and agency

CURRENT LANDSCAPE

Attendance data from pre-pandemic years to the current 24/25 SY has shifted significantly. All subgroups of students in our attendance data were below 90% for the 23/24 SY. We are committed to increasing the percentage of students attending school each day.



All students Sense of belonging was 73% in 2024, and student engagement 80%

Students with Disabilities and Multilingual Learners show a lower sense of belonging and engagement compared to other student groups.

Our ELA data shows that 3rd and 4th grade students who are MLL students dropped between a range of 25-50%. Our ELA data shows that our 5th grade students who have disabilities increased by 27%.

WIDA scores show 41% of MLL students growing, 48% maintaining and 10% sliding

Our data shows a gap for our students who are supported with Individualized Educational Plans (IEPs) and 504s.



From the Panorama Survey taken in Spring of the 23/24 SY, the percentage of students who feel connected to adults at our school dropped by 13%, moving from 67% to 54% which has a direct impact on sense of belonging in our school culture and climate.

STAR data currently shows 43% of our MLL students and students with IEPs to be on track to meet Math standards in the spring.



STAR data currently shows 13% of our MLL students and 37% of our students with IEPs to be on track to meet Reading standards in the spring.



Students have expressed a desire for more opportunities to connect with one another during recess, on the playground, and in the lunchroom, as they feel that not all students are treated well. They also mentioned feeling disconnected from adults and would like to build relationships with more staff members beyond their classroom teachers. Additionally, students appreciate that their cultures are respected and are eager for more chances to share important aspects of their identities through schoolwide events, the student newscast Bulldog TV, as well as in-class opportunities, class reading buddies and assemblies.

In the classroom, students seek greater choice and voice in their learning, which would foster more student-centered learning experiences.

Student Engagement and Learning Equity Imperative:

We are committed to centering the voices of our students and their families, recognizing that they are integral members of our community who deserve to be heard, valued, and respected. Our work begins by listening first. From there, we pledge to engage in continuous self-reflection on our instructional practices, personal beliefs, and the lived experiences of our students. Through professional learning initiatives like *Breaking Barriers*, *Building Community*, and *Blazing Trails*, we will cultivate equitable, student-centered learning environments that address the diverse needs of all learners.

Additionally, with a commitment to evidence and data, we will ensure that every student has access to Tier 1 instruction. This includes a particular focus on historically marginalized groups such as Multilingual Learners (MLL) and students supported by IEPs and 504 plans. These commitments are vital to advancing equity within our school, improving academic outcomes, affirming each student's identity, and fostering a sense of belonging across our community.

Key Improvement Strategies

1. This year, we are launching a ***Listening Campaign*** as part of a broader strategy to create a *Spectrum of Opportunities* that deepens the sense of belonging for our students and families. By establishing various touch points and cultivating meaningful partnerships, our *Year of Listening* ensures that we actively hear and respond to the voices of our community—because listening creates opportunity for connection, growth, and transformation.
2. A key focus this year is to enhance the effectiveness of our **Professional Learning Communities (PLCs)**. We will train grade-level representatives as PLC facilitators, empowering them to lead their teams in impactful, data-driven collaboration. With a relentless focus on evidence, we will follow a continuous cycle of Action, Assessment, and Adjustment to inform decision-making and promote intentional collaboration across all areas of teaching and learning.
3. Create inclusive learning environments guided by the ***Breaking Barriers*** professional development series, utilizing focal students with firm goals/ flexible means.



- ❖ This year's **professional development series** is designed to support our commitment to cultivating equitable, student-centered learning environments that honor and address the diverse needs of all learners. The series unfolds in three powerful parts:
 - **Breaking Barriers**
We begin by continuing the essential work from last year, focusing on the ways our learning environments, expectations, and personal biases can create barriers for students. In this first phase, we'll identify factors within our control that impact student experiences, such as classroom practices, language, and assumptions. Through self-reflection and collaborative learning, we aim to refine our practices to break down these barriers, ensuring our classrooms are truly inclusive spaces where all students can thrive.
 - **Building Community**
In the second part of our series, we will shift our focus toward strategies for creating a connected, supportive learning community. Here, we'll explore practical approaches to fostering relationships and belonging in the classroom, considering ways to strengthen our connection with students and among students themselves. This part will empower us to design environments that celebrate diversity, promote collaboration, and embrace each student's unique strengths.
 - **Blazing Trails**
Finally, we will look ahead to fostering innovation and engagement in our teaching practices. "Blazing Trails" encourages us to embrace new methods and resources that push the boundaries of traditional instruction. Together, we'll investigate strategies to empower students to take ownership of their learning, become independent thinkers, and actively contribute to their school community. This final segment will set us on a path to inspire lifelong learning and resilience in our students.
- 4. We aim to increase students' sense of belonging by ensuring that all children fully enjoy and engage in recess. Through participation in the **University of Washington's school-based SPEER/Remaking Recess** program, we will create inclusive environments that foster social connections and positive experiences for every student during recess.

Through these strategies and our commitment to listening, we aim to transform both the student and family experience, fostering academic success and a strengthened sense of community.

Monitoring and Measuring Success

MONITORING SUCCESS	
	• We will continue to monitor SBA trends after the spring window closes • WIDA- The WIDA assessment is a standardized tool used to evaluate the English language proficiency of multilingual learners in K-12 schools. It measures students' skills in listening, speaking, reading, and writing to determine their English language development level. ➤ We will review yearly WIDA assessment results alongside the OSPI Multilingual Learner Expected Progress Chart (The chart shows the expected progress for multilingual learners for the WIDA ACCESS Overall Composite score on the annual assessment under the Washington School Improvement Framework (WSIF)) to evaluate the overall health of our Tier 1 instruction. WIDA serves as a valuable tool for measuring student progress across the four main content areas—listening, speaking, reading, and writing—and is aligned with both language development and Common Core standards. This assessment helps us understand how well our core instruction meets the needs of multilingual learners and

supports continuous improvement in delivering equitable, standards-aligned education for all students.

- We will also review WIDA data to identify the least and most proficient domains, supporting us in choosing targeted strategies to provide access to Tier 1 instruction. This focused approach ensures that our core instruction promotes equitable learning across all language domains.



- K-2 we will monitor DIBELS/TRC using the three benchmark windows and progress monitor students who are below grade level.
- We will continue to monitor STAR math and reading data three times during the school year.
- We will administer the Panorama survey in November and again during the spring window.
- Special Education STAR Curriculum (Functional Routines)



- We will utilize Student Empathy Interviews for focal students.
- We will conduct a series of listening sessions to gain deeper insight and empathy for marginalized groups, parents of Multilingual language learners, and students with learning differences. These sessions will help us better understand their unique experiences and challenges, allowing us to create more inclusive and supportive environments.
- WA Kids Conferences
- Parent/Teacher Conferences
- Dialogue in common spaces (lunchroom, field, playground) and creating opportunities for students to be leaders around the school using schoolwide leadership roles.
- Exit Interviews – 5th grade students and families who transition to another school





Sustainability

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Priority: Engage students and stakeholders in the design and implementation of an environmental sustainability plan.

Goal: Increase awareness and involvement in practices that promote a sustainable lifestyle and support a healthier planet for today and the future. This goal will focus on educating our school community about environmental responsibility and encouraging participation in sustainable initiatives.



Actions:

Based on student interest and requests, Bennett has formed a Green Team to empower students with a voice, agency, and leadership in creating sustainability goals for the school. The team is committed to:

- Engage in and advocate for sustainability initiatives in collaboration with Bellevue High School's student group, The Green Collective.
- Oversee and assist in the proper separation of food waste, trash, and recycling in the cafeteria.
- Create a long-term sustainability plan for Bennett that integrates student input to guide our initiatives in alignment with the Sustainable Development Goals.

Monitoring and Measuring Success:

- Pre-assessment on the current knowledge of green initiatives from students, specifically thinking about food waste, trash, and recycling in the cafeteria.
- Student leadership roles are being developed, for example, Bottle Savers Data Collectors, who are going to be responsible for tracking the number of water bottles being saved by frequent use of water fountains around the school. In addition, students have the opportunity to join the Global Goals Squad who will facilitate and lead opportunities around the school to build knowledge, understanding, and application of the Sustainable Development Goals in schoolwide decision-making.
- Students will have at least three opportunities during the year to access Tier One content related to the SDGs and self-awareness on a global scale.



A Note About Data

A variety of data sources are utilized to measure learning and success on goals. District leaders have worked with renowned educator, consultant, and author Shane Safir, on various sources for measuring learning and educational goals. In her work on educational equity and data-informed decision making, the terms "Street data," "Satellite data," and "Map data" refer to different types of information that provide varying perspectives on student learning and school improvement.

Street Data

"Street data" refers to qualitative, ground-level information that is gathered from direct interactions with students, families, and educators. This type of data is rich in context and personal experiences, often collected through empathy interviews, focus groups, observations, and other narrative methods. Street data captures the lived experiences, voices, and stories of those within the school community, offering deep insights into the nuances of school culture, student engagement, and individual learning journeys. It emphasizes the importance of understanding the human side of education and using this understanding to drive meaningful change.

Satellite Data

"Satellite data" represents quantitative, high-level information that provides a broad overview of school or district performance. This type of data includes standardized test scores, graduation rates, attendance figures, and other traditional metrics commonly used to assess academic achievement and operational efficiency. Satellite data offers a macro perspective, allowing educators and policymakers to identify trends, compare performance across different schools or districts, and make data-driven decisions at a systemic level. However, it often lacks the contextual depth needed to understand the underlying causes of these trends.

Map Data

"Map data" bridges the gap between street data and satellite data by providing a middle layer of information that combines both qualitative and quantitative elements. This type of data includes school climate surveys, formative assessments, student work samples, and other tools that offer a more detailed and contextualized view of student learning and school environments. Map data helps educators and leaders to connect the broad patterns observed in satellite data with the specific insights gained from street data, facilitating a more holistic and nuanced approach to school improvement and student support.

By integrating street data, satellite data, and map data, educators can develop a comprehensive understanding of their schools and communities, leading to more effective and equitable educational practices.



Satellite Data: Student Well-Being

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Student Well-Being

Student Groups	Sense of Belonging (Grades 3-5)		Student Engagement (Grades 3-5)	
	Spring 2024	Spring 2025	Spring 2024	Spring 2024
All Students	72%	80%	80%	85%
Asian	71%	82%	81%	86%
Black/African American	29%	65%	66%	76%
Hispanic	69%	83%	85%	90%
Multi-ethnic	78%	80%	80%	85%
White	76%	80%	*	*
Students with Disabilities	50%	75%	*	*
English Learners	65%	80%	78%	85%
Low Income	63%	80%	69%	82%





Satellite Data: Literacy

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The Smarter Balanced Assessment (SBA) is a state-required test used as one measure of students' proficiency in English Language Arts (ELA) and mathematics. The Smarter Balanced Assessment is aligned with the Common Core State Standards, utilizing computer-based tests and performance tasks.

Grade 3: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 3	74%	80%	82%	71%	
Asian	71%	86%	76%	70%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	*	*	
White	73%	85%	100%	70%	
Low Income	*	*	*	*	
English Learners	*	*	82%	30%	
Students with Disabilities	*	*	*	44%	

Grade 4: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 4	82%	77%	88%	73%	
Asian	87%	71%	90%	74%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	*	80%	*	80%	
White	83%	88%	86%	75%	
Low Income	*	*	*	*	
English Learners	50%	*	*	31%	
Students with Disabilities	50%	*	*	*	

Grade 5: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 5	90%	74%	82%	85%	
Asian	86%	87%	94%	82%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	100%	*	
White	91%	74%	78%	91%	
Low Income	71%	*	*	*	
English Learners	*	*	*	*	
Students with Disabilities	*	9%	36%	*	





Satellite Data: Math

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Grade 3: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 3	75%	78%	90%	78%	
Asian	81%	82%	94%	82%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	*	*	
White	73%	85%	90%	74%	
Low Income	*	*	*	*	
English Learners	*	*	88%	40%	
Students with Disabilities	*	*	*	39%	

Grade 4: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 4	85%	73%	73%	88%	
Asian	88%	82%	67%	90%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	*	67%	*	100%	
White	83%	77%	77%	88%	
Low Income	*	*	*	*	
English Learners	56%	*	*	46%	
Students with Disabilities	58%	*	*	*	

Grade 5: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 5	77%	63%	67%	63%	
Asian	80%	83%	82%	68%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	64%	*	
White	73%	56%	67%	59%	
Low Income	78%	*	*	*	
English Learners	*	*	*	*	
Students with Disabilities	*	9%	18%	*	





Satellite Data: Attendance

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Regular school attendance is essential for high school students' success and future opportunities. Consistent attendance is linked to better academic performance, higher graduation rates, and greater career prospects, making it a critical component of a successful high school experience.

Attendance- % of Students Attending School Regularly (at school 90% of the time)

Student Groups	18-19 School Year (pre-pandemic)	23-24 School Year	2024-25 School Year
All students	94%	88%	
Asian	95%	89%	
Black	94%	81%	
Hispanic	92%	85%	
Multi-ethnic	95%	83%	
White	93%	88%	
Students with Disabilities	90%	80%	
English Learners	90%	87%	
Low Income	93%	79%	

