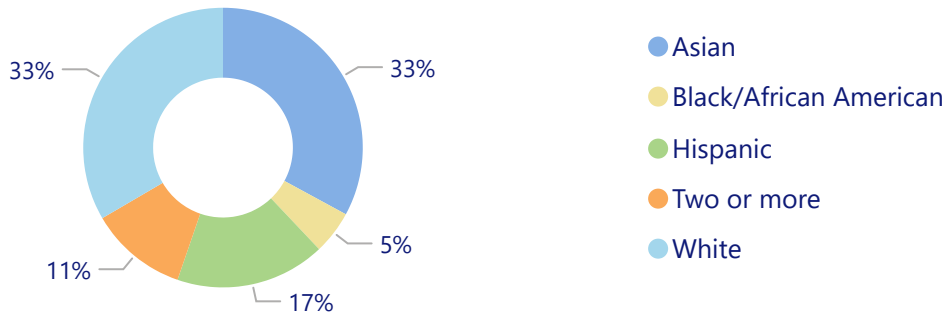


Phantom Lake Elementary School

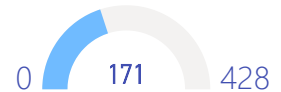
Racial Diversity



Enrollment: P-5

428

First Language Other Than English

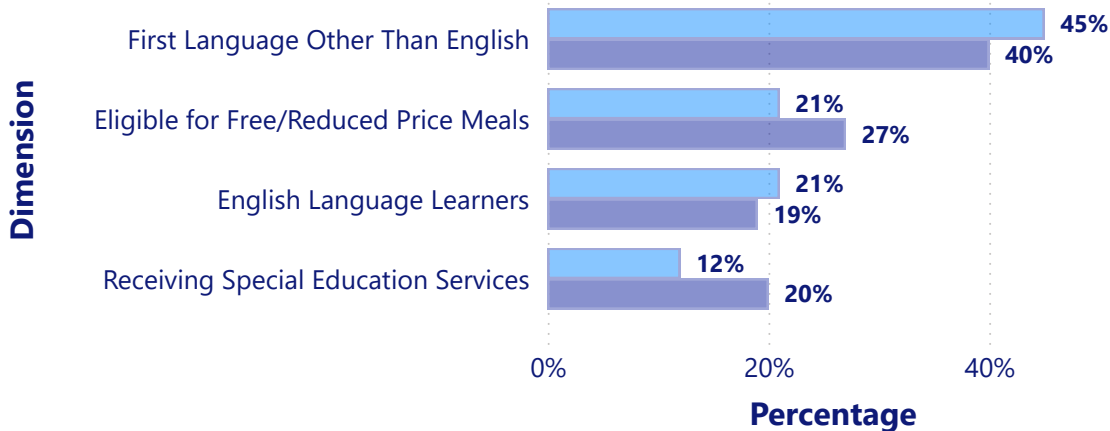


Eligible for Free/Reduced Price Meals



School vs. District Student Metrics

● District Elementary Average ● Phantom Lake Elementary School



English Language Learners



Receiving Special Education Services



Phantom Lake Elementary School



School Improvement Plan 2024-25

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At PLE, our motto is “Better Together”. We believe that when we work together, whether as staff and student, parent and teacher, student to student...our school is a better place. We strive to recognize the strengths of the individual child and their family, and build a community that is inclusive, thoughtful, curious, and bright. Our mission is to create a learning culture that values student voices and well-being, prioritizing thinking over task completion, and lifelong learning over test scores. We see everyone as capable learners deserving of love, joy, and achievement. Equity is central to our work as we embrace diversity and promote inclusion, representation, and shared power.

Phantom Lake has a diverse and joyful student population, with over 30 languages represented. We serve approximately 450 students, preschool through 5th grade. Inclusion is a central tenant of our work at Phantom Lake, ensuring that all students, regardless of ability, have access to a rigorous, relevant, and quality education. Our students engage in learning alongside their classroom peers, with the support of an experienced and caring team of special education teachers, paraeducators, general school assistants, facilitators, and specialists.

We house the largest and oldest preschool program in the district, with five classrooms offering full day and half day classes.

These classrooms welcome preschool aged students across the BSD, including those who qualify for special education services. Our special education preschool offers a learning environment where students with IEPs, as well as community peers, receive a well-rounded, enriched education from a team that includes certified teachers, speech therapists, physical therapists, occupational therapists, a psychologist, and assistants. Our preschool team of teachers and assistants prioritize joy and experiences in their classrooms, starting a foundational love of learning with our youngest students.

Sustainable practices are empowered and uplifted at Phantom Lake. Our students in 3-5th grade are invited to be a part of our school Green Team – a team that educates students on sustainability, designs and implements sustainable practices, and builds a lifelong commitment to protecting our planet. We also have classroom initiatives in our secondary classrooms that support learning around native species and the practices that sustain them.

Our staff works in close collaboration with our committed and supportive community. We partner with our Parent Teacher Student Association (PTSA) to organize enrichment opportunities for students during the school day as well as provide family events. We have two dedicated family engagement specialists, serving preschool through fifth grade, that work with families and community partners to ensure families feel cared for and have access to services and supports. They also serve as powerful liaisons between our school and home communities, providing a space and opportunity for our families to engage with our teachers and staff, building and sustaining a partnership in service of our students.



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

In Spring 2024, 68% of students are demonstrating grade level proficiency as measured by STAR. This is a growth of 3% from the 2022-2023 school year. When disaggregating by race, students identifying as Asian and White demonstrate the highest levels of proficiency (70% and 84%, respectively). There is an opportunity for growth with students identifying at Black (57% proficiency) and Hispanic (34% proficiency). Students receiving MLL services demonstrated 43% proficiency, in contrast with their non-MLL peers that demonstrated 75% proficiency.

According to spring 2024 SBA data, overall reading proficiency has grown from 66 to 67%. From Spring 2023 to 2024, students identifying as Hispanic grew in their proficiency in 4th grade (20 to 25%) and 5th grade (70 to 73%). In 5th grade, students across multiple subgroups demonstrated growth including those identifying as Black (60-100%), Asian (64-76%), Hispanic (40-63%), Multiracial (50-77%) and MLL (11-72%).



In reviewing Fall 2024 DIBELS and TRC scores, students in first grade are demonstrating 83% proficiency at the beginning of the year. 61% of our second-grade students, and 62% of kindergarten students are also proficient. In reviewing subgroups, 41% of MLL students are not meeting proficiency, compared to 73.%% of non-MLL students. Across both STAR, SBA, and DIBELS/TRC, service to students in MLL program is an area of growth.

According to 2024 SBA math data, our students in 5th grade have shown marked increases across subgroups, with an overall growth in proficiency from 57 to 64%. Students identifying as Black grew from 40% to 100% proficiency. Students receiving MLL services grew from 11% to 58% proficiency. Looking across other grade levels, 3rd grade is an area of growth, as there was a decrease in proficiency across the majority of subgroups. In 4th grade proficiency decreased as well, except for students with IEPs (25-44%).



STAR math data has shown a decrease in proficiency from 22-23 to 23-24 (64-58%). Students across subgroups showed decreases from Spring 2023 to 2024, except for students identified as being in Free/Reduced lunch program (38% to 39%). Compared to other subgroups, students identifying as Hispanic and Black demonstrated lower proficiencies (28% and 40%, respectively). In looking at specific grades, students in 3rd grade (59 to 60%), and 5th grade (52 to 58%) showed growth in their overall proficiencies. Overall proficiency for students in MLL program has also decreased from 47 to 42%.



Panorama data specifically related to sense of belonging indicates that most Phantom Lake students feel “Like they belong at School” (73%), “That the school respects all students’ cultures” (88%), and “That students treat each other well in the hallways and lunchroom (72%)”. There are some disparities across racial, ethnic, and language groups for overall sense of belonging data, including for those students who identify as Black (65%) and those students who identify as White (69%). Students identifying as Hispanic demonstrated increased sense of belonging on Panorama as compared to the overall school population (77% vs 73%), however, our overall Panorama sense of belonging data has been decreasing since 2022 (78%-73%).



Empathy interviews in the 23-24 school year provided student narratives about their experiences at PLE. Interviews revealed that students are interested in contributing to school culture and their learning. When speaking with students from traditionally marginalized communities, they expressed broader discontentment with their school experience. When conducting interviews with staff, there was positive feedback about the implementation and utilization of empathy interviews. The results of the interviews were shared in professional development, which was positively reinforced through informal surveys. Finally, our overall PD structure was well received according to the above surveys, including a school-wide book study and targeted mini-sessions.

Student Engagement and Learning Equity Imperative

Equity imperative: All Phantom Lake students have access to excellent Tier 1 literacy instruction, and as a result we see our students who identify as Hispanic develop positive identities as readers and writers and show growth in their literacy skills. Our goal is to maintain the increasing trajectory in our Hispanic student’s sense of belonging and close the gap between that and their achievement in literacy.

Key Improvement Strategies

Professional Development Arc Focused on Literacy:

Professional Development will focus on supporting our staff as they:

- Engage staff in a deep dive of the ARC curriculum and empower staff alignment to ensure fidelity of practice. This is done through observation, PLC collaboration, and evaluative feedback
- Grow in their knowledge of literacy and the best practices in literacy, and:
 - Understand the Science of Reading (Scarborough’s Rope) and the connection to our new curricular materials and instructional priorities
- Develop and execute best practices in literacy, using resources that we have in our building and district to plan rich lessons for our students.
 - GLAD training embedded into PLC work

- Engage in regular walkthroughs of classrooms during their literacy block in order to identify strengths and opportunities with literacy instruction and inform Professional Development
- Utilize Student Interviews and Focal Survey Data to better understand students’ personal experiences with reading and literacy instruction and adapt instruction.



Empathy Interview Expansion:

- Broaden empathy interviews to a set of identified focal students in each classroom
- Hold 6-week MTSS meetings with focal students at the center and review/analyze/plan with multiple forms of data
- Invite families of focal students for empathy interviews with leadership team
- Co-create daily class meeting strategies/questions alongside PBIS team to solicit student sense of belonging
- Implement Uncover protocol from Street Data for responding to student responses and supporting staff
- Alongside REI team adjust empathy student interview questions to reflect learning experience
- Implement staff empathy interviews

Sense of Belonging and Achievement:

- Increase parity between Panorama sense of belonging data and academic achievement data across subgroups, particularly students identifying as Hispanic.
- As leaders, help families to build an imperative around school attendance through communication and follow-up as families miss school. Partner with FES to build relationships and common understanding around attendance at school.
- Continue weekly PLC time and integrate time to talk about identified focus students

Monitoring and Measuring Success

MONITORING SUCCESS	
	<p>The following satellite data to monitor our progress:</p> <ul style="list-style-type: none"> • Smarter Balanced Assessment Scores – growth in scores for students in 4th and 5th grade who took this assessment the previous year. • STAR Math and Reading Assessment Scores – Beginning of year (BOY), Middle of year (MOY) and End of year (EOY) • DIBELS/TRC BOY to MOY • Progress Report Data <ul style="list-style-type: none"> ○ Quantitative scores – student growth from 1st semester to 2nd semester scores ○ Qualitative data – teacher comments indicating growth ○ Special Education semester progress reports indicating growth towards IEP goals • WIDA Annual Assessment administered to students receiving multilingual learner (MLL) services.
	<p>We will use the following map data to monitor our progress:</p> <ul style="list-style-type: none"> • 6-week MTSS cycles intervention data • American Reading Company (ARC) end of unit projects Grades 1-5 • Illustrative Math end of unit math assessments • Panorama climate survey • Professional development feedback data

- DIBELS/TRC BOY to MOY

We will use the following street data to monitor our progress:

- Focal Student Empathy Interviews
- Focal Student family Empathy Interviews
- Ongoing data from family meetings
 - IEP meetings
 - Disciplinary meetings
 - Attendance meetings
 - Other family or school requested meetings
- Ongoing observational data gathering from weekly PLC regarding quality, effectiveness, and satisfaction with ongoing professional development





Sustainability

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

Goal #1: Build student capacity and knowledge around sustainability practices and empower their identity as environmental stewards.

Actions:

Climate Game: PLE 4th and 5th grade students have engaged in the 2030 or Bust Climate Game over the past two years. In the 2023-2024 school year, PLE engaged in the game for 4 weeks and saved approximately **4,556 kg of CO2** (4.56 metric tons). This year we will engage in the game and aim to increase our impact by 25% (an increase of 1,139 kg of CO2).



Climate Game Monitoring and Measuring Success: : PLE 4th and 5th grade engage in the Climate Game over the course of 4 weeks. Daily, they input the actions taken and those are tallied and reported weekly. Success will be measured by tons of CO2 saved and perhaps more importantly, through student sentiment about the game, their role as stewards, and the power they have to make change. This will be monitored through student empathy interviews and reflections.

Bioswale project (5th grade): PLE 5th grade students participate in the planting and ongoing maintenance and community education program of our campus Bioswale.

Bioswale Monitoring and Measuring Success: Students monitor how many of their plants are still surviving and engage in ongoing growth measurements. Success will be measured by student reflections and writing about their role in the project and what they have learned.

Salmon raising (4th/5th grade): Students engage in the establishment and ongoing management of our salmon tank, which serves to educate the entire school building on the life cycle and importance of salmon in the PNW. Salmon are then released into Lake Sammamish.

Bioswale Monitoring and Measuring Success: Student reflections and writing samples.

Green Team tree planting project: Students partner with facilities to raise and plant native trees in our bioswale and school property.

Green Team tree planting Monitoring and Measuring Success: Students will keep ongoing records of numbers of trees planted and survival rates. We will see the physical changes in the environment.



Goal #2: School Food Share Program will provide local communities with nutritious food that our students leave for others to enjoy, impacting the overall carbon footprint of the district. Less food waste = less environmental degradation overall.

Actions: At each meal, students will have the opportunity to put their uneaten fruits, milk, cereal, sandwiches, etc. into a bin for re-distribution.

Monitoring and Measuring Success: We will have a student representative keep a weekly tally of the food collected and report back to the school how much was shared with the community. This will remind them of the impact their small act of kindness has on others.

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	73%		73%	
Asian	77%		83%	
Black/African American	65%		63%	
Hispanic	77%		71%	
Multi-ethnic	73%		73%	
Native American	*		*	
Pacific Islander	*		*	
White	69%		68%	
Students with Disabilities	77%		71%	
English Learners	76%		73%	
Low Income	73%		69%	



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	73%	72%	73%	70%	
Asian	50%	88%	80%	83%	
Black	n/a	*	*	*	
Hispanic	*	36%	*	*	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	92%	71%	78%	79%	
Low Income	*	56%	63%	46%	
English Learners	*	*	56%	33%	
Students with Disabilities	*	*	*	29%*	

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	56%	61%	57%	59%	
Asian	*	64%	61%	93%	
Black	*	*	*	*	
Hispanic	20%	*	20%	25%	
Multi-Ethnic	*	40%	*	50%	
Native American	n/a	*	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	53%	86%	63%	59%	
Low Income	30%	*	40%	48%	
English Learners	10%	30%	33%	33%	
Students with Disabilities	0%	40%	*	*	

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	82%	68%	70%	73%	
Asian	90%	75%	64%	76%	
Black	*	*	*	*	



Hispanic	*	*	*	64%	
Multi-Ethnic	*	67%	50%	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	85%	67%	88%	70%	
Low Income	67%	*	62%	60%	
English Learners	*	*	*	73%	
Students with Disabilities	*	*	*	*	



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	73.91%	67.27%	72.73%	62.5%	
Asian	63.64%	82.35%	93.33%	75%	
Black	N/A	66.67%	50%	50%	
Hispanic	50%	30%	33.33%	22.22%	
Multi-Ethnic	83.33%	88.89%	77.78%	50%	
White	80%	62.5%	69.57%	78.95%	
Low Income	42.86%	50%	47.37%	28.57%	
English Learners	62.5%	66.67%	72.22%	30.77%	
Students with Disabilities	40%	25%	75%	28.57%	

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	62%	53%	67%	57%	
Asian	*	53%	72%	87%	
Black	*	*	*	*	
Hispanic	30%	*	40%	17%	
Multi-Ethnic	*	50%	*	60%	
Native American	n/a	*	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	63%	68%	68%	59%	
Low Income	30%	*	45%	37%	
English Learners	40%	18%	58%	50%	
Students with Disabilities	30%	20%	*	*	

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	73%	49%	57%	64%	
Asian	80%	50%	57%	76%	
Black	*	*	*	*	
Hispanic	*	*	*	42%	
Multi-Ethnic	*	40%	60%	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	79%	57%	62%	65%	
Low Income	58%	*	31%	46%	
English Learners	*	*	*	58%	
Students with Disabilities	*	*	*	*	



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	91%	78%	
Asian	85%	81%	
Black	*	79%	
Hispanic	83%	56%	
Multi-ethnic	98%	85%	
Native American	n/a	n/a	
Pacific Islander	n/a	n/a	
White	94%	84%	
Students with Disabilities	90%	61%	
English Learners	81%	70%	
Low Income	88%	66%	

