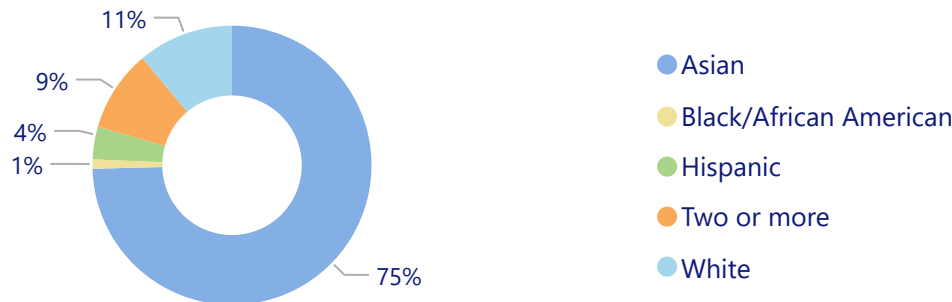


Somerset Elementary School

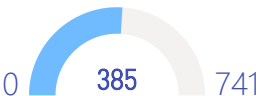
Racial Diversity



Enrollment: P-5

741

First Language Other Than English



Eligible for Free/Reduced Price Meals



English Language Learners

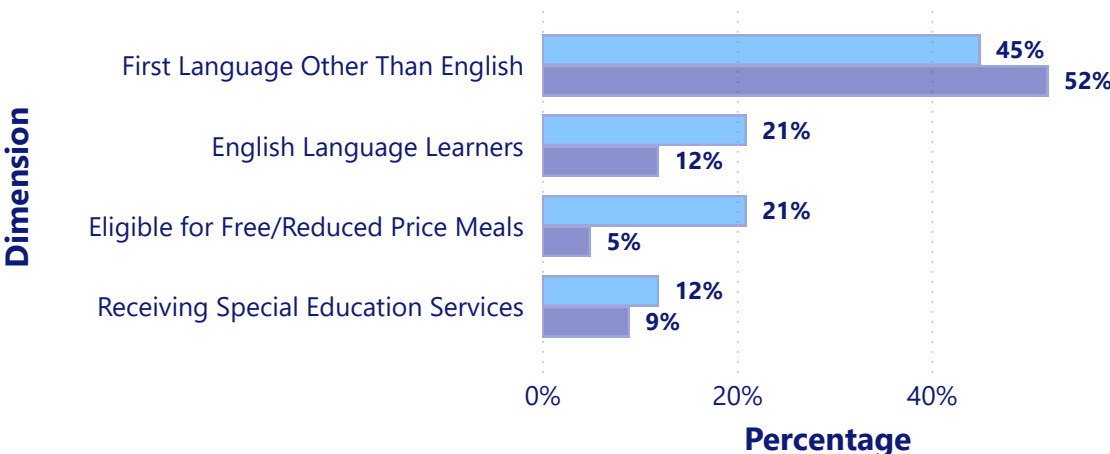


Receiving Special Education Services



School vs. District Student Metrics

District Elementary Average Somerset Elementary School



Somerset Elementary School

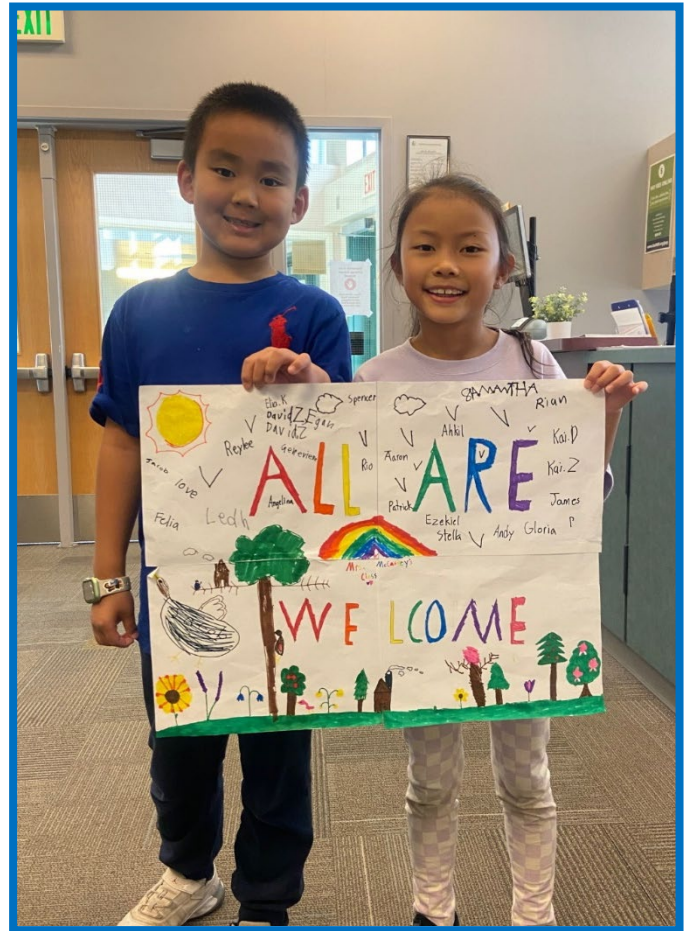
School Improvement Plan 2024-25



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Somerset Elementary is a joyful, welcoming community filled with curious, creative learners. As Superstars, our school wide community works to be **Safe, Trustworthy, Accepting, Respectful** and **Solve** problems. We use instructional practices that engage all learners with access to grade-level content, complex text, and relevant skills for inquiry and sense making. We continue to affirm identity and celebrate student and staff diversity. We are rich in cultural, linguistic and individual uniqueness that allows us to weave together a beautiful place to learn and grow.

Somerset offers a broad spectrum of education services that support students in special education, general education and Advanced Learning classes to build and sustain relationships with peers and adults in the school community. We serve students of all abilities through our inclusive services model. This model embraces the idea that every student can learn and grow, diversity is our strength, and everyone benefits from opportunities to learn alongside diverse peers.





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



Overall students at Somerset continue to perform at high levels on the state Reading and Math Smarter Balance Assessments. 90% of students in grades 3-5 meet the grade level standard for both assessments. This is a slight improvement from the prior year when 89% of students met standard.

We continue to monitor the growth for our multi-language speaking students who qualify for services through WIDA assessment and seek meaningful strategies to support language acquisition and content knowledge.

When year to year state assessment (SBAC) data is analyzed, in 5th grade, when looking at students who scored below proficient in spring 2023, 90% of students showed about a year or more of growth in the 2023-2024 school year. For students with IEPs, this was 86%, for MLL students it was 83%. When reviewed by race, for students who scored below proficient in spring 2023, 91% of Asian students, 100% of Hispanic students, 86% of White students, and 100% of students who identify with two or more races showed more than a year worth of growth in 2023-2024. All Black or African American students in 5th grade at Somerset in spring of 2023 and in 2023-2024 met standard.



In 3rd through 5th grade, according to the STAR data, 95% of students showed high growth and/or high achievement in reading, including many of our traditionally underserved students. However, 81% of our MLL and 71% of our students with IEP showed high growth and/or high achievement.

90% of students assess at grade level standard or higher in grades k-2 according to the spring 2023 DIBELS assessment. This includes 85% of MLL students and 74% of students with IEPs, as well as 92% of Asian students, 64% of Hispanic students, and 87% of white students.

In 4th grade, again looking at students who scored below proficient spring 2023 of those, 67% made about a year or more worth of growth in 2023-2024. This includes 80% of students with IEPs, 43% of MLL students, 67% of Asian students, 100% of Black or African American students, 100% of Hispanic



	students, 33% of white students. State testing growth for lower grades isn't available, as it requires 2 years of scores, and the first year of state testing is 3 rd grade.
	While we are seeing tremendous growth overall, we see that in our STAR reading data, as well as 5th and 4th grade state testing growth for students previously not meeting proficiency, there is still room for growth, particularly in how we serve our MLL students and our Hispanic students. One additional data point is that our Hispanic demographic is a small number of students. Looking towards strategies, when intentional structures and strategies are implemented in the instructional routine, MLL students engage more consistently and with deeper understanding of the content which increases their sense of belonging among their peers. We will be focusing on increasing the implementation of these structures and routines school wide and deepening our understanding of them. Additionally, in looking at panorama data, students with IEPs that have goals in behavior and SEL have less sense of belonging throughout the entire school than others. Based on data gathered in empathy interviews, recess is where kids define sense of belonging. We will be focusing on providing more inclusive activities at recess, as well as increasing strategies around active inclusion and problem solving.

Student Engagement and Learning Equity Imperative

We believe each and every student is a valued member of our school community, and we commit to increasing their sense of belonging and academic achievement through inclusive practices (classroom and common school-wide spaces) that affirm their identity, elevate their voice, and increase their learning engagement.

Linguistic diversity and neurodiversity at Somerset are recognized and affirmed. We are encouraged by recent data showing growth among our Multi-Lingual Learners (MLL) and neurodiverse students, while also acknowledging the potential for further advancements. As a staff, we commit to improving our instructional practices and building a positive, student-centered, inclusive community, for our MLL and neurodiverse students.

Key Improvement Strategies

1. Develop Inclusive Classroom Learning environments aligned with **Danielson Domain 2 using the Universal Design for Learning (UDL) framework.**
2. Implement key concepts from *Every Moment Counts*, “Refreshing Recess” to increase sense of belonging by ensuring all kids enjoy recess to the fullest and participate in **UW’s School-based Paraeducator Education for Engagement at Recess (SPEER) study.**
3. Implement instructional practices aligned to **Science of Reading research** while utilizing new district literacy curriculum to increase language development, content knowledge and synthesis of complex text.
4. Utilize **Guided Language Acquisition Design (GLAD)** strategies in all classrooms to provide universal access.

To implement these key strategies, certificated staff will engage in:

- **Weekly professional learning communities** to plan and deliver high-quality literacy blocks using new district resources and Science of Reading pedagogy, emphasizing language access and Universal Design for Learning.
- **Monthly professional development** focused on K-5 literacy instructional practices, specifically tailored for Multi-Lingual Learners (MLL) and neurodiverse students.
- **Facilitated grade-level release time** for progress monitoring, analyzing grade-level data, and developing Tier 2 interventions and extensions for individual students.



MONITORING SUCCESS	
	We will continue to monitor Smarter Balance literacy and math assessment trends after the spring window closes.
	For k-2 we will monitor DIBELS/TRC using the three benchmark windows and progressing 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.
	We will utilize Student Empathy Interviews for target students, monitor teacher experiences through Professional development exit slips, and use building walk thru data and peer visits to support ongoing progress.



Sustainability

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

Goal: To increase both awareness and engagement in strategies to live a life that is more sustainable and supportive of a healthier planet today, tomorrow and beyond.



Actions:

Based upon students' interest, Somerset has re-established a Green Team that will provide student voice, agency, and leadership in developing sustainability goals for Somerset. This student and staff led team will:

- Provide education through visual models on established bulletin board
- Participate and promote sustainability initiatives in partnership with Bellevue High School students and exterior agencies, such as School Pool's Rock and Roll to School Events, Ridwell's plastic film School Program, and Hopelink food sharing.
- Monitor and support accurate separation of food waste, trash, and recycling in the cafeteria
- Develop a long-term sustainability plan for Somerset that incorporates student voice to direct our efforts.

Monitoring and Measuring Success:

- Regular Green Team meeting minutes, (at least 15 meetings in the year)
- A completed sustainability goal developed with the inclusion and guidance from student voice.



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	78%		84%	
Asian	79%		85%	
Black/African American	*		*	
Hispanic	*		*	
Multi-ethnic	80%		83%	
Native American	*		*	
Pacific Islander	*		*	
White	74%		74%	
Students with Disabilities	76%		72%	
English Learners	76%		80%	
Low Income	78%		71%	





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	89%	87%	90%	89%	
Asian	88%	91%	95%	89%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	100%	*	*	100%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	*	n/a	
White	*	69%	81%	82%	
Low Income	*	*	*	75%	
English Learners	64%	56%	80%	69%	
Students with Disabilities	*	*	*	67%	

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	91%	89%	88%	89%	
Asian	92%	96%	91%	92%	
Black	n/a	n/a	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	100%	100%	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	*	
White	85%	56%	71%	82%	
Low Income	80%	*	*	*	
English Learners	36%	*	69%	68%	
Students with Disabilities	*	*	*	*	

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	94%	96%	89%	93%	
Asian	95%	98%	95%	96%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	89%	*	100%	*	



Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	96%	95%	79%	84%	
Low Income	80%	91%	75%	64%	
English Learners	*	*	*	70%	
Students with Disabilities	*	*	93%	58%	



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	89%	95%	90%	92%	
Asian	89%	98%	95%	95%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	100%	*	*	92%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	*	n/a	
White	*	83%	81%	76%	
Low Income	*	*	*	83%	
English Learners	73%	89%	80%	79%	
Students with Disabilities	*	*	*	72%	

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	91%	85%	90%	92%	
Asian	93%	96%	92%	95%	
Black	n/a	n/a	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	83%	75%	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	*	
White	85%	50%	86%	86%	
Low Income	90%	*	*	*	
English Learners	50%	*	76%	76%	
Students with Disabilities	*	*	*	*	

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	90%	92%	90%	92%	

Asian	96%	95%	99%	96%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	89%	*	90%	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	83%	89%	64%	79%	
Low Income	50%	73%	75%	75%	
English Learners	*	*	*	79%	
Students with Disabilities	*	*	55%	46%	



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%	86%	
Asian	95%	91%	
Black	96%	79%	
Hispanic	84%	68%	
Multi-ethnic	96%	90%	
Native American	*	n/a	
Pacific Islander	*	*	
White	93%	86%	
Students with Disabilities	95%	75%	
English Learners	94%	84%	
Low Income	82%	67%	

