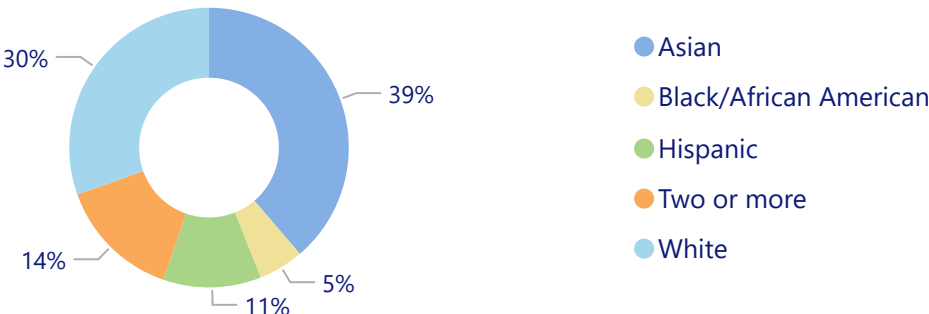


Spiritridge Elementary School

Racial Diversity



Enrollment: P-5

557

First Language Other Than English



Eligible for Free/Reduced Price Meals



English Language Learners

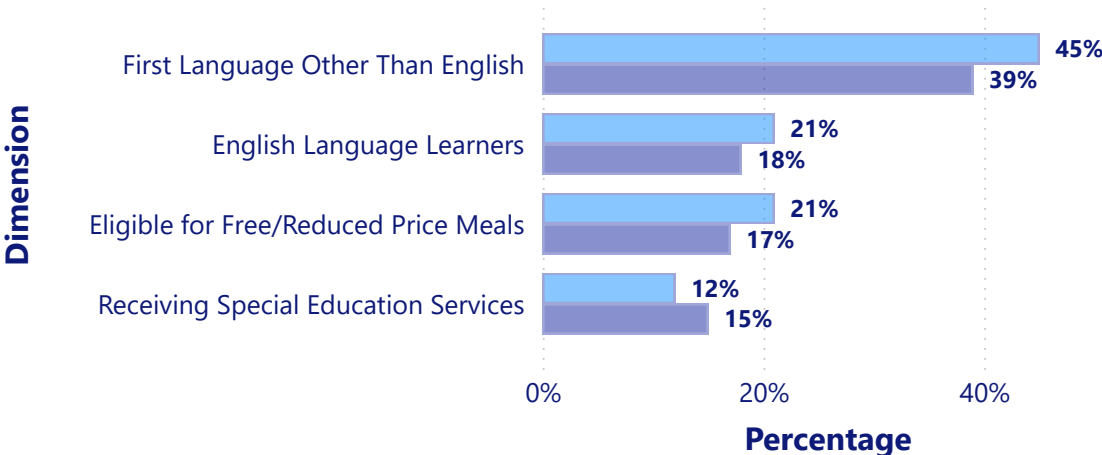


Receiving Special Education Services



School vs. District Student Metrics

● District Elementary Average ● Spiritridge Elementary School



Spiritridge Elementary School

School Improvement Plan 2024-25

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What is unique about Spiritridge Elementary School?

Spiritridge is proud to be one of two elementary schools to support students in the Olympic Program, a special education program supporting neurodiverse students with sensory, adaptive, and social emotional goals

39% of students speak a first language other than English, including over 39 different home languages.

Spiritridge is focused on creating a community where every student, family, and staff feel welcome and like they belong.



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

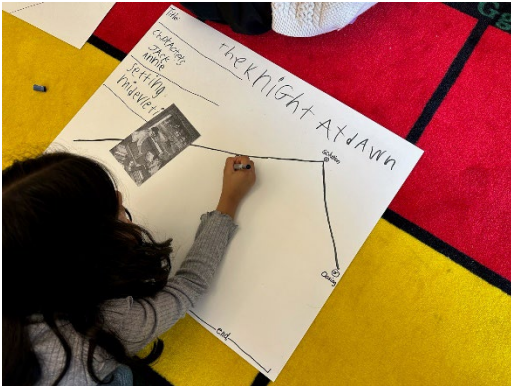
Together, we lead with inclusivity and equity! By aligning through shared principles and vision, we're ensuring coherence and collective ownership of our goals. Students, staff, and families co-create innovative solutions and implement sustainable plans for the future. We inspire each other to collectively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

SATELLITE data

English Language Arts: Our Hispanic student traditionally score significantly lower on SBA Language Arts than students of other racial demographics. There are 66 students who identify as Hispanic at Spiritridge, which will cause some grade levels to report data as “n”.

- 30% of our Hispanic students in grades 3-5 passed SBA Literacy. The overall pass rate for all students in grades 3-5 was 67%.
- While 30% of Hispanic students in grades 3-5 passed the SBA in Literacy, this pass rate decreased to 23.5% for Hispanic students on FRM.
- Hispanic students receiving MLL support had a 25% pass rate in SBA Literacy compared to a 35% pass rate for Hispanic students not receiving MLL support.



Math: Our Hispanic students traditionally score significantly lower on SBA Math than students of other racial demographics. There are 66 students who identify as Hispanic at Spiritridge, which will cause some grade levels to report data as “n”.

- 42% of our Hispanic students in grades 3-5 passed SBA Math. The overall pass rate for all students in grades 3-5 was 70%.
- While 42% of Hispanic students in grades 3-5 passed the SBA in Math, this pass rate decreased to 30% for Hispanic students on FRM.
- Hispanic students receiving MLL support had a 31% pass rate in SBA Math compared to a 53% pass rate for Hispanic students not receiving MLL support.

MAP data

English Language Arts: STAR

Our Hispanic student traditionally score significantly lower on STAR Language Arts than students of other racial demographics. There are 66 students who identify as Hispanic at Spiritridge, which will cause some grade levels to report data as “n”.

- 33% of our Hispanic students in grades 2-5 are On Track in STAR Literacy. The overall pass rate for all students in grades 2-5 was 65%.
- While 33% of Hispanic students in grades 2-5 were On Track in STAR Literacy, this pass rate decreased to 25% for Hispanic students on FRM.



- Hispanic students receiving MLL support had a 27% On Track rate in STAR Literacy compared to a 38% On Track rate for Hispanic students not receiving MLL support.

Math: STAR

Our Hispanic student traditionally score significantly lower on STAR Math than students of other racial demographics. There are 66 students who identify as Hispanic at Spiritridge, which will cause some grade levels to report data as “n”.

- 28% of our Hispanic students in grades 1-5 are On Track in STAR Math. The overall pass rate for all students in grades 1-5 was 59%.
- While 28% of Hispanic students in grades 2-5 were On Track in STAR Literacy, this pass rate decreased to 21% for Hispanic students on FRM.
- Hispanic students receiving MLL support had a 21% On Track rate in STAR Literacy compared to a 35% On Track rate for Hispanic students not receiving MLL support.

Panorama:

Math: In response to the question, “In math class, how often do you share your thinking about how to solve a problem,” 56% of students in grades 3-5 responded favorably and 44% of Hispanic students responded favorably.

Sense of Belonging: 68% of students in grades 3-5 responded favorably to Sense of Belonging and 60% of Hispanic students responded favorably. This was the lowest of our student racial demographics in Sense of Belonging.

STREET data

100% of certificated staff chose to return to Spiritridge this year, with the exception of one staff retirement and one staff move out of state. This is exciting as a staff community as a significant amount of staff well-being work was done during the 2023-24 school year due to school closure and consolidation. Staff have shared they are experiencing and feeling an increased sense of community and belonging entering this school year.



Families and PTSA have reported a stronger sense of community and belonging entering this school year. This has been demonstrated in most families attending our Open House event and increased involvement in PTSA support and events.

In October we successfully launched student community groups called Orca Pods that bring students together from across grade levels to enhance community and belonging. These groups meet each Wednesday morning to focus on SEL, identity, inclusion, and sense of belonging.

Student Engagement and Learning Equity Imperative

Our Equity Imperative is to ensure quality Tier 1 Language and Literacy instruction, K-5, that elevates student voice through intentional speaking and writing opportunities for our multilingual students, specifically our Hispanic students.

Additionally, we will hold a specific focus on quality early literacy instruction for our Multilingual Learner (MLL) K-2 students to ensure all students are meeting benchmark at the end of 2nd grade.

Key Improvement Strategies

1. Language and Literacy and Instructional Practices

Spiritridge educators will continue to deepen our understanding of comprehensible input for the purpose of comprehensible output across all content areas, as it elevates student voice and agency. We will do this through

professional development sessions in DDPD and BDPD led collaboratively by our MLL Facilitator and ITCL. Sessions may provide training on the use of anchor charts, sentence stems, intentional planning for academic vocabulary, and how written work can provide access to formal speaking opportunities for our multilingual students, specifically our Hispanic students.

2. Empathy Interviews:

Spiritridge educators will conduct at least one Empathy Interview per trimester with a Hispanic student they directly serve. This will be done to better understand students’ sense of belonging and student voice. We will follow the process outlined in “Street Data” to take action based on the information we gather during Empathy Interviews. We intend to use this data to inform instructional practices and engagement strategies as we elevate student voice and agency.

3. Professional Learning Communities

Professional Learning Communities (PLC’s) will meet monthly to review satellite, map, and/or street data. The data will help inform tier 1 literacy instruction and intervention cycles that elevate student voice and agency through intentional speaking and writing opportunities for our multilingual students, specifically our Hispanic students.

4. Co-Teaching, Co-Planning, and Focused Learning Walks

Spiritridge staff will engage in opportunities to learn from one another through co-teaching and/or co-planning with LAP, MLL, ITCL, and Special Education Staff. Educators will also have opportunities to observe one another through grade level, common lesson study as well as focused Literacy learning walks. These opportunities will allow educators to exchange instructional strategies aimed to enhance the voice of our MLL students through rich speaking and writing experiences.

5. Decenter White Culture in Spiritridge

Spiritridge staff will engage in reflective practices aimed to unpack our own biases. We will reflect on the purpose of our instructional methods, schoolwide and classroom expectations, student output expectations, how students see themselves in our school community, and how the language we use impacts students and school environment. We will utilize building-based professional development (BDPD) time to examine the updated Danielson Framework, engage in professional learning on microaggressions, and reflect on the 10 Toxins that Undermine Pedagogy of Voice (from author Shane Safir’s work.)

Monitoring and Measuring Success

MONITORING SUCCESS	
	<i>SATELLITE data</i> • SBA will be conducted in Spring by grades 3-5 • WIDA data and measurements happen in Fall (August/September) and Winter (February) for students having identified speaking another language at home and have not exited MLL service through previous WIDA assessments.
	<i>MAP data</i> • The LETRS Spelling Inventory is used to better connect interventions with student needs. • BOY/MOY/EOY STAR Assessment is completed by students in grades 1-5 for Math and 2-5 for Literacy. This screener provides data to identify students who may need more targeted interventions. It is also used to help determine student growth. • TRC/DIBELS Data is collected throughout the year (BOY/MOY/EOY) to inform instruction and student support. • TRC/DIBELS Progress Monitoring is administered between benchmarks to ensure interventions are effective.

- End of unit writing samples in language and literacy are used to inform ongoing instruction.
- Panorama responses on engagement and pedagogy are used to inform practices that increase students sense of belonging and connection to adults at school.

STREET data



- Empathy Interviews will be completed by staff each trimester with a Hispanic student they directly serve. This will be done to better understand students' sense of belonging and student voice at school.
- Focused building walks will provide Educators opportunities to observe one another through grade level, common lesson study as well as focused Literacy learning walks. These opportunities will allow educators to exchange instructional strategies aimed to enhance the voice of our MLL students through rich speaking and writing experiences.
- Teacher/Staff feedback from Professional Development is used to inform future learning opportunities for staff.



Sustainability

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

Goal: Foodshare: Decrease the amount of food waste generated in our cafeteria.

Actions:

We increased the visibility and student access of our Foodshare program:

- More visible signing and arrangement of the lunch clean up lines.
- Moved the Foodshare table to a more accessible location: placed that Foodshare table before the waste bins.

We taught, modeled and reinforced for our students what food can be donated on the Foodshare table versus what food is placed in the waste bin.

Monitoring and Measuring Success:

We get reports of the amount of food donated to our food share partner, HopeLink. Last year we averaged about 30 pounds of donated items each week. We hope to continue or increase this amount of food being donated and reducing our overall waste this year.



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	68%		72%	
Asian	68%		75%	
Black/African American	69%		74%	
Hispanic	60%		61%	
Multi-ethnic	68%		74%	
Native American	*		*	
Pacific Islander	*		*	
White	72%		72%	
Students with Disabilities	65%		66%	
English Learners	69%		71%	
Low Income	67%		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	80%	84%	79%	65%	
Asian	95%	92%	95%	74%	
Black	*	*	*	*	
Hispanic	*	*	*	31%	
Multi-Ethnic	91%	*	*	55%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	59%	85%	69%	76%	
Low Income	*	45%	21%	27%	
English Learners	38%	*	47%	48%	
Students with Disabilities	*	*	*	28%	

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	89%	84%	85%	64%	
Asian	93%	93%	95%	80%	
Black	*	*	*	30%	
Hispanic	*	50%	*	*	
Multi-Ethnic	90%	*	70%	86%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	n/a	n/a	n/a	
White	90%	78%	89%	62%	
Low Income	36%	*	33%	29%	
English Learners	27%	*	*	33%	
Students with Disabilities	*	*	*	30%	

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	88%	88%	85%	73%	
Asian	93%	96%	90%	89%	

Black	*	*	*	*	
Hispanic	50%	60%	*	*	
Multi-Ethnic	94%	100%	92%	63%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	n/a	n/a	n/a	
White	90%	77%	87%	88%	
Low Income	43%	67%	30%	21%	
English Learners	*	*	*	36%	
Students with Disabilities	*	*	*	33%	



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	81%	85%	82%	71%	
Asian	96%	97%	95%	80%	
Black	*	*	*	*	
Hispanic	*	*	*	44%	
Multi-Ethnic	100%	*	*	64%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	59%	70%	79%	79%	
Low Income	*	45%	21%	27%	
English Learners	38%	*	47%	63%	
Students with Disabilities	*	*	*	22%	

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	90%	86%	83%	62%	
Asian	96%	98%	94%	88%	
Black	*	*	*	10%	
Hispanic	*	50%	*	*	
Multi-Ethnic	90%	*	80%	86%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	n/a	n/a	n/a	
White	90%	76%	79%	57%	
Low Income	43%	*	25%	17%	

English Learners	27%	*	*	48%	
Students with Disabilities	*	*	*	15%	

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	85%	82%	87%	76%	
Asian	93%	93%	95%	93%	
Black	*	*	*	*	
Hispanic	50%	45%	*	*	
Multi-Ethnic	94%	79%	100%	75%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	n/a	n/a	n/a	
White	78%	80%	87%	75%	
Low Income	29%	47%	20%	21%	
English Learners	*	*	*	45%	
Students with Disabilities	*	*	*	40%	



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%	

