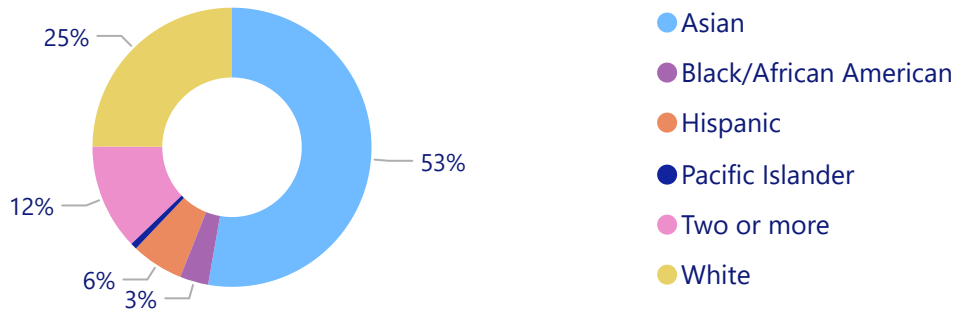


# Woodridge Elementary School

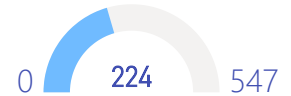
## Racial Diversity



### Enrollment: P-5

547

### First Language Other Than English

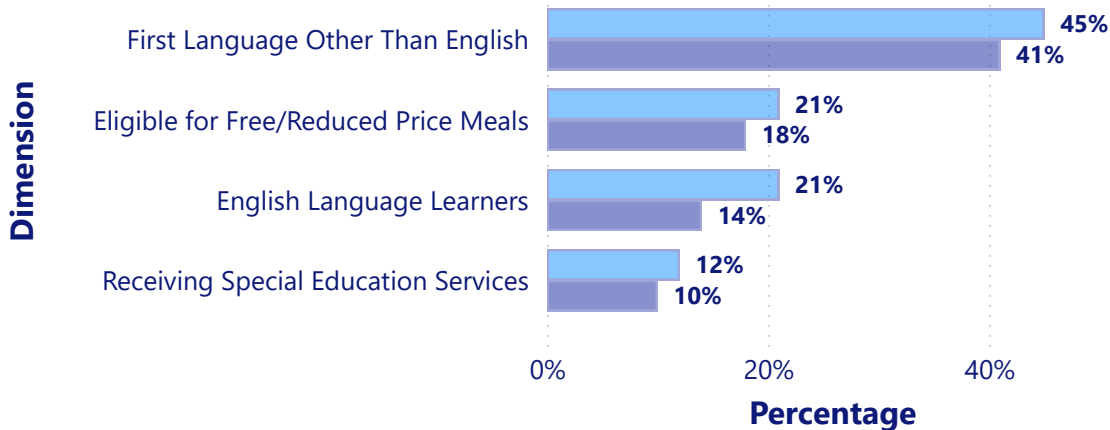


### Eligible for Free/Reduced Price Meals



## School vs. District Student Metrics

● District Elementary Average ● Woodridge Elementary School



### English Language Learners



### Receiving Special Education Services



# Woodridge Elementary School

## School Improvement Plan 2024-25



**Belong** · **Learn** · **Lead**



Woodridge Elementary is dedicated to serving the student community by investing in relationships and focusing on each student's story, strengths and needs through a shared responsibility and collaborative partnership. Woodridge is a complex school community, supporting the needs of students in a variety of ways. Students have the opportunity to demonstrate their own ability to build community as well as strengthen school culture and climate as they represent different learning needs such as Accelerated Learning, Special Education and EACAP. The Eagles staff is committed to prioritizing student success as each embark on their educational journey as creators of their future world.

Woodridge commits to increasing participation and engagement in the homerooms of all students with IEPs in order to meet end of year proficiency benchmarks in reading and writing. Student engagement will increase as relationships with educators and peers is built, strengthened, and leveraged, which results in improved sense of belonging.



# School Improvement Plan Priorities

## Belong · Learn · Lead

### 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

**Belong · Learn · Lead**



*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:*

Woodridge had a major shift in its population during the 2023-2024 school year as it increased its attendance from 356 at the end of the 2022-2023 school year to 550 at the end of the 2023-2024 school year. The increase in enrollment was due to absorbing one of the Advanced Learning programs during the consolidation in order to keep Woodridge operable. At the start of the 2024-2025 school year, enrollment for October came in at 517, which does not include the new EACAP preschoolers now housed at Woodridge.



Woodridge demonstrates high proficiency in both ELA and Math for the Smarter Balanced Assessment, however, when disaggregated between AL and traditional, AL had a 99% proficiency rate in comparison to our traditional population at 66% for ELA. For math, 99% of our AL students passed while 62% of our general population passed math. 42% of our students receiving services passed the ELA SBA and 29% passed math. This data is impetus for the creation of our equity imperative focusing on students with IEPs engaging in and demonstrating academic success in their general education classes during instruction.

### *MAP data*

Our fall DESSA data shows that 64% of our students fall in the typical range, 28% fall in the strength range and 8% fall in the need range. All students who fall in the need range will receive a DESSA full to inform Woodridge of their strengths and areas of need for specific SEL competencies. Our MTSS team will work in collaboration with teachers to provide the necessary interventions for the 26 students. Of the 26 total students in the need category, eight receive individualized instruction and support in either academics or social emotional.



Between Spring 2023 and Spring 2024, student self-efficacy rose from 67% to 73% on the Panorama Survey. In the area of self-efficacy, students in grades 3 – 5 scored higher than the Bellevue School



District average on four of the five questions in that section; students scored the same as the district on the fifth question. In the category of sense of belonging, students in grades 3 – 5 provided input to demonstrate scores that decreased from 2023 to 2024. Woodridge's percentages here are lower than the Bellevue School District averages in seven out of nine questions.

#### *STREET data*

100 % of grade level representation have attended professional learning at both the building and district level learn the new literacy curriculum ARC and committed to continued collaboration for best practices of implementation with students. For example, all grade levels dug into unit one to create comprehensible input charts for the content. Everyone came away with anchor charts for all students to be successful.



Woodridge has conducted multiple opportunities to speak to students in order to gain their input on their experience at school. For example, admin conducted empathy interviews with students from all fourth grade classrooms in the spring of 2024. In August 2024, fifth grade students were invited to attend the inaugural Student Summit in order to 1) build community amongst all five classrooms to join both traditional classrooms with their Advanced Learning peers, 2) elicit feedback from students to share with staff regarding our schoolwide systems and culture/climate (in the areas of assemblies, spirit, Daily Nest video announcements and Eagle Club/Advisories) and 3) to initiate productive play experiences they could take throughout the year amongst each other. This has led to the fifth grade teachers continuing this work in the creation of 5<sup>th</sup> Grade Cabins, which meet at least once a month to continue this focus.

We had 100% of classrooms commit to instructing students on positive problem-solving skills utilizing Kelso's Choices and completing BPU in the month of October with classroom door decorations focused on Unity Day. This ensures all students have tier one skills necessary to feel safe and successful at school. We will continue to engage in schoolwide activities such as monthly assemblies highlighting student successes and reinforcing the learning happening around the school.

## Student Engagement and Learning Equity Imperative

### Equity Imperative:

We commit to all of our students with IEPs increasing participation and engagement in their homeroom classes in order to meet end of year proficiency benchmarks in reading and writing. Their engagement will increase as relationships with educators and peers is built, strengthened, and leveraged, which results in improved sense of belonging.

### Schoolwide Literacy Focus 1:

All K-5 teachers will teach and implement the ARC curriculum with fidelity in order to best support all students in their learning, specifically around reading and writing. Staff will continue to build upon the previous year's focus around GLAD strategies, deepening the use and understanding of strategies to increase students' ability to engage with the curriculum in order to build their skills in reading and writing.




### Schoolwide Literacy Focus 2:

All teachers will collaborate with one another in order to create the visuals and lesson plans for each unit to increase the accessibility of all students. Teaching staff will calibrate around each unit and share the workload in order to decrease their time spent individually on ARC and increase their productivity and understanding of the materials.

## Key Improvement Strategies

1. Attending district-sponsored **professional development opportunities focused on American Reading Company** (ARC) curriculum (Summer Institute, DDPDs, October 11<sup>th</sup> PD as examples) will provide teaching staff with the foundation needed to engage with the curriculum with fidelity and stay as close to the pacing guide as possible.
2. Attending monthly building **professional development focused on de-escalation** will provide staff with direct supports for students who are the focus of the equity imperative. Special Education staff will also be fully trained in Safety Care to provide a deeper level of support as well.
3. Teachers choose to focus their **PLCs on grade-level ARC curriculum** to support adequate collaboration and collegial opportunities in alignment with the ARC curriculum.
4. Staff will continue collaboration and integration of **Guided Language Acquisition Design (GLAD) strategies**, which was work initiated last school year, to deepen the academic experience of all students during ARC learning time. This work will be done alongside the MLL Facilitator.
5. Teachers in grades Kindergarten through 2<sup>nd</sup> grade will use **Science of Reading instructional resources** Heggerty (Bridge the Gap) and UFLI with fidelity to continue supporting the reading and writing skill building at these grade levels.
6. Utilization of **student voice to strengthen Eagle Clubs** and their purpose of increasing community and student sense of belonging (5<sup>th</sup> grade student leaders, empathy interviews, student surveys as examples)

## Monitoring and Measuring Success

MONITORING SUCCESS	
	<p><i>SATELLITE data</i></p> <ul style="list-style-type: none"> <li>• In May 2025, all students in grades 3 – 5 will take the SBA assessment to show their growth over time in the areas of reading writing and math.</li> <li>• In late winter 2025, students accessing language supports will take the WIDA to demonstrate their growth in language and/or reading. This assessment will engage all grade levels.</li> </ul>
	<p><i>MAP data</i></p> <ul style="list-style-type: none"> <li>• Students in all grade levels will engage in progress monitoring assessments three times a year – BOY (Sept./Oct.)/MOY (Jan./Feb.)/EOY (May/June). Students will take the math and reading STAR as well as the TRC/DIBELS in order to collect data to show growth over time.</li> <li>• All students in grades 3 – 5 will provide input via the annual Panorama Survey. The first survey will be administered in November while the second Panorama Survey will be administered in the spring.</li> <li>• All teachers, including AL, will administer the DESSA in order to gather SEL – related data to determine SEL needs for individual students.</li> <li>• Third grade teachers, both general education and AL, will administer the BIMAS to determine SEL needs for this grade level.</li> </ul>
	<p><i>STREET data</i></p> <ul style="list-style-type: none"> <li>• Collect baseline/beginning of the year input from student via survey</li> <li>• Survey students at the midyear point to provide input on reading/writing</li> <li>• Survey students at the end of year to provide input on reading/writing</li> <li>• Focus groups of students in each grade level to learn more about student use of ARC</li> </ul>

- Conduct periodic surveys of staff to gain perspective on their needs as related to ARC, de-escalation and ways to better collaborate with team
- Conduct formal and informal observations of students engaged in ARC instruction (admin to peer, peer to peer)

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

**Goal:** This year, Woodridge Eagle Clubs will be introduced to and engage in at least two schoolwide service project focused on sustainability and care of the Woodridge neighborhood.



**Actions:** Enlist fifth grade leadership to support the choosing of service projects.

Launching what a service project is so all students have a common understanding of a service project. Enlisting community support such as Jubilee Reach to provide resources for service projects. Launch a schoolwide service day, led by staff.

**Monitoring and Measuring Success:** Student survey taken in Eagle Club, completing at least two service projects, end of year survey of staff to determine how this goal went, if we get buy-in from community – survey community

**Goal:** Engage in a schoolwide service day for all classrooms

**Actions:** Engage BLT members in creating the Launching what a service project is so all students have a common understanding of a service project. Enlisting community support such as Jubilee Reach to provide resources for service projects. Launch a schoolwide service day, led by staff.

**Monitoring and Measuring Success:** Student survey taken in Eagle Club, completing at least three service projects, end of year survey of staff to determine how this goal went, if we get buy-in from community – survey community



# 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

**Belong · Learn · Lead**

## 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	69%		77%	
Asian	68%		78%	
Black/African American	*		*	
Hispanic	*		72%	
Multi-ethnic	68%		75%	
Native American	*		*	
Pacific Islander	*		*	
White	72%		77%	
Students with Disabilities	66%		72%	
English Learners	75%		73%	
Low Income	71%		71%	



# Satellite Data: Literacy

## Belong · Learn · Lead

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
<b>All Grade 3</b>	<b>65%</b>	<b>76%</b>	<b>48%</b>	<b>86%</b>	
Asian	65%	88%	60%	94%	
Black	*	*	n/a	n/a	
Hispanic	50%	*	*	*	
Multi-Ethnic	*	*	*	92%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	75%	67%	39%	67%	
Low Income	17%	*	30%	67%	
English Learners	45%	*	*	53%	
Students with Disabilities	*	*	*	*	

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
<b>All Grade 4</b>	<b>72%</b>	<b>65%</b>	<b>75%</b>	<b>81%</b>	
Asian	76%	76%	75%	91%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	75%	80%	*	*	
Native American	*	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	70%	56%	78%	73%	
Low Income	35%	31%	*	44%	
English Learners	22%	50%	*	50%	
Students with Disabilities	*	13%	*	33%	

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
<b>All Grade 5</b>	<b>71%</b>	<b>67%</b>	<b>61%</b>	<b>89%</b>	
Asian	69%	78%	79%	94%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	60%	*	*	*	

Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	n/a	n/a	n/a	
White	79%	70%	56%	81%	
Low Income	33%	55%	67%	50%	
English Learners	*	*	*	*	
Students with Disabilities	20%	*	25%	*	



# Satellite Data: Math

Belong · Learn · Lead

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

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
<b>All Grade 3</b>	<b>79%</b>	<b>63%</b>	<b>56%</b>	<b>89%</b>	
Asian	79%	75%	67%	91%	
Black	*	*	n/a	n/a	
Hispanic	70%	*	*	*	
Multi-Ethnic	*	*	*	83%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	89%	67%	50%	94%	
Low Income	25%	*	40%	46%	
English Learners	73%	*	*	56%	
Students with Disabilities	*	*	*	*	

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

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
<b>All Grade 4</b>	<b>68%</b>	<b>65%</b>	<b>66%</b>	<b>80%</b>	
Asian	90%	86%	79%	92%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	58%	50%	*	*	
Native American	*	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	57%	56%	61%	58%	
Low Income	35%	31%	*	42%	
English Learners	58%	50%	*	65%	
Students with Disabilities	*	20%	*	25%	

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

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
<b>All Grade 5</b>	<b>74%</b>	<b>57%</b>	<b>53%</b>	<b>85%</b>	

Asian	80%	67%	79%	93%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	60%	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	n/a	n/a	n/a	
White	75%	61%	38%	73%	
Low Income	33%	42%	53%	36%	
English Learners	*	*	*	*	
Students with Disabilities	0%	10%	6%	*	



# Satellite Data: Attendance

**Belong · Learn · Lead**

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	<b>94%</b>	<b>89%</b>	
Asian	97%	94%	
Black	79%	73%	
Hispanic	89%	66%	
Multi-ethnic	93%	86%	
Native American	*	*	
Pacific Islander	*	*	
White	95%	88%	
Students with Disabilities	82%	81%	
English Learners	95%	85%	
Low Income	85%	75%	

