

Bell Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Bell Elementary School is located in the city of Kirkland, between the 405 Interstate and Juanita Beach. The school is comprised of 441 elementary students and 124 preschool students. The Quest Program is housed within the elementary school and includes a 2nd/3rd grade cohort as well as a 4th/5th grade cohort. The preschool is collectively made up of three district programs: SNAPS, Head-Start, and Ready Start. The racial demographic includes 5% African American students, 14% Asian students, 19% Hispanic students, and 52% Caucasian students. Overall, 38 languages are represented by the student population, but the most common languages include English (69%), Spanish (9%), Russian (3%), Vietnamese (2%), Portuguese (2%), Mandarin (2%), Farsi (1%), Kinyarwanda, (1%) and Polish (1%). The school provides additional supports and resources to Special Education students (14%), English Language Learner students (15%) and low-income students (18%).

Mission Statement: At Bell Elementary School, our staff continues to have one primary focus: “The success of every student matters.” Whether a student is high performing or struggling to meet grade level standards, the staff is committed to improving the academic achievement and social/emotional well-being of each student. Together, as a professional community, we believe it is the responsibility of teachers to reflect on instructional practice and make committed efforts to grow in order to support student needs. We also believe that nurturing the partnership between school and home is critical to student growth. These core values guide all building work including instructional strategies, building programming, professional development for teachers, intervention models for students, enrichment opportunities, and parent involvement.

Demographics:¹

¹Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

	2016-17	2017-18	2018-19	
Student Enrollment (count)	394	434	502	
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.2
	Asian	11.9	12.2	14.1
	Black/African American	3.6	3.9	4.6
	Hispanic/Latino of any race(s)	16.0	16.1	18.5
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.2
	Two or more races	7.4	8.1	11.0
	White	61.2	59.7	51.4
Students Eligible for Free/Reduced Price Meals (%)	25.9	20.1	17.7	
Students Receiving Special Education Services (%)	14.6	14.7	13.5	
English Language Learners (%)	20.2	17.8	14.8	
Students with a First Language Other Than English (%)	29.4	30.2	35.3	
Mobility Rate (%) ²	19.5	22.8	15.5	

² Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	91	92	90
1 st Grade	69	83	75
2 nd Grade	79	80	79

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	68	68	67
4 th Grade	69	79	73
5 th Grade	68	75	83

READING: By Group/Program, DIBELS Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	74	83	91
Black/African American	-	73	-
Hispanic/Latino	59	66	52
Two or more races	83	95	93
White	83	89	87
English Learner	66	74	72
Low Income	58	63	59
Special Education	-	53	46

ELA: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	71	92	84
Black/African American	-	-	-
Hispanic/Latino	50	73	58
Two or more races	72	67	87
White	75	73	76
English Learner	18	35	15
Low Income	52	64	51
Special Education	25	43	28

**ACADEMIC PERFORMANCE DATA:
MATH**

**ACADEMIC PERFORMANCE DATA:
SCIENCE**

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	69	68	64
4 th Grade	70	67	63
5 th Grade	57	58	70

SCIENCE: By Grade Level, WCAS⁶

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5 th Grade	n/a	75	80

MATH: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	78	71	75
Black/African American	-	-	-
Hispanic/Latino	59	67	53
Two or more races	72	50	91
White	69	65	63
English Learner	32	22	11
Low Income	57	56	42
Special Education	15	24	28

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	80	90
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	75
Two or more races	n/a	-	-
White	n/a	73	79
English Learner	n/a	-	-
Low Income	n/a	77	79
Special Education	n/a	20	-

 = Cohort Track

³ Based on DIBELS Next Assessment, End-of-Year Benchmark.

⁴ Grades K-2 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons. “American Indian/Alaskan Native” and “Native Hawaiian/Other Pacific Islander” not included in report due to fewer than 10 students in all categories.

⁵ Grades 3-5 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁶ WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	94	89	91
1 st Grade	96	93	93
2 nd Grade	95	92	89
3 rd Grade	91	98	94
4 th Grade	93	96	92
5 th Grade	92	93	94

ATTENDANCE: By Group/Program⁷

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	90	84	96
Black/African American	86-	82	88
Hispanic/Latino	92	94	84
Two or more races	97	90	94
White	95	96	94
English Learner	93	94	87
Low Income	91	89	84
Special Education	86	88	90

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁸

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	73	84	38	62	70	76	23	54	29
Math Proficiency Rate (%)	67	73	19	61	65	70	17	50	17
ELA Median Student Growth Percentile ⁹	57.5	67	-	58	49.5	57	49	52.5	44
Math Median Student Growth Percentile	54	59.5	-	56.5	51	56	52	53	36
EL Progress Rate (%)	82	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	89	87	-	83	85	93	93	91	83

↘ = Cohort Track

⁷ Grades K-5 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁸ Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as “-” and not displayed due to privacy reasons.

⁹ Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

BELL'S CONTINUOUS IMPROVEMENT PRIORITY - MATH

Priority Area	Mathematics																			
Focus Area	Concepts and Procedures																			
Focus Grade Level(s)	4-5																			
Desired Outcome	Target score data related to Pattern Relationships, Pattern Analysis, and Pattern Generation on the 2021 Math SBA will be above the proficiency standard and perform equal or better than the rest of the test, as demonstrated by the SBA scores by target analysis.																			
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)																			
Data and Rationale Supporting Focus Area	<p>Students have up to 12 targets on the Math SBA. Students receive cohort scores relative to “Proficiency” and relative to the “Overall Test” (see legend below)</p> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <p>Legend: Performance Relative to Proficiency</p> <ul style="list-style-type: none"> Performance is above the Proficiency Standard Performance is near the Proficiency Standard Performance is below the Proficiency Standard Insufficient Information </div> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <p>Legend: Performance Relative to the Test as a Whole</p> <ul style="list-style-type: none"> Performance is better than on the rest of the test Performance similar to performance on the test as a whole Performance is worse than on the rest of the test Insufficient Information </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 40%; text-align: center;">Grade 4 Target C “Generate and Analyze Patters” Score Relative to Proficiency</th> <th style="width: 45%; text-align: center;">Grade 4 Target C “Generate and Analyze Patters” Score Relative to the Test</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2015-16</td> <td style="text-align: center;">Near Proficiency Standard</td> <td style="text-align: center;">Equal to rest of test</td> </tr> <tr> <td style="text-align: center;">2017-18</td> <td style="text-align: center;">Near Proficiency Standard</td> <td style="text-align: center;">Equal to rest of test</td> </tr> <tr> <td style="text-align: center;">2018-19</td> <td style="text-align: center;">Near Proficiency Standard</td> <td style="text-align: center;">Worse than rest of test</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 40%; text-align: center;">Grade 5 Target B “Analyze Patterns and</th> <th style="width: 45%; text-align: center;">Grade 5 Target B “Analyze Patterns and</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Grade 4 Target C “Generate and Analyze Patters” Score Relative to Proficiency	Grade 4 Target C “Generate and Analyze Patters” Score Relative to the Test	2015-16	Near Proficiency Standard	Equal to rest of test	2017-18	Near Proficiency Standard	Equal to rest of test	2018-19	Near Proficiency Standard	Worse than rest of test		Grade 5 Target B “Analyze Patterns and	Grade 5 Target B “Analyze Patterns and			
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		Relationships” Score Relative to Proficiency	Relationships” Score Relative to the Test
	2015-16	Below Proficiency Standard	Worse than rest of test
	2017-18	Below Proficiency Standard	Equal to rest of test
	2018-19	Below Proficiency Standard	Equal to rest of test
Strategy to Address Priority	Action		Measure of Fidelity of Implementation
	All K-5 teams identify critical lesson components from applicable math units to focus on for upcoming school years		Lesson components identified for all grade levels (K-5)
	All grade levels (K-5) collaborate to ensure alignment with math units, utilizing units developed by Teaching and Learning Department		Percentage of teachers that access and align math curriculum
	Each grade levels (K-5) collaborate to identify supplemental EngageNY mathematics units, which focus on patterns		Percentage of teachers that identify & access EngageNY curriculum
	Grade 3-5 students complete post-assessments using Smarter Balanced IAB (Operation and Algebraic thinking)		Percentage of grade 3-5 students completing SBA IAB
	Teachers complete score analysis. Machine scoring provides suggested scores for students in each category.		Percentage of teachers completing score analysis
	Additional instruction planned as needed based on analysis		Grade Level PLC and/or individual teacher decision
	Timeline for Focus	Spring, 2019 - Spring, 2021	
Method(s) to Monitor Progress	After each algebraic math unit in grades 3-5, the Smarter Balanced IAB for the particular topic will be given.		

Priority #2

Priority Area	Literacy
Focus Area	Informational and Opinion Writing
Focus Grade Level(s)	3-5
Desired Outcome	50% of Grade 3-5 students will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Opinion and Informational Writing in Spring, 2022.

Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
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Data and Rationale Supporting Focus Area	Students have three types of writing on the Smarter Balanced Assessment: Informational, Narrative, and Opinion. Students receive scores on a four-point rubric for the categories of organization/purpose and evidence/elaboration. Data from the 2019 Spring writing performance task was as follows:													
	<table border="1"> <thead> <tr> <th rowspan="2">Writing Type</th> <th colspan="2">% of Gr 3-5 students receiving at least three out of four on the scoring rubric</th> </tr> <tr> <th>Organization/Purpose</th> <th>Evidence/Elaboration</th> </tr> </thead> <tbody> <tr> <td>Informational</td> <td>24%</td> <td>23%</td> </tr> <tr> <td>Narrative</td> <td>59%</td> <td>59%</td> </tr> <tr> <td>Opinion</td> <td>35%</td> <td>23%</td> </tr> </tbody> </table> <p>Overall, students are scoring lower on informational and opinion writing as compared to narrative. This trend has been consistent over the past three years (2017-2019). This data supports a focus on informational and opinion writing.</p>	Writing Type	% of Gr 3-5 students receiving at least three out of four on the scoring rubric		Organization/Purpose	Evidence/Elaboration	Informational	24%	23%	Narrative	59%	59%	Opinion	35%
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	Organization/Purpose	Evidence/Elaboration												
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Narrative	59%	59%												
Opinion	35%	23%												

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All teacher teams (K-5) review scoring rubric and student exemplars (provided by SBA) for information and opinion writing tasks.	Percentage of teacher teams that have completed rubric and exemplar analysis
	All grade levels (K-5) collaborate to ensure alignment with writing units, utilizing units developed by Teaching and Learning Department	Percentage of teachers that access and align writing curriculum
	All teams identify critical lesson components from applicable writing units to focus on for upcoming school year	Lesson components identified for all grade levels (K-5)
	After instruction and assessment, teachers analyze student work in comparison to annotated student samples and rubrics and adjust instruction	Percentage of teachers completing student work analysis in grade level teams
	Grade 3-5 students complete post-assessments using Smarter Balanced IAB (both informational and opinion PT)	Percentage of students completing SBA IAB
	Exemplars	Percentage

Timeline for Focus	Spring, 2019 - Spring, 2022
Method(s) to Monitor Progress	After each major writing unit in grades 3-5, the Smarter Balanced IAB for the particular writing type will be given as well as the Spring SBA in 2020 and 2021.

Priority #3

Priority Area	Social and Emotional	
Focus Area	Resilience and Emotional Regulation	
Focus Grade Level(s)	3-5	
Desired Outcome	Increase the percent of Bell 3 rd -5 th graders who report having control of their emotions and the ability to pull themselves out of a bad mood from 50% to 70%, as measured by the Panorama survey	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	2019 Fall Panorama survey indicates this to be an area of need	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implementation of Zones of Regulation curriculum in all K-5 classrooms	Number of Zones lessons delivered
	Staff PD on grit, mindfulness, Zones and growth mindset	Staff attendance and reflection survey
	Supplemental emotional awareness curriculum (inside out, second step, etc.)	
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	After each Zones lesson, an exit ticket of understanding will be collected, end of year data will be collected through the Panorama survey	

Priority #4

Priority Area	Clear and Shared Focus													
Focus Area	Bell is dedicated to the success, academically and social/emotionally, of every student.													
Focus Grade Level(s)	K-5													
Desired Outcome	As measured by the 9 characteristics survey, 85% of staff will agree “completely” or “mostly” that Bell has a clear and shared focus. The subset of this category, “all staff are committed to achieving the school's goals” will also have 90% of staff agree “completely” or “mostly”.													
Alignment with District Strategic Initiatives	Culturally Responsive Teaching													
Data and Rationale Supporting Focus Area	<table border="1"> <thead> <tr> <th></th> <th>% Agree Completely or Agree Mostly to Bell’s Clear and Shared Vision</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>99%</td> </tr> <tr> <td>2018</td> <td>98%</td> </tr> <tr> <td>2019</td> <td>76%</td> </tr> </tbody> </table>			% Agree Completely or Agree Mostly to Bell’s Clear and Shared Vision	2017	99%	2018	98%	2019	76%				
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Timeline for Focus	Spring, 2019 - Spring, 2020													
Method(s) to Monitor Progress	After each RTI cycle and PD related to mission, Microsoft Forms will be used to assess progress.													

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.¹⁰ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Discussed at September PTSA general membership meeting	September 2019
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Posted on the Bell website	January 2020
	Reviewed at PTSA general membership meeting	November 2019

¹⁰ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>