



=Wilder 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: Above the main entrance to Wilder is a beautiful stained-glass window, which incorporates color and design with our school mission statement: Every Learner a Powerful Mathematician, Effective Writer, Responsible Citizen and Confident Reader. As a staff, we feel our mission helps us to do our part in accomplishing both the Lake Washington School District Mission “Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society” and the Lake Washington School Vision: “Every student will be Future Ready: Prepared for College, Prepared for the Global Workplace, Prepared for Personal Success.” The Lake Washington School District student profile calls on us as educators to provide learning environments in which Connection, Value and Challenge are part of a student’s educational experience. For us, this means we strive to provide integrated learning experiences for students and get to know each student on an individual basis. We strive to actively engage students in their learning in classrooms where every student knows they are safe and respected. We teach a rigorous curriculum in which students know what is expected. PTSA enrichment programs continue to compliment the work of our teachers. Student’s participation in drama, art, chess, language programs, choir, movement class, Watershed, salmon projects, Math Adventures and other programs enrich the education experience for our students. All of these opportunities demonstrate a strong commitment to our community for student success and make a Wilder education something special. Wilder Elementary School is located in the northeastern part of the district. Wilder Elementary first opened in 1989 and serves students from the communities surrounding the Bear Creek Watershed. Our students will attend Timberline Middle School and Redmond High School.

Mission Statement: “Every Learner a Powerful Mathematician, Effective Writer, Responsible Citizen and Confident Reader.”

Demographics:¹

		2016-17	2017-18	2018-19
Student Enrollment (count)		609	615	366
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.0	0.0
	Asian	37.4	37.1	21.3
	Black/African American	1.2	1.1	1.1
	Hispanic/Latino of any race(s)	7.2	8.1	8.5
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.3
	Two or more races	5.3	5.0	5.7
	White	48.8	48.5	63.1
Students Eligible for Free/Reduced Price Meals (%)		2.5	2.1	3.5
Students Receiving Special Education Services (%)		9.6	9.0	10.1
English Language Learners (%)		11.0	9.2	5.9
Students with a First Language Other Than English (%)		24.5	25.7	18.4

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

Mobility Rate (%) ²	5.4	7.0	9.6
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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	89	88	89
1 st Grade	97	87	77
2 nd Grade	94	95	89

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	87	87	90
4 th Grade	95	87	89
5 th Grade	93	91	90

READING: By Group/Program, DIBELS Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	96	94	>97
Black/African American	-	-	-
Hispanic/Latino	80	79	50
Two or more races	94	>97	-
White	94	88	85
English Learner	89	86	78
Low Income	-	-	-
Special Education	65	65	41

ELA: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	96	95	90
Black/African American	-	-	-
Hispanic/Latino	95	79	87
Two or more races	>97	88	>97
White	87	85	89
English Learner	90	-	-
Low Income	75	50	-
Special Education	89	53	38

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	87	90	93
4 th Grade	95	88	80
5 th Grade	87	83	82

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS⁶

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5 th Grade	n/a	81	86

MATH: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	95	90
Black/African American	-	-	-
Hispanic/Latino	95	79	73
Two or more races	94	81	>97
White	82	82	84
English Learner	80	-	-
Low Income	92	43	-
Special Education	67	47	38

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	90	93
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	75	80
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	45	-

↘ = 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	91	83	89
1 st Grade	92	95	95
2 nd Grade	89	93	92
3 rd Grade	95	94	97
4 th Grade	93	95	98
5 th Grade	89	93	96

ATTENDANCE: By Group/Program⁷

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	91	92	94
Black/African American	--	-	-
Hispanic/Latino	86	83	90
Two or more races	91	100	100
White	93	93	95
English Learner	91	88	100
Low Income	100	100	100
Special Education	90	91	97

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 (%)	92	96	-	88	-	88	-	75	82
Math Proficiency Rate (%)	91	98	-	90	-	85	-	72	72
ELA Median Student Growth Percentile ⁹	62	67	-	61	42.5	59	-	42	68.5
Math Median Student Growth Percentile	65	72	-	61.5	68.5	61	-	59	48
EL Progress Rate (%)	91	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	95	94	-	91	95	97	93	93	96

 = 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.

Priority #1																						
Priority Area	English Language Arts/Literacy																					
Focus Area	Non – Sense Words																					
Focus Grade Level(s)	K-2																					
Desired Outcome	95% of Grade K-2 students will score proficient on 2020 EOY DIBELS Non-Sense Words Assessment																					
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)																					
Data and Rationale Supporting Focus Area	<div>K-2 students are assessed by the DIBELS assessment BOY, MOY, EOY annually. Data from Spring EOY DIBELS assessment shows EOY scores trend downward from BOY baseline scores.</div> <div>READING: By Grade Level, DIBELS Assessment³</div> <table><tr><th rowspan="2">Grade</th><th colspan="3">Percent at or above standard</th></tr><tr><th>2016-17</th><th>2017-18</th><th>2018-19</th></tr><tr><td>Kindergarten</td><td>89</td><td>88</td><td>89</td></tr><tr><td>1st Grade</td><td>97</td><td>87</td><td>77</td></tr><tr><td>2nd Grade</td><td>94</td><td>95</td><td>89</td></tr></table>			Grade	Percent at or above standard			2016-17	2017-18	2018-19	Kindergarten	89	88	89	1 st Grade	97	87	77	2 nd Grade	94	95	89
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Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>All K-2 Wilder Students will be assessed using DIBELS 3 times/year.</td><td>100% of 2nd Grade Students Assessed by BOY, MOY, EOY window deadlines.</td></tr><tr><td>Safety Net monitoring will occur for any students not at benchmark in NSF</td><td>100% Students not at benchmark in NSF as measured by DIBELS BOY, MOY, EOY assessments progressed monitored.</td></tr><tr><td>Non- Sense Phonics games implemented throughout 2019 2020 in classroom reading programs</td><td>On- going use of Non- Sense Phonics games by end of BOY assessment window.</td></tr><tr><td>Non- Sense Phonics games resource list provide to parents for home practice.</td><td>Resource list compiled, reviewed and given to parents at January conferences.</td></tr><tr><td></td><td></td></tr></table>			Action	Measure of Fidelity of Implementation	All K-2 Wilder Students will be assessed using DIBELS 3 times/year.	100% of 2 nd Grade Students Assessed by BOY, MOY, EOY window deadlines.	Safety Net monitoring will occur for any students not at benchmark in NSF	100% Students not at benchmark in NSF as measured by DIBELS BOY, MOY, EOY assessments progressed monitored.	Non- Sense Phonics games implemented throughout 2019 2020 in classroom reading programs	On- going use of Non- Sense Phonics games by end of BOY assessment window.	Non- Sense Phonics games resource list provide to parents for home practice.	Resource list compiled, reviewed and given to parents at January conferences.									
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Timeline for Focus	2019 – 2020 School Year																					
Method(s) to Monitor Progress	MOY DIBELS assessment results will be analyzed in February to determine progress towards goal. For students in Safety Net Progress																					

	Monitoring will occur every two weeks and results analyzed to determine progress.
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Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	Listening	
Focus Grade Level(s)	3-5	
Desired Outcome	100% of students will be at or above standard in the Listening portion of the Spring 2020 SBA ELA.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	Listening Claim data shows a decrease in students above standard in Listening in 5 th grade from 4 th grade. 62% of students in 4 th grade were above standard in Listening. 42% of students were above standard in 5 th grade.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Written Responses assign to students after read aloud.	100% of 3-5 grade level teachers assigning written responses after class read alouds.
	Listening Activities from Wonders Curriculum implanted.	100% of 3-5 grade level teachers utilizing Wonders Listening Curriculum.
	SBA Interim Assessments testing Listening Comprehension utilized.	100% of 3-5 Grade Level Teachers assessing students in Listening Comprehension using SBA Interim Assessment block.
	Grid and Graph it Listening Curriculum implemented.	100% of Grade Level Teachers implement Grid and Graph it Listening Curriculum.
	All 3-5 Grade Level Teams establish listening protocols for classroom directions	Instructional Listening Protocols completed.
Timeline for Focus	2019 -2020 School Year	
Method(s) to Monitor Progress	Check ins for implementation of Listening Actions to occur at establish Team LEAP Wednesdays throughout 2019-2020 School Year.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Respect	
Focus Grade Level(s)	K-5	
Desired Outcome	90% of students will report they have been treated respectfully on Spring 2020 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	Our Spring Panorama data showed an 11 point decrease from Fall to Spring in the levels of respect shown student to student.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teach Self Respect to Students. Define what it looks like. Define what it sounds like.	Lesson components identified for K-5 Grade Levels
	Emphasis on respecting self (students) integrated with informational and opinion writing prompts.	100% of teachers integrating self respect writing prompts when teaching informational and opinion writing units.
	Establish Restorative Circles and Parking Lots	Established Restorative Circle and Parking Lot protocols in 100% of classrooms
	Share Panorama data regarding respect with students.	Sharing of Panorama data by counselor in all classrooms.
	Home/Parent connections regarding self and student to student respect education at Wilder via School Newsletter	Communication to occur bi-monthly.
Timeline for Focus	2019-2020 School Year	
Method(s) to Monitor Progress	Check Ins to occur at scheduled TEAM LEAP Wednesdays for 2019-2020 school year.	

Priority #4

Priority Area	High Levels of Collaboration and Communication	
Focus Area	Trust	
Focus Grade Level(s)	All Wilder Staff	
Desired Outcome	Spring 2020 Nine Characteristics Survey data responses will show 100% of staff agree completely, agree mostly that staff members trust each other.	
Alignment with District Strategic Initiatives	Professional Learning	
Data and Rationale Supporting Focus Area	Our Spring 2019 Nine Characteristics Survey data 35% of staff members agreed slightly or not at all that staff members trust each other.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Add “Respect” to our building norms.	Successful use of super majority function (60% approval) of our building decision making model to modify building norms.
	Personal and School connection time built in to staff meeting agendas	Staff Meetings starting with discussion starter prompts related to trust.
	Organize physical space of staff room to facilitate discussions/teaming.	Purchase and installation of additional tables.
	Self- Reflection survey completed by staff members after each staff led professional development indicating quality of respect demonstrated.	Self- Reflection Survey developed and implemented after each staff led Professional Development.
Timeline for Focus	2019 – 2020 School Year	
Method(s) to Monitor Progress	Monthly staff meeting reflection	

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 Fall 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
	Review with PTSA Board goal areas for 2019-2020 and solicit input.	November 2019
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Review of 2019-2020 SIP at PTSA meeting	November 2019
	SIP planned shared in School Newsletter	November 2019
	Classroom instruction for respectful behavior	2019-2020 School Year

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