



# Wilder Elementary School

## School Improvement Plan

### Annual Update: 2020-21

*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:<sup>1</sup>

		2016-17	2017-18	2018-19	2019-20
Student Enrollment (count)		609	607	366	406
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.2	0.0	0.0
	Asian	37.1	36.6	20.8	25.9
	Black/African American	1.1	1.3	1.1	0.7
	Hispanic/Latino of any race(s)	7.2	8.2	8.5	10.6
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.3	0.0
	Two or more races	5.6	5.1	6.0	5.4
	White	48.8	48.6	63.4	57.4
Students Eligible for Free/Reduced Price Meals (%)		2.5	3.5	3.6	3.2
Students Receiving Special Education Services (%)		10.3	10.4	10.4	11.8
English Language Learners (%)		11.5	8.9	6.0	6.2
Students with a First Language Other Than English (%)		24.5	25.7	18.4	23.0

<sup>1</sup>Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

## ACADEMIC PERFORMANCE DATA: LITERACY

### READING: By Grade Level, DIBELS Assessment<sup>2</sup>

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	89	88	89	n/a
1 <sup>st</sup> Grade	97	87	77	n/a
2 <sup>nd</sup> Grade	94	95	89	n/a

### ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
3 <sup>rd</sup> Grade	87	87	90	n/a
4 <sup>th</sup> Grade	95	87	89	n/a
5 <sup>th</sup> Grade	93	91	90	n/a

### READING: By Group/Program, DIBELS Assessment<sup>3</sup>

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	96	94	>97	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	80	79	50	n/a
Two or more races	94	>97	-	n/a
White	94	88	85	n/a
English Learner	89	86	78	n/a
Low Income	-	-	-	n/a
Special Education	65	65	41	n/a

### ELA: By Group/Program, Smarter Balanced Assessment<sup>4</sup>

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	96	95	90	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	95	79	87	n/a
Two or more races	>97	88	>97	n/a
White	87	85	89	n/a
English Learner	90	-	-	n/a
Low Income	75	50	-	n/a
Special Education	89	53	38	n/a

## ACADEMIC PERFORMANCE DATA: MATH

### MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
3 <sup>rd</sup> Grade	87	90	93	n/a
4 <sup>th</sup> Grade	95	88	80	n/a
5 <sup>th</sup> Grade	87	83	82	n/a

## ACADEMIC PERFORMANCE DATA: SCIENCE

### SCIENCE: By Grade Level, WCAS<sup>5</sup>

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
5 <sup>th</sup> Grade	n/a	81	86	n/a

### MATH: By Group/Program, Smarter Balanced Assessment<sup>5</sup>

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	99	95	90	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	95	79	73	n/a
Two or more races	94	81	100	n/a
White	82	82	84	n/a
English Learner	80	-	-	n/a
Low Income	92	43	-	n/a
Special Education	67	47	38	n/a

### SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	n/a	90	93	n/a
Black/African American	n/a	-	-	n/a
Hispanic/Latino	n/a	-	-	n/a
Two or more races	n/a	-	-	n/a
White	n/a	75	80	n/a
English Learner	n/a	-	-	n/a
Low Income	n/a	-	-	n/a
Special Education	n/a	45	-	n/a

↘ = cohort track  
n/a = not available

<sup>2</sup> Based on DIBELS Next Assessment, End-of-Year Benchmark.

<sup>3</sup> 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.

<sup>4</sup> Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

<sup>5</sup> WCAS = Washington Comprehensive Assessment of Science. Given only to 5<sup>th</sup> 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	2019-20
Kindergarten	91	83	89	n/a
1 <sup>st</sup> Grade	92	95	95	n/a
2 <sup>nd</sup> Grade	89	93	92	n/a
3 <sup>rd</sup> Grade	95	94	97	n/a
4 <sup>th</sup> Grade	93	95	98	n/a
5 <sup>th</sup> Grade	89	93	96	n/a

### ATTENDANCE: By Group/Program<sup>6</sup>

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	91	92	94	n/a
Black/African American	--	-	-	n/a
Hispanic/Latino	86	83	90	n/a
Two or more races	91	100	100	n/a
White	93	93	95	n/a
English Learner	91	88	100	n/a
Low Income	100	100	100	n/a
Special Education	90	91	97	n/a

## WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

### MOST RECENT WSIF 3-YEAR SUMMARY<sup>7</sup>

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	91	95	-	91	-	88	-	65	69
Math Proficiency Rate (%)	88	96	-	86	93	83	-	71	57
ELA Median Student Growth Percentile <sup>8</sup>	61	66.5	-	77	40	55.5	-	42	45
Math Median Student Growth Percentile	60	64	-	53	62.5	57.5	-	52.5	44.5
EL Progress Rate (%)	92	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	94	94	-	90	97	94	93	94	95

= cohort track  
 n/a = not available

<sup>6</sup> Grades K-5 combined. Student/Program groups with less than 10 students marked as "--" and data not displayed due to privacy reasons.

<sup>7</sup> Washington School Improvement Framework measures compile data across three years (2017-2019) 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.

<sup>8</sup> 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.

<b>Priority #1</b>																				
<b>Priority Area</b>	English Language Arts/Literacy																			
<b>Focus Area</b>	Non – Sense Words																			
<b>Focus Grade Level(s)</b>	K-2																			
<b>Desired Outcome</b>	95% of Grade K-2 students will score proficient on 2021 EOY Fastbridge Non-Sense Words Assessment																			
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)																			
<b>Data and Rationale Supporting Focus Area</b>	<p>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.</p> <p align="center"><b>READING: By Grade Level, DIBELS Assessment<sup>3</sup></b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <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> </thead> <tbody> <tr> <td>Kindergarten</td> <td align="center">89</td> <td align="center">88</td> <td align="center">89</td> </tr> <tr> <td>1<sup>st</sup> Grade</td> <td align="center">97</td> <td align="center">87</td> <td align="center">77</td> </tr> <tr> <td>2<sup>nd</sup> Grade</td> <td align="center">94</td> <td align="center">95</td> <td align="center">89</td> </tr> </tbody> </table>	Grade	Percent at or above standard			2016-17	2017-18	2018-19	Kindergarten	89	88	89	1 <sup>st</sup> Grade	97	87	77	2 <sup>nd</sup> Grade	94	95	89
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<b>Timeline for Focus</b>	2020-2021 School Year																			
<b>Method(s) to Monitor Progress</b>	MOY Fastbridge 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.																			

**Priority #2**

<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	Listening	
<b>Focus Grade Level(s)</b>	3-5	
<b>Desired Outcome</b>	100% of students will be at or above standard in the Listening portion of the Spring 2021 SBA ELA.	
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)	
<b>Data and Rationale Supporting Focus Area</b>	Listening Claim data shows a decrease in students above standard in Listening in 5 <sup>th</sup> grade from 4 <sup>th</sup> grade. 62% of students in 4 <sup>th</sup> grade were above standard in Listening. 42% of students were above standard in 5 <sup>th</sup> grade.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	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.
<b>Timeline for Focus</b>	2020-2021 School Year	
<b>Method(s) to Monitor Progress</b>	Check-ins for implementation of Listening Actions to occur at establish Team LEAP Wednesdays throughout 2020-2021 School Year.	

**Priority #3**

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	Respect	
<b>Focus Grade Level(s)</b>	K-5	
<b>Desired Outcome</b>	90% of students will report they have been treated respectfully on Spring 2021 Panorama Survey.	
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
<b>Data and Rationale Supporting Focus Area</b>	Our Spring Panorama data showed an eleven-point decrease from Fall to Spring in the levels of respect shown student to student.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	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.
<b>Timeline for Focus</b>	2020-2021 School Year	
<b>Method(s) to Monitor Progress</b>	Check-ins to occur at scheduled TEAM LEAP Wednesdays for 2020-2021 school year.	

**Priority #4**

<b>Priority Area</b>	High Levels of Collaboration and Communication	
<b>Focus Area</b>	Trust	
<b>Focus Grade Level(s)</b>	All Wilder Staff	
<b>Desired Outcome</b>	Spring 2021 Nine Characteristics Survey data responses will show 100% of staff agree completely, agree mostly that staff members trust each other.	
<b>Alignment with District Strategic Initiatives</b>	Professional Learning	
<b>Data and Rationale Supporting Focus Area</b>	Our Spring 2019 Nine Characteristics Survey data 35% of staff members agreed slightly or not at all that staff members trust each other.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	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 into 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.
<b>Timeline for Focus</b>	2020-2021 School Year	
<b>Method(s) to Monitor Progress</b>	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
- Teaching digital learning in both traditional and remote learning settings

## 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 2019.

During that year, the participation rate was met.

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.<sup>9</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Review with PTSA Board goal areas for 2020-2021 and solicit input.	December 2020
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Review of 2020-2022 SIP at PTSA meeting	December 2020
	SIP planned shared in School Newsletter.	December 2020
	Classroom instruction for respectful behavior.	2020-2021 School Year

<sup>9</sup> LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>