Wilder Elementary

School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.[1]

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:[2]

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		607	366	406	377
Racial Diversity (%)	American Indian/Alaskan Native	0.2%	0.0%	0.0%	0.0%
	Asian	36.6%	20.8%	26.1%	26.3%
	Black/African American	1.3%	1.1%	0.7%	1.1%
	Hispanic/Latino of any race(s)	8.2%	8.5%	10.6%	9.8%
	Native Hawaiian/Other Pacific Islander	0.0%	0.3%	0.0%	0.0%
	Two or more races	5.1%	6.0%	5.2%	4.2%
	White	48.6%	63.4%	57.4%	58.6%
Students Eligible for Free/Reduced Price Meals (%)		3.5%	3.6%	3.2%	1.3%
Students Receiving Special Education Services (%)		10.4%	10.4%	12.3%	13.5%
English Language Learners (%)		8.9%	6.0%	6.2%	8.0%

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[1] LWSD School Board Approval on <insert date>

[2] Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

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	Foundational Literacy Skills (Phonemic Awareness and Phonics)
Focus Grade Level(s)	Grades K-1
Desired Outcome	85% or more of Kindergarten and First Grade students will demonstrate proficiency in foundational reading skills (Phonemic Awareness and Phonics) as measured by earlyReading on the Screening-to-Intervention (s2i) FastBridge Report.
Alignment with District Strategic Initiatives	MTSS
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment
Data and Rationale Supporting Focus Area	Fall FastBridge earlyReading Data | Grade	Meeting Proficiency	Not Meeting Proficiency
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Kindergarten	82%	18%
First Grade	57%	43%	 A core guideline for MTSS implementation is having 80% or more of the students reach the benchmark criteria established by the screening tool. When reviewing the Fall FastBridge universal screener data, Kindergarten met the 80% benchmark and First Grade had less than 80% of students demonstrating proficiency. The desired outcome is to achieve <u>at least 85% proficiency</u> at each grade level while aiming for growth and proficiency for <u>all</u> students. While Kindergarten shows that 82% of students are on track, required growth in early literacy skills increases significantly from beginning of year to end of year. It is important to consider that both high growth and proficiency are needed to meet and exceed the set goal. First Grade was at 57% on track to meeting proficiency. This cohort of students experienced their kindergarten year remotely, and it's important to acknowledge the significant impact of the Covid-19 pandemic on learning. Given the circumstances, additional attention on phonemic awareness and phonics is essential in helping student strengthen foundational literacy skills to become strong readers.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Wonders Curriculum.	Daily implementation of lessons that build foundation literacy skills.
	Heggerty Phonemic Awareness Curriculum.	Daily lessons focusing on eight phonemic awareness skills.
	Additional Instructional Lessons.	Time increased each week for explicit phonics instruction.
	Tier II intervention strategies (Explicit skill instruction).	Students demonstrating significant need will receive intervention support in their classroom and through Safety Net.
	Analysis of MOY Fastbridge data to determine areas of growth and areas of need in literacy.	100% of K-1 teachers assessing students' literacy skills.
	Teacher-created progress monitoring assessment tool (Nonsense Words).	All students will be assessed in October, December, February & April.
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	MOY Fastbridge assessment results will be analyzed in February to determine progress towards goal. EOY Fastbridge will be analyzed in May to determine progress towards goal.	

Priority #2	
Priority Area	Mathematics
Focus Area	Fluency
Focus Grade Level(s)	Grades 3-5
Desired Outcome	95% of students will be proficient in Math Automaticity as measured by the Spring 2022 Fastbridge Assessment.
Alignment with District Strategic Initiatives	MTSS
Alignment with Characteristics of Effective Schools	Clear and Shared Focus
Data and Rationale Supporting Focus Area	Analysis of BOY Fastbridge data showed automaticy in math to be the greatest area of growth for our 3-5 grades. Third Grade Average BOY Math Automaticity – 69% met proficiency Fourth Grade Average BOY Math Automaticity –92% met proficiency Fifth Grade Average BOT Math Automaticity – 78% met proficiency Automaticity is an important skill in fostering mathematical thinking in all areas of mathematics.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Practice Math Automaticity daily using games and activities provided by Illustrative Math Curriculum.	100% of 3-5 grade level teachers implement math Automaticity games and activities provided by Illustrative Math Curriculum.
	Analysis of MOY Fastbridge Data to determine areas of growth and areas of need in Math Automaticity.	100% of 3-5 Grade Level Teachers assessing students Math Automaticity using MOY Fastbridge Assessment.

Timeline for Focus	Fall, 2021 - Spring, 2022
Method(s) to Monitor Progress	MOY Fastbridge assessment results will be analyzed in February to determine progress towards goal. EOY Fastbridge will be analyzed in May to determine progress towards goal.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Challenging Feelings, Positive Feelings, School Safety
Focus Grade Level(s)	Kindergarten through Fifth Grades
Desired Outcome	90% of all students will report a decrease in Challenging Feeling, an Increase in Positive Feelings, and feel safe at school.
Alignment with District Strategic Initiatives	MTSS
Alignment with Characteristics of Effective Schools	Supportive Learning Environment
Data and Rationale Supporting Focus Area	Our Fall 2021 Panorama data showed a decrease of 12 points from our Spring 2021 data in the area of Challenging Feelings, a decrease of 9 points in the area of Positive Feelings, and a decrease of 17 points in the area of School Safety.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teach lessons from Second Steps Curriculum which address Challenging Feelings, Positive Feelings and School Safety.	Lesson components identified for K-5 Grade Levels.
	Share Panorama data regarding Challenging Feelings, Positive Feelings and School Safety with students in grades 3-5.	Sharing of Panorama data by counselor in all 3-5 classrooms.
	Home/Parent connections regarding Challenging Feelings, Positive Feelings and School Safety education at Wilder via School Newsletter.	Communication to occur bimonthly.
	Emphasis on Challenging Feelings, Positive Feelings and School Safety integrated with informational and opinion writing prompts.	100% of teachers integrating Challenging Feelings, Positive Feelings and School Safety writing prompts when teaching informational and opinion writing units.

Timeline for Focus	Fall, 2021 - Spring, 2022
Method(s) to Monitor Progress	Check-ins to occur at scheduled TEAM LEAP Wednesdays for 2021-2022 school year.

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 instruction.
   Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
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) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

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

☐Digital Citizenship
☒Integrating core instructional technologies within instruction
☐Utilizing digital tools to enhance learning and ensure student access to content
☐Applying Ed Tech Learning Standards across content areas

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.[3] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<table>
<tr>
<td rowspan="2">Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</td>
<td>Action</td>
<td>Timeline</td>
</tr>
<tr>
<td>Review with PTSA Board goal areas for 2021-2022 and solicit input.</td>
<td>January 2022</td>
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<tr>
<td rowspan="4">Strategy to Inform Students, Families, Parents and Community Members of the SIP</td>
<td>Action</td>
<td>Timeline</td>
</tr>
<tr>
<td>Review of 2021-2022 SIP at PTSA meeting.</td>
<td>January 2022</td>
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<tr>
<td>SIP planned shared in School Newsletter.</td>
<td>January 2022</td>
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<tr>
<td>Classroom instruction for respectful behavior.</td>
<td>2021-2022 School Year</td>
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[3] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265