

Continuous Improvement Process Plan

Wilder Elementary School

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<http://www.lwsd.org/school/wilder>

2017 -
2018



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Lake Washington School District
2017 - 2018

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

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 know 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.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance	Target Performance
		2014-15	2016-17	2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

Process to determine District Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	89.5%	92.3%	88.8%				
		1 st	92.9%	94.6%	96.6%				
		2 nd	91.5%	93.8%	93.9%				
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		84.4%	90.3%	87.2%				
	% of 3 rd graders meeting or exceeding state standards in Math		82.5%	96.4%	87.2%				
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		95.8%	88.5%	94.5%				
	% of 4 th graders meeting or exceeding state standards in Math		94.8%	92.1%	94.5%				
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		90.9%	98.0%	92.9%				
	% of 5 th graders meeting or exceeding state standards in Math		82.8%	90.2%	86.7%				
	% of 5 th graders meeting or exceeding state standards in Science		92.9%	95.1%	90.2%				

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
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CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	88% met or exceeded standard	93.1% met or exceeded standard
Literacy: 3-5 ELA	91% met or exceeded standard	91.5% met or exceeded standard
Math: 3-5 Math	91% met or exceeded standard	89.5% met or exceeded standard
Science: 5th Science	90% met or exceeded standard	90.2% met or exceeded standard
Achievement Gap	90% of students who qualify for ELL will improve on the spring 2017 ELPA test sub section Reading, compared to their previous 2016 ELPA test, sub section Reading	71% of students improved on the 2017 ELPA test sub section Reading
School Effectiveness:	100% on “agree completely” in “Respectful Behavior” as measured by question #23 on the Spring 9 Characteristics of Effective Schools Survey.	66% staff members agreed we work together respectfully as measured by the 9 Characteristics of Effective Schools Survey.
Attendance and Discipline:	Attendance: Wilder Elementary will reduce unexcused absences from 71 in 2016 to 61 in 2017 as measured by June 2017 attendance figures. Discipline: Wilder Elementary will have 100% of staff trained in restorative justice practices by June 2017	Attendance: There were 104 unexcused absences by June 2017. Discipline: 100% of staff were trained in restorative justice practices.

Narrative Reflection:

Narrative Reflection	
Process:	In August staff participated in a data dive presentation. The activity utilized cohort achievement scores from Dibels EOY, ELP and SBA assessments. Staff discussed results.
Literacy: K-2 Reading	As a staff we set our goals in the fall of 2016. Our main strategy was for teams to focus on growth goals set as required by PGE in 3.1, 6.1 and 8.1 criterions. Each team set cohort goals as well as sub group and

	<p>classroom level goals. Teams developed strategies to respond to ongoing assessment data. Some teams created remediation/enrichment opportunities. All teams utilized Safety Net, ELL and resource Room programs. Our belief was that if we focused on growth goals, our building achievement goals set in the 2016-2017 CIP would reflect this work. Overall we were pleased with our results.</p>
Literacy: 3-5 ELA	<p>A huge focus for us this year was to create literacy blocks. To do this a staff committee worked for months in the spring of 2015 to create a building wide specialist schedule with the top priority of literacy blocks. The blocks were immensely valuable in allowing intervention programs to more effectively serve students in conjunction with general education classroom. In addition many of our grade level teams invested time in using our district's new writing curriculum units.</p>
Math: 3-5 Math	<p>We created a tier two intervention program specifically for students in this grade band. The program components allowed for screening of all intermediate students. Once screened we used this data to determine which students to invite to participate in the program. The instruction occurred before school and utilized remedial on line and print curriculum.</p>
Science: 5th Science	<p>District curriculum was utilized to teach 5th grade science standards. Teachers focus on teaching the steps of the scientific process. Students learn how to follow the scientific process and record their work.</p>
Achievement Gap	<p>Over the past three years, our English Language Learner (ELL) population has grown significantly, with an influx of students new to the United States. In fact, of our 603 students, 68 students qualify for ELL services. Thus, the sub group of ELL was selected to ensure the academic and social success/growth of these students.</p> <p>Students qualifying for ELL services received support from certificated and classified staff. ELL staff worked with our general education teachers to create an intentional support schedule that provides both push-in and pull-out support and uses district language curriculum. All staff also participated in an abbreviated SIOP training to give instructional strategies that are effective with ELL students.</p>
School Effectiveness:	<p>This goal was addressed in the following ways: simpler staff norms with clear accountability measures, different meeting spaces and seating arrangements to allow for a wider variety of staff interactions, and staff gatherings to encourage team building.</p>
Attendance and Discipline:	<p>As a staff we examined our district and building attendance policies. A committee was created to strengthen our staff handbook attendance policy. The committee surveyed staff concerns and ideas for strengthening our attendance policy. The committee recognized the need to have grade levels determine specific policies regarding missed assessments. Each grade level created a letter that is now sent home to parents when students are absent for more than three days. Parents are required to acknowledge the grade level expectations on missed schoolwork and assessments.</p>

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	90% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018.
Literacy: 3-5 ELA	85% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.
Math: 3-5 Math	81% of students in grades 3-5 will score at standard in or above in math as measured by the SBA assessment in May 2018
Science: 5th Science	90% of students in grade 5 will score at standard in or above in science as measured by the WCAS assessment in May 2018.
Achievement Gap	81% of students who qualify for ELL k-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018.
School Effectiveness:	Laura Ingalls Wilder Elementary will achieve 100% on “agree completely” in the area of “Respectful Behavior” as measured by question #23 on the Spring 9 Characteristics of Effective Schools Survey.
Attendance:	Laura Ingalls Wilder Elementary will reduce unexcused absences from 104 in 2017 to 52 in 2018 as measured by June 2018 attendance figures.
Discipline:	Laura Ingalls Wilder Elementary will decrease Communication Slips by half from 20/year to 10/year, through training staff in the Second Step curriculum.

Annual School Goals: Academic

Click here to enter text. Teachers examined DIBELS and SBA results to determine school goals. Goal areas were selected as a result of state requirements.

Teachers met with grade bands (K-2 and 3-5) to discuss strategies to be used to increase performance in academic areas, with grade level teams discussing specific strategies to meet the needs of their learners.

Students will be regularly assessed to ensure they are receiving the appropriate intervention/challenge. In addition, support staff (IAs, Para Educators) and specialists (ELL, Safety Net) will be used to support students with their individual needs.

Goals will be monitored regularly. Grade level teams have tied their school goals to teacher Professional Goals and will monitor them throughout the year during regular

team meetings. Formal meetings with the building principal to look at data/results will also take place.

Annual School Goals: Achievement Gap

Over the past two years, our English Language Learner (ELL) population has grown significantly, with an influx of students new to the United States. In fact, of our 619 students, 56 students qualify for ELL services. Thus, the sub group of ELL was selected to ensure the academic and social success/growth of these students.

Students qualifying for ELL services will receive support from certificated and classified staff. ELL staff have worked with our general education teachers to create an intentional support schedule that provides both push-in and pull-out support and uses district language curriculum. All staff have also participated in SIOP training to give instructional strategies that are effective with ELL students.

Our ELL teacher and ELL IA will regularly monitor student progress through individual lessons, in-class support, and check-ins with classroom teachers.

Annual School Goals: School Effectiveness

Effectiveness goal was selected as a result of staff discussions and examination of data. “Question 23: Respectful Adult Behavior”, was the area that showed the most room for growth. This area was also selected because it will help us increase our focus on professional learning experiences and will have a positive impact on both school culture and student learning.

This goal will be addressed in the following ways: simpler staff norms with clear accountability measures, different meeting spaces and seating arrangements to allow for a wider variety of staff interactions, and staff gatherings to encourage team building.

Annual School Goals: Attendance

Many students have been missing school due to extended vacations during the school year. This often results in missing class experiences that cannot easily be made up. As a school, we are trying to minimize these absences and reducing the impact to student learning. We have updated our vacation policy in the parent/student handbook to reflect the difficulty in making up class experiences and assessments.

Annual School Goals: Discipline

As a staff, we believe in natural consequences. We want to educate the whole child, including behavior. We strive to avoid suspensions, and we want to maintain this record by training all staff in restorative justice practices. Our school counselor will take the lead in providing staff development for our new Second Steps Curriculum with an emphasis on positive conflict resolution skills, and we will monitor its effectiveness throughout the school year. We will use the strategies taught for conflict resolution to work with students as inappropriate behaviors occur, keeping them in school as often as possible.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Grades K-2 will use the following strategies: <ul style="list-style-type: none"> • LWSW Writing Curriculum • Phonemic Awareness • Word Work • Sight Word Practice • Letter-Sound Activities • Direct Instruction • Reading Workshop • Small Groups • 1-1 Instruction • Multi-Sensory Activities • ELL • Safety Net • Differentiated Instruction • IA/Para Support • Wonders Curriculum • Resource Room
<i>Professional Learning needed</i>	Grades K-2 need the following Professional Learning Opportunities: <ul style="list-style-type: none"> • LWSW Writing Curriculum • Self-Directed research • Team work time to plan for cross grade level support
<i>Resources needed</i>	Grades K-2 need the following resources: <ul style="list-style-type: none"> • LWSW Writing Curriculum • Time to Plan and Prepare For Instruction • Lesson Resources for Walk to Read • Headsprout for students struggling with reading
<i>Responsible individual or team</i>	Each grade level team will be responsible for monitoring and tracking progress towards their goal.

Goal Area	Literacy
<i>Strategy to support goals</i>	Grades 3-5 will use the following strategies: <ul style="list-style-type: none"> • LWSW Writing Curriculum • Reading and Writing Workshop: peer editing, conferencing, mini-lessons, whole and small group instruction • Notetaking • Responding to Literature • Resource Room • Safety Net • ELL Small group • Use of mentor texts • Non-stop writing and quiet writing • Responding to reading with RAC method • Use of district-provided curriculum • Book chats and literature studies • Use of National Geographic, and Time for Kids • ELA Reading Responses • Book Club • SIOP strategies

<i>Professional Learning needed</i>	<p>Grades 3-5 need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> • LWSD Writing Curriculum • Writing conferences • Listening practices – content, informational
<i>Resources needed</i>	<p>Grades 3-5 need the following resources:</p> <ul style="list-style-type: none"> • LWSD Writing Curriculum • Wonders/District Assessments • Mapping out reading standards on yearly calendar • Time For Kids • Engage New York • Increase in Netbook allocation to provide for 1:1 ratio in grades 3-5 • Time to collaborate
<i>Responsible individual or team</i>	Each grade level team will be responsible for monitoring and tracking progress towards their goal.

Goal Area	Math
<i>Strategy to support goals</i>	<p>Grades 3-5 need the following Strategies:</p> <ul style="list-style-type: none"> • Dream Box Pilot • Differentiated math groups • Math workshop model • Timed tests • IXL online resource • Brain exercises for enrichment • Enrichment projects • Xtra Math • Math Stations • Manipulatives • Common Core problem solving strategies
<i>Professional Learning needed</i>	<p>Grades 3-5 need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> • Dream Box training • Hands-on, higher level math ideas • Destination Imagination
<i>Resources needed</i>	<p>Grades 3-5 need the following resources:</p> <ul style="list-style-type: none"> • Dream Box site license • Newest envision curriculum (fully aligned to Common Core) • Time • Resources to push students in math
<i>Responsible individual or team</i>	Each grade level team will be responsible for monitoring and tracking progress towards their goal.

Goal Area	Science
<i>Strategy to support goals</i>	<p>Grade 5 will use the following strategies:</p> <ul style="list-style-type: none"> • NGSS implementation • Teacher-created science packets • Science fair and related research/projects • Focus on teaching scientific process

<i>Professional Learning needed</i>	NGSS Training
<i>Resources needed</i>	Grade 5 will need the following resources: <ul style="list-style-type: none"> • Use of adopted curriculum that aligns with standards
<i>Responsible individual or team</i>	The fifth grade team will be responsible for monitoring and tracking progress towards our science goal.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Laura Ingalls Wilder Elementary will work with our PTSA and community to support our Continuous Improvement Process as follows:

- Develop WATCH DOGS Volunteer Program
- Use parent and LINKS volunteers to support students in class through 1 on 1 and small group support
- Work with the PTSA to fund materials and professional development opportunities that support CIP goals
- Add communication processes to further involve/inform parents in the areas of attendance and discipline
- Offer parent enrichment events that support CIP goals (ex: Beginning Readers Tips for Parents videos posted on Kindergarten Website.)

Strategies to inform parents, families, and the community about the Continuous Improvement Process

The community will be informed about the CIP goals through communication in the PTSA newsletter, as well as the CIP being presented at a future PTSA meeting.