



Continuous Improvement Process Plan 2018-2019

Wilder Elementary School

22130 NE 133rd Street

Woodinville, WA 98077

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

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I. Description of School

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 and is a part of the Redmond Learning Community. 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. Our demographics are as follows: 51% White, 28% Asian, 10% Hispanic/Latino and 2% African American. Our students speak 9 languages.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	81.9%	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 starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) 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.

III. 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	88.7	87.8			
		1 st	92.8	94.6	96.5	86.5			
		2 nd	92.2	93.8	93.9	95.54			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		84.4	90.3	87.2	87.2			
	% of 3 rd graders meeting or exceeding state standards in Math		82.5	96.4	87.2	89.5			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		95.8	88.5	94.5	87.0			
	% of 4 th graders meeting or exceeding state standards in Math		94.8	92.1	94.5	87.9			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		91.0	98.0	92.9	91.0			
	% of 5 th graders meeting or exceeding state standards in Math		82.8	90.2	86.7	83.1			
	% of 5 th graders meeting or exceeding state standards in Science		92.9	95.1	90.2	81.1			

- 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 starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to Evaluate Outcomes and develop Narrative Reflection:

In August staff participated in a “data-dive” presentation and group activity. The activity utilized cohort achievement scores from Dibels EOY, ELP and SBA assessments. Staff discussed results from the 2017-18 school year and collaborated on data analysis of student achievement and reflection on the data and strategies used.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: 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.	Outcome: 90.0 % met or exceeded the standard.
Narrative Reflection: Our Primary team consistently used Wonders curriculum. F&P resources were also used to guide our instruction. We used district literacy assessments and F&P word lists to analyze our data. We determined our goals by looking at last year’s data and determined we could have higher achievement. One challenged we faced was using a new curriculum (F&P) on top of our district curriculum and deciding what was valuable data. We also utilized Wilder Safety Net resources to support achievement of our goals. Literacy blocks helped to coordinate Resource Room support.	
Literacy: 3-5 ELA Goal: 85% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.	Outcome: 88.4% met or exceeded the standard.
Narrative Reflection: Students in third grade were regularly assessed to ensure they are receiving the appropriate differentiation, including extra support from in-building resources such as Safety Net (reading), RTI classes (Math), and instructional support. Teachers also used a professional learning coach to continue growth in reading instruction. The PGE focus was Words Their Way, as a means of having students learn effective word study strategies in order to expand vocabulary to help grow their reading fluency and accuracy, and comprehension skills. To support our CIP plan in 4th grade we focused on adding a rich variety of transition words while writing opinion, narrative and informational writing pieces. We gave a baseline writing assessment in the fall and tracked growth for each writing project throughout the year. We gave students lists of transition words to best fit each writing form. We used peer and parent editors to expand transition use within paragraphs as well as signaling movement from one paragraph to the next. This helped produce strong written responses on the SBA as evidenced by Target 7 – composing full texts which was higher than the performance on the rest of the test. 5 th grade - Weekly	

<p>team meetings occurred to assess student progress in literacy. Writer's Workshop was introduced this year to our 5th grade classrooms.</p>	
<p>Math: 3-5 Math Goal: 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.</p>	
<p>Outcome: 86.7% met or exceeded the standard.</p>	
<p>Narrative Reflection: As a school Dreambox was implemented as another resource for classroom instruction. Staff learned how to access and utilize this resource as a tool for instruction and practice. A before school math remediation program was used (RTI Math) to support students not at standard on spring math SBA tests.</p>	
<p>Science: 5th Science Goal: 90% of students in grade 5 will score at standard in or above in science as measured by the WCAS assessment in May 2018.</p>	
<p>Outcome: 81.1% met or exceeded the standard.</p>	
<p>Narrative Reflection: Our scores for science were lower than we expected because of the new science standards. Foss kits were used to help students master science concepts in 5th grade.</p>	
<p>Achievement Gap Goal: 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.</p>	
<p>Outcome: 86.2% met or exceeded the standard.</p>	
<p>Narrative Reflection: We are pleased to see our ELL students achieving at a high rate. Students received instruction daily. Staff continue to utilize SIOP strategies for teaching ELL students.</p>	
<p>School Effectiveness Goal: 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.</p>	
<p>Outcome: 82.35% of Wilder Staff agree in the area of respectful behavior as measured by question 25 on the Spring 9 Characteristics of Effective Schools Survey.</p>	
<p></p>	

<p>Narrative Reflection: Although we did not meet our 100% goal we are moving in the right direction! Staff continue to grow in their abilities to effectively team together.</p>	
<p>Attendance Goal: Laura Ingalls Wilder Elementary will reduce unexcused absences from 104 in 2017 to 52 in 2018 as measured by June 2018 attendance figures.</p>	<p>Outcome: Laura Ingalls Wilder Elementary had 242 unexcused absences during the 2017-2018 school year.</p>
<p>Narrative Reflection: Although our unexcused absences increased, our analysis showed a high percentage of unexcused absences were associated with only a small handful of students.</p>	
<p>Discipline Goal: Laura Ingalls Wilder Elementary will decrease Communication Slips by half from 20/year to 10/year, through training staff in the Second Step curriculum.</p>	<p>Outcome: We ended the year with 20 Communication Slips.</p>
<p>Narrative Reflection: We had hoped to see a reduction in Communication slips with the introduction of Second Steps Curriculum. Our counselor delivered 15 lessons each to 26 classrooms for a total of 390 lessons. He also worked with small groups of students struggling with behaviors.</p>	

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

<p>2017-18 Strategies to involve parents, families and the community in the CIP process: Laura Ingalls Wilder Elementary will work with our PTSA and community to support our Continuous Improvement Process as follows:</p> <ul style="list-style-type: none"> • 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 <p>Offer parent enrichment events that support CIP goals (ex: Beginning Readers Tips for Parents videos posted on Kindergarten Website).</p>
<p>Reflection on Outcome: Parent volunteers and PTSA members continued to support learning at Wilder Elementary. We started a small Watch DOGS program which is continuing into a second year. The Wilder PTSA agreed to purchase a site license for Dreambox, a math</p>

enrichment program as well as fund a stipend for a before school math remediation program (RTI math).

2017-18 Strategies to inform parents, families and the community in the CIP 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.

Reflection on Outcome: We communicated to our community utilizing our school website and PTSA meetings. The Wilder PTSA was eager to support our math and literacy goals through generous support for RTI math, a before school math program, Dream Box and grants to fund the purchase of Fountas and Pinnell literacy curriculum.

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources

Literacy:

85% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2019.

Process used to determine goal:

BOY Dibels results were analyzed as well as EOY 2018 data for our kindergarten and 1st grade students.

Responsible individual or team:

K-2 Staff members. Safety Net program.

Strategy/ies that will be implemented to support goal:

Grades K-2 will use the following strategies:

- LWSO 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

How challenge and rigor will be ensured for all students:
Differentiated reading groups, based on formative and summative assessment of reading skills will be created.

How necessary interventions will be determined:
Progress monitoring will occur three times during the school year and results used to determine intervention strategies for students not at benchmark.

Any professional learning needed:
Team time will be used to plan assessments and analyze results.
Any resources needed and plans to obtain them:
Continued growth of our mentor text library. Teaming with Safety Net program.

Timelines and Progress Monitoring Plans:
Progress monitoring will occur three times during the school year and results used to determine intervention strategies for students not a benchmark.

Literacy: 3-5 ELA SMART Goal:
85% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2019.

Process used to determine goal:
SBA data from spring 2018 was analyzed to determine goal.

Responsible individual or team:
Grade Level Teams.

Strategy/ies that will be implemented to support goal:

- LWSB 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
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How challenge and rigor will be ensured for all students: Workshop model, Mentor texts, SBA practice, individual conferencing.

How necessary interventions will be determined:

Formative and Summative assessments throughout the year.

Any professional learning needed:

Continued Professional Develop on LWSO Writing Curriculum.

Any resources needed and plans to obtain them:

Utilizing Writing Teacher leads. PTSA funding of Mentor Text Library.

Timelines and Progress Monitoring Plans: Grade level teams will meet throughout the year to analyze assessment data and plan instruction.

Math: 3-5 Math SMART Goal:

87% of students in grades 3-5 will score at standard in or above in math as measured by the SBA assessment in May 2019.

Process used to determine goal:

Staff analyzed Spring 2018 SBA math data.

Responsible individual or team:

5th grade team.

Strategy/ies that will be implemented to support goal:

- Dream Box
- Differentiated math groups
- Math workshop model
- Timed tests
- IXL online resource
- Brain exercises for enrichment
- Enrichment projects
- Xtra Math
- Math Stations
- Manipulatives

How challenge and rigor will be ensured for all students:

Math Work Shop model, Math Talks, Dreambox implementation, PTSA math enrichment program (Math Adventures).

How necessary interventions will be determined:

Ongoing formative and summative assessment data used to determine lessons.

Any professional learning needed:

Dream Box Professional Development.

Any resources needed and plans to obtain them:

None at this time.

Timelines and Progress Monitoring Plans:

Ongoing formative and summative assessments during the 2018-2019 school year.

Science: 5 Science SMART Goal: 75% of students in grade 5 will score at standard in or above in science as measured by the WCAS assessment in May 2019.

Process used to determine goal:
Review and analysis of spring WCAS 5th grade results.

Responsible individual or team:
5th grade team.

Strategy/ies that will be implemented to support goal:

- NGSS implementation
- Teacher-created science packets
- Science fair and related research/projects
- Focus on teaching scientific process

How challenge and rigor will be ensured for all students:
Whole group instruction, individual scaffolding.

How necessary interventions will be determined:
Both formative and summative assessments.

Any professional learning needed:
District provided professional learning on NGSS.

Any resources needed and plans to obtain them:
Curriculum resources aligned to new NGSS.

Timelines and Progress Monitoring Plans:
5th grade team will utilize team days to discuss progress towards implementation of NGSS.

Achievement Gap SMART Goal:
86% 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 2019.

Process used to determine goal:
Spring Dibels and SBA Literacy results analyzed for 2017-2018 ELL students.

Responsible individual or team:
Students qualifying for ELL services will receive support from certificated and classified staff. All staff have also participated in SIOP training to give instructional strategies that are effective with ELL students.

Strategy/ies that will be implemented to support goal: ELL staff will work 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.

How challenge and rigor will be ensured for all students:

Achievement data collected throughout the year will be analyzed to track ELL student progress in literacy.

How necessary interventions will be determined:

Formative and summative assessments will be used to plan instruction.

Any professional learning needed:

Continued Professional Development in SIOP strategies.

Any resources needed and plans to obtain them:

Utilize teacher leads to present SIOP professional development.

Timelines and Progress Monitoring Plans:

Ongoing assessment in grade level PCC teams.

School Effectiveness SMART Goal: Laura Ingalls Wilder Elementary will achieve 100% on “agree completely” in the area of “Respectful Behavior” as measured by question #23 on the Spring 2019 Characteristics of Effective Schools Survey.

Process used to determine goal:

Staff reviewed 9 characteristics survey data from spring 2018.

Responsible individual or team:

All staff members.

Strategy/ies that will be implemented to support goal:

Staff norms reviewed at every staff meeting. Emphasis on teaming. Administration providing teaming protocols and support.

Attendance SMART Goal: Laura Ingalls Wilder Elementary will reduce unexcused absences from 242 in 2018 to 141 (50% reduction) in 2019 as measured by June 2019 attendance figures.

Process used to determine goal:

Analysis of 2017-2018 attendance data.

Responsible individual or team:

Certificated staff members.

Strategy/ies that will be implemented to support goal:

Communication with families via newsletters regarding the importance of attendance throughout the year, even during the holiday season. We have had several families leave for foreign countries in December and in June.

How challenge and rigor will be ensured for all students:

Good attendance expectations for all students.

How necessary interventions will be determined:
Appropriate adherence to district protocols for absences.

Any professional learning needed:
Ensure building secretary notifies administration when a student has excessive absences.

Any resources needed and plans to obtain them:
None needed at this time.

Timelines and Progress Monitoring Plans:
Monthly attendance data from building secretary.

Discipline SMART Goal: Laura Ingalls Wilder Elementary will decrease Communication Slips by half from 20/year to 10/year, through training staff in the Second Step curriculum.

Process used to determine goal:
Review and analysis of 2017-2018 discipline rates.

Responsible individual or team:
School Counselor, administrative team.

Strategy/ies that will be implemented to support goal:
Continued implementation of Second Steps curriculum. Analysis of Panorama Survey results. Targeted counseling lessons based on survey data.

How challenge and rigor will be ensured for all students:
As a staff we will utilize Second Step and Kelso language with our students and have common expectations for all students.

How necessary interventions will be determined:
Panorama Survey results will guide Kelso and Second Steps lesson selection.

Any professional learning needed:
Staff training on Second Steps curriculum and analysis of Panorama data.

Any resources needed and plans to obtain them:
Kindness Bench, Student Peacemaker program for playground.

Timelines and Progress Monitoring Plans:
Will review discipline slip count in June. Review Kindness Bench and Peacemaker data in June.

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process:
Continue with Watch Dog program. Work to secure a stipend for a staff member to organize and manage Watch Dogs. Work to communicate with PTSA funding opportunities that support student achievement and CIP goals.

Timelines and Progress Monitoring Plans:
CIP plan will be presented to PTSA at a general meeting in December. Parent input will be gathered at monthly principal/PTSA presidents meetings.

2018-19 Strategies to inform parents, families and the community in the CIP 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.

Timelines and Progress Monitoring Plans:
Parent information regarding CIP will occur in school newsletters.