School Improvement Plan
Wilburton Elementary
2021-22

Bellevue School District Vision
To affirm and inspire each and every student to learn and thrive as creators of their future world.

What is unique about Wilburton?

- The school was established in 2018, as the first new neighborhood elementary school in BSD since the 1970s. Since opening, we have grown each year by adding classrooms. As well, we have one of the highest mobility rates in our district, at 30%.
- Students at Wilburton are diverse, with over 35 different languages. We honor and promote multilingualism with our families in our classrooms and school.
- We have implemented an Equity Based Multi-Tiered System of Support (MTSS) for our students. The focus of this structure and system is to improve outcomes for all students with a continuum of academic, behavioral, and social instruction and support.

- Our Equity Based MTSS is an important part of our school because as a neighborhood school we provide a continuum of services for our neighborhood students, focusing on focusing on meaningful inclusion of students with special needs into general education classrooms.

- Wilburton promotes and teaches computer science and computational thinking grades P-5. All classroom teachers and many additional support staff have been trained in computer science/computational thinking and continue to receive professional learning in this area to be able to effectively implement computer science and computational thinking into their classroom, for all students. We have a computer science facilitator who supports teachers daily providing professional learning, collaborative planning, co-teaching, and resources to support the implementation of computer science and computational thinking into our general education classrooms for all students.

- Since being established, we have continued to be part of the Microsoft Showcase School Program. As member of this group, we engage with Microsoft and like-minded schools around the world to deepen and expand education transformation using the Education Transformation Framework to continue to transform our school to meet the needs of our students now and in the future.

- Since our opening in 2018, we have had a focus on using technology as a tool to enhance high quality instruction. Our teachers have had extensive, ongoing training on how to use technology tools in the classroom for and with students. As well, K-5 students have 1:1 devices. Students use their technology devices daily, as tools to amplify their learning. The technology access promotes accessibility and inclusion, providing universal supports to all students for their unique needs for learning. Using office 365 as our main platform, students are engaged and able to use multiple accessibility tools to support engagement and support as needed. Daily, students are engaged in personalized learning opportunities with adaptive software to support learning.

See Appendix for School Profile

Affirm and Inspire
Student Well-Being

Strategic Plan Student Well-Being Goal: Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Student Well-Being Priority: Sense of Belonging

As students re-enter the full school experience, school-based strategies will contribute to an inclusive environment where all students feel a sense of belonging. Studies have shown that "a strong sense of belonging translates to students of all ages and developmental stages improving academically, being more engaged and motivated in school, and increasing their physical and emotional health."[1]

Sense of Belonging Measures and Targets
Increase percentage of students reporting a sense of belonging on the Panorama student survey, with a reduction in predictable outcomes by subgroup.

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable			
Student Groups	Grades 3-5		
	Baseline 2017	Fall 2019	Fall 2021
All Students	n/a	77% (186)	
Asian	n/a	74% (74)	
Black	n/a	*	
Hispanic	n/a	79% (22)	
Multi-ethnic	n/a	70% (20)	
White	n/a	82% (61)	
Students with Disabilities	n/a	57% (11)	
English Learners	n/a	73% (33)	
Low Income	n/a	79% (25)	

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.

Data Reflection
Our fall 2018 Panorama Sense of Belonging score was 74%. Based on this score there was an overall increase of two points in 2019 and we saw a significant decrease in the fall of 2020 by 9 points. We attribute the significant decrease in 2020 to the education setting during a pandemic (hybrid and/or virtual learning) and restricted opportunities to connect with other students outside of their assigned classroom and or AM/PM cohorts.

Key Strategies / Adjustments

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[1] *Why Student Belonging Matters: October 2020*. NASSP. (2020, October 1). https://www.nassp.org/publication/principal-leadership/volume-21-2020-2021/principal-leadership-october-2020/why-student-belonging-matters-october-2020/.

- Improving school-wide understanding of inclusionary practices to provide instructional strategies to meet the needs of all students, specifically our students with disabilities. This would include providing professional development around universal design for learning.

- Providing an opportunity to capture our kindergarten to second grade voices around adult and student connections.
- School-wide effort to support students on teaching them how to socialize through monthly assemblies, bi-weekly training with classified staff, intentional SEL instruction from classroom teachers and counselor, and daily announcements. The specific focus on self- and social-awareness in our SEL standards.
- Prioritizing community building in the classroom throughout the year and as needed by daily community circles, one-on-one check-ins, and utilizing non-classroom support when needed.
- Using classroom lessons to elicit data on whether a student has a friend in the classroom and/or at school.
- The Student Well Being team will be creating a K-5 Sense of Belonging Survey for all students to take to produce a school-wide baseline data point on adult and student to student connections.

Student Well-Being Priority: Social-Emotional Learning

Many students experienced isolation during the pandemic, with few opportunities to interact in-person socially. As we return to in-person learning it will be critical to recognize where each student is socially and emotionally and to provide them with intentional opportunities to support their development in social emotional learning. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making. These competencies are not discrete and are integrated into curriculum and instructional practices.

Social-Emotional Learning Measures and Targets				
Increase social-emotional competencies from Fall 2021 to Spring 2022.				

Grades 3-5: Panorama Social-Emotional Learning Survey				
Social Emotional Competency	Fall 2020 (n=191)	Spring 2021 (n=185)	Fall 2021	Spring 2022
Self-Management	75%	77%		
Social Awareness	74%	74%		
Self-Efficacy	62%	64%		
Emotional Regulation	48%	51%		

Data Reflection
There was an increase of three points in self-management, self-efficacy and emotional regulation, and the social awareness category remained the same. The increase in the different competencies could be due to competencies being taught during the virtual setting and were continued being taught through similar support and instruction when students returned to in-person learning in the hybrid setting. Explicit in-person instruction with other peers, peer models and peer interactions led to a better understanding of self-management, self-efficacy, and emotional regulation. Self-efficacy is the lowest score – connected to connection to adults. How well do they know adults enough to ask questions or seek help?

Key Strategies / Adjustment
A commitment to using SecondStep and Ruler with fidelity to grow in their social emotional competencies. One way we will ensure this is by using the SecondStep digital platform with the goal of increasing accessibility to students.
Opportunities for professional development targeted to increase understanding of SEL standards and developmentally appropriate instruction for all students, specifically in relation emotional regulation. To support emotional regulation, every classroom has a cool down corner and is taught different strategies to utilize the cool down corner to support students in identifying emotions and emotional regulation strategies.
Implement learning walks to provide opportunities to focus on social emotional learning and instruction.

Learn and Thrive
Academic Success

Strategic Plan Academic Success Goal: Students achieve high levels of academic success and outcomes are not predicted by race or income.

Academic Success Priority: English Language Arts and Math Proficiency and Growth

We recognize that student learning experiences varied widely during the 2019-20 and 2020-21 school years due to the pandemic and the shift in learning models. Universal screeners administered in the fall will provide student proficiency data for educators as they design instruction and supports based on students' beginning of the year level in the core subject areas of literacy and math. Based on progress monitoring data during the 2020-21 school year, math is a particular focus area. Regardless of where students begin the year, the goal is for *all students* to experience expected or greater growth.

English Language Arts Growth and Proficiency Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in literacy, and making typical or high growth in literacy from Fall 2021 to Spring 2022.

Grades 3-5: Star Reading Proficiency and Growth				
	Star Reading % Proficient		**Star Reading** % Typical/High Growth	
Subgroup	Spring 2021	Spring 2022	Fall 2020-Spring 2021	Fall 2021-Spring 2022
All	**69% (192)**		74% (188)	
Asian	73% (79)		73% (77)	
Black	*		*	
Hispanic	48% (21)		62% (21)	
Multi-Ethnic	60% (15)		67% (15)	
White	73% (67)		80% (65)	
Low Income	30% (23)		48% (23)	
English Learner	31% (39)		57% (37)	
Students with Disabilities	33% (12)		58% (12)	
Female	74% (93)		78% (92)	
Male	64% (99)		70% (96)	
Advanced Learning	97% (32)		75% (32)	
Traditional	63% (160)		74% (156)	
Grade 3	62% (60)		69% (59)	
Grade 4	70% (66)		77% (65)	
Grade 5	74% (66)		75% (64)	

Data Reflection

In the 2020-2021 school year, 74% of all 3ʳᵈ to 5ᵗʰ grade students demonstrated a typical/high growth increase in Star Reading from Fall to Spring while 71% showed typical/high growth in Star Math. In looking at our subgroups, our

white students and female students showed the most typical/high growth in Star Reading, while our Hispanic, low income, MLL, and special education students showed the least typical/high growth.

Our 3rd grade students showed the least amount of typical/high growth in both Star Reading and Star Math.

Our priority this year will be focusing in our increasing the typical/high growth in ELA and Math for our subgroup populations of Hispanic, MLL, low income and special education.

When comparing Star Reading and Star math proficiency, there are students significantly more proficient in Star Reading than Star Math by 9 points. This trend is also true when looking at our subgroups of students where Hispanic, Multi-ethnic, white, low income and students with disabilities all have higher proficiencies in Star Reading than Star Math. Though, the converse is true for MLL students in which they show higher Star Math proficiency than Star Reading by 12 points.

Key Strategies
• In Literacy, continuing with strong universal instruction in reading.
• Utilize culturally responsive classroom libraries to create mirrors and windows for our students.
• Support students needing additional literacy instruction with the expertise of our LAP interventionist who is full time this year.
• Equity-based MTSS structure supporting all students, targeting intentional instruction for students who were below grade level, using BOY data, with 5-week MTSS Cycles.

Math Proficiency and Growth

Math Proficiency and Growth Measures
Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in math, and making typical or high growth in math from Fall 2021 to Spring 2022.

Grades 3-5: Star Math Proficiency and Growth				
	Star Math % Proficient		**Star Math** % Typical/High Growth	
Subgroup	Spring 2021	Spring 2022	Fall 2020-Spring 2021	Fall 2021-Spring 2022
All	**60% (188)**		71% (184)	
Asian	77% (77)		79% (75)	
Black	*		*	
Hispanic	30% (20)		55% (20)	
Multi-Ethnic	53% (15)		60% (15)	
White	55% (67)		69% (65)	
Low Income	26% (23)		39% (23)	
English Learners	43% (37)		44% (36)	
Students with Disabilities	23% (13)		46% (13)	
Female	52% (92)		75% (91)	
Male	67% (96)		67% (93)	
Advanced Learning	94% (31)		90% (31)	

Traditional	53% (157)		67% (153)	
Grade 3	69% (61)		65% (60)	
Grade 4	55% (62)		72% (60)	
Grade 5	55% (65)		75% (64)	

Data Reflection

In the 2020-2021 school year, 74% of all 3rd to 5th grade students demonstrated a typical/high growth increase in Star Reading from Fall to Spring while 71% showed an increase in Star Math.

In Star Math, our Asian and female students made the highest typical/high growth, while our Hispanic, low income, MLL and special education students showed the least amount of typical/high growth.

Our 3rd grade students showed the least amount of typical/high growth in both Star Reading and Star Math.

Our priority this year will be focusing in our increasing the typical/high growth in ELA and Math for our subgroup populations of Hispanic, MLL, low income and special education.

When comparing Star Reading and Star math proficiency, there are students significantly more proficient in Star Reading than Star Math by 9 points. This trend is also true when looking at our subgroups of students where Hispanic, Multi-ethnic, white, low income and students with disabilities all have higher proficiencies in Star Reading than Star Math. Though, the converse is true for MLL students in which they show higher Star Math proficiency than Star Reading by 12 points.

Key Strategies

- Implementing with fidelity the new math curriculum and materials aligned with the state standards.
- Reimagining and rebuilding a classroom community of math learners to support all students, especially diverse learners. This would include the problem-based structure and math language routines.
- In addition to district developed professional developments, we will also provide and offer building professional development focused on math, grade level opportunities to learn and collaborate around structures that support high quality instruction (WIDA, UDL, CRT, and SEL).
- Equity-based MTSS structure supporting all students, targeting intentional instruction for students who were below grade level, using BOY data, with 5-week MTSS Cycles.

Family Engagement

Strategic Plan Family Engagement Goal: Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Family Engagement Priority: Inform, Support, and Empower

The experience of individual families is always subject to a wide array of conditions and contexts. These differences were highlighted throughout COVID, but one thing remained true: our families have expressed a desire to connect with us more deeply, to be more informed about their individual student's academic progress and social-emotional well-being, and to find ways where we can truly engage as partners for their children's success.

Family and Community Engagement will continue to center on three priority objectives:

- **Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information and obtain academic, health and wellness services.
- **Supported**: A BSD family is supported when they can utilize the systems within the district to serve their student's unique needs, strengths, and circumstances.
- **Empowered**: A BSD family is empowered when they can use their individual or their community's collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

Priority Family Engagement Measures and Targets

Increase the percentage of families reporting they feel informed, supported, and empowered to contribute to their student's success.

Percentage of Favorable Responses on Family Engagement Survey						
Family Subgroups	Informed		Supported		Empowered	
	Spring 2021	Spring 2022	Spring 2021	Spring 2022	Spring 2021	Spring 2022
All Students	68% (188)		70% (188)		68% (188)	
Asian	71% (95)		73% (95)		69% (95)	
Black	*		*		*	
Hispanic	87% (22)		90% (22)		87% (22)	
Multi-ethnic	34% (11)		49% (11)		48% (11)	
White	60% (57)		58% (57)		62% (57)	
Students with Disabilities	77% (15)		88% (15)		86% (15)	
English Learners	74% (42)		77% (42)		77% (42)	
Low Income	87% (16)		87% (16)		77% (16)	

Data Reflection

The Family Engagement Survey from 2021 shows that Wilburton did not meet the target goals in any of the goal areas. Families shared that they would like to have more communication from their teacher regarding how their child is progressing in their learning. Families also shared they want more streamlined communication. Families are asking

for more family events in the evening and they would like to be able to give feedback, ask questions, and communicate with staff in a small group.

Key Strategies / Adjustment
• Through our Family Engagement school team, plan a family/parent event for the spring that will address how the school can be better partners in our relationship. This will be a collaborative effort with our families and parents that will include eliciting what families need and creating an event to fulfil that need. Some possible ideas include bridging our racial equity work with educators and students to include families, and/or an event focused on supporting MLL learners and special education learners.
• Supporting our MLL families with specific meeting(s) to share information around supporting MLL students and learning about the needs of our MLL families and students.
• Finding tools or opportunities to improve two-way communication between families and school that includes piloting the two-way communication tool, Talking Points. • Continuing to collaborate with the PTA to offer family and student events outside of school hours to increase connection and community such as hosting a Walk to School Day, Trunk or Treat event, and planning for a Cultural Day in the spring.

Wilburton Elementary School

School Overview

Wilburton Elementary opened as a new school in Fall 2018 and is a leader in innovation, collaboration, and inclusion. At Wilburton, we are life-long collaborative learners who take risks and build authentic world connections with each other and the larger community. Our goal is to provide each student with a relevant, adaptive, and rigorous learning experience each day at school.
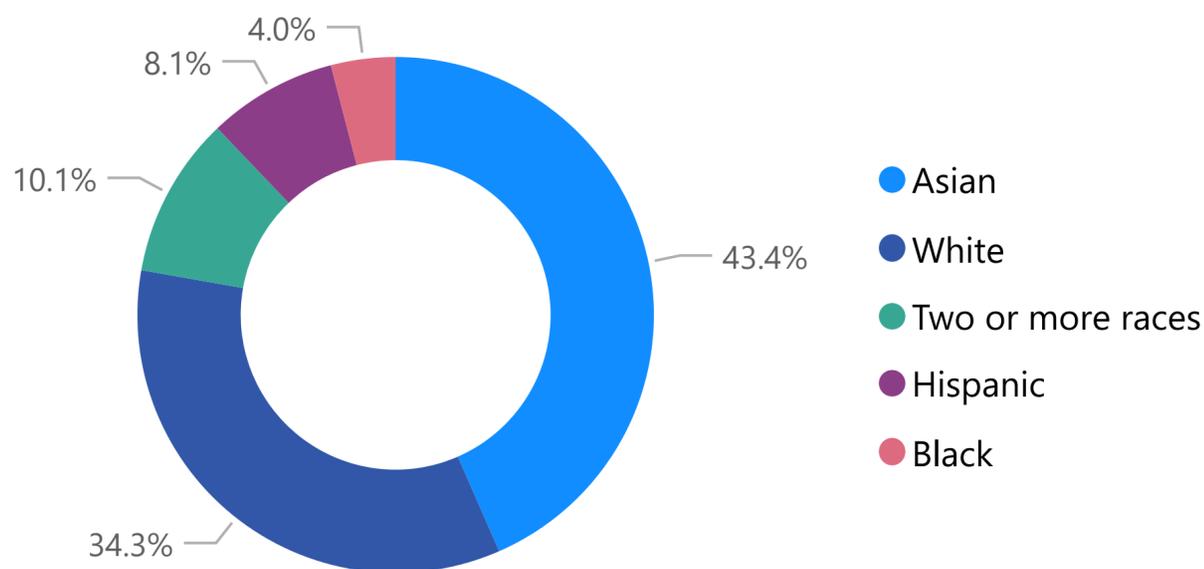
12300 Main St
Bellevue, WA 98005

http://www.bsd405.org/wilburton
425-456-4300
Chhoun Mey, Principal

Programs Offered

Continuum of special education services, including preschool

Racial Diversity

- 4.0%
- 8.1%
- 10.1%
- 43.4%
- 34.3%

- ● Asian
- ● White
- ● Two or more races
- ● Hispanic
- ● Black

School & Student Characteristics [1]

	Wilburton Elementary School	District Elementary Average [2]
Enrollment (10/1/2020)	463	464
Average Attendance Rate	97 %	97 %
Eligible for Free/Reduced Price Meals	12 %	17 %
Receiving Special Education Services	6 %	7 %
English Language Learners	35 %	26 %
First Language Other Than English	52 %	44 %
Mobility Rate [3]	22 %	13 %

Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2019)
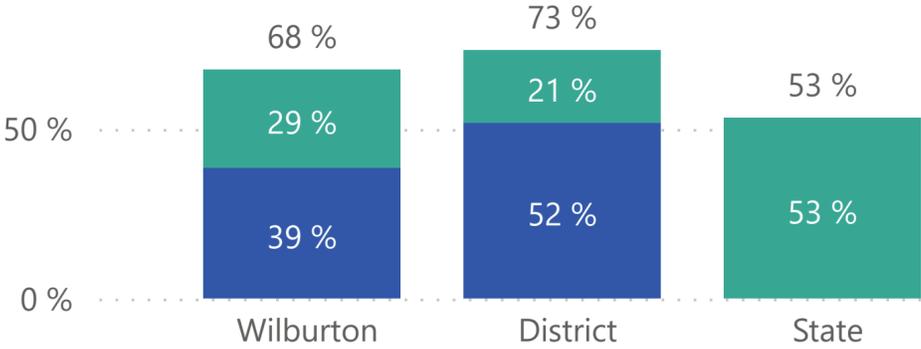Percentage of Students Meeting / Exceeding Standards

SBA: English Language Arts
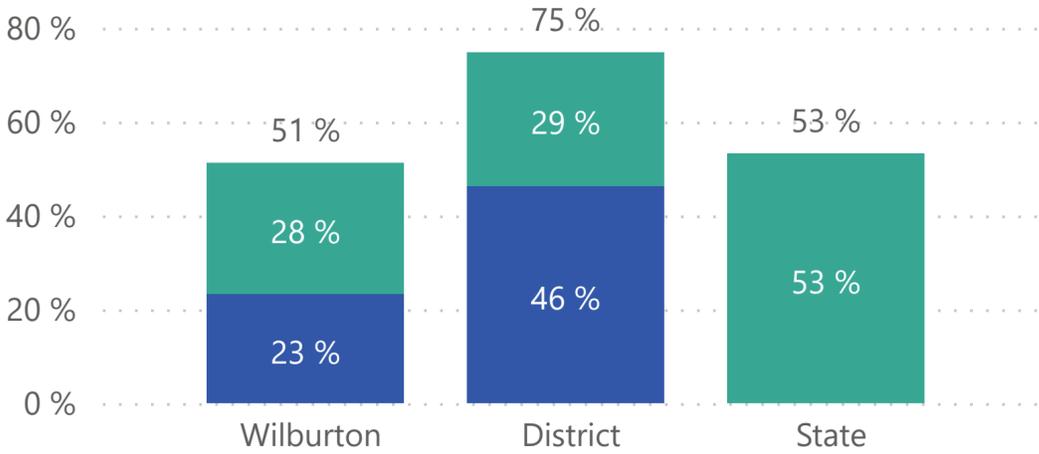● Exceeds Standards ● Meets Standards

	Wilburton	District	State
Total	70 %	76 %	58 %
Meets Standards	28 %	22 %	58 %
Exceeds Standards	42 %	53 %	
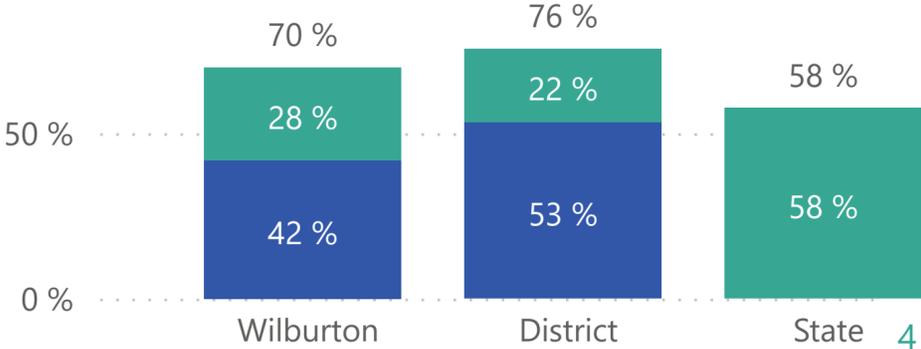
SBA: Math
● Exceeds Standards ● Meets Standards

	Wilburton	District	State
Total	68 %	73 %	53 %
Meets Standards	29 %	21 %	53 %
Exceeds Standards	39 %	52 %	

WCAS: Science
● Exceeds Standards ● Meets Standards

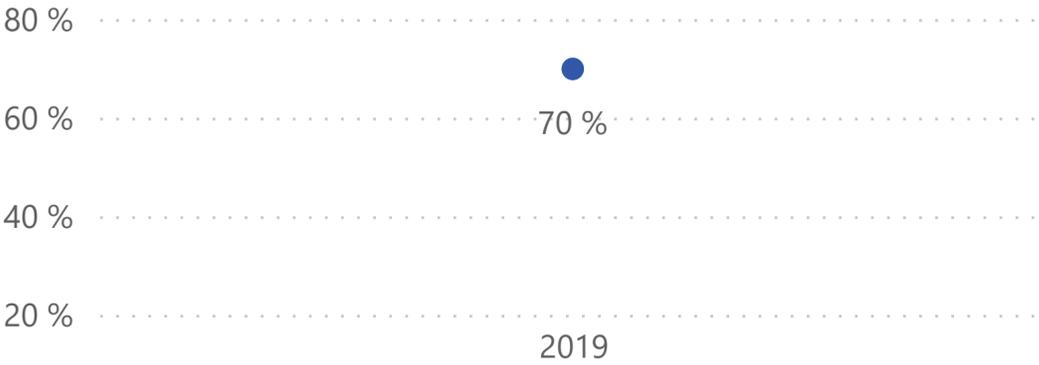|	Wilburton	District	State
Total	51 %	75 %	53 %
Meets Standards	28 %	29 %	53 %
Exceeds Standards	23 %	46 %	

State Assessment Results for Grades 3-5
Percentage of Students Meeting Standards

SBA: English Language Arts

70 %

2019

SBA: Math

68 %

2019

WCAS: Science

51 %

2019
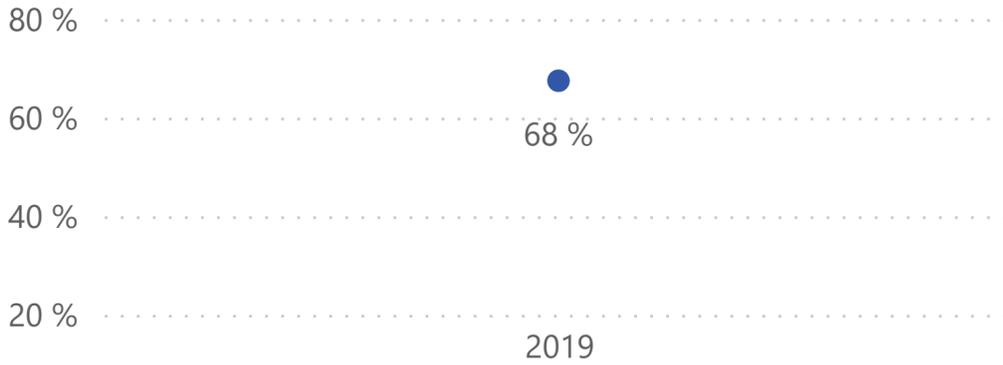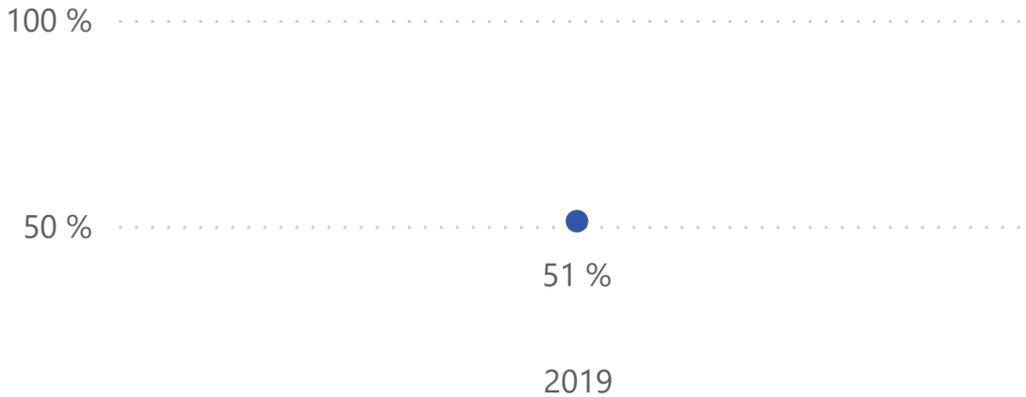
Glossary

Science Assessments - WCAS
WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced
Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assess-ment/StateTesting/default.aspx.

Special Education Services
Neighborhood schools provide a continuum of special education services. We provide specialty centers as well:

* **Cascade** program for students who benefit from behavioral supports due to emotional stressors.
* **Evergreen** program to serve young adults (ages 18-21) with disabilities.
* **Olympic** program to support students on the autism spectrum.
* **Pacific** program for students with significant developmental and intellectual disabilities.
* **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

STAR
Students in grades 2-8 take Renaissance Learning's STAR reading and math assessments in the fall and spring of each year. The purpose of these short, computer-based tests is to measure student growth over the course of the year, to identify students who might need additional support or acceleration, and to provide information teachers can use to inform instruction. STAR provides us with a consistent measure of student performance over time, which is helpful as state tests continue to change.

End Notes

1 School and Student Characteristics
Data are from October 1, 2020 unless otherwise specified.

2 District Average
The district averages displayed here are the averages for district elementary schools.

3 Mobility Rate
The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.

4 State Assessment Results
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."