

Wilburton Elementary

SCHOOL IMPROVEMENT

PLAN



2019-2020

SCHOOL PRINCIPAL:

Beth Hamilton

The mission of the Bellevue School District is to serve each and every student academically, socially and emotionally through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.



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

Wilburton

2019-20 School Improvement Plan

At Wilburton we are committed to providing a relevant, adaptive, and rigorous learning experience for all students. Our school mission was created in partnership with parents, teachers and students.

Our work in serving every student, every day in every classroom is grounded in an idea of continuous improvement. Working with the Office of the Superintendent of Public Instruction, we use nine characteristics of successful schools to guide our work.

THE NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

- 1 · Developing a clear and shared focus · 2 · Maintaining high standards and expectations for all students
- 3 · Using effective school leadership · 4 · Engaging in high levels of collaboration and communication · 5
- Providing curriculum, instruction and assessments aligned with state standards · 6 · Ensuring frequent monitoring of learning and teaching · 7 · Delivering focused professional development · 8 · Maintaining a supportive learning environment · 9 · Promoting high levels of family and community involvement

Included in this school improvement plan are details to share the current focus at Wilburton, as well as outline our strengths and opportunities for the year ahead. In addition to promoting continuous improvement of student achievement of the state learning goals, we recognize that nonacademic student learning and growth are key elements of student well-being and success. This plan is based on a comprehensive needs assessment of our school and programs, and included active participation and input from building staff, students, families, parents and community members.

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Wilburton Elementary strives to extend the world class educational opportunities provided by the Bellevue School District by providing a relevant, adaptive, and rigorous learning experience for all students.

SCHOOL BACKGROUND

Wilburton Elementary is the 18th elementary school in the Bellevue School District and opened its doors for the first time on August 30, 2018 to the community. The school is the first in BSD to be built from the ground up in twenty years. The school was built to address growth in our district and relieve crowding of the Woodridge, Clyde Hill, and Enatai Elementary Schools. Thus, a new attendance boundary was created.

From the beginning, Wilburton Elementary has been built on the premise of innovation, instruction, and integration for all students. The school serves as a “lighthouse” school to others in our district and is using a variety of different structures, systems, and resources that are being piloted and tried, knowing that success would mean being able to replicate these at other schools for optimal student growth and success. A few highlights of this are:

- Providing a continuum of services for students at their neighborhood school so all students can be included in their general education classrooms with their peers, in their neighborhood, to the fullest extent possible.
- Classroom sets of hardware devices deployed in all classrooms from kindergarten through grade 5 for innovation, instruction, and integration of technology as tools to amplify learning for each student.
- Integration of computer science for all students in grades K-5 during the school day.

We are focused on building community and becoming a family (*#WeAreFamily*) in growing and learning together. With the formation of our school community, we are working to promote a learning space that is inclusive of all families and staff. Our goal is to create a positive school climate and culture that is supportive and conducive to learning for all. As a staff we have created our “Ideal School” in alignment with our district mission and vision to hold ourselves accountable for ensure we provide a relevant, adaptive, and rigorous learning environment.

Wilburton Elementary

Instructional Leadership High Quality Instruction & Student Well-Being	Positive Integrated Framework Climate and Culture	Family and Community Engagement	Inclusive Policy and Practice Organizational Alignment
<p>We are life-long, collaborative learners, who take risks.</p> <p>Authentic world connections with community, and each other.</p> <p>We use innovative strategies to meet the academic, social, and emotional needs of all students.</p> <p>Learning is always authentic and purposeful.</p> <p>We use engaging curriculum with the use of technology, Problem-based Learning, and ISTE standards</p> <p>MTSS Team includes a variety of stakeholders with multiple perspectives and expertise</p> <p>Flexible Individualized</p>	<p>Students</p> <p>Students come to class inspired and empowered to learn with access to resources they need to feel success in class.</p> <p>Students feel successful, supported and inspired.</p> <p>We teach students how to productively struggle and grow.</p> <p>We support students where they are socially, emotionally, and physically.</p> <p>Students know they are part of the community because they feel heard, valued, safe, connected and empowered.</p> <p>Staff</p> <p>Staff takes risk to grow personally and professionally, be vulnerable and extend across grades and specialists.</p> <p>A joyful atmosphere is created among staff that</p>	<p>Our community will see Wilburton as ...</p> <p>A welcoming space where everyone feels safe, valued, and included.</p> <p>A space that values transparency in ALL areas.</p> <p>A collaborative community where all voices are heard.</p> <p>A partner that shares ownership of academic and social success.</p>	<p>Policies reflect equity; not equality.</p> <p>Instructional practice and curriculum design will be inclusive to the needs and strengths of each student.</p> <p>We will work together as a school community (staff, students, families, and community) to grow our understanding of Equity and Inclusion at Wilburton.</p> <p>We are a leader in collaboration and innovation.</p>

<p>Clearly defined process/system that includes a data-based and solution-focused approach</p>	<p>encourages and welcomes vertical and team collaboration, observation, learning and sharing - both professionally and as individuals; staff like being at school</p> <p>Staff highly value engagement and equity of access</p> <p>Teachers build their instruction on student need, strength, and interest.</p> <p>Administrators inspire teachers to grow, collaborate, and love teaching. They also hold everyone accountable.</p> <p style="text-align: center;">Community</p> <p>Wilburton reflects the community</p> <p>Students and families take ownership and pride in their school.</p>		
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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.

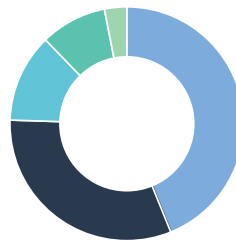
Programs Offered

Continuum of special education services, including preschool

School & Student Characteristics ¹

	SCHOOL	DISTRICT ²
Enrollment	443	496
National Board Certified Teachers	25%	28%
Eligible for Free/Reduced Price Meals	9%	18%
Receiving Special Education Services	4%	6%
English Language Learners	33%	24%
First Language Other Than English	49%	42%
Mobility Rate ³	32%	14%

Racial Diversity



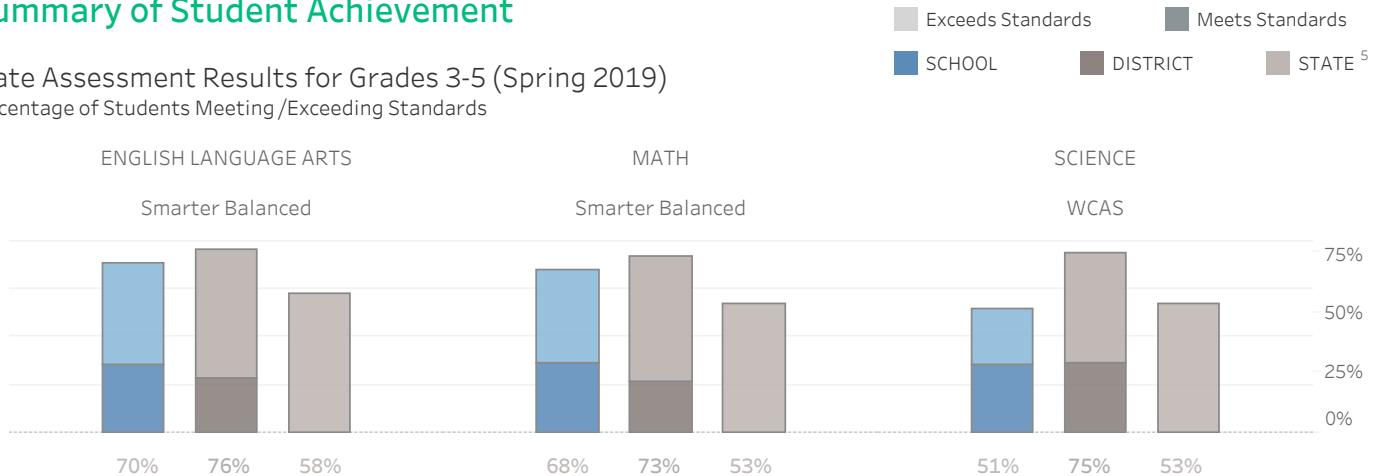
- 43% Asian
- 3% Black
- 12% Hispanic
- 9% Two or more races
- 31% White
- N/A Native American
- N/A Pacific Islander

Attendance & Discipline

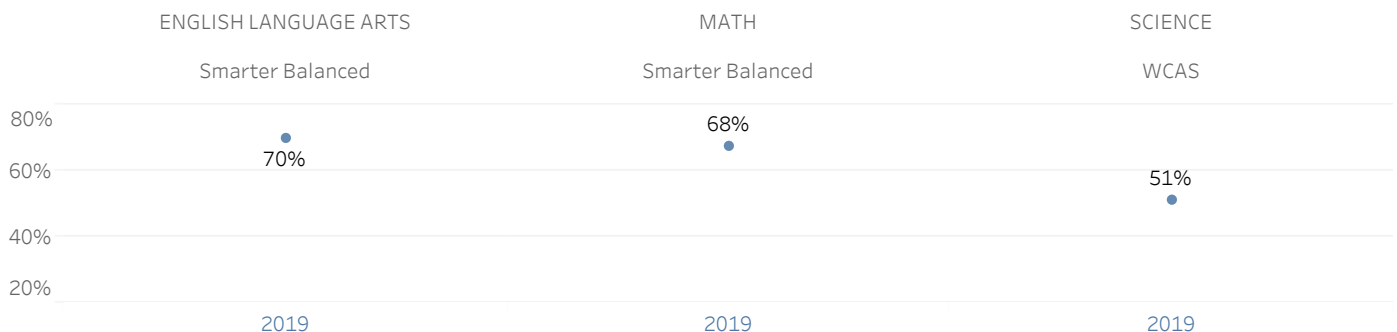
	SCHOOL	DISTRICT
Average Attendance Rate	94%	95%
Students with < 10 Absences Per Year	69%	72%
Students with 18+ Absences Per Year	8%	7%
Suspension Rate ⁴	0.0%	0.6%

Summary of Student Achievement

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



State Assessment Results for Grades 3-5 in the Last Four Years
Percentage of Students Meeting Standards



Glossary

National Board Certified Teachers

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

Science Assessments - WCAS/MSP

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 replaces the WA State MSP science assessment. 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/assessment/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.

End Notes

- 1 School and Student Characteristics**
Data are from October 1, 2018 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 Suspension Rate**
The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.
- 5 State Assessment Results**
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."

ENGLISH LANGUAGE ARTS (ELA)

English Language Arts: SBA Proficiency Rates and Goals: Grades 3-5				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	*	*	70%	73%
Asian	*	*	72%	74%
Black	*	*	*	*
Hispanic	*	*	52%	57%
Two or More Races	*	*	71%	73%
White	*	*	75%	77%
Eligible for Free/Reduced Price Meals	*	*	50%	55%
Students with Disabilities	*	*	45%	51%
English Language Learners	*	*	36%	43%

English Language Arts: SBA Proficiency Rates and Goals: Grade 3*				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	*	*	78%	80%
Asian	*	*	82%	83%
Black	*	*	*	*
Hispanic	*	*	60%	64%
Two or More Races	*	*	*	*
White	*	*	71%	73%
Eligible for Free/Reduced Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
English Language Learners	*	*	50%	55%

*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year

Student outcome SMART goals:

- At least 80% of Class of 2029 (current 3rd graders) will meet state standards in ELA, while meeting WSIF goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in ELA grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups. Goal: Decrease the gap from 20% in 2019 to 17% in 2020.

Our Strengths in the goal area:

- School-based Leadership Team: Wilburton has an MTSS team that meets monthly to review school wide data for instructional planning an intervention planning and progress monitoring purposes.
- Instructional Matrices: Use of ELA Instructional Matrices to guide decision making for intentional skill based additional instruction needs of individual students

- School-based Structures: School-wide Focus on Collaborative Planning Teams
- Master Schedule: Master schedule focused on literacy block and providing 90 minutes per day for literacy instruction.

Key Performance Indicators for the 2019-20 School Year include:

- DIBELs and TRC Assessments in grades K-2: These assessments are administered three times per year as both a universal screener and progress monitoring tool.
- STAR Reading and Math Assessments: STAR is used as a universal screener and progress monitoring tool. These are short assessments in reading and math that are administered to all students each fall and spring. The assessments are computer adaptive, which means they adjust to each answer that students provide. Results from STAR assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.
- Smarter Balanced Assessments (SBA): Starting in 2014-15, Washington State adopted the Smarter Balanced Assessments 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.
- English Language Proficiency Assessments (ELPA): The ELPA assessment is designed to assess the English language proficiency of students receiving English Language Development services in schools in Washington State. To monitor the growth of our Multi-language learners our ELL facilitator will work with teachers to monitor ELPA data.

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Tier I Core Instruction: The Wilburton Staff will prioritize our fidelity in our literacy block to increase student outcomes in reading. By June 2020 we will use effective team meeting processes to support the implementation of the tier one reading instruction in kindergarten through grade five to include ensuring all students have access to high quality texts.
- Professional Learning: Provide Professional Development focused on the fidelity of our reading block and specific strategies to include Universal Design (UDL), SIOP and GLAD.
- Professional Learning: Provide opportunities for professional development to focus on innovation, instruction, and integration of technology tools to support instruction and learning.
- Collaboration: Implement Collaborative Planning schedule and processes for all grade level teams.
- Co-Teaching: Implement Co-teaching with ELL facilitators and/or Special Education teachers
- Multi-Tiered System of Support (MTSS): Engage in Bi-monthly ongoing leadership team support with SWIFT Technical Assistance Center. Implement MTSS structure (5-week cycle) to analyze data and adjust instruction to meet the needs of students in literacy based on multiple data points. Additionally, use Reading Instruction Matrices for each grade level to drive instruction for individual learning needs.
- Family Engagement: Meet with parents, for specific students, on a regular basis to share areas of success and growth.

MATH

Math: SBA Proficiency Rates and Goals: Grades 3-5						
Group	2018		2019		2020	
	Actual	Target	Actual	Target	Actual	Target
All Students	*	*	68%		71%	
Asian	*	*	78%		80%	
Black	*	*	*		*	
Hispanic	*	*	39%		45%	
Two or More Races	*	*	63%		66%	
White	*	*	74%		76%	
Eligible for Free/Reduced Price Meals	*	*	41%		47%	
Students with Disabilities	*	*	64%		67%	
English Language Learners	*	*	54%		59%	

Math: SBA Proficiency Rates and Goals: Grade 3*				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	*	*	79%	80%
Asian	*	*	88%	89%
Black	*	*	*	*
Hispanic	*	*	50%	55%
Two or More Races	*	*	*	*
White	*	*	79%	80%
Eligible for Free/Reduced Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
English Language Learners	*	*	60%	64%

*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year

Student outcome SMART goals:

- At least 80% of Class of 2029 (current 3rd graders) will meet state standards in MATH, while meeting WSIF goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in Math grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups. Goal: Decrease the gap from 35% in 2019 to 30% in 2020.

Our Strengths in the goal area:

- School-based Leadership Team: Wilburton has an MTSS team that meets monthly to review school wide data for instructional planning an intervention planning and progress monitoring purposes.
- School-based Structures: School-wide Focus on Collaborative Planning Teams
- Master Schedule: Master schedule focused on providing 60 minutes per day for math instruction.
- Computer Science: Integration of computer science across content areas in grades K-5
- Tier I Core Instruction: Focus on the following mathematical practices across content areas: Make sense of problems and persevere in solving them and construct viable arguments and critique the reasoning of others.

Key Performance Indicators for the 2019-20 School Year include:

- STAR Reading and Math Assessments: STAR is used as a universal screener and progress monitoring tool. These are short assessments in reading and math that are administered to all students each fall and spring. The assessments are computer adaptive, which means they adjust to each answer that students provide. Results from STAR assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.
- Smarter Balanced Assessments (SBA): Starting in 2014-15, Washington State adopted the Smarted Balanced Assessments 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.

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Professional Learning: Whole Staff professional development on use of technology resource: ST MATH as well as a focus specific strategy to include Universal Design (UDL), SIOP and GLAD to support students in the classroom
- Professional Learning: Implement professional development to focus on innovation, instruction, and integration of technology tools to support instruction and learning.
- Collaboration: Provide collaborative planning schedule and processes.
- Co-Teaching: Implement co-teaching with ELL facilitators and/or Special Education teachers.

- Multi-Tiered System of Support: Bi-monthly ongoing leadership team will engage in support with SWIFT Technical Assistance. Implement a MTSS structure (5-week cycle) to analyze data and adjust instruction to meet the needs of students in math based on multiple data points as well as Introduce Math Instruction Matrices for each grade level to drive instruction for individual learning needs.
- Technology Integration: Students will use technology to communicate, access information, solve problems, share knowledge and enhance learning. At Wilburton, we integrate technology into the classroom across content areas by focusing on the ISTE Standards for Students: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, computational Thinker, Creative Communicator, and Global Collaborator. There are two components of technology that we will focus on at Wilburton: *Educational Technology and Computer Science*.

Technology

Educational Technology Goal: All students, K-5, will recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Key Indicators of success:

- Creation of our “Ideal School” statements in alignment with the district vision and mission
- Staff Understanding and created expectations and consensus on what is Educational Technology and the benefits of using it as such in a classroom
- School Wide explicit teaching on Expectations of educational technology

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Professional Learning: Educational Technology Professional Development for all staff focused on Integration and innovation
- Tier I Core Instruction: K-5 digital citizenship lessons taught to all students by teacher-librarian and classroom teacher
- Collaboration: All teachers will participate in Collaborative Planning Teams

Computer Science: All students, K-5 will learn explicit skills for computational thinking and computer science and apply their knowledge across content areas integrating computer science standards.

Key Indicators of success:

- Creation of our “Ideal School” statements in alignment with the district vision and mission
- Computer Science Professional Learning for all certificated staff

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Staffing: .5 FTE Computer Science Facilitator
- Collaboration: Collaborative Planning Teams
- Curriculum: Use of the Computer Science Pathway for each grade level K-5 to support key concepts and skill-based learning for integration of computer science across content areas

Student Well-Being

Student outcome SMART goals:

- We will increase student sense of belonging on the Panorama Survey from 74% in fall 2018 to 78% in fall 2019.

Our Strengths in the goal area:

- Inclusion: All classrooms have a calm down space in the classroom for all children
- Social-Emotional Learning: SEL learning integrated into each classroom
- Community Building: Morning Circles in all classrooms
- Restorative Practices: Focus on restorative practices in all classrooms

Key Performance Indicators include:

- Panorama Student Survey: The Panorama Student Survey is a tool used to collect student feedback on school climate and classroom culture to help improve practice. Individual student responses are confidential. Individual teacher reports are only accessible to that teacher. Students take the survey online. The survey includes multiple parts: a school climate survey and two teacher surveys. Students fill out the two teacher surveys for teachers randomly selected from their schedules.
- Tiered Fidelity Inventory (TFI): The TFI provides a measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections: Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features. The TFI is conducted by an outside evaluator.
- Social Emotional Learning Screener: In the fall, staff will administer the DESSA Mini, a social emotional screener, to proactively identify students who may need additional or personalized supports with social emotional learning.
- Qualitative Feedback: Data gathering from qualitative sources such as focus groups of students, parent groups, and observation
- MTSS Matrices: Student-Well Being Instruction Matrix for K-5

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Multi-Tiered System of Support: Implement a MTSS process (5-week cycle) to progress monitor and adjust instruction to meet the needs of students in their Social Emotional Learning needs based on multiple data points.
- Family Engagement: Meet with parents, for specific students, on a regular basis to share areas of success and growth.
- Professional Learning: Focus on Universal Design Learning for learning and provide targeted professional development for staff on concepts of UDL.
- Positive Behavior Intervention Supports: Implement school wide PBIS system and structure to include the creation of “ideal school” statements in alignment with the district mission and vision.
- Focus Groups: Conduct focus groups for data collection around sense of belonging for grades K-5.
- Instructional Matrices: Implement Student Well Being Instructional Matrix to support teachers and students.
- Positive Behavior Intervention Supports (PBIS): PBIS Team structure and focus on SEL and PBIS

Family and Community Engagement

SMART GOAL: At least 20% of families in each subgroup will participate in the family engagement survey administered during winter 2020.

Our Strengths in the goal area:

- Equity & Inclusion: We believe that education is the shared responsibility of families, educators and community members and we value and respect the diversity of perspectives, knowledge and abilities that all our stakeholders bring to our schools. We know that the key to our success lies on ensuring that all stakeholders develop the capacity, knowledge and skills needed to collaborate effectively and participate in the education process as equal partners.
- Culture of Service: As a school community, we have the important mission of shaping the future of the next generation. The families of our students are essential partners in supporting student academic and social

emotional development, community partners play an important role providing services, resources and a network of support to our most vulnerable families. Our educators, administrators and school staff embrace a culture of service focused on working together with families and the community to ensure all students succeed in school and life.

Key Performance Indicators include:

- Family Engagement Survey
- Participation of parents, particularly by different population groups, in school teams, school activities, and focus groups.

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Parent Engagement Opportunities: Expand opportunities for parents, local organizations, and members of the community to learn and support our work together (PBIS and Sense of Belonging representation).
 - Relationship Building: Strengthen relationships with parents and families through deeper understanding of their perspectives and needs.
 - Communication: Improve two-way communication with families and community partners by implementing focus groups each semester to share information and solicit feedback.
 - Community Partnership: Implement a better system to match resources and services in the community with identified student needs.
 - Equity & Inclusion: Implementing equitable and culturally responsive family engagement practices aligned with academic goals.
-