Woodridge Elementary
SCHOOL IMPROVEMENT PLAN

2018-2019

SCHOOL PRINCIPAL:
Nicole Hepworth
ASSISTANT PRINCIPAL:
Duke Truong

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.
Woodridge Elementary
2018-2019 School Improvement Plan

At Woodridge Elementary we are committed to affirming and inspiring each and every student to learn and thrive as creators of their future world. Our school and district vision and 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

SCHOOL BACKGROUND
Instructional Program Overview
Woodridge is one of eighteen elementary schools in the Bellevue School District, serving approximately 475 students. Woodridge Elementary has been recognized by the State of Washington as a school that has demonstrated high progress for all students in the areas of English Language Arts and Math. Woodridge was one of eight elementary schools in Bellevue recognized as a recipient of the Washington State Achievement Award, one of 119 elementary schools out of over 1,000 elementary schools in the state.

Students receive a cohesive academic curriculum that is aligned to the Common Core State Standards in Kindergarten through 5th grade. The core instructional program includes reading, writing, math, science, social studies, and social emotional learning. In addition to the 22 homeroom classes, students attend a specialist period, four times per week. The specialist period includes: art, music, library and physical education. Additionally, this year, Woodridge will continue in its fifth year of Science Technology Engineering and Math (STEM) implementation. As part of our STEM initiative, students will take part in engineering design projects that allow them to apply knowledge in science, technology, and math. The main components of the K-5 BSD STEM Initiative will include:

- Engineering design challenges at every grade level
- Innovation Lab (i.e. Robotics Club)
- 3D Printer
- Evidence-based Reasoning and Critical Thinking
- Hour of Code for all students at least once a year
- Family engagement events/activities

Woodridge staff is committed to each and every student’s success. At Woodridge we are “building the future” and it is our responsibility to create a supportive environment that fosters the social, emotional, and academic success of all children. For our nearly 475 students we offer a strong core academic curriculum and enrichment activities in foreign languages, science, technology, art, drama, soccer and more. To foster the “whole child” we promote skills and habits that lead to positive and productive lives. Students are supported and enriched
through a variety of programs including Special Education, English Language Learning (ELL) services, volunteer mentors, and before and after school academic and enrichment programs.

Key to our instructional focus and building on our understanding and utilization of the Common Core State Standards, we continue to integrate school-wide learning strategies that increase students’ skills in speaking and listening as well as thinking. Our renewed instructional focus in 2018-19 is focused on Balanced Literacy. Students will improve their communication and language skills (reading, writing, speaking, and listening) through developing strong foundational skills in phonics and vocabulary as well as increasing skills in fluency and comprehension. The primary approach staff will use to support student learning is utilizing culturally responsive teaching practices and developing strong, trusting relationships focused on academic and personal growth.

Woodridge is supported by a committed and generous parent community. The Woodridge Parent Teacher Student Association’s (PTSA) helps to provide the school with over 1,000 hours of additional adult support for instructional and supervision purposes. Additionally, the PTSA assists in partnering with the school to organize and provide funding to support 6 additional hours/day of instructional assistant support in the classrooms and enriching events for students and the entire Woodridge community to engage in throughout the year.
Woodridge Elementary School

School Overview
Woodridge serves a student population of approximately 475 students. As a staff, we are dedicated to serving each and every child by investing in relationships and focusing on each student’s story, strengths and needs through a shared responsibility and collaborative partnership with one another. We’re committed to affirming and inspiring each and every student to learn and thrive as creators of their future world.

Programs Offered
Cascade (special education)

School & Student Characteristics

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>National Board Certified Teachers</th>
<th>Eligible for Free/Reduced Price Meals</th>
<th>Receiving Special Education Services</th>
<th>English Language Learners</th>
<th>First Language Other Than English</th>
<th>Mobility Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL</td>
<td>DISTRICT</td>
<td>SCHOOL</td>
<td>DISTRICT</td>
<td>SCHOOL</td>
<td>DISTRICT</td>
<td>SCHOOL</td>
</tr>
<tr>
<td>675</td>
<td>32%</td>
<td>15%</td>
<td>6%</td>
<td>25%</td>
<td>41%</td>
<td>25%</td>
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Racial Diversity

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Race</th>
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<tbody>
<tr>
<td>43%</td>
<td>Asian</td>
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<tr>
<td>3%</td>
<td>Black</td>
</tr>
<tr>
<td>7%</td>
<td>Hispanic</td>
</tr>
<tr>
<td>8%</td>
<td>Two or more races</td>
</tr>
<tr>
<td>37%</td>
<td>White</td>
</tr>
<tr>
<td>N/A</td>
<td>Native American</td>
</tr>
<tr>
<td>1%</td>
<td>Pacific Islander</td>
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Attendance & Discipline

<table>
<thead>
<tr>
<th>Average Attendance Rate</th>
<th>Students with &lt; 10 Absences Per Year</th>
<th>Students with 18+ Absences Per Year</th>
<th>Suspension Rate</th>
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</thead>
<tbody>
<tr>
<td>SCHOOL</td>
<td>DISTRICT</td>
<td>SCHOOL</td>
<td>DISTRICT</td>
</tr>
<tr>
<td>95%</td>
<td>76%</td>
<td>5%</td>
<td>0.9%</td>
</tr>
<tr>
<td>96%</td>
<td>71%</td>
<td>7%</td>
<td>0.8%</td>
</tr>
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</table>

Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2018)
Percentage of Students Meeting/Exceeding Standards

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

**Achievement & Growth**

The Washington School Improvement Framework (WSIF) includes each student group individually, creating a holistic vision of a school through two lenses: the performance of the all students group and that of their student group populations. The all students group includes all students in the school, where each student group shows the performance of students by race/ethnicity and program enrollment. Effectively, all student groups are held to the same standard.

**Measures by Student Group**

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Two or More</th>
<th>White</th>
<th>English Learners</th>
<th>Low Income</th>
<th>Students with Disabilities</th>
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</thead>
<tbody>
<tr>
<td><strong>ELA Proficiency Rate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base</td>
<td>72.4%</td>
<td>72.1%</td>
<td>72.1%</td>
<td>72.1%</td>
<td>72.1%</td>
<td>81.7%</td>
<td>58.3%</td>
<td>58.3%</td>
<td></td>
</tr>
<tr>
<td>2018 Actual</td>
<td>72.9%</td>
<td>79.6%</td>
<td>79.6%</td>
<td>54.5%</td>
<td>58.3%</td>
<td>47.6%</td>
<td>56.1%</td>
<td>80.6%</td>
<td></td>
</tr>
<tr>
<td>2019 Goal</td>
<td>75.9%</td>
<td>81.7%</td>
<td>58.3%</td>
<td>56.1%</td>
<td>82.5%</td>
<td>82.3%</td>
<td>82.3%</td>
<td>45.7%</td>
<td></td>
</tr>
<tr>
<td><strong>Math Proficiency Rate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base</td>
<td>70.0%</td>
<td>82.3%</td>
<td>82.3%</td>
<td>82.3%</td>
<td>82.3%</td>
<td>71.6%</td>
<td>75.3%</td>
<td>70.5%</td>
<td></td>
</tr>
<tr>
<td>2018 Actual</td>
<td>71.0%</td>
<td>80.3%</td>
<td>80.3%</td>
<td>50.0%</td>
<td>71.6%</td>
<td>75.3%</td>
<td>70.5%</td>
<td>61.8%</td>
<td></td>
</tr>
<tr>
<td>2019 Goal</td>
<td>74.0%</td>
<td>82.3%</td>
<td>82.3%</td>
<td>74.4%</td>
<td>71.0%</td>
<td>74.4%</td>
<td>74.4%</td>
<td>51.2%</td>
<td></td>
</tr>
<tr>
<td><strong>ELA Median SGP</strong></td>
<td>53</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td><strong>Math Median SGP</strong></td>
<td>41</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td><strong>EL Progress Rate</strong></td>
<td>92.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Regular Attendance Rate</strong></td>
<td>97.0%</td>
<td>97.6%</td>
<td>87.8%</td>
<td>95.9%</td>
<td>95.0%</td>
<td>98.0%</td>
<td>97.4%</td>
<td>94.3%</td>
<td></td>
</tr>
</tbody>
</table>

These measures include results on state standardized tests (*proficiency*), student growth over multiple test periods (*median student growth percentiles*), English learner progress towards language attainment and School Quality and Student Success measures of attendance. To protect student privacy, a minimum number of students is required so no one student can be identified. If the space is white and blank, that means the student group was too small to report out publicly, to protect the student privacy.
School Goals & Key Strategies
Woodridge Elementary provides opportunities for every student to develop the knowledge and skills essential to:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems.
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Educators at Woodridge provide the foundation for our academic program and conditions for student learning. With the use of instructional coaches, we support all teachers to provide high quality and culturally relevant instructional practices. Additional program support is provided to those students that need assistance. Student services are available for students experiencing homelessness or living in foster care. We offer additional academic assistance and staff professional development through our office of multilingual services, special education and learning assistance program. Focusing on our key priority areas, we have set the following growth and improvement goals in partnership with our parents, students and staff.

High Quality Instruction
Implementation goals for this year:
1. During the 2018-19 school year, Woodridge will implement a 90-120 minute literacy block that supports a balanced literacy approach as evidenced by the master schedule, observation data and walk through data.
2. During the 2018-19 school year, Woodridge will implement a Multi-Tiered System of Support including the creation of a Tiered Intervention Matrix for Tier 1 and 2 instruction.
3. By the end of the 2018-19 school year, Woodridge Elementary will complete the Fidelity Inventory Assessment 1.1 (Version 2.0) with a target of level 2 (implementation).
4. By the end of the 2018-19 school year, Woodridge Elementary will meet the identified 2019 goals on the Smarter Balance ELA assessment for grades 3-5 students.

Key Performance Indicators for the 2018-19 School Year include:

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>% Proficient</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>72%</td>
<td>73%</td>
<td>76%</td>
</tr>
<tr>
<td>Asian</td>
<td>80%</td>
<td>72%</td>
<td>82%</td>
</tr>
<tr>
<td>Black</td>
<td>41%</td>
<td>58%</td>
<td>60%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>48%</td>
<td>55%</td>
<td>56%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>81%</td>
<td>63%</td>
<td>82%</td>
</tr>
<tr>
<td>White</td>
<td>73%</td>
<td>82%</td>
<td>84%</td>
</tr>
<tr>
<td>Not Eligible for Free/Reduced Price Meals</td>
<td>79%</td>
<td>79%</td>
<td>81%</td>
</tr>
<tr>
<td>Eligible for Free/Reduced Price Meals</td>
<td>54%</td>
<td>47%</td>
<td>62%</td>
</tr>
<tr>
<td>No IEP</td>
<td>77%</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>IEP</td>
<td>28%</td>
<td>48%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Our strengths in the goal area (literacy) include:

Based on 2018-19 beginning of the year literacy data, strengths include:

- Current 1st graders entered school performing 9% higher on their TRC than they had ended the year
- Current 2nd graders entered school performing slightly better than they had ended the year on their DIBELS composite and maintained their performance on the TRC

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:

- Balanced Literacy
  - Focus Area: Common understanding and agreed upon literacy look fors for Tier 1 instruction
  - Literacy blocks of at least 90-120 minutes
- Strategies for improving instruction
  - Increase alignment to common core state standards
  - Implement culturally responsive teaching practices
  - Continue to build speaking and listening fluency
  - Developing supportive and trusting relationships
- Target subgroups to monitor with benchmark data and diagnostic assessments, for additional and individualized support
  - Students with differing abilities
  - Students who qualify for free/reduced lunch
  - Students who are multilingual
  - Students who are Black or African American
  - Students who are Hispanic/Latino
- Multi-Tiered System of Support (MTSS)
  - Data-driven instruction
  - Standards-based instruction
  - Data-driven intervention and progress monitoring

Student Well-Being

Implementation and SMART goals for this year:

1. Enhance Tier 1 SEL instruction by having all teachers deliver evidence-based universal SEL instruction in their classrooms to all students as evidenced by the SEL look-for document and create plans for implementation improvement based on strengths and areas for growth.
2. Enhance Tier 1 SEL instruction by having all K-5 students receive every anti-bullying lesson, from the Second Step curriculum, by the end of November.
3. During the 2018-19 school year, Woodridge will implement a Multi-Tiered System of Support including the creation of a Tiered Intervention Matrix for Tier 1 and 2 social emotional learning needs and behavioral needs.
4. Increase student’s sense of belonging (72% favorable response) in the school for all students as measured by the Spring Panorama survey given to all students in grades 3-5.
Our strengths in the goal area (SEL) include:

• Daily morning announcements led by Administrators and Student Leaders focused on:
  o Announcements to promote unity and learning
  o Common behavior expectations ("Big 3" Show Respect, Make Good Decisions, and Solve Problems)
  o Virtue of the month
  o Flying High Awards

• Whole School participation (certified, classified staff + students) in providing wise feedback on a “Flying High Award”, recognizing the common behavior expectations for students who demonstrate the “Big 3”.

• Administrators, ITCL, & Counselor have partnered with K-5 teachers to teach the 4 lessons of the Bullying Prevention Units (BPU) from the Second Step Curriculum.

• K-5 teachers implement Universal PBIS practices focusing on Woodridge’s Big 3, along with the Common Area Expectation Matrix for the following categories in each common area:
  o Show Respect
  o Make Good Decisions
  o Solve Problems

• K-5 teachers practice Proactive Classroom Management (PCM) strategies.
  o Positive Greetings at the door
  o Teach, model, cue and reinforce expectations
  o Managing effective transitions
  o Providing wise feedback

• K-5 teachers developed a class charter with their students.

• 3-5 teachers implement RULER Charter and Mood Meter lessons for SEL

• K-2 teachers implement Second Step lessons for SEL

• Commitment of families and staff to improve Student Well-Being at school

Key Performance Indicators for the 2018-19 School Year include:

1. 100% favorable classroom walk through data utilizing the SEL look-for document
2. Completion of Bully Prevention Unit in each K-5 classroom
3. Completion of a Tiered Intervention Matrix for SEL and Behavior
4. Improvement of grade 3-5 students’ sense of belonging from a favorable baseline score of 72%

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:

• Implement Second Step curriculum and the RULER program for all classrooms K-5
• Implement four Second Step Bullying Prevention Lessons for all students in all grades in the Fall 2018 and reinforce these lessons throughout the year
• Implement the Second Step Child Protection Unit lessons to all K-1 students in the Fall 2018
• Enhance the function of the Student-Well Being (PBIS) team to ensure interventions are provided to students to meet their social and emotional needs with different levels of intensity
• Develop a calendar for the implementation of the different components of the RULER, PBIS, and Second Step and provide a list of indicators to show successful SEL implementation
• Designate 20-30 minutes of instruction on restorative practices and social emotional learning in all classrooms each day
Climate & Culture

Implementation goals for this year:

1. To increase parent and student participation in school-based decision making by using the Fidelity Inventory Assessment to help formalize a communication and inclusive structure.

2. By March 2019, Woodridge Elementary School’s Equity and Inclusion team will complete the Team Development and Communication Structures of the Readiness and Foundation tool in partnership with SWIFT Schools.

3. By June 2019, Woodridge Elementary School’s Equity and Inclusion team will complete the Fidelity Inventory Assessment (FIA) 1.1 (Version 2.0) in the fall and spring, with a minimum target in June of a level 2 (implementing).

Our Strengths in the goal area:
Woodridge parents and students want to be involved with the school and staff wants to partner with families to further advance structures and systems for improving racial equity and inclusion. Additionally, based on the 2018 Fall Fidelity Inventory Assessment, Woodridge is in the Implementation Stage (level 2) and Sustaining Stage (Level 3) for the following:

*Implementation:*
- Educator Coaching and Learning (FIA 2.1)
- Data-based Decision Making (FIA 3.3)
- Behavior Support (FIA 4.1)
- Full Access for All Students (FIA 6.1)
- Community Benefits (FIA 8.2)

*Sustaining:*
- Personnel Evaluation (FIA 2.2)

Key Performance Indicators for the 2018-19 School Year include:
Based on the 2018 Fall Fidelity Inventory Assessment, Woodridge is in the Laying Foundation (Level 0) and Installing (Level 1) Stage for the below areas and will focus on advancing a minimum of one level in each category:

*Laying the Foundation*
- Data-based Decision Making (4.3)
- Non-categorical service delivery (5.2)
- Family Opportunities to Participate (7.1)

*Installing*
- Valued Leadership (1.1)
- Empowered Decision-Making (1.2)
- Academic Support (3.1)
- Academic Instruction (3.2)
- Behavior Instruction (4.2)
- Universal (Tier 1) Instruction for All (5.1)
- Shared Responsibility (6.2)
- Partnerships with Families (7.2)
- Community Collaboration (8.1)

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:
- Establish an Equity and Inclusion Team which helps to oversee other school teams and the implementation of a focus on racial equity, culturally responsive teaching and learning (CRT&L), advancing literacy instruction and family engagement
- More comprehensive inclusion of students with disabilities
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Percent of students meeting or exceeding state standards on the third grade English Language Arts test. Third grade is a critical juncture in reading because after that, students need to read fluently in order to keep up with all their other subjects. Research has shown that students who are not reading at grade level by the end of third grade tend to struggle academically in later years.</td>
</tr>
<tr>
<td>Math</td>
<td>Percent of students meeting or exceeding state standards on the fifth grade math test. Mastering fifth grade math provides students with a solid foundation for starting higher-level math in middle school.</td>
</tr>
<tr>
<td>SGP</td>
<td>Student Growth Percentiles are a metric that looks at the growth of individual students over time. SGPs compare growth of students across the state with similar test score histories and require two test scores to determine how many scale points a student grew compared to how their peers grew.</td>
</tr>
<tr>
<td>EL</td>
<td>English Learner refers to the percent of students meeting or exceeding state standards with regards to the length of time they qualify for services from the District’s English Language/Multilingual Department.</td>
</tr>
<tr>
<td>WSIF</td>
<td>Washington School Improvement Framework includes each student group individually, creating a holistic vision of a school through two lenses: the performance of the All Students group and that of their student group populations.</td>
</tr>
<tr>
<td>‘SMART’ Goal</td>
<td>‘SMART’ stands for Specific, Measurable, Attainable, Realistic and Time-Based. In other words, when you set a goal you ensure that it meets each one of these criteria.</td>
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</tbody>
</table>