

## **NARRATIVE SECTION**

### **Describe the school-focused community engagement processes, including a description of specific engagement activities.**

Wilkes fosters a culture of literacy by implementing student specific strategies that enhance core instruction, closes the achievement gap, and targets the specific needs of our SPED Students.

Our promotion of continuous literacy growth is predicated by data-driven instruction, purposeful PLCs, delivery of intentional literacy frameworks, and culturally responsive teaching.

The Wilkes Leadership Team has been restructured to better serve our school community. The team now includes nominated teachers and a parent liaison. The team has been instrumental in the development of a schedule that aligns with district initiatives, values teacher input, and focuses on accelerated support for students.

By analyzing previous year's data and feedback, the team has implemented strategies to strengthen partnerships both inside and outside the school. We continue to maintain open channels of communication and input from our stakeholders through the means of ongoing surveys, a social media presence, interactive events, and in-person conferences.

### **Describe the learning from the school-focused community engagement activities.**

Our community engagement activities provided valuable insights that informed our data-driven decision-making, targeted student interventions, and evaluation of core programs.

Key strategies implemented based on these learnings include: Data Teams, Tier Level Meetings, Sheltered Instruction, Professional Learning Communities, and Monitoring and Evaluation Systems.

Through the lens of Leadership, PLCs, and Data Teams, Wilkes recognizes that student literacy growth is trending upwards; however, to meet our schoolwide goal of 80% of students at or above benchmark at their grade level in literacy, Wilkes must devise systems that will close the achievement gap, enhance core instruction, eliminate barriers to loss first time instruction, and create individualized learning plans for specific students.

### **Describe the needs assessment process used to develop the school-level improvement activities, including the data reviewed and perspectives included in the process.**

The strategic literacy plan was developed based on the results of the Spring STAR Reading Assessment. While early grade levels (Kindergarten and 1st grade) showed significant progress (65%), upper grade levels experienced minimal growth in reading proficiency (at or near 40%). A similar pattern was observed with our Acadience data, with strong gains for younger students but limited improvement for older students.

**Commented [AO1]:** This section is asking what your community engagement processes/activities are -- how you get input/feedback/learning from parents, kids, staff regarding the needs and priorities at Wilkes to advise your SIP

**Commented [AO2]:** What data did you review and what process did you use to review the data? The strategies are delineated in your plan below

A review of the CEE Survey revealed a disconnect between teachers' perceived willingness to change and their colleagues' actual actions (A gap of 22%). Additionally, families expressed a decline in feeling encouraged to collaborate with teachers (a difference of 11% compared to the previous year). Students also indicated a need for improved communication about their academic performance and the rationale behind lessons (a difference of 9% compared to the previous year). These insights will inform the school's efforts to foster a more collaborative and supportive learning environment.

**Describe the learning from the needs assessment process that informed the development of school-level improvement activities.**

The needs assessment process at Wilkes Elementary highlighted the need for stronger collaboration between teachers and families. Based on these findings, the school has implemented the following strategies:

- Realigning grade level teams
- Providing targeted support for struggling students through Accelerated Literacy Support
- Promoting Sheltered Instruction Strategies through professional development
- Funding Title Accelerated Literacy Support positions
- Adding a second Reading Specialist to develop and implement literacy frameworks
- Creating a Master Schedule that minimizes loss of first-time instruction
- Implementing an instructional framework with intentional, explicit first-time instruction
- Conducting Core Review initiatives to assess and improve core instruction
- Piloting grade level looping in 5th grade
- Increasing parent literacy events
- Increased communications

These initiatives are designed to enhance literacy instruction, address the needs of all students, and improve overall academic outcomes.

**PLAN AND BUDGET**

Outcome #A*	Facilitating more supportive learning environments will result
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	in students in focal groups and all students, as well as parents and caregivers reporting an increased sense of belonging and engagement based on annual survey results and improved chronic absentee rates.	
<b>School-level Strategy #A1</b>	Wilkes Care Team collaboration that addresses academic, social emotional, absenteeism, and domestic insecurities and devises interventions for students and families.	
<b>School-level Activities</b>	<b>Budget Amount</b>	<b>Fund Source</b>
A1.1 Weekly Meetings in coordination with School Social Worker, SUN Resource Navigator, and Trillium Family Therapist		
A1.2 Attendance Matters Outreach with families that experience barriers to getting students to school.		
A1.3		
<b>School-level Strategy #A2</b>	Planning and implementation of family events that provide information to families on instructional practices, building initiatives, and strengthening partnerships between school and home.	
<b>School-level Activities</b>	<b>Budget Amount</b>	<b>Fund Source</b>
A2.1: Family Title Night	\$500	
A2.2: Wilkes "Around the World" Community Event	\$3500	
A2.3 OMSI Family Night	\$1800	
<b>School-level Strategy #A3</b>	Partnership with local community organizations to bring information and community events to Wilkes.	
<b>School-level Activities</b>	<b>Budget Amount</b>	<b>Fund Source</b>
A3.1: SUN Parent Informational Nights		
A3.2:		
A3.3		

<b>Outcome #B*</b>	Increased dedicated time for professional learning to ensure staff have the knowledge and skills they need to support the
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	needs of focal groups and all students.	
<b>School-level Strategy #B1</b>	Realignment of grade level teams to strengthen collaboration and cooperation between grade level and resource specialist's instructors.	
<b>School-level Activities</b>	<b>Budget Amount</b>	<b>Fund Source</b>
B1.1: Realigned teacher assignments in all six grade levels.		
B1.2: Had two grade level teachers loop with students.		
B1.3		
<b>School-level Strategy #B2</b>	Collaborative opportunities for staff to support core support and instructional framework through purposeful PLCs, Data Team Meetings, Grade Level Meetings, and PD.	
<b>School-level Activities</b>	<b>Budget Amount</b>	<b>Fund Source</b>
B2.1: Weekly PLC Meetings		
B2.2: Core Review Quarterly Meetings	\$2547	
B2.3 Bi-monthly Grade Level Team Meetings with Specialists		
<b>School-level Strategy #B3</b>	Promotion of Sheltered Instruction Learning Strategies	
<b>School-level Activities</b>	<b>Budget Amount</b>	<b>Fund Source</b>
B3.1: PD provided by Wilkes Leadership Team		
B3.2: Access to SIOP District TOSA for continued conversations and strategies		
B3.3		

<b>Outcome #C*</b>	Increase reading and math achievement through comprehensive academic and instructional strategies based on collaborative data-driven systems.
<b>School-level Strategy #C1</b>	Data Team/Core Review meetings to monitor student progress.

School-level Activities	Budget Amount	Fund Source
C1.1: Data Team Meetings	\$2597	201.2210.0316.016.000.101
C1.2: MTSS Meetings	\$1833	201.2210.0316.016.000.101
C1.3		
<b>School-level Strategy #C2</b>	Targeted Accelerated Literacy Supports Embedded In School Schedule	
School-level Activities	Budget Amount	Fund Source
C2.1: Funding of Title Literacy Support Position	\$50,786.05	201.1272.0112.016.000.101
C2.2: Addition of a 2 <sup>nd</sup> Reading Specialist		
C2.3 Funding of Title Literacy Support Position through CSI Funds	\$37,780.77	
<b>School-level Strategy #C3</b>	Focus on Intentional, Explicit First Time Instruction	
School-level Activities	Budget Amount	Fund Source
C3.1: Creation of Master Schedule that minimizes loss of first-time instruction		
C3.2: Development of literacy frameworks by Reading Specialists		
C3.3 Implementation of Instructional Framework		

<b>Outcome #D*</b>	Students, staff, and families report an increased sense of safety in each school.	
<b>School-level Strategy #D1</b>		
School-level Activities	Budget Amount	Fund Source
D1.1:		
D1.2:		
D1.3		

<b>School-level Strategy #D2</b>		
<b>School-level Activities</b>	<b>Budget Amount</b>	<b>Fund Source</b>
D2.1:		
D2.2:		
D2.3		
<b>School-level Strategy #D2</b>		
<b>School-level Activities</b>	<b>Budget Amount</b>	<b>Fund Source</b>
D2.1:		
D2.2:		
D2.3		

<b>Outcome #E*</b>	Historically and currently marginalized students participate in college and career activities and courses and earn industry credentials and college credits (or combinations of credentials) at the same rate as all students, and concrete plans are in place to keep rates proportional.	
<b>School-level Strategy #E1</b>		
<b>School-level Activities</b>	<b>Budget Amount</b>	<b>Fund Source</b>
E1.1:		
E1.2:		
E1.3		
<b>School-level Strategy #E2</b>		
<b>School-level Activities</b>	<b>Budget Amount</b>	<b>Fund Source</b>
E2.1:		
E2.2:		
E2.3		
<b>School-level Strategy #E2</b>		

School-level Activities	Budget Amount	Fund Source
E2.1:		
E2.2:		
E2.3		

\* - Outcomes should be aligned to those articulated in the approved Integrated Plans