

Wilder Elementary

School Improvement Plan

Annual Update: 2022-23

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

SCHOOL OVERVIEW

Description: 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 complement the work of our teachers. Student participation in drama, art, chess, language programs, choir, movement class, watershed, salmon project, 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. 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.

Mission Statement: *“Every Learner a Powerful Mathematician, Effective Writer, Responsible Citizen and Confident Reader.”*

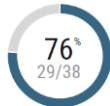
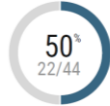
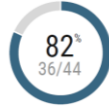
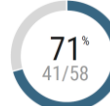
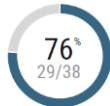
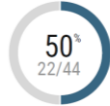
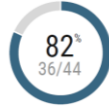
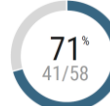
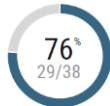
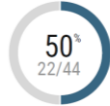
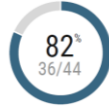
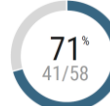
2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	English Language Arts/Literacy	Grades K-2	Improve foundational literacy skills in phonics and fluency to support ALL students becoming proficient readers.
2	English Language Arts/Literacy	Grades 3-5	Improve foundational literacy skills in phonics and fluency to support ALL students becoming proficient readers.
3	MTSS/PBIS	Pre-School – Grade 5	Improve students' well-being by increasing self-management skills.

¹ LWSD School Board Approval on <insert date>


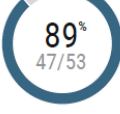
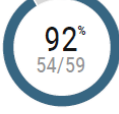

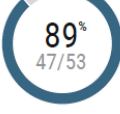
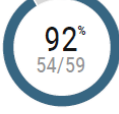

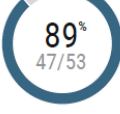
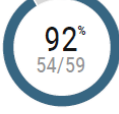
CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

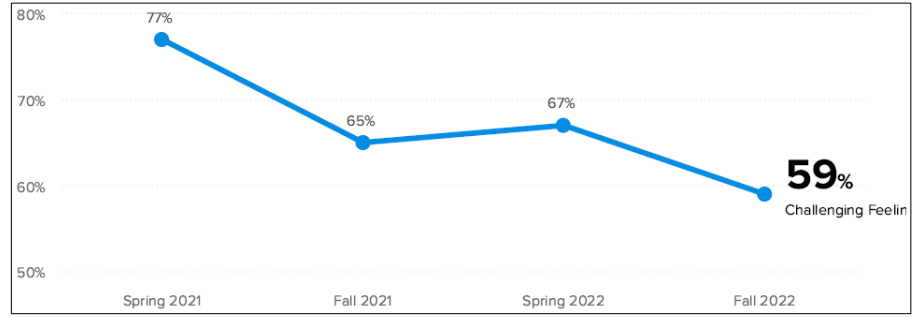
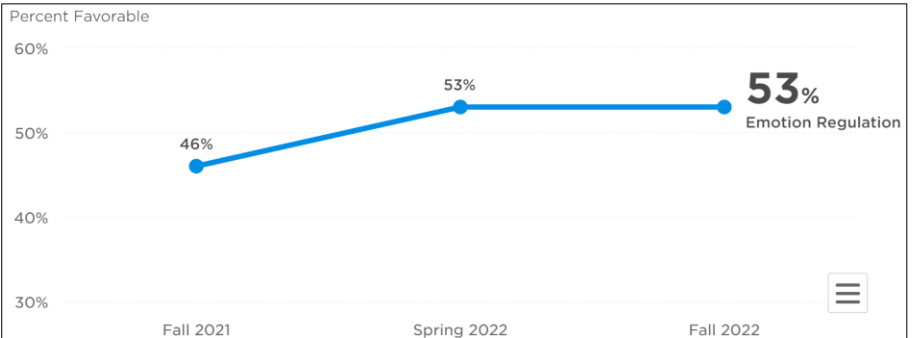
Priority #1									
Priority Area	English Language Arts/Literacy								
Focus Area	Phonemic Awareness, Phonics and Fluency Skills								
Focus Grade Level(s) and/or Student Group(s)	K-2								
Desired Outcome	<p>Improve foundational literacy skills in phonemic awareness, phonics and fluency to support ALL students becoming proficient readers.</p> <p>90% or more of kindergarten, first, and second grade students will demonstrate benchmark proficiency in foundational reading skills (Phonics and Fluency) by Spring 2023, as measured by Fastbridge screening report.</p>								
Alignment with District Strategic Initiatives	MTSS								
Data and Rationale Supporting Focus Area	<p>In the Fall of 2022, approximately 76% of all K-2 students met the Fall benchmark goals in phonics and fluency skills, as assessed by the Fastbridge assessment. 24% of students did not meet the benchmark goals and would benefit from additional instruction in these skill areas. Additionally, Fastbridge data showed that 50% of all first-grade students would benefit from additional instruction and supports with phonemic awareness skills.</p> <p>Research shows that through explicit phonemic awareness, phonics and fluency instruction, students develop strong foundational skills that lead them to becoming proficient readers. To achieve this, Wilder Elementary will utilize researched-based practices and curriculum resources to provide explicit phonemic awareness, phonics and fluency interventions to help students grow and become strong readers.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">Kindergarten</th> <th colspan="2" style="width: 33%;">Grade 1</th> <th style="width: 33%;">Grade 2</th> </tr> </thead> <tbody> <tr> <td>  <p>76% 29/38</p> <p>earlyReading English - Letter Sounds PHONICS & FLUENCY</p> </td> <td>  <p>50% 22/44</p> <p>earlyReading English - Word Segmenting PHONEMIC AWARENESS</p> </td> <td>  <p>82% 36/44</p> <p>earlyReading English - Sentence Reading PHONICS & FLUENCY</p> </td> <td>  <p>71% 41/58</p> <p>CBMreading English PHONICS & FLUENCY</p> </td> </tr> </tbody> </table>	Kindergarten	Grade 1		Grade 2	 <p>76% 29/38</p> <p>earlyReading English - Letter Sounds PHONICS & FLUENCY</p>	 <p>50% 22/44</p> <p>earlyReading English - Word Segmenting PHONEMIC AWARENESS</p>	 <p>82% 36/44</p> <p>earlyReading English - Sentence Reading PHONICS & FLUENCY</p>	 <p>71% 41/58</p> <p>CBMreading English PHONICS & FLUENCY</p>
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Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Intervention Blocks	Built in intervention blocks on master schedule for every grade level
	Small Reading Groups	Part of 90-minute literacy block
	Heggerty Curriculum	Daily routine in K-1, Intervention resource in grade 2
	Phonics Readers	Grade 1 resource
	Instructional Tier 2 instructional strategies <ul style="list-style-type: none"> - Pre-teaching & reteaching - Repetition/Extended Practice - Letter sounds and sight words - Letter Sound correlation activities - Nonsense word/phonics games 	Scheduled into 90-minute literacy blocks
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	Fastbridge Screener – Fall, Winter, Spring Fastbridge Progress Monitoring Wonders Assessments Grade 1 Nonsense Phonics Assessment	

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	Fluency and Comprehension Skills
Focus Grade Level(s) and/or Student Group(s)	3-5
Desired Outcome	<p>Improve foundational literacy skills in phonics and fluency to support ALL students becoming proficient readers.</p> <p>97% or more of third, fourth, and fifth grade students will demonstrate benchmark proficiency in foundational reading skills (Phonics and Fluency) by Spring 2023, as measured by Fastbridge screening report.</p>
Alignment with District Strategic Initiatives	MTSS

<p>Data and Rationale Supporting Focus Area</p>	<p>In the Fall of 2022, approximately 90% of all 3-5 students met the Fall benchmark goals in phonics and fluency skills, as assessed by the Fastbridge assessment. 10% of students did not meet the benchmark goals and would benefit from additional instruction in these skill areas.</p> <p>While 10% (14 students) may be a small percentage, our goal is to ensure that ALL students are reading at grade level by third grade. For student who are not reading at grade level by third grade or beyond, it is important we strategically target these skills. Ensuring students are strong, confident readers will help set them off on a successful trajectory.</p> <table border="1" data-bbox="467 491 1502 737"> <thead> <tr> <th data-bbox="467 491 813 537">Grade 3</th> <th data-bbox="813 491 1159 537">Grade 4</th> <th data-bbox="1159 491 1502 537">Grade 5</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 537 813 737">  <p>91% 48/53</p> <p>CBMreading English PHONICS & FLUENCY</p> </td> <td data-bbox="813 537 1159 737">  <p>89% 47/53</p> <p>AUTOREading PHONICS & FLUENCY</p> </td> <td data-bbox="1159 537 1502 737">  <p>92% 54/59</p> <p>AUTOREading PHONICS & FLUENCY</p> </td> </tr> </tbody> </table>		Grade 3	Grade 4	Grade 5	 <p>91% 48/53</p> <p>CBMreading English PHONICS & FLUENCY</p>	 <p>89% 47/53</p> <p>AUTOREading PHONICS & FLUENCY</p>	 <p>92% 54/59</p> <p>AUTOREading PHONICS & FLUENCY</p>		
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<p>Method(s) to Monitor Progress</p>	<p>Fastbridge Screener – Fall, Winter, Spring Fastbridge Progress Monitoring Wonders Assessments Fluency Check-ins</p>									

Priority #3	
<p>Priority Area</p>	<p>Social and Emotional</p>
<p>Focus Area</p>	<p>Managing Challenging Feelings</p>
<p>Focus Grade Level(s) and/or Student Group(s)</p>	<p>Pre-School – Grade 5</p>
<p>Desired Outcome</p>	<p>Improve students' well-being by increasing self-management skills.</p>

<p>Alignment with District Strategic Initiatives</p>	<p>MTSS</p>											
<p>Data and Rationale Supporting Focus Area</p>	<p>Panorama Survey Data (3-5 grades):</p> <p>Challenging Feelings: 59% (67% last spring)</p> <ul style="list-style-type: none"> Intensity and frequency of mad, lonely, sad, and worried feelings all increased since spring 2022  <p>Emotion Regulation: 53% (53% last spring)</p> <ul style="list-style-type: none"> “Remaining calm when things don’t go your way” (47%, down 5% points from spring) Being able to “pull yourself out of a bad mood” (48%, up 1% from spring) 											
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	<i>Purposeful People</i> resources utilized in classrooms	Integrated into our SEL lessons provided by counselor
	Calm down space in all classrooms	Building walkthrough
	Professional development for staff on strategies to support emotion regulation	Schedule on March 10th LEAP Wednesday
Timeline for Focus	Fall, 2022 - Spring, 2022	
Method(s) to Monitor Progress	Spring Panorama Survey Data	

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.² The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families,	Action	Timeline
	Review with PTSA Board goal	January 2023

² LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

Parents and Community Members in the development of the SIP	areas for 2021-2022 and solicit input.	
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Review of 2022-2023 SIP at PTSA meeting.	January 2023
	SIP plan shared in School Newsletter.	January 2023