

**Laura Ingalls Wilder Elementary**  
**School Improvement Plan**  
**Annual Update: 2023-24**

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

**SCHOOL OVERVIEW**

**Description:** Laura Ingalls Wilder said, "It is not the things you have that make you happy. It is love and kindness and helping each other and just plain being good." At Wilder Elementary, we not only strive to exemplify this quote, but are also committed to implementing a rigorous curriculum based on state and district standards, providing exemplary teaching that meets the needs of all learners, creating a safe and welcoming learning environment for all students, and building strong partnerships with our community. 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." Diversity is celebrated in our school community. We are proud of the way in which differences and similarities encourage relevant and authentic learning for everyone. Parent involvement is a key component to the success of our students. We have an active PTSA that hosts a variety of community events, provides financial support, and resources for our school, and organizes enrichment opportunities for students. Parents volunteer throughout the school each day, supporting students and teachers as we work together to achieve school goals. Wilder Elementary is a wonderful place to grow, learn, and succeed. Go Wolves!

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

**2023-24 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	90% or more of K-2 students will demonstrate benchmark proficiency in foundational reading skills (Phonics and Fluency) by Spring 2024, as measured by FastBridge screening report.
2	Math	Grades 3-5	90% of students in grades 3-5 will be at or above standard in Mathematics as measured by the Smarter Balanced Assessment in Spring of 2024.
3	Social Emotional Learning (SEL)	Grades 3-5	61% of students in grades 3-5 will respond favorably in Emotional Regulation as measured by the Panorama Survey in Spring of 2024.

<sup>1</sup> 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.

<b>Priority #1</b>		
<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	Phonemic Awareness, Phonics and Fluency Skills	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-2	
<b>Desired Outcome</b>	90% or more of K-2 students will demonstrate benchmark proficiency in foundational reading skills (Phonics and Fluency) by Spring 2024, as measured by FastBridge screening report.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	<p>In the Fall of 2023, approximately 74% of all K-2 students met the Fall benchmark goals in phonics and fluency skills, as assessed by the FastBridge assessment. FastBridge data showed that 56% of all second-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>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Built in intervention blocks on master schedule for every grade level	Yearly schedule development and review.
	Teachers will analyze student work in comparison to student samples and rubrics and adjust instruction as needed.	% of teachers who participate in the analysis of student samples.
	K-2 staff using Heggerty Phonemic Awareness Curriculum.	Yearly use review.
	Classrooms & Services Teams using MTSS tier 1 & tier 2 literacy interventions.	Yearly use review.
	Staff differentiation of instruction & growing Universal Design for Learning (UDL) practices	Yearly FIA survey review by MTSS Intervention Team of item 3.2 (Academic Instruction).
	<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2024
<b>Method(s) to Monitor Progress</b>	FastBridge Screener – Fall, Winter, Spring FastBridge Progress Monitoring	

	<p>Wonders Assessments Grade 1 Nonsense Phonics Assessment Progress within classrooms using Street Data</p> <ul style="list-style-type: none"><li>• Ex: Student work, observations, etc.</li></ul>
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**Priority #2**

<b>Priority Area</b>	Mathematics	
<b>Focus Area</b>	Solving complex math problems	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	3-5	
<b>Desired Outcome</b>	90% of students in grades 3-5 will be at or above standard in Mathematics as measured by the Smarter Balanced Assessment in Spring of 2024.	
<b>Alignment with District Strategic Initiatives</b>	Inclusion	
<b>Data and Rationale Supporting Focus Area</b>	Data analysis of our SBA scores from prior years indicate that many students are proficient in math at level 3 and could increase their proficiency by regularly solving complex problems during classroom instruction.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	K-5 teachers participate in professional development about UDL and design instruction using elements of UDL to plan for the use of differentiated instruction and flexible grouping in mathematics	% of teachers using elements of UDL to plan for the use of differentiated instruction and flexible grouping in mathematics.
	K-5 teachers will use student work from IM Units to evaluate student performance, reflect on the outcomes, and adjust instruction	% of teachers using student data to inform instruction using elements of UDL.
	Utilization of LEAP to provide opportunities for teachers in grades K-5 to participate in vertical/horizontal teaming for the purpose of mastering our math curriculum and Washington State math standards	% of teachers in grades K-5 who participate in vertical/horizontal teaming related to math
	Students will receive supplemental (Tier II) support in addition to universal instruction	Classroom progress monitoring data
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2024	
<b>Method(s) to Monitor Progress</b>	Common District Summative Assessments SBA Interims for progress monitoring Semester Report Card Grades SBA end of year data FastBridge Progress within classrooms using Street Data <ul style="list-style-type: none"> <li>• Ex: Student work, observations, etc.</li> </ul>	

**Priority #3**

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	Identifying and Managing Challenging Feelings and building Self-Efficacy	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5	
<b>Desired Outcome</b>	By Spring of 2024, Panorama data will show an increase from 51% to 61% of students who indicate that they can regulate their emotions	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	61% of students in grades 3-5 will respond favorably in Emotional Regulation as measured by the Panorama Survey in Spring of 2024.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	MTSS Intervention/SIT Team will create agreed upon strategies and supports for Tier 2 and 3 targeted students.	% of staff who implement strategies from MTSS Team.
	All staff will implement trauma-informed practices and SEL (self-regulation, mindfulness, etc.)	% of staff who implement trauma-informed practices and SEL training, showing increase in number of strategies used.
	Creating spaces for calming/break area and sensory needs that all students can access.	Check for completion during 23/24 school year & continued.
	Creating a consistent school wide PBIS program	SWPBIS assessment
	Classified staff training to support with student emotional regulation	Confirm multiple professional learning experiences.
	Counselor lessons about self-regulation and small groups working on social skills	Pre and post group assessments and discipline data
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2024	
<b>Method(s) to Monitor Progress</b>	Panorama Survey results for grades 3-5 Number of students referred to the MTSS Team for SEL support Student discipline referrals Progress using Street Data methodologies <ul style="list-style-type: none"> <li>• Ex: Student and parent conversations</li> </ul>	

## 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.<sup>2</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Continued collaboration around school and PTSA goals to support success in learning with school year enrichment experiences.	This action will take place throughout the 2023-2024 school year
	School Improvement Plan to be reviewed at a PTSA meeting	This action will take place throughout the 2023-2024 school year
	Administration will work with the PTSA to fund materials and professional development opportunities to support SIP goals. Examples Include: <ul style="list-style-type: none"> <li>• Funding for books</li> </ul>	This action will take place throughout the 2023-2024 school year

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

	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Classroom funds for teachers</li> <li>• Financial support of PBIS incentives</li> </ul>							
	<p>Wilder Elementary teachers/staff will utilize parent volunteers to support students in class to support SIP goals. Examples include:</p> <ul style="list-style-type: none"> <li>• Art Docent</li> <li>• Wilder Volunteer Program</li> <li>• Math Program</li> <li>• Field Trip Volunteers</li> </ul>	<p>This action will take place throughout the 2023-2024 school year</p>						
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