

Laura Ingalls Wilder Elementary

School Improvement Plan

Annual Update: 2024-25

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

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."*

2024-25 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	80% of K-2 students will demonstrate benchmark proficiency in foundational reading skills (Phonics and Fluency) as measured by the Fastbridge screening assessment in Spring 2025.
2	Math	Grades 3-5	90% of students in grades 3-5 will be at or above level 3 in Mathematics as measured by the Smarter Balanced Assessment in Spring of 2025.
3	Social Emotional Learning (SEL)	Grades 3-5	60% of students in grades 3-5 will respond favorably in Emotional Regulation as measured by the Panorama Survey in Spring of 2025.

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	80% of K-2 students will demonstrate benchmark proficiency in foundational reading skills (Phonics and Fluency) as measured by the Fastbridge screening assessment in Spring 2025.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>In the Spring of 2024, 74% of all K-2 students met the benchmark goals in phonics and fluency skills, as assessed by the Fastbridge screening assessment.</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 core instruction and interventions to help students grow and become strong readers.</p> <p>“Foundational skills...are necessary and important components of an effective comprehensive reading program designed to develop proficient readers with capacity to comprehend texts...” (Common Core State Standards, 2010). The National Reading Panel (2000) identified five essential components of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension. The CORE Teacher Reading Sourcebook adds additional components that are key to cover in reading instruction: print awareness, letter knowledge, irregular words, and multisyllabic words (K-5 Reading LWSD, 2024).</p> <p>When looking at the MTSS framework, an identified need is to include effective tier 1 and tier 2 instruction within the general education classroom setting. Recognizing student needs and providing interventions and instruction to meet those needs are vital for student success, which begins with a clear assessment protocol (K-5 Reading LWSD, 2024).</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Built in Power Blocks on master schedule for every grade level that align intervention time with service providers to maximize	Yearly schedule development and review.

	intervention opportunities through small group and individual support. Dedicated core instructional time to ensure students are all receiving Tier 1 instruction.	
	Teachers will analyze student progress from informal and formal assessment and adjust small/whole group instruction to maximize impact.	% of teachers participating in Professional Learning Communities (PLCs) to analyze student progress.
	K-2 staff using Heggerty Phonemic Awareness Curriculum.	Yearly use review.
	Classroom teachers and service providers utilizing Tier 1, 2 and 3 interventions as outlined by school MTSS teams.	Yearly use review.
	Staff utilizing scaffolding and differentiation strategies through implementation of Universal Design for Learning (UDL) practices.	Yearly FIA survey review by MTSS Intervention Team of item 3.2 (Academic Instruction).
Timeline for Focus	Fall, 2024 - Spring, 2024	
Method(s) to Monitor Progress	Fastbridge Screener – Fall, Winter, Spring Fastbridge Progress Monitoring for students receiving targeted intervention support Wonders Assessments Progress within classrooms using Street Data <ul style="list-style-type: none"> Ex: Student work, observations, interviews, etc. 	

Priority #2

Priority Area	Mathematics	
Focus Area	Solving complex math problems	
Focus Grade Level(s) and/or Student Group(s)	3-5	
Desired Outcome	90% of students in grades 3-5 will be at or above level 3 in Mathematics as measured by the Smarter Balanced Assessment in Spring of 2025.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Data analysis of our SBA scores from last year indicates that 17% of our students are below level and 26% of our students are at level 3. Students in grades 3-5 experience few complex problem-solving opportunities through regular classroom instruction which is primarily focused on a specific strategy for solving problems.	
Strategy to Address Priority		
	Action	Measure of Fidelity of Implementation
	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 small group instruction in mathematics	% of teachers using elements of UDL to plan for the use of differentiated instruction and small group instruction in mathematics.
	Built in Power Block on master schedule for every grade level that align intervention time with service providers to maximize intervention opportunities through small group and individual support. Dedicated core instructional time to ensure students are all receiving Tier 1 instruction.	Yearly schedule development and review.
	K-5 teachers will use student work from IM Units to evaluate student performance, reflect on the outcomes, and adjust instruction in vertical/horizontal PLCs.	% of teachers using student data to inform instruction while participating in vertical/horizontal PLCs related to math.
	Classroom teachers and service providers utilizing Tier 1, 2 and 3 interventions as outlined by school MTSS teams.	Yearly use review.
	Staff utilizing scaffolding and differentiation strategies through implementation of Universal Design for Learning (UDL) practices.	Yearly FIA survey review by MTSS Intervention Team of item 3.2 (Academic Instruction).

Timeline for Focus	Fall, 2024 - Spring, 2025
Method(s) to Monitor Progress	<p>Illustrative Mathematics summative and check-in assessments</p> <p>SBA Interims for progress monitoring</p> <p>Semester Report Card Grades</p> <p>SBA end of year data</p> <p>Fastbridge Screener – Fall, Winter, Spring</p> <p>Progress within classrooms using Street Data</p> <ul style="list-style-type: none"> • Ex: Student work, observations, interviews, etc.

Priority #3

Priority Area	Social and Emotional									
Focus Area	Identifying and managing challenging feelings and building self-efficacy									
Focus Grade Level(s) and/or Student Group(s)	K-5									
Desired Outcome	60% of students in grades 3-5 will respond favorably in Emotional Regulation as measured by the Panorama Survey in Spring of 2025.									
Alignment with District Strategic Initiatives	MTSS									
Data and Rationale Supporting Focus Area	<p>In the Spring of 2024 55% of students responded favorably on Emotion Regulation as measured by Panorama.</p> <p>Dr. Richie Davidson (University of Wisconsin-Madison) speaks about ‘every behavioral intervention being a biological intervention’—and that a young person’s repeated experiences in school have the opportunity to be a powerful influence for the re-wiring of neural pathways that is necessary for habits to be built and sustained. Implementing and sustaining a consistent set of SEL practices helps stakeholders collaboratively create the climate and culture that’s vital for optimal learning and working conditions for students and adults (CASEL, 2024).</p> <p>While SEL alone will not solve longstanding and deep-seated inequities in the education system, it can help schools promote understanding, examine biases, reflect on and address the impact of racism, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create a more inclusive school community. In doing so, schools can promote high-quality educational opportunities and outcomes for all students, irrespective of race, socioeconomic status, gender, sexual orientation, and other differences. This requires that SEL is implemented with an explicit goal of promoting educational equity (CASEL, 2024).</p>									
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>MTSS Tier 2/3 Intervention Team will create agreed upon strategies and supports for Tier 2 and 3 targeted students inside and outside the classroom and monitor student progress.</td><td>% of staff who implement strategies from MTSS Team.</td></tr><tr><td>All staff will implement Establish Maintain Restore (EMR) practices and create a supportive classroom through regular classroom circles (the first of three legs on the SEL stool).</td><td>% of staff who implement EMR practices and classroom circles as a regular routine.</td></tr><tr><td>Creating regulation spaces in all classrooms and a schoolwide regulation space as well as a</td><td>% of staff with a regulation space and completion of the schoolwide regulation space and sensory gym.</td></tr></table>		Action	Measure of Fidelity of Implementation	MTSS Tier 2/3 Intervention Team will create agreed upon strategies and supports for Tier 2 and 3 targeted students inside and outside the classroom and monitor student progress.	% of staff who implement strategies from MTSS Team.	All staff will implement Establish Maintain Restore (EMR) practices and create a supportive classroom through regular classroom circles (the first of three legs on the SEL stool).	% of staff who implement EMR practices and classroom circles as a regular routine.	Creating regulation spaces in all classrooms and a schoolwide regulation space as well as a	% of staff with a regulation space and completion of the schoolwide regulation space and sensory gym.
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	sensory gym that all students can access.	
	Creating a consistent school-wide PBIS program through the MTSS Tier 1 team.	SWPBIS assessment
	Counselor small group lessons about self-regulation as well as strategic whole-group lessons focused on urgent needs and Tier 1 needs identified by the counselor and MTSS Tier 2/3 team.	Pre and post group assessments and discipline data
Timeline for Focus	Fall, 2024 - Spring, 2025	
Method(s) to Monitor Progress	Panorama Survey results for grades 3-5 Number of students referred to the MTSS Team for SEL support Student behavior incident data Progress using Street Data methodologies <ul style="list-style-type: none"> Ex: Student and parent conversations, Empathy Interviews, etc. 	

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, Parents and Community Members in the development of the SIP		
	Action	Timeline
	Continued collaboration around school and PTSA goals to support success in learning with school year enrichment experiences.	This action will take place throughout the 2024-2025 school year
	School Improvement Plan to be reviewed at a PTSA meeting	This action will take place during the 2024-2025 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"> • Funding for books • Professional Development 	This action will take place throughout the 2024-2025 school year

² LWSD's policy is found at: <https://go.boarddocs.com/wa/lwsd/Board.nsf/goto?open&id=BSCTAP76757A>

	<ul style="list-style-type: none"> • Classroom funds for teachers • Financial support of PBIS incentives 	
	<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"> • Art Docent • Wilder Volunteer Program • Math Program • Field Trip Volunteers 	<p>This action will take place throughout the 2024-2025 school year</p>
Strategy to Inform Students, Families, Parents and Community Members of the SIP		
	Action	Timeline
	<p>The Wilder Elementary SIP will be posted on the school website</p>	<p>Upon approval by the LWSD School Board, the Wilder Elementary SIP will be posted by January 2025, or earlier.</p>
	<p>School Improvement Plan to be shared at a PTSA meeting.</p>	<p>The PTSA meeting will take place in January of 2025.</p>