

**School Improvement Plan**

**Annual Update: 2025-26**

*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 wrote, "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 District 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!

**Vision Statement:** *All students achieve one year or more of social-emotional and academic learning, with expanded opportunities for equitable, personalized growth.*

**Mission Statement:** *At Wilder, we are an inclusive community that builds on every student's strengths—inspiring lifelong learning, confidence, and a sense of belonging.*

**2025-26 PRIORITIES AT A GLANCE**

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	Grades PK-5	<p><b>Preschool – 80% of students will demonstrate benchmark proficiency as measured by the Heggerty assessment in Spring 2026.</b></p> <p><b>K-2 – 85% of students will demonstrate benchmark proficiency in foundational reading skills as measured by the FastBridge screening assessment in Spring 2026.</b></p>

<sup>1</sup> LWSD School Board Approval on <insert date>

			<b>3-5 – 90% of students will demonstrate benchmark proficiency in reading comprehension skills as measured by the FastBridge screening assessment in Spring 2026.</b>
<b>2</b>	<b>Mathematics</b>	<b>Grades 3-5</b>	<b>85% 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 2026.</b>
<b>3</b>	<b>Social Emotional Learning</b>	<b>Grades 3-5</b>	<b>65% of students in grades 3-5 will respond favorably in the emotional regulation category as measured by the Panorama Survey in Spring 2026.</b>

**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>	Literacy
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades PK-5
<b>Focus Area</b>	Grades PK-2 - Phonemic Awareness and Phonics Grades 3-5 – Reading Comprehension
<b>Desired Outcome</b>	<p>Preschool – 80% of students will demonstrate benchmark proficiency as measured by the Heggerty assessment in Spring 2026.</p> <p>K-2 – 85% of students will demonstrate benchmark proficiency in foundational reading skills as measured by the FastBridge screening assessment in Spring 2026.</p> <p>3-5 – 90% of students will demonstrate benchmark proficiency in reading comprehension skills as measured by the FastBridge screening assessment in Spring 2026.</p>
<b>Current Data Supporting Focus Area</b>	<p>Preschool: Heggerty implementation will begin this year</p> <p>Kindergarten: Students at 82% proficiency on Fastbridge Fall 2025 screener.</p> <p>Grades 1-2: In Spring 2025, 74% of students met the benchmark standard for literacy in the earlyReading assessment.</p> <p>Grades 3-5: In Spring 2025, 83% of students met the benchmark standard for literacy in the aReading 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</p>

	instruction to meet those needs are vital for student success, which begins with a clear assessment protocol (K-5 Reading LWSD, 2024).	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Professional development related to comprehension during LEAP time	% of teachers participating in the professional development
	Whole group instruction in Heggerty Phonics (PK-2)	Yearly use review
	Implementation of UFLI phonemic awareness instruction (K-2)	Yearly use review
	Teachers will analyze student progress from informal and formal assessments and adjust small/whole group instruction to maximize impact.	% of teachers participating in Professional Learning Communities (PLCs) to analyze student progress.
	Classroom teachers and service providers will utilize Tier 1, 2 and 3 instruction as outlined by school MTSS and BLT teams. The master schedule has dedicated core instructional time and power blocks to provide specific (Tier 2/3) instruction based on student need.	Yearly schedule development and 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).
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Admin and staff share literacy goals and information in family newsletter with regular updates about our school steps and ways families can support at home.</li> <li>• Connections conferences and mid-year conferences to connect, build relationships and share student progress and grade level expectations with families.</li> <li>• Regular follow-Up from staff to share student progress with families.</li> <li>• Literacy Night: provides opportunities for practice and takeaways with students and staff.</li> <li>• Empathy interviews to build capacity and see our families and students through feedback opportunities around the SIP goals through video and audio recording.</li> <li>• Affinity groups for families of students (IEP, 504, ML and race) to connect with them and hear about their needs and concerns.</li> <li>• Increasing the use of phone or in person conversations versus email or parent square.</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Heggerty pre and post assessments (preschool) FastBridge Screener — September, January, May	

	<p>Progress monitoring for students receiving targeted intervention support (Safety Net).</p> <p>Formative assessments within classrooms</p> <p>Progress within classrooms using Street Data</p> <ul style="list-style-type: none"><li>• Ex: Student work, observations, interviews, etc...</li></ul>
--	---

**Priority #2**

<b>Priority Area</b>	Mathematics	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades 3-5	
<b>Focus Area</b>	Solving complex math problems	
<b>Desired Outcome</b>	85% 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 2026.	
<b>Current Data Supporting Focus Area</b>	Data analysis of our SBA scores from last year indicates that 20% of our students are at or below level 2. 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.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Classroom teachers and service providers will utilize Tier 1, 2 and 3 instruction as outlined by school MTSS and BLT teams. The master schedule has dedicated core instructional time and power blocks to provide specific (Tier 2/3) instruction based on student need.	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 PLCs.	% of teachers using student data to inform instruction while participating in PLCs related to math.
	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).
	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.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Admin and staff share math goals and information in a family newsletter with regular updates about our school steps and ways families can support at home.</li> <li>• Connections conferences and mid-year conferences to connect, build relationships and share student progress and grade level expectations with families.</li> <li>• Regular follow-Up from staff to share student progress with families.</li> <li>• Literacy Night: provides opportunities for practice and takeaways with students and staff.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Empathy interviews to build capacity and see our families and students through feedback opportunities around the SIP goals through video and audio recording.</li> <li>• Affinity groups for families of students (IEP, 504, ML and race) to connect with them and hear about their needs and concerns.</li> <li>• Increasing the use of phone or in person conversations versus email or parent square.</li> </ul>
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026
<b>Method(s) to Monitor Progress</b>	<p>Illustrative Mathematics summative and check-in assessments  SBA Interims for progress monitoring  SBA end of year data  FastBridge Screener — September, January, May  Progress within classrooms using Street Data</p> <ul style="list-style-type: none"> <li>• Ex: Student work, observations, interviews, etc...</li> </ul>

**Priority #3**

<b>Priority Area</b>	Social Emotional Learning	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades 3-5	
<b>Focus Area</b>	Emotional regulation	
<b>Desired Outcome</b>	65% of students in grades 3-5 will respond favorably in the emotional regulation category as measured by the Panorama Survey in Spring 2026.	
<b>Current Data Supporting Focus Area</b>	<p>In the Spring of 2025 60% 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>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	MTSS Tier 2/3 Intervention Team will meet monthly and in response to student needs to develop agreed upon Tiered interventions that will support students inside and outside the classroom and monitor student progress.	% of staff who implement strategies from MTSS Team.
	All staff will implement daily SEL/Restorative circle to create a supportive classroom and staff will continue engaging in PD to clarify the purpose of this work (the first of three legs on the SEL stool).	% of staff who implement classroom circles as a regular routine.
	Utilizing regulation spaces in all classrooms, a schoolwide sensory path and a sensory gym that all students can access.	% of staff with a regulation space and utilizing the sensory path and sensory gym.

	<p>Creating a consistent school-wide PBIS program through whole staff collaboration and development.</p>	SWPBIS assessment
	<p>Counselor small group lessons about self-regulation as well as strategic whole-group lessons focused on emotion regulation utilizing the Zones of Regulation curriculum.</p>	Pre and post assessments and discipline data
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Admin and counselor share SEL goals and information in family newsletter with regular updates about our school steps and ways families can support at home.</li> <li>• Connections conferences and mid-year conferences to connect, build relationships and share student progress and grade level expectations with families.</li> <li>• Regular follow-Up from counselor to share individual and group progress with families.</li> <li>• Parent connection night on Zones of Regulation with opportunities for practice and takeaways with students, staff and families.</li> <li>• Empathy interviews to build capacity and see our families and students through feedback opportunities around the SIP goals through video and audio recording.</li> <li>• Affinity groups for families of students (IEP, 504, ML and race) to connect with them and hear about their needs and concerns.</li> <li>• Increasing the use of phone or in person conversations versus email or parent square.</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<p>Panorama Survey results for grades 3-5  K-5 Bi-Monthly Emotion Regulation Surveys  Number of students referred to the MTSS Team for SEL support  Student behavior incident data  Progress using Street Data methodologies</p> <ul style="list-style-type: none"> <li>• Ex: Student and parent conversations, Empathy Interviews, etc...</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.