KINDERGARTEN ROUND-UP 2026

WILDER ELEMENTARY SCHOOL



Lake Washington School District

ALL MEANS ALL

WELCOME TO WILDER

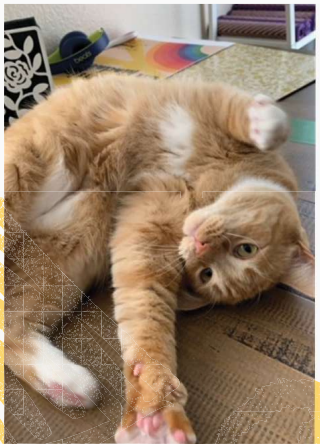
Hello and welcome to Wilder Elementary! I am Steve Goldberg, the proud principal of this wonderful school and I am thrilled to be a part of such a vibrant and supportive community. I live in Redmond with my family, Hudson (10), Malikai (12), Clea (21), my wife Carmen and our orange cat Eleanor and we all love exploring the local area and participating in community events.

I hold a Master's Degree in Educational Leadership and Special Education and a Graduate Certificate in Applied Behavior Analysis and a Bachelors in Elementary Education from Arizona State University. I have been in the field of education for 15 years. My journey began as a 5th Grade Teacher in Phoenix, Arizona and I have had the privilege of teaching students in 3rd – 7th grades and worked as an Instructional Coach, Math Interventionist, and HiCap TOSA. I have served as a principal for six years and am now entering my fourth year in LWSD.



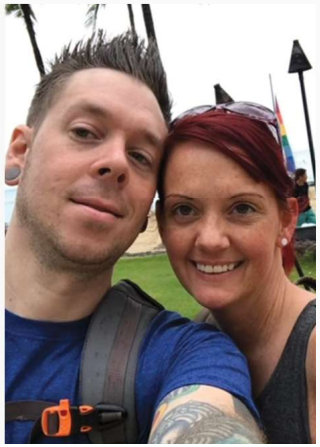












WHAT GUIDES OUR WORK AT WILDER

At Wilder Elementary, we are 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.

01. MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

02. EQUITY AND INCLUSION

03. SOCIAL EMOTIONAL LEARNING (SEL)



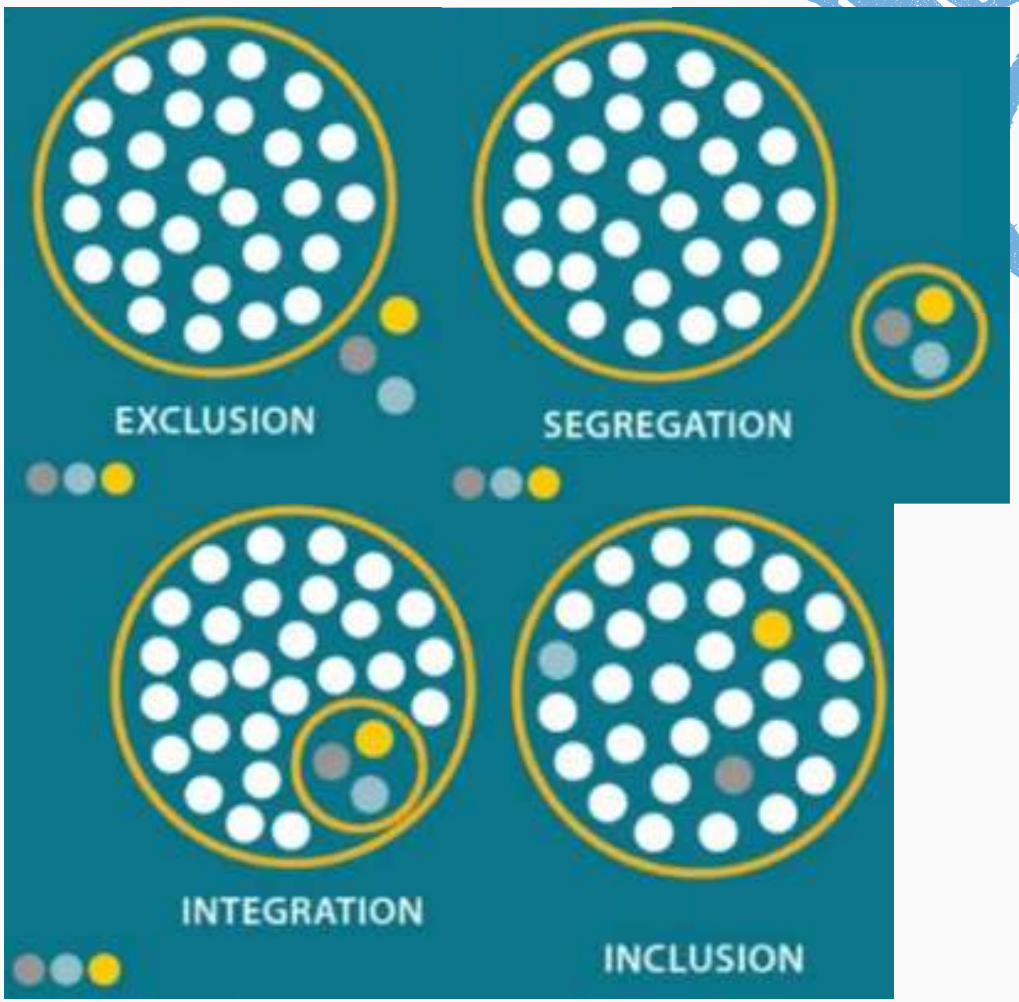
WHAT IS MTSS?

The MTSS Framework provides the structure needed to achieve an inclusive, equitable, and positive learning environment for each and every child.

The MTSS Framework integrates all resources to provide districts and schools the supports they need to address each and every student's academic, behavioral and social-emotional learning through a continuum of support that is universally designed and differentiated to meet the needs of the whole child.

WHAT IS INCLUSION?

Inclusion means all students, including students with disabilities, experience meaningful participation in general education settings, both academically and socially. It is when all students are presumed competent, are welcomed as valued members of all general education classrooms, school community, and extra-curricular activities alongside their same age peers, and experience reciprocal social relationships.

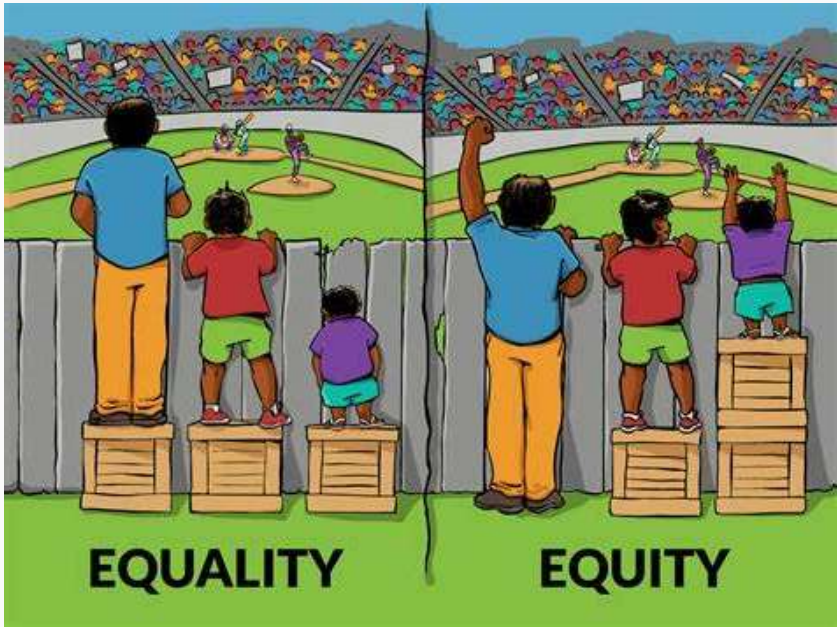


WHAT IS EQUITY?

Educational equity means that all students receive whatever they need every day to develop to their full academic and social potential and thrive. By thrive, I mean academically as well as socially and emotionally. Every child has a right to feel loved and cared for and to feel that they belong to a community. Emotional well-being is as important as academic success in my definition of educational equity.

Achieving educational equity would mean that there is no predictability of success or failure based on social or cultural factors like race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, and physical and cognitive ability.





WHAT IS SOCIAL AND EMOTIONAL LEARNING?

At Wilder we support the whole child. We utilize Positive Behavior Intervention Systems (PBIS), Restorative Practices and work on building social and emotional skills throughout your student's K-5 experience.

We utilize the Purposeful People Character Traits to highlight a new trait each month and have students reflect on this in our morning meetings and in the classrooms.

We have PRIDE awards that anyone can give to students for exhibiting the character traits mentioned above.

We celebrate students at our school-wide morning meeting who have received a PRIDE award and give classroom awards every week.



SCHOOL-WIDE EXPECTATIONS

	SAFE	KIND	RESPONSIBLE
Classroom			
Hallway	Walk + Walk to destination Body to self + Eyes forward+ Follow the adult or peer in charge of directions	Level 0-1 voice + Respectful words & actions + Considerate and helpful gestures	Go directly to destination + Go to directs to location or spot Follow directions + Follow Guidance from adults
Lunchroom	Keep your food to yourself (no sharing) + Stay in your spot Stay seated + Use hand signals for help from an adult Follow the adult or peer in charge of directions	Level 1 voice + Be polite + Be considerate	Eat healthy food Clean up after yourself+
Bathroom	Wash your hands + Keep water in sink and toilet Dry your hands on a paper towel	Level 0 – 1 voice Keep your eyes to yourself + Respect others' privacy + Stay in your zone	Make sure your paper towel ends up in the trash + Flush the toilet+ Return to the classroom or designated area when finished
Recess	Follow playground rules + Report anything unsafe to recess teachers * Keep hands, feet, and body to self	Share playground equipment + Include everyone who wants to play + Be compassionate when playing games	Put equipment away + Listen to recess teachers+ Line up when bell rings
Assembly	Body to self Eyes forward + Sit in space Follow the adult or peer in charge directions	Show appreciation (applause) + Level 0 Voice+	Follow teacher's instructions+
Before/After School	Walk to transportation +	Join line at the end	Follow adult instructions
Bus	Stay seated +	Level 1 Voice	Follow driver's instructions Pay attention to your stop Keep track of your belongings
Office & Health Room	Body to self +	Level 1-2 voice	Listen to instructions
Technology			
Sensory Walk/Pod			

CHANGES FOR NEXT YEAR

START AND END TIME
8:40-3:15

HIGHLY CAPABLE SERVICES
PULL-OUT QUEST AND K-5 HICAP PULL-OUT WILL END CLASSROOM BASED SERVICES WILL BE PROVIDED TO STUDENTS BY THEIR TEACHER

SOCIAL STUDIES
THIRD YEAR OF IMPLEMENTATION. INCLUDING SINCE TIME IMMEMORIAL.

READING AND WRITING
EMERGE CURRICULUM WITH UFLI AND HEGGERTY

REFINING BLOCK SCHEDULING
A WAY TO ENSURE THAT STUDENTS ARE NOT MISSING OUT ON CORE INSTRUCTION.

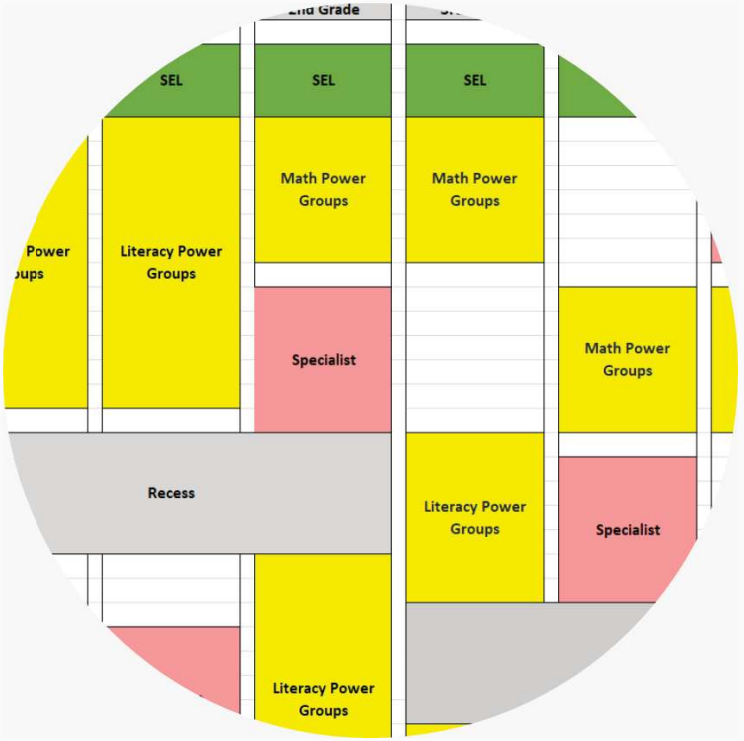
STAFFING AND BELL SCHEDULE
AS THESE CHANGES ARISE, WE WILL COMMUNICATE THEM OUT THROUGH PARENTSQUARE

WILDER WOLVES

BLOCK SCHEDULING

A way to ensure that students are not missing out on core instruction. By scheduling specific times where students can receive intervention, extension, further instruction, etc... we can ensure that all students have access to grade level content and do not miss this when they might work with another teacher.

This time also provides teachers with opportunities to work in small groups with students on specific skills and for students to work independently or in groups to practice skills.



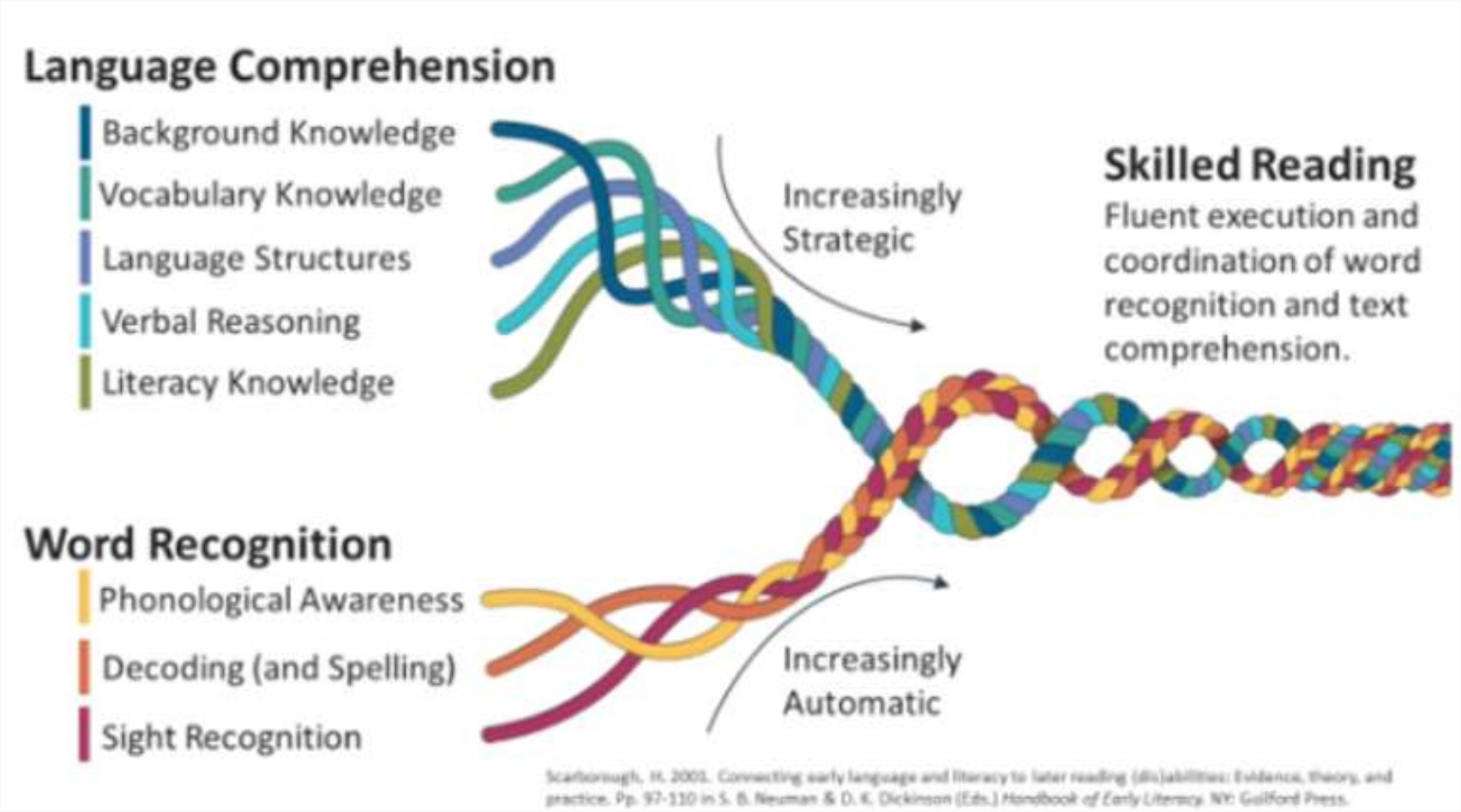
LITERACY CURRICULUM SHIFTS FOR THE 26-27 SCHOOL YEAR

Next year we will begin using the Emerge! Curriculum, which will replace our Wonders curriculum, district writing units and other previous resources. With this shift in curriculum, there will also be some adjustments in what classroom structures look like to align with current best practices. Many of these practices are already occurring as teachers have implemented them this year and in previous years. The goal of this new implementation is to make the routines and practices consistent across the school and district. Some further details about the curriculum are below:

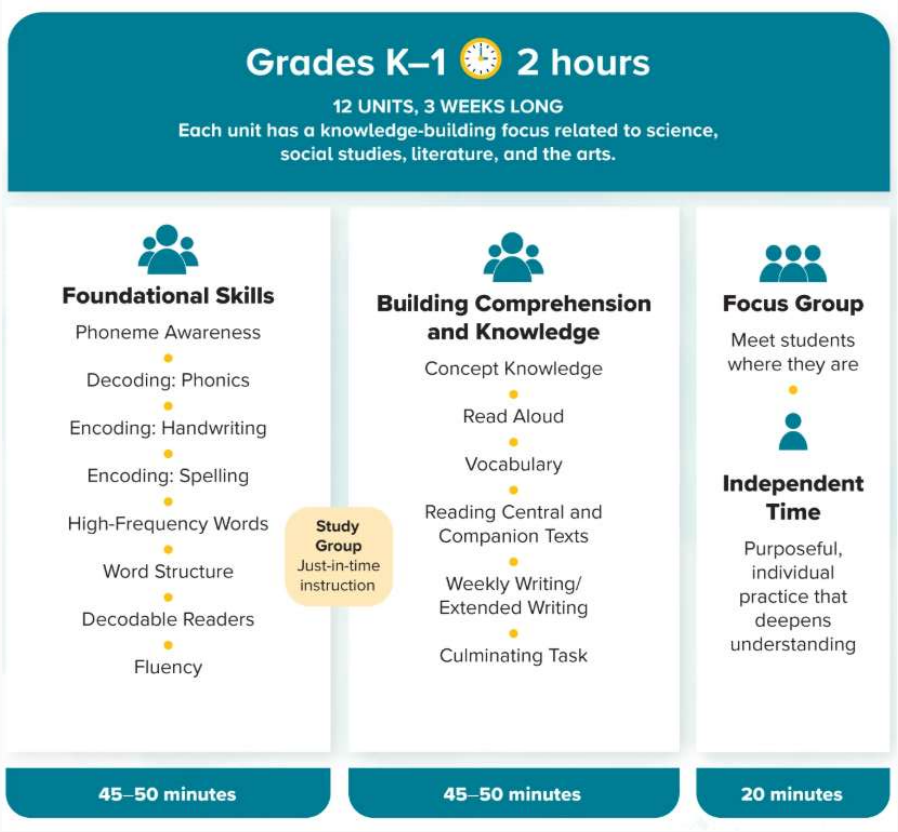
- Students will receive daily, high-quality instruction from their classroom teacher, including both whole group and small group learning. Throughout the week, teachers will provide at least 30 minutes of small group instruction to support individual learning needs.
- In addition, students will engage in consistent work to build vocabulary, background knowledge, and reading comprehension, helping them better understand what they read across all subjects.
- For our youngest learners (grades K–2), there is a dedicated daily block focused on foundational reading skills, such as phonics and fluency—key building blocks for becoming confident readers.
- Students will also participate in daily writing, with opportunities to write for a variety of purposes while strengthening their skills over time.
- Finally, schools are integrating speaking, listening, and communication skills across all subjects, helping students think, share ideas, and collaborate throughout the day.

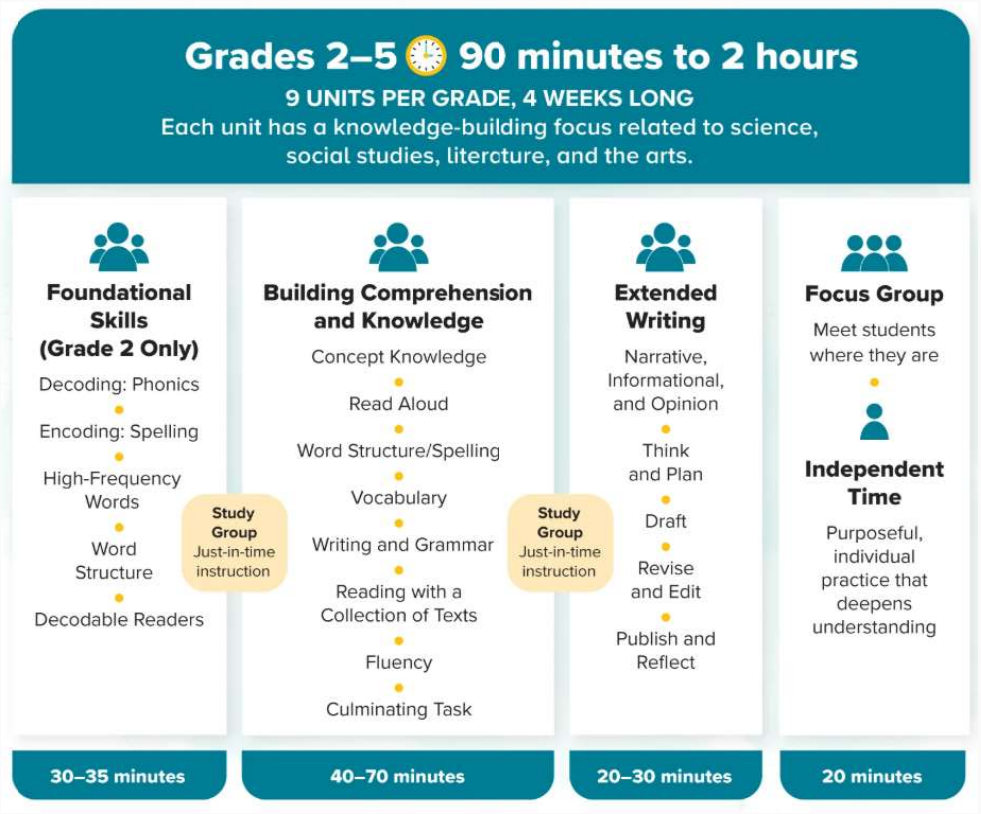
These updates help ensure all students receive consistent, high-quality literacy instruction and the support they need to grow.

EMERGE!


Language Comprehension
Background Knowledge
Vocabulary Knowledge
Language Structures
Verbal Reasoning
Literacy Knowledge
Increasingly Strategic
Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.
Word Recognition
Phonological Awareness
Decoding (and Spelling)
Sight Recognition
Increasingly Automatic
Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) Handbook of Early Literacy. NY: Guilford Press.

EMERGE!


Grades K–1 2 hours
12 UNITS, 3 WEEKS LONG
Each unit has a knowledge-building focus related to science, social studies, literature, and the arts.
Foundational Skills
Phoneme Awareness
Decoding: Phonics
Encoding: Handwriting
Encoding: Spelling
High-Frequency Words
Word Structure
Decodable Readers
Fluency
Study Group
Just-in-time instruction
Building Comprehension and Knowledge
Concept Knowledge
Read Aloud
Vocabulary
Reading Central and Companion Texts
Weekly Writing/ Extended Writing
Culminating Task
Focus Group
Meet students where they are
Independent Time
Purposeful, individual practice that deepens understanding
45–50 minutes
45–50 minutes
20 minutes


Grades 2–5 90 minutes to 2 hours
9 UNITS PER GRADE, 4 WEEKS LONG
Each unit has a knowledge-building focus related to science, social studies, literature, and the arts.
Foundational Skills (Grade 2 Only)
Decoding: Phonics
Encoding: Spelling
High-Frequency Words
Word Structure
Decodable Readers
Study Group
Just-in-time instruction
Building Comprehension and Knowledge
Concept Knowledge
Read Aloud
Word Structure/Spelling
Vocabulary
Writing and Grammar
Reading with a Collection of Texts
Fluency
Culminating Task
Study Group
Just-in-time instruction
Extended Writing
Narrative, Informational, and Opinion
Think and Plan
Draft
Revise and Edit
Publish and Reflect
Focus Group
Meet students where they are
Independent Time
Purposeful, individual practice that deepens understanding
30–35 minutes
40–70 minutes
20–30 minutes
20 minutes

DAILY SCHEDULE (TENTATIVE)

8:30 – Student arrival
8:40 – Teachers pick-up students and school begins
9:50-10:05 – Recess
11:15-11:45 - Specialist
11:45-12:00 - Recess
12:00-12:25 – Lunch
12:25-12:40 - Recess
1:40-2:00 – Recess
3:15 – Dismissal
*Teachers will provide a more detailed schedule of their day when school starts in September



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COMMUNICATION

Best way to communicate with teachers, much like texting and also provides translation
Can read posts from teachers and the schools to keep up with events and what is happening
Download the app on your phone. You should be enrolled in the system and able to receive messages



ParentSquare™

THANK YOU VERY MUCH

SGOLDBERG@LWSD.ORG
425-936-2742

SEE YOU SOON

WILDER PTSA:

WELCOME TO WILDER!

The Role of Wilder PTSA:

The Wilder PTSA is a completely volunteer-run, donor-funded non-profit organization dedicated to supporting all Wilder students, teachers, and staff.

While we operate independently from the school administration, we work hand-in-hand as one team to enrich our school community.

Visit + Bookmark: wilderptsa.net

Laura Ingalls Wilder Elementary
PTSA
everychild. onevoice.

WHAT DOES PTSA DO?

- **Community Events:** We bring Wilder families together through annual events like Fall Carnival, Movie Night, Family Game Night, the School Dance, and many more!
- **Classroom & Curriculum Support:** We organize and run key volunteer programs that directly support our teachers' curriculum and daily learning.
- **Funding:** We directly support our classrooms by providing teacher stipends for classroom materials, funding field trips, and providing scholarships for Wilder students in need.
- **Building Connections:** Everything we do is designed to enhance the student and family experience, making Wilder a vibrant, fun, and supportive place to grow.



We are completely powered by parents just like you: Whether you have an hour to volunteer or simply want to attend our events, we are thrilled to welcome you to the Wilder Wolf Pack!

VOLUNTEER OPPORTUNITY HIGHLIGHTS

In The Classroom

- **Room Parents:** 2-3 volunteers who work closely with the teacher to prepare classroom materials, plan class parties and field trips, and coordinate communication with other families. 1–4 hours per month.
- **Math Adventures:** Volunteers lead small groups of students in playing engaging, educational math games on a monthly basis. 1.5 hours per month.
- **Art Docent:** Volunteers prepare materials and help the teacher lead fun, hands-on classroom art projects exploring different artists, styles, and creative techniques. 2–3 hours per month.
- **WatchDOGS:** Father-figures volunteer for a full or half-day at school to act as positive male role models and assist with recess, lunch, and classroom activities. 1 day per school year.

Or join the Board, be a Chair, or join one of our event committees!

STAY IN TOUCH & SAVE THE DATE!

Upcoming Dates:

- Kinder Summer Playdate #1 - Thursday, July 23, 4-6pm
- Kinder Summer Playdate #2 - Saturday, August 8, 10am-12pm
- Wilder + PTSA Open House - Thursday, August 27, 10:45am-12:30pm
- PTSA Fall Carnival - Friday, September 11, 5-7:30pm

Join the 26-27 Kinder WhatsApp group for grade-level updates and school-wide PTSA announcements.