



Wilde Lake Middle School SCHOOL IMPROVEMENT PLAN AT A GLANCE 2024-2025



Wilde Lake Middle School: VISION & MISSION

Vision: Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.

Mission: HCPSS ensures academic success and social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

HCPSS EQUITY FRAMEWORK

Belonging: All students, staff, and families experience belonging; and each person's physical, social, and emotional needs are met.

Opportunity & Access: All students, staff, and families can access pathways that expose them to high-quality learning experiences.

Instructional Excellence: All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.

Engaged & Inspired Learners: All students and staff are empowered to shape their teaching and learning experiences.

HCPSS FIVE FOCUS AREAS



SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS

On Track CCR (Literacy) Strategy: Implementing effective Tier 1 differentiated supports during first Instruction

Statement of Commitment: We commit to engaging in constructive and meaningful planning to provide differentiated instruction so that students will get the instruction that they need

Action Steps:

- Use common assessments to monitor student mastery of content and identify opportunities for student intervention and acceleration
- Engage in collaborative planning with content teams, special educators, and ELD teachers to develop a common understanding of what proficiency looks like and to plan effective first instruction with Tier I supports.
- Collaborate with team to discuss effective strategies for addressing misconceptions and/or student gaps in understanding

Implement effective first instruction with differentiated supports (e.g. Differentiated Assignment Template)

- Use a variety of instructional strategies, materials, and activities to meet the diverse needs of students in the classroom. This may include flexible grouping, tiered assignments, varied pacing, and scaffolding techniques.
- Apply formative assessment strategies during classroom activities to provide meaningful feedback

Mathematics Strategy: Engaging students in mathematics learning that fosters student agency and self-efficacy

Statement of Commitment: We commit to meaningfully engaging students in mathematics learning that fosters student agency and self-efficacy so that students will develop productive learning behaviors and dispositions that support their understanding and mastery of content.

Action Steps:

- Provide opportunities for students to draw on their own knowledge, including home, cultural, and language experience
- Engaging in collaborative planning and/or professional learning to deepen understanding of content and pedagogy.

- Structuring lessons so that students have opportunities to do and discuss mathematics before explicit instruction takes place
- Providing opportunities for students to analyze and critique work of their peers

Attendance Strategy: Communicating with Families About Student Attendance
Statement of Commitment: We commit to engaging in regular attendance meetings and in timely communication with families regarding student attendance so that each student and family will be more **informed** about their own student’s attendance and system policy.

Action Steps:

- Begin positive relationships with families from the start of school (e.g. welcome phone call, back-to-school night).
- Work with school staff to establish consistent and accurate attendance data collection, reporting, and reviewing.
- Ensure attendance team meetings are occurring at least monthly.
- Follow [attendance procedures](#) to communicate with families including the initial Call of Care and Concern procedure and follow up letter; generate & send attendance letter based on the attendance data. Begin the process at the classroom level.
- Identify school-based staff who keep in regular contact with students with attendance concerns (e.g., homeroom teacher, nurse, liaison, etc.)
- Recognize good and improved attendance.

Discipline Strategy: Creating a positive and restorative school culture that prioritizes healthy relationships and grows a culture of belonging for all students

Statement of Commitment: We commit to creating a positive school culture that prioritizes healthy relationships and grows a culture of belonging so that students will experience less exclusionary discipline as evidenced by overall suspension rates.

Action Steps:

- Professional learning with school-based staff on how to grow a culture of Belonging
- Professional learning for all staff to include basic knowledge of MTSS with a focus on developmentally appropriate tier 1 concepts that cut across initiatives (relationship building, behavior specific praise, recognize successes and teach social emotional skills
- Implementation of school culture and climate initiatives with a focus on belonging, relationships, cultural responsiveness with dignity, respect, & mutual concern
- Developing check-in check-out groups for identified students to support regulation and making positive choices through the school day
- Mentoring specifically identified students

