

Thoreau Elementary

School Improvement Plan

Annual Update: 2021-22

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

SCHOOL OVERVIEW

Description: Henry David Thoreau Elementary sits nestled in the woods of the Finn Hill neighborhood in Kirkland, Washington. This neighborhood is home to the majority of our 422 students who attend Thoreau Elementary. Also included in our student body are approximately 75 students in three classrooms who travel to Thoreau from surrounding neighborhood schools to attend the Quest (HiCap) program each day. Additionally, Thoreau houses a Pull-Out Quest classroom where students 2nd – 5th grade attend once per week for HiCap enrichment programming. The students from Thoreau Elementary progress on to Finn Hill Middle School and Juanita High School. Thoreau students bring a rich diversity of cultural backgrounds. Our students speak more than 30 different languages at home and currently 13% of students receive additional support as Multi-Language Learners. Our student body is composed of 55% white students, 20% Asian students, 13% two or more race students, 10% Hispanic students, and 1% Black/African American students. At Thoreau we celebrate this diversity and the individual uniqueness of each of our students.

Mission Statement: *The mission of Henry David Thoreau Elementary is to be a collaborative community that encourages individual growth and achievement by focusing on what is best for students. Our Vision states, “Students will be confident, engaged, knowledgeable community members, equipped for life-long learning.” We believe in the success of every student at Thoreau Elementary. We actively support each learner’s journey through classrooms that are relevant and engaging, programs of enrichment and additional support, mindfulness to social-emotional needs, and a schoolwide positive behavior support system.*

Demographics:²

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		462	473	480	458
Racial Diversity (%)	American Indian/Alaskan Native	0.2%	0.2%	0.2%	0.2%
	Asian	16.2%	16.7%	16.0%	20.5%
	Black/African American	0.6%	0.8%	0.6%	0.4%
	Hispanic/Latino of any race(s)	11.0%	10.8%	11.0%	10.3%
	Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.2%	0.2%
	Two or more races	11.9%	12.3%	13.1%	13.3%
	White	60.0%	59.2%	58.8%	55.0%
Students Eligible for Free/Reduced Price Meals (%)		14.1%	14.4%	15.6%	8.7%
Students Receiving Special Education Services (%)		15.2%	15.2%	13.8%	12.0%
English Language Learners (%)		7.8%	8.0%	10.2%	13.1%

¹ LWSD School Board Approval on <insert date>

² Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

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	Mathematics	
Focus Area	Mathematics	
Focus Grade Level(s)	2-5	
Desired Outcome	88% of our 2-5 students will be at grade-level or have minimal or low risk in mathematics based on the FastBridge EOY assessments (aMath) and Spring SBA (3-5 only).	
Alignment with District Strategic Initiatives	Equity	
Alignment with Characteristics of Effective Schools	Focused Professional Development	
Data and Rationale Supporting Focus Area	We are adopting a new math curriculum this year, Illustrative Math, that requires a shift in teaching practices and supports equitable teaching in the mathematics classroom. Currently, 83% of our 2-5 graders are proficient or higher in math as measured by the FastBridge BOY aMath assessment. As we analyze the data, we are seeing that the majority of the 15% of students who are not proficient fall into student subgroups that we need to serve better such as students with IEP supports, students with ML supports, or students receiving free and reduced lunch. With targeted math PD that simultaneously supports equitable teaching practices and the implementation of a new curriculum, we will see growth in our targeted subgroups as we serve our students more effectively in the mathematics classroom.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	MTSS-A PD on highly-effective math practices using the book <i>Taking Action</i> by NCTM.	Walkthrough data on implementation of teaching practices.
	Evidence of Student Learning Rounds.	Peer feedback, debrief sheets, exit tickets.
	Integrating equitable teaching practices in math.	Subgroup student growth data as measured by FastBridge.
	Aligning district and building level Professional Development for a deep focus on math implementation.	Walkthrough data, admin observations, pacing guide alignment.
	Staff development supporting student subgroups in	Subgroup student growth measured by IM and Fastbridge.

	mathematical practices and learning.	
	Build our access to materials/manipulatives for teaching the new curriculum and use centers in instruction.	All grades will have needed materials and manipulatives for implementation.
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	SBA, Fast Bridge growth, IM unit assessments	

Priority #2		
Priority Area	English Language Arts/Literacy	
Focus Area	Phonics and Phonemic Awareness	
Focus Grade Level(s)	K-1	
Desired Outcome	88% of students in grades K-1 will demonstrate proficiency in literacy as measured by FastBridge EarlyReading EOY assessment by Spring 2022.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	High Standards and Expectations for All Students	
Data and Rationale Supporting Focus Area	We know that in K-1, phonics and phonemic awareness proficiency are key drivers of literacy development for the rest of a students' educational career. Currently, 85% of our K-1 students are proficient or higher in reading as measured by the FastBridge EarlyReading assessment. When we disaggregate this data, we see that over 20 students in K-1 are not yet proficient (some or high risk) in the phonemic awareness or phonics subtests. When we shift our instruction to include additional phonics resources and consistent, targeted explicit instruction we will move toward closing this gap for our youngest learners.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Block Scheduling including Reading Intervention Groups.	All students are accessing core instruction and intervention supports.
	Heggerty Whole-Group and small group instruction.	FastBridge Early Reading MOY growth.
	Collaboration of Safety Net and General Education teachers.	Times to meet and collaborate around phonics resources/instruction.
	Integration of emphasis on phonics skills into Wonders curriculum.	Progress monitoring at planned intervals.
	Flexible small reading groups based on data.	Reading group schedules and changes based on progress monitoring data.
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	FastBridge, Wonders unit assessments, phonics classroom-based assessments.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Emotional Regulation	
Focus Grade Level(s)	K-5	
Desired Outcome	<p>Teachers identifying students who need daily support with social/emotional regulation will decrease from 61% in Fall of 2021 to 50% in Spring of 2022 as measured by a teacher perception survey.</p> <p>Teachers indicating more than 20% of their class need support with social/emotional regulation will decrease from 34% in Fall of 2021 to 25% in Spring of 2022 as measured by a teacher perception survey.</p>	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Supportive Learning Environment	
Data and Rationale Supporting Focus Area	<p>We recognize coming back from the pandemic there is a national mental health emergency as stated by the AAP. Here at Thoreau, we want to support building and modeling social-emotional skills and regulation because we know that behavior and learning academics have a symbiotic relationship. When students are able to self-regulate their emotions at a developmentally appropriate level, they will engage with learning and the more engaged in learning students are, the less dysregulation we see. Our focus on SEL is important across tiers to meet all students' needs.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	SEL lessons in classroom: problem-solving, upstander, emotion identification and regulation, build-up words.	<p>Counselor schedule for targeted lessons 2x per month in each grade.</p> <p>100% of teachers are teaching lessons using Second Step, Kelso's Choices, and Purposeful People taught during the daily morning meeting time on master schedule. Teacher year-long lesson plans for SEL lessons.</p>
	Counselor Small Groups, Check-In/Check-Out Interventions	<p>Teacher referrals for internal/external behaviors.</p> <p>Student data on CICO goals Panorama data.</p>
	<p>MTSS – B Work Team: Tier I Teacher PD</p> <p>Tier II systems and interventions.</p>	Walkthrough data on Tier I effective practices.

		<p>Implementation of a Tier II team meeting once a month.</p> <p>Minor behavior referrals data.</p>
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	<p>Teacher perception survey.</p> <p>Office referrals.</p> <p>Panorama Survey.</p>	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within instruction.
Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

Based on Fall Technology Integration staff survey data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- ☐ Digital Citizenship
- ☒ Integrating core instructional technologies within instruction
- ☒ Utilizing digital tools to enhance learning and ensure student access to content
- ☐ Applying Ed Tech Learning Standards across content areas

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. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2019. During that year, the participation rate was not met.

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.³ 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
	Bi-monthly PTA board and administrator meetings to collaborate on school initiatives.	Fall 2021-Spring 2022
	Equity Parent Members and Equity Student Panel.	Fall/Winter 2021- Spring 2022
	Goal-Setting Conferences.	Fall 2021
	Request for Feedback on SIP development at PTA general meeting and in the Frog News.	November 2021
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Frog News weekly	Fall 2021-Spring 2022
	Principal Reports at general PTA meetings.	Fall 2021-Spring 2022
	Coffee with the Principal.	Winter – Spring 2022
	Community Outreach.	Spring 2022
	Accessible and Translatable Communication.	Fall 2021-Spring 2022

³ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>