Thoreau Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

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 473 students who attend Thoreau Elementary. Also, included in our student body are approximately 100 students in four 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 programing. 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 8.3% of students receive additional support as English Language Learners. Our student body is composed of 60% white students, 17% Asian students, 12% two or more races 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:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		426	463	473
Racial Diversity (%)	American Indian/Alaskan Native	0.5	0.0	0.2
	Asian	15.0	16.2	16.7
	Black/African American	1.2	0.7	0.9
	Hispanic/Latino of any race(s)	9.9	10.8	10.6
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	11.3	11.5	11.6
	White	62.2	60.7	60.0
Students Eligible for Free/Reduced Price Meals (%)		15.2	13.3	14.4
Students Receiving Special Education Services (%)		12.4	15.1	14.4
English Language Learners (%)		7.4	7.4	8.3
Students with a First Language Other Than English (%)		19.4	19.2	21.9
Mobility Rate (%)[2]		9.6	9.7	10.1

ACADEMIC PERFORMANCE DATA: LITERACY

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

READING: By Grade Level, DIBELS Assessment[3]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	74	83	79
1st Grade	82	82	84
2nd Grade	86	84	79

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	86	80	87
4th Grade	84	82	80
5th Grade	95	87	82

READING: By Group/Program, DIBELS Assessment[4]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	>97	>97
Black/African American	-	-	-
Hispanic/Latino	72	80	64
Two or more races	71	74	77
White	84	83	82
English Learner	54	77	63
Low Income	60	75	65
Special Education	46	48	48

ELA: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	>97	>97
Black/African American	-	-	-
Hispanic/Latino	72	74	75
Two or more races	86	71	64
White	87	82	83
English Learner	-	-	40
Low Income	71	44	53
Special Education	55	53	41

ACADEMIC PERFORMANCE DATA: MATH

ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3rd Grade	80	82	82
4th Grade	68	79	69
5th Grade	78	70	70

SCIENCE: By Grade Level, WCAS[6]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5th Grade	n/a	83	74

MATH: By Group/Program, Smarter Balanced Assessment[5]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	96	>97
Black/African American	-	-	-
Hispanic/Latino	50	67	46
Two or more races	62	64	48
White	76	76	74
English Learner	-	-	20
Low Income	39	50	41
Special Education	38	42	35

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	94	95
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	83	68
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	62	46

⬊ = Cohort Track

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[3] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[4] Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[5] Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	92	95	90
1st Grade	89	94	93
2nd Grade	93	96	95
3rd Grade	87	92	95
4th Grade	93	95	94
5th Grade	94	94	92

ATTENDANCE: By Group/Program[7]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	92	97	92
Black/African American	--	-	-
Hispanic/Latino	89	88	85
Two or more races	88	94	93
White	92	95	95
English Learner	97	97	90
Low Income	80	85	88
Special Education	82	92	91

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[8]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	84	96	-	69	78	85	-	53	55
Math Proficiency Rate (%)	75	92	-	55	60	76	-	42	41
ELA Median Student Growth Percentile[9]	51	72	-	56	48	45	-	45	40
Math Median Student Growth Percentile	59	68	-	61.5	65	50	-	43	43
EL Progress Rate (%)	78	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	95	97	-	92	90	96	96	84	95

[7] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[8] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[9] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

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	Computation, Problem Solving, & Communication
Focus Grade Level(s)	K-3
Desired Outcome	85% of Grade 3 students will score At or Above Standard as measured by the Smarter Balanced Math Assessment in 3rd Grade in Spring 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Third grade is the first year of state formalized math assessment. This score is a good measure of the foundational skills laid by our primary teachers. This strong foundation is essential for our students' success as mathematicians for years to come. **MATH: By Grade Level, Smarter Balanced Assessment** <table><tr><th>Grade</th><th colspan="3">Percent at or above standard</th><th></th></tr><tr><th></th><th>2016-17</th><th>2017-18</th><th>2018-19</th><th></th></tr><tr><td>3rd Grade</td><td>80</td><td>82</td><td>82</td><td></td></tr><tr><td>4th Grade</td><td>68</td><td>79</td><td>69</td><td></td></tr><tr><td>5th Grade</td><td>78</td><td>70</td><td>70</td><td></td></tr></table>
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Team focus on writing to explain as it relates to communicating reasoning section of SBA assessment.</td><td>Development and use of classroom rubrics and success criteria, quick checks, topic assessments, and student led number talks.</td></tr><tr><td>Focus on NCTM mathematical practice of "Modeling with mathematics" by using diagrams and pictorial representations of mathematics.</td><td>% of students able to explain their thinking using numbers and pictures.</td></tr><tr><td>Focus on NCTM mathematical practice of "Reason abstractly and quantitatively" by using Number Talks.</td><td>Evidence of number talks in student math journals and on classroom anchor charts. Frequency of teacher collaborating on how to increase student ability to Reason Abstractly and Quantitatively during PLC meetings.</td></tr><tr><td>Focus on NCTM mathematical practice of "Attend to Precision" by teaching Addition and Subtraction Strategies.</td><td>Post anchor charts, data charts of student growth</td></tr><tr><td>Use Dreambox computer program to practice, reinforce, and remediate math concepts.</td><td>Quantity of time spent on Dreambox.</td></tr></table>

	Protected small group differentiation time (Success Time) to ensure students receive just-in-time feedback and support.	% of kids receiving small group support daily.
Timeline for Focus	Fall, 2019 – Spring, 2022	
Method(s) to Monitor Progress	- Formative classroom assessments - Summative classroom assessments (enVision topic tests) - Semester Report Card grades - SBA interim tests	

<table>
<tr><th colspan="2" align="center">Priority #2</th></tr>
<tr><td>Priority Area</td><td>Mathematics</td></tr>
<tr><td>Focus Area</td><td>Computation, Problem Solving, & Communication</td></tr>
<tr><td>Focus Grade Level(s)</td><td>4th & 5th</td></tr>
<tr><td>Desired Outcome</td><td>85% of Grade 4 and 5 students will score At or Above Standard as measured by the Smarter Balanced Math Assessment in 4th and 5th Grade in Spring 2022.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>The percentage of students at or above standard at Thoreau tends to drop as our kids get older. We know that strong math skills are important to our students' success as they transition to middle school.
MATH: By Grade Level, Smarter Balanced Assessment

Grade	*Percent at or above standard*		
	2016-17	2017-18	2018-19
3rd Grade	80	82	82
4th Grade	68	79	69
5th Grade	78	70	70

</td></tr>
<tr><td>Strategy to Address Priority</td><td>

Action	Measure of Fidelity of Implementation
Teachers engage in professional learning about ways to effectively and collaboratively teach differentiated lessons.	% of teachers engaged in training and applying learning in their classrooms.
Protected small group differentiation time (Success Time) to ensure students receive just-in-time feedback and support.	% of kids receiving small group support daily.
Use of research-based strategies to meet the needs of students during success time.	% of kids receiving small group support daily. % of students engaged during independent work time. Student progress towards learning goals.
Use of collaborative teacher practices among teacher teams.	Consistent learning targets between classrooms. Consistent collaboration and communication between teachers.
Use of assessments to drive instructional decisions.	% of teachers using pre and post tests to plan instruction.

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<tr><td>Timeline for Focus</td><td>Fall, 2019 - Spring, 2022</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>

Formative classroom assessments
Summative classroom assessments (enVision topic tests)
Semester Report Card grades
SBA interim tests
PLC meeting notes

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<tr><td colspan="2" align="center">Priority #3</td></tr>
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Priority Area	Social and Emotional
Focus Area	Tier 1 SEL taught by classroom teachers in all classrooms.
Focus Grade Level(s)	3-5
Desired Outcome	On the Panorama survey, students who answer favorably for emotion regulation will move from 49% favorable in the spring of 2018 to 60% or higher in the spring of 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Currently students in grades 3-5 answer 49% favorably on the emotion regulation components in the Panorama Survey. The district average is 51%. We believe with full implementation of Tier 1 SEL instruction using Second Step curriculum by all classroom teachers K-5 while supported by our school counselor, we will see this percentage increase over time.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	2019-20: 2/3 Quest Teachers Piloting full implementation of Second Step with their students.	PGE Logs, Panorama Data
	2019-20: Implementing a blended model with all classroom teachers to teach some Second Step and Counselor to teach some. Number of lessons varies by grade level.	Counselor OneNote Scope and Sequence, Teacher reporting, Panorama 3-5
	2019-20: All classrooms implementing daily class meetings.	Master Schedule, Teacher Reporting
	2020-22: All classroom teachers teaching Tier 1 Second Step	Master Schedule, Teacher Reporting, Observation Notes
	2020-22: All classrooms with a "Calm Corner"	Teacher Reporting, Observation Notes

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Counselor surveys of teachers who are teaching Second Step with fidelity, Panorama Data, 9 Characteristics Student Data

Priority #4	
Priority Area	High Levels of Family and Community Involvement
Focus Area	Parent and community involvement on Equity Team
Focus Grade Level(s)	K-5
Desired Outcome	By spring of 2022, the number of staff answering favorably on the 9 Characteristics survey, High Levels of Family and Community Involvement, will increase from 85% to 93%.
Alignment with District Strategic Initiatives	School Equity Teams
Data and Rationale Supporting Focus Area	We currently have no parents on the Equity Team. It is the recommendation of the Equity trainers that parents be involved in this work by joining this committee.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	2019-20: Equity Team Meet and Greet	12/5 the Equity Team and Family Engagement Team will host a parent meet and greet to inform them of our work, build relationships, and seek to identify parents who would be interested in joining the Equity team.
	2019-20: Parents will be added to school Equity Team	Equity team meeting minutes
	2020-22: Equity team with parent members will host coffee chats and evening events to inform parents and community about our Equity work.	Meeting agendas, event calendar
	2020-22: Parent volunteers from traditionally underrepresented racial groups will increase throughout our school.	Volunteer sign ins, Teacher Reporting

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Equity team meeting minutes, 9 Characteristics survey

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 teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
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) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☒Integrating core instructional technologies
☐Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

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 2018. During that year, the participation rate was not met for ELA and not met for mathematics.

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.

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.[10] 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
	Monthly PTA board and administrator meetings. Share ideas and gather input.	Fall 2019-Spring 2022
	Equity Team member input pending parent members in 2019-20.	Winter 2019-Spring 2022
	Goal Setting Conferences	Fall 2019-Winter 2022
	PTA General Membership Meeting	Fall 2019-Fall 2022
	Translated documents	Fall 2019-Spring 2022
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Principal or AP will give "State of the School" updates during PTA General Meetings.	Fall 2019-Spring 2022
	Frog News	Fall 2019-Spring 2022
	Teacher Newsletters	Fall 2019-Spring 2022
	Goal Setting Conferences	Fall 2019-Winter 2022
	Translated document	Fall 2019-Spring 2022

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[10] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r