



## **Continuous Improvement Process Plan 2018-2019**

Henry David Thoreau Elementary

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Kirkland, WA 98033

<https://thoreau.lwsd.org/>

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# I. Description of School

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 454 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 2<sup>nd</sup> – 5<sup>th</sup> 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 6.6% of students receive additional support as English Language Learners. Our student body is composed of 60% white students, 17% Asian students, 11% 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.

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. For each student we lay a foundation, so they can, “Go confidently in the direction of your dreams! Live the life you've imagined.” Henry David Thoreau

## II. District Performance Targets

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance</b> <b>2014-15</b>	<b>Current Performance</b> <b>2017-18</b>	<b>Target Performance</b> <b>2018</b>
		District	District	District
<b>Early Literacy Development</b>	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science	86.9%	81.9%	95%

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	87.5%	84.0%	74.1%	82.8%			
		1 <sup>st</sup>	85.7%	80.7%	81.5%	82.3%			
		2 <sup>nd</sup>	78.0%	86.6%	86.0%	83.5%			
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		90.0%	83.3%	85.9%	79.7%			
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		80.0%	76.3%	80.2%	82.0%			
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		76.3%	82.3%	83.5%	82.1%			
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		65.4%	70.5%	68.4%	79.4%			
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		85.0%	73.4%	95.2%	87.0%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		62.5%	53.1%	77.7%	70.1%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		87.5%	71.8%	92.0%	83.1%			

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to Evaluate Outcomes and develop Narrative Reflection:

During August LEAP and team collaboration time in September, grade level teams analyzed data in Power Bi to evaluate the outcomes of our 2017-18 CIP goals. Teachers engaged in conversation and collaboration around the data using the tools to disaggregate the data by different demographics and discussing the areas of growth and areas of continued need. We looked for patterns and gaps in the data that would inform our instruction and identify the needs of our students in each academic area.

Following this deep dive into the data we met as K-2 and 3-5 grade level bands to share findings from the data and collaborate on writing the reflections for each area. The other goals: Achievement Gap, School Effectiveness, Attendance, and Discipline are set and monitored by Work Teams in which each certificated staff member participates. The Work Teams then met to analyze their goal area data and write the reflection on the outcomes of their goals. MTSS wrote the discipline reflection including next steps the team will take this year as an MTSS pilot school. School Culture & Climate wrote school effectiveness reflection. The building leadership team worked with our school secretary on the attendance goal and reflection. Finally, the PLC Work Team wrote the achievement gap reflection based on their work over the year leading professional learning in the building.

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: Literacy: K-2 Reading Goal: 84% of K-2 students will be at benchmark on the End of Year Literacy assessment as measured by DIBELS.	Outcome: Outcome: 82.9% of K-2 students were at or above benchmark on the End of the Year Literacy assessment as measured by DIBELS.
Narrative Reflection: The outcome was lower than anticipated. We can celebrate the fact that 100% of K-2 students made growth in reading as measured per DIBELS scores. Direct instruction and targeted interventions were successful reading strategies that were used. Students who received safety net services and KISN retained their learning throughout the year. In the future, we will work to identify specific strategies for students who do not respond to tier 1 and tier 2 instruction.	
Literacy: 3-5 ELA Goal: 80% of 3-5 students will meet or exceed standard in ELA as measured by the SBA.	Outcome: 82.8% of 3-5 students met or exceeded standard in ELA as measured by the SBA.
Narrative Reflection: We exceeded our goal in ELA. The R/ACES rubric, use of success criteria and student self-evaluation, use of on demand writing unit, and SBA interim assessments all led to this success. We will focus on culturally responsive teaching strategies and SIOP for ELL students.	

<p>Math: 3-5 Math Goal: 80% of 3-5 students will meet or exceed standard in Math as measured by the SBA.</p>	<p>Outcome: 77.4% of 3-5 students met or exceeded standard in Math as measured by the SBA.</p>
<p>Narrative Reflection: We improved from 75% to 77% but failed to meet our goal of 80%. Increase of Dreambox usage, more visualization during math, SBA interim assessments, Frog Club, and using games and centers in math were all beneficial for students. We can focus on acquisition of math vocabulary, students double checking their work and reading the directions, growth mindset around math, and more math through technology.</p>	
<p>Science: 5<sup>th</sup> Science Goal: 75% of 5th grade students will meet or exceed standard in science as measured by the new science assessment tool.</p>	<p>Outcome: 83.1% of 5th grade students met or exceeded standard in science as measured by the WCAS - Science.</p>
<p>Narrative Reflection: We exceeded our goal for Science, on the new WCAS assessment, even though we were working from curriculum based on the 2009 Science Standards. Teachers were introduced to the Next Generation Science Standards (NGSS) and 3D learning during LEAP professional development. PTA recognized importance of Science by supporting Science Assemblies (Pacific Science Center) and Science Night.</p>	
<p>Achievement Gap Goal: We will close the achievement gap identified in our low-income students both on SBA and DIBELS. The gap ranges from 20-42% points behind same age peers. Our goal is to reduce the gap by 10% in all areas.</p>	<p>Outcome: We both met and didn't meet this goal. We were able to close the gap by 13% in our DIBELS data dropping that to a K-2 average of 7.29%. We do see the gap widen in 2nd grade and will be looking at that further in the 2018-19 school year. However, the gaps in SBA data persisted with a range of 25-46%.</p>
<p>Narrative Reflection: We are excited to see the growth in K-2 DIBELS. Some strategies used were more targeted phonics instruction along with ongoing progress monitoring. One program we started last year with intermediate students was Frog Club (before school time to complete work with teachers). Although beneficial, we did not see the gains in SBA scores. Some areas we can focus on further as a school are intervention strategies for students such as fourth and fifth grades' math intervention pilot, a more structured format for Frog Club, and more targeted/refined communication with families. Making sure families know about and can access support resources should also be a focus. As a building, we are increasing our knowledge of Sheltered Instruction Observation Protocol, Multi-tiered Systems of Support, and Culturally Responsive Teaching which we hope will shrink the achievement gap.</p>	
<p>School Effectiveness Goal: By June 2018 our school will have improved the responses to statement number 7i, "The school works with many community organizations to support its students." specifically reducing the response "I don't know" from 28.4% to 15% or less.</p>	<p>Outcome: We did not meet our goal despite a dedicated communication plan to inform our community of the many ways we work with many community organizations. Out of 83 people, 53 or 63.85% strongly or somewhat agreed. Yet, we still have 24 respondents, 28.92% who answered, "I don't know".</p>

Narrative Reflection: We informed our families about community organizations with Frog News blurbs, bulletin boards, PTA announcements and newsletters. Despite these efforts the data did not reflect growth. We wonder if the "I don't know" option was the easiest choice for families who were unsure of what the survey question was asking. We will continue to communicate to families about our community partnerships in hopes that families will become more aware of these partnerships.

Attendance Goal: We will increase student on-time arrival from an average of 6% of all students tardy per day to 4% or less students per day as measured by daily attendance reports.

Outcome: We increased our student on-time arrival from an average of 6% of all students tardy per day to 3% or less students tardy per day as measured by daily attendance reports.

Narrative Reflection: Using a targeted plan to address chronic tardiness we were able to increase our on-time percentage to 97% per day. That is approximately 13 out of 456 students tardy per day. Many of those were the same students each day. In those cases, we worked with those families to provide the why behind on time arrival and problem solved strategies to decrease the chronic tardies. Another result of that collaboration was an increase in family engagement in their child's education. We will continue to work with those families who struggle to arrive on time. Some new strategies we are trying are walking, school buses, bike trains, and a partnership with the City of Kirkland and Metro with School Pool to promote ride shares to school.

Discipline Goal: By June, through the use of new data collecting practices, our staff will have a better understanding of the impetus behind our current suspensions and will compose a plan with administration to support all students in reducing the number of suspensions in the following year through school-wide restorative practices.

Outcome: We did not have a data tracking system in place during the 2017-18 school year, so we were unable to fully meet our goal. However, in analyzing the student data on suspensions our number of suspensions remained steady from 2016-17 to 2017-18. Disaggregating the data down to individual student levels, we can see the antecedents that led to each suspension. We are currently working towards the second part of the goal, "compose a plan with administration to support all students in reducing the number of suspensions in the following year through school-wide restorative practices." that we will put into practice this year.

Narrative Reflection: A cause for celebration is that our suspension rate did not increase last year. Further, in the spring, staff members joined the district MTSS committee and Thoreau will be a pilot school in the 2018-19 school year. As a part of MTSS we will be piloting a data collection tool that should give us the data needed to meet this goal. We also have formed an MTSS committee that is working to strengthen our Tier 1 instruction and PBIS Tier 1 supports for all students. A part of that work is creating systems to track office referrals and ongoing professional learning for all staff, classified and certificated.

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:

- Bi-Weekly meetings to set goals with PTA board and inform on progress to goals seeking input into ways to engage families and the community to reaching goals.
- Schedule time in general PTA meetings to seek feedback from parents and community members on the CIP goals.
- Engage parents in reflection of progress towards CIP goals as grade levels post quarterly progress data.
- Work with FACE (Family and Community Engagement) PTA Liaison and Special Services Liaison to engage families in the CIP process.

Reflection on Outcome: While, our data shows that parents are informed of the goals and support the goals, it is difficult to determine if they feel involved in the process of setting and monitoring the goals or if they would prefer more involvement. However, we can infer from the data in the 2017/18 Parent-Community web survey where 90% of respondents believe we communicate our goals effectively and 92% support the goals of the school, that parents are pleased with their level of involvement. We believe these strategies are working because we use multiple ways to engage families with intentionally building relationships and face to face interaction being a key part of that plan.

The two areas we don't believe were successful were the use of PowerSchool and working with the FACE PTA Liaison. PowerSchool data shows parents are not regularly accessing the site or using that as a school/home communication tool. We plan to move to including progress monitoring of the CIP goals into our teacher newsletters to make the information more accessible to parents. We would also like to include an interactive component to sharing that information so that parent involvement is increased. The FACE PTA Liaison was a plan PTA had last year for a board position, but no one took on that position, so it was not a success. Our hope is to increase that partnership with PTA and provide involvement opportunities in different ways.

2017-18 Strategies to inform parents, families and the community in the CIP process:

Teacher PowerSchool pages

- Updates on progress towards grade level goals at least 3 times during the year
- Strategies teachers are utilizing to develop students understanding and progress towards the goals

School Newsletter/Communication

- Building procedures and structures for meeting and monitoring CIP goals
- Grade level celebrations of academic progress
- Principal Coffees and presentations to PTA general meetings

- Bulletin board in main hallway focused on community engagement, PTA Bi-Weekly Meetings, PTA General Meetings.

Reflection on Outcome: The strategies to inform parents have been successful based on the 2017/18 Parent-Community web survey. 90% of respondents believe we communicate our goals effectively and 92% support the goals of the school. We believe these strategies are working because we use multiple ways to engage families with intentionally building relationships and face to face interaction being a key part of that plan.

The area we don't believe is successful is the use of PowerSchool class pages for progress monitoring communication. PowerSchool data shows parents are not regularly accessing the site or using that as a school/home communication tool. We plan to move to including progress monitoring of the CIP goals into our teacher newsletters to make the information more accessible to parents. We would also like to include an interactive component, such as a poll, to sharing that information so that parent involvement is increased.

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

### 2018-2019 SMART Goals, Strategies and Resources

Literacy: K-2 Reading SMART Goal:

88% of K-2 students will be at benchmark as measured by DIBELS End of Year Literacy Assessment by June 2019 moving from 82.9% in 2017-18. All students will make clear growth this year in ELA as measured by DIBELS.

Process used to determine goal:

The process used to set the goal included a K-2 collaborative discussion using DIBELS data and looking at changing populations to determine achievable and rigorous goals. Projected growth was based on individual student's past performance and baseline data, since the assessment changes throughout the year for DIBELS. We also looked at trends over time and identified key gaps in our student achievement.

Responsible individual or team:

All team members including K-2 general education teacher, Safety Net teacher, Special Education teachers, HiCap classroom teachers, English Language Learning teacher, counseling, administration, and classified support staff.

Strategy/ies that will be implemented to support goal:

The team will use a variety of targeted strategies to meet individual student needs including: small group reading instruction targeted to students' instructional levels, explicit phonics instruction (word work activities, Wonders Phonics activities, and hands on phonics/manipulatives), oral reading fluency emphasis in homework and with volunteer support, and high interest reading activities such as games and poems.

Students will also be supported with technology resources such as Wonders Online tools, Lexia, and other online sites.

How challenge and rigor will be ensured for all students:

Our staff operates from a premise that ALL students are capable of learning at high levels. Our Mission and Vision are aligned to this value and we built our goals on this premise. Continued use of data tracking, progress monitoring, collaboration between all staff, differentiation, and enrichment will ensure challenge and rigor for all students.

How necessary interventions will be determined:

Necessary interventions will be determined using progress monitoring within DIBELS, oral fluency passages (weekly, unit pre and post, homework, monthly), and one on one teacher conferencing. These methods ensure students who are struggling are identified and we have the necessary supports in place for them. Frequent formative assessments for grouping, intervention groups, targeted small group instruction, Safety Net for Reading, ELL groups, systematic, targeted, one-on-one conferencing, and hi-cap will be used to determine need.

Any professional learning needed:

Professional learning needed includes continued SIOP/CRT/MTSS training.

Any resources needed and plans to obtain them:

Thoreau has site-based leaders who are training the staff in these new strategies. Professional training this year will be focused on applying these strategies to ELA student learning.

Timelines and Progress Monitoring Plans:

Data used for CIP will be taken in September through May. We administer the DIBELS assessment whole group, three times a year. We also progress monitor students not at standard multiple times throughout the year. Wonders assessments, formative in class assessments, cycles of inquiry and interim assessments, PCC data teaming happen on an on-going basis.

Literacy: Grade 3-5 ELA SMART Goal:

85% of grade 3-5 students will meet or exceed standard in ELA as measured by the SBA by June 2019 moving from 83% in 2017-18.

Process used to determine goal:

Using the 2018 SBA as a baseline, we increased our goal to 85% to reflect our progress of exceeding our goal by 2.8% last year.

Responsible individual or team:

All team members including 3-5 general education teachers, Safety Net teacher, Special Education teachers, HiCap classroom teachers, English Language Learning teacher, counseling, administration, and classified support staff.

Strategy/ies that will be implemented to support goal:

Teachers will use success criteria and student self-evaluation to evaluate student strengths and needs. Instructionally, teachers will use Wonders curriculum to teach reading strategies, R/ACES structure to structure complete answers, On-Demand writing unit, and SBA interim assessments gain mastery of ELA standards. Teachers will also focus on culturally responsive teaching and SIOP strategies to target growth for ELL students.

How challenge and rigor will be ensured for all students:

Our staff operates from a premise that ALL students are capable of learning at high levels. Challenge and rigor are ensured for all students in ELA through differentiated instruction and assessing the progress of each individual student and setting goals that push them to the next level based on success criteria that is visible and displayed in the classroom for students to self- assess their own progress and determine next steps. Students also use rubrics and check lists. Using low floor/high ceiling strategies help provide access all students.

How necessary interventions will be determined:

Progress monitoring, SBA interim assessments, use of SIT and Guidance team, use of behavior tools such as PBIS world, professional judgement, anecdotal notes, formative assessments, and PLC work are all methods used to determine interventions needed for individual students.

Any resources needed and plans to obtain them:

Continued SIOP training, culturally responsive teaching training, equity team work, strategies and curriculum for dyslexic students, and continued vertical alignment of academic vocabulary will help teachers grow in strategic areas that in turn will support student growth. Increased technology access, IA support time, and culturally relevant texts will aid in accomplishing this goal.

Timelines and Progress Monitoring Plans:

Students will be progress monitored on an on-going basis, Sept. 2018-May 2019.

Math: Grade 3-5 Math SMART Goal:

80% of grade 3-5 students will meet or exceed standard in Math as measured by the SBA moving from 77% in 2017-18.

Process used to determine goal:

Using baseline data from the 2018 SBA, this goal was chosen as an attainable benchmark for students.

Responsible individual or team:

All team members including 3-5 general education teachers, Safety Net teacher, Special Education teachers, HiCap classroom teachers, English Language Learning teacher, counseling, administration, and classified support staff.

Strategy/ies that will be implemented to support goal:

Increased Dreambox usage, more visualization during math, SBA interim assessments, Frog Club, and using games and centers in math are targeted strategies to meet our goal. We will focus on acquisition of math vocabulary, students double checking their work and reading the directions, growth mindset around math, and increased technology resources.

How challenge and rigor will be ensured for all students:

Our staff operates from a premise that ALL students are capable of learning at high levels. Challenge and rigor are ensured for all students in Math through intentionally designed number talks and problem-solving opportunities that are low floor /high ceiling. Access to Hi-cap resources in PowerSchool also provides extension lessons for students that have met standard and are ready for deeper or above grade level work.

How necessary interventions will be determined:

Progress Monitoring (4/5 PM Pilot), SBA interim assessments, use of SIT and Guidance team, use of behavior tools such as PBIS world, professional judgement, anecdotal notes, formative assessments, and PLC work are tools used to determine necessary interventions.

Any professional learning needed:

Teachers are looking forward to 4/5 Pilot PM Training, Joe Boaler training, and the NCTM Conference in Seattle in order to grow teaching strategies needed to meet this goal.

Any resources needed and plans to obtain them:

PTA grants for new training materials, games, and manipulatives are desired for this year.

Timelines and Progress Monitoring Plans:

Students will be progress monitored on an on-going basis, Sept. 2018-May 2019.

Science: Grade 5 Science SMART Goal:

85% of 5th grade students will meet or exceed standard in Science as measured by the WCAS in May 2019 moving from 83% in 2017-18.

Process used to determine goal:

Using the 2018 WCAS as a baseline, 85% of 5th grade students will meet or exceed standard in Science as measured by the SBA.

Responsible individual or team:

All team members including 5th grade general education teachers, Safety Net teacher, Special Education teachers, Hicap classroom teachers, English Language Learning teacher, counseling, administration, and classified support staff.

Strategy/ies that will be implemented to support goal:

Continuing to use the FOSS and STC curriculum. Inquiry based learning along with classroom discourse among students. Team will focus on acquisition of science vocabulary, students applying knowledge in their scientific notebook. Growth mindset around science and more science through technology are also tools that will be utilized.

How challenge and rigor will be ensured for all students:

Our staff operates from a premise that ALL students are capable of learning at high levels. Differentiation with flexible grouping and high expectations for all ensure we provide challenge and rigor for all. To support our goal, the team will increase the non-fiction reading within our classrooms.

How necessary interventions will be determined:

On-going formative assessments: FOSS response sheets; FOSS I-check forms from the websites; class discussions; teacher observations.

Any professional learning needed:

On-going NGSS Science standards training provided by LWSD.

Any resources needed and plans to obtain them:

The team will utilize a science conference, Nature Vision, and hands on activities and field trips as resources to meet this goal.

Timelines and Progress Monitoring Plans:

On-going progress monitoring will happen Sept.2018 - May 2019.

Achievement Gap SMART Goal:

50% of students who are receiving EL services will be at or above standard in math (an increase from 14%) as measured by SBA in spring of 2019.

Process used to determine goal: After reviewing data and group discussion, the team determined this was our biggest area of need and likely the biggest area where we can impact many students.

Responsible individual or team:

All team members including general education teachers, Safety Net teacher, Special Education teachers, Hicap classroom teachers, English Language Learning teacher, counseling, administration, and classified support staff.

Strategy/ies that will be implemented to support goal:

The team will use a variety of instructional strategies to support this goal including intentional focus on math vocabulary, use of SIOP strategies, and Culturally Responsive Teaching practices that build independent learners. Assessment tools such as the use of SBA interim tests and progress monitoring software pilot programs will help us identify the growth our students are making as well as continued areas for needed growth and adjust instruction accordingly. Environments such as EL intervention groups, Frog Club

Homework Club, and Safety Net Reading support provide small group and targeted instruction for EL learners.

How challenge and rigor will be ensured for all students:

Our staff operates from a premise that ALL students are capable of learning at high levels. Challenge and rigor are ensured for our EL students using leveled homework, leveled instruction, small group instruction to make sure each student has that just right level of challenge. The use of programs such as ALEKs/Dream Box help us in our differentiation.

How necessary interventions will be determined:

Assessment tools such as the use ELPA, SBA interim tests, and progress monitoring software pilot programs will help us identify the growth our students are making as well as continued areas for needed growth. These assessments will help us determine needed small group interventions and adjust instruction accordingly.

Any professional learning needed:

Teachers are looking forward to 4/5 Pilot PM Training, Joe Boaler training, and the NCTM Conference in Seattle in order to grow teaching strategies needed to meet this goal. Continued SIOP training, culturally responsive teaching training, equity team work, strategies and curriculum for dyslexic students, and continued vertical alignment of academic vocabulary will help teachers grow in strategic areas that in turn will support student growth.

Any resources needed and plans to obtain them:

Strengthening our communication with parents is a goal. We are looking for added ways to connect home and school, so parents have a better understanding of what they can do at home to support and teachers have a better understanding of how support students and families at school. Additionally, staff will share the names of students being served in EL, including identification of primary students for the purpose of early identification.

Timelines and Progress Monitoring Plans:

Students will be assessed with the ELPA each spring to determine EL proficiency levels. Math progress will be continually monitored using Interim SBA math assessments, math pilot monitoring tools, and enVision topic tests.

School Effectiveness SMART Goal:

85% of all families will feel welcome at Thoreau as measured by the Nine Characteristics survey and PTA School of Excellence Survey in 2019 moving from 74% in 2017-18.

Process used to determine goal:

- We used data from the 2018-19 PTA School of Excellence survey and 2017-18 9 Characteristics survey to create our goal.

Responsible individual or team:

- Administration, all building staff, students, and all members of the Thoreau community.

Strategy/ies that will be implemented to support goal:

- More effective communication, using the multilingual resources available.
- Effective and efficient collaboration between PTA and Thoreau staff to ensure that information gets to families in a useable way.
- Professional Learning and Parent Ed on how to use the translator on lwsd.org and translation in MS Word.
- Encourage different parents to volunteer in class or as chaperones through intentional relationship building.

How necessary interventions will be determined:

- Teachers need to identify the language most appropriate for the family of each student to receive their communication in.

Any professional learning needed:

- Training on the translation resources available.

Any resources needed and plans to obtain them:

- How do we create signs in many languages? Print shop? Do they already exist?

Timelines and Progress Monitoring Plans: November-May 2019, Progress Monitoring in January and March at Wednesday LEAP.

Attendance SMART Goal:

We will raise the number of students with “satisfactory level” absences from 65% to 75%, as measured by monthly attendance records reported in PowerBi.

Process used to determine goal:

Attendance data from 2017-2018 year was review on PowerBi and it was determined chronic absenteeism was an impactful area of growth for Thoreau.

Responsible individual or team:

Classroom teachers, administration, counselors, and office staff will collaborate to support students and families in reaching this goal.

Strategy/ies that will be implemented to support goal:

Principal and Secretary will meet monthly to review absences. Where patterns are identified, principal, associate principal, and counselor will work with families struggling to get students to school. When necessary, staff will follow expected district and state procedures to connect students and families with extra supports such as the District Attendance and Becca specialist.

Timelines and Progress Monitoring Plans:

Monthly attendance reports will help us determine patterns and families in need of support.

**Discipline SMART Goal:**

80% of Thoreau certificated staff will agree mostly or completely that student discipline problems are managed well as measured by the Nine Characteristics survey in 2019 moving from 72% in 2018-18.

**Process used to determine goal:**

Based on input from certificated and classified staff, establishing effective restorative discipline processes and systems are a priority for our school.

**Responsible individual or team:**

Administrators, classroom teachers, intervention specialists, classified support staff, MTSS work team, and members of our Guidance Team work collaboratively to support each student meeting their behavior goals.

**Strategy/ies that will be implemented to support goal:**

Positive Behavior Intervention Support will be systemized over the course of the year which will include office communication slips to track data on student behavior, green sheets (building behavior expectations), a student support slip, and a communication report to families. An MTSS data tracking system will be put into place to help us see patterns in our student behavior needs. This year we will also post common signage for Thoreau expectations: Work Hard, Be Kind, and Be Safe.

**How challenge and rigor will be ensured for all students:**

We will maintain high expectations building wide, provide frequent positive reinforcement to students, and provide time for reflection on progress by staff members.

**How necessary interventions will be determined:**

We will be using the expected behavior matrix to teach Tier 1 expectations and determine when interventions are necessary.

**Any professional learning needed:**

PBIS training will be provided by Lake Washington School District. Continue work on social-emotional learning and strategies and restorative practices.

**Any resources needed and plans to obtain them:**

MTSS team worked to create forms that support the process.

**Timelines and Progress Monitoring Plans:**

Mid-year pulse will be gathered from the staff. Review of data will provide actionable information for all stakeholders and inform our response.

## **VI. Parent, Family and Community Involvement Strategies for 2018- 2019**

2018-19 Strategies to involve parents, families and the community in the CIP process:

- Bi-Weekly meetings to set goals with PTA board and inform on progress to goals seeking input into ways to engage families and the community to reaching goals.
- Schedule time in general PTA meetings to seek feedback from parents and community members on the CIP goals.
- Engage parents in reflection of progress towards CIP goals as grade levels post quarterly progress data.
- Work with PTA Liaison and Special Services Liaison to engage families in the CIP process.

Timelines and Progress Monitoring Plans: A mid-year update and feedback opportunity regarding progress and strategies will be held in February.

2018-19 Strategies to inform parents, families and the community in the CIP process:

Parents, families, and community will be informed through the monthly principal newsletter and website of the Continuous Improvement Plan after it has been reviewed and published by the school board.

Timelines and Progress Monitoring Plans: A mid-year update and feedback opportunity regarding progress and strategies will be held in February with community members.