

Thoreau Elementary

School Improvement Plan

Annual Update: 2022-23

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 418 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.*

2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K-1	80% of students in grades K-1 will demonstrate proficiency in literacy as measured by FastBridge EarlyReading EOY assessment by Spring 2023.
2	Literacy	2-5	75% of Black and Hispanic students in grades 2-5 will demonstrate proficiency in literacy as measured by FastBridge aReading EOY assessment by Spring 2023.
3	Social-Emotional Learning	K-5	87% of 3-5 th grade students will respond favorably to questions regarding sense of belonging and emotional regulation strategies as measured by the Panorama assessment in spring of 2023. 90% of K-2 students will show growth in emotional regulation strategy lessons given by

¹ LWSD School Board Approval on <insert date>

			the school counselor as measured by self-assessment data collected between December 2022 to February 2023.
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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	English Language Arts/Literacy	
Focus Area	Phonemic Awareness and Phonics	
Focus Grade Level(s) and/or Student Group(s)	K-1	
Desired Outcome	80% of students in grades K-1 will demonstrate proficiency in literacy as measured by FastBridge EarlyReading EOY assessment by Spring 2023.	
Alignment with District Strategic Initiatives	MTSS	
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, 72% of our K-1 students are proficient or higher in reading as measured by the FastBridge EarlyReading assessment. When we disaggregate this data, 33% of students in K-1 are demonstrating 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 flexible Tier II small group supports.
	Heggerty Whole-Group Instruction in all K-1 classrooms	FastBridge Early Reading MOY growth.
	Safety Net and General Education push-in and pull-out supports in phonemic awareness and phonics.	Progress monitoring data in phonics or phonemic awareness subtests.
	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.
	Data Protocol work in grade level teams.	PDSA cycle check-in forms from grade level teams.
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	FastBridge MOY and EOY data, diagnostic data using Wonders and/or Core Multiple Measures, and progress monitoring data.	

Priority #2		
Priority Area	English Language Arts/Literacy	
Focus Area	Comprehension and Fluency	
Focus Grade Level(s) and/or Student Group(s)	2-5 th Grade	
Desired Outcome	75% of Black and Hispanic students in grades 2-5 will demonstrate proficiency in literacy as measured by FastBridge aReading EOY assessment by Spring 2023.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	As of Fall 2022, 87% of all 2-5 students are proficient in reading as measured by FastBridge aReading BOY assessment. On this same assessment, only 67% of Black and Hispanic students are proficient in reading. In order to move toward eliminating this achievement gap, our goal is to increase proficiency in reading 8% this year and an additional 8% each following school year. Culturally responsive teaching practices in literacy will shift the educational environment so that we as educators position all students as capable learners, especially those who are furthest from educational justice.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	MTSS-A PD on highly-effective literacy practices and culturally-responsive teaching	Walkthrough data on implementation of teaching practices
	Data Protocol work identifying subgroups to focus PDSA cycles on in grade level teams	PDSA cycle check-in forms from grade level teams
	Aligning diagnostic assessments across grade levels to inform instruction in flexible groupings	Vertical team diagnostic assessment plan
	Aligning district and building level PD in ½ day PD cycles focused on data-driven literacy instruction and targeted skill groups	Subgroup student growth as measured by FastBridge and classroom assessments
	Reading Intervention Block scheduling. Students in Safety Net and Multi-Lingual receive pull-out services at the same time that all students participate in targeted skill instruction.	All students have access to high-quality core instruction every day
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	FastBridge MOY and EOY data disaggregated by race, diagnostic data using Wonders and/or Core Multiple Measures, and progress monitoring data.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Emotional Regulation and Sense of Belonging	
Focus Grade Level(s) and/or Student Group(s)	K-5	
Desired Outcome	87% of 3-5th grade students will respond favorably to questions regarding sense of belonging and emotional regulation strategies as measured by the Panorama assessment in spring of 2023. 90% of K-2 students will show growth in emotional regulation strategy lessons given by the school counselor as measured by self-assessment data collected between December 2022 to February 2023.	
Alignment with District Strategic Initiatives	Equity	
Data and Rationale Supporting Focus Area	84% of students in grades 3-5 currently answered favorably to questions regarding sense of belonging and emotional regulation. According to Hattie's meta-analysis of effect sizes on student achievement, self-regulation strategies have a .52 effect size which is a medium positive effect. When students are able to use coping strategies, they can access learning and engage their prefrontal cortex which is central to anyone's ability to process new information.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	SEL lessons in classroom: problem-solving, upstander, emotion identification and regulation, build-up words.	Counselor schedule for targeted lessons in each grade. 100% of teachers are teaching lessons using Second Step, Kelso's Choices, and/or Purposeful People taught during the daily morning meeting time on master schedule.
	Counselor Small Groups, Check-In/Check-Out Interventions	Teacher referrals for internal/external behaviors. Student data on CICO goals Panorama data
	MTSS – B Work Team: Tier I	TFI data on Tier I effective practices Minor behavior referrals data
	Tier II systems and interventions	Tier II team meeting once a month Number of students exiting tier II interventions successfully
	Trauma-Informed Practices PD for teachers	Feedback exit tickets after PD sessions
	Family Ed Nights and schoolwide event nights (Multicultural Night, Dance Night, etc.)	Anecdotal data from talking to families who attended the events

Timeline for Focus	Fall, 2022 - Spring, 2023
Method(s) to Monitor Progress	Ongoing analysis of referral data schoolwide, TFI growth from fall to spring

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.

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.² 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
	Presented opportunity to provide input on SIP planning and goals to whole school community at Curriculum Night	September 2022
	Asked for family input on SIP goals at the PTA general meeting	November 2022
	Sent survey to all families via Frog News communication to request input on SIP	November 2022
Strategy to Inform Students, Families, Parents and Community	Action	Timeline
	Final SIP will be communicated out in Frog News and on website	January 2023

² LWSD's policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

Members of the SIP	SIP goals and survey results will be communicated back to families at PTA general meeting	Jan/Feb 2023
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