



SCHOOL NAME
School Improvement Plan
Annual Update: 2023-24

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

SCHOOL OVERVIEW

Description: Our school was established in 1969 in the heart of the Kingsgate neighborhood in Kirkland, Washington. Robert Frost Elementary School is a diverse community serving an ever-changing population of students and families. We are currently one of two elementary schools in the district that qualifies as a Title 1 school. Since the spring of 2022, we have had an increase of students who are newcomers from Brazil. We have had the pleasure of welcoming them into our school community and learning about their culture and how to best serve them academically and provide them with community resources. Our faculty and staff are working to learn strategies to help teach our growing population of nonnative English speakers and collaborate with our Multi-lingual teachers and Title 1 facilitator to find ways to help them grow and achieve. We provide an excellent instructional environment for a diverse community of students, providing students with rich academic challenges, as well as intensive instructional support through our Multi-Lingual, Title 1/Safety net and Special Education programs.

At Frost, our teachers pride themselves on teaching a guaranteed and viable curriculum. We have been using the district provided reading curriculum, Reading Wonders, since its adoption and have seen progress and growth in our reading data. We have been the recipient of an award for student growth from Washington State Board of Education. Our K-2 teams also use Heggerty to teach systematic phonemic awareness. These grade levels have seen an increase in student ability to blend and segment words among decoding skills. In the 2022 school year, we began implementing Illustrative Math. Teachers are continuing to plan diverse lessons that best meet the needs of the students in their classrooms and how to navigate learning gaps that were caused by the pandemic or due to a language barrier.

To help meet the needs of all our learners, Frost has begun to increase the amount of time students receiving special education services are included in the classroom with their peers. The school has a strong commitment to providing a robust inclusion setting for all students to the maximum extent possible.

Robert Frost Elementary School has a strong, involved community with many parents and neighbors volunteering frequently in the classrooms. The PTSA coordinates many ongoing programs in support of student learning and offers a variety of after school classes and activities.

We believe in shared leadership at Frost and have a variety of opportunities for staff to take part in leadership opportunities. Our Building Leadership Team (BLT) focuses on strong decision making that will continue to move the campus forward in all areas. Our Student Wellness Team works to create systems and structures that help students interact with each other in a positive way. The goal of this team is to identify a variety of ways that we can impact the student experience at Frost. This can include student

¹ LWSD School Board Approval on <insert date>

activities, MTSS, instruction, and ways to help support student behavior. Our Equity Team is working on how we can continue to grow our Equity capacity in staff, students and our community.

We understand the importance of identifying areas of improvement to continue our work in aligning with district levels of proficiency. In order to capture an accurate picture of our students, we have examined beginning-of-year *FastBridge* data from Fall 2023 (BOY) and spring SBA data for grades 3-5. We will continue gathering additional sources of assessment information to determine areas of focus for each grade level and each student. In addition, training will continue in areas of instructional intervention and differentiation, strategies for supporting multilingual learners in content areas, and technology integration. We will continue to provide intensive support to those students who are not at standard. We will offer appropriate academic challenge for all students through continuous review of student performance data and collaborative intervention at every grade level.

Mission Statement: At Robert Frost Elementary, our mission is to **provide a safe, supportive and inclusive environment** where every student can learn and achieve to their highest potential, develop key life skills, and apply core values of respect, perseverance, and tolerance.

2023-24 PRIORITIES AT A GLANCE

| Priority | Priority Area | Focus Grade Level(s) and/or Student Group(s) | Desired Outcome |
|----------|------------------------------|--|--|
| 1 | English Language Arts | K-5 | 85% of Frost students will make one year's growth or more as determined by their Winter and Spring growth goal data points in the Fastbridge EarlyReading and aReading tests, increasing the amount of students categorized as low risk. |
| 2 | Mathematics | K-5 | 85% of Frost students will make one year's growth or more as determined by their Winter and Spring growth goal data points in the Fastbridge EarlyMath and aMath tests, increasing the amount of students categorized as low risk. |
| 3 | Family Engagement | K-5 | Families and students will feel a sense of belonging in the Frost community and be seen as a vital part of our school culture. |

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 | | |
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| Priority Area | English Language Arts/Literacy | |
| Focus Area | Phonics & Fluency | |
| Focus Grade Level(s) and/or Student Group(s) | Kg-5th | |
| Desired Outcome | 85% of Frost students will make one year’s growth or more as determined by their Winter and Spring growth goal data points in the Fastbridge EarlyReading and aReading tests, increasing the number of students categorized as low risk. | |
| Alignment with District Strategic Initiatives | Choose an item. | |
| Data and Rationale Supporting Focus Area | Proficiency Rates for EarlyReading/aReading: Kinder- 62% 1 st Grade- 57% 2 nd Grade- 54% 3 rd Grade- 71% 4 th Grade- 64% 5 th Grade- 67% | |
| Strategy to Address Priority | Action | Measure of Fidelity of Implementation |
| | Regular small group instruction for all students in all classrooms as part of the core literacy instructional block, with daily rotations for targeted students. | <ul style="list-style-type: none"> • Schoolwide schedule with common grade-level instructional blocks for core literacy instruction and daily small group instruction and daily common grade-level planning to support professional collaboration and instructional alignment. • Classroom observation through informal administrator walk-throughs, scheduled visits by Title 1 Facilitators, and formal evaluative observations by administrators for teachers on the Comprehensive Evaluation plan. |
| | Daily Small group intervention instruction through Title 1/Safety | <ul style="list-style-type: none"> • Progress monitoring every two weeks to guide intervention |

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| | <p>Net reading specialists for students identified as “at risk.”</p> | <p>instruction and qualification for services.</p> <ul style="list-style-type: none"> • Collaborative data meetings between specialists and classroom teachers to review student progress and identify students support following quarterly <i>FastBridge</i> assessment administration (BOY, MOY, and EOY). |
| | <p>Coaching and professional learning through Title 1 and MTSS Facilitators focused on Visible Learning and LWSO Instructional Playbook</p> | <ul style="list-style-type: none"> • Regularly scheduled meetings between T1 and MTSS Facilitators and building leadership to review progress, identify needs, and develop support plans for teachers and students. |
| | <p>LEAP professional learning focused on literacy instruction and <i>FastBridge</i> S2I reporting and intervention tools.</p> <p>Use of <i>FastBridge</i> S2I report data to identify target skills for both core and intervention instruction at each grade level.</p> | <ul style="list-style-type: none"> • Building-wide professional learning plans plan developed in collaboration with building BLT to include professional learning in target areas. • MOY check-ins to revise learning plans and adjust professional development as needed. |
| | <p>Co-teaching and collaborative coaching through Title 1, MTSS, and Safety Net Specialists.</p> | <ul style="list-style-type: none"> • T1/SN Schedules all included time for co-teaching/collaboration. • Training for T1/SN Specialists. • Regularly scheduled meetings between T1 Facilitators and building leadership to review progress, identify needs, and develop support plans for teachers. |
| | <p>Whole group and small group Heggerty lessons</p> | <ul style="list-style-type: none"> • % of K-2 staff using Heggerty with fidelity |
| <p>Timeline for Focus</p> | <p>Fall, 2023 - Spring, 2024</p> | |
| <p>Method(s) to Monitor Progress</p> | <ul style="list-style-type: none"> • <i>FastBridge</i> Quarterly Assessment (MOY and EOY) • <i>FastBridge</i> bi-weekly progress monitoring for students identified as “At-risk” based upon BOY assessment results • Heggerty Summative Assessment data • Review of core classroom data • Walk-through Feedback | |

Priority #2

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| Priority Area | Mathematics | |
| Focus Area | Math Problem Solving and Computation | |
| Focus Grade Level(s) and/or Student Group(s) | Kg-5th | |
| Desired Outcome | 85% of Frost students will make one year’s growth or more as determined by their Winter and Spring growth goal data points in the Fastbridge EarlyMath and aMath tests, increasing the amount of students categorized as low risk. | |
| Alignment with District Strategic Initiatives | Equity | |
| Data and Rationale Supporting Focus Area | Proficiency Rates for EarlyMath/aMath: Kinder- 69% 1 st Grade- 58% 2 nd Grade- 60% 3 rd Grade- 74% 4 th Grade- 61% 5 th Grade- 60% | |
| Strategy to Address Priority | Action | Measure of Fidelity of Implementation |
| | Consistent daily grade-level instruction for all students in all classrooms as part of the core mathematics instructional block. | <ul style="list-style-type: none"> Schoolwide schedule with common grade-level instructional blocks for core mathematics instruction and daily common grade-level planning to support professional collaboration and instructional alignment. Classroom observation through informal administrator walk-throughs, scheduled visits by Title 1 Facilitators, and formal evaluative observations by administrators for teachers on the Comprehensive Evaluation plan. |
| | Use Illustrative Math games and centers to reteach and review | <ul style="list-style-type: none"> Math units have games and center time built into weekly schedule |
| | Small Group Reteaching | <ul style="list-style-type: none"> During center time, % of teachers using that for small group reteaching. |

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| | <p>Manipulatives to show concrete representations</p> | <ul style="list-style-type: none"> • Identify % of teachers using manipulatives as outlined in the curriculum |
| | <p>LEAP professional learning focused on mathematics instruction using newly adopted <i>Illustrative Mathematics (IM)</i> curriculum and <i>FastBridge S2I</i> reporting and intervention tools.</p> <p>Use of <i>FastBridge S2I</i> report data to identify target skills for both core and intervention instruction at each grade level.</p> | <ul style="list-style-type: none"> • LEAP plan developed in collaboration with building Instructional Leadership Team to include professional learning in target areas. • Monthly meetings with grade level representatives to review progress and develop/revise professional learning plans. |
| Timeline for Focus | Fall, 2023 - Spring, 2024 | |
| Method(s) to Monitor Progress | <ul style="list-style-type: none"> • <i>FastBridge</i> Quarterly Assessment (EOY) • Review of core classroom data • Walk-through Feedback | |

Priority #3

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| Priority Area | Family Engagement | |
| Focus Area | Community Engagement | |
| Focus Grade Level(s) and/or Student Group(s) | K-5 Families furthest from educational justice | |
| Desired Outcome | Community engagement and involvement at Frost Events will be representative of the current population of students and families. | |
| Alignment with District Strategic Initiatives | Equity | |
| Data and Rationale Supporting Focus Area | <p>28% of students at Frost speak a language other than English in their homes.</p> <p>36.2% of our families qualify for free and reduced lunch</p> <p>42% of our student population identifies as nonwhite.</p> <p>Rationale: Current parent/community involvement does not represent the student population at Frost.</p> | |
| Strategy to Address Priority | Action | Measure of Fidelity of Implementation |
| | Monthly Family Events: January: Family Literacy Night, February: APEX Fun Run, March: TBD, April: TBD, May: TBD, June: School Carnival | Sign in Sheets for families with QR Codes to track attendance |
| | Family Engagement Nights in Brazilian businesses | Sign in Sheets for families with QR Codes to track attendance |
| | Collaborate with Equity and Family engagement specialist | Sign in Sheets for families with QR Codes to track attendance |
| | Create survey to identify access points for families to participate in school event. | Looking at results of survey to match the school enrollment demographic |
| Timeline for Focus | Winter, 2023 - Spring, 2024 | |
| Method(s) to Monitor Progress | Survey Data Middle and End of Year Sign in sheets for events ParentSquare Communication | |

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 |
|---|--|-----------------|
| | <ul style="list-style-type: none"> • Title 1 Parent Information Meetings • Process of determining school goals was shared with community. • Materials translated in Spanish and Portuguese. • Offered multiple online meeting times (during school and evening) to accommodate family schedules. | Fall 2023 |

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

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| | <ul style="list-style-type: none"> • Multi-lingual meeting options provided, with families able to choose between meetings led in English, Spanish, or Portuguese. | |
| | <p>Collaboration with LWSO Family Engagement and Community Outreach Coordinator to communicate goals and build engagement strategies with families. Methods include, but are not limited to:</p> <ul style="list-style-type: none"> • Staff trainings on equity and family engagement. • Empowerment and capacity building for families • Offering workshops and/or resources that families request needing. • Informal and formal surveying of families. | Throughout year |
| | <ul style="list-style-type: none"> • Focus on parent/home strategies to support student progress towards SIP goals. • Targeted interventions to support student attendance and engagement, including home visits, resource provision, technical training, and connection with community support organizations. • Specific home strategies and resources provided to parents via classroom Teams, Safety Net Reading Connections Newsletter, Tuesday Bulletin, and parent information nights. • Key resources translated into Spanish and Portuguese. • Translated key documents into Portuguese and Spanish to give to new families to meet the need for communicating schedule, contact info, procedures, and transportation services. | Throughout year |

| | <ul style="list-style-type: none"> • Community surveys to determine specific needs and interests. • Parent education opportunities provided to develop skills for home academic support. • Resources targeted to Spanish-speaking and Portuguese-speaking/underrepresented families. • Community inclusion in PBIS including participation in monthly Roadrunner Pride Assembly and sharing of red ticket winners. | | | | | |
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| | <ul style="list-style-type: none"> • Monthly meeting with PTSA leadership for planning and collaboration. • Parent information events scheduled in Fall and Spring. • SIP posted online in January. • Monthly information sharing with community through PTSA general meeting. • Staff review of progress during scheduled LEAP days in late Winter and Spring. | Throughout year | | | | |
| Strategy to Inform Students, Families, Parents and Community Members of the SIP | <table border="1"> <thead> <tr> <th data-bbox="456 1171 982 1220">Action</th> <th data-bbox="982 1171 1518 1220">Timeline</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1220 982 1900"> Safety Net Parent Information Meetings <ul style="list-style-type: none"> • Process of determining school goals was shared and parents were invited to participate in SIP process. • Materials translated in Spanish and Portuguese. • Offered multiple online meeting times (during school and evening) to accommodate family schedules. • Multi-lingual meeting options provided, with families able to choose between meetings led in English, Spanish, or Portuguese. • Informal monthly chats with the building leaders to learn </td> <td data-bbox="982 1220 1518 1900">Throughout the year</td> </tr> </tbody> </table> | Action | Timeline | Safety Net Parent Information Meetings <ul style="list-style-type: none"> • Process of determining school goals was shared and parents were invited to participate in SIP process. • Materials translated in Spanish and Portuguese. • Offered multiple online meeting times (during school and evening) to accommodate family schedules. • Multi-lingual meeting options provided, with families able to choose between meetings led in English, Spanish, or Portuguese. • Informal monthly chats with the building leaders to learn | Throughout the year | |
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| | <p>about school procedures and upcoming events. Open format for parents to ask questions.</p> | |
| | <p>Parent Advisory Committee</p> <ul style="list-style-type: none"> • Families invited to participate in surveys to provide feedback and input on schoolwide goals. • Continuous and intentional outreach to parents and community members of diverse backgrounds to participate in this process. | <p>3 times a year</p> |