

Thoreau Elementary

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: 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 423 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. 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. [Click or tap here to enter text.](#)

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.*

2023-24 PRIORITIES AT A GLANCE

| Priority | Priority Area | Focus Grade Level(s) and/or Student Group(s) | Desired Outcome |
|----------|--------------------------|--|---|
| 1 | Literacy | K-1 Multi-Lingual Learners | 100% of Multi-Lingual students in grades K-1 will demonstrate one year or more growth in letter sound fluency as measured by FastBridge EarlyReading EOY assessment by Spring 2024 and classroom-based assessments. |
| 2 | Literacy | 2-5 Multi-Lingual Learners | 100% of Multi-Lingual students in grades 2-5 will demonstrate one year or more growth in reading as measured by FastBridge aReading EOY assessment by Spring 2024 and/or classroom-based assessments. |
| 3 | Family Engagement | K-5 | 100% of families of Multi-Lingual students will be personally invited in their native language to at least two-family events at Thoreau Elementary this year. |

¹ LWSD School Board Approval on <insert date>

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 | Letter Sound Fluency | |
| Focus Grade Level(s) and/or Student Group(s) | Multi-Lingual Students in K-1 | |
| Desired Outcome | 100% of Multi-Lingual students in grades K-1 will demonstrate one year or more growth in letter sound fluency as measured by FastBridge EarlyReading EOY assessment by Spring 2024 and classroom-based assessments. | |
| Alignment with District Strategic Initiatives | Equity | |
| Data and Rationale Supporting Focus Area | According to the WSIF (Washington School Improvement Framework), ML students at Thoreau have made low growth in reading compared to other schools like us. According to FastBridge EarlyReading, 56% of K-1 ML students are proficient or above in literacy at the beginning of the year. We will measure growth from the beginning scale score to end of year scale score for each ML student, specifically tracking growth in the letter sound fluency and nonsense word fluency subtests. These subtests measure understanding of sounds connected to letters over time which are pre-requisite skills to becoming proficient readers in later grades. | |
| Strategy to Address Priority | Action | Measure of Fidelity of Implementation |
| | Implement Heggerty for all students whole class in K-1 | K-1 teams dedicate time in their literacy block to teaching Heggerty each day. |
| | Calibration of Heggerty routines to ensure consistency among classrooms | Teams plan in PLCs and align implementation of Heggerty. Walkthroughs in classrooms. |
| | Teacher professional development in collaboration with ML department on language proficiency scales and how to incorporate this knowledge in planning for ML learning. | Time dedicated in LEAP sessions. |
| | Tier II small group instruction for all students is flexible based on skills and formative data is taken and reviewed every 6 weeks. | Building planned PLC LEAP Wednesdays and team planning time used to align Tier II groups. PD on LEAP days to support teachers work on groupings. Walkthrough reflections. |
| | SIOP strategies utilized in all classrooms. | MTSS-A school team created plan for teaching staff about SIOP |

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| | | strategies and aligning them across classrooms. |
| | Classroom communication regarding literacy relayed using ParentSquare to ensure translation. | ParentSquare logs. |
| | ML families invited to Principal/Family talk events. ML families invited to learn more about WIDA testing. | Number of families invited and number of families who attended. |
| Timeline for Focus | Fall, 2023 - Spring, 2024 | |
| Method(s) to Monitor Progress | FastBridge universal screener benchmarks (BOY, MOY, EOY) FastBridge progress monitoring and subtests in letter fluency and nonsense words. District phonics surveys and mini assessments. WIDA reading/listening/speaking/writing subgroup scores. | |

Priority #2

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| Priority Area | English Language Arts/Literacy | |
| Focus Area | Reading Foundational Skills and Reading Fluency | |
| Focus Grade Level(s) and/or Student Group(s) | Multi-Lingual students in grades 2-5 | |
| Desired Outcome | 100% of Multi-Lingual students in grades 2-5 will demonstrate one year or more growth in reading as measured by FastBridge aReading EOY assessment by Spring 2024 and/or classroom-based assessments. | |
| Alignment with District Strategic Initiatives | Equity | |
| Data and Rationale Supporting Focus Area | According to the WSIF (Washington School Improvement Framework), ML students at Thoreau have made low growth in reading compared to other schools like us. According to FastBridge aReading, 36% of 2-5 ML students are proficient or above in literacy at the beginning of the year. We will measure growth from the beginning scale score to end of year scale score for each ML student, specifically tracking growth in the nonsense word fluency and CBM subtests. These subtests measure understanding of sounds connected to letters over time and how students are reading words in context which are pre-requisite skills to becoming proficient readers in later grades. | |
| Strategy to Address Priority | Action | Measure of Fidelity of Implementation |
| | Teacher professional development release half-days for PLCs to analyze data through an ML lens, learn best practices for ML learners in Tier I instruction, and set a grade level intention to shift instruction. | Scheduled half-day PD sessions and scheduled walk-throughs to observe grade level intentions. |
| | Teacher professional development in collaboration with ML department on language proficiency scales and how to incorporate this knowledge in planning for ML learning. | Time dedicated in LEAP sessions. |
| | Tier II small group instruction for all students is flexible based on skills and formative data is taken and reviewed every 6 weeks. | Building planned PLC LEAP Wednesdays and team planning time used to align Tier II groups. PD on LEAP days to support teachers work on groupings. Walkthrough reflections. |
| | SIOP strategies utilized in all classrooms. | MTSS-A school team created plan for teaching staff about SIOP strategies and aligning them across classrooms. |
| | Classroom communication regarding literacy relayed using | ParentSquare logs. |

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| Timeline for Focus | Fall, 2023 - Spring, 2024 | | | | |
| Method(s) to Monitor Progress | <p>FastBridge universal screener benchmarks (BOY, MOY, EOY)</p> <p>FastBridge progress monitoring and subtests in letter fluency and nonsense words.</p> <p>District phonics surveys and mini assessments.</p> <p>WIDA reading/listening/speaking/writing subgroup scores.</p> | | | | |

Priority #3

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| Priority Area | Family Engagement | |
| Focus Area | Opportunities for families and school to collaborate to support students. | |
| Focus Grade Level(s) and/or Student Group(s) | ML Families of students in grades K-5 | |
| Desired Outcome | 100% of families of multi-lingual students will be personally invited in their native language to at least two family events at Thoreau Elementary this year. | |
| Alignment with District Strategic Initiatives | Equity | |
| Data and Rationale Supporting Focus Area | <p>Our hope as a school is to do a better job reaching out to multi-lingual families in their native language and to create spaces our ML families feel comfortable in at our school.</p> <p>We hope to gather input from multi-lingual families to inform the planning of events across the year to design events that meet their needs and desires for their children.</p> | |
| Strategy to Address Priority | Action | Measure of Fidelity of Implementation |
| | Principal survey sent to all ML families that is translatable. | Track surveys sent and number received back. |
| | Two personal invitations by phone or ParentSquare to all ML families to attend school events. | Teachers asked to invite ML families in classroom to at least two school events and track responses. |
| | Collaborate with ML department to hold a family night specifically for families to learn more about WIDA testing. | Schedule time and take attendance at event. |
| | Personal invites to ML families to attend the Principal and Family Talk events during the school year. | Attendance of ML families at these events. |
| | Student Interviews | Students receiving ML services interviewed about how to best communicate with their family. |
| Timeline for Focus | Fall, 2023 - Spring, 2024 | |
| Method(s) to Monitor Progress | <p>Survey responses from ML families</p> <p>Attendance at school events</p> <p>Feedback from ML families at/after school events</p> | |

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:

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| 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 2023 |
| | Asked for family input on SIP goals at the PTA general meeting | November 2023 |
| Strategy to Inform Students, Families, Parents and Community Members of the SIP | Action | Timeline |
| | Final SIP will be communicated out in Frog News and on website | January 2024 |

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