

Henry David Thoreau Elementary

School Improvement Plan

Annual Update: 2024-25

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 413 students who attend Thoreau Elementary. Also included in our student body are approximately 46 students in two 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 14% of students receive additional support as Multi-Language Learners. Our student body is composed of 54% white students, 21% Asian students, 10% two or more race students, 12% Hispanic students, and 2% 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.*

2024-25 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Math	K-1	100% of students who are in the low economic subgroup in grades K-1 will demonstrate one year or more growth in math as measured by FastBridge EarlyMath EOY assessment by Spring 2025 and classroom-based assessments.
2	Math	2-5	100% of students who are in the low economic subgroup in grades 2-5 will demonstrate one year or more growth in math as measured by FastBridge aMath EOY assessment by Spring 2025 and classroom-based assessments.
3	Social-Emotional Skills	K-5	K-5 students will increase their use of emotion-regulation and social skills this school year as measured by Panorama data, observational data, and classroom-based self-assessments.

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		
Priority Area	Mathematics	
Focus Area	Math instruction through a culturally responsive lens, focusing on elevating student status, building students' confidence as mathematicians, and teacher facilitation of productive struggle.	
Focus Grade Level(s) and/or Student Group(s)	Grades K-1	
Desired Outcome	100% of students who are in the low socioeconomic subgroup in grades K-1 will demonstrate one year or more growth in math as measured by FastBridge EarlyMath EOY assessment by Spring 2025 and classroom-based assessments	
Alignment with District Strategic Initiatives	Equity	
Data and Rationale Supporting Focus Area	According to the WSIF (Washington School Improvement Framework), students who are in the low-income subgroup at Thoreau have lower proficiency in math compared to other schools like us. According to FastBridge EarlyMath, 43% of K-1 low SES students are proficient or above in math at the beginning of the year. We will measure growth from the beginning scale score to end of year scale score for each student in the low-income group.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement math routines for all students, whole class in K-1	K-1 teams dedicate time in their math block for math routines each day.
	Calibration of math vocabulary instruction to ensure consistency among classrooms	Teams plan in PLCs and align implementation of math vocabulary instruction. Walkthroughs in classrooms.
	Teacher professional development in collaboration with Dr. Adeyemi Stemberge's work on Culturally Responsive Education.	Time dedicated in LEAP sessions and ½ Day Professional Development Days.
	Tier II math instruction for all students embedded in whole group is flexible based on skills and formative data.	Building planned PLC LEAP Wednesdays and team planning time used to align Tier II data. Coaching cycle opportunities to focus on Tier II math instruction. Walkthrough reflections.
	Strategies to elevate student voice, facilitate productive struggle, and	MTSS-A school team created a plan for teaching staff about culturally responsive education and aligning

	maintain cognitive demand utilized in all classrooms.	the six themes of CRE across classrooms.
	Classroom communication regarding math relayed using ParentSquare.	ParentSquare logs.
	Families who access resources invited to Principal/Family talk events.	Number of families invited and number of families who attended.
Timeline for Focus	Fall, 2024 - Spring, 2025	
Method(s) to Monitor Progress	FastBridge universal screener benchmarks (BOY, MOY, EOY) FastBridge progress monitoring. District IM math checkpoints, exit tickets, and unit tests. Teacher skill-based checklists and observational data. Student self-assessments.	

Priority #2

Priority Area	Mathematics	
Focus Area	Math instruction through a culturally responsive lens, focusing on elevating student status, building students' confidence as mathematicians, and teacher facilitation of productive struggle.	
Focus Grade Level(s) and/or Student Group(s)	Grades 2-5	
Desired Outcome	100% of students who are in the low economic subgroup in grades 2-5 will demonstrate one year or more growth in math as measured by FastBridge aMath EOY assessment by Spring 2025 and classroom-based assessments.	
Alignment with District Strategic Initiatives	Equity	
Data and Rationale Supporting Focus Area	According to the WSIF (Washington School Improvement Framework), students who are in the low-income subgroup at Thoreau have lower proficiency in math compared to other schools like us. According to FastBridge aMath, 40% of 2-5 low SES students are proficient or above in math at the beginning of the year. We will measure growth from the beginning scale score to end of year scale score for each student in the low-income group.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teacher professional development release half-days for PLCs to analyze data through a low SES subgroup lens, learn best practices in becoming a culturally responsive educator, and set a grade level intention to shift instruction.	Scheduled half-day PD sessions and scheduled walk-throughs to observe grade level intentions.
	Tier II math instruction for all students embedded in whole group is flexible based on skills and formative data.	Building planned PLC LEAP Wednesdays and team planning time used to align Tier II data. Coaching cycle opportunities to focus on Tier II math instruction. Walkthrough reflections.
	Classroom communication regarding math relayed using ParentSquare.	ParentSquare logs.
	Families who access resources invited to Principal/Family talk events.	Number of families invited and number of families who attended.
	Strategies to elevate student voice, facilitate productive struggle, and maintain cognitive demand utilized in all classrooms.	MTSS-A school team created plan for teaching staff about culturally responsive education and aligning the six themes of CRE across classrooms.
Timeline for Focus	Fall, 2024 - Spring, 2025	

Method(s) to Monitor Progress	FastBridge universal screener benchmarks (BOY, MOY, EOY) FastBridge progress monitoring. District IM math checkpoints, exit tickets, and unit tests. Teacher skill-based checklists and observational data. Student self-assessments.
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Priority #3

Priority Area	Social and Emotional	
Focus Area	Tier I Social-Emotional Supports and Instruction	
Focus Grade Level(s) and/or Student Group(s)	K-5	
Desired Outcome	K-5 students will increase their use of emotion-regulation and social skills this school year as measured by Panorama data, observational data, and classroom-based self-assessments.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	In a family SIP input survey, 80% of families who responded shared the desire for a focus on social-emotional support and instruction for all students at Thoreau. Based on 2024 Panorama data, 38% of students in grades 3-5 felt confident using emotional regulation strategies.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Morning Meeting time built into the master schedule.	All classrooms participate in Morning Meeting to build social-emotional skills.
	Classroom social-emotional curriculum utilized across all classrooms.	Consistent use of Second Step, Kelso's Choices, and/or Purposeful People taught in all classrooms by classroom teacher.
	Tier II social-emotional skill-based groups.	Counselor runs social-emotional skill-based groups for students who need additional learning.
	MTSS-B student panel.	MTSS-B meets with a student panel to give input on systems to support students following expectations across the common areas of the school.
	Family Engagement Nights	Reading Night in the library, Principal/Family Talks, and opportunities for families to learn how to support their students at home.
	Student Interviews	Students qualifying as low-income are interviewed by the principal about their school experience and how they learn best.
	Collaboration with outside mental health resources	Counselor works with community mental health service providers to support students in school and in the community in collaboration with families.
Timeline for Focus	Fall, 2024 - Spring, 2025	

Method(s) to Monitor Progress	Classroom Walkthroughs Street Data: notes from families who attend events. Student interview and student panel notes and feedback loop to monitor how student voice is part of our school decision-making. Tier II data monitoring for small groups and Tier II interventions. Panorama Data. Classroom self-assessments.
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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 2024
	Asked for family input on SIP goals at the PTA general meeting	October 2024
	Sent a Forms survey to all families via Frog News	October 2024
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 2025
	SIP goals reviewed at Principal/Family Talk event	Winter/Spring 2025

² LWSD's policy is found at: <https://go.boarddocs.com/wa/lwsd/Board.nsf/goto?open&id=BSCTAP76757A>

