Robert Frost Elementary School

School Improvement Plan Annual Update: 2025-26

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. Since the spring of 2023, 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 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. We have been the recipient of an award for student growth from the Washington State Board of Education. Our K-2 teams also use UFLI to teach systematic phonics instruction. These grade levels have seen an increase in students ability to decode words and read more fluently. 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.

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 setting for all students.

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 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. To capture an accurate picture of our students, we have examined beginning-of-year *FastBridge* data from fall 2025 (BOY) and spring 2025 SBA data for grades 3-5. We will continue to provide intensive support to those students who are not at standard. We will offer appropriate academic

[1] LWSD School Board Approval on <insert date>

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.

2025-26 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 number 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 number of students categorized as low risk.
3	**Belonging and Self-Efficacy**	**K-5**	75% of Frost students will report a sense of belonging in the school as reported by Panorama data, surveys, attendance data, and focus interviews.

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.

<table>
<tr><th colspan="2">Priority #1</th></tr>
<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>Phonics & Fluency</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>Kg-5th</td></tr>
<tr><td>Desired Outcome</td><td>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.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>MTSS</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>Academic Performance Data: Literacy
Proficiency Rates for EarlyReading/aReading:
Kinder- 63% Low Risk
1st Grade- 51%
2nd Grade- 60%
3rd Grade- 63%
4th Grade- 63%
5th Grade- 64%</td></tr>
<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>Regular small group instruction for all students in all classrooms as part of the core literacy instructional block, with daily rotations for targeted students.</td><td>• 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</td></tr>
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	evaluative observations by administrators for teachers on the Comprehensive Evaluation plan.
Daily Small group intervention instruction through Title 1/Safety Net reading specialists for students identified as "at risk."	• Progress monitoring every two weeks to guide intervention instruction and qualification for services. • Collaborative data meetings between specialists and classroom teachers to review student progress and identify students' support following quarterly FastBridge assessment administration (BOY, MOY, and EOY).
Coaching and professional learning through Title 1 and MTSS Facilitators focused on Visible Learning and LWSD Instructional Playbook	• Regularly scheduled meetings between T1 and MTSS Facilitators and building leadership to review progress, identify needs, and develop support plans for teachers and students.
LEAP professional learning focused on literacy instruction and FastBridge S2I reporting and intervention tools. Use of FastBridge S2I report data to identify target skills for both core and intervention instruction at each grade level.	• 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.
Co-teaching and collaborative coaching through Title 1, MTSS, and Safety Net Specialists.	• 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.
Small Group Intervention in the classroom using UFLI	• K-3 teachers utilize UFLI with small group instruction with groups to increase literacy awareness.

	Whole group and small group Heggerty lessons	• 100% of K-2 staff using Heggerty with fidelity
	2 Half Day planning days to create lessons with Visible Learning guidelines	• 1 half day planning each semester for all teachers. MTSS coach and administration are available to help support the work.
	Extended Intervention Block Scheduling	• Increased time for intervention so all students meet with their classroom teacher and can receive additional intervention as needed.
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	• *FastBridge* Quarterly Assessment (MOY and EOY) • *FastBridge* 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 • PLC Cycle for all grade levels	

Priority #2	
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 number of students categorized as low risk.
Alignment with District Strategic Initiatives	Equity
Data and Rationale Supporting Focus Area	Proficiency Rates for EarlyMath/aMath: Kinder- 62% 1st Grade- 67% 2nd Grade- 48% 3rd Grade- 64% 4th Grade- 63% 5th Grade- 62%

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.	• 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.
Use Illustrative Math games and centers to reteach and review	• Math units have games and center time built into weekly schedule
Small Group Reteaching	• Targeted small group teaching.
Manipulatives and visual representations to show concrete representations	• 100% of teachers using visual representations outlined in the curriculum
LEAP professional learning focused on Building Thinking Classrooms.	• LEAP plan developed in collaboration with Building Leadership Team to include professional learning in target areas.
Building Thinking Classroom Book Study	• Lessons provided by teachers in the book study. Lessons observed by colleagues and instructional coach. Administrative review of lessons for teachers on PGE Comprehensive.
Building Thinking Classrooms Professional Learning Opportunity PSESD March 2026	• Teacher teams share learning with staff during LEAP. Teacher teams modeling instructional practices for using Building Thinking Classrooms lessons
2 Half Day planning days in PLCs to create lessons with Building Thinking Classrooms instructional practices	• 1 half day planning using SBA and FastBridge data to design lessons on target areas for math content.
Extended Intervention Block Scheduling	• Increased time for intervention so all students meet with their classroom teacher and can receive additional intervention as needed.

Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	• *FastBridge* Quarterly Assessment • SBA Math Data (target level review) • Review of core classroom data • Administrative Walk-through Feedback

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<tr><th colspan="2">Priority #3</th></tr>
<tr><td>Priority Area</td><td>Social and Emotional</td></tr>
<tr><td>Focus Area</td><td>Sense of Belonging and Emotional Regulation</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>Kg-5th</td></tr>
<tr><td>Desired Outcome</td><td>We believe that all students must be safe and feel a sense of belonging if they are to succeed. It is our responsibility to create safe and inclusive learning communities where all students can thrive.

Growth in the area of Emotional Regulation: Challenging Feelings, such as worry, anger, and sadness. This was also a comparatively higher impact area for students identifying as female and greater impact for students identifying as Hispanic/Latinx Female</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Equity</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>The results of the Panorama Student Survey Data (Spring 2025) identified that:
Frost students responded with a higher percentage (92%) of positive responses in Supportive Relationships than the district average and up 3% from 2024.
Frost students scored 7 percentage points lower than the average for the Lake Washington School District on Challenging Feelings, such as worry, anger, and sadness. This was also a comparatively higher impact area for students identifying as female and greater impact for students identifying as Hispanic/Latinx Female.</td></tr>
<tr><td>Strategy to Address Priority</td><td><table>
<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>Staff professional learning on trauma - sensitive practices and brain research with Dr. Shotland. Implementation of strategies for working with students using our schoolwide PBIS system.</td><td>Decrease in office referrals
Updated PBIS materials for positive reinforcement
Student Response Chat data tracking</td></tr>
<tr><td>Implementation of Purposeful People and Second Step curriculum during SEL time</td><td>Master schedule structured with designated SEL time for each grade level
Admin walk throughs</td></tr>
<tr><td>Application of de-escalation and emotional regulation strategies</td><td>Decrease in recess referrals</td></tr>
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	aligned with SEL curriculum provided by recess/lunchroom supervisors.	• Data tracking using meeting notes from IA meetings
	Small-group instruction and intervention for emotional regulation provided through Counselor using Second Step Curriculum	• MTSS- B referrals and Curriculum based assessments
	4th and 5th Grade Student Council implemented	• Meeting notes from listening sessions with students
Timeline for Focus	Winter, 2025 - Spring, 2026	
Method(s) to Monitor Progress	Panorama Survey data, teacher made assessments, formative assessment used during SEL meetings, Admin walk throughs, student listening session data	

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 in 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:

	Action	Timeline
Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	• Title 1 Parent Information Meetings • Process of determining school goals was shared with community. • Materials translated in Spanish and Portuguese. • Multi-lingual meeting options provided, with families able to choose between meetings led	Fall 2025

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

	in English, Spanish, or Portuguese.	
	Collaboration with LWSD Family Engagement and Community Outreach Coordinator to communicate goals and build engagement strategies with families. Methods include, but are not limited to: • Staff training 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
	• Focus on parent/home strategies to support student progress towards SIP goals. • Provide family resources such as food and hygiene products through a community food pantry • 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

	• Community surveys to determine specific needs and interests. • Utilize translation device Instant Language Assistance (ILA) to support interactions with families in the moment • 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 includes participation in monthly Roadrunner Pride Assembly and sharing of red ticket winners.	
	• 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	**Action**	**Timeline**
	Safety Net Parent Information Meetings • Process of determining school goals was shared and parents were invited to participate in SIP process. • Materials translated in Spanish and Portuguese. • 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

	about school procedures and upcoming events. Open format for parents to ask questions.	
	Parent Advisory Committee • 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.	3 times a year