

Thoreau Elementary

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: 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 405 students who attend Thoreau Elementary. Also included in our student body are approximately 51 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 or Kamiakin Middle 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 56% white students, 20% Asian students, 11% two or more race students, 12% 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.*

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K-5 students below grade level	All students reading below grade level in grades K-5 will show one year or more growth in reading ability as measured by their respective student data profiles which will include: Fastbridge assessments: early or aReading and/or CBMreading, and summative classroom-based assessments.
2	Literacy	ML students in grades 2-5	All ML students in grades 2-5 will show one year or more of growth in reading ability as demonstrated by their respective student data profiles which will include: Fastbridge assessments: aReading and/or CBMreading scores, summative classroom-based assessments,

¹ LWSD School Board Approval on <insert date>

			WIDA reading scores, and student reading surveys.
3	Math	ML students in grades 2-5	All ML students in grades 2-5 will show one year or more of growth in math ability as demonstrated by their aMath FastBridge scores.
4	Social Emotional Learning	All students K-2 and students of color 3-5	Sense of belonging scores increase by 10% or more for students of color in grades 3-5 as measured by Panorama survey data. Emotional regulation skills in grades K-2 will show growth from fall 2025-spring 2026 based on teacher screener scale scores.

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	Literacy	
Focus Grade Level(s) and/or Student Group(s)	K-5 students below grade level	
Focus Area	MTSS-A	
Desired Outcome	All students reading below grade level in grades K-5 will show one year or more growth in reading ability as measured by their respective student data profiles which will include: Fastbridge assessments: early or aReading and/or CBMreading, and summative classroom-based assessments.	
Current Data Supporting Focus Area	75% of students in K-1 are currently reading at grade level as measured by BOY EarlyReading scores in FastBridge and BOY diagnostic assessments in classrooms. 79% of students in 2-5 are currently reading at grade level as measured by BOY aReading scores in FastBridge and BOY diagnostic assessments in classrooms. Historically, over the last two years, about 65% of students below grade level have made one year or more growth and our goal is to increase growth in this subgroup to impact overall proficiency.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Getting to know students and families and using this knowledge in writing of student growth goals.	100% of teachers have connection meetings . Evidence of this recorded in student growth goal meetings. 100% of teachers student growth goal is centered around literacy. 100% of Teachers sub groups include ML students.
	Community-building centering literacy: open library summer hours, book fair, reading night at school, book rodeo, grade level community nights.	Attendance at and feedback from families on the value of these community-building opportunities.
	Family member volunteers in classrooms to help with reading.	Track number of adult volunteers by grade level.
	High-quality, Culturally Responsive Tier I instruction in literacy blocks	100 % of our PLC will engage in the cycle of inquiries, unit planning, student work samples All PLC will be expected to share their cycle of inquiry step of process at a staff meeting

		Admin will prioritize attending PLC meetings.
	Small Group Instruction in flexible groups for targeted skill development	Scheduling Flexible SGI time in class daily schedules, teacher self-reflection and data tracking, 100% of K-2 UFLI Small Group IA support for small group intervention time in all grades.
Strategy to Engage Students, Families, Parents and Community Members	Family Connections Meeting whole school survey question and data collection and analysis by staff to incorporate family values in goal writing, survey sent to families to collect information on how students see themselves as readers, parent and community volunteer opportunities, community events, two-way communication with classroom teachers.	
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	FastBridge MOY scores, student work samples, conversations with teachers, families, and students.	

Priority #2

Priority Area	Literacy	
Focus Grade Level(s) and/or Student Group(s)	ML students in grades 2-5	
Focus Area	MTSS-A, Equity and Family Engagement	
Desired Outcome	All ML students in grades 2-5 will show one year or more of growth in reading ability as demonstrated by their respective student data profiles which will include: Fastbridge assessments: aReading and/or CBMreading scores, summative classroom-based assessments, WIDA reading scores, and student reading surveys.	
Current Data Supporting Focus Area	Our ML student population is lower in proficiency than any other subgroup of students. On the WSIF, ML students at Thoreau are in the 2 nd decile for achievement which is well below our goal of the 5 th decile or above. We continue to see low growth in reading on standardized tests including FastBridge and SBA for ML students. Our street data indicates that ML students enjoy project-based learning, presentations on topics of their choice, and partner work in the classroom. We hope to capitalize on ML student assets in our instruction this year to increase rigor and engagement leading to an increase in growth and proficiency.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Getting to know students and families and using this knowledge in writing of student growth goals.	Evidence of this recorded in student growth goal meetings.
	Community-building centering literacy: open library summer hours, book fair, reading night at school, book rodeo, grade level community nights.	Attendance at and feedback from families on the value of these community-building opportunities.
	ML targeted skill groups based on data and flexible to meet student needs and increase in ML push-in support.	Collaboration on ML scheduling throughout the year based on multiple data points.
	Teacher planning using Culturally Responsive unit planning and Proficiency Language Descriptors.	Teacher PLC notes, professional development feedback, unit planning, classroom-based culturally responsive assessments
	Focusing on student assets, incorporating rigor and engagement into daily learning experiences.	Unit planning, student work samples, Peer observations reflections, professional development input and feedback.
Strategy to Engage Students, Families, Parents and Community Members	Family Connections Meeting whole school survey question and data collection and analysis by staff to incorporate family values in goal writing, survey sent to families to collect information on how students see themselves as readers, parent and community volunteer opportunities,	

	community events, two-way communication with classroom teachers, home visits, ML teacher collaboration and connection with families.
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	FastBridge MOY scores, student work samples, conversations with teachers, families, and students.

Priority #3		
Priority Area	Math	
Focus Grade Level(s) and/or Student Group(s)	ML students in grades 2-5	
Focus Area	MTSS-A, Equity and Family Engagement	
Desired Outcome	All ML students in grades 2-5 will show one year or more of growth in math ability as demonstrated by their aMath FastBridge scores.	
Current Data Supporting Focus Area	Our ML student population is lower in proficiency than any other subgroup of students. On the WSIF, ML students at Thoreau are in the 2 nd decile for achievement which is well below our goal of the 5 th decile or above. We continue to see low to typical/average growth in math on standardized tests including FastBridge and SBA for ML students. Our street data indicates that ML students enjoy project-based learning, presentations on topics of their choice, and partner work in the classroom. We hope to capitalize on ML student assets in our instruction this year to increase rigor and engagement leading to an increase in growth and proficiency.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Getting to know students and families and using this knowledge in writing of student growth goals.	Evidence of this recorded in student growth goal meetings.
	Community-building centering literacy: open library summer hours, book fair, reading night at school, book rodeo, grade level community nights.	Attendance at and feedback from families on the value of these community-building opportunities.
	ML targeted skill groups based on data and flexibility to meet student needs and increase in ML push-in support.	Collaboration on ML scheduling throughout the year based on multiple data points.
	Teacher planning using Culturally-Responsive unit planning and Proficiency Language Descriptors.	Teacher PLC notes, professional development feedback, unit planning templates.
	Focusing on student assets, incorporating rigor and engagement into daily learning experiences.	Unit planning, student work samples, Peer observations reflections, professional development input and feedback.
	Strategy to Engage Students, Families, Parents and Community Members	Family Connections Meeting whole school survey question and data collection and analysis by staff to incorporate family values in goal writing, survey sent to families to collect information on how students see themselves as readers, parent and community volunteer opportunities, community events, two-way communication with classroom teachers, home visits, ML teacher collaboration and connection with families, ML student group meets with principal for monthly lunches.

Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	FastBridge MOY scores, student work samples, conversations with teachers, families, and students.

Priority #4		
Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	All students K-2, Students of color 3-5	
Focus Area	Equity and Family Engagement	
Desired Outcome	Sense of belonging scores increase by 10% or more for students of color in grades 3-5 as measured by Panorama survey data. Emotional regulation skills in grades K-2 will show growth from fall 2025-spring 2026 based on teacher screener scale scores.	
Current Data Supporting Focus Area	This fall, 43% of students of color in grades 3-5 reported a sense of belonging at school compared to 54% of all students. This is a significant disproportionality that requires adults to create conditions for sense of belonging specifically in relation to the needs of students of color in our school. Teachers of students in K-2 reported ___% of students respond to Tier I supports for emotional regulation and ___% of students need additional interventions and support to learn these skills.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Counselor provides multiple lessons in each K-2 classroom on emotional regulation and supports teachers in follow-up teaching.	Counselor whole class lesson schedule and teacher check-ins.
	Tier II team meets bi-monthly to discuss interventions and Tier II supports based on individual student needs. Implementation of internal/external behavior screener in K-2.	Tier II meeting notes and data logs.
	Morning meeting time used for social-emotional learning and courageous conversations with varied perspectives heard.	Master schedule includes morning meeting time. Counselor and admin support teachers in using Second Step, courageous conversations, and Purposeful People lessons.

	Anti-racist and gender inclusion lessons taught in classrooms.	Whole staff preview of lessons and Equity Team offer to co-teach, coaching opportunity for support, messaging to staff and families, student work samples.
	Student leadership opportunities and restorative conversations centering student voice.	Student MTSS-B panel notes, Teal Team meetings, HOPS meetings, safety patrol volunteers, restorative conversation protocol and messaging.
Strategy to Engage Students, Families, Parents and Community Members	Family Connections Meeting whole school survey question and data collection and analysis by staff to incorporate family values in goal writing, parent and community volunteer opportunities, community events, two-way communication with classroom teachers, counselor, and admin, connection with YES mental health supports connected to specific student/family needs.	
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	Tier II meeting discussions, counselor reflection on small skill groups and whole group lessons, student exit tickets, emotional regulation MOY screener.	

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.