# Evergreen Middle School

## School Improvement Plan

## Annual Update: 2019-20

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.*

| SCHOOL OVERVIEW |
|---|

**Description:** Evergreen Middle School is committed to developing the whole child through our focus on academics, athletics, activities, and the arts. Our staff creates a warm, safe, caring learning environment concentrated on the needs of all learners. Because students feel safe when they come to Evergreen, they feel empowered to challenge themselves in their learning. We are committed to doing whatever it takes for our students to achieve academic success, and we have created multiple intervention and enrichment opportunities to meet the individual needs of our students.

In addition to our focus on academics, we place an emphasis on involvement in the arts, athletics, and after-school clubs and activities. These opportunities create different connecting points for students in terms of social, emotional, and behavioral maturation, and provide a foundation for their academic success. We are proud that we have a very collaborative staff committed to supporting the whole child. Because of our collaboration and commitment to excellence, we have been School of Distinction Award winners, as well as Washington Achievement Award winners. This is a testament to the hard work of both our students and staff. Our teachers focus on preparing students for high school, most notably through AVID skills and strategies we are implementing school wide. These teaching strategies included pre-reading skills, using context clues to decipher informational text, Cornell Notes, Marking the Text, and breaking down vocabulary. We will continue to focus on these areas in addition to our focus on Organization through Agenda Checks. We also use Collaborative Study Groups, Socratic Seminars, and Philosophical Chairs as collaborative strategies in all classroom settings to create a collaborative atmosphere in each class. Student improvement in writing was targeted on expository, narrative, and persuasive writing through multiple strategies. Mathematics instruction was improved through teacher collaboration in designing common assessments, using the ALEKS program and other online resources to support all students. We will continue using ALEKS for math instruction, enrichment, and remediation. Teachers across all math classes engaged students in various activities that re-emphasized a combination of geometry, measurement, graphing, fractions, and ratios. Safety Net team taught classes and Special Education classes focus on supporting struggling learners in these areas. Many breakthroughs with individual students occur that are not always captured in the Smarter Balanced Assessment data. Eagle Opportunities are provided in each subject area on a quarterly basis, giving students extension assignments that were uniquely rigorous and challenging.

Our professional development continues to focus on the four Critical PLC Questions and constructing effective formative and summative assessment, intervention strategies that support struggling learners, as well as extension and enrichment activities for students who have already mastered the content. We also continue to focus on Common Core State Standards in Language Arts and Math, NGSS in Science, preparation for the Smarter Balanced Assessment each Spring, using PowerSchool and Skyward to enhance our Standards-Based Teaching Learning and Assessing, and using LEAP time to grow in these areas as well as how to better use technology as a tool in the classroom. Additional time has been provided

each month for teachers to work on essentials for teaching and learning that include planning, data analysis, and implementation of content standards and assessments with their instructional peers.  We also provide release days twice per year per job-alike teams are able to meet and plan curriculum, instruction, and assessments for each class taught at EMS. We are proud of our accomplishments, fiscal responsibility with resources, and growth in student outcomes as a result of this collaboration.

**Mission Statement:** We believe our students can be successful academically, socially, and emotionally through relationships with staff, peers, and community members. We are committed to growing as a community of learners through meaningful collaboration and innovative instruction to meet the needs of each student**.**

**Demographics:**[1]

|  |  | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|
| Student Enrollment (count) |  | 1115 | 1203 | 1238 |
| Racial Diversity (%) | American Indian/Alaskan Native | 0.4 | 0.0 | 0.2 |
|  | Asian | 40.6 | 40.7 | 41.8 |
|  | Black/African American | 1.4 | 1.7 | 2.2 |
|  | Hispanic/Latino of any race(s) | 7.3 | 7.2 | 7.1 |
|  | Native Hawaiian/Other Pacific Islander | 0.3 | 0.0 | 0.0 |
|  | Two or more races | 4.7 | 5.7 | 6.1 |
|  | White | 45.4 | 44.6 | 42.5 |
| Students Eligible for Free/Reduced Price Meals (%) |  | 5.6 | 5.6 | 6.2 |
| Students Receiving Special Education Services (%) |  | 10.6 | 9.4 | 9.8 |
| English Language Learners (%) |  | 3.3 | 3.2 | 2.7 |
| Students with a First Language Other Than English (%) |  | 25.9 | 27.5 | 30.4 |
| Mobility Rate (%)[2] |  | 5.1 | 6.9 | 5.5 |

---

[1]Enrollment and racial diversity based on annual October 1 headcount.  Other demographic measures based on May headcount.

[2] Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

## ACADEMIC PERFORMANCE DATA: LITERACY

### ELA: By Grade Level, Smarter Balanced Assessment

| Grade | *Percent at or above standard* | | |
|---|---|---|---|
| | 2016-17 | 2017-18 | 2018-19 |
| 6th Grade | 86 | 87 | 86 |
| 7th Grade | 87 | 87 | 85 |
| 8th Grade | 85 | 86 | 85 |

### ELA: By Group/Program, Smarter Balanced Assessment[3]

| Group/Program | *Percent at or above standard* | | |
|---|---|---|---|
| | 2016-17 | 2017-18 | 2018-19 |
| Asian | 94 | 96 | 95 |
| Black/African American | 65 | 85 | 63 |
| Hispanic/Latino | 68 | 62 | 70 |
| Two or more races | 82 | 82 | 80 |
| White | 83 | 83 | 81 |
| English Learner | 33 | 22 | 31 |
| Low Income | 40 | 43 | 40 |
| Special Education | 47 | 40 | 43 |

## ACADEMIC PERFORMANCE DATA: MATH

### MATH: By Grade Level, Smarter Balanced Assessment

| Grade | *Percent at or above standard* | | |
|---|---|---|---|
| | 2016-17 | 2017-18 | 2018-19 |
| 6th Grade | 86 | 88 | 88 |
| 7th Grade | 86 | 83 | 88 |
| 8th Grade | 85 | 82 | 83 |

### MATH: By Group/Program, Smarter Balanced Assessment[3]

| Group/Program | *Percent at or above standard* | | |
|---|---|---|---|
| | 2016-17 | 2017-18 | 2018-19 |
| Asian | 97 | 97 | >97 |
| Black/African American | 59 | 75 | 63 |
| Hispanic/Latino | 63 | 59 | 65 |
| Two or more races | 84 | 75 | 82 |
| White | 81 | 79 | 81 |
| English Learner | 47 | 42 | 52 |
| Low Income | 38 | 34 | 42 |
| Special Education | 37 | 31 | 40 |

## ACADEMIC PERFORMANCE DATA: SCIENCE

### SCIENCE: By Grade Level, WCAS[4]

| Grade | *Percent at or above standard* | | |
|---|---|---|---|
| | 2016-17 | 2017-18 | 2018-19 |
| 8th Grade | n/a | 82 | 84 |

### SCIENCE: By Group/Program, WCAS

| Group/Program | *Percent at or above standard* | | |
|---|---|---|---|
| | 2016-17 | 2017-18 | 2018-19 |
| Asian | n/a | 93 | 95 |
| Black/African American | n/a | - | 50 |
| Hispanic/Latino | n/a | 63 | 44 |
| Two or more races | n/a | 75 | 74 |
| White | n/a | 78 | 81 |
| English Learner | n/a | 27 | 42 |
| Low Income | n/a | 39 | 26 |
| Special Education | n/a | 39 | 47 |

◣ = Cohort Track

---

[3] Grades 6-8 combined.  Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

[4] WCAS = Washington Comprehensive Assessment of Science.  Given only to 8th grade at the middle school level.  Assessment first given in 2017-18.

# ATTENDANCE DATA

## ATTENDANCE: By Grade

| Grade | Percent avoiding chronic absenteeism | | |
|---|---|---|---|
| | 2016-17 | 2017-18 | 2018-19 |
| 6th Grade | 92 | 89 | 88 |
| 7th Grade | 89 | 92 | 88 |
| 8th Grade | 89 | 86 | 89 |

## ATTENDANCE: By Group/Program[5]

| Group/Program | Percent avoiding chronic absenteeism | | |
|---|---|---|---|
| | 2016-17 | 2017-18 | 2018-19 |
| Asian | 95 | 94 | 93 |
| Black/African American | 81 | 95 | 79 |
| Hispanic/Latino | 81 | 82 | 84 |
| Two or more races | 89 | 90 | 88 |
| White | 87 | 86 | 84 |
| English Learner | 84 | 84 | 85 |
| Low Income | 70 | 71 | 76 |
| Special Education | 78 | 76 | 75 |

# WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

## MOST RECENT WSIF 3-YEAR SUMMARY[6]

| | All Students | Asian | Black/ African American | Hispanic/ Latino | Two or more races | White | English Language Learners | Low income | Students with disabilities |
|---|---|---|---|---|---|---|---|---|---|
| ELA Proficiency Rate (%) | 88 | 96 | - | 69 | 84 | 86 | 30 | 47 | 46 |
| Math Proficiency Rate (%) | 87 | 97 | - | 65 | 83 | 82 | 42 | 42 | 39 |
| ELA Median Student Growth Percentile[7] | 55 | 63 | 50 | 50 | 55 | 51 | 51.5 | 48 | 44.5 |
| Math Median Student Growth Percentile | 67 | 73 | 61 | 64.5 | 59 | 62 | 59.5 | 61 | 54 |
| EL Progress Rate (%) | 81 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Regular Attendance Rate (%) | 93 | 97 | - | 86 | 94 | 92 | 89 | 76 | 87 |

---

[5] Grades 6-8 combined.  Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM).  OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

[7] Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score.  Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

## 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><td colspan="2" align="center"><strong>Priority #1</strong></td></tr>
<tr><td><strong>Priority Area</strong></td><td>Mathematics</td></tr>
<tr><td><strong>Focus Area</strong></td><td>We will address the opportunity gap of our low-income students.</td></tr>
<tr><td><strong>Focus Grade Level(s)</strong></td><td>Grades 6-8</td></tr>
<tr><td><strong>Desired Outcome</strong></td><td>62% of low-income students will meet or exceed standard as measured by the 2021 Math SBA</td></tr>
<tr><td><strong>Alignment with District Strategic Initiatives</strong></td><td>Culturally Responsive Teaching</td></tr>
<tr><td><strong>Data and Rationale Supporting Focus Area</strong></td><td>42% of 86 low-income students were at standard on the 2019 Math SBA. We found, over the past four years, our largest opportunity gap according to the SBA are our low-income students.</td></tr>
<tr><td><strong>Strategy to Address Priority</strong></td><td>

| Action | Measure of Fidelity of Implementation |
|---|---|
| Book study with staff to support strategies for engaging low-income students. | Adjustments to classroom practice through PGE process. |
| Flex options for review, support, check-ins with specific students. | Track students and use of Flex. |
| Motivational interviewing by counselors of specific students. | Updates on students with potential spreadsheet. |
| Use of ALEKS curriculum. | ALEKS assessments. |
| Formatively assess student progress. | SBA Interim Assessments. |
| Summative assessment of student achievement. | 2020 Math SBA. |

</td></tr>
<tr><td><strong>Timeline for Focus</strong></td><td>Fall, 2019 - Spring, 2021</td></tr>
<tr><td><strong>Method(s) to Monitor Progress</strong></td><td>SBA Interim Assessments<br>Spring 2020 Math SBA<br>Spring 2021 Math SBA</td></tr>
</table>

| Priority #2 | |
|---|---|
| **Priority Area** | English Language Arts/Literacy |
| **Focus Area** | We will address the opportunity gap of our low-income students. |
| **Focus Grade Level(s)** | Grades 6-8 |
| **Desired Outcome** | 60% of low-income students will meet or exceed standard as measured by the 2021 ELA SBA. |
| **Alignment with District Strategic Initiatives** | Culturally Responsive Teaching |
| **Data and Rationale Supporting Focus Area** | 40% of 85 low-income students were at standard on the 2019 ELA SBA. We found, over the past four years, our largest opportunity gap according to the SBA are our low-income students. |

| **Strategy to Address Priority** | Action | Measure of Fidelity of Implementation |
|---|---|---|
| | Book study with staff to support strategies for engaging low-income students. | Adjustments to classroom practice through PGE process. |
| | Flex options for review, support, check-ins with specific students. | Track students and use of Flex. |
| | Motivational interviewing by counselors of specific students. | Updates on students with potential spreadsheet. |
| | Use of Language Live curriculum. | Language Live assessments. |
| | Formatively assess student progress. | SBA Interim Assessments. |
| | Summative assessment of student achievement. | 2020 ELA SBA. |

| | |
|---|---|
| **Timeline for Focus** | Fall, 2019 - Spring, 2021 |
| **Method(s) to Monitor Progress** | SBA Interim Assessments<br>Spring 2020 ELA SBA<br>Spring 2021 ELA SBA |

| | Priority #3 |
|---|---|
| **Priority Area** | Attendance |
| **Focus Area** | Students who miss even a few days of school each month are at far greater risk of academic failure and dropout than students who attend consistently. |
| **Focus Grade Level(s)** | Grades 7-8 |
| **Desired Outcome** | Decrease the number of chronically absent students in grades 7 and 8 from 12% to 7%. |
| **Alignment with District Strategic Initiatives** | Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B) |
| **Data and Rationale Supporting Focus Area** | For the 2018-19 school year, 12.44% of 6th and 7th graders at Evergreen were chronically absent. 10% of those students had moderate chronic absences with an average of 21 days missed, and 3% of those students had severe chronic absences, with an average of 42 days missed. The overall percent of chronically absent 6th and 7th grade students in Special Education was 26.92%. 17% of those students had moderately chronic absences, with an average of 24 days missed; with 10% of those students having severe chronic absences, with an average of 46 days missed. The two most impacted groups of students by race are Hispanic/Latino students and White students. |

| **Strategy to Address Priority** | Action | Measure of Fidelity of Implementation |
|---|---|---|
| | SBIRT participation. | Check Yourself screener results and meetings with counselors. |
| | Development and implementation of PBIS universal supports. | Schoolwide expectations. |
| | Attendance letters. | Weekly attendance reports and letters sent. |
| | Family meetings. | Notes from meetings. |
| | Work with Attendance Specialist through BECCA process and identification of barriers. | Notes from meetings identifying actions taken and next steps. |
| | Motivational interviewing by counselors of identified students. | Updates on Students with Potential spreadsheet. |

| | |
|---|---|
| **Timeline for Focus** | Fall, 2019 - Spring, 2020 |
| **Method(s) to Monitor Progress** | Weekly, monthly, and yearly attendance reports |

| | Priority #4 |
|---|---|
| **Priority Area** | High Standards and Expectations for All Students |
| **Focus Area** | In order to reach our goals for priorities one and two, we will expect all students to achieve high standards and support teachers in using effective strategies to help low-performing students meet high academic standards (Q12 and Q16 on Nine Characteristics Survey). |
| **Focus Grade Level(s)** | Grades 6-8 |
| **Desired Outcome** | We will increase our "agree completely" responses from 18.52% to 25% for Q16: Teachers use effective strategies to help low-performing students meet high academic standards on the Nine Characteristics Survey for Spring 2020. |
| **Alignment with District Strategic Initiatives** | Culturally Responsive Teaching |
| **Data and Rationale Supporting Focus Area** | Our 2019 Nine Characteristics survey results show that 18.52% "completely agree" that teachers use effective strategies to help low-performing students meet high academic standards. In addition, 14.81% "agree slightly" with that statement. In order to raise the achievement of low-income students, teachers need to understand "survival brain" and have specific strategies for increasing the academic success of economically disadvantaged students. |

| **Strategy to Address Priority** | Action | Measure of Fidelity of Implementation |
|---|---|---|
| | Develop and articulate school beliefs. | Nine Characteristics Survey. |
| | Book study with staff to support strategies for engaging low-income students. | Adjustments to classroom practice through PGE process. |
| | Flex options for review, support, check-ins with specific students. | Track students and use of Flex. |
| | Equity Grid. | Updates on students with potential spreadsheets. |

| | |
|---|---|
| **Timeline for Focus** | Fall, 2019 - Spring, 2020 |
| **Method(s) to Monitor Progress** | 2020 Nine Characteristics Survey |

## TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to "integrate technology literacy and fluency" in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☐Integrating core instructional technologies
☐Utilizing digital tools to enhance learning
☐Applying Ed Tech Learning Standards
☐Embedding digital citizenship & media literacy

## 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. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and not met for mathematics.

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.

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.[8] 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 |
|---|---|---|
| | PTSA membership meeting | September 2019 |
| | Community Survey | November 2019 |
| | Community focus session | January 2020 |
| | Monthly community newsletters | Every Month |
| | Student and Family needs assessment | October 2019 |

| Strategy to Inform Students, Families, Parents and Community Members of the SIP | Action | Timeline |
|---|---|---|
| | Progress reports/ report cards | Quarterly |
| | Monthly community newsletters | Monthly |
| | Community Forum | April 2020 |
| | Evergreen website | Weekly |
| | Curriculum Night presentation | September 2020 |

---

[8] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r