



Environmental & Adventure School

School Improvement Plan

Annual Update: 2020-21

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

SCHOOL OVERVIEW

Description: The Environmental & Adventure School (EAS) is a Lake Washington School District Choice School. Founded in 1999, it is celebrating its twenty-first year of successfully providing middle-level learners with a challenging educational program based on an environmentally focused thematic integrated curriculum infused with adventure-learning and community stewardship. Located on the Finn Hill Middle School campus, EAS draws students from all geographic areas of the district.

School Programs: Thematically integrated curriculum that facilitates critical connections of student learning experiences. Subject-area classes share the same annual school-wide curricular theme, so student learnings are integrated and connected from class-to-class. Community Stewardship Projects (CSPs) connect students to their local community as they work with various social service organizations, restore and enhance natural habitats, or mentor younger students in environmental learnings. To date, EAS students have contributed over 109,000 hours of service towards environmental and social needs in our community. Three week-long adventure-education experiences are built around school and academic goals. The initial community-building week at Camp Hamilton allows our new sixth graders to make immediate connections with peers, staff, and parent volunteers. Wednesday Electives Program that provides a wide variety of elective class options taught by parents and community partners. Annual, three-day Healthy Choices Fair, which is organized as a health conference with daily keynote speakers and break-out sessions. These deliver district and state mandated health curriculum along with a diverse set of elective offerings in the areas of physical, mental, and social health. Sessions are taught by EAS staff, community partners, and parents with health-field expertise.

Unique Characteristics of School: Balanced, multi-age student groups in LA, SS, Science, STEM, and Art that allow students to mentor and assume leadership roles, develop a strong classroom community, and offers structured challenge for younger learners. All EAS students take Spanish in grades 6-8, learning the language in-depth and developing a strong understanding of a variety of Hispanic cultures. Standards-based grading has been used since 2003. Student work products are assessed on demonstration of mastery to meet defined district, state, and national learning standards. There is a high level of parent involvement. Parents apply their expertise in partnering with EAS teachers to create and lead engaging Wednesday Elective offerings, challenging adventure-education rotations, and other learning events.

Mission Statement: *Students achieve academic, personal, and social goals in a challenging educational program. The environmental focus encourages students to participate in creating and maintaining healthy environments for learning and living. Students benefit from a sense of belonging, purposeful learning, and opportunities to develop as leaders, stewards, and responsible citizens.*

Demographics:¹

		2016-17	2017-18	2018-19	2019-20
Student Enrollment (count)		142	140	140	139
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.7	0.0	0.0
	Asian	15.5	19.3	20.0	26.6
	Black/African American	1.4	1.4	0.0	0.0
	Hispanic/Latino of any race(s)	1.4	2.9	5.0	5.8
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0	0.0
	Two or more races	7.7	8.6	10.7	7.9
	White	73.9	67.1	64.3	59.7
Students Eligible for Free/Reduced Price Meals (%)		2.1	2.9	2.9	5.0
Students Receiving Special Education Services (%)		6.3	7.1	7.1	9.4
English Language Learners (%)		0.0	0.7	0.7	0.7
Students with a First Language Other Than English (%)		10.6	16.3	18.2	23.2

¹Enrollment and racial diversity based on annual October 1 headcount. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

**ACADEMIC PERFORMANCE DATA:
LITERACY**

**ACADEMIC PERFORMANCE DATA:
MATH**

ELA: By Grade Level, Smarter Balanced Assessment

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
6 th Grade	94	85	94	n/a
7 th Grade	82	91	91	n/a
8 th Grade	94	84	91	n/a

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
6 th Grade	90	83	90	n/a
7 th Grade	84	81	88	n/a
8 th Grade	88	75	72	n/a

ELA: By Group/Program, Smarter Balanced Assessment²

MATH: By Group/Program, Smarter Balanced Assessment³

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	91	92	93	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	-	-	-	n/a
Two or more races	91	75	85	n/a
White	90	88	93	n/a
English Learner	-	-	-	n/a
Low Income	-	-	-	n/a
Special Education	-	50	70	n/a

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	95	92	93	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	-	-	-	n/a
Two or more races	>97	83	92	n/a
White	87	79	79	n/a
English Learner	-	-	-	n/a
Low Income	-	-	-	n/a
Special Education	-	60	60	n/a

**ACADEMIC PERFORMANCE DATA:
SCIENCE**

SCIENCE: By Grade Level, WCAS³

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
8 th Grade	n/a	86	98	n/a

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	n/a	-	-	n/a
Black/African American	n/a	-	-	n/a
Hispanic/Latino	n/a	-	-	n/a
Two or more races	n/a	-	-	n/a
White	n/a	93	97	n/a
English Learner	n/a	-	-	n/a
Low Income	n/a	-	-	n/a
Special Education	n/a	-	-	n/a

↘ = Cohort Track
n/a = not available

² 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.

³ 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	2019-20
6 th Grade	98	92	100	n/a
7 th Grade	89	-	100	n/a
8 th Grade	96	94	100	n/a

ATTENDANCE: By Group/Program⁴

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	95	-	-	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	-	-	-	n/a
Two or more races	100	-	-	n/a
White	93	96	100	n/a
English Learner	-	-	-	n/a
Low Income	-	-	-	n/a
Special Education	-	-	-	n/a

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁵

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	91	92	-	-	89	91	-	-	61
Math Proficiency Rate (%)	84	93	-	-	-	82	-	-	59
ELA Median Student Growth Percentile ⁶	47	43.5	-	-	52.5	47	-	-	55
Math Median Student Growth Percentile	47	47	-	-	56.5	45	-	-	54.5
EL Progress Rate (%)	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	95	-	-	-	92	94	-	-	-

= Cohort Track
 n/a = not available

⁴ Grades 6-8 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁵ Washington School Improvement Framework measures compile data across three years (2017-2019) 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.

⁶ 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.

Priority #1		
Priority Area	Mathematics	
Focus Area	Reasoning and Communication	
Focus Grade Level(s)	Grades 6, 7, & 8 (all grades)	
Desired Outcome	Maintain or improve a level of 85% of EAS students being at-standard or above in math performance.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	On the Spring 2019 SBA-Mathematics-Communicating Reasoning strand (most recent state testing data), 75% of EAS 6 th /7 th grade students (combined) performed “above standard.”	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Incorporate showing of work into all pertinent math assignments and assessments in all math classes.	Individual and collective teacher-tracking of modified assignments/assessments. These will be shared and discussed at staff meetings.
	Incorporate student verbal and/or written explanation of mathematical reasoning in math assignments and assessments in all classes.	Individual and collective teacher-tracking of modified assignments/assessments. These will be shared and discussed at staff meetings.
Timeline for Focus	Winter, 2020 - Spring, 2021	
Method(s) to Monitor Progress	Trimester 2 and trimester 3 math end-of-term grades as measured by our four-point, standards-based grade scale.	

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	Listening	
Focus Grade Level(s)	All EAS 7 th Grade Students	
Desired Outcome	100% of EAS 7 th grade students will meet standard as measured by staff-developed assessments of their ability to listen to audio passages and then clearly and precisely construct viable arguments to support their answer to a prompt dealing with the audio passage.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	On the Spring 2019 SBA-ELA-Listening strand, only 46% of EAS 6 th /7 th grade students (combined) performed “above standard.” We chose our current 7 th grade class as the focus group as we expect to be able to compare their 5 th grade SBA-ELA-Listening strand scores to their 8 th grade scores. Due to COVID and the subsequent lack of SBA testing data for two consecutive years, this group gives us the best opportunity to compare high-stakes pre- and post-action testing data.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	EAS Advisory teachers will collect baseline data for all current students in November.	EAS Advisory teachers will use a common pre-instructional baseline assessment consisting of a common audio passage, prompt, and standards-based scoring rubric.
	Specific active listening skills will be taught from November through February in all EAS Advisory classes and reinforced February through the end of the school year.	Shared lesson plans cooperatively developed by EAS Advisory teachers and delivered on calendared dates to all advisory classes.
	Incorporate school-wide Character Strong lesson/dares that emphasize good listening skills (waiting until speaker finishes before commenting, eye-contact, observing speaker’s body language, giving non-verbal active-listening cues, using recount/paraphrasing in verbal responses to speaker).	<ul style="list-style-type: none"> • Character Strong lesson plans and calendar created and maintained by building trainer, Marie Jo Andrada, and Michelle Minato. • Calendaring of lesson implementation by Advisory and classroom teachers.
	Two common, post-instructional listening assessments integrated with our year’s thematic units delivered to all EAS students through Advisory classes.	Advisory teachers will score assessments using a common, standards-based scoring rubric. The scores of all 7 th grade students will be specifically tracked.
	Remedial instruction and additional assessments given to all	EAS advisory teachers will identify students needing remediation

	EAS students not meeting standard by the third assessment.	based on previous scores and develop additional common audio passages and prompts.
Timeline for Focus	Fall, 2020 - Spring, 2021	
Method(s) to Monitor Progress	EAS Advisory teachers will use a common, standards-based scoring rubric to score all student assessments. All 7 th grade scores will be posted to a shared tracking document that will be used by the teachers to monitor and assess progress towards the desired outcome.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Positive School Climate	
Focus Grade Level(s)	Grades 6, 7, and 8 (all school)	
Desired Outcome	Decrease school-wide incidences of harassment/bullying by 40% from 5 students receiving corrective discipline to ≤ 3.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	EAS seeks to continue our 4-year trajectory of reducing incidents of HIB behavior. Over each of the past four years, we have maintained an annual reduction rate of at least 40%.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Continue implementation of Character Strong program with weekly, school-wide character dares.	<ul style="list-style-type: none"> Character Strong lesson plans and calendar created and maintained by building trainer, Marie Jo Andrada, and Michelle Minato. Calendaring of lesson implementation by Advisory and classroom teachers.
	Weekly, school-wide recognition of positive behavior traits exhibited by students and recognized by peers & staff (Compassion, Respect, Initiative, Responsibility, Kindness, Tree-Hugger) with awarding of associated clan necklace beads.	Retention of Character Strong Bead Nomination forms and recording type of bead and recipients in an Excel spreadsheet.
	School-wide delivery of CommonSenseMedia.org digital citizenship lessons focused on cyber-bullying (one per trimester).	This is a component of our BIT plan. Lessons are calendared with pre- and post-lesson staff discussion/planning/debrief. Also debriefed via C & C conferences with building TIF (Marcus Rose), Principal Smith, and TIS.
	8 th grade Leadership “Kindness Initiatives.”	Ongoing throughout the school year. Planned and calendared by Leadership Team students and John Hamilton, teacher-advisor.
	Targeted communications to parents throughout the school year (1 st week; Curriculum Night; follow-up digital EAS News Bulletin Announcements) to	Documented in Curriculum Night PowerPoint and EAS News Bulletin archives.

	<p>solicit assistance in early reporting of HIB concerns raised by their students, allowing staff to be more proactive and deal with precursors to HIB behavior before it manifests itself.</p>	
Timeline for Focus	Fall, 2020 - Spring, 2021	
Method(s) to Monitor Progress	Tracking number of HIB incidences for which offending students required corrective discipline (by Lead Teacher).	

Priority #4

Priority Area	High Levels of Family and Community Involvement	
Focus Area	Parent volunteerism	
Focus Grade Level(s)	N/A	
Desired Outcome	Increase the percentage of families with one or more parents volunteering \geq 10 hours as of January 31 st from 56% to 75%.	
Alignment with District Strategic Initiatives	Culturally Responsive Family Engagement	
Data and Rationale Supporting Focus Area	Over the past four years, EAS has experienced a decrease in the number of parents volunteering to support school activities by driving, chaperoning, leading Wednesday Elective sessions and/or after-school clubs.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Use parent interests survey data to target areas of specific parent interest in creating parent volunteer opportunities.	Shared Excel spreadsheet of survey responses.
	Revise volunteer-log home reports to include question(s) asking parents “How would you like to be involved as a volunteer at EAS?” with it being signed and returned.	Collected forms following volunteer report distribution (twice yearly). Parental responses will be shared and categorized at staff meetings.
	EAS News Bulletin shout-outs to parents who hit significant waypoints of volunteerism: Rhododendron Level =10 hrs; Alder Level = 20 hrs.; Cedar Status = 25 hrs.; True Tree-Hugger = 50+ hrs.	Excel spreadsheet maintained by Laura Bartoletti, EAS Volunteer Coordinator, and documented in EAS News Bulletin archives.
	Send staff-signed thank-you cards to parents as they meet the 10-hr goal.	Maintain Excel spreadsheet of family volunteer hrs. and goals met.
	Establish an EAS Building Equity Team.	In December we will communicate information about building Equity Teams to our school community and recruit students and parents to join this new EAS working group. We will seek a diverse representation in the make-up of our Equity Team. All five core EAS teachers and our Office Manager will join with students and parents to assess equity issues in our school and develop strategies to positively address them.

	<p>Hold initial EAS Equity Team meetings.</p>	<p>The EAS Equity Team will first meet in January. Its first task will be to assess the current state of equity in our school community. The team will develop an initial survey tool used to gather community perceptions of school equity issues.</p>
<p>Timeline for Focus</p>	<p>Fall, 2020 - Spring, 2021</p>	
<p>Method(s) to Monitor Progress</p>	<p>Tracking parent volunteer hours from September 2019 through June 2020 and comparing these to 2018-19 school year data.</p>	

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
- Teaching digital learning in both traditional and remote learning settings

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 2019. During that year, the participation rate was met.

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.⁷ 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
	Involving the EAS PTO Board in development of SIP plan by soliciting feedback from Board members at monthly meetings.	November-December, 2020
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Sharing finalized SIP with our school community via the EAS News Bulletin (twice-weekly digital publication to all EAS students and parents.	January, 2021
	Sharing specific SIP-related instructional strategies with school community via EAS News Bulletin.	One time per month, December 2020 through May 2021.

⁷ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>