



Environmental & Adventure School

School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

SCHOOL OVERVIEW

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

School Programs:

- Thematically curriculum integrated across core classes (LA, SS, Science, STEM, and Art).
- Community Stewardship Projects (CSPs) connect students to their local community while working with various social service organizations, restoring and enhancing natural habitats, and mentoring younger students in environmental learnings.
- Three week-long adventure-education experiences built around school and academic goals.
- Wednesday Electives Program provides a wide variety of elective class options taught by parents and community partners.
- Annual three-day Healthy Choices Fair organized as a health conference with daily keynote speakers and break-out sessions.

Unique Characteristics of School

- Balanced, multi-age LA, SS, Science, STEM, and Art classes allow students to mentor and assume leadership roles, develop a strong classroom community, and offers structured challenge for younger learners.
- 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 used since 2003. Student work products assessed on demonstration of mastery to meet defined district, state, and national learning standards.
- High level of parent involvement. Parents apply their expertise and partner 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.*

¹ LWSD School Board Approval on <insert date>

Demographics:²

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		140	140	137	140
Racial Diversity (%)	American Indian/Alaskan Native	0.7%	0.0%	0.0%	0.0%
	Asian	19.3%	20.0%	25.5%	27.1%
	Black/African American	1.4%	0.0%	0.0%	0.0%
	Hispanic/Latino of any race(s)	2.9%	5.0%	5.8%	5.7%
	Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
	Two or more races	8.6%	10.7%	8.0%	10.0%
	White	67.1%	64.3%	60.6%	57.1%
Students Eligible for Free/Reduced Price Meals (%)		2.9%	2.9%	5.1%	3.6%
Students Receiving Special Education Services (%)		7.1%	7.1%	8.8%	6.4%
English Language Learners (%)		0.7%	0.7%	0.7%	0.0%

² Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

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	Academic Achievement and Learning	
Focus Area	Classroom Assignment Completion	
Focus Grade Level(s)	All (6-8)	
Desired Outcome	Decrease percentage of missing classroom assignments across all EAS classes and all students by 15% between T1 and T6 as measured by Skyward Gradebook data.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	High Standards and Expectations for All Students	
Data and Rationale Supporting Focus Area	Upon return to full-time, in-person instruction in the fall of 2021 we experienced a greater than normal frequency of incomplete/missing assignments as compared to pre-COVID years. EAS teachers will implement classroom and school-wide strategies to improve student assignment completion.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Classroom teachers implement tracking and follow-up of missing assignments including timelier notation of missing assignments in Skyward Gradebook and emails to parents when work is late/missing.	Data collected by classroom teachers on frequency of follow-up, shared regularly at staff meetings.
	Classroom teachers implement systems to be aware of missing/incomplete work at time of hand-in to allow for immediate individual student interventions/reminders.	Teachers share modifications to classroom assignment collection routines at staff meetings.
	Academic beads awarded to students with 100% completion of all assignments in all classes for a given term.	Data collected by classroom teachers at end of each term will be combined and reported at staff meetings. Academic beads awarded at all-school Monday Morning Meetings.
	Create and implement additional incentives promoting consistent assignment completion by	Individual and collective teacher-tracking of assignment completion across all students and grades and

	<p>students, including free admission to school socials, lunchtime ice cream treats, and other rewards developed by 8th Grade Leadership group for students meeting earning academic beads and/or completing all assignments during a grading term.</p>	<p>incentives shared at all-school Monday Morning Meetings.</p>
	<p>Students with consistent assignment completion issues placed on teacher-parent planner signing program.</p>	<p>Shared list of students on planner signing published to all teachers and updated when additions or removals occur. Advisory teachers take on primary supervision and monitoring.</p>
	<p>Assignment completion data gathered at the end of each academic term (T1 through T6).</p>	<p>Individual and collective teacher-tracking of assignment completion across all students and grades. This data will be shared and discussed at staff meetings.</p>
<p>Timeline for Focus</p>	<p>Fall, 2021 - Spring, 2022</p>	
<p>Method(s) to Monitor Progress</p>	<p>Comparison of percentage of completed assignments across all students & classes at end of trimester 1 and end of trimester 3.</p>	

Priority #2

Priority Area	Academic Achievement and Learning	
Focus Area	Meeting Academic Standards	
Focus Grade Level(s)	All (6-8)	
Desired Outcome	Improve percentage of students meeting or exceeding standard on classroom unit tests and projects across all EAS classes and all students by 5% between T1 and T6 as measured by Skyward Gradebook data.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	High Standards and Expectations for All Students	
Data and Rationale Supporting Focus Area	Upon return to full-time, in-person instruction in the fall of 2021 we experienced a greater than normal frequency of students not meeting standard on classroom unit assessments and projects as compared to pre-COVID years. EAS teachers will implement classroom and school-wide strategies to improve student performance on classroom-based assessments of learning.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All teachers will conduct end-of-unit reviews and/or provide students with study guides prior to taking unit tests.	Teachers share assessment review strategies at staff meetings.
	All teachers will offer retake opportunities for students not meeting standard on their first attempt of a classroom-based assessment.	Individual and collective teacher-tracking of numbers of students retaking assessments and results. This data will be shared and discussed at staff meetings.
	Communicate school-wide expectation that students retake any unit assessments not meeting standard.	Expectation shared at EAS Curriculum Night presentation and published in the EAS News Bulletin.
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	Tracking of percentage of students meeting or exceeding standard on unit assessments at the end of each term in each class. This data will be shared and discussed at staff meetings following the posting of grades at the end of each academic term.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Student Connection	
Focus Grade Level(s)	All (6-8)	
Desired Outcome	Improve the percentage of EAS students across all grades feeling that they are “very well connected” from the current 38% to the student-desired 71% between the start of term 3 (T3) and the end of term 4 (T4) as measured by pre- and post-implementation Forms surveys.	
Alignment with District Strategic Initiatives	Inclusion	
Alignment with Characteristics of Effective Schools	Supportive Learning Environment	
Data and Rationale Supporting Focus Area	<p>Upon the return to full in-person instruction in the fall of 2021, we surveyed our students on their social-emotional health. One of the key findings was that our students did not feel well-connected with each other. EAS has a history of being a very strong, well-connected learning community. While this data was alarming, it was understandable following the extended period of remote learning and the continued need to wear masks in school.</p> <p>We followed up with a survey to quantify their self-perceived connection to their peers. This revealed that:</p> <ul style="list-style-type: none"> • 38% of EAS students feel “very well connected” to their peers • 50% of EAS students feel “somewhat connected” to their peers • 10% of EAS students feel “not very well connected to their peers • 2% of EAS students feel they have “few, if any, connections” to their peers <p>We hope to significantly improve these numbers.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Staff and 8 th Grade Leadership group will create weekly advisory connection and inclusion activities.	Documented in EAS staff meeting action items and Leadership meeting records.
	Staff and 8 th Grade Leadership group will offer weekly all-school Character Strong challenges, emphasizing those related to connection/inclusion.	Character Strong lesson plans and calendar created & maintained by building trainer, Marie Jo Andrada. Calendaring of lesson implementation by Advisory and classroom teachers.
	Clan bead recognitions for students promoting connection/inclusion who are nominated by staff or peers.	Retention of Character Strong Bead Nomination Forms and recording type of bead and recipients in an Excel spreadsheet.

	<p>Offer additional after-school socials to promote student connection and camaraderie.</p> <p>Share connection initiatives and data with students and parents on an ongoing basis.</p>	<p>Calendared social events documented in EAS News Bulletins.</p> <p>Documented in Curriculum Night presentation, 6th/7th Parent Info Night presentation, and EAS News Bulletins.</p>
Timeline for Focus	Fall, 2021 - Winter, 2022	
Method(s) to Monitor Progress	Follow-up post survey in late January posing the same survey questions as presented on the 12/3 "Connection 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 instruction.
Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
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) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

Based on Fall Technology Integration staff survey data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies within instruction
- Utilizing digital tools to enhance learning and ensure student access to content
- Applying Ed Tech Learning Standards across content areas

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.³ 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
	Parent input forms distributed at Curriculum Night asking attendees if the presentation met their needs and any additional questions, they had that were not addressed.	Input form distributed on evening of Tuesday, 9/28/21. Collected forms reviewed at EAS staff meeting on 9/29/21.
	Parent Forms survey (follow-up of Curriculum Night parent input form to solicit parent concerns about their student’s social-emotional health.	Form link published in EAS News Bulletin of Thursday, 10/7/21. Input received from 59 parents used to plan additional 6 th /7 th Parent Info Night.
	Involving EAS PTO Board in development on SIP plan (soliciting feedback).	November – December 2021
	6 th /7 th Parent Info Night (based on parent interests communicated via 10/7/21 Forms survey. Program to have parents follow student schedule, teachers sharing what a typical class session looks like, (general routines and expectations). Each teacher also presenting additional school-wide info (Character Strong, Planner Use, Teams OneNote, Skyward Gradebook, and “The Road Ahead” – what lies ahead for our Outdoor Adventure-Ed Program).	12/7/21 6 th Grade Parent Info Night attended by parents of 62 6 th /7 th grade students (65% of students represented).

³ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Sharing finalized SIP plan with school community via the EAS News Bulletin (twice-weekly digital publication to all EAS students & parents).	December 2021
	Sharing specific SIP-related instructional strategies with school community via EAS News Bulletin.	2x monthly, December 2021 – May 2022