Evergreen Middle 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.

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 create 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 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 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. 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. Mathematic 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 classes and Special Education classes focused on supporting struggling learners in these areas. Many breakthroughs with individual students occurred that are not always captured in the Smarter Balanced Assessment data. Flex Time opportunities are provided in each subject area, giving students extension assignments that were uniquely rigorous and challenging. Our professional development is focused on the impact equitable grading practices on students. Additional time has been provided each month for teachers to work on essentials for teaching and learning that include planning, analysis, and implementation of content standards, grading practices and assessments. We also provide release days twice per year per job-alike team to meet and plan curriculum, instruction, and assessments for each class taught. 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*.

Core Belief Statements:

- We believe in creating a safe learning community where every member is valued.
- We believe in meaningful collaboration among students, teachers, and the community to support the growth and development of all students.
- We believe students need opportunities to practice advocacy, teamwork, problem solving, and leadership skills to become independent learners.
- We believe in cultivating a supportive learning environment that celebrates diversity, creativity, and passion to foster the whole child.
- We believe in building a foundation of trust within our community through proactive communication with the assumption of best intent.

Demographics:[1]

		2016-17	2017-18	2018-19	2019-20
Student Enrollment (count)		1115	1202	1237	647
Racial Diversity (%)	American Indian/Alaskan Native	0.4	0.2	0.2	0.2
	Asian	40.5	40.7	41.8	49.0
	Black/African American	1.3	1.8	2.2	1.1
	Hispanic/Latino of any race(s)	7.1	7.4	7.2	9.0
	Native Hawaiian/Other Pacific Islander	0.3	0.1	0.0	0.0
	Two or more races	4.8	5.8	6.1	5.7
	White	45.6	44.0	42.4	35.1
Students Eligible for Free/Reduced Price Meals (%)		5.8	6.7	5.9	7.6
Students Receiving Special Education Services (%)		11.4	11.3	10.1	9.7
English Language Learners (%)		3.3	3.1	2.7	3.9
Students with a First Language Other Than English (%)		25.9	27.5	30.4	34.6

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[1]Enrollment 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

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
6th Grade	86	87	86	n/a
7th Grade	87	87	85	n/a
8th Grade	85	86	85	n/a

ELA: By Group/Program, Smarter Balanced Assessment[2]

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	94	96	95	n/a
Black/African American	65	85	63	n/a
Hispanic/Latino	68	62	70	n/a
Two or more races	82	82	80	n/a
White	83	83	81	n/a
English Learner	33	22	31	n/a
Low Income	40	43	40	n/a
Special Education	47	40	43	n/a

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
6th Grade	86	88	88	n/a
7th Grade	86	83	88	n/a
8th Grade	85	82	83	n/a

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

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	97	97	>97	n/a
Black/African American	59	75	63	n/a
Hispanic/Latino	63	59	65	n/a
Two or more races	84	75	82	n/a
White	81	79	81	n/a
English Learner	47	42	52	n/a
Low Income	38	34	42	n/a
Special Education	37	31	40	n/a

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[3]

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
8th Grade	n/a	82	84	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	93	95	n/a
Black/African American	n/a	-	50	n/a
Hispanic/Latino	n/a	63	44	n/a
Two or more races	n/a	75	74	n/a
White	n/a	78	81	n/a
English Learner	n/a	27	42	n/a
Low Income	n/a	39	26	n/a
Special Education	n/a	39	47	n/a

⬊ = Cohort Track
n/a = not available

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[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
6th Grade	92	89	88	n/a
7th Grade	89	92	88	n/a
8th Grade	89	86	89	n/a

ATTENDANCE: By Group/Program[4]

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	95	94	93	n/a
Black/African American	81	95	79	n/a
Hispanic/Latino	81	82	84	n/a
Two or more races	89	90	88	n/a
White	87	86	84	n/a
English Learner	84	84	85	n/a
Low Income	70	71	76	n/a
Special Education	78	76	75	n/a

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[5]

	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	95	79	70	84	85	30	45	47
Math Proficiency Rate (%)	88	98	74	66	84	83	47	41	40
ELA Median Student Growth Percentile[6]	54	62	53	45	58.5	50	53.5	45	44.5
Math Median Student Growth Percentile	67	74	65.5	62	64.5	62	62.5	62	54
EL Progress Rate (%)	82	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	91	95	87	85	91	88	88	74	81

= Cohort Track
n/a = not available

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[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.

<table>
<tr><td colspan="3" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td colspan="2">Mathematics</td></tr>
<tr><td>Focus Area</td><td colspan="2">We will address the opportunity gap of our low-income students.</td></tr>
<tr><td>Focus Grade Level(s)</td><td colspan="2">Grades 6-8</td></tr>
<tr><td>Desired Outcome</td><td colspan="2">62% of low-income students will meet or exceed standard as measured by the 2022 Math SBA.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td colspan="2">Culturally Responsive Teaching</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td colspan="2">42% of 86 low-income students were at standard on the 2019 Math SBA. We found over the past four years these students represent our largest opportunity for growth.</td></tr>
<tr><td rowspan="7">Strategy to Address Priority</td><td align="center">Action</td><td align="center">Measure of Fidelity of Implementation</td></tr>
<tr><td>Book study with staff to support strategies for engaging low-income students.</td><td>Adjustments to classroom practice through grading practices.</td></tr>
<tr><td>Flex options for review, support, check-ins with specific students.</td><td>Track students and use of Flex.</td></tr>
<tr><td>Motivational interviewing by counselors of specific students.</td><td>Updates through our Students with Potential spreadsheet.</td></tr>
<tr><td>Use of ALEKS curriculum.</td><td>ALEKS assessments.</td></tr>
<tr><td>Formatively assess student progress.</td><td>SBA Interim Assessments/Fastbridge</td></tr>
<tr><td>Summative assessment of student achievement.</td><td>2022 Math SBA</td></tr>
<tr><td>Timeline for Focus</td><td colspan="2">Fall, 2019 - Spring, 2022</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td colspan="2">

- SBA Interim Assessments
- Fall 2021 Math SBA
- Spring 2022 Math SBA
- Fastbridge
</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 2022 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 these students represent our largest opportunity for growth.
Strategy to Address Priority	(see table below)

Action	Measure of Fidelity of Implementation
Book study with staff to support strategies for engaging low-income students.	Adjustments to classroom practice through grading practices.
Flex options for review, support, check-ins with specific students.	Track students and use of Flex.
Motivational interviewing by counselors of specific students.	Updates through our Students with Potential spreadsheet.
Use of Language Live curriculum.	Language Live
Formatively assess student progress.	SBA Interim Assessments/Fastbridge
Summative assessment of student achievement.	2022 ELA SBA

Timeline for Focus	Fall, 2021 - Spring, 2022
Method(s) to Monitor Progress	• SBA Interim Assessments • Fall 2021 ELA SBA • Spring 2022 ELA SBA • Fastbridge

<table>
<tr><td colspan="2" align="center">**Priority #3**</td></tr>
<tr><td>**Priority Area**</td><td>Social and Emotional</td></tr>
<tr><td>**Focus Area**</td><td>All students</td></tr>
<tr><td>**Focus Grade Level(s)**</td><td>Grades 6-8</td></tr>
<tr><td>**Desired Outcome**</td><td>Decrease the number of student and parent reported incidents of bullying.</td></tr>
<tr><td>**Alignment with District Strategic Initiatives**</td><td>Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)</td></tr>
<tr><td>**Data and Rationale Supporting Focus Area**</td><td>Coming off of a year where students learned remotely, we understand returning to in person learning can be difficult. We are focusing our attention on supporting this transition to minimize the social and emotional impact for our students.</td></tr>
<tr><td>**Strategy to Address Priority**</td><td>

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.
Adjusted our schedule to reflect SEL learning twice a week instead of one. Eagle Time on Mon and Fri.	Discipline referrals and student reported bullying.

</td></tr>
<tr><td>**Timeline for Focus**</td><td>Fall, 2021 - Spring, 2022</td></tr>
<tr><td>**Method(s) to Monitor Progress**</td><td>Weekly, monthly, and yearly attendance reports.</td></tr>
</table>

<table>
<tr><td colspan="2" align="center">Priority #4</td></tr>
<tr><td>Priority Area</td><td>High Standards and Expectations for All Students</td></tr>
<tr><td>Focus Area</td><td>In order to reach our goals for priorities 1 and 2, 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).</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grades 6-8</td></tr>
<tr><td>Desired Outcome</td><td>We will increase our "agree completely" responses from 49% to 75% for Q16: Teachers use effective strategies to help low-performing students meet high academic standards on the Nine Characteristics Survey for Spring 2022.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Culturally Responsive Teaching</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>Our 2021 Nine Characteristics survey results show that 49% "completely agree" that teachers use effective strategies to help low-performing students meet high academic standards. In addition, 15% "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.</td></tr>
<tr><td>Strategy to Address Priority</td><td>

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.

</td></tr>
<tr><td>Timeline for Focus</td><td>Fall, 2021 - Spring, 2022</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>2022 Nine Characteristics Survey</td></tr>
</table>

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 Fall 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

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 not 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 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:

<table>
<tr>
<td rowspan="6">Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</td>
<td>Action</td>
<td>Timeline</td>
</tr>
<tr>
<td>PTSA membership meeting</td>
<td>September 2021</td>
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<tr>
<td>Community Survey</td>
<td>November 2021</td>
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<tr>
<td>Community focus session on grading practices</td>
<td>November 2021, January 2022, April 2022</td>
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<tr>
<td>Monthly community newsletters</td>
<td>Every Month</td>
</tr>
<tr>
<td>Student and Family needs assessment</td>
<td>October 2021</td>
</tr>
<tr>
<td rowspan="8">Strategy to Inform Students, Families, Parents and Community Members of the SIP</td>
<td>Action</td>
<td>Timeline</td>
</tr>
<tr>
<td>Progress reports/ report cards</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Monthly community newsletters</td>
<td>Monthly</td>
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<tr>
<td>Community Focus session on grading practices</td>
<td>November 2021 April 2022</td>
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<tr>
<td>Evergreen website</td>
<td>Weekly</td>
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<tr>
<td>Curriculum Night presentation</td>
<td>September 2021</td>
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<tr>
<td>5th grade parent night introduction</td>
<td>November 2021</td>
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<tr>
<td>The Great Grade Debate</td>
<td>December 2021 and April 2022</td>
</tr>
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[7] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265