

Environmental & Adventure School

School Improvement Plan

Annual Update: 2022-23

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-fourth 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:

- Thematic 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 is 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>

2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Informational Text	Target = All EAS students Focus = low performing (L1/L2) 6th-8th graders on SBA ELA	Based on baseline school-assessment data all EAS students will meet standard in their ability to write arguments focused on discipline-specific content using the ACES process between November 2022 and March 2023.
2	Decoding math story problems	Target = All EAS students Focus = low performing (L1/L2) 6th-8th graders on SBA Math	Based on baseline school-assessment data, all EAS students will increase by 10% on in-class problem-solving assessments between November 2022 and April 2023.
3	Self-efficacy	All EAS 6th-8th graders	Increase the Panorama Self-Efficacy measure by 10% from Fall 2022 results of 60% to a Spring 2023 result of 70% or more.

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	English Language Arts/Literacy										
Focus Area	Communicating and Reasoning										
Focus Grade Level(s) and/or Student Group(s)	Target Group – All EAS students Focus Group – Low performing (L1/L2) 6 th -8 th graders on SBA ELA										
Desired Outcome	Based on baseline school-assessment data all EAS students will meet standard in their ability to write arguments focused on discipline-specific content using the ACES process between November 2022 and March 2023.										
Alignment with District Strategic Initiatives	MTSS										
Data and Rationale Supporting Focus Area	Our Spring 2022 SBAC results showed that 26 of our current 6 th , 7 th , and 8 th grade students earned L1 and/or L2 scores in math and ELA assessments (5 current 6 th graders, 10 current 7 th graders, and 11 current 8 th graders). Due to the shortened 2022 SBACs, no claim scores were reported, but in past years we’ve found that low student scores were often due to not clearly communicating the reasoning for their answers. We’ve also seen evidence of this in student work across all EAS classes. For these reasons, we will work to improve student abilities in “Communicating Reasoning”, addressing Common Core Standard 1, “Write arguments focused on discipline-specific content”, specifically targeting CCSS.ELA-Literacy 1.B: “Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.”										
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th> <th>Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Review of Spring 2022 SBAC results and identification of low-performing students (L1/L2).</td> <td>EAS staff meeting discussion (10/26/22) and creation of SBAC results spreadsheet.</td> </tr> <tr> <td>Selection of ACES argumentative writing protocol for instructional use. Research and selection of baseline assessment reading.</td> <td>EAS staff meeting discussions (10/26/22 & 11/2/22).</td> </tr> <tr> <td>Baseline pre-instructional assessment delivered to all EAS students through advisory classes on 11/18/22.</td> <td>ACES assessment data tracking sheet created, with low-performing students identified for focused tracking. Common standards-based scoring rubric determined.</td> </tr> <tr> <td>Baseline results shared with students along with purpose and timeline. Initial ACES instruction delivered in advisory classes to all students (11/28 – 12/16/22).</td> <td>Advisory teachers discuss strategies and results during weekly staff meetings.</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Review of Spring 2022 SBAC results and identification of low-performing students (L1/L2).	EAS staff meeting discussion (10/26/22) and creation of SBAC results spreadsheet.	Selection of ACES argumentative writing protocol for instructional use. Research and selection of baseline assessment reading.	EAS staff meeting discussions (10/26/22 & 11/2/22).	Baseline pre-instructional assessment delivered to all EAS students through advisory classes on 11/18/22.	ACES assessment data tracking sheet created, with low-performing students identified for focused tracking. Common standards-based scoring rubric determined.	Baseline results shared with students along with purpose and timeline. Initial ACES instruction delivered in advisory classes to all students (11/28 – 12/16/22).	Advisory teachers discuss strategies and results during weekly staff meetings.
	Action	Measure of Fidelity of Implementation									
	Review of Spring 2022 SBAC results and identification of low-performing students (L1/L2).	EAS staff meeting discussion (10/26/22) and creation of SBAC results spreadsheet.									
	Selection of ACES argumentative writing protocol for instructional use. Research and selection of baseline assessment reading.	EAS staff meeting discussions (10/26/22 & 11/2/22).									
	Baseline pre-instructional assessment delivered to all EAS students through advisory classes on 11/18/22.	ACES assessment data tracking sheet created, with low-performing students identified for focused tracking. Common standards-based scoring rubric determined.									
Baseline results shared with students along with purpose and timeline. Initial ACES instruction delivered in advisory classes to all students (11/28 – 12/16/22).	Advisory teachers discuss strategies and results during weekly staff meetings.										

	<p>Additional ACES instruction and post-instructional assessment delivered through Science/STEM classes.</p> <p>Post-instructional assessments returned to students through Science/STEM classes. Follow-up instruction and final assessment delivered in Science/STEM classes weeks of 1/30 – 2/6/23.</p> <p>If needed – Remedial instruction delivered to students not meeting standard on ACES assessment along with additional assessment(s) as needed (week of 3/6/23).</p>	<p>Use of common instructional lessons, student handouts, and assessment. Student scores uploaded to shared ACES tracking sheet and discussed at 1/25/23 staff meeting.</p> <p>Use of common final assessment. Student scores uploaded to shared ACES tracking sheet and discussed at 1/15/23 staff meeting. Identification of any students not meeting standard on final ACES assessment.</p> <p>Use of small-group instruction and common assessment. Scores added to shared ACES tracking sheet and discussed at 3/14/23 staff meeting</p>
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	All student ACES assessment scores posted to shared tracking sheet and discussed at staff meetings as noted above.	

Priority #2

Priority Area	Mathematics	
Focus Area	Decoding Math Story Problems	
Focus Grade Level(s) and/or Student Group(s)	Target Group – All EAS students Focus Group – low performing (L1/L2) 6 th -8 th graders on SBA Math	
Desired Outcome	Based on baseline school-assessment data, all EAS students will increase by 10% on in-class problem-solving assessments between November 2022 and April 2023.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Since the resumption of in-person instruction, classroom-based assessments have shown that our students are having difficulty decoding and solving math story problems. We believe this is a contributing factor to the 23 current 6 th -8 th grade students who scored Level 1 or Level 2 on the Spring SBAC Math assessment.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Review of Spring 2022 SBAC-Math results and identification of low-performing students (L1/L2).	EAS staff meeting discussion (10/26/22) and creation of SBAC results spreadsheet.
	Math teachers meet to plan classroom-based strategies to improve student performance on math story problems.	Common instructional strategies determined and shared at EAS staff meetings.
	Incorporation of additional story problems into daily math warm-ups and all in-class assessments.	Teacher tracking of individual student performance on story problem items and discussion of progress at staff meetings with a focus on progress of low-performing students.
	Individual student remediation as needed throughout process.	Any students of concern discussed at staff meetings.
Timeline for Focus	Fall, 2022 - Summer, 2023	
Method(s) to Monitor Progress	Tracking of individual student performance on classroom-based assessments and comparison of Spring 2022 and Spring 2023 SBAC Math assessments.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Self-Efficacy	
Focus Grade Level(s) and/or Student Group(s)	All EAS 6 th – 8 th graders	
Desired Outcome	Increase the Panorama Self-Efficacy measure by 10% from Fall 2022 results of 60% to a Spring 2023 result of 70% or more.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Our Fall 2022 Panorama Survey results showed a Self-Efficacy score of 60% (“How much students believe they can succeed in achieving academic outcomes”). While this is 4% above the LWSD average, we strongly feel that helping our students significantly increase this measure can promote additional social-emotional and academic gains.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Time-management lessons delivered to all EAS students through advisory classes.	Pre- and post- student surveys to assess self-confidence in time-management.
	Weekly organization and planner checks delivered to all EAS students through advisory classes.	Advisory teachers monitor individual student organization and planner use, with individual remediation and parent contacts as needed.
	Emphasis on organization and time-management instruction for all 6 th graders through 6 th -Grade Orientation class.	Monitoring of in-class assignments, projects, and assessments.
	Meeting with 8 th grade class prior to winter break to overview 8 th grade portfolio project and suggested timeline.	Twice-monthly reminders and portfolio progress checks for 8 th graders.
	Students with consistent assignment completion issues placed on teacher-parent planner signing program.	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.
	Assignment completion data gathered at the end of each academic term (T1 through T6).	Individual and collective teacher-tracking of assignment completion across all students and grades. This data will be shared and discussed at staff meetings.
	Timeline for Focus	Fall, 2022 - Spring, 2023
Method(s) to Monitor Progress	Comparison of Fall 2022 and Spring 2023 Panorama Survey results for the topic of Self-Efficacy.	

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.

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.² 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 Forms survey (follow-up of Curriculum Night parent input form to solicit parent concerns about their student’s academic and social-emotional health needs.	Form link published in EAS News Bulletin of Thursday, 11/3/22. Input received from 28 parents.
	Discussing priority areas with EAS PTO Board and soliciting their feedback.	11/3/22 PTO Board meeting.
Strategy to Inform Students, Families, Parents and	Action	Timeline
	Sharing SIP priority areas with school community via the EAS	January 2023

² LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

Community Members of the SIP	News Bulletin (twice-weekly digital publication to all EAS students & parents).	
	Sharing specific SIP-related instructional strategies with school community via EAS News Bulletin.	2x monthly, January 2023 – May 2023