

Evergreen Middle 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.

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 for job-alike teams 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.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is for all students to make progress in academic, social-emotional, and behavioral skills each year. The following priorities have been set to guide us in achieving this goal.

Priority #1		
Priority Area	Mathematics	
Focus Area	Students who did not meet standard on the 2022 Math SBA.	
Focus Grade Level(s)	Grades 7-8	
Desired Outcome	Decrease the number of students below standard by 25%, moving our current 7 th grade class from 22% to 16.5% below standard and current 8 th grade class from 30% to 22.5%.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	27% of our current 7 th and 8 th grade students tested below standard on the Spring 2022 SBA. Students are lacking critical skills to continue a successful math pathway. This focus will help us bridge the gap in skills we see with our students.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Professional development with staff to support equitable grading practices	Adjustments to grade level 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 ALEKS curriculum	ALEKS assessments
	Formatively assess student progress	SBA Interim Assessments/Fastbridge
	Summative assessment of student achievement	2023 Math SBA
Timeline for Focus	Fall, 2022 - Spring, 2023	

Method(s) to Monitor Progress	SBA Interim Assessments FastBridge Spring 2023 Math SBA	
Priority #2		
Priority Area	English Language Arts/Literacy	
Focus Area	Students who did not meet standard on the 2022 ELA SBA.	
Focus Grade Level(s)	Grades 6-8	
Desired Outcome	Decrease the number of students below standard by 25%, moving our current 7 th grade class from 19% to 14.25% below standard. Current 8 th grade class from 25% to 18.75%.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	23% of our current 7 th and 8 th grade students tested below standard on the Spring 2022 SBA. Students lack skills in critical thinking, reading, and writing. This focus will help us bridge the gap in skills we see with our students.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Professional development with staff to support equitable grading practices	Adjustments to grade level 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	Data from Language Live
	Formatively assess student progress	SBA Interim Assessments/Fastbridge
	Summative assessment of student achievement	2023 ELA SBA
	Timeline for Focus	Fall, 2022 - Spring, 2023
Method(s) to Monitor Progress	SBA Interim Assessments Spring 2023 ELA SBA Fastbridge	
Priority #3		
Priority Area	Social and Emotional	
Focus Area	All students	
Focus Grade Level(s)	Grades 6-8	
Desired Outcome	Redesign Eagle Time to support student engagement in behavioral and social-emotional learning with lessons aligned to our state SEL standards to improve our school climate and decrease behavior referrals.	

Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	Staff and student data show that the current SEL curriculum used during Eagle Time is not meeting the needs of our students. Our state adopted new Social-Emotional Learning standards in 2020, and our curriculum is not aligned with these standards. In addition, a focus on SEL improves school climate and safety and increases students' readiness and ability to learn and achieve at high levels.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Develop Eagle Time committee with consistent meetings	Notes from weekly meetings
	Implement PBIS universal (tier 1) supports	Schoolwide expectations and PRIDE cards
	Consistent use of Skyward Referral System to track behavior	Data from discipline referrals and student reports
	Monitor attendance and identify engagement barriers	Weekly attendance reports and letters sent
	Family meetings	Notes from meetings
	Consistent MTSS Intervention Team meetings with admin, counselors, and psychologist	Students with Potential spreadsheet up to date
	Identify path to Guidance Team and share with staff	Presentation to staff
	Students with Potential process that identifies students who are not receiving the support they need to thrive	Students with Potential spreadsheet; Targeted intervention data
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	Formal and informal survey results, including Panorama and school-designed surveys. Data from Students with Potential process; Behavior data from Skyward Referral System	

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.¹ 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 2022
	Community Survey	November 2022
	Community focus session on grading practices	November 2022, January 2023, April 2023
	Monthly community newsletters	Every Month
	Student and Family needs assessment	October 2022
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Progress reports/ report cards	Quarterly
	Monthly community newsletters	Monthly
	Community Focus session on grading practices	November 2022 April 2023
	Evergreen website/Parent Square/Social Media	Weekly
	Curriculum Night presentation	September 2022
	5 th grade parent night introduction	December 2022
	Film Showing of “Upstanders”	Spring 2023

¹ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>