

Inglewood Middle School

School Improvement Plan

Annual Update: 2022-23

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

SCHOOL OVERVIEW

Description: Inglewood Middle School is a school of excellence located in Sammamish, WA. Inglewood is part of the Eastlake Learning Community matriculating most of our students to Eastlake High School. Inglewood was established in 1992 and has traditionally had a large student body compared to other LWSD schools. Inglewood has also generally done well on State assessments. Our school serves a student body of approximately 1240 students. Inglewood makes several strategic choices to ensure that all students, no matter their background are well supported. There are lots of opportunities to get involved and connect with peers. Inglewood heterogeneously groups students and then differentiates instruction to meet the needs of all students, including special education and students working at the “honors” level. We closely monitor the academic progress of all students. When a student begins to struggle to meet our learning targets and grade level standards we intervene immediately in a friendly, supportive, and systematic way. Inglewood offers an intensive academic, social-emotional, and extra-curricular program. Language Arts and Social Studies classes are taught by the same teacher in a two-hour period, commonly called a “block class”, at all grade levels. Students engage in both UKnighted class, once weekly, which is our social-emotional learning program. In addition, students have two opportunities scheduled into the school day to get support for their learning. There are also multiple clubs and athletic opportunities at Inglewood that significantly contribute to our sense of community and the academic achievement of students. A significant focus of the Inglewood community is empowering and teaching children to lead their peers through servant leadership. Our dances, assembly speakers, fund-raising activities, and other cultural events are planned and executed by Inglewood students. More importantly our students plan and work to enact prosocial behaviors (servant leadership) and extinguish antisocial behaviors (bullying). All these skills are learned in Inglewood’s Leadership class that teaches more than 250 students a year to serve their peers.

Mission Statement: *To develop a student who will be an intellectually reflective person, a person growing toward to a lifetime of meaningful work, good citizenship, caring and ethical individual actions, and healthy lifestyle.*

2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	English Language Arts/Literacy	Special Education students in grades 6, 7, 8	The percent of students receiving Special Education services achieving standard will increase from 48.1% to 53.1% (5% increase).

¹ LWSD School Board Approval on <insert date>

2	Mathematics	6 th Grade Students	The percent of 6 th grade students achieving standard on the Spring 2022 SBA was 72.5%. During the Spring 2023 Math SBA, the percent of 6 th grade students achieving standard will increase to 82.5% (10% increase).
3	Social and Emotional	All Students in grades 6, 7, 8	Students responding to the Panorama Survey in Spring 2022 reported a favorable response to the questions: 1) How connected do you feel to the adults at your school (33%) and 2) How much do you matter to others at school? (46%) By Spring 2023, students will respond favorably to the questions: 1) Connected to Adults (48%) and 2) Matter to Others (60%), representing a positive change of almost 15 percentage points.

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	Percent of “Special Education” students achieving standard						
Focus Grade Level(s) and/or Student Group(s)	6, 7, 8						
Desired Outcome	The percent of students receiving Special Education services achieving standard will increase from 48.1% to 53.1% (5% increase).						
Alignment with District Strategic Initiatives	Equity						
Data and Rationale Supporting Focus Area	SBA data indicates that the number of students receiving Special Education services meeting standard has dramatically declined over the past three school years. In the Fall 2021 SBA, only 41% met standard. This sub-group represents the greatest area of opportunity for our school. Training on and implementation of said actions listed below will support not only our targeted group but all students.						
Strategy to Address Priority	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Action</th> <th style="width: 50%;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Audit of Amplify curriculum tools including scaffolds and differentiation; provide teacher training session for implementation and use in the classroom</td> <td>Partner with vendor & Teaching & Learning specialist to create training for ELA teachers; create how-to guide and resources to ensure teachers are supported and new staff can be onboarded to using the tools/features</td> </tr> <tr> <td>ELA “PLC Deep Dive” into Universal Design for</td> <td>Training dates/materials posted; repository of resources created in</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Audit of Amplify curriculum tools including scaffolds and differentiation; provide teacher training session for implementation and use in the classroom	Partner with vendor & Teaching & Learning specialist to create training for ELA teachers; create how-to guide and resources to ensure teachers are supported and new staff can be onboarded to using the tools/features	ELA “PLC Deep Dive” into Universal Design for	Training dates/materials posted; repository of resources created in
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	<p>Learning or SIOP (PLC self-selects focus area)</p>	<p>ELA Teams Channel; PLC debrief time with implementation planning/next steps; teacher evaluation of trainings will be solicited and kept as documentation</p>																				
	<p>Audit of 45 students not meeting standard to determine how accommodations have been implemented, partnering case managers and teachers to consider what type and how to use in-class interventions, and joint use of progress monitoring tool.</p>	<p>Create shared tool to document accommodations, interventions, and progress for targeted students.</p> <p>Schedule time for teachers and case managers to collaborate.</p> <p>Establish progress reporting deadlines and review of data.</p>																				
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2023 ELA SBA	May 2023																					

Priority #2

Priority Area	Mathematics	
Focus Area	Percentage of 6 th Grade students at standard	
Focus Grade Level(s) and/or Student Group(s)	6	
Desired Outcome	The percent of 6 th grade students achieving standard on the Spring 2022 SBA was 72.5%. During the Spring 2023 Math SBA, the percent of 6 th grade students achieving standard will increase to 82.5% (10% increase).	
Alignment with District Strategic Initiatives	Equity	
Data and Rationale Supporting Focus Area	Historically, the percentage of Inglewood students achieving standard on the Math SBA test has hovered around 85% achieving standard (In 2019 – 84.6% & in 2018 – 85.3%). This year past Spring 2022, Inglewood 6 th grade students were more than 10 points below average, 72.5% achieving standard.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Math PLCs will engage in professional learning conversations surrounding math talk and other strategies to help make student’s learning visible.	Training dates will be posted, and teacher evaluation of the trainings will be solicited and kept as documentation.
	Development of a smaller 6 th grade math class (15 students max) taught by a teacher dual endorsed in special education and mathematics. Students enrolled in the class will be special education and non-special education students who have struggled with meeting standard.	Classroom formative and summative assessment data will be collected. Quarter and semester grades will be collected.
	Family engagement night with 6 th grade families and 6 th grade math teachers regarding math talk and supporting students at home.	PowerPoint slides from presentation, parent feedback survey after event
	Assessment of student learning gaps utilizing formative assessment tools.	Utilization of FastBridge Interim Assessments (January 2023 & May 2023)
	Utilization of IXL math program on a daily basis to fill gaps in prior understanding.	Classroom formative and summative assessment data will be collected. Quarter and semester grades will be collected.
Timeline for Focus	Fall, 2021 - Spring, 2023	
Method(s) to Monitor Progress	Activity	Date
	FastBridge Assessments for interim formative data	Winter (January 2023) & Spring (May 2023)

	Math SBA Interim Assessments	January-May 2023
	Teacher self-inventory of math talk strategies	January 2023
	Math engagement strategy training by math curriculum developer	February 2023
	Admin Team and Math team Learning Walks focused upon implementation of math talk strategies	Monthly (Feb-June 2023)
	Learning Community conversation (5 th & 6 th grade teachers) regarding 6 th grade readiness	March 10, 2023
	Parent engagement night and parent feedback survey	Feb 2023
	Progress update with Math PLCs	Monthly (Dec 2022-June 2023)
	2022 Math SBA	May 2023

Priority #3		
Priority Area	Social and Emotional	
Focus Area	All students enrolled at Inglewood Middle School	
Focus Grade Level(s) and/or Student Group(s)	6, 7, 8	
Desired Outcome	Students responding to the Panorama Survey in Fall 2022 reported a favorable response to the questions: 1) How connected do you feel to the adults at your school (33%) and 2) How much do you matter to others at school? (46%) By Spring 2023, students will respond favorably to the questions: 1) Connected to Adults (48%) and 2) Matter to Others (60%), representing a positive change of almost 15 percentage points.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Over the past few years, the responses to the questions on the Panorama Survey in the area of “Sense of Belonging” has hovered around 43-50% favorable responses. In the years after returning to school after remote learning, it is important to increase the level of connection in the learning environment.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Quarterly Counselor training with Staff	LEAP agendas, counselor professional development PPTs Certificated staff survey data regarding implementation of new skills.

	Character Strong lessons in UKnighted	UKnighted Calendar on TEAMS; teacher survey through Building Community Groups regarding implementation and feedback.												
	Each Month the U-Knighted Committee will meet, review the Character Strong curriculum, and plan activities for Unknighted	UKnighted Calendar on TEAMS will provide documentation that activities are planned throughout the school year.												
	Counselor led classroom-based lessons on Stress Management, growth mindset, etc.	Counselor classroom-based calendar												
	Incorporating the IMS core values (Connection, Integrity, Self-Awareness)	Student focus groups; LEAP meeting PPTs and agendas												
	PBIS team led professional development with staff focusing upon student sense of belonging	Presentation PPT and staff survey												
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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
	Monthly Principal Chat conversations	October 2021-December 2023
	PTSA Board Presidents conversations	October 2021, August 2022, May 2023
	PTSA Board Presentation	November 9, 2021 & January 2023
	Building Leadership Conversations	October 2021, November 2021, October 2022, November 2022
	Small group student meetings	May 2021, November 2022, May 2023
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Monthly Principal Chat conversations	January 2022-June 2023
	PTSA Board Presentation	January 2023
	General membership (PTSA) meeting	January 2023
	Weekly School Email Bulletins	January 2022-June 2023
	Student conversations in UKnighted classes	February & March 2023

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