

Environmental & Adventure School (EAS)

School Improvement Plan

Annual Update: 2023-24

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.

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.*

2023-24 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Student Personal Organization and Preparedness	All EAS students	1) Increase the percentage of EAS students who have all required classroom materials by 20% between Q1 and Q3 as measured by classroom monitoring data. 2) Decrease the overall percentage of unfiled/misfiled binder papers by 20% between Q1 and Q3 as measured by classroom monitoring data.
2	Reducing Number of Late, Incomplete, and Missing Assignments	All EAS students	Decrease percentage of late, incomplete, and missing classroom assignments across all EAS classes and all students by 15% between Q1 and Q3 as measured by Skyward Gradebook data.
3	Student Sense of Belonging	All EAS students	Increase the Panorama Student Survey measured “Sense of Belonging” by 5% between the Fall 2023 and Spring 2024 surveys.

¹ LWSD School Board Approval on <insert date>

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	Career, Technical, and College Pathways	
Focus Area	Student Personal Organization and Preparedness	
Focus Grade Level(s) and/or Student Group(s)	All (6-8)	
Desired Outcomes	<ol style="list-style-type: none"> 1. Increase the percentage of EAS students who have all required classroom materials by 20% between Q1 and Q3 as measured by classroom monitoring data. 2. Decrease the overall percentage of unfiled/misfiled binder papers by 20% between Q1 and Q3 as measured by classroom monitoring data. 	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	In the 2022-23 school year we observed more students with organizational challenges, ranging from not consistently having basic classroom materials (writing utensils, highlighters, lined paper, planner, journals, reading books, charged laptop, etc.). This wasn't due to families being unable to provide the materials, but rather students not consistently bringing them to class from their locker or backpack. We've also observed more students who are unaccustomed to maintaining an organized binder. Overall, this resulted in more frequent interruptions of instruction, longer transitions between activities, and increased student frustration. Our goals for this priority are to increase efficiency of class time for teaching and learning by minimizing interruptions, decrease student anxiety and stress, and improve overall academic performance.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Materials checks – Teachers have compiled a list of materials needed for each class and created a shared tracking spreadsheet to input data from calendared materials checks. Checks will occur in all classes twice per quarter and in Advisory classes once every three weeks. All data will be logged into shared tracking spreadsheet.	Tracking of data via shared SS. Teachers will evaluate results after each check, identifying patterns and students in need of further support.
	Binder organization checks – Teachers will check binders for loose and misfiled papers twice per quarter in all classes. Advisory teachers will conduct binder checks	Tracking of data via shared SS. Teachers will evaluate results after each check, identifying patterns and students in need of further support.

	<p>Laminated checklists of required materials – School will provide all students with laminated lists of required materials to be taped to the inside of their binder and inside their locker door.</p>	<p>Advisory teachers will verify that laminated lists are in binders during weekly binder checks and quarterly locker clean-outs.</p>
	<p>Parents & students performing materials checks at home – Teachers will partner with families to conduct binder/materials checks twice quarterly (first week and sixth week).</p>	<p>Parent and student signed verification slips returned to advisory teacher and logged into shared tracking spreadsheet.</p>
	<p>Recognition – School will recognize and reward students that had all materials and organized binder through all checks for a quarter. These students will be awarded an academic bead (for their clan necklace) and receive ice cream at a designated lunch.</p>	<p>Data tracked on shared data sheet.</p>
<p>Timeline for Focus</p>	<p>Fall, 2023 - Spring, 2024</p>	
<p>Method(s) to Monitor Progress</p>	<p>See above.</p>	

Priority #2

Priority Area	Career, Technical, and College Pathways	
Focus Area	Classroom Assignment Completion	
Focus Grade Level(s) and/or Student Group(s)	All (6-8)	
Desired Outcome	Decrease percentage of late, incomplete, and missing classroom assignments across all EAS classes and all students by 15% between Q1 and Q3 as measured by Skyward Gradebook data.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	We are experiencing an increasing number of students who had very little or no homework in their later elementary years. In the 2022-23 school year we observed a significant increase in the frequency of late/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
	Planner signing – At-risk students with past difficulties with assignment completion are placed on a planner-signing protocol. Each classroom teacher verifies accuracy of logged assignment by initialing (even if “No Homework”). Every afternoon/evening parent counter-initials at bottom of that day’s planner column verifying awareness of assigned homework. The following day, advisory teacher verifies that all initials are present and initials in Advisory row, closing the loop. If not, advisory teacher sends student back to teacher(s) to obtain missing initials.	Daily monitoring of process by advisory teacher as described.
	Parent contacts – Classroom teachers will monitor assignment completion and contact parents on 2 nd missing/late/incomplete assignment for the quarter and log the contact in their gradebooks.	Classroom teacher gradebook records and contact logs.
	End of term parent/student acknowledgements – At the end of each quarter school will notify parents of posted end-of-term grades via bulletin announcement. At the same time, advisory	Advisory teacher records of completion of verification slips. Advisory teachers contact parents if slips not received.

	<p>teachers will send home verification slips. Students and parents will sign to verify awareness of term grades and will enter the total number of missing assignments for each class on the form, increasing awareness of assignment completion.</p>	
	<p>Recognition – School will recognize and reward students for completing all class assignments for the quarter. These students will be awarded an academic bead (for their clan necklace) and receive ice cream at a designated lunch.</p>	<p>Data gathered from classroom teachers at the end of each quarter, compiled on a shared data sheet.</p>
<p>Timeline for Focus</p>	<p>Fall, 2023 - Spring, 2024</p>	
<p>Method(s) to Monitor Progress</p>	<p>Comparison of percentage of completed assignments across all students & classes at end of quarter 1 and end of quarter 3.</p>	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Sense of Belonging	
Focus Grade Level(s) and/or Student Group(s)	All (6 th -8 th)	
Desired Outcome	Increase the Panorama Student Survey measured “Sense of Belonging” by 5%, from 57% to 62%, between the Fall 2023 and Spring 2024 surveys.	
Alignment with District Strategic Initiatives	Inclusion	
Data and Rationale Supporting Focus Area	Between Spring 2021 and Fall of 2022 our data for “Sense of Belonging” showed consistent increases, from 51% to 59%. This metric dropped to 57% for each of the last two Panorama surveys (Spring 2023 and Fall 2024). Our school has always stressed and valued a strong sense of community so the lack of growth for this metric is concerning.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Conferences – EAS has initiated student-parent-teacher conferences for all students. Conferences for 6 th graders and some 7 th /8 th graders were held Nov. 20, 21, 27, & 28 and were highly successful. They involved the advisory teacher, and, in most cases, one additional teacher, chosen by the family. Advisory teachers created conference script that focused more on SEL and sense of belonging (e.g. - connections with peers) than academics. The conferences widened lines of communication, gave students voice, recognized individual success, and identified challenges and strategies to overcome them. Our school has scheduled conferences for remaining 7 th & 8 th graders on Feb 13, 14, 20, & 21. Conferences for 8 th graders will be student-led.	Records of conference scheduling on SignUp Genius, teacher notes taken during conferences and shared/discussed at staff meetings, and post-conference parent feedback via Microsoft Forms survey.
	Counselor SEL Sessions – Based on a student needs assessment delivered by our school counselor, EAS decided to dedicate the last Wednesday of each six-week Wednesday Electives session to counselor-led SEL education and activities. We have recruited a team of five EAS parents with needed expertise to work with our counselor to implement and deliver these sessions during each two-hour session.	Student feedback on SEL sessions via anonymous Microsoft Forms survey.
	Advisory Chats – Advisory teachers will conduct “5-Minute Advisory Chats” with each of their 28-29 students on a rotating basis throughout the year. The purpose is to hear about the student's experience and perspective, know them as an individual, be responsive to their needs, and build relational trust. Advisory	Advisory teacher notes from Advisory Chats and staff meeting

	<p>teachers will share findings at staff meetings so all teachers can support individual students as needed.</p> <p>Morning Greetings – The five core teachers will take turns greeting students each morning of the week at the school entrance door by their names. Research has shown this has a strong positive effect on sense of belonging and readiness to learn.</p> <ul style="list-style-type: none"> • https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1885415/ • https://journals.sagepub.com/doi/abs/10.1177/1098300717753831 <p>Greetings will also include positive affirmations and friendly talk. All classroom teachers will also implement this practice at their classroom doors each period as often as possible.</p>	<p>notes/action items.</p> <p>Sense of Belonging Microsoft Forms surveys and Panorama Spring Survey data.</p>
Timeline for Focus	Fall, 2023 - Spring, 2024	
Method(s) to Monitor Progress	Comparison of the Fall '23 and Spring '24 Panorama Student Surveys in the metric of "Sense of Belonging".	

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
	Involving EAS PTO Board in development on SIP plan (soliciting feedback).	November – December 2023
	Curriculum Night follow-up Forms survey distributed via link in EAS News Bulletin. This affords parents opportunity to voice concerns and desires for EAS program. Staff will include this parent input into the development of our SIP.	Link published in 9/29/23 EAS News Bulletin.
Strategy to Inform Students, Families,	Action	Timeline

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

Parents and Community Members of the SIP	Sharing finalized SIP plan with school community via the EAS News Bulletin (twice-weekly digital publication to all EAS students & parents).	January 2024
	Sharing specific SIP-related instructional strategies with school community via EAS News Bulletin.	2x monthly, January 2024 – May 2024