

Evergreen Forest Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation

Principal: Heather McCarthy, 4 yrs
Assistant Principal: Natalie Evangelista, 1 yr

Building	Evergreen Forest
Enrollment	445
Free/Reduced Lunch	44.3%
ELL	9.4%
BIPOC	56.2%
Special Education	18.2%
<i>Data from the WA State Report Card 2024-2025</i>	

Strategic Plan Goal: Goal 4: Continuous Growth— All Students, All Subjects

Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards

Outcome: C: Increased growth rate of underperforming groups eliminating achievement and opportunity gaps

Academic Gap Goal: By June 2025, we will close the Kindergarten through Fifth Grade Overall Reading Achievement gap for students who qualify for Special Education Services and those who do not by decreasing the Low-Risk reading gap on the easyCBM by 10% from 33% (Spring 2024) to 23%.

Indicators of Progress:

- Kindergarten through Fifth Grade percentage of Low-Risk in Overall Reading Achievement increased 3% from 78% in the fall to 81% in the Winter.
- Kindergarten through Fifth Grade percentage of Low-Risk in Math increased 3% from 78% in the fall to 81% in the Winter.
- Kindergarten reduced the Fall to Winter Overall Reading Achievement SPED gap by 17%
- First Grade reduced the Fall to Winter Math Achievement SPED gap by 11%.

Concern Area:

- Although there are glimmers of success in reducing the achievement gap for SPED students and non-SPED students in math and reading, the gaps continue to be an area of concern.

Next Steps:

- On March 7th, PLC Teams will complete a data analysis of all students At-Risk in Math and Reading to create an intervention and progress monitoring plan for the remainder of the year.
- On March 7th, Third through Fifth Grade will use SBA Interim Assessments to plan instruction and intervention in Reading and Math to close remaining learning gaps for standards.
- On March 5th, teachers will participate in an AI professional development opportunity to learn how to use AI in lesson development and intervention.

Strategic Plan Goal: Goal 2: Responsible, Resilient, Empowered Learners

Outcome: B. Increased percentage of regular school attenders

Behavior or Social Emotional Gap Goal: Regular attendance rates for our low-income identified students will improve from 33% in Quarter 3 of 2023-2024 to 28% in Quarter 3 of 2024–2025 as measured by the Data Dashboard Attendance Rates.

Indicators of Progress:

- The number of days our chronic absence students have missed decreased by 10% as compared from Semester 1 of 2023-2024 to Semester 1 of 2024-2025.
- We have several individual success stories of connecting families with bussing, Mckinney Vento, and other resources needed to improve regular attendance.

Concern Area:

- At SY 24-25 Q1, the gap between low-income identified students and non-low-income students is 19.92% meaning low-income students are still not attending school as regularly as their non-low-income peers.
- Frequent and lengthy illnesses are impacting attendance rates

Next Steps:

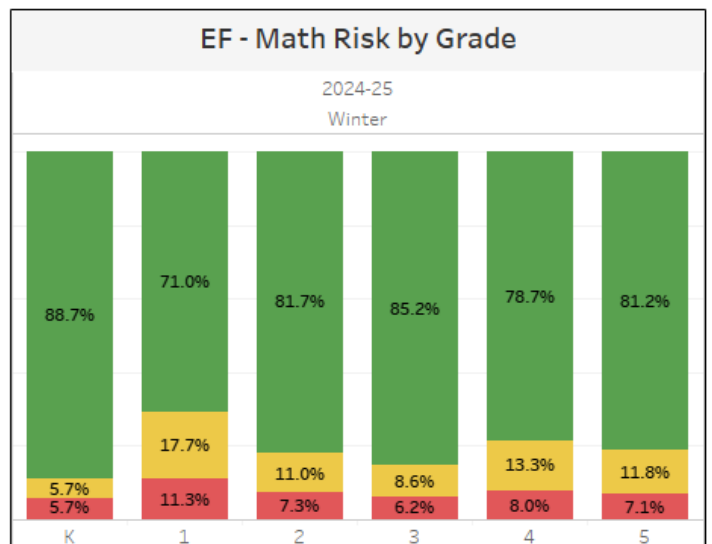
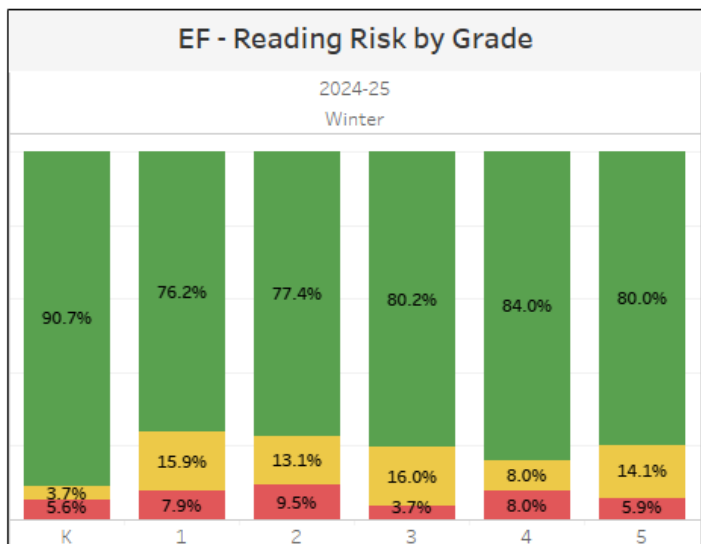
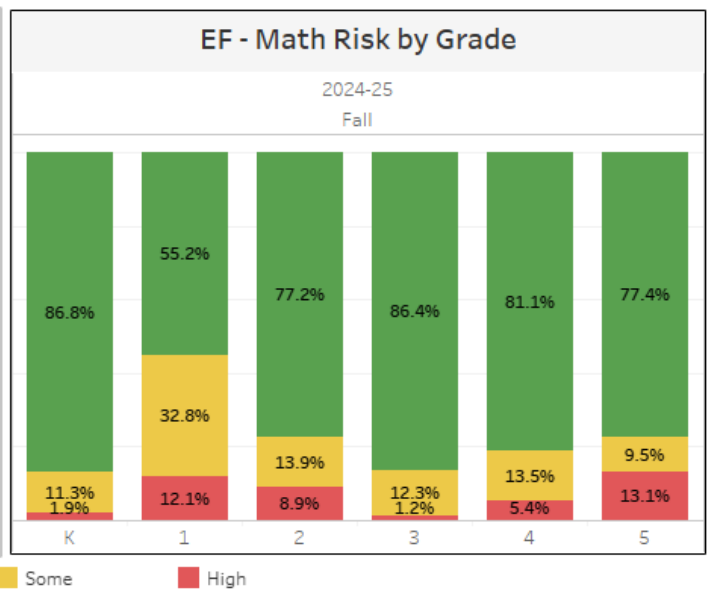
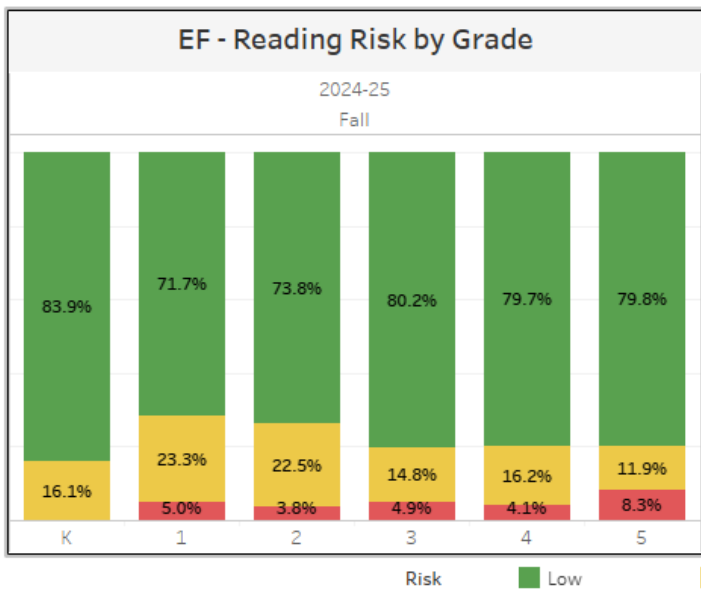
- The attendance team will complete a data analysis of the low-income identified students to determine patterns in a sub-group (grade level, gender, ethnicity, etc.).
- Continue to identify barriers to attendance:
 - Meet with parents of students who are frequently absent and help identify barriers to attendance and connect families with resources

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- o Educate students and families in the long-term importance of regular attendance
- Continue to work with the truancy officers on the reservation to help boost regular attendance from our students who live on the reservation
- Continue ensuring that EF is a positive place where students feel welcomed and are excited to come.
- In the late winter/spring focus on positive attendance incentives such as random popcorn parties for the class who has the best attendance for the day or other incentives such as extra recess.



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Overall School Attendance Rate for EF *(select school)*

ATTENTION Please see "Attendance Data During COVID-19" tab for important information.

