

INGLEWOOD MIDDLE SCHOOL

School Improvement Plan Annual Update: 2024-25

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 larger student body compared to other LWSD middle schools. Inglewood has also generally done well on state assessments. Our school serves a student body of approximately 1250 students, which is the second largest middle school in the State of Washington. 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 the morning (LA) and in the afternoon (SS), at all grade levels. Students engage in 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.

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

2024-25 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	English Language Arts/Literacy	Resource Special Education students in Grades 6-8	Students enrolled in Resource Special Education services will improve their Fast Bridge scores in ELA from “high risk” and “some risk” to “low risk” and “minimal risk.”
2	Mathematics	Resource Special Education students in 8th Grade	Students enrolled in Resource Special Education services will improve their FastBridge scores in Mathematics from “high risk” and “some risk” to “low risk” and “minimal risk.”
3	Social and Emotional	All students in grades 6, 7, & 8	Students responding to the Panorama Survey in Spring 2025 will improve their sense of belonging as compared to the Spring 2024 results.

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	English Language Arts/Literacy	
Focus Area	Special Education students improving on formative assessments	
Focus Grade Level(s) and/or Student Group(s)	6, 7, 8	
Desired Outcome	Students enrolled in Resource Special Education services will improve their Fast Bridge scores in ELA from “high risk” and “some risk” to “low risk” and “minimal risk.”	
Alignment with District Strategic Initiatives	Inclusion	
Data and Rationale Supporting Focus Area	During the spring 2024 FastBridge assessment in ELA, nearly half of all students were “high risk” and “some risk.” The FastBridge formative assessment is an indication of the progress that Resource Special Education students are making in ELA during the school year.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Resource Special Education students are enrolled in co-taught ELA classes	Semester grades in their ELA class
	Building Professional Development regarding accommodations and modifications of curriculum and assessments	Random sampling of accommodated and modified testing materials
	Utilizing the co-taught ELA classes as demonstration classrooms for other ELA teachers	Visitation schedule for Winter 2025
	ELA professional learning community meetings, which include special education staff	PLC notes
	Analyze Semester 1 grade reports for special education students	Semester 1 grading data
Timeline for Focus	Fall, 2024 - Spring, 2027	
Method(s) to Monitor Progress	Activity	Date
	FastBridge Assessments for interim formative data	Winter (January 2025) & Spring (May 2025)
	Formative data from Amplify	Monthly (Feb 2025-June 2027)
	Admin Team, Language Arts, and Special Ed team Learning Walks	Monthly (Feb-June 2025)
	Cross department teaming time (Language Arts and Special	Feb 2025

	Education Department) to address audit findings and design next steps	
	Continued cross departmental conversations (LASS/Sped) regarding implementation	Quarterly March – June 2025
	Progress update with Building Leadership Team	Monthly (Dec 2024-June 2025)
	Progress update with ELA PLCs	Monthly (Dec 2024-June 2025)
	2025 ELA SBA	May 2025

Priority #2		
Priority Area	Mathematics	
Focus Area	Resource Special Education students improving on formative assessments	
Focus Grade Level(s) and/or Student Group(s)	8	
Desired Outcome	Students enrolled in Resource Special Education services will improve their Fast Bridge scores in Mathematics from “high risk” and “some risk” to “low risk” and “minimal risk.”	
Alignment with District Strategic Initiatives	Inclusion	
Data and Rationale Supporting Focus Area	During the spring 2024 FastBridge assessment in Math, nearly all of the students were “high risk” and “some risk.” The FastBridge formative assessment is an indication of the progress that Resource Special Education students are making in Math during the school year.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Resource Special Education students are enrolled in co-taught Algebra class	Semester grades in their Algebra class
	Building Professional Development regarding accommodations and modifications of curriculum and assessments	Random sampling of accommodated and modified testing materials
	Utilizing the co-taught Algebra class as demonstration classrooms for other math teachers	Visitation schedule for Winter 2025
	Math professional learning community meetings, which include special education staff	PLC notes
	Analyze Semester 1 grade reports for special education students	Semester 1 grading data
Timeline for Focus	Fall, 2024 - Spring, 2027	

Method(s) to Monitor Progress	Activity	Date
	FastBridge Assessments for interim formative data	Winter (January 2025) & Spring (May 2025)
	Admin Team, Math, and Special Ed team Learning Walks	Monthly (Feb-June 2025)
	Cross department teaming time (Algebra and Special Education Department) to address audit findings and design next steps	Feb 2025
	Continued cross departmental conversations (Math/Sped) regarding implementation	Quarterly March – June 2025
	Progress update with Building Leadership Team	Monthly (Dec 2024-June 2025)
	Progress update with Math PLCs	Monthly (Dec 2024-June 2025)
	2025 Math SBA	May 2025

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 Spring 2025 will improve their sense of belonging as compared to the Spring 2024 results.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	At Inglewood, our goal is for every student to feel a sense of belonging with the school. We are currently not at 100% (57%) as reported in the Panorama survey Fall 2024.	
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.
	Fall Semester Panorama Survey results with Certificated Staff	Certificated staff survey data regarding implementation.
	Each Month the UKnighted Committee will meet, review the Character Strong curriculum, and plan activities for UKnighted	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
Timeline for Focus	Fall, 2024 - Spring, 2027	
Method(s) to Monitor Progress	Activity	Date
	Certificated staff survey data regarding implementation of counselor led skills.	Winter (February) 2025 & Spring (May) 2025
	Survey of student needs in UKnighted	Quarterly (September 2024-June 2027)
	Student feedback in small groups regarding core values	Monthly meetings Feb-April 2025
	Panorama Survey Data	October 2024 & May 2025
	PBIS team led Professional Development	December 2024 & February 2025
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

² LWSD's policy is found at: <https://go.boarddocs.com/wa/lwsd/Board.nsf/goto?open&id=BSCTAP76757A>

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 2024-November 2024
	PTSA Board Presidents conversations	October 2024
	PTSA Board Presentation	October 2024, January 2025
	Building Leadership Conversations	October 2024, November 2024, October 2025, November 2025
	Small group student meetings	January 2025 & February 2025
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Monthly Principal Chat	January 2025-June 2027
	PTSA Board Presentation	January 2025
	General membership (PTSA) meeting	January 2025
	Weekly School Email Bulletins	January 2025-June 2027