

2025-2026 School Improvement Plan

Spring Board Presentation

Evergreen Forest Elementary School	<i>Data from OSPI Tableau District Preview: Report Card October 2025 Enrollment</i>
Principal: Heather McCarthy, 5 yrs	Enrollment: 442
Asst. Principal: Natalie Evangelista, 2 yrs	Free/Reduced Lunch: 37.6%
	Multilingual: 8.8%
	BIPOC: 56.6%
	Special Education: 19.2%

Goals

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 May 2026, we will reduce the K–5 benchmark reading achievement gap between students qualifying for Free and Reduced Lunch and their peers from 14% to 4%, as measured by DIBELS.

Indicators of Progress:

- Currently, 69% of the students who qualify for Free and Reduced Lunch fall within the negligible/minimal risk category compared with 60% of students who do not qualify
- The percentage of 5th-grade students performing at no or minimal risk on the MAZE comprehension assessment increased from 36% to 62%.
- 26 students were able to exit LAP services in math and reading at the close of the first semester.

Concern Area:

- Usually, by middle of the year benchmark testing, our Kindergarten students have learned all their letter sounds. Currently, 40% of Kindergarten students fall within the below or well-below risk category for letter sounds.

Next Steps:

- We have re-arranged LAP groups to provide an additional intervention time slot for our Kindergarten students to work on letter sounds.
- Tighten our Tier 1 explicit letter-sound routine in kindergarten by adding clear articulation and mouth formation cues.
- Continue learning and implementing the CKLA curriculum with fidelity and utilizing the MTSS PLC model to address Tier 1 needs as they arise.

Strategic Plan Goal: Goal 2: Responsible, Resilient, Empowered Learners -Every student will feel safe as an empowered, responsible, and resilient learner, open to and accepting cultural diversity and perspectives, and empowered to advocate for and pursue their own educational passions.

Outcome: A: Increased percentage of students meeting social, emotional, and behavioral expectations.

Behavioral or SEL Gap Goal: By May 2026, we will sustain Tier One student levels between 78–82%, maintaining the 80% baseline from May 2025, as measured by students with 0–1 referrals in SWIS.

Indicators of Progress:

- We are on track to meet our goal in May, 2026. Currently, 87% of our students have 0-1 referrals in SWIS.
- Our Kudos Kards targeted behavior pushes are effective in reducing the frequency of the targeted unexpected behavior. For example, in the month of November, there were 27 instances of minor defiance and disruption. In January we targeted this behavior and reduced the frequency to 11 instances of minor defiance and disruption.

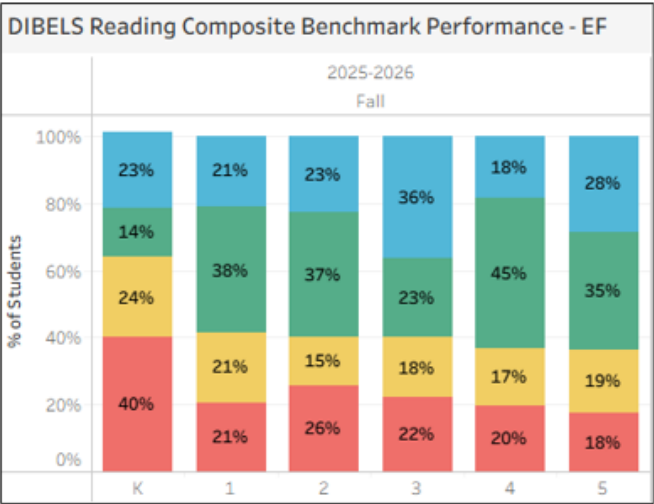
Concern Area:

- The data indicates that minor physical contact is the behavior we need to target with a Tier 1 intervention.

Next Steps:

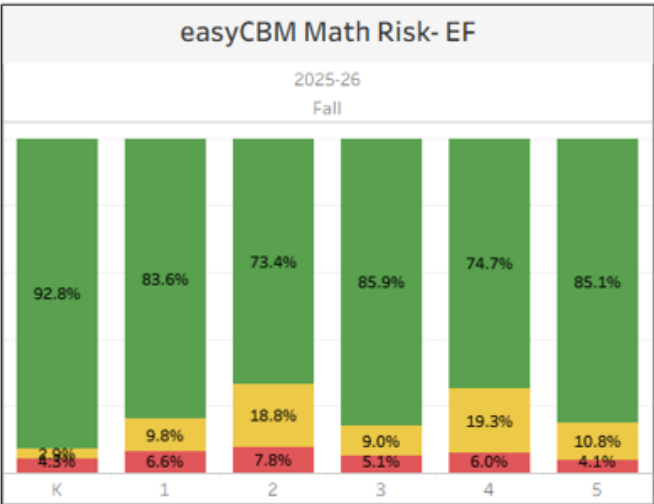
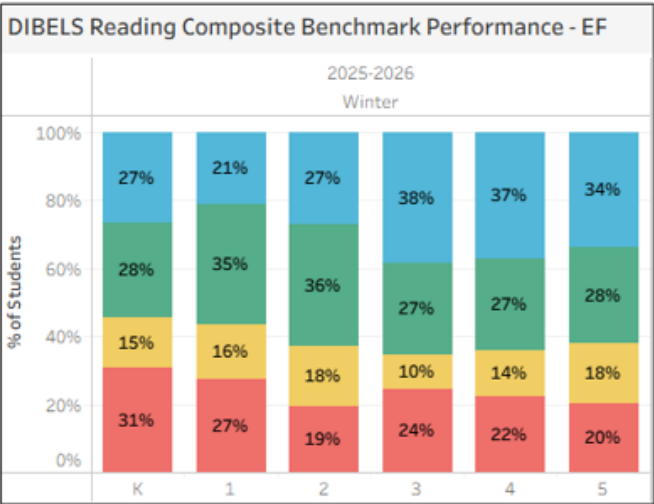
- We will continue the PBIS Tier 1 refresh with a Spring re-teach, targeting behaviors through data analysis in the PBIS committee, and pro-active plans to support students.
- Complete the Tiered Fidelity Inventory in the spring and analyze the data for next steps.
- Have the PBIS committee survey the staff to determine what is working in our PBIS plan and what may need refinement.

Achievement and Attendance Data

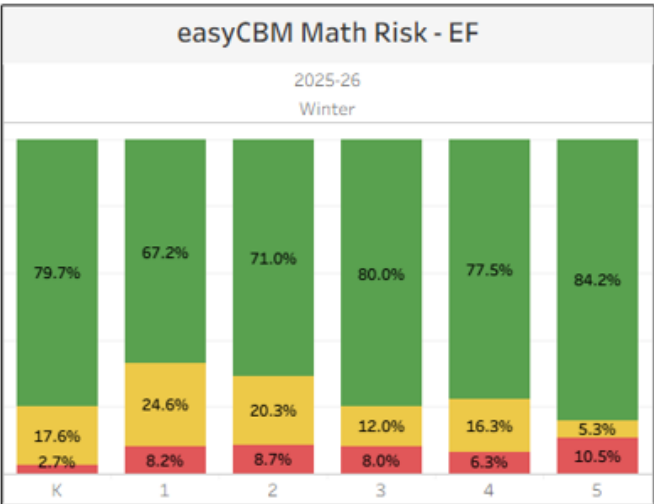


Performance Level

Above Benchmark At Benchmark Below Benchmark Well Below Bench..

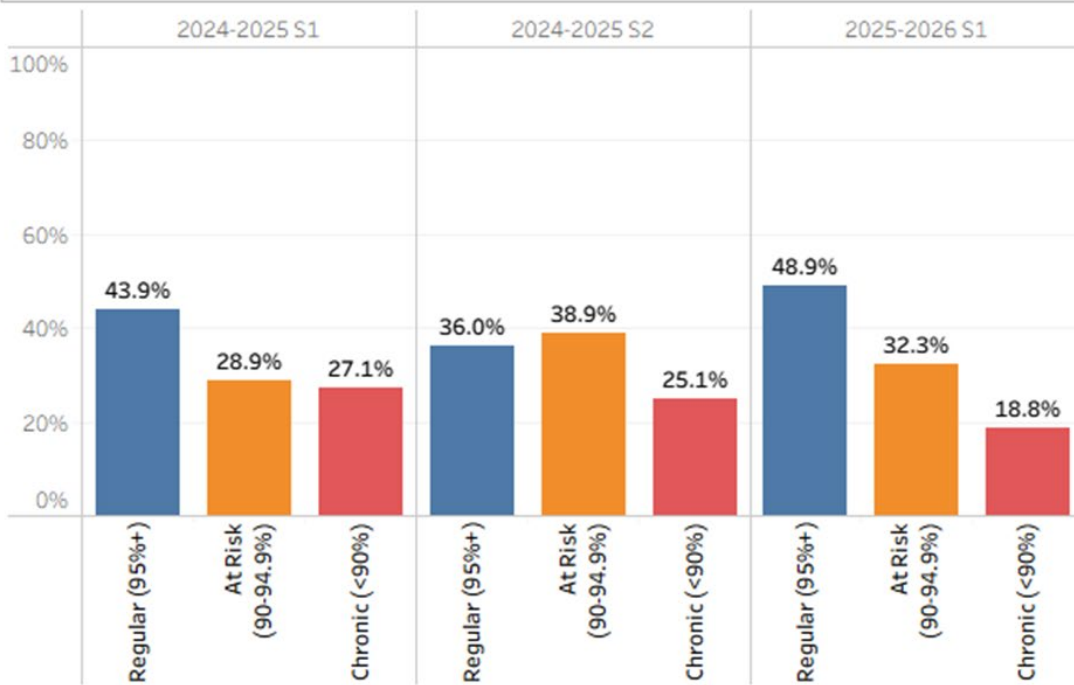


Math Risk Low Some High



Overall School Attendance Rate for EF (select school)

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



Select School

EF

Select Gr

(All)

Select Year

(Multiple values)

Attendance Type

- Regular (95%+)
- At Risk (90-94.9%)
- Chronic (<90%)