

Evergreen Middle School

School Improvement Plan

Annual Update: 2025-26

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

SCHOOL OVERVIEW

Description: Evergreen Middle School is committed to fostering the comprehensive growth of students by focusing on academics, athletics, extracurricular activities, and the arts. The staff creates a warm, safe, and caring learning environment tailored to the needs of all learners, encouraging students to challenge themselves academically. The school offers various intervention and enrichment opportunities to cater to individual needs, ensuring academic success.

In addition to academics, Evergreen emphasizes participation in the arts, athletics, and after-school clubs and activities, which foster social, emotional, and behavioral development. The collaborative efforts of the staff have earned the school the School of Distinction Award and the Washington Achievement Award, reflecting the hard work of both students and staff.

Flex Time opportunities in each subject area offer students rigorous and challenging extension assignments. Professional development focuses on equitable grading practices, and teachers are provided with additional time each month for planning, analysis, and implementation of content standards, grading practices, and assessments. Release days are provided twice per year for job-alike teams to plan curriculum, instruction, and assessments.

Eagle Time is a dedicated opportunity for students to participate in social-emotional learning programs. This time is designed to help students develop essential life skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By integrating social-emotional learning into the school day, Evergreen ensures that students are not only academically prepared but also equipped with the emotional and social tools they need to succeed in all aspects of their lives.

Evergreen Middle School takes pride in its accomplishments, fiscal responsibility, and growth in student outcomes resulting from high expectations and support for students, collaboration of staff and partnership with parents/guardians.

Mission Statement: *We believe our students can be successful academically, socially, and emotionally through relationships with staff, peers, and community members. We are committed to growing as a community of learners through meaningful collaboration and innovative instruction to meet the needs of each student.*

Core Belief Statements:

We believe in creating a safe learning community where every member is valued.

¹ LWSD School Board Approval on <insert date>

We believe in meaningful collaboration among students, teachers, and the community to support the growth and development of all students.

We believe students need opportunities to practice advocacy, teamwork, problem solving, and leadership skills to become independent learners.

We believe in cultivating a supportive learning environment that celebrates diversity, creativity, and passion to foster the whole child.

We believe in building a foundation of trust within our community through proactive communication with the assumption of best intent.

2025-26 PRIORITIES AT A GLANCE			
Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	Grades 6, 7, 8	Increase achievement in literacy among students receiving multi-lingual (ML) services.
2	Mathematics	Grades 6, 7, 8	Increase math achievement among students served by special education.
3	Social Emotional Learning	Grades 6, 7, 8	Strengthening student-teacher relationships.

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	Literacy	
Focus Grade Level(s) and/or Student Group(s)	Grades 6, 7, 8	
Focus Area	Increase achievement in literacy among students identified as multi-lingual (ML).	
Desired Outcome	By the Spring of 2026, 85% of Evergreen Middle School students receiving ML services will increase their English-Language Arts (ELA) achievement by one or more Smarter Balanced Assessment (SBA) performance levels, as measured by the Spring 2026 ELA Smarter Balanced Assessment.	
Current Data Supporting Focus Area	There is a discrepancy in student achievement in literacy as measured by the Smarter Balanced Assessment (SBA) between students receiving multi-lingual language services and their general education peers.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Support ML co-taught classes	Daily
	Provide frequent practice ML tips and strategies to teacher	Professional development during LEAP; ML teacher consult.
	Provide FLEX sessions for targeted literacy support	Weekly opportunities for students to attend
	Progress monitor student achievement in literacy	Classroom-based formative literacy assessments and FastBridge.
	Professional development with staff dedicated to identifying and implementing MTSS supports	LEAP professional development
	Prioritize time for teachers and staff to collaborate around identified student literacy needs	LEAP professional development, Grade Level Team meetings, Professional Learning Community (PLC) teams and professional development and support provided to Instructional Assistant and Para educator staff.
Strategy to Engage Students, Families, Parents and Community Members	• Host two days of Back to Business in August • Host Curriculum Night in September, including follow up opportunity for parents/guardians to provide feedback about their experience • Developing and facilitating Family Tech Academy pilot	

	• Serving as a school site for LWSD Family Engagement Innovation Lab • Facilitate LEAP professional development focused on strategies for cultivating equitable family partnerships • Teacher newsletters and updates sent to parents/guardians • Weekly newsletter sent to parents/guardians by Principal • Class information and supporting resources provided through Canvas platform
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	FastBridge, classroom-based formative assessment, SBA

Priority #2

Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	Grades 6, 7, 8	
Focus Area	Increase math achievement among students served by special education.	
Desired Outcome	By Spring 2026, 85% of Evergreen Middle School students receiving special education services who scored below standard on the math Smarter Balanced Assessment (SBA) will improve their math achievement by at least one performance level, as measured by the Spring 2026 math SBA.	
Current Data Supporting Focus Area	There is a discrepancy in student achievement in math as measured by the Smarter Balanced Assessment (SBA) between students receiving special education services and their general education peers.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Support math co-taught classes	Daily
	Progress monitor identified interventions / Safety Net	Classroom-based formative assessment, FastBridge, SBA
	Provide FLEX sessions for targeted math support	Bi-weekly opportunities for students to attend
	Host Homework Zone	Weekly opportunities after school for student to attend supported by certificated teacher
	Professional development with staff dedicated to identifying and implementing MTSS supports	LEAP professional development
	Prioritize time for teachers and staff to collaborate around identified student needs	LEAP professional development, Grade Level Team meetings, Professional Learning Community (PLC) teams and professional development and support provided to Instructional Assistant and Para educator staff.
Strategy to Engage Students, Families, Parents and Community Members	• Host two days of Back to Business in August • Host Curriculum Night in September, including follow up opportunity for parents/guardians to provide feedback about their experience • Developing and facilitating Family Tech Academy pilot • Serving as a school site for LWSD Family Engagement Innovation Lab • Facilitate LEAP professional development focused on strategies for cultivating equitable family partnerships • Teacher newsletters and updates sent to parents/guardians • Weekly newsletter sent to parents/guardians by Principal • Class information and supporting resources provided through Canvas platform	

Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	FastBridge, classroom-based formative assessment, SBA

Priority #3

Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	Grades 6, 7, 8	
Focus Area	Strengthening teacher-student relationships throughout the school.	
Desired Outcome	By Spring 2026, Evergreen Middle School will increase the percentage of students reporting positive teacher-student relationships on the Panorama Survey compared to Spring 2025 results.	
Current Data Supporting Focus Area	Student-teacher relationships are identified as a priority of our school improvement plan based on Panorama survey data from our students. Panorama survey data collected over multiple years indicates a pattern of student perceptions of student-teacher relationships dropping annually between Fall and Spring survey periods.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Review Fall 2024, Spring 2025 and Fall 2025 Panorama Survey results, identify trends and priority areas, and share findings with staff.	Panorama survey data, data analysis protocol, Admin and Building Leadership Team, building LEAP
	Provide staff ongoing professional development focused on building trust, communication, and culturally responsive practices.	Building and district LEAP
	Use mid-year focus groups and surveys to gather feedback and adjust strategies based on student input.	Semester student focus groups, intermittent student surveys
	Prioritize time during Eagle Time for check-in, social-emotional learning and restorative practices to foster stronger connections.	Eagle Time Planning Team, teachers delivering Eagle Time content twice per week
	Monitor progress by tracking student survey data and prioritizing time for teachers to share effective practice.	Intermittent student surveys, Grade Level Team meetings and PLC teams, building LEAP.
	• Host two days of Back to Business in August • Host Curriculum Night in September, including follow up opportunity for parents/guardians to provide feedback about their experience • Developing and facilitating Family Tech Academy pilot • Serving as a school site for LWSD Family Engagement Innovation Lab • Facilitate LEAP professional development focused on strategies for cultivating equitable family partnerships	

	• Teacher newsletters and updates sent to parents/guardians • Weekly newsletter sent to parents/guardians by Principal • Class information and supporting resources provided through Canvas platform
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	Panorama survey data, intermittent student surveys, student focus groups

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.