

Inglewood Middle School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Inglewood Middle School is a school of excellence located on the Sammamish Plateau, and is part of the Eastlake Learning Community. Inglewood was established in 1992 and has traditionally had a large student body compared to other LWSD schools. Inglewood has also, generally, done well on State assessments. Our school serves a student body of approximately 1,290 students. 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. As a fully inclusive school, 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 objectives, we intervene immediately in a friendly, supportive, and systematic way. Inglewood offers an intensive academic and extra-curricular program. Language Arts and Social Studies classes are taught by the same teacher in a two-hour period, commonly called a “block class,” at all grade levels. There are 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. Our dances, assembly speakers, fund-raising activities, and other cultural events are planned and executed by Inglewood students. More importantly our students plan and work to enact prosocial behaviors (servant leadership) and extinguish antisocial behaviors (bullying). All these skills are learned in Inglewood’s Leadership class that teaches more than 250 students a year to serve their peers.

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.

Demographics:¹

		2016-17	2017-18	2018-19
Student Enrollment (count)		1231	1208	1264
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.0	0.0
	Asian	22.9	24.5	27.9
	Black/African American	1.0	1.2	1.4
	Hispanic/Latino of any race(s)	5.9	6.5	6.3
	Native Hawaiian/Other Pacific Islander	0.1	0.0	0.2
	Two or more races	6.6	6.5	6.6
	White	63.4	61.2	57.5

¹Enrollment and racial diversity based on annual October 1 headcount. Other demographic measures based on May headcount.

Students Eligible for Free/Reduced Price Meals (%)	2.8	2.7	4.2
Students Receiving Special Education Services (%)	10.4	9.7	8.9
English Language Learners (%)	1.9	2.2	2.7
Students with a First Language Other Than English (%)	15.2	16.7	21.3
Mobility Rate (%) ²	4.7	4.7	5.3

² Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

**ACADEMIC PERFORMANCE DATA:
LITERACY**

**ACADEMIC PERFORMANCE DATA:
MATH**

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6 th Grade	85	83	88
7 th Grade	90	90	88
8 th Grade	85	86	84

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6 th Grade	84	85	85
7 th Grade	83	85	87
8 th Grade	82	80	82

ELA: By Group/Program, Smarter Balanced Assessment³

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	93	96	95
Black/African American	83	77	67
Hispanic/Latino	86	90	82
Two or more races	86	82	86
White	85	83	84
English Learner	63	50	64
Low Income	74	52	53
Special Education	40	38	41

MATH: By Group/Program, Smarter Balanced Assessment³

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	94	94	95
Black/African American	67	77	54
Hispanic/Latino	79	82	79
Two or more races	81	80	83
White	80	80	81
English Learner	76	67	76
Low Income	53	45	39
Special Education	28	31	37

**ACADEMIC PERFORMANCE DATA:
SCIENCE**

SCIENCE: By Grade Level, WCAS⁴

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8 th Grade	n/a	82	85

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	93	92
Black/African American	n/a	-	70
Hispanic/Latino	n/a	78	67
Two or more races	n/a	82	83
White	n/a	78	84
English Learner	n/a	-	40
Low Income	n/a	50	56
Special Education	n/a	32	45

↘ = Cohort Track

³ Grades 6-8 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons. “American Indian/Alaskan Native” and “Native Hawaiian/Other Pacific Islander” not included in report due to fewer than 10 students in all categories.

⁴ WCAS = Washington Comprehensive Assessment of Science. Given only to 8th grade at the middle school level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
6 th Grade	94	94	94
7 th Grade	92	94	93
8 th Grade	89	91	92

ATTENDANCE: By Group/Program⁵

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	97	97	98
Black/African American	75	86	84
Hispanic/Latino	89	92	94
Two or more races	85	92	92
White	91	92	91
English Learner	87	100	97
Low Income	79	85	84
Special Education	83	79	87

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁶

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	89	93	-	91	89	87	53	72	44
Math Proficiency Rate (%)	85	92	-	85	84	82	64	58	35
ELA Median Student Growth Percentile ⁷	55	63	64.5	54	51	53	72	46	48
Math Median Student Growth Percentile	63	68	58	64	61.5	60	76	52	55
EL Progress Rate (%)	86	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	95	97	-	94	96	95	93	90	89

⁵ Grades 6-8 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁶ Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as “-” and not displayed due to privacy reasons.

⁷ Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

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	Percent of low-income students achieving standard.	
Focus Grade Level(s)	Grade 6, 7, 8	
Desired Outcome	The percent of low-income students achieving standard will increase from 53% to 55%, as measured by the 2020 Summative SBA.	
Alignment with District Strategic Initiatives	Culturally Responsive Teaching	
Data and Rationale Supporting Focus Area	SBA data indicates that the number of low-income students meeting standard on the SBA has dramatically declined in the past three school years. This is a definite pattern, which is more pronounced than undesired patterns found with other groups.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Develop a methodology to track this student group’s performance on grade-level assessments without revealing the identity of the students involved.	Student performance will be tracked starting December 1, 2019.
	SIOP training with a focus on the use of these tools to serve English Language Learners and under-resourced students.	Training dates will be posted, and teacher evaluation of the trainings will be solicited and kept as documentation.
	Using many of the tools that we have learned in our equity efforts, we will audit Inglewood practices to remove barriers to student success.	The notes and results of this survey will be posted to the IMS_General portion of our Teams site for review.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Each Month, progress on this goal will be discussed at Inglewood’s Building Leadership Team, and at Inglewood’s Equity Team. The purpose of the presentation will be two-fold. The first purpose will be a progress check, enabling our school to continuously return to the SIP and ensure implementation with fidelity. The second purpose will be to solicit staff feedback and input, allowing us to better focus over time.	

Priority #2

Priority Area	Mathematics	
Focus Area	Percent of low-income students achieving standard.	
Focus Grade Level(s)	Grade 6, 7, 8	
Desired Outcome	The percent of low-income students achieving standard will increase from 39% to 50%, as measured by the 2020 Summative SBA.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	SBA data indicates that the number of low-income students meeting standard on the SBA has dramatically declined in the past three school years. This is a definite pattern, which is more pronounced undesired patterns found with other groups.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
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Priority #3

Priority Area	Social and Emotional	
Focus Area	Implementation of Character Strong throughout Inglewood	
Focus Grade Level(s)	Grade 6, 7, 8	
Desired Outcome	Teachers are well trained and deliver high quality Character Strong lessons to all Inglewood students.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	Prior to the 2018-2019 school year, there had been a five-year increase in exclusionary discipline at Inglewood culminating in 36 exclusionary events. Through the implementation of portions of Character Strong, through our Leadership class, we reduced exclusionary discipline to 26 exclusionary events. We believe that school-wide implementation will further reduce our discipline.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	In August of 2019, the entire faculty of Inglewood attended the LWSD training on Character Strong.	The faculty attended the training at Redmond High School.
	In September of 2019 a U-Knighted Committee with a focus on implementing Character Strong lessons was formed	The U-Knighted Committee was formed, and lessons started to be posted in September 2019.
	Each Month the U-Knighted Committee will meet, review the Character Strong curriculum, and plan activities for U-Knighted.	A review of the PCC at Inglewood calendar, on Power School, will provide documentation that activities are planned throughout the school year.
	The U-Knighted Calendar, with lessons will be kept up to date and useable by Inglewood Staff.	A review of the PCC at Inglewood calendar, on Power School, will provide documentation that activities are planned through-out the school year.
	In January and April, the staff will be surveyed to understand their level of comfort and their professional development needs relating to Character Strong.	The results of these surveys will be shared with the IMS U-Knighted Committee, and the BCL team. Both groups will review the data and make recommendations.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	The primary method of progress monitoring will be regularly scheduled review of the U-Knighted Committee's work, both by the committee itself and by the BCL team (Teacher Leaders).	

Priority #4

Priority Area	Focused Professional Development									
Focus Area	Regular, timely professional development for Inglewood Faculty and Staff.									
Focus Grade Level(s)	Grade 6, 7, 8									
Desired Outcome	Both the Inglewood Teaching Staff, and the Inglewood Classified Staff successfully participate in timely professional development improving their personal interactions and academic effectiveness.									
Alignment with District Strategic Initiatives	Recruitment and Retention									
Data and Rationale Supporting Focus Area	When reviewing the 2019 Nine Characteristics of Highly Effective Schools survey, the staff noted that 5% of teaching staff indicated that they “strongly disagreed” that they received focused professional development over the course of the school year.									
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th> <th>Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Meet with the Inglewood Teacher Leadership Team to determine what professional development is needed and review current plans.</td> <td>This will be reflected in the BCL (leadership team name) notes. At the end of the year, an audit of the BCL notes should reflect this discussion taking place each month.</td> </tr> <tr> <td>Communicate PD to take place during Professional Learning LEAP, Team Collaboration, and Faculty Meeting Time in the weekly Principal’s Bulletin.</td> <td>This will take place weekly and will be easily audited in the “IMS_LEAP_Schedule” document that is attached to the Principal’s Bulletin.</td> </tr> <tr> <td>Implement the agreed upon PD and solicit teacher evaluation of the PD.</td> <td>Teacher Evaluations of each LEAP Week’s PD will be solicited using a Microsoft form. The results will be both archived and presented at Teacher Leadership meetings each month.</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Meet with the Inglewood Teacher Leadership Team to determine what professional development is needed and review current plans.	This will be reflected in the BCL (leadership team name) notes. At the end of the year, an audit of the BCL notes should reflect this discussion taking place each month.	Communicate PD to take place during Professional Learning LEAP, Team Collaboration, and Faculty Meeting Time in the weekly Principal’s Bulletin.	This will take place weekly and will be easily audited in the “IMS_LEAP_Schedule” document that is attached to the Principal’s Bulletin.	Implement the agreed upon PD and solicit teacher evaluation of the PD.	Teacher Evaluations of each LEAP Week’s PD will be solicited using a Microsoft form. The results will be both archived and presented at Teacher Leadership meetings each month.	
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Timeline for Focus	Fall, 2019 - Spring, 2020									
Method(s) to Monitor Progress	The primary method of progress monitoring will be the inclusion of Professional Development input and evaluation in Inglewood’s teacher leadership meetings called “BCL meetings.” By making this a conversation that takes place each month, this priority will be continually refined and improved upon.									

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

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. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and not met for mathematics.

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 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.⁸ 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
	SIP was presented, and input solicited at the Inglewood PTSA general membership meetings.	This took place during the month of October.
	The SIP was presented, and input solicited at the Inglewood Principal’s Chat.	This took place during the month of October.
	The SIP was presented, and input solicited, at the Inglewood Equity Team meetings.	This took place during the month of October.
	Student input regarding Priority #3 during U-Knighted	This took place during our U-Knighted time and is on-going.
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	The SIP will be posted to the Inglewood website.	Immediately upon approval
	The SIP progress monitoring will be part of the Principal Report at PTSA Board Meetings and General Membership meetings.	This will begin in January of 2020 and will take place monthly
	The SIP progress monitoring will become part of Inglewood’s Equity Team meeting.	This will begin in January of 2020 and will take place monthly
	Discussion of the SIP will become a regular part of the Principal’s Chat	This will begin in January of 2020 and will take place monthly

⁸ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>