



Continuous Improvement Process Plan 2018-2019

Kirkland Middle School

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Kirkland, WA 98033

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I. Description of School

Kirkland Middle School (KiMS) is located in the NorKirk neighborhood of Kirkland just blocks from downtown, near beautiful Lake Washington. We just completed our seventh year as a 6-8 Middle School with wonderful results. We serve approximately 615 students, coming to us from three elementary schools: Peter Kirk, Lakeview and Mark Twain. We are lucky to be small enough to know our students well. This fact in turn supports the important concept of a more personalized educational environment for our middle level students. Through our peer mentor program, each sixth grader is matched with a 7th or 8th grade mentor to help them navigate the first few months of Middle School. We continue to embrace our school wide Panther Time that meets at the end of day, four days a week, with the focus on support, connection and personalization. We enjoy our extensive building remodel which supports and promotes our emphasis on grade level and content teaming and collaboration among staff and students. Our elective offerings include: Game Design, STEM, Design and Modeling, Robotics, Band, Orchestra, Choir, Drama, Debate, Journalism, Team Sports, Digital Media, Art, Pottery, Spanish, Study Skills, and Leadership.

Our focus is on providing every student with the opportunity to progress, advance and experience personally challenging work. Our students must be prepared to meet the challenges of an ever-changing world that is increasingly more complex.

Kirkland Middle Native Languages

English	85%
Spanish	2%
Russian	2%
Arabic	1%
Finnish	1%
Japanese	1%
Korean	1%
Telugu	1%

Student Demographics	
Enrollment	
May 2018 Student Count	613
Gender (October 2017)	
Male	52.6%
Female	47.4%
Race/Ethnicity (October 2017)	
Hispanic / Latino of any race(s)	8%

American Indian / Alaskan Native	0.5%
Asian	10%
Black / African American	2%
Native Hawaiian / Other Pacific Islander	0.5%
White	72%
Two or More Races	7.0%
Special Programs	
Free or Reduced-Price Meals (May 2018)	9.1%
Special Education (May 2018)	11.3%
Transitional Bilingual (May 2018)	3.3%
Section 504 (May 2018)	7.2%
Other Information (more info)	
Unexcused Absence Rate (2017-18)	0.7%

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8 th graders meeting or exceeding state standards in Math	71.5%	74.4%	95%
	% of 8 th graders meeting or exceeding state standards in Science	83.4%	78.4%	95%

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy.	83.3	76.9	76.0	81.6			
	% of 6 th graders meeting or exceeding state standards in Math	79.0	77.1	80.0	82.5			
7th Graders on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	85.6	86.3	81.8	82.5			
	% of 7 th graders meeting or exceeding state standards in Math	80.8	88.4	82.2	78.8			
8th Graders on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	84.2	84.6	87.6	84.3			
	% of 8 th graders meeting or exceeding state standards in Math	83.5	75.4	78.9	77.3			
	% of 8 th graders meeting or exceeding state standards in Science	91.0	84.6	91.2	76.7 new test			

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to evaluate Outcomes and develop Narrative Reflection:
 Content teams meet across grade levels to discuss outcomes using a variety of data sources i.e. SBA, Alg Aptitude, Language Arts Interim Assessments, teacher developed formative and summative assessments. Our CIP goals are directly related to teacher Professional Growth Goals which are evaluated on an ongoing basis throughout the school year.

2017-2018 Goal <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
<p>Literacy: 6-8 ELA Goal:</p> <p>6th Grade - By the time we give our final assessment (May 2018) we hope to see the following results:</p> <p>40% or roughly 87 students, will show high growth and be able to successfully analyze and evaluate an author's use of several types of figurative language. 50%, around 109 students, will show clear growth and be able to identify and explain the meaning of various forms of figurative language. 10%, approximately 22 students, will fall into the no-some growth category. These students will be able to define and/or identify figurative language in a text.</p> <p>7th Grade – As measured by the CARS assessment, we hope to see student growth from 60% to 70% accuracy on the Word Meaning strand.</p> <p>8th Grade – 80% of students will achieve At Standard or Above Standard on Critical Thinking/ Inference Strands of CARS Assessment.</p>	<p>Outcome:</p> <p>6th grade – High Growth: 73 students (36%) Clear Growth: 100 students (50%) Some Growth: 24 students (12%) No Growth: 4 students (2%)</p> <p>From our data we can see that 36% of students can now analyze and evaluate an author's use of several types of figurative language in a variety of texts. 50% of students can successfully identify and extract meaning from figurative language in a text. 12% of students can identify figurative language in a text. 98% of students showed growth from our initial assessment given in September 2017. This baseline assessment focused solely on the identification of figurative language which has since become our level 2 in rigor.</p> <p>7th Grade – We achieved this goal as students scored an average 70.3% accuracy on the final CARS assessment.</p> <p>8th Grade – We achieved our goal as more than 80% scored At or Above Standard on the CARS Critical Thinking/ Inference strand of the CARS assessment.</p>

Narrative Reflection:

Overall, our department feels successful in the setting, implementing and measuring of our CIP goals. At each grade level, instruction was focused and delivered at a level ensuring inclusion for all skill levels. By scaffolding the instruction carefully throughout the year and using our defined measurement tools, we were able to modify instruction and push for additional rigor, based on our assessment findings. Looking ahead, we will continue to use both our ELA and SS classes to deliver reading instruction but will use SBA Interim Assessments as a way to more closely model the students end of year assessments.

Math: 6-8 Math Goal:
83 % of students will meet or exceed standard on the 2018 Math SBA.

The goal of the math department is based on students' abilities to perform mental math at an appropriate grade/course level. The goal is that 90% of students will show some growth as evidenced by a 20% increase from the baseline assessment in November to the final assessment in March.

Outcome:
6th grade: 82% proficiency on the SBA
7th grade: 79% proficiency on the SBA
8th grade: 77% proficiency on the SBA

Mental math goal:
6th grade: 87% of students showed some, clear or high growth.
7th grade: 37% of students showed some, clear, or high growth.
8th grade: 80% of students showed some, clear or high growth.

Narrative Reflection:

Factors that may have contributed to not meeting the goals include the sequencing of topics (some units lend themselves better to mental math than others), students' lack of basic multiplication and division skills, and no grade attached to the assessments resulting in low motivation by the students.

Science: 8 Science Goal:
In 2017-2018 we set a goal that 80% of all students would demonstrate clear growth in their ability to analyze a scientific model that explains a phenomenon.

Baseline levels for each grade were:

Level 1

6th grade 87%
7th grade 79%
8th grade 86%

Level 2

6th grade 12%
7th grade 19%

Outcome:
Overall only 18.3% of all students showed clear or high growth.

6th grade - 28.4% of students showed clear or high growth in knowledge of scientific modeling. 66.7% showed at least some growth.

7th grade - 11.5% of students showed clear or high growth in knowledge of scientific modeling. 35% showed at least some growth.

<p>8th grade 13%</p> <p><u>Level 3</u> 6th grade 1% 7th grade 2% 8th grade 1%</p> <p><u>Level 4</u> 0% all grades</p>	<p>8th grade - 14.9% of students showed clear or high growth in knowledge of scientific modeling. 39.1% showed at least some growth.</p>
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Narrative Reflection:

Students did not perform as well as expected. After reflection on the year, there are a few reasons we feel contributed to these results.

1. All of us are new to Ambitious Science. We have worked diligently this year to change our teaching practices and incorporate these practices into our instruction. It is hard, time-consuming work and there is a lot of trial and error involved.
2. Some of the questions on our assessment were confusing, specifically the questions about limitations. A true/false response did not always match well with the question which resulted in some students who understood the question chose incorrect answers.
3. Issues with technology interfered greatly with our instruction. So much time and energy was spent on problem solving or last-minute changes in lesson plans that continuity, flow and focus were often negatively impacted.
4. Not all of our units are fully developed to include phenomenon and models in the instruction. We discovered that if we were not currently teaching a unit that included modelling when the test was given the students seemed to “forget”.

Despite what did not go as well as we had originally predicted, there was still a positive outcome. Overall 51% of our students showed growth demonstrating a skill they had no previous experience with. We feel proud of that accomplishment. Students were able to demonstrate that they are familiar with the purpose of a model and understand the components of an effective model. There were many supporting elements which helped reinforce modeling, such as summary table, that showed growth in student achievement as well. Importantly, the students shared that they enjoy being able to show their learning in different ways and to use their own ideas, theories and opinions. They liked the freedom of having multiple ways to arrive at an answer, that there was not just one right way to explain. They expressed that the problem solving and thinking necessary to show what they learned when they were creating a model was much more challenging and valuable than just being able to answer questions on a test.

<p>Achievement Gap Goal: We expect that our Hispanic students will reach 60% proficiency in ELA and 60% proficiency in the Math portion of the SBA in the spring of 2018. As a staff we will research initiatives and innovative programs to</p>	<p>Outcome: Our Hispanic students significantly exceeded our stated Achievement Gap goal. 80% were proficient in Reading, 88% Writing, Math (Concepts and Procedures) 80%, (Problem Solving /</p>
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improve cultural competency and inclusiveness for our minority students.	Data Analysis) 78%, (Communication Reasoning) 84%
<p>Narrative Reflection:</p> <p>We will be digging deeper into the data to determine what types of support (if any) were in place for specific students i.e. Safety Net, ELL, Study Skills that contributed to our student's success. This is our 2nd year with an in-building ELL teacher. We provided district supported instruction on SIOP strategies for the entire staff and were introduced CRT – Culturally Responsive Teaching.</p>	
<p>College and Career Readiness Goal: We expect 100% completion rate of Career Cruising requirements by all of our 8th grade students.</p>	<p>Outcome: We successfully met this goal with a 100% completion rate.</p>
<p>Narrative Reflection:</p> <p>It is our hope that we can continue to present the 6th and 7th grade lessons even if the support in new system might not include 6th and 7th graders.</p>	
<p>School Effectiveness Goal: Teachers provide feedback to each other to help improve instructional practices from 79% agree mostly/Completely to 85% using the Nine Characteristics Survey as a measurement.</p>	<p>Outcome: Feedback using the 9 Characteristics Survey showed a slight decrease from 79% to 77%, instead of the hoped-for increase.</p>
<p>Narrative Reflection:</p> <p>We continue to use 2 LEAP Wednesday's a year for peer observation and reflection. We will revisit expectations around this process, if we find that teachers are not getting the feedback from each other, in order to improve instruction. Teachers meet monthly in Grade Level Teams, coordinating calendars and staffing students. The majority of our LEAP time is spent in Content Teams discussing curriculum, instruction and assessment.</p>	
<p>Discipline / Attendance Goal: Continue the implementation of our revised late policy which notifies parents by email when a student reaches 3 tardies in the semester and requires a parent meeting and consequences when the student reaches 4. Teachers shared the revised policy with all students the first week of school, and it was also shared with parents during</p>	<p>Outcome: Because of the added focus on holding students accountable for tardies we did have an increase in the total number of tardies.</p>

<p>curriculum night. Teachers and other school personnel are present consistently in hallways/pods encouraging students to be on time to class.</p>	
<p>Narrative Reflection:</p> <p>When looking at the data, we noted two changes: With staff's added focus on holding students accountable, the "total" number of tardies increased. However, the parent notification piece brought the number of students with "repeat" tardies down considerably from previous years.</p>	

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

<p>2017-18 Strategies to involve parents, families and the community in the CIP process:</p> <p>KiMS works with many community organizations that support our staff and students in a variety of ways: Kirkland Kiwanis, City of Kirkland, Kirkland Parks and Recreation, Kirkland Youth Council, Pantry Packs, Friends of Youth and Youth Eastside Services. Parents are involved as volunteers in classrooms, as well as serving as walk-about during lunches and before and after school. We also offer evening study/organizational skills, and technology parent nights outside of our regular PTSA general membership meetings and parent coffees. The more connected we are to our community, the more opportunities we have to share our goals and progress on a regular basis.</p>
<p>Reflection on Outcome:</p> <p>We are invigorated by the support we receive from our families and community and will continue to work to expand student/family support offerings during and after school. Plans are in place, starting in 2019, to increase the number of partnerships as a part of our King County SBIRT (Screening, Brief, Intervention, Referral, Treatment) grant.</p>

<p>2017-18 Strategies to inform parents, families and the community in the Continuous Improvement Process:</p> <p>The principal meets with PTSA leadership every other week to share CIP progress and answer questions regarding programs and initiatives. At each PTSA general membership meeting the principal report is a standing item, which always contains pertinent CIP information. Newsletters go out to families once a month and contain information reported out by grade level content areas, and electives. We have a very active parent group that has focused on wellness for the past few years sponsoring Backpack Awareness Day, Wellness Fest and a variety of other activities for students, staff and parents. We also survey our parents to determine their interest in order to better serve our school community.</p>

Reflection on Outcome:

Attendance at our Parent Coffee's decreased over the course of the year. This year our PTSA has decided to reduce the number of meetings, with the thought that fewer coffees might increase the number of parents who attend. The Wellness Committee continues to plan important schoolwide events and meet with our Green Team staff advisor to ensure student involvement.

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources

Literacy: 6-8 ELA SMART Goal:

8th Grade – 55 % of 8th grade students will show proficiency At or Above Standard on the SBA Interim Assessment measuring the Listening Strand. (CCSS SL 8.2)

7th Grade – 50 % of 7th grade students will show proficiency At or Above Standard on the SBA Interim Assessment measuring the Listening Strand. (CCSS SL 7.2)

6th Grade - 40% of 6th grade students will show high growth and be able to successfully analyze and evaluate an author's use of several types of figurative language. (RL 6.4)

Process used to determine goal:

Classroom Pre – assessments using SBA Interim Assessments.

Responsible individual or team:

ELA 6th – 8th grade Team.

Strategy/ies that will be implemented to support goal:

At each grade level, direct instruction in the chosen CCSS, RL 6.4, SL 7.2 and SL 8.2 will be delivered in ELA classrooms. Students will be given multiple, scaffolded opportunities for practice. Instruction will also take place in Social Studies classrooms in order to provide further practice.

How challenge and rigor will be ensured for all students: Our goals are to move students to Above Standard. Rigor will include opportunities to practice with differentiated texts and rigor will be purposely increased throughout the year.

How necessary interventions will be determined:

Instruction will be driven by formative assessments. Students performing Below Standard will be provide additional targeted instruction based on need.

Any professional learning needed:

We will continue to research new methodology for instruction in Listening and note taking.

Any resources needed and plans to obtain them:

We will be using school provided earbuds to supplement students' personal earbuds.

Timelines and Progress Monitoring Plans:

Baseline assessments were administered in September. Formative assessments will take place three times during the school year. Final Assessments will be administered in late March in preparation for the SBA.

Math: 6-8 Math SMART Goal:

The math department's goal this year is based on SBA performance. The department would like to see an increase of 2% in SBA proficiency for all grade levels. Our CIP goal for the SBA are that 84% of 6th graders will achieve standard or above standard, 81% of 7th graders will achieve standard or above standard, and 79% of 8th graders will achieve standard or above standard.

Process used to determine goal:

During a math department meeting, members chose a goal that is common to all math classes. We want to see our scores increase, and we came up with a plan to get more SBA practice in before the actual testing.

Responsible individual or team: Math department:

Debby Adent, Monica Engquist, Rachel Fingerhut, Anne Herendeen, Katrina Bond, MaryEllen Olafson, Amy Myhre.

Strategy/ies that will be implemented to support goal:

In preparation for the spring SBA, all math teachers will use ALEKS, which supports Common Core Standards. All students will be assessed using the appropriate grade level Knowledge Assessment on ALEKS. Growth will be measured on students' progress on three Knowledge Assessments given throughout the year. Our goal is that 80% of all students will show clear growth as measured by the indicators of: some growth (10% growth), clear growth (20% growth) and high growth (at least 30% growth). Working on ALEKS to support the curriculum should better prepare our students for spring testing. Three similar Knowledge Assessments will be tracked for each student and the growth of each student will be calculated. Data from each support team member will be combined to assess student growth by grade level.

How challenge and rigor will be ensured for all students:

Students will be able to move at their own rate, with students needing challenge and rigor being allowed to continue to the next levels of ALEKS, including the level of algebra.

How necessary interventions will be determined:

Math teachers can see the progress of all students and intervene. Data collected as students work through ALEKS topics will allow math teachers to work with students individually.

Any professional learning needed:

Math teachers who have used ALEKS extensively are helping new teachers and those who have not used ALEKS. Professional learning is taking place in our own department.

Any resources needed and plans to obtain them:

All math teachers have ALEKS accounts.

Timelines and Progress Monitoring Plans:

Growth will be measured three times throughout the year by having students take their grade level Knowledge Assessments. The baseline Knowledge Assessment will be given in September or October, with two additional Knowledge Assessments given between November and April. Growth will be assessed after each assessment.

Science: 8 Science SMART Goal:

80% of the 6th-8th grade science students will demonstrate some growth in their ability to analyze a scientific model that explains a phenomenon.

Process used to determine goal:

We will use a pre-assessment in the fall to determine the level of skill for each student, then follow up with a post-assessment in the spring to measure growth.

Responsible individual or team:

Lisa BaughnSmith, Danielle Potter, Debby Adent, Riley Roth, MaryEllen Olafson, Rachel Fingerhut and Katrina Bond.

Strategy/ies that will be implemented to support goal:

We will provide explicit instruction on effective modeling strategies, have students develop model-based explanations for phenomenon in the units we teach, use example models for students to analyze and critique, and use NGSS released assessment questions for practice.

How challenge and rigor will be ensured for all students:

Students of all levels will be taught modeling using the what-how-why practice of Ambitious Science Teaching. To achieve the “why” of a model, students need to be able to connect what is visible to what is not visible, which is a rigorous task in and of itself.

How necessary interventions will be determined:

We will be using formative assessments in our instruction all year to gather information about student progress. Students who need intervention will be provided additional instruction by partnering with other students, one-on-one teacher support and other teaching strategies.

Any professional learning needed:

Continued involvement with district science collaboration teams, on-going learning regarding Ambitious Science Teaching (AST) and Process Oriented Guided Inquiry Learning (POGIL).

Any resources needed and plans to obtain them:

Middle School Science Collaboration Meetings are scheduled for the year. POGIL training is being planned with the goal to have all of our science team trained by early 2019. One to two LWLC meetings will be scheduled during team LEAP days to provide an opportunity for middle school and high school science teachers to share and collaborate.

Timelines and Progress Monitoring Plans:

We will be working on this goal for the duration of the 2018-2019 school year. Progress checks will occur at team Meeting LEAP Wednesdays.

Achievement Gap SMART Goal:

We expect that our ELL students will all increase proficiency in ELA portion of the SBA spring of 2019 by 10% . Research initiatives and innovative programs to improve cultural competency and inclusiveness for our minority students.

Process used to determine goal:

We used information from our 2018 SBA and looked at the outcomes from last year's goals and determined that we would focus on the success of our ELL students in ELA. We are again interested in determining how our .4 ELL FTE will impact our results this year using a self-contained model rather than the pull-out model used the previous year.

Responsible individual or team:

The entire staff is responsible- they are all our students. We will continue to incorporate training on ELPS and offer SIOP training to staff members when it is available.

Strategy/ies that will be implemented to support goal:

We adjusted our ELL delivery model this year, after trying a co-teach model the year before. It seems to have produced results beyond our expectations. We will continue to monitor and make adjustments while keeping the delivery model the same.

How necessary interventions will be determined:

ELL teacher will continue to monitor student progress, working closely with gen. ed. teachers.

Any professional learning needed:

We have an experienced ELL teacher that will be taking advantage of district professional development as well as meeting with other educators in her content area.

Any resources needed and plans to obtain them:

Materials to support ELL program, professional development for staff- including interested general education staff. Continued SIOP training for entire staff.

College and Career Readiness SMART Goal:

We expect 100% completion rate of Xello requirements by all of our 8th grade students. We will also teach lessons that involve 6th and 7th graders in the process.

Process used to determine goal:

It is important to us that our 8th graders get a solid start on their academic and career planning using the new district adopted Xello software. It also supports our feeder high schools if all our students have meet expectations for completion of the 8th grade requirements.

Responsible individual or team:

Counseling Team and Science Teachers.

Any professional learning needed:

New system this year, counselors will be trained.

Any resources needed and plans to obtain them:

We would like to continue introducing this in 6th and 7th grade and hope this is an option with the new program.

Timelines and Progress Monitoring Plans:

We will do this in March during our "Future Ready" month.

School Effectiveness SMART Goal:

Teachers provide feedback to each other to help improve instructional practices from 76% agree mostly/completely to 85% using the Nine Characteristics Survey as a measurement.

Process used to determine goal:

We looked at our Nine Characteristics Survey results to determine our goal. Since our percentage decreased from last year, we will continue to work on this goal again this year.

Responsible individual or team:

As a staff, we vote each year to determine if we want to convert two of our CIP days to provide time for teachers to do peer observations (pre/obs/post)- one each semester. The goal of the peer observation is set by the participants. It can be to view a specific instructional strategy the observer would like to try, or it might be providing constructive feedback to the educator being observed. Regardless of the goal the intent is to improve instructional practices.

Any professional learning needed: Teachers will be given observation templates they may choose to use while doing classroom visits.

Attendance/Discipline SMART Goal:

Decrease the number of students with 4+ tardies from 10% to 5%.

Process used to determine goal:
Attendance data from 2017-2018

Responsible individual or team:
Associate Principal and attendance team

Strategy/ies that will be implemented to support goal:
Weekly attendance meetings with attendance team (both counselors, attendance secretary, security monitor, and our health room secretary) to review attendance and tardy issues and follow through with consequences.

How challenge and rigor will be ensured for all students:
We meet with students who are experiencing attendance issues to brainstorm strategies how to solve their issues. We enlist parent communication and involvement

How necessary interventions will be determined:
We have attendance consequences included in our Kirkland Middle School Handbook to guide our interventions. We communicate with parents via email when a student has 3 tardies to alert them which is the first step of the attendance consequences.

Any resources needed and plans to obtain them:
Our attendance secretary creates and maintains an Excel spreadsheet to monitor total number of tardies, how many of these were late arrivals or classroom tardies, school action (which includes parent communication and school consequences with dates given. Our attendance secretary gives each team member an updated copy of the spreadsheet at our weekly attendance meeting to help us determine next steps according to our attendance guidelines.

Timelines and Progress Monitoring Plans:
Monitor progress during our weekly attendance team meeting and end of year statistics.

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process:

Family and community involvement- KiMS works with many community organizations that support our staff and students in a variety of ways: Kirkland Kiwanis, City of Kirkland, Kirkland Parks and Recreation, Kirkland Youth Council, Pantry Packs, Friends of Youth and Youth Eastside Services. Parents are involved as volunteers in classrooms, as well as serving as walk-about during lunches and before and after school. We also offer evening study/organizational skills, and technology parent nights outside of our regular PTSA general membership meetings and parent coffees. Our PTSA also has a very active Wellness committee that brings in outside community resources in support of our students and staff. The more connected we are to our community, the more opportunities we have to share our goals and progress on a regular basis.

2018-19 Strategies to inform parents, families and the community in the CIP process:

The principal meets with PTSA leadership every other week to share CIP progress and answer questions regarding programs and initiatives. At each PTSA general membership meeting the principal report is a standing item, which always contains pertinent CIP information. Newsletters go out to families once a month and contain information reported out by grade level content areas, and electives. We have a very active parent group that has focused on wellness for the past few years sponsoring Backpack Awareness Day, Wellness Fest and a variety of other activities for students, staff and parents. We also survey our parents to determine their interest in order to better serve our school community.