

# Continuous Improvement Process Plan

## Kirkland Middle School

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<http://www.lwsd.org/school/kirkland>

2017 -  
2018



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Lake Washington School District

2017 - 2018

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## DESCRIPTION OF SCHOOL

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Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Kirkland Middle School (KiMS) just completed our sixth year as a 6-8 Middle School with wonderful results. We serve approximately 615 students, and are 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 7<sup>th</sup> or 8th grade mentor to help them navigate the first few months of Middle School. We continued our school-wide Bully Prevention Program and will continue the program during our Panther Pride meetings during Panther Time at the end of day, four days a week. We added the Safe School Ambassador Program and trained 30 students who are instrumental in helping establish a positive school climate and shaping behavioral norms on campus. Note: this program is no longer funded so will be phased out over the next two years. We still 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, Band, Orchestra, Choir, Select Choir, Drama, Debate, Journalism, Team Sports, Digital Media, Art, Pottery, Spanish, Study Skills, and Leadership.

As always, 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.

<b>Student Demographics</b>		
<b>Enrollment</b>		
October 2016 Student Count		587
May 2017 Student Count		596
<b>Gender (October 2016)</b>		
Male	309	52.6%
Female	278	47.4%
<b>Race/Ethnicity (October 2016)</b>		
Hispanic / Latino of any race(s)	42	7.2%
American Indian / Alaskan Native	3	0.5%
Asian	63	10.7%
Black / African American	10	1.7%
Native Hawaiian / Other Pacific Islander	3	0.5%
White	425	72.4%
Two or More Races	41	7.0%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2017)	65	10.9%
Special Education (May 2017)	64	10.7%
Transitional Bilingual (May 2017)	16	2.7%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	43	7.2%
Foster Care (May 2017)	N<10	
<b>Other Information (more info)</b>		
Unexcused Absence Rate (2016-17)	294	0.3%

**DISTRICT PERFORMANCE TARGETS**

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance	Target Performance
		2014-15	2016-17	2018
		District	District	District
8 <sup>th</sup> Graders' on Track for Success	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	81.1%	80.9%	92%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	71.5%	74.5%	85%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	83.4%	86.0%	93%

**Grade 6-8 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and 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 student 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.

**SCHOOL PERFORMANCE OVER TIME**

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>6<sup>th</sup> Graders' on Track for Success</b>	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Literacy	83.3	76.9	76				
	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Math	79	77.1	80				
<b>7<sup>th</sup> Graders' on Track for Success</b>	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Literacy	85.6	86.3	81.8				
	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Math	80.8	88.4	82.2				
<b>8<sup>th</sup> Graders' on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.2	84.6	82.2				
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	83.5	75.4	78.9				
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	91	84.6	91.2				

**Grade 6-8 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

## CIP REFLECTION: EVALUATE OUTCOMES

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### 2016-17 CIP Goals and 2017 Outcomes:

*Data:*

	Goal	Achievement (Achievement Level Descriptor)
<b>Literacy: 6-8 ELA</b>	<p><b>6<sup>th</sup> Grade</b> - Focusing on CCSS 6.4 students will increase ability to correctly evaluate, use and identify literary devices and figurative language. Using a teacher – created measure, 40% of students will show high grow, 50% will show clear growth. This will result in 90% of students being at standard.</p> <p><b>7<sup>th</sup> Grade</b> – CCSS 7.1 and 7.2, student score will average 3/5 in Critical Thinking and Inference and a 3.5/5 in Summarizing, as measured by the CARS assessment. Inference and short response passages – we expect all Level 2 (SBA) to respond at a Level 3 and Level 3 (SBA) to respond at a level 4.</p> <p><b>8<sup>th</sup> Grade</b> – 80% of identified students will perform at or above standard (75% accuracy) on the Comprehension and Summarization strands of the CARS assessment.</p>	<p><b>6<sup>th</sup> Grade</b> –26.5% showed high growth, 40% showed clear growth and 16% showed some growth.</p> <p><b>7<sup>th</sup> Grade</b> – Critical Thinking and Inference scores were raised from 2.26 to 3.25 and in Summary from 3.5 to 4.25. 66 Students showed High Growth, 48 Clear Growth and 68 Some Growth.</p> <p><b>8<sup>th</sup> grade</b> – There was a 20% increase (58% of all students) in students performing At or Above Standard in final assessment.</p>
<b>Math: 6-8 Math</b>	<p>The goal of the math department was that 80% of all students would attain at least 80% on department-made vocabulary assessments. The assessments were given three times during the school year.</p>	<p>We compiled data for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade math students combined. The student data showed:</p> <p>58% exhibited high growth 20% exhibited clear growth 21% exhibited some growth</p>

<p><b>Science: 8 Science</b></p>	<p>The goal for the science department was for all students to improve their understanding of scientific vocabulary.</p> <p>8<sup>th</sup> Grade: 4.5% of the 8<sup>th</sup> graders were at grade level or above at the beginning of the school year. Our goal was to increase this to 80%.</p> <p>7<sup>th</sup> Grade: 0.5% of the 7<sup>th</sup> graders were at grade level or above at the beginning of the school year. Our goal was to increase this to 80%.</p> <p>6<sup>th</sup> Grade: 18% of the 6<sup>th</sup> graders were at grade level or above at the beginning of the school year. Our goal was to increase this to 80%.</p> <p>Our overall goal was to see growth in 95% of all students.</p>	<p>8<sup>th</sup> Grade: 33% of the 8<sup>th</sup> graders were at standard and above. 0% exhibited high growth 12% exhibited clear growth 54% exhibited some growth 34% exhibited no growth</p> <p>7<sup>th</sup> Grade: 6% of the 7<sup>th</sup> graders were at standard and above. 0% exhibited high growth 0% exhibited clear growth 29% exhibited some growth 71% exhibited no growth</p> <p>6<sup>th</sup> Grade: 6% of the 6<sup>th</sup> graders were at standard and above. 0.1% exhibited high growth 13% exhibited clear growth 45% exhibited some growth 41% exhibited no growth</p> <p>Overall goal: 29%-66% showed growth and 34% - 71% showed no growth</p>
<p><b>Achievement Gap</b></p>	<p>We expect that our Hispanic students will reach 55% proficiency in ELA and 60% proficiency in the Math portion of the SBA in the spring of 2017.</p>	<p>Our students exceeded expectation in both ELA and Math. 76% of our 6,7,8 grade Hispanic students were proficient on their ELA SBA. 69% of our Hispanic students were proficient in Math.</p>
<p><b>College and Career Readiness</b></p>	<p>We expect 100% completion rate of Career Cruising requirements by all of our 8<sup>th</sup> grade students.</p>	<p>All 8<sup>th</sup> graders completed their Career Cruising requirements in 2017.</p>
<p><b>School Effectiveness:</b></p>	<p>Our goal was to complete Safe School Ambassador Program for the second year.</p>	<p>We did complete training of new students, and maintained a successful program. However, we learned that support for the program ended and we will no longer be able to fund it.</p>

<p><b>Attendance and Discipline:</b></p>	<p>Implement a revised late policy which notifies parents by email when a student reaches 3 tardies in the semester and requires parent meeting and consequence when the student reaches 4. Teachers shared with all students the revised policy the first week of school and also shared with the parents during curriculum night. Teachers and other school personnel are present consistently in hallways encouraging students to be on time.</p>	<p>We saw a significant decrease in the number of students with 10 or more tardies during 2016-17.</p> <p>Number and percentage of students with 10 or more tardies for the year.</p> <table border="0"> <tr> <td>2016-17</td> <td>25 / 4.0%</td> </tr> <tr> <td>2015-16</td> <td>90 / 15.2%</td> </tr> <tr> <td>2014-15</td> <td>67 / 11.2%</td> </tr> <tr> <td>2013-14</td> <td>99 / 15.7%</td> </tr> </table>	2016-17	25 / 4.0%	2015-16	90 / 15.2%	2014-15	67 / 11.2%	2013-14	99 / 15.7%
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*Narrative Reflection:*

<p><b>Narrative Reflection</b></p>	
<p><b>Literacy: 6-8 ELA</b></p>	<p><b>6<sup>th</sup> grade</b> – While targets were not met, all students made gains. Our Level 2 baseline measure of identifying figurative language devices was successful. More frequent practice of explanation and purpose will be our focus next year. <b>7<sup>th</sup> Grade</b> – Students made clear gains in their ability to summarize and make inferences within grade level material. They supported each with appropriate and relevant detail. Instruction and expectation were consistent in LA and SS addressing both literature and nonfiction. <b>8<sup>th</sup> Grade</b> – Using CARS and Upfront vocabulary assessment, students saw gains in identified strands, as reflected in SBA results.</p>
<p><b>Math: 6-8 Math</b></p>	<p>While only 58% of Kirkland Middle School math students attained 80% or better on department mad vocab test, we analyzed that if the goal had been 70% or better that 78% of the students would have met the goal. Almost every student made raw data gains. Looking at the very small group of students who made very little or no growth, we believe that factors out of our control inhibited their growth despite interventions and extra support. Although we compiled all grade levels together for the data, each individual math teacher also analyzed their own students' growth.</p>
<p><b>Science: 8 Science</b></p>	<p>Although gains were made in student achievement, our goals from the fall were not met. We expected that 80% of all our students would be at or above grade level in vocabulary proficiency. This was a transition year as we started planning our instruction using the NGSS standards. Some of the content was familiar to us and some of the content was moved to a different grade level. We made the vocabulary test using the vocabulary words listed in the new textbook without knowing what</p>

	vocabulary we would be teaching to mastery in each grade level. As we progressed through the year we realized that students had limited exposure to, or did not encounter some of the words at all.
<b>Achievement Gap</b>	2016-17 was our first year with ELL staffing (we shared a teacher with one of our elementary schools). We started the year with a push-in model in our Safety Net classes. We quickly learned that the students needed more intensive assistance and we shifted to a pull-out model during the student's safety net ELA class. They remained in their regular LA/SS class. We were lucky to have a very flexible ELL teacher that made adjustments mid-way through the semester. We had better results than anticipated in both Literacy and Math. I believe due to increase in staffing support, and additional teacher professional learning opportunities during the school year.
<b>College and Career Readiness</b>	We will continue to refine how we use Career Cruising in the Middle School. It has been a learning experience during the past 2 years. We are always looking for ways to make sure it is relevant for 8th graders as they plan for their future.
<b>School Effectiveness:</b>	The number of students choosing to complete Honors/Level 4 work in 6-7-8 ELA stayed steady with insignificant growth. Even with a push at the semester to encourage students to choose the more challenging work, most said they felt challenged enough by the "regular" curriculum and were not willing to extend themselves further. We will revisit our plan in Oct. 2017.
<b>Attendance and Discipline:</b>	Earlier communication with parents, staff attention to procedures and holding students accountable for their tardies were a major reason for the decrease in the number of students with 10 or more tardies for the year. The email (at 3 tardies) to parents seems to be the most effective method to reduce student tardies.

## ANNUAL SCHOOL GOALS

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### 2017-18 Annual School Goals:

SMART Goals	
<b>Literacy: 6-8 ELA</b>	83% of 6-8 students will meet or exceed standard on the ELA SBA.  6 <sup>th</sup> Grade – 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

	<p>growth category. These students will be able to define and/or identify figurative language in a text.</p> <p>7<sup>th</sup> Grade – 7th grade students will answer Word Meaning questions on final CARS assessment at 70% accuracy.</p> <p>8<sup>th</sup> Grade - 80% of students will achieve at or above standard (75%) on Strand #8 Critical Thinking and Inferences, on the CARS assessment.</p>
<p><b>Math: 6-8 Math</b></p>	<p>83% of students will meet or exceed standard on the 2018 Math SBA</p> <p>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 have shown some growth as evidenced by a 20% increase from the baseline assessment in November to the final assessment in March. We will use the practice of “no growth,” “low growth” (growth of 10%), “some growth” (increase of 20%), “clear growth” (increase of 30%), and “high growth” (increase of 40% or more).</p>
<p><b>Science: 8 Science</b></p>	<p>88% of students will meet or exceed standard on the 2018 science NGSS test.</p> <p>All students will improve their ability to analyze a scientific model that explains a phenomenon. 80% of students will demonstrate clear growth by March of 2018.</p> <p>Goals for students who are at Level 2 &amp; 3 on the pretest (scored 70% - 89%) are:</p> <p>Some growth will be indicated by a change of 5%          Clear growth is indicated by a change of 10%          High growth is indicated by a change of 15% or more</p> <p>Goals for students who are at Level 1 on the pretest (scored 0% - 69%) are:</p> <p>Some growth is indicated by a change of 10%</p> <p>Clear growth is indicated by a change of 20%</p> <p>High growth is indicated by a change of 30% or more</p>
<p><b>Achievement Gap</b></p>	<p>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. Research initiatives and innovative programs to improve cultural competency and inclusiveness for our minority students.</p>

<b>College and Career Readiness</b>	We expect 100% completion rate of Career Cruising requirements by all of our 8 <sup>th</sup> grade students.
<b>School Effectiveness:</b>	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.
<b>Attendance:</b>	Continue the implementation of our revised late policy which notifies parents by email when a student reaches 3 tardies in the semester and requires parent meeting and consequence when the student reaches 4. Teachers shared with all students the revised policy the first week of school and it was also shared parents during curriculum night. Teachers and other school personnel are present consistently in hallways encouraging students to be on time.
<b>Discipline:</b>	See attendance above.

### Annual School Goals: Academic

**ELA:** After reviewing PGE results from the 2016-17 academic year, Smarter Balance Data and current year CARS assessments each grade level determined a specific reading skill focus given the current cohort data. Each ELA grade level team determined that there was a specific strand of reading skills students required additional focus on and instruction in. In order to ensure students are receiving challenge and maintaining rigor students are given opportunities to select Level 4 assignments and achieve at an Above Standard level on all major assessments. Differentiation occurs in reading selections, question types, and critical thinking skills. In order to ensure students are receiving the necessary intervention, we have identified students who may need additional support in order to gain mastery of Social Studies and Language Arts content, as well as boost reading skills. Intervention takes place through modification of assignments, continued data tracking and leveled reading. We will be monitoring student progress through benchmark assessments directly tied to grade level academic SMART goals.

**SCIENCE:** Our team began by discussing where we felt there were gaps in knowledge or skills in our current students. We discussed what our team had learned as a result of our recent training in Ambitious Science practices, the bundling of NGSS standards by the district science leadership team and the new NGSS standardized test that will be given this spring. We selected this year's goal due to the emphasis on using scientific models to demonstrate understanding of a phenomenon that is prevalent in the NGSS standards, and will be assessed in the new state test. We are using a variety of methods to teach and practice modelling skills such as analyzing models, peer reviews, creating group models and revising models as each instructional unit progresses. All of these include opportunities for students to be challenged as well as provide scaffolds for students who need additional support. We will include modelling questions in our formative assessments through-out the year in order to monitor individual student progress.

**MATH:** The math department reviewed results of the 2016-17 SBA data. While the strengths and weaknesses are different at each grade level, we did agree that often the non-calculator problems are challenging for students who do not know their multiplication tables or mental math strategies. We set the goal that 90% of our students

in every grade level will show growth on grade appropriate mental math assessments. Using Power School Learning for timed assessments, students will complete a baseline assessment in November with follow up assessments in January and March. The team will be cognizant of when to allow students to use calculators on lessons/assessments and when to rely on computation and mental math strategies. Our team will focus on opportunities to teach mental math strategies and use number talks as a vehicle to have students share strategies.

### **Annual School Goals: Achievement Gap**

We used information from our 2017 SBA, and looked at the outcomes from last year's goals and determined that we would continue to focus on the success of our Hispanic students, in both Math and 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.

### **Annual School Goals: College and Career Readiness**

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

### **Annual School Goals: School Effectiveness**

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.

### **Annual School Goals: Attendance**

Attendance (tardies) continues to be our biggest discipline issue. During weekly attendance meetings Counselors, Attendance Secretary and Associate Principal meet and review data and discuss possible solutions to individual attendance issues. A full review will be done at the semester and adjustments made as necessary. Reviewing yearly data will take place in June 2018 to determine if goal has been reached.

### **Annual School Goals: Discipline**

See above.

**INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES**

<b>Goal Area</b>	<b>Math</b>
<i>Strategy to support goals</i>	All students will take a Power School Learning baseline assessment in November. The same or similar assessments will be given in January and March. We will discuss mental math strategies through class “number talks,” as well as through starter problems, exit tasks, and instruction. We expect numerous teachable moments when quick sharing of strategies is appropriate and streamlined into the instruction.
<i>Professional Learning needed</i>	Members have been helping each other to create Power School Learning assessments, placing time limitations, and making sure that data is collected correctly. We are learning and working together.
<i>Resources needed</i>	No resources are needed.
<i>Responsible individual or team</i>	Kirkland Middle School Math Team

<b>Goal Area</b>	<b>Science</b>
<i>Strategy to support goals</i>	All students will take a pre-assessment to determine baseline levels in October. The same assessment will be given again in March to determine overall growth. Formative assessments will be given during the year to monitor progress.
<i>Professional Learning needed</i>	On-going Ambitious Science Training at district meetings, POGIL training (Process Oriented Guided Inquiry Learning) with Lake Washington high school science teachers and a formal training
<i>Resources needed</i>	None
<i>Responsible individual or team</i>	KiMS Science Team

<b>Goal Area</b>	<b>Literacy</b>
<i>Strategy to support goals</i>	At all grade levels, a sequence of lessons has been put in place to build student knowledge and skill in the identified areas of need.
<i>Professional Learning needed</i>	Resources specific to teaching domain specific vocabulary to students below standard. Time to design, plan for and implement new strategies.
<i>Resources needed</i>	None
<i>Responsible individual or team</i>	KiMS ELA Team

<i>Goal Area</i>	<i>School Effectiveness</i>
<i>Strategy to support goals</i>	We have adjusted our ELL delivery model this year after trying a co-teach model last year (the first year with .4 ELL staffing) in the hopes that students will receive more individualized instruction, rather than be mixed in with safety net students.
<i>Professional Learning needed</i>	We have a new (experienced) ELL teacher this year that will be taking advantage of district professional development as well as meeting with other educators in her content area.
<i>Resources needed</i>	Materials to support new ELL program, professional development for staff-including interested general education staff. Continued SIOP refreshers for entire staff.
<i>Responsible individual or team</i>	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.

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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### Strategies to involve parents, families, and the community in the Continuous Improvement 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.

### Strategies to inform parents, families, and the community about the Continuous Improvement 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. The more connected we are to our community, the more opportunities we have to share our goals and progress on a regular basis.