

# Kirkland 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:** Kirkland Middle School (KiMS) is located in the NorKirk neighborhood of Kirkland, just blocks from downtown, near beautiful Lake Washington. We just completed our eighth year as a 6-8 Middle School, with wonderful results. We serve approximately 620 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 7<sup>th</sup> or 8<sup>th</sup> 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, personalization, as well as social emotional learning. We continue to 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.

**Mission Statement:** A caring community of dynamic, lifelong learners.

#### Demographics:<sup>1</sup>

	2016-17	2017-18	2018-19	
Student Enrollment (count)	588	614	607	
Racial Diversity (%)	American Indian/Alaskan Native	0.5	0.0	0.2
	Asian	10.7	10.9	11.4
	Black/African American	1.7	1.6	2.3
	Hispanic/Latino of any race(s)	7.3	8.5	8.4
	Native Hawaiian/Other Pacific Islander	0.7	0.0	0.0
	Two or more races	6.8	6.8	7.6
	White	72.3	72.0	70.2
Students Eligible for Free/Reduced Price Meals (%)	10.9	9.1	11.7	
Students Receiving Special Education Services (%)	10.7	11.3	11.2	
English Language Learners (%)	2.7	3.3	4.5	
Students with a First Language Other Than English (%)	13.3	15.3	17.5	
Mobility Rate (%) <sup>2</sup>	8.0	5.7	6.9	

<sup>1</sup>Enrollment and racial diversity based on annual October 1 headcount. Other demographic measures based on May headcount.

<sup>2</sup> 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 <sup>th</sup> Grade	76	82	83
7 <sup>th</sup> Grade	82	83	86
8 <sup>th</sup> Grade	88	84	80

**MATH: By Grade Level, Smarter Balanced Assessment**

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6 <sup>th</sup> Grade	80	83	86
7 <sup>th</sup> Grade	82	79	82
8 <sup>th</sup> Grade	79	77	79

**ELA: By Group/Program, Smarter Balanced Assessment<sup>3</sup>**

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	79	90	91
Black/African American	60	58	56
Hispanic/Latino	77	70	58
Two or more races	83	88	83
White	83	83	86
English Learner	17	20	23
Low Income	64	69	58
Special Education	18	27	31

**MATH: By Group/Program, Smarter Balanced Assessment<sup>3</sup>**

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	82	92	91
Black/African American	70	33	50
Hispanic/Latino	70	64	48
Two or more races	78	86	89
White	82	81	85
English Learner	33	35	36
Low Income	52	58	51
Special Education	12	21	31

**ACADEMIC PERFORMANCE DATA:  
SCIENCE**

**SCIENCE: By Grade Level, WCAS<sup>4</sup>**

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8 <sup>th</sup> Grade	n/a	77	73

**SCIENCE: By Group/Program, WCAS**

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	71	79
Black/African American	n/a	-	-
Hispanic/Latino	n/a	76	63
Two or more races	n/a	-	81
White	n/a	78	72
English Learner	n/a	-	-
Low Income	n/a	50	43
Special Education	n/a	10	33

↘ = Cohort Track

**ATTENDANCE DATA**

<sup>3</sup> 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.

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

**ATTENDANCE: By Grade**

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
6 <sup>th</sup> Grade	91	95	91
7 <sup>th</sup> Grade	93	89	92
8 <sup>th</sup> Grade	89	91	85

**ATTENDANCE: By Group/Program<sup>5</sup>**

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	98	97	94
Black/African American	100	92	94
Hispanic/Latino	83	90	84
Two or more races	92	100	90
White	91	90	89
English Learner	88	95	89
Low Income	80	80	77
Special Education	77	84	75

**WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA**

**MOST RECENT WSIF 3-YEAR SUMMARY<sup>6</sup>**

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	84	86	-	70	86	86	18	70	27
Math Proficiency Rate (%)	82	88	-	67	80	84	26	61	22
ELA Median Student Growth Percentile <sup>7</sup>	56	63	67	58	58.5	54	40.5	53.5	47
Math Median Student Growth Percentile	70	74	78	71.5	70.5	69	60	68.5	49
EL Progress Rate (%)	65	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	95	-	-	92	-	95	-	85	90

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

<sup>6</sup> 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.

<sup>7</sup> 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.

<b>Priority #1</b>													
<b>Priority Area</b>	Mathematics												
<b>Focus Area</b>	The goal of the math department, for 2019-2020, is based on preparation for the Spring SBA through the use of ALEKS.												
<b>Focus Grade Level(s)</b>	Grade 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup>												
<b>Desired Outcome</b>	Growth will be measured on students' progress on the three ALEKS Knowledge Assessments given throughout the year. Our goal is that 80% of all students will show clear growth, as measured by the indicators of clear growth (10% growth) and high growth (at least 20% growth). The math department selected this goal to work towards our SIP goals. Our SIP goals for the SBA are that 84% of 6th graders will achieve standard or above standard, 82% of 7th graders will achieve standard or above standard, and 79% of 8th graders will achieve standard or above standard.												
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)												
<b>Data and Rationale Supporting Focus Area</b>	Data will be gathered using the capabilities of the ALEKS program. 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. The rationale for using ALEKS to help prepare for SBA is that the program supports our curriculums and assesses standards.												
<b>Strategy to Address Priority</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Action</th> <th style="text-align: center;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Baseline ALEKS assessment.</td> <td>Scores collated for department.</td> </tr> <tr> <td>Implementation of SBA-type questions into curriculum.</td> <td>Intermittently throughout units.</td> </tr> <tr> <td>Second ALEKS assessment</td> <td>Scores collated, and progress assessed.</td> </tr> <tr> <td>Level 4 questions included on assessments.</td> <td>Item analysis on assessments.</td> </tr> <tr> <td>Third ALEKS assessment.</td> <td>Scores collated; progress assessed for individuals and grade levels.</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Baseline ALEKS assessment.	Scores collated for department.	Implementation of SBA-type questions into curriculum.	Intermittently throughout units.	Second ALEKS assessment	Scores collated, and progress assessed.	Level 4 questions included on assessments.	Item analysis on assessments.	Third ALEKS assessment.	Scores collated; progress assessed for individuals and grade levels.
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<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2020												
<b>Method(s) to Monitor Progress</b>	After each Knowledge Assessment, data will be compiled and analyzed for each student as well as each grade level.												

**Priority #2**

<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	<p>6<sup>th</sup> Grade: We will focus in W.6.4 CCSS in which students will produce clear and coherent writing in which the development, organization, and style are appropriate to the task purpose and audience.</p> <p>7<sup>th</sup> Grade: Reading informational text (RI.7.1) – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8<sup>th</sup> Grade: This year 8<sup>th</sup> grade will focus on CCSS SL.8.2 – Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind the presentation.</p>	
<b>Focus Grade Level(s)</b>	Grades 6 <sup>th</sup> -8 <sup>th</sup>	
<b>Desired Outcome</b>	<p>6<sup>th</sup> Grade: For the 2019-2020 school year, our goal is to increase proficiency in writing organization from 64% to 85% of students scoring at/near standard as measured by the SBA Interim Performance Task.</p> <p>7<sup>th</sup> Grade: Students will be able to construct a written response that includes relevant evidence from two or more different non-fiction sources.</p> <p>8<sup>th</sup> Grade: 30+ students will improve to above standard in Listening Interpretation from their baseline assessment in October 2019 to their post-assessment and SBA test in the Spring of 2020.</p>	
<b>Alignment with District Strategic Initiatives</b>	Innovative Learning Opportunities	
<b>Data and Rationale Supporting Focus Area</b>	<p>6<sup>th</sup> Grade: We chose the area of focus because of the incoming SBA scores. The clear area of need was writing, specifically organization and elaboration. Only 64% of students were proficient in this area on last year's SBA.</p> <p>7<sup>th</sup> Grade: When observing student work in both LA and SS classes, students struggled to make sense of non-fiction text, when unfamiliar with even a small number of words within context. Furthermore, students were unable to extract information to embed quotations or use evidentiary support from said informational texts to formulate a claim without significant guidance from teacher and provided modifications.</p> <p>8<sup>th</sup> Grade: Through our evaluation of SBA data from Spring of 2019, and our baseline data from Fall 2019, we found that listening interpretation was a low performing area for this group.</p>	
<b>Strategy to Address Priority</b>	<b>6<sup>th</sup> Grade Action</b>	<b>Measure of Fidelity of Implementation</b>

Formative In-Class Essay: Dar Conflict Explanatory Essay (September-October).	Students will be able to select specific details relevant to the topic.
Formative/Summative Organized Paragraph Writing, Paragraph Revision (throughout the year).	Students will be able to construct layered elaboration to develop and add depth to writing.
Formative In-Class Essay: Three Chinese Philosophies Argument Essay (February-March).	Students will be able to use research to support opinions and ideas.
All Formative In-Class Essays: Reflection on Rubric and Writing Conferences (throughout the year).	Students will be able to evaluate their own writing to determine the extent to which they achieved their purpose in writing.
<b>7<sup>th</sup> Grade Action</b>	
Guided practice on embedding of quotations into student's writing, including example signal phrases, proper MLA quotation format, and RACE response method (Restate, Answer, Cite, Explain).	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Model and practice highlighting non-fiction text, while using an annotation guide to facilitate the annotation process. Specific annotation symbols will be taught to mark notable content. Left margin- annotation marks/symbols. Right margin- one sentence summary per paragraph.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
Compose a guided step-by-step synthesis essay, in which students will rely on multiple sources to construct a unique argument/stance.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Introduce different types of context clues and provide ample opportunity to practice (every Tuesday warm-up is vocabulary context practice).	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>8<sup>th</sup> Grade Action</b>	
Introduce a variety of note-taking strategies such as graphic organizers, guided notes, sketch/doodle notes, etc. to help students identify key details within a presentation.	Answer listening comprehension questions to demonstrate an understanding of the main points made in a presentation one to two times per month.
Guided practice analyzing diction, connotation and rhetorical devices	Articulate the purpose and tone of a presentation and support thinking through explicit

	used within a presentation to identify purpose and tone.	references to diction, connotation and rhetorical devices used several times throughout each quarter.
	Explore common persuasive/entertainment strategies and techniques, rating their effectiveness.	Evaluate the effectiveness of a presentation as it relates to the purpose/goal of a presentation, citing specific strategies and techniques used multiple times throughout the year.
	Work through a series of paired podcasts/presentations connected to ELA, Social Studies, Science, pop culture, etc.	Identify and explain connections made between a presentations and other aspects of life – personal, content areas, text, media, etc. at least once per major unit.
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2020	
<b>Method(s) to Monitor Progress</b>	Baseline assessments were administered in October. Formative assessments will take place three times during the school year. Final assessments will be administered in late March in preparation for the SBA.	

**Priority #3**

<b>Priority Area</b>	Social and Emotional
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<b>Focus Area</b>	SBIRT Screening for early detection of social, emotional, behavioral concerns.							
<b>Focus Grade Level(s)</b>	6 <sup>th</sup> Grade							
<b>Desired Outcome</b>	The SBIRT team will screen all six sections of 6 <sup>th</sup> grade Health classes through two different sessions with follow-up Brief Interventions for all students who screen in the red or yellow range. Students flagging red will have a face to face meeting within 24-hours. Students flagging yellow will have a meeting within two weeks. Follow-up sessions/recommendations will be made as appropriate.							
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)							
<b>Data and Rationale Supporting Focus Area</b>	Our focus area involves early detection as well as intervention of possible social/emotional areas of concern. Counselors will be conducting Brief Interventions with students who flagged red within 24-hours and will meet with students flagging yellow within two weeks to do Brief Interventions. Data collection done last year was done with two 6 <sup>th</sup> grade classes in the fall and four in the Spring. Data is available from last year's screening. This year, we will screen three and three, which should help with any capacity issues.							
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<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2020							
<b>Method(s) to Monitor Progress</b>	Check Yourself Tool – report (Tickit), which includes number screened, number flagged red and yellow; data regarding Brief Interventions and follow-up.							



**Priority #4**

<b>Priority Area</b>	High Levels of Collaboration and Communication	
<b>Focus Area</b>	Introduction and use of Microsoft Teams	
<b>Focus Grade Level(s)</b>	All staff	
<b>Desired Outcome</b>	Used as a collaboration and communication tool, ability to access information quickly from one central location. Partnered with OneNote.	
<b>Alignment with District Strategic Initiatives</b>	Professional Learning	
<b>Data and Rationale Supporting Focus Area</b>	Need for more transparent communication, easier staff access to important information, and a more robust collaboration tool.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Introduce teams during August LEAP.	All staff will be able to navigate channels and files within Teams.
	Move daily “Good Morning” announcements to Team Site.	Drop current morning staff email announcement in November 2019.
	Create Building Calendar in Teams.	Drop current morning staff email that contains calendar reminders- November 2019.
	Link building OneNote.	
	Staff will develop a protocol for naming and where information with reside in Teams.	Will have plan in place by January 2020.
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2020	
<b>Method(s) to Monitor Progress</b>	Survey staff to determine level of use and need for further professional development support.	

## 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 not 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 of 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.<sup>8</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	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.	Monthly Builder Club/Kiwanis meetings. Daily Building Use- Kirkland Parks, Youth Sports after school. Yearly Grant Requests- Kirkland Youth Counsel. Pantry Packs – every Friday all year.
	We also offer evening study/organizational skills, and technology parent nights outside of our regular PTSA general membership meetings.	Fall evening meeting.
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	The principal meets with PTSA leadership to share SIP progress and answer questions regarding programs and initiatives.	Bi-weekly meeting September-June
	Principal- standing item during PTSA general membership meeting, which always contains pertinent SIP information.	Four/Five times a year as scheduled by PTSA Board and President.
	Newsletters go out to families and contain information reported out by	Emailed once a month, is also posted on PTSA Website

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

	grade level content areas, and electives.	
	Social/Emotional/Physical support: Very active parent group focused on wellness. Sponsors: Backpack Awareness Day, Wellness Fest and a variety of other activities for students, staff and parents.	September -Backpack Awareness Event before school. May - KiMS Well Fest.
	Parents Survey to determine their interest in order to better serve our school community.	Winter 2020