Lake Washington School District

School Improvement Plans
MIDDLE SCHOOLS
2019-2020

- ➢ Environmental & Adventure School
- ➢ Evergreen Middle School
- ➢ Finn Hill Middle School
- ➢ Inglewood Middle School
- ➢ Kamiakin Middle School
- ➢ Kirkland Middle School
- ➢ Northstar Middle School
- ➢ Redmond Middle School
- ➢ Renaissance Middle School
- ➢ Rose Hill Middle School
- ➢ Stella Schola
- ➢ Timberline Middle School

Environmental & Adventure 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: The Environmental & Adventure School (EAS) is a Lake Washington School District Choice School. Founded in 1999, it is celebrating its twenty-first year of successfully providing middle-level learners with a challenging educational program based on an environmentally focused thematic integrated curriculum infused with adventure-learning and community stewardship.

Located on the Finn Hill Middle School campus, EAS draws students from all geographic areas of the district.

School Programs:
- Thematically integrated curriculum that facilitates critical connections of student learning experiences. Subject-area classes share the same annual school-wide curricular theme, so student learnings are integrated and connected from class-to-class.
- Community Stewardship Projects (CSPs) connect students to their local community as they work with various social service organizations, restore and enhance natural habitats, or mentor younger students in environmental learnings. To date, EAS students have contributed over 90,000 hours of service towards environmental and social needs in our community.
- Three week-long adventure-education experiences built around school and academic goals. The initial community-building week at Camp Hamilton allows our new sixth graders to make immediate connections with peers, staff, and parent volunteers.
- Wednesday Electives Program that provides a wide variety of elective class options taught by parents and community partners.
- Annual, three-day Healthy Choices Fair, which is organized as a health conference with daily keynote speakers and break-out sessions. These deliver district and state mandated health curriculum along with a diverse set of elective offerings in the areas of physical, mental, and social health. Sessions are taught by EAS staff, community partners, and parents with health-field expertise.

Unique Characteristics of School
- Balanced, multi-age student groups LA, SS, Science, STEM, and Art that allow students to mentor and assume leadership roles, develop a strong classroom community, and offers structured challenge for younger learners.
- All EAS students take Spanish in grades 6-8, learning the language in-depth and developing a strong understanding of a variety of Hispanic cultures.
- Standards-based grading has been used since 2003. Student work products are assessed on demonstration of mastery to meet defined district, state, and national learning standards.
- High level of parent involvement. Parents apply their expertise in partnering with EAS teachers to create and lead engaging Wednesday Elective offerings, challenging adventure-education rotations, and other learning events.

Mission Statement: Students achieve academic, personal, and social goals in a challenging educational program. The environmental focus encourages students to participate in creating and maintaining healthy environments for learning and living. Students benefit from a sense of belonging, purposeful learning, and opportunities to develop as leaders, stewards, and responsible citizens.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		142	140	141
Racial Diversity (%)	American Indian/Alaskan Native	0.0	2.0	0.0
	Asian	15.5	19.3	19.9
	Black/African American	1.4	1.4	0.0
	Hispanic/Latino of any race(s)	1.4	2.9	5.0
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	7.8	8.6	9.9
	White	73.9	67.1	65.3
Students Eligible for Free/Reduced Price Meals (%)		2.1	3.0	2.9
Students Receiving Special Education Services (%)		6.4	5.9	7.3
English Language Learners (%)		0.0	0.7	0.7
Students with a First Language Other Than English (%)		10.6	16.3	18.2
Mobility Rate (%)[2]		0.7	1.4	2.8

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

[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

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6th Grade	94	85	94
7th Grade	82	91	91
8th Grade	94	84	91

ELA: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	92	93
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	91	75	85
White	90	88	93
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	50	70

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6th Grade	90	83	90
7th Grade	84	81	88
8th Grade	88	75	72

MATH: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	95	92	93
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	100	83	92
White	87	79	79
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	60	60

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[4]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8th Grade	n/a	86	98

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	93	97
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

◣ = Cohort Track

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[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
6th Grade	98	92	100
7th Grade	89	-	100
8th Grade	96	94	100

ATTENDANCE: By Group/Program[5]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	95	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	100	-	-
White	93	96	100
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[6]

	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	91	-	-	-	90	-	-	62
Math Proficiency Rate (%)	82	94	-	-	-	81	-	-	60
ELA Median Student Growth Percentile[7]	47	42	-	-	52.5	47	-	-	56
Math Median Student Growth Percentile	47	50	-	-	59	45	-	-	50
EL Progress Rate (%)	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	96	-	-	-	-	95	-	-	90

[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.

<table>
<tr><td colspan="3" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td colspan="2">Mathematics</td></tr>
<tr><td>Focus Area</td><td colspan="2">Reasoning and Communication</td></tr>
<tr><td>Focus Grade Level(s)</td><td colspan="2">Grades 6th/7th/8th (all grades)</td></tr>
<tr><td>Desired Outcome</td><td colspan="2">Improve percentage of combined 7th/8th grade cohort group performing "above standard" on the SBA-Mathematics-Communicating Reasoning strand from 75% to 80% as measured by the Spring 2020 SBA test.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td colspan="2">Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td colspan="2">On the Spring 2019 SBA-Mathematics-Communicating Reasoning strand, 75% of EAS 6th/7th grade students (combined) performed "above standard."</td></tr>
<tr><td rowspan="2">Strategy to Address Priority</td><td align="center">Action</td><td align="center">Measure of Fidelity of Implementation</td></tr>
<tr><td>Incorporate showing of work into all pertinent math assignments and assessments in all math classes.</td><td>Individual and collective teacher-tracking of modified assignments/assessments. These will be shared and discussed at staff meetings.</td></tr>
<tr><td></td><td>Incorporate student verbal and/or written explanation of mathematical reasoning in math assignments and assessments in all classes.</td><td>Individual and collective teacher-tracking of modified assignments/assessments. These will be shared and discussed at staff meetings.</td></tr>
<tr><td></td><td></td><td></td></tr>
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<tr><td></td><td></td><td></td></tr>
<tr><td>Timeline for Focus</td><td colspan="2">Fall, 2019 - Spring, 2020</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td colspan="2">Combined 7th/8th Spring 2020 SBA-Mathematics-Communicating Reasoning strand scores.</td></tr>
</table>

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	Listening
Focus Grade Level(s)	Grades 6th/7th/8th (all grades)
Desired Outcome	Improve percentage of combined 7th/8th grade cohort group performing "above standard" on the SBA-ELA-Listening strand from 46% to 60% as measured by the Spring 2020 SBA test.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	On the Spring 2019 SBA-ELA-Listening strand, 46% of EAS 6th/7th grade students (combined) performed "above standard."

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Incorporate audio-only (verbal or pre-recorded) instructions in daily instruction in all classes.	Individual and collective teacher-tracking of modified class activities, assignments, and assessments. These will be shared and discussed at staff meetings.
	Use technology to incorporate use of audiobooks and audio passages and student-generated podcasts in all classes.	Individual and collective teacher-tracking of modified class activities, assignments, and assessments. These will be shared and discussed at staff meetings via showcases.
	Teachers will include open-ended questions and students paraphrasing in all classes.	Individual and collective teacher-tracking of modified class lessons, assignments, and assessments shared at staff meetings.
	Incorporate school-wide Character Strong lesson/dares that emphasize good listening skills (waiting until speaker finishes before commenting, eye-contact, observing speaker's body language, giving non-verbal active-listening cues, using recount/paraphrasing in verbal responses to speaker).	Character Strong lesson plans and calendar created and maintained by building trainer, Marie Jo Andrada, and Michelle Minato. Calendaring of lesson implementation by Advisory and classroom teachers.
	Incorporate use of musical lyrics in instruction in classes.	Individual and collective teacher-tracking of modified class activities, assignments, and assessments. These will be shared and discussed at staff meetings.

Timeline for Focus	Fall, 2019 - Winter, 2020
Method(s) to Monitor Progress	Combined 7th/8th grade Spring 2020 SBA-ELA-Listening strand scores .

Priority #3	
Priority Area	Social and Emotional
Focus Area	Positive School Climate
Focus Grade Level(s)	Grades 6th/7th/8th
Desired Outcome	Decrease school-wide incidences of harassment/bullying by 40% from 5 students receiving corrective discipline to ≤ 3.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	EAS seeks to continue our 4-year trajectory of reducing incidents of HIB behavior. Over each of the past four years, we have maintained an annual reduction rate of at least 40%.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Full implementation of Character Strong program with weekly, school-wide character dares.	Character Strong lesson plans and calendar created and maintained by building trainer, Marie Jo Andrada, and Michelle Minato. Calendaring of lesson implementation by Advisory and classroom teachers.
	Weekly, school-wide recognition of positive behavior traits exhibited by students and recognized by peers & staff (Compassion, Respect, Initiative, Responsibility, Kindness, Tree-Hugger) with awarding of associated clan necklace beads.	Retention of Character Strong Bead Nomination forms and recording type of bead and recipients in an Excel spreadsheet.
	School-wide delivery of CommonSenseMedia.org digital citizenship lessons focused on cyber-bullying (one per trimester).	This is a component of our BIT plan. Lessons are calendared with pre- and post-lesson staff discussion/planning/debrief. Also debriefed via C & C conferences with building TIF (Brian Healy), Principal Scarpelli, and TIS.
	8th grade Leadership "Kindness Initiatives"	Ongoing throughout the school year. Planned and calendared by Leadership Team students and John Hamilton, teacher-advisor.
	Targeted communications to parents throughout the school year (1st week; Curriculum Night; follow-up digital EAS News Bulletin Announcements) to solicit assistance in early reporting of HIB concerns raised by their students, allowing staff to be more proactive	Documented in Curriculum Night PowerPoint and EAS News Bulletin archives.

	and deal with precursors to HIB behavior before it manifests itself.	
Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Tracking number of HIB incidences for which offending students required corrective discipline (by Lead Teacher).

Priority #4	
Priority Area	High Levels of Family and Community Involvement
Focus Area	Parent volunteerism
Focus Grade Level(s)	N/A
Desired Outcome	Increase the percentage of families with one or more parents volunteering ≥ 10 hours as of January 31st from 56% to 75%.
Alignment with District Strategic Initiatives	Culturally Responsive Family Engagement
Data and Rationale Supporting Focus Area	Over the past four years, EAS has experienced a decrease in the number of parents volunteering to support school activities by driving, chaperoning, leading Wednesday Elective sessions and/or after-school clubs.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Use parent interests survey data to target areas of specific parent interest in creating parent volunteer opportunities.	Shared Excel spreadsheet of survey responses.
	Revise volunteer-log home reports to include question(s) asking parents "How would you like to be involved as a volunteer at EAS?" with it being signed and returned.	Collected forms following volunteer report distribution (twice yearly). Parental responses will be shared and categorized at staff meetings.
	EAS News Bulletin shout-outs to parents who hit significant waypoints of volunteerism: Rhododendron Level =10 hrs; Alder Level = 20 hrs.; Cedar Status = 25 hrs.; True Tree-Hugger = 50+ hrs.	Excel spreadsheet maintained by Laura Bartoletti, EAS Volunteer Coordinator, and documented in EAS News Bulletin archives.
	Send staff-signed thank-you cards to parents as they meet the 10-hr goal.	Maintain Excel spreadsheet of family volunteer hrs. and goals met.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Tracking parent volunteer hours from September 2019 through June 2020 and comparing these to 2018-19 school year data.

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 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.

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.[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
	Involving EAS PTO Board in development on SIP plan (soliciting feedback).	September-October 2019

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Sharing finalized SIP plan with school community via the EAS News Bulletin (twice-weekly digital publication to all EAS students and parents).	November 2019
	Sharing specific SIP-related instructional strategies with school community via EAS News Bulletin.	One time monthly, December 2019-May 2020

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

Evergreen 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: Evergreen Middle School is committed to developing the whole child through our focus on academics, athletics, activities, and the arts. Our staff creates a warm, safe, caring learning environment concentrated on the needs of all learners. Because students feel safe when they come to Evergreen, they feel empowered to challenge themselves in their learning. We are committed to doing whatever it takes for our students to achieve academic success, and we have created multiple intervention and enrichment opportunities to meet the individual needs of our students.

In addition to our focus on academics, we place an emphasis on involvement in the arts, athletics, and after-school clubs and activities. These opportunities create different connecting points for students in terms of social, emotional, and behavioral maturation, and provide a foundation for their academic success. We are proud that we have a very collaborative staff committed to supporting the whole child. Because of our collaboration and commitment to excellence, we have been School of Distinction Award winners, as well as Washington Achievement Award winners. This is a testament to the hard work of both our students and staff. Our teachers focus on preparing students for high school, most notably through AVID skills and strategies we are implementing school wide. These teaching strategies included pre-reading skills, using context clues to decipher informational text, Cornell Notes, Marking the Text, and breaking down vocabulary. We will continue to focus on these areas in addition to our focus on Organization through Agenda Checks. We also use Collaborative Study Groups, Socratic Seminars, and Philosophical Chairs as collaborative strategies in all classroom settings to create a collaborative atmosphere in each class. Student improvement in writing was targeted on expository, narrative, and persuasive writing through multiple strategies. Mathematics instruction was improved through teacher collaboration in designing common assessments, using the ALEKS program and other online resources to support all students. We will continue using ALEKS for math instruction, enrichment, and remediation. Teachers across all math classes engaged students in various activities that re-emphasized a combination of geometry, measurement, graphing, fractions, and ratios. Safety Net team taught classes and Special Education classes focus on supporting struggling learners in these areas. Many breakthroughs with individual students occur that are not always captured in the Smarter Balanced Assessment data. Eagle Opportunities are provided in each subject area on a quarterly basis, giving students extension assignments that were uniquely rigorous and challenging.

Our professional development continues to focus on the four Critical PLC Questions and constructing effective formative and summative assessment, intervention strategies that support struggling learners, as well as extension and enrichment activities for students who have already mastered the content. We also continue to focus on Common Core State Standards in Language Arts and Math, NGSS in Science, preparation for the Smarter Balanced Assessment each Spring, using PowerSchool and Skyward to enhance our Standards-Based Teaching Learning and Assessing, and using LEAP time to grow in these areas as well as how to better use technology as a tool in the classroom. Additional time has been provided

each month for teachers to work on essentials for teaching and learning that include planning, data analysis, and implementation of content standards and assessments with their instructional peers. We also provide release days twice per year per job-alike teams are able to meet and plan curriculum, instruction, and assessments for each class taught at EMS. We are proud of our accomplishments, fiscal responsibility with resources, and growth in student outcomes as a result of this collaboration.

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

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		1115	1203	1238
Racial Diversity (%)	American Indian/Alaskan Native	0.4	0.0	0.2
	Asian	40.6	40.7	41.8
	Black/African American	1.4	1.7	2.2
	Hispanic/Latino of any race(s)	7.3	7.2	7.1
	Native Hawaiian/Other Pacific Islander	0.3	0.0	0.0
	Two or more races	4.7	5.7	6.1
	White	45.4	44.6	42.5
Students Eligible for Free/Reduced Price Meals (%)		5.6	5.6	6.2
Students Receiving Special Education Services (%)		10.6	9.4	9.8
English Language Learners (%)		3.3	3.2	2.7
Students with a First Language Other Than English (%)		25.9	27.5	30.4
Mobility Rate (%)[2]		5.1	6.9	5.5

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

[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

ELA: By Grade Level, Smarter Balanced Assessment

Grade	*Percent at or above standard*		
	2016-17	2017-18	2018-19
6th Grade	86	87	86
7th Grade	87	87	85
8th Grade	85	86	85

ELA: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	*Percent at or above standard*		
	2016-17	2017-18	2018-19
Asian	94	96	95
Black/African American	65	85	63
Hispanic/Latino	68	62	70
Two or more races	82	82	80
White	83	83	81
English Learner	33	22	31
Low Income	40	43	40
Special Education	47	40	43

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	*Percent at or above standard*		
	2016-17	2017-18	2018-19
6th Grade	86	88	88
7th Grade	86	83	88
8th Grade	85	82	83

MATH: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	*Percent at or above standard*		
	2016-17	2017-18	2018-19
Asian	97	97	>97
Black/African American	59	75	63
Hispanic/Latino	63	59	65
Two or more races	84	75	82
White	81	79	81
English Learner	47	42	52
Low Income	38	34	42
Special Education	37	31	40

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[4]

Grade	*Percent at or above standard*		
	2016-17	2017-18	2018-19
8th Grade	n/a	82	84

SCIENCE: By Group/Program, WCAS

Group/Program	*Percent at or above standard*		
	2016-17	2017-18	2018-19
Asian	n/a	93	95
Black/African American	n/a	-	50
Hispanic/Latino	n/a	63	44
Two or more races	n/a	75	74
White	n/a	78	81
English Learner	n/a	27	42
Low Income	n/a	39	26
Special Education	n/a	39	47

= **Cohort Track**

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[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
6th Grade	92	89	88
7th Grade	89	92	88
8th Grade	89	86	89

ATTENDANCE: By Group/Program[5]

Group/Program	*Percent avoiding chronic absenteeism*		
	2016-17	2017-18	2018-19
Asian	95	94	93
Black/African American	81	95	79
Hispanic/Latino	81	82	84
Two or more races	89	90	88
White	87	86	84
English Learner	84	84	85
Low Income	70	71	76
Special Education	78	76	75

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[6]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	88	96	-	69	84	86	30	47	46
Math Proficiency Rate (%)	87	97	-	65	83	82	42	42	39
ELA Median Student Growth Percentile[7]	55	63	50	50	55	51	51.5	48	44.5
Math Median Student Growth Percentile	67	73	61	64.5	59	62	59.5	61	54
EL Progress Rate (%)	81	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	93	97	-	86	94	92	89	76	87

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[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	Mathematics
Focus Area	We will address the opportunity gap of our low-income students.
Focus Grade Level(s)	Grades 6-8
Desired Outcome	62% of low-income students will meet or exceed standard as measured by the 2021 Math SBA
Alignment with District Strategic Initiatives	Culturally Responsive Teaching
Data and Rationale Supporting Focus Area	42% of 86 low-income students were at standard on the 2019 Math SBA. We found, over the past four years, our largest opportunity gap according to the SBA are our low-income students.
Strategy to Address Priority	(see table below)

Action	Measure of Fidelity of Implementation
Book study with staff to support strategies for engaging low-income students.	Adjustments to classroom practice through PGE process.
Flex options for review, support, check-ins with specific students.	Track students and use of Flex.
Motivational interviewing by counselors of specific students.	Updates on students with potential spreadsheet.
Use of ALEKS curriculum.	ALEKS assessments.
Formatively assess student progress.	SBA Interim Assessments.
Summative assessment of student achievement.	2020 Math SBA.

Timeline for Focus	Fall, 2019 - Spring, 2021
Method(s) to Monitor Progress	SBA Interim Assessments Spring 2020 Math SBA Spring 2021 Math SBA

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	We will address the opportunity gap of our low-income students.
Focus Grade Level(s)	Grades 6-8
Desired Outcome	60% of low-income students will meet or exceed standard as measured by the 2021 ELA SBA.
Alignment with District Strategic Initiatives	Culturally Responsive Teaching
Data and Rationale Supporting Focus Area	40% of 85 low-income students were at standard on the 2019 ELA SBA. We found, over the past four years, our largest opportunity gap according to the SBA are our low-income students.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Book study with staff to support strategies for engaging low-income students.	Adjustments to classroom practice through PGE process.
	Flex options for review, support, check-ins with specific students.	Track students and use of Flex.
	Motivational interviewing by counselors of specific students.	Updates on students with potential spreadsheet.
	Use of Language Live curriculum.	Language Live assessments.
	Formatively assess student progress.	SBA Interim Assessments.
	Summative assessment of student achievement.	2020 ELA SBA.

Timeline for Focus	Fall, 2019 - Spring, 2021
Method(s) to Monitor Progress	SBA Interim Assessments Spring 2020 ELA SBA Spring 2021 ELA SBA

Priority #3	
Priority Area	Attendance
Focus Area	Students who miss even a few days of school each month are at far greater risk of academic failure and dropout than students who attend consistently.
Focus Grade Level(s)	Grades 7-8
Desired Outcome	Decrease the number of chronically absent students in grades 7 and 8 from 12% to 7%.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	For the 2018-19 school year, 12.44% of 6th and 7th graders at Evergreen were chronically absent. 10% of those students had moderate chronic absences with an average of 21 days missed, and 3% of those students had severe chronic absences, with an average of 42 days missed. The overall percent of chronically absent 6th and 7th grade students in Special Education was 26.92%. 17% of those students had moderately chronic absences, with an average of 24 days missed; with 10% of those students having severe chronic absences, with an average of 46 days missed. The two most impacted groups of students by race are Hispanic/Latino students and White students.

Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	SBIRT participation.	Check Yourself screener results and meetings with counselors.
	Development and implementation of PBIS universal supports.	Schoolwide expectations.
	Attendance letters.	Weekly attendance reports and letters sent.
	Family meetings.	Notes from meetings.
	Work with Attendance Specialist through BECCA process and identification of barriers.	Notes from meetings identifying actions taken and next steps.
	Motivational interviewing by counselors of identified students.	Updates on Students with Potential spreadsheet.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Weekly, monthly, and yearly attendance reports

Priority #4	
Priority Area	High Standards and Expectations for All Students
Focus Area	In order to reach our goals for priorities one and two, we will expect all students to achieve high standards and support teachers in using effective strategies to help low-performing students meet high academic standards (Q12 and Q16 on Nine Characteristics Survey).
Focus Grade Level(s)	Grades 6-8
Desired Outcome	We will increase our "agree completely" responses from 18.52% to 25% for Q16: Teachers use effective strategies to help low-performing students meet high academic standards on the Nine Characteristics Survey for Spring 2020.
Alignment with District Strategic Initiatives	Culturally Responsive Teaching
Data and Rationale Supporting Focus Area	Our 2019 Nine Characteristics survey results show that 18.52% "completely agree" that teachers use effective strategies to help low-performing students meet high academic standards. In addition, 14.81% "agree slightly" with that statement. In order to raise the achievement of low-income students, teachers need to understand "survival brain" and have specific strategies for increasing the academic success of economically disadvantaged students.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Develop and articulate school beliefs.	Nine Characteristics Survey.
	Book study with staff to support strategies for engaging low-income students.	Adjustments to classroom practice through PGE process.
	Flex options for review, support, check-ins with specific students.	Track students and use of Flex.
	Equity Grid.	Updates on students with potential spreadsheets.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	2020 Nine Characteristics Survey

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.

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.[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
	PTSA membership meeting	September 2019
	Community Survey	November 2019
	Community focus session	January 2020
	Monthly community newsletters	Every Month
	Student and Family needs assessment	October 2019

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Progress reports/ report cards	Quarterly
	Monthly community newsletters	Monthly
	Community Forum	April 2020
	Evergreen website	Weekly
	Curriculum Night presentation	September 2020

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

Finn Hill 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: Finn Hill Middle School is located in the Finn Hill neighborhood of Kirkland, WA. Students from four elementary schools – Juanita Elementary, Sandburg Elementary, Thoreau Elementary, and Bell Elementary – attend our school. Our school supports social emotional learning and personalization through the Character Strong curriculum, our House System, and our Positive Behavior Interventions and Supports (PBIS) system, Falcon P.R.I.D.E. Students are supported academically throughout the school day intervention program, College Prep, which allows students to participate in reteaching, challenge/enrichments activities, and general academic support on Tuesdays and Thursdays.

Mission Statement: Finn Hill Middle School shares the mission of the Lake Washington School District: Each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		629	634	655
Racial Diversity (%)	American Indian/Alaskan Native	0.5	0.0	0.2
	Asian	8.9	9.5	9.5
	Black/African American	2.5	3.6	3.4
	Hispanic/Latino of any race(s)	12.6	12.2	12.8
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	10.3	10.4	10.7
	White	65.2	64.0	63.5
Students Eligible for Free/Reduced Price Meals (%)		18.8	16.4	20.2
Students Receiving Special Education Services (%)		10.2	8.9	11.6
English Language Learners (%)		4.4	5.6	6.1
Students with a First Language Other Than English (%)		18.7	19.0	20.9
Mobility Rate (%)[2]		14.5	9.6	9.5

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

[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
6th Grade	72	72	71
7th Grade	79	73	79
8th Grade	73	82	79

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6th Grade	65	69	66
7th Grade	73	67	68
8th Grade	57	68	62

ELA: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	71	82	88
Black/African American	30	29	35
Hispanic/Latino	68	52	55
Two or more races	82	73	79
White	77	82	80
English Learner	4	10	7
Low Income	45	42	56
Special Education	37	32	36

MATH: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	73	81	80
Black/African American	30	36	35
Hispanic/Latino	62	44	39
Two or more races	68	67	69
White	66	73	69
English Learner	12	24	10
Low Income	37	38	37
Special Education	25	23	26

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[4]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8th Grade	n/a	86	73

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	81	87
Black/African American	n/a	-	50
Hispanic/Latino	n/a	62	41
Two or more races	n/a	94	76
White	n/a	91	78
English Learner	n/a	-	<5
Low Income	n/a	63	44
Special Education	n/a	44	29

◣ = Cohort Track

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[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
6th Grade	88	91	90
7th Grade	90	87	85
8th Grade	89	89	83

ATTENDANCE: By Group/Program[5]

Group/Program	*Percent avoiding chronic absenteeism*		
	2016-17	2017-18	2018-19
Asian	94	95	95
Black/African American	84	83	91
Hispanic/Latino	87	80	73
Two or more races	92	88	79
White	88	90	88
English Learner	74	77	72
Low Income	84	77	70
Special Education	85	71	84

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[6]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	77	79	-	66	78	80	7	48	35
Math Proficiency Rate (%)	68	77	-	54	69	70	15	39	24
ELA Median Student Growth Percentile[7]	52	52.5	33	48	47	54	55	43	46
Math Median Student Growth Percentile	57	68	59.5	58	54	55	59	54	55
EL Progress Rate (%)	61	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	91	95	-	86	90	92	83	83	85

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[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	Reading and Writing Standards
Focus Grade Level(s)	Grades 6, 7, and 8 for the Class of 2026
Desired Outcome	Finn Hill Middle School will increase its ELA SBA scores from 73% of students in the Class of 2026 meeting standard, as measured by the 2018 - 2019 SBA, to 83% of the students in the Class of 2026 meeting standard on the SBA during their 8th grade year (2021 – 2022).
Alignment with District Strategic Initiatives	Culturally Responsive Teaching
Data and Rationale Supporting Focus Area	SBA Reading data showed students were not meeting standard in identifying text structures (identifying author's purpose) and editing. Across the grades, writing organization scores averaged approaching/near standard (2.2-2.8 out of 4) for all modes of writing. This shows students need additional support in writing organization. Teachers of grades 6th, 7th, and 8th grade Language Arts (English) classes are spiraling reading and writing strategies to create a cohesive transition between the grade levels for acquiring and building upon skills. Targeted strategies will support students in their overall comprehension (Close Reading Strategies) and writing proficiency (Writing Organization).

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Explicit and deliberate instruction and practice in Close Reading Strategies in both English and Social Studies classes with an emphasis on: • Purposeful highlighting based on the text structure in conjunction with annotation strategies; • Cornell/Focused Notetaking (AVID school-wide strategy) • Identifying Sign Posts (total of 6) in texts; • Use of high interest reading materials; o Student choice of novels and utilization of book; clubs to discuss reading	<u>Professional Learning and Collaboration</u> Measures of Fidelity for members of the English and Social Studies departments: • Quarterly (or more frequent) department meetings to discuss implementation of close reading strategies; • Ongoing professional development in close reading strategies led by the English Department Chair or other team members; • Promotion meetings each school year to ensure student reading levels, strengths and areas of growth are known by the next teacher.

	o Scholastic Resources in English and Social Studies.	Progress Monitoring Measures of Fidelity with respect to close reading strategies: • Regular monitoring of student use of close reading strategies through the use of common classroom-based assessments (grade-level specific); • Use of SBA Interim Assessments by all grade levels to progress monitoring student reading progress.
	The English and Social Studies teams in each grade level will focus on instruction that aims to strengthen students' writing organization by: • Using the evidence based "Step Up to Writing" program and the Jane Schaffer paragraph as a common approach to writing instruction; • Teaching students how to use writing rubrics as self-assessment tools while completing writing tasks across grade levels; • Utilizing sentence stems to model effective writing and communication and to serve as a springboard in supporting students in improving their writing skills; • Explicitly teaching different text structures (how information is organized for readers); • Regularly utilizing a variety of graphic organizers to teach and strength writing organization and provide students with choice as to which organizer best supports their writing.	Professional Learning and Collaboration Measures of Fidelity for members of the English and Social Studies departments: • Quarterly (or more frequent) department meetings to discuss instruction related to writing organization; • Development of common tasks aimed at strengthening writing organization; • Shared graphic organizers throughout grade levels to ensure consistency and continued growth; • Review of student work by teacher teams to determine how best to serve students through differentiation; • Review of student completed graphic organizers to support subsequent high leverage instruction in their use; • Use of systems such as Writing Portfolios and OneNote to reflect on writing progress each year; • Promotion meetings each school year to ensure student writing strengths and areas of growth are known by the next teacher. Progress Monitoring Measures of Fidelity with respect to writing organization:

	- Regular monitoring of student use of writing organization strategies through the use of common classroom-based writing tasks and assessments (grade-level specific); - Use of SBA Interim Assessments by all grade levels to progress monitoring student writing progress.
Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	- Regular classroom-based assessments - ELA SBA Interim Assessments - School-wide progress monitoring through: - Twice monthly grade checks and Student Success Monitoring process - Monthly grade level team meetings to discuss student progress in all classes and develop common interventions for students who are struggling - Partner with parents through our Student Success Team Meeting process to address students who experience significant challenges/are not progressing in more than one class - Teacher-Parent-Student meetings to support students only struggling with reading and writing and to collaboratively develop strategies to support the student in reading and/or writing - ELA SBA assessments, monitored, annually, to ensure students are making progress toward our multi-year goal

Priority #2	
Priority Area	Mathematics
Focus Area	Finn Hill's focus area, *constructing viable arguments and critiquing the reasoning of others*, is one of the Common Core's 8 Mathematical Practices which are the foundations of mathematical thinking. Specifically, our team will focus communicating reasoning as a steppingstone to constructing viable arguments and critiquing the reasoning of others.
Focus Grade Level(s)	Grades 6, 7, and 8 for the Class of 2026
Desired Outcome	Finn Hill Middle School will increase student Math SBA scores from 58% of students in the Class of 2026 meeting standard, as measured by the 2018 - 2019 SBA, to 70% of the students in the Class of 2026 meeting standard on the SBA during their 8th grade year (2021 – 2022).
Alignment with District Strategic Initiatives	Culturally Responsive Teaching
Data and Rationale Supporting Focus Area	Students at Finn Hill Middle School struggle to communicate their reasoning. As measured by the Math SBA, 30% of our students are below standard on communicating reasoning, and 44% of our students are at standard. 26% of students are above standard, the smallest percentage of students above standard in the three math claims. Students' ability to communicate their thinking both verbally and in writing as well as constructing viable arguments based on reasoning is an expectation shared by both the Common Core Standards in Mathematics and The Next Generation Science Standards (NGSS). Specifically, in Science, the NGSS' science and engineering practices are encompassed with: "Once collected, data must be presented in a form that can reveal any patterns and relationships and that allows results to be communicated to others."

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	In **math** classrooms, teachers will support students in developing their reasoning skills, their ability to construct viable arguments, and their skill in critiquing the reasoning of others using the following progression of instruction.	
	Grade 6 teachers will regularly engage students in dot/number talks to normalize and strengthen students' skill in sharing their mathematical reasoning with one another.	1) Teachers will build dot/number talks into their lessons at least twice a week in all Math 6 classrooms. 2) Teachers will track the number of students participating during each talk with the intent of all students speaking in at least one number talk, if not more, by the end of the school year.
	Grade 7 teachers will utilize structures of inquiry as a strategy to strengthen number sense, use of reasoning to create arguments.	1) Structures of inquiry will be used at least twice a week by all teachers.

	Grade 8 teachers will utilize Desmos, GeoGebra, or a similar inquiry tool to support students in developing their reasoning, both in written and verbal forms, as well as their ability to construct arguments and critique the reasoning of others. Teachers will provide sentence stems/starters to support students in formulating their reasoning during the first half of the year, gradually moving toward independent creation of arguments.	1) Teachers will use Desmos, GeoGebra or a similar tool at least once a week as a platform for supporting students in visually viewing mathematics and drawing conclusions from those visuals. 2) Sentence starters will be projected or posted in each classroom to aid in student participation of argument construction during these activities. 3) Student arguments will be written down at least once a quarter and reviewed with the content level team to determine next instructional steps in teaching reasoning skills.
	In **science** classrooms, teachers across all grade levels will support this goal in the following ways.	
	Teachers will use the Claim-Evidence-Reasoning (CER) rubric, scaffolded for each grade. The team will review rubrics by grade level, identifying strengths and areas for growth, to improve instruction for reasoning.	The science team will teach the CER rubric a minimum of two times per Semester.
	Teachers will teach summary tables and Claim-Evidence-Reasoning (CER) structures to communicate reasoning.	Student work, including CERs, will be critiqued by both students and then reviewed by each grade level team. The instruction will be sequenced to increase quality of reasoning and evaluated by the science team each quarter.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	- Regular classroom-based assessments - Math SBA Interim Assessments - School-wide progress monitoring through: - Twice monthly grade checks and Student Success Monitoring process - Monthly grade level team meetings to discuss student progress in all classes and develop common interventions for students who are struggling - Partner with parents through our Student Success Team Meeting process to address students who experience significant challenges in more than one class - Teacher-Parent-Student meetings to support students only struggling with math or science and to collaboratively develop strategies to support the student in reading and/or writing	

	- Math SBA assessments monitored, annually, to ensure students are making progress toward our multi-year goal - Review the Washington Comprehensive Assessment of Science (8th grade only) with a focus on communicating reasoning as additional evidence of reasoning development

Priority #3	
Priority Area	Social and Emotional
Focus Area	Sense of Belonging
Focus Grade Level(s)	Grade 6, 7, and 8
Desired Outcome	Increase student's sense of belonging (44% favorable), feelings of connectedness to adults in the school (18%), and feelings of being respected by others (39%) by 10% in each question, as measured by associated questions on the Panorama survey.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Overall, the sense of belonging topic and associated question resulted in the lowest percentages of agreement by students (36% overall). Research overwhelming supports better educational outcomes (higher achievement scores, better attendance, and less discipline) for students who feel connected to their school, both peers and adults, and possess a sense of belonging.

Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	Teachers will deliver weekly Character Strong lessons during Falcon Time.	Counselors and administrators will observe Character Strong lessons each week to ensure they are delivered with fidelity across Falcon Time classes.
	The week's social emotional learning objectives and the weekly Character Dare will be communicated to families so they may engage their children in conversation about this learning.	Each Character Dare will be posted on Twitter each Monday. Each Character Strong slide deck will be posted on PowerSchool Learning each week.
	Finn Hill will implement a House System in an effort to increase community and sense of belonging among students throughout the school.	Each House will host its own house meeting at least once a month. Each House meeting will include interactive activities that allow students to connect with and get to know one another.
	Finn Hill will implement P.R.I.D.E. points, an element of our PBIS system – Falcon P.R.I.D.E. – to clearly communicate expectations and reinforce these expectations when they have been met.	Each month, students will work as a member of their house to participate in an incentive activity. The number of points needed to participate in each activity will increase slightly each month to encourage desired behaviors.
	Finn Hill will continue its positive communication initiative to families through our use "Good News" postcards. These postcards are written by any staff member	Finn Hill will track the number of postcards sent home. Our goal is 350 positive news postcards will be sent home to families during the 2019-2020 school year.

	when students are observed doing something positive for themselves, others, or the school community, academically, or socially.
Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	• We will continue to utilize the Panorama survey to monitor our students' growth and adjust our practice to better meet student needs. We plan to administer the Panorama survey in the Fall and the Spring. • We will support teachers struggling to implement Character Strong by having counselors team teach with them. • We will tally P.R.I.D.E. points at least once a week and communicate these tallies to students. • We will host student focus groups throughout the year to obtain feedback about Character Strong, Houses, and our PBIS (P.R.I.D.E. Points) system.

<table>
<tr><td colspan="2" align="center">Priority #4</td></tr>
<tr><td>Priority Area</td><td>High Levels of Family and Community Involvement</td></tr>
<tr><td>Focus Area</td><td>Create opportunities for families and the community to be involved in our school and ensure that all staff members are aware of our numerous events and the level of parent and community involvement.</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grade 6, 7, and 8</td></tr>
<tr><td>Desired Outcome</td><td>At least 80% of our staff will "Agree Completely" or "Agree Mostly" to the Nine Characteristics Survey questions that contribute to the High Levels of Family and Community Involvement Characteristic.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Culturally Responsive Family Engagement</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>On the 2018-2019 Nine Characteristics survey, 32% of staff slightly agreed or did not agree at all that Finn Hill Middle School has High Levels of Family and Community Involvement. Our school is dedicated to hosting events for our family throughout the school year to keep families and community members invested and involved in our school while addressing needs identified by our families and staff.</td></tr>
<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><td align="center">Action</td><td align="center">Measure of Fidelity of Implementation</td></tr>
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The 6th Grade Science Team will host (after a several year hiatus) a 6th grade student and family camping trip.
The 6th Grade Team will host "So You Have a Middle Schooler" Night aimed at supporting parents in the transition from elementary to middle school, including accessing Skyward and PowerSchool Learning.
The Math Team will host the annual Finn Hill Family Math Night.
The AVID Team will host the annual AVID Family Night for the families of rising 7th graders. Invitations will be sent by the counseling department.
The 7th Grade Team will host their legacy project display night.
The 8th Grade Team, under the leadership of a teacher leader, will plan and facilitate the 8th Grade Retreat, in which will

</td><td>All events will be communicated with staff, prior to each event. Time will be given during Staff Meetings or Professional Learning sessions for the staff leading each event to inform staff about event attendance and highlights.</td></tr>
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	include a number of parent chaperones. • The school will host its annual Career Day event, in which members of the community present on their various careers and pathways. • The PE Department will host its annual 5K event, bring in families and community members to volunteer. • Finn Hill will host its annual curriculum night in September. • Finn Hill will host its annual 5th grade family night. • Finn Hill will host the airplane assembly in which community members fly planes they build and let students know about their family club. • Finn Hill will host its annual Pasta Dinner in collaboration with the PTSA. • The PTSA will host monthly meetings and communicate with parents throughout the school about upcoming events. • Parents have been and continue to be invited to participate as members of our House System. Quarterly invites will be sent should parents want to get involved.	
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Finn Hill has at least one event per month. Staff will share the results of their events. Events and participation will also be posted on the Finn Hill Middle School OneNote page and highlighted in the weekly staff newsletter, Falcon Felicitations. In addition, events will be sent to families and staff members in the Falcon Flyer (a PTSA publication) and will be posted on the PTSA Facebook page as well as on the Finn Hill Middle School Twitter account.	

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.

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.[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
	The principal consulted with the PTSA board about priority areas and themes within our school.	September-October 2019
	The principal enlisted input from PTSA members on all topics.	September-October 2019

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	The principal will present the finalized SIP to the PTSA.	January 2020
	The SIP is posted on the Finn Hill Middle School website.	When approved by the district
	The SIP will be presented to our leadership students.	Semester 1

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

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

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[1]Enrollment 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

ELA: By Grade Level, Smarter Balanced Assessment

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

ELA: By Group/Program, Smarter Balanced Assessment[3]

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

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

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

MATH: By Group/Program, Smarter Balanced Assessment[3]

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, WCAS[4]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8th 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

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[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
6th Grade	94	94	94
7th Grade	92	94	93
8th Grade	89	91	92

ATTENDANCE: By Group/Program[5]

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 SUMMARY[6]

	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

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[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	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Develop a methodology to track this student group's performance on grade-level assessments without revealing the identity of the students involved.</td><td>Student performance will be tracked starting December 1, 2019.</td></tr><tr><td>SIOP training with a focus on the use of these tools to serve English Language Learners and under-resourced students.</td><td>Training dates will be posted, and teacher evaluation of the trainings will be solicited and kept as documentation.</td></tr><tr><td>Using many of the tools that we have learned in our equity efforts, we will audit Inglewood practices to remove barriers to student success.</td><td>The notes and results of this survey will be posted to the IMS_General portion of our Teams site for review.</td></tr></table>
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.

<table>
<tr><td colspan="3" align="center">**Priority #2**</td></tr>
<tr><td>**Priority Area**</td><td colspan="2">Mathematics</td></tr>
<tr><td>**Focus Area**</td><td colspan="2">Percent of low-income students achieving standard.</td></tr>
<tr><td>**Focus Grade Level(s)**</td><td colspan="2">Grade 6, 7, 8</td></tr>
<tr><td>**Desired Outcome**</td><td colspan="2">The percent of low-income students achieving standard will increase from 39% to 50%, as measured by the 2020 Summative SBA.</td></tr>
<tr><td>**Alignment with District Strategic Initiatives**</td><td colspan="2">Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>**Data and Rationale Supporting Focus Area**</td><td colspan="2">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.</td></tr>
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<tr><td>**Timeline for Focus**</td><td colspan="2">Fall, 2019 - Spring, 2020</td></tr>
<tr><td>**Method(s) to Monitor Progress**</td><td colspan="2">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.</td></tr>
</table>

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	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.

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

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

Kamiakin 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: Kamiakin Middle School is located in the Kingsgate neighborhood at the most northwest corner of Kirkland, bordering Woodinville. Our elementary feeders include John Muir, Robert Frost, and Helen Keller. Kamiakin was built in 1975 as an "open concept" school, which meant that there were few walls between classrooms and other open areas, such as the library, etc. With educational change, walls have been erected between classrooms, the library, and other common spaces. We have gained seven portables to address the need for classrooms. The Kamiakin student population was as high as 800 in 2000; however, has declined to a steady population between 575 and 625 over the past ten years. Throughout the years, Kamiakin has been home to a middle school Quest program, Transition program, Intervention Center program, high school transition program, and pre-school program for several years. We are a welcoming community, and a proud diverse community.

Mission Statement: At Kamiakin, we are kind, we are accepting, we make progress, and we are safe!

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		573	586	593
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.0	0.2
	Asian	20.6	20.7	22.1
	Black/African American	2.1	2.1	2.0
	Hispanic/Latino of any race(s)	20.4	19.3	20.2
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.2
	Two or more races	8.2	10.9	11.6
	White	48.5	47.1	43.7
Students Eligible for Free/Reduced Price Meals (%)		31.7	31.8	35.6
Students Receiving Special Education Services (%)		13.4	13.8	15.0
English Language Learners (%)		11.4	11.1	10.6
Students with a First Language Other Than English (%)		34.4	33.5	34.3
Mobility Rate (%)[2]		7.5	7.3	11.3

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

[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

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6th Grade	63	68	69
7th Grade	65	62	75
8th Grade	66	65	58

ELA: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	71	75	81
Black/African American	64	20	39
Hispanic/Latino	41	41	47
Two or more races	78	77	75
White	69	69	69
English Learner	11	7	8
Low Income	40	42	48
Special Education	22	18	20

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6th Grade	53	63	62
7th Grade	51	45	64
8th Grade	55	51	43

MATH: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	58	65	76
Black/African American	27	-	23
Hispanic/Latino	23	21	30
Two or more races	67	68	70
White	61	59	58
English Learner	14	<5	<5
Low Income	28	26	31
Special Education	17	19	22

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[4]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8th Grade	n/a	56	48

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	63	55
Black/African American	n/a	-	-
Hispanic/Latino	n/a	29	14
Two or more races	n/a	67	79
White	n/a	61	53
English Learner	n/a	<5	<5
Low Income	n/a	27	27
Special Education	n/a	36	20

◣ = Cohort Track

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[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
6th Grade	90	86	91
7th Grade	84	83	81
8th Grade	87	86	80

ATTENDANCE: By Group/Program[5]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	96	91	91
Black/African American	77	-	69
Hispanic/Latino	80	80	76
Two or more races	83	82	83
White	88	86	86
English Learner	85	78	75
Low Income	81	78	79
Special Education	78	75	72

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[6]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	68	72	-	44	81	74	9	46	23
Math Proficiency Rate (%)	54	59	-	21	71	63	10	29	18
ELA Median Student Growth Percentile[7]	51	56.5	43.5	47	52	50	47	46	39
Math Median Student Growth Percentile	53	58.5	37	46.5	52	51	41	45.5	47
EL Progress Rate (%)	62	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	90	97	-	84	86	91	89	85	83

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[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.

<table>
<tr><td colspan="2" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td>Mathematics</td></tr>
<tr><td>Focus Area</td><td>Enhancing Math proficiency as reflected in the SBA</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grade 7 and 8</td></tr>
<tr><td>Desired Outcome</td><td>Math SBA proficiency scores will be increased for English Language Learners from less than 5% to more than 10% proficiency.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Culturally Responsive Teaching</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>Less than 5% of Kamiakin English Language Learners achieved proficiency on the SBA in Mathematics in comparison to above 40% proficiency for all other subgroups.</td></tr>
<tr><td rowspan="2">Strategy to Address Priority</td>
<td>

Action	Measure of Fidelity of Implementation
Implement school-wide writing protocol in every class to improve ability to provide written claims for responses on the SBA and other assessments.	100% of teachers will use the protocol at least two times (Winter, Spring) in each subject area; all classrooms will have a visual representation of the protocol.
Implement SIOP Strategies school wide.	100% of teachers will choose eight SIOP strategies to embed into instruction throughout the school year.
Math teachers will use the writing protocol on SBA practice problems and performance task practice problems.	Students will have at least three opportunities to use the writing protocol on released SBA questions, and at least two opportunities on performance tasks.
School-wide equity team will identify culturally responsive strategies to address the achievement gap.	Equity team, that includes parents, will meet no less than once per month to identify culturally responsive strategies, initiatives, and education to enhance achievement for students in the classroom.
Increase translation services and materials to enhance communication to families of English Language Learners.	Documenting use of language line with families.
Develop individual student growth plans for each ELL student.	By Winter Break 2019.

</td></tr>
<tr><td>Timeline for Focus</td><td>Fall, 2019 - Spring, 2020</td></tr>
</table>

Method(s) to Monitor Progress	Certificated staff will reflect the use of SIOP strategies within student achievement goals and progress monitoring through either a progress log, or by documenting in their required Professional Growth and Evaluation Logs. Staff will choose eight selected SIOP Strategies and will log the use of strategies and discuss during professional development LEAP time. Certificated educators will receive SIOP related professional development no less than three times during the 2019-20 school year. Equity team will use culturally responsive teaching survey data to identify and analyze areas of growth. School-wide writing protocol will be implemented by Building Leadership Team and Department leaders and monitored at no less than two points of time in the school year.

<table>
<tr><td colspan="3" align="center">Priority #2</td></tr>
<tr><td>Priority Area</td><td colspan="2">English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td colspan="2">Enhancing ELA proficiency as reflected in the SBA</td></tr>
<tr><td>Focus Grade Level(s)</td><td colspan="2">Grade 6, 7, and 8</td></tr>
<tr><td>Desired Outcome</td><td colspan="2">6th, 7th, and 8th grade SBA scores will increase by at least three percentage points from the previous year, by cohort.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td colspan="2">Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td colspan="2">SBA Data demonstrates a significant increase of proficiency in the 7th grade cohort in 2018-19. The primary strategy change reflected by the 7th grade instructional team from the previous year indicated the use of a department-wide writing protocol. The consistent use of the protocol may be a factor in the proficiency increase. By implementing this strategy school-wide, we hope to see an overall increase in writing proficiency.</td></tr>
<tr><td rowspan="7">Strategy to Address Priority</td><td align="center">Action</td><td align="center">Measure of Fidelity of Implementation</td></tr>
<tr><td>Implement school-wide writing protocol in every class.</td><td>100% of teachers will use the protocol at least two times (Winter, Spring) in each subject area; all classrooms will have a visual representation of the protocol.</td></tr>
<tr><td>Implement SIOP Strategies school-wide.</td><td>100% of teachers will choose eight SIOP strategies to embed into instruction throughout the school year.</td></tr>
<tr><td>ELA teachers will explicitly teach a standard writing protocol to use across each grade level.</td><td>Writing protocol will be taught during first and second quarter and will include the "TEPAC" model: Topic, Evidence, Paraphrase, Analysis, Conclusion; and, will also include the "ACE" model: Answer, Cite, Explain.</td></tr>
<tr><td>Use SRI Lexile assessments and scores as an indicator of progress.</td><td>SRI Lexile assessment scores collected across 6th, 7th, and 8th grade at least three points of the school year.</td></tr>
<tr><td>8th grade ELA Team will monitor and assess CCSS 8.1, citing text evidence.</td><td>Team incorporates student growth assessments into professional growth and evaluation and response to intervention.</td></tr>
<tr><td>Classroom based proficiency scores will be increased by a least a half standard level for every student as measured by classroom assessments.</td><td>All ELA student growth teams will monitor.</td></tr>
<tr><td>Timeline for Focus</td><td colspan="2">Fall, 2019 - Spring, 2020</td></tr>
</table>

Method(s) to Monitor Progress	Certificated staff will reflect the use of SIOP strategies within student achievement goals and progress monitoring through either a progress log, or by documenting in their required Professional Growth and Evaluation Logs. Staff will choose eight selected SIOP Strategies and will log the use of strategies and discuss during professional development LEAP time. Certificated educators will receive SIOP related professional development no less than three times during the 2019-20 school year. School-wide writing protocol will be implemented by the Building Leadership Team and Department leaders and monitored at no less than two points of time in the school year.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Student behavior, well-being, and connection to school
Focus Grade Level(s)	Grade 6, 7, 8
Desired Outcome	When surveyed, 100% of students will state that they have a trusted adult and peer in a time of need at Kamiakin Middle School.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	According to the Fall quarter student perception survey, only 80% of students have a trusted adult they can go to when they have a problem (513 students surveyed). Only 72% of students are "Somewhat Likely to Extremely Likely" to report a harmful or unsafe behavior to an adult. Focusing on student relationships and ensuring "100% of students have a trusted adult they can go to in a time of need" creates a safer school environment for students. This is entirely student centered. Supports the Wellness indicator from the LWSD Strategic Plan, which states, "…students and families reporting they feel a sense of safety and belonging at school." Further, by increasing the number of students who feel they have a trusted adult, we hope to reduce the number of students expressing suicidal ideation or harm to self while also enhancing student's connection and sense of belonging to school, which has a direct impact on student achievement.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implementation of PBIS System and Strategies to increase safety at school.	PBIS team meets one to four times per month to collect and measure data as related to MTSS-B initiatives.
	Student survey data collected to assess needs.	Once per quarter.
	Creation of "belonging groups" for students.	Student survey, once per semester.
	Every 7th grader will have the option to participate in the SBIRT screener (mental health screener).	Results from the mental health screener.
	Every 6th grader will meet with their school counselor by the end of first semester. Counselors will collect data individually.	Data taken by counselors.
	At the end of each semester, give a school wide structured event that is nonacademic for the purposes of all students feeling that school is a fun and including place to be.	Student survey, once per semester.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	PBIS Minor referral system using Microsoft Forms measures and identifies safety needs on a daily basis, SBIRT screener tool, student survey data collection, counseling department data measured using Microsoft Forms.

<table>
<tr><td colspan="2" align="center">Priority #4</td></tr>
<tr><td>Priority Area</td><td>High Levels of Family and Community Involvement</td></tr>
<tr><td>Focus Area</td><td>Nine characteristics Survey</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grade 6,7, and 8</td></tr>
<tr><td>Desired Outcome</td><td>Increase number of families attending school events and activities.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Culturally Responsive Family Engagement</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>According to the Nine Characteristics Survey data from 2018-19, the most concerning area of growth was identified as "Many Parents are Involved as Volunteers in the School," which showed only a 29% agreement rate. In addition, staff data and feedback identified a need to improve family engagement.</td></tr>
<tr><td>Strategy to Address Priority</td><td>

Action	Measure of Fidelity of Implementation
Collected baseline data from the 2018-19 school year.	Collect data for family and parent attendance using consistent data systems.
Implement "Paint and Punch" family night and "STEM" night to draw in more families.	Measure amount of attendance as related to population.
Increase parent involvement in staff and school initiative committees: Equity team, PBIS Team, Safety Committee.	Increase number of families participating from previous year from one to more than eight.
Implement and enhance number of AVID tutors on campus.	AVID tutors attend campus courses two times per week.
Increase translation services.	Translate welcome letter, open house invitations, and principal bulletins.
Family Nourish Breakfasts for athletics.	Families will be asked to attend and donate.
Enhance Kamiakin's presence on social media or by using text alerts.	Update Kamiakin Facebook page regularly.
Educate families on volunteer opportunities at the "Breakfast of Champions" family engagement event.	100% of staff will nominate at least one student and invite their family to attend the event; event occurs quarterly.

</td></tr>
<tr><td>Timeline for Focus</td><td>Fall, 2019 - Spring, 2020</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>Measure baseline data and collect fidelity data; Survey parents to gauge barriers for volunteering and attending events.</td></tr>
</table>

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 Fall 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.

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.[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
	Staff small groups submitted feedback for SIP goals areas.	September 2019
	Kamiakin Building Leadership Team reviewed small group feedback.	Early October 2019
	Kamiakin staff reviewed a draft of the SIP and provided feedback and changes.	Mid-October
	Parent and community members invited to review and discuss the SIP with building administrators at a PTA meeting.	Mid-November

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Notification to families that the SIP is available to view.	November 2019
	SIP posted on school website.	December 2019
	SIP reviewed with families during open house event for 5th graders.	February 2020

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

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 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, 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 learner*s*.

Demographics:[1]

		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 (%)[2]		8.0	5.7	6.9

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

[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

ELA: By Grade Level, Smarter Balanced Assessment

Grade	*Percent at or above standard*		
	2016-17	2017-18	2018-19
6th Grade	76	82	83
7th Grade	82	83	86
8th Grade	88	84	80

ELA: By Group/Program, Smarter Balanced Assessment[3]

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

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

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

MATH: By Group/Program, Smarter Balanced Assessment[3]

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[4]

Grade	*Percent at or above standard*		
	2016-17	2017-18	2018-19
8th 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

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[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: By Grade

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

ATTENDANCE: By Group/Program[5]

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[6]

	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[7]	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

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[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.

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	Mathematics
Focus Area	The goal of the math department, for 2019-2020, is based on preparation for the Spring SBA through the use of ALEKS.
Focus Grade Level(s)	Grade 6th, 7th, and 8th
Desired Outcome	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.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	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.
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><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></table>
Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	After each Knowledge Assessment, data will be compiled and analyzed for each student as well as each grade level.

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	6th 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. 7th 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. 8th Grade: This year 8th 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.
Focus Grade Level(s)	Grades 6th-8th
Desired Outcome	6th 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. 7th Grade: Students will be able to construct a written response that includes relevant evidence from two or more different non-fiction sources. 8th 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.
Alignment with District Strategic Initiatives	Innovative Learning Opportunities
Data and Rationale Supporting Focus Area	6th 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. 7th 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. 8th 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.
Strategy to Address Priority	**6th Grade Action** / **Measure of Fidelity of Implementation**

	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.
	7th Grade Action	
	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.
	8th Grade Action	
	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.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	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	
Priority Area	Social and Emotional

Focus Area	SBIRT Screening for early detection of social, emotional, behavioral concerns.
Focus Grade Level(s)	6th Grade
Desired Outcome	The SBIRT team will screen all six sections of 6th 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.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	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 6th 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.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Screening	Three sections of 6th grade Health classes in November – approximately 93 students.
	Screening	The final three classes of 6th graders in March – approximately 89 students.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Check Yourself Tool – report (Tickit), which includes number screened, number flagged red and yellow; data regarding Brief Interventions and follow-up.

	Priority #4
Priority Area	High Levels of Collaboration and Communication
Focus Area	Introduction and use of Microsoft Teams
Focus Grade Level(s)	All staff
Desired Outcome	Used as a collaboration and communication tool, ability to access information quickly from one central location. Partnered with OneNote.
Alignment with District Strategic Initiatives	Professional Learning
Data and Rationale Supporting Focus Area	Need for more transparent communication, easier staff access to important information, and a more robust collaboration tool.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	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.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	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.

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.[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
	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-abouts 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.
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	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

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[8] 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

Northstar 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: Northstar Middle School began in 1981 as one of Lake Washington's first choice schools. Northstar has four full-time teachers and a student body of 90, with 30 students per grade level.

At Northstar, we believe students learn best in a small, caring community where individual talents can be recognized and nurtured, academic growth encouraged, and moral development fostered.

Located on the Emerson Campus in the Houghton neighborhood of Kirkland, Northstar emphasizes academic excellence, personal responsibility, and creativity. Experienced teachers work as a team to lead multiage, theme-based classes. We foster the unique aspects of each student and appreciate individual differences. Students are encouraged to connect to people in their community through service learning.

At Northstar, the foundation is set for every student's development. Parents participate by working cooperatively with teachers to sustain a cohesive learning community, provide enriching experiences and promote the love of learning. Students develop the positive perceptions of self, school and life that are the foundation for continued success. It is a great place to work and learn.

Northstar Middle School continues its tradition of academic strength. Students at all grade levels passed state exams last Spring with an 89-97% success rate in all content areas.

Our small size provides both an opportunity and a challenge. Due to our small cohorts of students, assessment data can be easily skewed by single student scores. On the other hand, our small environment allows teachers to get to know each student personally and work as a collaborative team to support individual student needs.

Mission Statement: Each student will leave Northstar on-track to graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

Demographics:[1]

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

		2016-17	2017-18	2018-19
Student Enrollment (count)		89	90	89
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	41.6	37.8	41.6
	Black/African American	1.1	1.1	1.1
	Hispanic/Latino of any race(s)	4.5	3.3	3.4
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	4.5	3.3	5.6
	White	48.3	53.3	48.3
Students Eligible for Free/Reduced Price Meals (%)		1.2	2.5	2.2
Students Receiving Special Education Services (%)		4.7	7.5	6.7
English Language Learners (%)		0.0	2.5	2.2
Students with a First Language Other Than English (%)		26.7	22.5	26.7
Mobility Rate (%)[2]		11.2	3.3	6.7

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[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.

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6th Grade	90	90	97
7th Grade	93	90	>97
8th Grade	>97	97	93

ELA: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	94	>97	94
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	96	89	98
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6th Grade	93	97	97
7th Grade	90	90	97
8th Grade	97	97	89

MATH: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	>97	97
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	89	91	93
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

SCIENCE: By Grade Level, WCAS[4]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8th Grade	n/a	86	89

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	92
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	82	92
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

◣ = Cohort Track

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[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
6th Grade	93	96	97
7th Grade	90	100	94
8th Grade	100	96	86

ATTENDANCE: By Group/Program[5]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	97	97	97
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	91	98	87
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[6]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	96	-	-	-	-	95	-	-	-
Math Proficiency Rate (%)	96	-	-	-	-	93	-	-	-
ELA Median Student Growth Percentile[7]	65	73	-	-	-	63.5	-	-	-
Math Median Student Growth Percentile	59	58	-	-	-	59	-	-	-
EL Progress Rate (%)	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	-	-	-	-	-	-	-	-	-

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[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.

<table>
<tr><td colspan="3" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td colspan="2">Mathematics</td></tr>
<tr><td>Focus Area</td><td colspan="2">Overall SBA performance</td></tr>
<tr><td>Focus Grade Level(s)</td><td colspan="2">8th Grade</td></tr>
<tr><td>Desired Outcome</td><td colspan="2">Move 75% of students who scored level 3 on 7th grade SBA to level 4.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td colspan="2">Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td colspan="2">21% of current 8th graders scored level 3 on the 7th grade SBA. Historical trends indicate scores rarely change between 7th and 8th grade, so we'd like to focus on moving students from meeting standard to exceeding standard.</td></tr>
<tr><td rowspan="3">Strategy to Address Priority</td><td align="center">Action</td><td align="center">Measure of Fidelity of Implementation</td></tr>
<tr><td>Targeted assistance class (before school) for 8th grade students previously scoring level 3.</td><td>Enrollment and attendance.</td></tr>
<tr><td>Frequent opportunities for students to engage in SBA-like practice during Algebra 1 & Geometry classes (these are the only 8th grade math classes offered at Northstar)</td><td>The Algebra & Geometry teachers are on a PGE team together and will have frequent norming, planning, and evaluation sessions.</td></tr>
<tr><td>Timeline for Focus</td><td colspan="2">Fall, 2019 - Spring, 2020</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td colspan="2">Classroom based assessments, SBA practice, and Spring SBA scores.</td></tr>
</table>

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	Overall SBA performance
Focus Grade Level(s)	7th Grade
Desired Outcome	Move 75% of students who scored level 3 on 6th grade SBA to level 4.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	33.4% of current 7th graders scored level 3 on their 6th grade SBA. Historical trends indicate scores rarely change between 6th and 7th grade, so we'd like to focus on moving students from meeting standard to exceeding standard.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Targeted assistance class (before school) for 7th grade students previously scoring level 3.	Enrollment and attendance.
	Frequent opportunities for students to engage in SBA-like practice during ELA, social studies, and Support Group classes.	All four of Northstar's teachers teach a Support Group class and will have frequent norming, planning, and evaluation sessions.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Classroom based assessments, SBA practice, and spring SBA scores.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Anxiety and Stress Reduction
Focus Grade Level(s)	Whole School (Grades 6-8)
Desired Outcome	Students will report and exhibit more healthy coping strategies.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	School climate survey (students), parent survey, counselor identification, and teacher observations all indicate that stress and anxiety are major social/emotional concerns for Northstar students. While, overall, Northstar students are high achievers and often meet/exceed standard on academic measures, many experience anxiety and unhealthy levels of stress.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All school mindfulness training and practice.	Embedded in Support Group classes with rotating instructor.
	All school basic neuroscience curriculum base on the film *Inside Out*.	Whole school unit of study.
	Pilot *Character Strong* curriculum focusing on wellness lessons.	Embedded in Support Group with all students receiving same lessons.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Survey data, common classroom assessments, counselor reports.

Priority #4	
Priority Area	High Levels of Collaboration and Communication
Focus Area	SEL supports and instruction for students.
Focus Grade Level(s)	Whole School (Grades 6-8)
Desired Outcome	As a result of staff collaboration and focus on social emotional learning, students will experience a decrease in anxiety and unhealthy stress.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	School climate survey (students), parent survey, counselor identification, and teacher observations all indicate that stress and anxiety are major social/emotional concerns for Northstar students. While, overall, Northstar students are high achievers and often meet/exceed standard on academic measures, many experience anxiety and unhealthy levels of stress.

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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 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.
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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
	Direct communication during Northstar Advisory Committee Meetings (NAC).	September and October 2019
	Direct communication during Spring conferences (SIP progress review and preplanning for 2020-21).	June 2020
	Annual Survey.	February 2020 (estimated)
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	SIP posted on website.	November 2019
	Updates at monthly NAC meetings.	Monthly
	Direct communication during spring conferences.	June 2020

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

Redmond 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: Redmond Middle School is a comprehensive public school located atop of Education Hill. Rockwell, Horace Mann, Albert Einstein, Redmond, and Clara Barton are our elementary school feeders. In addition, we host part of Lake Washington School District's highly-capable Quest program. We are proud to serve a large and diverse student body. We strive to offer equally as diverse classes, clubs, and programs to ensure that each student that enters our doors is welcomed, supported, and challenged. One of the primary efforts to foster a safe learning environment is our continued efforts towards a Positive Behavior Intervention and Support (PBIS) initiative.

This is the third year of the "Grizzly Way" – we are Kind, Honest, and Proud. We have worked with students, staff, and community members to define expectations for our students and to intentionally teach and reward good behavior. This year we are excited to launch a newly revised "Grizzly Time." This is a space reserved in our day for students to connect with a supportive adult, learn through a new Social Emotional Learning (SEL) curriculum, and to receive academic interventions. Our student body has a strong voice with high representation in school events, athletics, activities, and phenomenal visual and performing arts programs. This will be the fifth year of our AVID Program. AVID is a nationwide program designed to support students who are in the academic middle to ensure they are ready for college. AVID is also about incorporating best practices in instruction school wide.

As a comprehensive, community school, we have partnered with the City of Redmond to provide after school enrichment and intervention support for students. Our parent support through PTSA is excellent and responsive to all our needs. Through our work with the RMS PTSA, we were, once again, named a "National PTSA School of Excellence." All of us at Redmond Middle are here because we are committed to helping ALL students achieve.

Mission Statement: Through school-wide collective commitments in a rigorous learning environment, Redmond Middle School students are prepared for the challenges and rewards of high school, future educational opportunities, the global workplace, and personal life.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		993	1039	1057
Racial Diversity (%)	American Indian/Alaskan Native	0.1	0.0	0.1
	Asian	25.4	30.3	35.6
	Black/African American	1.8	2.3	2.0
	Hispanic/Latino of any race(s)	14.4	13.7	13.1
	Native Hawaiian/Other Pacific Islander	0.2	0.0	0.0
	Two or more races	8.4	9.2	9.5
	White	49.8	44.2	39.8
Students Eligible for Free/Reduced Price Meals (%)		15.8	15.5	15.5
Students Receiving Special Education Services (%)		10.3	11.2	10.3
English Language Learners (%)		6.3	6.7	6.9
Students with a First Language Other Than English (%)		32.7	33.4	37.3
Mobility Rate (%)[2]		8.2	7.2	7.0

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

[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

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6th Grade	75	79	80
7th Grade	81	81	84
8th Grade	75	80	81

ELA: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	88	92	93
Black/African American	42	41	42
Hispanic/Latino	45	52	49
Two or more races	76	76	85
White	83	85	83
English Learner	13	18	19
Low Income	38	39	41
Special Education	26	28	28

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6th Grade	74	75	74
7th Grade	79	77	82
8th Grade	66	75	77

MATH: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	88	90	93
Black/African American	33	34	32
Hispanic/Latino	39	45	44
Two or more races	71	76	79
White	78	79	76
English Learner	28	25	29
Low Income	31	29	31
Special Education	19	23	20

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[4]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8th Grade	n/a	74	75

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	85	84
Black/African American	n/a	50	-
Hispanic/Latino	n/a	47	44
Two or more races	n/a	81	68
White	n/a	77	82
English Learner	n/a	14	24
Low Income	n/a	32	37
Special Education	n/a	28	17

= Cohort Track

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[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
6th Grade	93	92	90
7th Grade	91	91	90
8th Grade	92	87	88

ATTENDANCE: By Group/Program[5]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	95	93	93
Black/African American	80	79	84
Hispanic/Latino	86	86	83
Two or more races	92	90	91
White	92	90	88
English Learner	86	76	81
Low Income	79	74	74
Special Education	88	82	80

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[6]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	81	90	-	49	79	86	14	45	29
Math Proficiency Rate (%)	76	90	-	40	78	80	23	34	23
ELA Median Student Growth Percentile[7]	51	59.5	33	39	51.5	50.5	36	40	37.5
Math Median Student Growth Percentile	61	69	51	49.5	59	60	43	49	45
EL Progress Rate (%)	55	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	92	95	-	89	91	93	83	83	85

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[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	Mathematics
Focus Area	Students who qualify for ELL services.
Focus Grade Level(s)	7th Grade
Desired Outcome	77% of all 7th grade students, and 33% of those who qualify for ELL services, will meet or exceed standard on the 2020 Math SBA.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	When reviewing historical data, we see a continued gap between students in ELL and those that are not. Therefore, our focus area is on students in ELL programs. Specifically, on the 2019 Math SBA, 74% of all 7th graders met or exceeded standard, whereas only 30% of students in ELL met or exceeded standard.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Students will be placed in the appropriate math course: co-taught Safety-Net, co-taught with a Special Education teacher, or general placement.	Review placement data to determine if students need additional support.
	Teachers will use classroom-based interventions throughout instruction.	To be observed by administrators and teaching colleagues during classroom walkthroughs.
	Teachers will implement SIOP strategies to best support students in ELL programs.	To be observed by administrators and teaching colleagues during classroom walkthroughs.
	Teachers and students will utilize Grizzly Time for effective Tier 2 interventions for students not at standard during class time.	Monitor the use of Grizzly Time for math interventions specifically for students who are yet to reach standard.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Teachers will administer formative and summative assessments throughout the timeline along with SBA Interim and Summative assessments.

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	Expository writing. Specifically, developing the topic with relevant facts and quotations (CCSSW2).
Focus Grade Level(s)	6th – 8th Grade
Desired Outcome	All students will improve their scores on expository writing on the 2020 ELA SBA. Specifically, our average score will improve to a 7.00 out of 10.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	When reviewing historical testing data, we identified expository writing as an area of growth. Specifically, on the 2019 SBA ELA of all three types of writing, our students, on average, scored the lowest on expository writing. The average score for expository writing was a 6.48, while narrative writing was a 7.00, and argumentative was a 6.95.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will use graphic organizers to help students develop effective writing strategies.	To be observed by administrators and teaching colleagues during classroom walkthroughs.
	Teachers will utilize quarterly progress monitoring for each student as part of their PGE work.	Review of teacher PGE logs reflecting student progress toward standard on expository writing.
	Teachers will model and share short stories highlighting effective use of text to explain a theme.	To be observed by administrators and teaching colleagues during classroom walkthroughs.
	Teachers will implement SIOP strategies to best support students in ELL programs.	To be observed by administrators and teaching colleagues during classroom walkthroughs.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Teachers will administer pre- and post- classroom-based assessments and will target writing units focusing on expository writing.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Fostering a culture and community that is positive and kind.
Focus Grade Level(s)	6th – 8th Grades
Desired Outcome	On the 2019-2020 Grizzly Survey, we will see a 10% increase in the number of students who report that culture and community at RMS is frequently positive and kind as compared to the start of the school year.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	When reviewing our annual Grizzly Survey, as well as the bi-annual Healthy Youth Survey, we found that not all students feel safe and welcomed at school every day. Specifically, only 45.06% of students reported that the culture and community at RMS is frequently kind and positive on the 2018-2019 Grizzly Survey.

Strategy to Address Priority

Action	Measure of Fidelity of Implementation
School-wide implementation of Character Strong SEL curriculum.	Observation of Grizzly Time classes to monitor teacher implementation of lessons.
Continued focus on school wide PBIS implementation.	Review discipline data to monitor effectiveness of expectations, reminders, and incentives for positive behavior.
Frequent feedback gathering from both staff and students.	Surveys and standing item on staff meeting agendas will be SEL implementation.
Utilize the "Character Dares" found with the Character Strong SEL curriculum.	Anecdotal evidence from staff and visitors regarding student engagement with "Character Dares."

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	All students will complete a pre- and post- survey. The survey will be comprised of SEL questions from the Grizzly Survey and will also include Character Strong (our SEL Curriculum) competencies. The pretest has been administered and the postsurvey will be administered at the end of the school year. We will also be utilizing intermittent informal assessment via feedback from Grizzly Time teachers.

Priority #4	
Priority Area	High Levels of Family and Community Involvement
Focus Area	Increasing and improving our engagement with parents and our larger community.
Focus Grade Level(s)	6th – 8th Grades
Desired Outcome	We will increase the percentage of staff that report "Agree or Strongly Agree" that we have high levels of community and family engagement from 67% to 75% on the 2019-2020 Nine Characteristics Survey.
Alignment with District Strategic Initiatives	Culturally Responsive Family Engagement
Data and Rationale Supporting Focus Area	When reviewing our 2018-2019 Nine Characteristics Survey, we identified High Levels of Family and Community Involvement as an area where the least amount of staff identified this as a strength of our school.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Better inform staff and community about events and engagement activities.	More frequent "Greetings Grizzlies" with events announced in advance.
	Continue with community outreach events (Family Dinner, Supply Night, etc.).	Monitor attendance at events.
	Survey community about what ways the school can better engage.	Ensure that we have event representation of all families in the survey respondents.
	Partner with the RMS PTSA on family education nights.	Survey families in attendance about value of events and gather feedback for future events.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	We will monitor attendance at community events (Open House, Family Education Nights, Athletic and Music events, etc.) to see if more families are in attendance. We will also periodically seek feedback from teachers on their perception of family and community engagement throughout the year.

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.

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.[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
	Survey families for priority focus areas in partnership with PTSA.	Completion Fall 2019
	Share results from previous CIP at Coffee with the Principal event.	Completion Fall 2019
	Share draft SIP at General PTSA meeting.	Completion Fall 2019
	Invite parents to join our building equity team to further refine SIP.	Completion Fall 2019
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Post completed SIP on RMS website.	November 2019
	Maintain hardcopies of SIP in RMS offices.	November 2019
	Update parents at Coffee with the Principal event regarding SIP progress.	Winter 2020
	Share ongoing efforts at General PTSA meeting.	Winter 2020
	Share results at Coffee with the Principal event.	Spring 2020

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

Renaissance 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: Renaissance Middle School remains a dynamic choice school within the Lake Washington School District. Renaissance School of Arts and Reasoning (RSAR) is located on the Sammamish Plateau, which is an upper middle class community. Renaissance opened in 2006 and serves 96 students. Throughout its tenure, the school has continued to refine its program and develop systems that support all learners. Renaissance teachers have high expectations for themselves and their students. Teachers support students in meeting those high expectations through an innovative, integrated and challenging curriculum. They also support and empower students through a safe, positive and inclusive culture. RSAR has a holistic perspective on student learning, where teachers not only work with students on academics, but help them develop the personal and interpersonal attributes necessary for future success. RSAR prepares students for success in high school through their focus on rigorous academics. Classroom instruction personalizes learning to meet the individual needs of students, and teachers provide enrichment opportunities when students soar and extra support when students struggle. Teachers support students within the school day through Raven Time, which is one day a week, on Fridays, where students can access one-on-one support from teachers as determined by both teachers and students,

Mission Statement: To prepare students for educational and personal success, by providing interdisciplinary, arts-based instruction, that addresses the diverse needs, and learning styles of middle-school students.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		89	93	93
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	16.9	17.2	22.6
	Black/African American	0.0	0.0	1.1
	Hispanic/Latino of any race(s)	6.7	7.5	8.6
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	9.0	9.7	7.5
	White	67.4	65.6	60.2
Students Eligible for Free/Reduced Price Meals (%)		2.2	2.3	4.2
Students Receiving Special Education Services (%)		12.9	13.5	16.7
English Language Learners (%)		1.1	2.3	2.1
Students with a First Language Other Than English (%)		19.4	21.3	21.9
Mobility Rate (%)[2]		7.9	6.5	5.4

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

[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
6th Grade	81	81	75
7th Grade	91	87	88
8th Grade	83	88	83

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6th Grade	56	78	69
7th Grade	69	84	72
8th Grade	72	65	72

ELA: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	85	93	86
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	84	83	76
English Learner	-	-	-
Low Income	-	-	-
Special Education	43	50	44

MATH: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	85	93	90
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	60	70	64
English Learner	-	-	-
Low Income	-	-	-
Special Education	21	42	31

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[4]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8th Grade	n/a	85	83

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	85	75
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

↘◣ = Cohort Track

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[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
6th Grade	100	100	97
7th Grade	100	94	91
8th Grade	100	88	94

ATTENDANCE: By Group/Program[5]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	100	100	95
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	100	92	93
English Learner	-	-	-
Low Income	-	-	-
Special Education	100	92	81

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[6]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	90	91	-	-	81	90	-	-	47
Math Proficiency Rate (%)	75	-	-	-	73	70	-	-	33
ELA Median Student Growth Percentile[7]	53	50	-	54.5	48.5	54	-	-	43
Math Median Student Growth Percentile	53	55	-	-	51	53	-	-	43.5
EL Progress Rate (%)	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	96	-	-	-	-	95	-	-	-

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[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	Reading – Using the RACE strategy, students will learn to restate the question, answer the question, cite text evidence and explain what it means.
Focus Grade Level(s)	Grades 6-8
Desired Outcome	Students will be able to read a variety of texts utilizing the RACE strategy.
Alignment with District Strategic Initiatives	Innovative Learning Opportunities
Data and Rationale Supporting Focus Area	Students are learning techniques for understanding text that they are exposed to in the classroom. It is a cross curricular skill that supports a variety of learners and strengthens organizational, writing, and comprehension skills.
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Humanities classes</td><td>Percent of students who complete assignments and utilize RACE.</td></tr><tr><td>Teacher Feedback</td><td>Percent of students who utilize RACE strategy after meeting with teacher during this intervention.</td></tr><tr><td>Peer Revision</td><td>Percent of students who utilize RACE after taking peer feedback to complete text analysis.</td></tr></table>
Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Within the humanities classes at RSAR, teachers will provide direct instruction in the RACE strategy. Students will be given additional prompts in Guild (homeroom), where they can implement the RACE strategy when completing reflection questions related to our Character Strong curriculum and other cross-grade level activities.

Priority #2	
Priority Area	Science
Focus Area	Writing – In Science, students will focus on writing effective conclusions.
Focus Grade Level(s)	Grades 6-8
Desired Outcome	Students will be able to write evidence-based conclusions. They will be able to answer the investigative question, state data averages, compare the averages and restate the answer to the investigative question.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Students who use evidence while writing conclusions are better prepared to pass the WCAS test in 8th grade. Last year's results of WCAS reflect that students who did not pass WCAS were not able to write scientific conclusions supported by data.
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Guided Inquiry</td><td>Percent of students who complete the guided inquiry and revise their work based on teacher feedback.</td></tr><tr><td>Teacher Feedback</td><td>Percent of students who pass the WCAS after meeting with a teacher during this intervention.</td></tr><tr><td>Independent Inquiry</td><td>Percent of kids completing independent inquiry and revised work after teacher feedback.</td></tr><tr><td>Peer Revision</td><td>Percent of students who pass WCAS after taking peer feedback to complete conclusions for an inquiry.</td></tr></table>
Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	We will monitor progress through feedback from teachers after one-on-one conferences about conclusion writing. RSAR also offers Raven Time, on Fridays, to help students who need one-on-one help or help catching up with missed work. These areas should help students pass WCAS during 8th grade testing as they will be supported emotionally, socially, and academically.

<table>
<tr><td colspan="2" align="center">**Priority #3**</td></tr>
<tr><td>**Priority Area**</td><td>Social and Emotional</td></tr>
<tr><td>**Focus Area**</td><td>Character Development - Interpersonal skills and social-emotional awareness</td></tr>
<tr><td>**Focus Grade Level(s)**</td><td>Grades 6-8</td></tr>
<tr><td>**Desired Outcome**</td><td>Students who have the skills to regulate emotions and navigate interpersonal relationships.</td></tr>
<tr><td>**Alignment with District Strategic Initiatives**</td><td>Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)</td></tr>
<tr><td>**Data and Rationale Supporting Focus Area**</td><td>In the Spring of 2019, RSAR students took the SBIRT screener, a King County mental health survey. A total of 81 students were screened. Twenty-seven students were flagged "red," meaning at-risk. This is 33% of our student population. Twelve students were flagged as "yellow," identified as not yet at-risk, but showing signs of heightened stress or anxiety. This was 15% of our population.
The other 42 students were flagged "green," meaning no concerns. This is 52% of our population. The total flagged "red" or "yellow" at our school was 48%. The Character Strong curriculum will serve as Tier 1 for all students, providing them with skills around interpersonal relationships, self-regulation and emotional wellness. The motivational interviews for "yellow" and "red" students will serve as our Tier 2 intervention for students.</td></tr>
<tr><td>**Strategy to Address Priority**</td><td>

Action	Measure of Fidelity of Implementation
All students have taken a fall SBIRT screening.	Measure of students who take the screening.
Character Strong teacher workshop.	Opportunity for teachers to understand and gain knowledge of the curriculum.
Character Strong curriculum.	Teachers will implement curriculum adopted by the District.
One-on-one teacher meetings with "yellow" flagged students.	Debrief meeting to talk about results and determine if additional support is needed.
YES counselor and RSAR counselor have met with the red tagged students to determine next steps.	YES and RSAR counselor will track meetings with "red" flagged students to measure need/improvement.

</td></tr>
<tr><td>**Timeline for Focus**</td><td>Fall, 2019 - Spring, 2020</td></tr>
<tr><td>**Method(s) to Monitor Progress**</td><td>All RSAR teachers implemented SBIRT, which will help staff identify students in need of social, emotional help. Staff will continue to monitor and meet with these students and help alleviate stress. Students who flagged "red" in the SBIRT survey will meet with the YES or school counselor at least twice a month. Teachers will develop, with the help of the YES and school counselor, two more surveys to measure student well-being. These will be taken by the students in January/February and in April. Teachers will review surveys from the beginning and the end of the year. Teachers</td></tr>
</table>

	will also participate in monthly professional learning communities to discuss the effectiveness of relational strategies.

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 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.
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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
	Raven Review weekly newsletter	2019-2020
	PTSA Web site	2019-2020
	Student Led Conferences	2019-2020
	RSAR web site	2019-2020
	Power School	2019-2020

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	PTSA general membership meetings	2019-2020
	RSAR Facebook	2019-2020

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

Rose Hill 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: Rose Hill Middle School (RHMS) staff are focused on knowing each student individually by name and need, with the goal to support the growth of each student academically, socially and emotionally. Five elementary schools feed in to Rose Hill Middle School. Our students reside in Redmond and Kirkland.

Our mission and vision underlie our partnership with parents and our relationship with students and form the basis of our improvement goals.

Our vision is: Every RHMS Student is: Challenged Academically, Connected Globally, Valued Individually, Prepared for the Next Step.

Mission Statement: To prepare and inspire students for academic and social success in a safe community through collaboration of students, staff, and parents.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		863	891	946
Racial Diversity (%)	American Indian/Alaskan Native	0.1	0.0	0.0
	Asian	18.3	22.2	24.7
	Black/African American	2.1	1.9	2.3
	Hispanic/Latino of any race(s)	15.6	16.3	15.2
	Native Hawaiian/Other Pacific Islander	0.2	0.0	0.0
	Two or more races	7.7	8.5	9.8
	White	56.0	50.8	47.9
Students Eligible for Free/Reduced Price Meals (%)		18.3	17.4	18.8
Students Receiving Special Education Services (%)		12.8	11.9	11.7
English Language Learners (%)		7.4	8.7	8.1
Students with a First Language Other Than English (%)		33.3	35.2	37.0
Mobility Rate (%)[2]		8.8	11.1	9.4

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

[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

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6th Grade	76	77	79
7th Grade	82	79	83
8th Grade	81	80	78

ELA: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	87	88	89
Black/African American	50	60	48
Hispanic/Latino	61	62	56
Two or more races	83	79	84
White	84	82	84
English Learner	22	28	29
Low Income	50	54	46
Special Education	32	31	31

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6th Grade	79	80	76
7th Grade	73	78	80
8th Grade	74	74	76

MATH: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	89	91	91
Black/African American	52	70	41
Hispanic/Latino	53	53	49
Two or more races	74	72	80
White	79	80	80
English Learner	35	43	49
Low Income	47	50	45
Special Education	26	28	28

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[4]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8th Grade	n/a	79	76

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	85	86
Black/African American	n/a	-	50
Hispanic/Latino	n/a	57	58
Two or more races	n/a	82	68
White	n/a	86	82
English Learner	n/a	14	23
Low Income	n/a	46	52
Special Education	n/a	52	34

↘ = Cohort Track

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[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
6th Grade	91	91	90
7th Grade	88	91	86
8th Grade	88	89	87

ATTENDANCE: By Group/Program[5]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	95	94	93
Black/African American	95	90	67
Hispanic/Latino	86	86	83
Two or more races	87	92	92
White	88	89	87
English Learner	88	92	87
Low Income	82	85	74
Special Education	80	86	75

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[6]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	81	87	-	62	82	85	24	55	34
Math Proficiency Rate (%)	77	89	-	53	75	81	36	48	28
ELA Median Student Growth Percentile[7]	58	66.5	45	57	56	58	49	55	55
Math Median Student Growth Percentile	68	75.5	68	61	64	68	66	58.5	58.5
EL Progress Rate (%)	76	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	92	97	-	88	94	91	91	84	86

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[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	Mathematics
Focus Area	Closing the opportunity gap for our Black/African American and Hispanic/Latino students.
Focus Grade Level(s)	Grades 6,7,8
Desired Outcome	All Black/African American and Hispanic/Latino students who did not meet standard on the 2019 SBA will increase by 1 level on the 2020 Math SBA. Black/African American and Hispanic/Latino students who did meet standard on the 2019 SBA will meet standard on the 2020 Math SBA.
Alignment with District Strategic Initiatives	Culturally Responsive Teaching
Data and Rationale Supporting Focus Area	There is a persistent gap (30-50%) of overall achievement between our Black/African American and Hispanic/Latino students and our Asian and White students. From the Spring of 2018, to the Spring of 2019, the percent of Black/African American and Hispanic/Latino students meeting standard went from 55% to 47%. We did see growth in student achievement. 33% of the students we focused on moved up one proficiency level, Level 1 to Level 2 or Level 2 to Level 3. We are again focusing on moving students up a level but also making sure students remain at standard once they reach standard. Looking at individual student data indicated that some students at standard in 2018 did not meet standard in 2019.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Schoolwide students will take Focused Interim Assessment Blocks.	Completed interim assessments.
	Opportunity Cohort students will take the Interim Assessment Block CAT and PT.	Completed interim assessments.
	Professional development on teaching an isolated skill.	LEAP plan and lesson.
	Use interim assessment data to determine skill isolation.	Student data.
	Implementation of SIOP and CRT strategies.	LEAP time and Classroom observations.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Grade level teams will use formative assessments to monitor student progress and meet regularly to check-in on intervention strategies. In addition, teams will use the SBA interim assessments. The goals are aligned to PGE team goals.

Priority #2

Priority Area	English Language Arts/Literacy
Focus Area	Closing the opportunity gap for our Black/African American and Hispanic/Latino students.
Focus Grade Level(s)	Grades 6,7,8
Desired Outcome	All Black/African American and Hispanic/Latino students who did not meet standard on the 2019 SBA will increase by 1 level on the 2020 ELA SBA. Black/African American and Hispanic/Latino students who did meet standard on the 2019 SBA will meet standard on the 2020 ELA SBA.
Alignment with District Strategic Initiatives	Culturally Responsive Teaching
Data and Rationale Supporting Focus Area	There is a persistent gap (20-40%) of overall achievement between our Black/African American and Hispanic/Latino students and our Asian and White students. From the Spring of 2018, to the Spring of 2019, the percent of Black/African American and Hispanic/Latino students meeting standard went from 62% to 55%. This year, we are focusing on moving students up a level but also making sure students remain at standard once they reach standard.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Schoolwide students will take Focused Interim Assessment Blocks.	Completed interim assessments.
	Opportunity Cohort students will take the Interim Assessment Block CAT and PT.	Completed interim assessments.
	Professional development on teaching an isolated skill.	LEAP plan and lesson.
	Use interim assessment data to determine skill isolation.	Student data.
	Implementation of SIOP and CRT strategies.	LEAP time and Classroom observations.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Grade level teams will use formative assessments to monitor student progress and meet regularly to check-in on intervention strategies. In addition, teams will use the SBA interim assessments. The goals are aligned to PGE team goals.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Connection and Belonging at School
Focus Grade Level(s)	All grade levels
Desired Outcome	The number of students who indicate that they feel "quite connected" or "extremely connected" to an adult at school will increase by at least 25% by Spring 2020. The number of students who indicate they feel they "belong quite a bit" or "completely belong" at school will increase by at least 25% by Spring 2020.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	26% of students indicated that they feel "quite connected" or "extremely connected" to an adult at school. 50% of students feel like they "belong quite a bit" or "completely belong" at school, on the Panorama survey given in June 2018.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	100% of students receive positive communication home: calls, emails, postcards.	Keeping track of who has received positive communication home.
	Panorama survey given at the start of 2nd quarter, 3rd quarter, and 4th quarter to all students.	Completed surveys by advisory class.
	Weekly advisory-implementation of Character Strong curriculum.	Classroom observations, surveys to students and staff.
	Student Focus groups- what makes belong/connected.	Notes from focus groups.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Survey results shared, monthly update on positive communication efforts, themes from focus groups shared.

<table>
<tr><td colspan="2" align="center">**Priority #4**</td></tr>
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Priority Area	High Levels of Family and Community Involvement
Focus Area	Gathering and implementing Family and Community voice
Focus Grade Level(s)	All grades
Desired Outcome	All families feel welcome and included at school
Alignment with District Strategic Initiatives	Culturally Responsive Family Engagement
Data and Rationale Supporting Focus Area	Our Nine Characteristics data shows that staff believe family involvement is important in student success and we want to be sure that we are intentionally creating an environment that is welcoming to all and not catered to white cultural norms.
Strategy to Address Priority	<table><tr><th align="center">Action</th><th align="center">Measure of Fidelity of Implementation</th></tr><tr><td>Monthly Natural Leaders Meetings</td><td>Scheduled meetings take place</td></tr><tr><td>Parent/Family Focus Groups</td><td>Focus Group notes</td></tr><tr><td>More actions to be determined</td><td></td></tr></table>
Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Family/Community Surveys and other measures determined by the Equity team to gather input on Family Engagement.

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 Fall 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.

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.[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
	To be determined-See priority 4	

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Share the SIP plan on website with corresponding message in weekly bulletin.	Winter 2020

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

Stella Schola

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: Stella Schola ("Star School" in Latin) is a Choice middle school in Lake Washington School District and students are selected through a lottery process. The school encourages parents and community members to assist students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community. The rich, classical learning environment is based on historical themes with an emphasis on mastery learning for all students. By integrating as many subjects as possible into year-long historical themes, students learn from the past to make better choices and decisions in the future. Students have the same teacher for most of the school day, which enhances opportunities for integration of subject matter, helps promote curricular continuity, and increases the students' sense of belonging during early adolescence. Teachers work collaboratively to provide a challenging, stimulating, and hands-on curriculum for students. In-depth studies of the core subjects are emphasized. Students participate in a student-to-student mentoring program. Stella Schola's unique schedule allows teachers to create a highly personalized environment for students. Students get individual academic assistance after school, as necessary, to ensure mastery of content. Students recognize the benefits of their hard work and focus on learning by experiencing personal and academic success.

Mission Statement: Stella Schola offers sixth, seventh, and eighth graders a comprehensive, consistent, classical curriculum delivered in an environment with high academic and behavioral stands and solid teacher support.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		90	90	90
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	41.1	43.3	43.3
	Black/African American	0.0	0.0	1.1
	Hispanic/Latino of any race(s)	3.3	4.4	7.8
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	12.2	12.2	10.0
	White	43.3	40.0	37.8
Students Eligible for Free/Reduced Price Meals (%)		3.3	1.2	3.3
Students Receiving Special Education Services (%)		3.3	3.5	3.3
English Language Learners (%)		0.0	1.2	2.2
Students with a First Language Other Than English (%)		22.2	27.6	34.4
Mobility Rate (%)[2]		2.2	6.7	6.7

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

[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

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6th Grade	93	>95	>95
7th Grade	93	>95	>95
8th Grade	>95	93	>95

ELA: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>95	>95	>95
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	91	>95	-
White	>95	94	>95
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6th Grade	>95	>95	93
7th Grade	>95	>95	>95
8th Grade	>95	>95	>95

MATH: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>95	>95	>95
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	>95	>95	-
White	>95	>95	94
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[4]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8th Grade	n/a	93	>95

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	92	>95
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	91	>95
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

◣ = Cohort Track

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[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
6th Grade	97	93	97
7th Grade	97	100	100
8th Grade	100	100	97

ATTENDANCE: By Group/Program[5]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	97	97	97
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	100	100	-
White	97	97	100
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[6]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	97	-	-	-	-	-	-	-	-
Math Proficiency Rate (%)	97	-	-	-	-	95	-	-	-
ELA Median Student Growth Percentile[7]	69	72	-	-	61	66	-	-	-
Math Median Student Growth Percentile	74	73	-	-	75	77	-	-	-
EL Progress Rate (%)	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	94	97	-	-	-	91	-	-	-

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[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	Mathematics
Focus Area	We will focus on the students' ability to solve well-posed problems, analyze real world scenarios and construct and use mathematical models to interpret and solve problems.
Focus Grade Level(s)	Grades 6, 7, 8
Desired Outcome	100% of all students will achieve a 3 or above on Claim 2 in the mathematical section of the Spring 2020 SBA.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Out of 90 students, 8 did not take the SBA, so scores are reflective of this data. Math scores on the Spring 2019 SBA indicated that 54% of our current 6th graders were at/near/below standard; 34% of the current 7th graders were at/near/below standard; and 14% of current 8th graders were at/near/below standard.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will teach specific problem-solving strategies.	Students will apply strategies and identify the strategy they used to solve a problem on a weekly basis.
	Teachers will present opportunities for students to model their math thinking in a variety of ways.	Students will share various strategies with the class to create a larger individual math toolbox on a weekly basis.
	Students will solve Mathematical Reasoning and Explanation problems and explain their reasoning in writing.	Students will score an average of a 3 out of four on Mathematical Reasoning and Explanation problems every other week.
	Teachers will provide in-class opportunities for students to practice persevering on challenging, grade-appropriate word problems.	By giving in-class work, students will use class time to persevere by applying different strategies to come up with a reasonable answer.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	Students will score an average of a 3 out of 4 on Mathematical Reasoning and Explanation problems every other week by the Spring of 2020. A Spring student survey will show that students feel they are using strategies more effectively and using a larger variety of strategies to solve problems.

Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	2019 SBA, Claim 3: Listening
Focus Grade Level(s)	Grades 6, 7, 8
Desired Outcome	100% of students will be above standard on Claim 3: Listening on the Spring 2020 SBA, and that students will ask deeper, Level 4 questions instead of asking for reiteration of directions and clarifying questions on information already discussed.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Building on last year's goals, we continue to notice that students often ask questions about information already given, and that many students cannot maintain attention for sustained periods of time longer than five minutes. Also, there were 38/82 (46%) students that were at/near/below standard of the 2019 SBA, Claim 3: Listening. (Six students did not take the test.)

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will create opportunities for students to follow a set of directions which get increasingly more complex (i.e. one direction, two directions in a period of time, three directions, etc.) without repeating them.	Teachers will consciously wait for the attention and eyes of all students before giving directions and not repeat simple directions. So, students must listen the first time on a daily basis.
	Teachers will provide specific direction-following activities.	Teachers will consistently use activities to this end in lessons. For example, specifically designed direction-following art activities, Listening Skill activities, and both verbal and written direction following opportunities/projects.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	We expect 100% of students to attain above standard by the 2022 Spring SBA, Claim 3: Listening.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Improve student kindness (to others and self) and to show empathy towards others.
Focus Grade Level(s)	Grades 6, 7, 8
Desired Outcome	We expect that 100% of students will feel safe and accepted at school.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Noting that 24% of students did not come to school on a recent cyber-threat day at the larger school, and that on our parent survey 82% indicated their child is happy to go to school, and on the Stage of Life Survey, 95% of teens have felt inferior in the recent months, and 41% of students have purposely tried to make another student feel inferior, we would like to focus on kindness and acceptance so all students feel safe and accepted at school.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement Character Strong Lessons	Teachers will implement the district adopted lesson on a regular basis.
	Teachers will set expectations and model kindness	Teachers will provide opportunities for students to share opinions on an even playing field, including orally, in small groups, and via discussion boards on the computer.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Students will participate in and share their successes with the Character Dares, motivational posters promoting acceptance around the school will be made by students, and a spring survey will indicate students/parents feel safe and accepted at school.

	Priority #4
Priority Area	High Levels of Collaboration and Communication
Focus Area	Teachers will provide feedback to each other to help improve instructional practices, teachers will receive regular feedback on how they are doing from their peers, and teachers will have opportunities to grow professionally
Focus Grade Level(s)	Grades 6, 7, 8
Desired Outcome	We would like the staff to provide and receive feedback from one another as we continue to strive for excellence in our teaching.
Alignment with District Strategic Initiatives	Professional Learning
Data and Rationale Supporting Focus Area	On the Nine Characteristics Survey from last year, we chose to work on our lowest average scores. Those were: 1. Staff members get help in areas they need to improve 2.33 2. Teachers provide feedback to each other to help improve instructional practices 3.0 3. Teachers receive regular feedback on how they are doing 3.0 4. I have enough opportunities to grow professionally 3.33

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will make an effort to observe each other once a quarter.	Teachers will leave a note with teacher who was observed citing positive feedback and possible follow up conversation.
	Staff members can attend a seminar/workshop/conference.	Staff will present what they have leaned on a Professional Learning LEAP day.
	Each teacher will present a mini lesson to the staff.	Professional Learning time will be allotted for each staff member to present a lesson once this year.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	The Nine Characteristics Survey 2019-2020. Notes that are left in the classroom for the teacher being observed. Teachers attend a seminar/workshop/conference and share what they have learned.

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 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.

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.[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
	Gather and collect family feedback via the October Parent Survey.	October 2019
	Gather and collect family feedback via the Spring Parent Survey.	May 2020
	Face-to-face conferences.	November 2019 and March 2020

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Use emails to engage families and community members in the learning process.	Ongoing
	E-Updates sent on a monthly basis.	Every month
	Invite families/community into the school for various events.	On a quarterly basis for each grade level
	Engage families/community members by utilizing them to assist in the classroom and on the campus.	Ongoing (at least 20-hours per family per year)

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

Timberline 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:

Timberline Middle School is located in the city of Redmond just off of Novelty Hill Road, in the area known as Redmond Ridge. The school is comprised of 780 middle school students, 45 Certificated staff members, and 10 Classified staff members. The Quest Program is housed within the middle school, supports 88 students, and includes programs for 6th grade math and language arts, social studies, and science for grades 6-8. Following 6th grade math assessments given in the Spring, additional math placement for students grades 7-8 includes grade level math, algebra, and geometry. The racial demographics include 4% African American students, 6% of students identifying as two or more races, 9% Hispanic students, 40% Asian/Indian students, and 41% Caucasian students. Overall, Timberline's racial demographics include 59% students of color and 41% Caucasian students. In addition, Special Education students represent 14% of the student population and 41 different languages are spoken.

Mission Statement:

Vision: We strive to create influential global citizens who apply academic knowledge in response to the needs of the community AND who nurture positive connection to the world around them.

Mission: We nurture rigorous academic achievement of ALL students through individualized instruction, character development, and service-based learning experiences

At Timberline Middle School, our staff continues to have one primary focus: "The success of every student matters." Whether a student is high performing or struggling to meet grade level standards, the staff is committed to improving academic achievement of each student. Together, as a professional community, we believe it is the responsibility of teachers to reflect on instructional practices and make committed efforts to grow in order to support student needs. We also believe that nurturing the partnership between school and home is critical to student growth. These core values guide all building work including instructional strategies, building programming, professional development for teachers, intervention models for students, enrichment opportunities, and parent involvement.

We believe students learn best when they are supported in the growth and development of their interpersonal skills. This includes character development, empathy building, enhancing student leadership skills, increasing resilience, and supporting a student's ability to see outside their own needs. This also includes opportunities for students to have fun and develop meaningful relationships with their school community. In this work, our staff believes it is critical to partner with families, so that together, we can help students become their best self. We also believe students should be challenged enough to meet their academic potential. In addition, we believe students are responsible for applying academic knowledge to the needs of the community. This focus includes differentiated instruction for individual student needs and intentional focus on innovative project-based learning experiences to increase engagement and to increase

problem-solving and analytical skills. In addition, elective options are designed to connect to 21st century real-world application.

Note: Timberline Middle School opened in Fall of 2019. Demographic and academic performance data has been obtained through Power BI and analysis of students from feeder schools has been completed to develop this School Improvement Plan. Data through OSPI will be available in the 2020-21 annual update.

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.

<table>
<tr><td colspan="2" align="center">Priority #1: Academic Goal</td></tr>
<tr><td>Priority Area</td><td>Mathematics</td></tr>
<tr><td>Focus Area</td><td>Grade level bands are focusing on different aspects of Math Common Core State Standards:
• Solve systems of linear equations exactly and approximately focusing on pairs on linear equations with two points (including graphing)
• Apply fraction operations</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grade 6-8</td></tr>
<tr><td>Desired Outcome</td><td>By May 2020, 7th and 8th grade algebra teachers will move from 86% of students below or approaching standard in the area of systems of linear equations to 100% at standard.

By May 2020, in fraction operations, 6th grade math teachers will move
- 51 students from level 1 to level 2
- 15 students from level 2 to level 3
- 4 students from level 3 to level 4</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>Solving systems of linear equations and successfully applying fraction operations are both foundational skills for academic performance at the high school level. Our staff believes it is critical that these skills are developed prior to the departure middle school.</td></tr>
<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><td align="center">Action</td><td align="center">Measure of Fidelity of Implementation</td></tr>
<tr><td>• Pre-assessment data collected in October and post assessment data collected in May.
• Student data tables and graphs related to specific math unit performance tasks.
• Teacher created common assessments.
• SBA data.</td><td>Teacher PGE teams are tracking and monitoring student growth in math standards within four check-in points throughout the year.</td></tr>
</table>
</td></tr>
<tr><td>Timeline for Focus</td><td>Fall, 2019 - Spring, 2020</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>• Teacher PGE Teams
• Admin formal and informal observations
• Department meetings and School-wide Progress monitoring</td></tr>
</table>

Priority #2: Academic Goal	
Priority Area	Science
Focus Area	Science: Grade level bands are focusing on different aspects of the NGSS Science and Engineering Practices of Analyzing and Interpreting Data. Strands include: • Construct, analyze, and/or interpret graphical displays or data and/or large sets to identify linear and nonlinear relationships. • Determine similarities and differences in data tables, graphs, and findings of science models. • Apply principles of statistics and probability (including mean, median, mode, and variability)
Focus Grade Level(s)	Grades 6-8
Desired Outcome	Move students across all grades up one level on the rubric, as determined by teacher PGE team. 6th Grade • 163 students from a level 1 to level 2 • 43 students from a level 2 to level 3 • 22 students from a level 3 to level 4 • Maintain 2 students at level 4 7th Grade • 93 students from a level 1 to level 2 • 51 students from a level 2 to level 3 • 2 students from level 3 to level 4 8th Grade • 102 students from a level 1 to level 2 • 51 students from a level 2 to level 3 • 6 students from a level 3 to level 4
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	SBA Math data was used as there was not sufficient information based on WCAS data. Other data considered included: in-class pre-assessment data, Next Generation Science Standards and moving students to standard, and this is a skill area observed to be low when students reach high school. There are also questions on the WCAS related to Science and Engineering Practices of Analyzing and Interpreting Data.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	• Data tables and graphs related to specific science units of progression through the year. • Lab inquiries and data collection. • 6th Grade Interpreting Data Pre-Test. • Midpoint Assessment Progress Check.	6th: Teacher PGE teams are tracking and monitoring student growth in this NGSS standard within four check-in points throughout the year.

	• 6th Grade Interpreting Data Test. • Formative assessments throughout the year.	
	• Weekly and bi-weekly warm-ups and closure tasks. • Lab inquiries and data collection. • Collaborative MS forms to analyze student progress quarterly. • Data tables and graphs related to specific science units of progression through the year. • Comparison of baseline to final summative data.	7th: Teacher PGE teams are tracking and monitoring student growth in this NGSS standard throughout the year.
	• Data tables and graphs related to specific science units of progression through the year. • Lab inquiries and data collection. • Pre-assessment. • Formative assessments. • Final summative assessment.	8th: Teacher PGE teams are tracking and monitoring student growth in this NGSS standard throughout the year.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	• Teacher PGE Teams • Admin formal and informal observations • Department meetings • School-wide Progress monitoring	

Priority #3: Culturally Responsive Teaching	
Priority Area	Social and Emotional

Focus Area	Culturally Responsive Teaching Practices
Focus Grade Level(s)	Grades 6-8
Desired Outcome	By May 2020, Timberline staff seeks to develop and implement the school's first equity committee, student panel, and one multi-cultural community-based event.
Alignment with District Strategic Initiatives	School Equity Teams
Data and Rationale Supporting Focus Area	In order to foster a safe school environment and for students to find the greatest academic success, teachers and staff school-wide must understand and use effective culturally responsive instruction practices.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Monthly Equity Committee Meetings	Staff attendance, meeting notes and data collection
	Four staff-wide trainings	Staff attendance, meeting notes and data collection
	Staff book study	Use of strategies within classrooms
	Second semester student panel meetings	Student attendance and feedback collection
	Principal/PTSA bimonthly meetings	Staff attendance, meeting notes and feedback collection

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	• Equity Committee • Building Leadership Team • Student feedback and survey • Parent/community feedback

Priority #4: Behavior Systems

Priority Area	Behavior
Focus Area	PBIS and Behavior Systems
Focus Grade Level(s)	Grades 6-8
Desired Outcome	By May 2020, we will implement school wide PBIS systems and routines to support clear expectations, student leadership, predictable consequences, and student growth from mistakes.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Unwanted, unkind, or unsafe behaviors impact academic performance, attendance, peer relationships, and school culture.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Significant 72 school wide activities the 1st three days of school	Staff and student surveys
	Monthly Culture Committee meetings	Staff attendance, meeting notes and data collection
	Four district based PBIS trainings	Staff attendance, meeting notes and data collection
	Staff trainings in March and May all-day LEAP times	Staff survey
	Implementation of student reflection and referral forms	Student data collection

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	• Discipline data • Attendance data • Culture Committee • Building Leadership Team • Student feedback and survey • Parent/community feedback

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.

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COMMUNITY ENGAGEMENT PLAN

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Strategy to Engage Students, Families, Parents and Community	Action	Timeline

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Members in the development of the SIP	Departments will develop action plans for involving families at each grade level.	Fall of 2019
	Principal and PTSA presidents will meet bi-monthly to discuss meaningful strategies for involving families.	Fall of 2019-Spring of 2020
	RTI Committee will work on culturally responsive communication approaches to increase engagement of low-income, Hispanic, and African American families. More specifically, we will be working to improve or implement: • Parent survey to collect feedback • Parent teacher meetings • Student Panel • All-school multi-cultural event	Winter 2019-Spring 2020

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Teacher Power School or OneNote Pages	Winter of 2019
	School Communication by Website, Skyward, and School Messenger • Building procedures and structures for meeting and monitoring SIP goals • Academic focuses and professional growth opportunities for teachers related to SIP goals • Grade level celebrations based on academic progress	Fall of 2019-Spring of 2020