

# Kirkland Middle School

## School Improvement Plan

### Annual Update: 2021-22

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

#### SCHOOL OVERVIEW

**Description:** Kirkland Middle School (KiMS) is located in the NorKirk neighborhood of Kirkland just blocks from downtown, near beautiful Lake Washington. We serve approximately 550 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, our 6<sup>th</sup> graders have a 7<sup>th</sup> or 8<sup>th</sup> grade mentor in Panther Time to help them navigate Middle School. We continue to embrace our school-wide Panther Time that meets one day a week, with the focus on support, connection, personalization, and social emotional learning. This year, we have added Academic Prep (AP) Time three times per week to provide differentiated opportunities for students: additional academic support for students who are not meeting standard or need additional instruction, enrichment opportunities that allow students to extend their learning, and social connection opportunities. We continue to collaborate in grade level and content teams as well as engage in collaboration among staff and students. Our elective offerings include Game Design, STEM, Design and Modeling, Band, Orchestra, Choir, Drama, Debate, Journalism, Team Sports, Digital Media, a myriad of Art classes, Spanish I and II, and Leadership. Our focus is on providing every student with the opportunity to progress, advance and experience personally challenging work. Our students must be prepared to meet the challenges of an ever-changing world that is increasingly more complex.

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

#### Demographics:<sup>2</sup>

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		615	608	616	549
Racial Diversity (%)	American Indian/Alaskan Native	0.2%	0.2%	0.2%	0.0%
	Asian	10.7%	11.3%	12.7%	15.3%
	Black/African American	1.6%	2.5%	3.1%	2.6%
	Hispanic/Latino of any race(s)	8.6%	8.6%	9.3%	9.5%
	Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
	Two or more races	7.2%	7.9%	7.5%	8.0%
	White	71.7%	69.6%	67.4%	64.7%
Students Eligible for Free/Reduced Price Meals (%)		11.1%	10.7%	10.7%	11.5%
Students Receiving Special Education Services (%)		12.2%	11.0%	12.0%	13.1%
English Language Learners (%)		3.4%	3.9%	5.7%	6.0%

#### CONTINUOUS IMPROVEMENT PRIORITIES

<sup>1</sup> LWSD School Board Approval on <insert date>

<sup>2</sup> Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

<b>Priority #1</b>	
<b>Priority Area</b>	Mathematics
<b>Focus Area</b>	The focus area of the math department is an extension of our 2019-2020 focus area and goal, both of which were impacted by COVID. Our overarching focus is to ensure <i>all</i> students are making progress toward meeting grade level standards for their respective grades.
<b>Focus Grade Level(s)</b>	6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grades
<b>Desired Outcome</b>	By the end of the 2021 – 2022 school year: <ul style="list-style-type: none"> <li>• 100% of students will show growth on the Math FastBridge universal screener assessment from the fall administration to the spring administration; and,</li> <li>• 80% of KiMS math students will show <i>typical</i> or <i>aggressive</i> growth as measured by the FastBridge screener.</li> </ul>
<b>Alignment with District Strategic Initiatives</b>	MTSS
<b>Alignment with Characteristics of Effective Schools</b>	High Standards and Expectations for All Students
<b>Data and Rationale Supporting Focus Area</b>	<p>Our math team used data from our universal screener assessment, FastBridge, to develop our Mathematics goal. Two screening assessments were given: aMath and CBMmath Automaticity. “aMath is a simple and efficient procedure for screening students’ broad math abilities. The assessment is based on expert recommendations and each question is aligned with the National Common Core State Standards (2010). aMath is a computer-adaptive test and students respond to between 30 and 60 questions on each testing occasion” (FastBridge). “CBMmath Automaticity is a timed computer-based assessment of math fact mastery. It measures a student’s automaticity with basic math facts (addition, subtraction, multiplication, and division) with both single-skills and mixed skills (i.e., General Outcome Measure or GOM) matched to the math skills typically taught in grades 1 through 3” (FastBridge).</p> <p>Most students in our math classes participated in our fall FastBridge universal screener assessment. The benchmark results showed the following student scores across grade levels:</p> <p><b>FastBridge Assessment: aMath</b></p> <ul style="list-style-type: none"> <li>• 57% of our students’ scores indicated <i>minimal risk</i>;</li> <li>• 28% of our students’ scores indicated <i>low risk</i>;</li> <li>• 9% of our students’ scores indicated <i>some risk</i>; and</li> <li>• 6% of our students’ scores indicated <i>high risk</i>.</li> </ul>

**FastBridge Assessment: CBMmath Automaticity**

- 86% of our students’ scores indicated *low risk*;
- 9% of our students’ scores indicated *some risk*; and
- 5% of our students’ scores indicated *high risk*.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	FastBridge universal screener assessment	This assessment will be given three times during the 2021 – 2022 school year. The first assessment functioned as our baseline data (see above) and provided us with information about students in need of additional intervention. The remaining two assessments will act as progress monitoring tools which will allow us to act on the data.
	ALEKS practice activities	All teachers of Math 6, 7, and 8 at KiMS utilize ALEKS as a tool to support student learning of current skills and concepts and as well as a tool to monitor student learning. ALEKS also supports student skill growth in areas outside of the current curriculum, supporting students in clarifying their understanding and closing conceptual and skill gaps. Teachers regularly monitor student performance on ALEKS to ensure students are progressing.
	Implementation of SBA-type questions into curriculum	SBA type questions – multiple choice, short answer, and long answer – are included in every unit.
	Level 4 questions included on assessments	Item analysis on assessments.
	Academic Prep (AP) Time	Academic Prep occurs for 30 minutes a day, three days a week. During this time, teachers provide support, including targeted supports, or enrichments to students. In addition, teachers require students in need of additional support to be successful to attend these sessions.
	Participation in Grade Level Team meetings	Math team members participate in monthly grade level team meetings focused on supporting struggling students. During these meetings,

	<p>teachers in all subjects share successful interventions for individual students in an effort to support the student. Our math teachers actively participate in these meetings, sharing successful interventions, and implementing successful strategies others have shared within their classrooms.</p>
Department Collaboration	Members of the math team collaborate with one another. Part of this collaboration involves discussing strategies aimed at supporting students in general as they progress through math. This collaboration also involves sharing information about strategies that have supported specific student's learning in the past.
Student Staffings	For students who continue to struggle despite the implementation of interventions, the school's counselors schedule staffing meetings with all teachers, the student, and the student's family. The goal is to create a partnership between the school, the student, and the family to support the student academically, socially, and emotionally. Specific actions are discussed and implemented as a result of these meetings.
Participation in Professional Learning Sessions – Building Level and District	Our teachers participate in professional learning sessions that focus on best practice instructional strategies as well as professional learning specific to math.
Math Olympiad	For students who love math and wish to grow mathematically, students have the opportunity to participate in the Math Olympiad club and competition.
<b>Timeline for Focus</b>	Fall, 2021 - Spring, 2022
<b>Method(s) to Monitor Progress</b>	<p>Student progress toward the goals above are monitored in the following ways:</p> <ul style="list-style-type: none"> <li>• FastBridge Universal Screener Assessment – given three times a year.</li> <li>• ALEKS practice and assessments – regularly monitored by teachers.</li> <li>• Ongoing Course Grade Analysis.</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Grade Level Team Meetings focused on Students of Concern.</li></ul> |
|--|---|

**Priority #2**

<b>Priority Area</b>	English Language Arts/Literacy
<b>Focus Area</b>	The focus of the English and Social Studies teams is vocabulary and comprehension in texts and beyond.
<b>Focus Grade Level(s)</b>	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grades
<b>Desired Outcome</b>	By the end of the 2021 – 2022 school year: <ul style="list-style-type: none"><li>• 100% of students will demonstrate growth on the English FastBridge universal screener assessment from the fall administration to the Spring administration.</li><li>• The percentage of students within some risk and high risk categories of the aReading assessment will decrease from 21% to 11%, increasing the percentage of students in the categories low risk to minimal risk by 10%.</li></ul>
<b>Alignment with District Strategic Initiatives</b>	MTSS
<b>Alignment with Characteristics of Effective Schools</b>	High Standards and Expectations for All Students
<b>Data and Rationale Supporting Focus Area</b>	<p>Our English and Social Studies teams used data from our universal screener assessment, FastBridge, to develop our Literacy goal. Two screening assessments were given: aReading and AUTOreading. “aReading is a simple and efficient procedure for screening K-12 students' broad reading abilities. The assessment is based on research and each question is aligned with the National Common Core State Standards (2010). aReading is a computer-adaptive test and students respond to between 30 and 60 questions on each testing occasion.” (FastBridge). “AUTOreading is an assessment of a student's automaticity with select reading skills, including recognizing letter names and sounds, decoding words, identifying the correct spelling of words, word synonyms, and detecting differences in word meanings.” (FastBridge).</p> <p>Most students in our English classes participated in our fall FastBridge universal screener assessment. The benchmark results showed the following student scores across grade levels:</p> <p><b>FastBridge Assessment: aReading</b></p> <ul style="list-style-type: none"><li>• 56% of our students’ scores indicated <i>minimal risk</i>;</li><li>• 24% of our students’ scores indicated <i>low risk</i>;</li><li>• 12% of our students’ scores indicated <i>some risk</i>; and</li><li>• 9% of our students’ scores indicated <i>high risk</i>.</li></ul> <p><b>FastBridge Assessment: AUTOreading</b></p> <ul style="list-style-type: none"><li>• 85% of our students’ scores indicated <i>low risk</i>;</li><li>• 12% of our students’ scores indicated <i>some risk</i>; and</li><li>• 3% of our students’ scores indicated <i>high risk</i>.</li></ul>

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	FastBridge universal screener assessment	This assessment will be given three times during the 2021 – 2022 school year. The first assessment functioned as our baseline data and provided us with information about students in need of additional intervention. The remaining two assessments will act as progress monitoring tools which will allow us to act on the data.
	Use of varied Amplify prompts	The English team is using the recently adopted Amplify curriculum which allows teachers to assign specific prompts to students at various levels. (For example, students needing more challenge may be assigned the challenge/extension questions/prompts whereas students working to improve their comprehension and/or writing skills may receive a prompt at grade-level that is less challenging).
	Independent Reading – Choice	Part of our English curriculum involves students reading books outside of class. Reading improves not only fluency, decoding, vocabulary, prosody, reasoning skills, and comprehension skills, but it also improves writing skills as students are exposed to a variety of sentence structures and vocabulary through different texts. Students have choice over the books they select to read and may choose to challenge themselves with books slightly above their just right levels or choose books at their just right level. Our teachers and librarian act as resources for finding the right outside reading books throughout the year for each student.
	Academic Prep (AP) Time	Academic Prep occurs for 30 minutes a day, three days a week. During this time, teachers provide support, including targeted supports, or enrichments to students. In addition, teachers require students in need of additional support to be successful to attend these sessions.
	Participation in Grade Level Team meetings	All members of our English and Social Studies teams participate in monthly grade level team meetings. The focus of these meetings is on how we, as a grade level team, can best support students who are struggling to meet standard in a consistent fashion. Teachers share successful interventions and strategies,

		enabling other teachers to utilize them to support students in their classrooms.
	Department Collaboration	Members of the English and Social Studies teams collaborate with one another. Part of this collaboration involves discussing strategies aimed at supporting students in general as they progress through English and Social Studies. This collaboration also involves sharing information about strategies that have supported specific student's learning in the past.
	Student Staffings	For students who continue to struggle despite the implementation of interventions, the school's counselors schedule staffing meetings with all teachers, the student, and the student's family. The goal is to create a partnership between the school, the student, and the family to support the student academically, socially, and emotionally. Specific actions are discussed and implemented as a result of these meetings.
	Participation in Professional Learning Sessions – Building Level and District	Our teachers regularly participate in professional learning sessions that focus generally on best practice instructional strategies as well as professional learning specific to English and Social Studies.
	Clubs & Activities that promote reading	KiMS has two long-standing traditions that promote and support reading, and that tradition continues even as we have school virtually. The first is student participation in <i>Battle of the Books</i> , a reading competition in which any students at KiMS can participate. The other is <i>Pancakes for Pages</i> . KiMS partners with our PTSA to encourage reading with an incentive: pancakes.
<b>Timeline for Focus</b>	Fall, 2021 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	<p>Student progress toward the goals above are monitored in the following ways:</p> <ul style="list-style-type: none"> <li>• FastBridge Universal Screener Assessment – given three times/year.</li> <li>• Student responses in Amplify.</li> <li>• Ongoing Course Grade Analysis.</li> <li>• Grade Level Team Meetings focused on Students of Concern.</li> </ul>	



**Priority #3**

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	SBIRT Screening for early detection of social, emotional, behavioral concerns.	
<b>Focus Grade Level(s)</b>	6 <sup>th</sup> and 7 <sup>th</sup> Grade	
<b>Desired Outcome</b>	The SBIRT team (school counselors and Youth Eastside Services (YES) counselor) will screen all 6 <sup>th</sup> and 7 <sup>th</sup> grade students in their Social Studies classes with follow-up in the form of Brief Interventions for all students who flag for presence of risk factors. Students can either flag red (severe risk factors, such as self-harm, suicidal ideation, and/or safety at risk) or yellow (minor risk factors, such as reoccurring anxiety and/or depression and family/school conflict).	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Alignment with Characteristics of Effective Schools</b>	Supportive Learning Environment	
<b>Data and Rationale Supporting Focus Area</b>	<p>The SBIRT process is focused on student well-being and proactively serving students. Given the nature of the COVID pandemic and the residual emotional and social impacts on individuals, a focus on well-being is essential. Data has shown increased mental health challenges and suicide rates for young people. Early intervention and supports are key in ensuring student safety.</p> <p>Our work in this area is a continuation of our goal from last year. We (LWSD) continue to partner with King County and Youth Eastside Services (YES) to provide this social, emotional, and behavior screening.</p> <p>SBIRT stands for <b>S</b>creening, <b>B</b>rief Intervention, and <b>R</b>eferral to <b>S</b>ervices. The screening is completed using the <i>Check Yourself</i> Tool developed by Seattle Children’s Hospital and the University of Washington. The screening addresses a wide variety of areas, including student perceptions of their own strengths, goals, mental health, substance use, and safety.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Screening	All 7th graders will take the <i>Check Yourself</i> screener during Social Studies in November. Parents are notified 2 weeks prior to the administration of the screener. Participation is voluntary, allowing parents and students the opportunity to opt-out of consenting.

	Screening Follow-up	Students flagging red (high risk) will have a face-to-face meeting within 24 hours of survey distribution. Students flagging yellow (some risk) will have a meeting within two weeks. Follow-up sessions/recommendations will be made as appropriate.
<b>Timeline for Focus</b>	Fall, 2021 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Review of data from the Check Yourself Tool (screener).</li> <li>• Follow-up in the form of Brief Interventions.</li> <li>• Ongoing follow-up as needed.</li> </ul>	

## 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 instruction.  
*Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.*
2. Utilizing digital tools to enhance the learning process and ensure access to content.
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) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

Based on Fall Technology Integration staff survey data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies within instruction
- Utilizing digital tools to enhance learning and ensure student access to content
- Applying Ed Tech Learning Standards across content areas

## 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 2019. During that year, the participation rate was not met.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

**COMMUNITY ENGAGEMENT PLAN**

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.<sup>3</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	KiMS works with many community organizations that support our staff and students in a variety of ways: Kirkland Kiwanis, City of Kirkland, Kirkland Parks and Recreation, Kirkland Youth Council, Pantry Packs, Friends of Youth and Youth Eastside Services. Parents are involved as volunteers in classrooms, as well as serving as walk-about during lunches and before and after school.	<ul style="list-style-type: none"> <li>• Monthly Builder Club/Kiwanis meetings.</li> <li>• Daily Building Use- Kirkland Parks, Youth Sports after school.</li> <li>• Yearly Grant Requests- Kirkland Youth Counsel.</li> <li>• Pantry Packs – every Friday all year.</li> </ul>
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	The principal meets with PTSA leadership to share SIP progress and answer questions regarding programs and initiatives.	Bi-weekly meeting September through 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.
	SIP posted to website.	Upon district approval.
	SIP presented to Leadership students.	Upon district approval (likely during Semester 2).

<sup>3</sup> LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>