

Kirk Elementary

School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

SCHOOL OVERVIEW

Description: Located just West of I-405 and North of 85th, Peter Kirk Elementary serves families who reside in the West of Market, NorKirk, and Highlands neighborhoods. Our students transition to Kirkland Middle School and Lake Washington High School. As a result of the 2016 modernization bond, students began the school year in a new facility in Fall 2018. In addition to a library, music room and gymnasium, the new building includes 30 classrooms and an Art/Science room. A defining characteristic of Peter Kirk is the partnership between school and families. Our community is instrumental in bringing enrichment opportunities to our students through Art Docents, Artists in Residence, Nature Vision and supplemental classroom-based STEM programs. Through community efforts, students experience Outdoor Education, participate in Junior Achievement, and learn in a school that values stewardship of the environment. Peter Kirk Elementary has been acknowledged as 425 Magazine’s “Best Elementary School of 425,” citing above average performance on large scale assessments and an on-target student to teacher ratio; US Department of Education Green Ribbon School, citing sustainable design; a Level 1 King County Green School, resulting from reduction of waste, composting and recycling efforts and the use of green cleaning kits, and has been acknowledged as a National PTSA School of Excellence.

Mission Statement: *Every student future ready, prepared for college, prepared for the global work place, prepared for success. Peter Kirk supports the district mission through our commitment to community, integrity and safety.*

Demographics:²

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		562	602	637	627
Racial Diversity (%)	American Indian/Alaskan Native	0.2%	0.0%	0.0%	0.0%
	Asian	10.1%	14.0%	16.0%	19.1%
	Black/African American	2.1%	2.2%	1.6%	1.8%
	Hispanic/Latino of any race(s)	6.4%	7.1%	7.8%	8.0%
	Native Hawaiian/Other Pacific Islander	0.0%	0.2%	0.2%	0.0%
	Two or more races	12.3%	14.1%	13.8%	15.0%
	White	68.9%	62.5%	60.6%	56.1%
Students Eligible for Free/Reduced Price Meals (%)		5.5%	5.8%	4.7%	3.7%
Students Receiving Special Education Services (%)		9.3%	9.0%	9.6%	7.3%
English Language Learners (%)		7.3%	8.3%	9.4%	11.2%

¹ LWSD School Board Approval on <insert date>

² 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.

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	Implementing MTSS and UDL principles within Literacy Instruction	
Focus Grade Level(s)	Grades K through 5	
Desired Outcome	Increased understanding and implementation of MTSS principles across all grade levels in literacy instruction.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Focused Professional Development	
Data and Rationale Supporting Focus Area	One of the foundations of an equity based MTSS is having an Integrated Educational Framework, with a fully integrated organizational structure and strong and supportive school culture. Focusing on fully integrated organizational structures allows for full student participation in the general education curriculum for all students. Given the newness of the math curriculum, beginning our MTSS work with reading allows us to focus on implementing the principles of MTSS, UDL and PLCs in familiar territory.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Complete the baseline FIAA.	Baseline scores on FIAA and clearly articulated goals associated with FIAA results.
	Professional Development for all staff on UDL principles and foundations of MTSS, and PLCs.	Completed staff development, evidence of MTSS practices, team assessments of PLCs.
	Begin resource mapping.	Completed professional development, drafts of initial resource maps for reading instruction, team assessment of teacher areas of expertise, skills, talents.
	Examine and reallocate classified staff to provide academic support within classrooms and social emotional support across settings.	Classified staff schedules.

	Examine building schedule to facilitate block scheduling to support Tier 2 and 3 interventions.	Building schedule with protected time to provide targeted support, intervention and enrichment, based upon student learning needs identified through common assessments.
Timeline for Focus	Fall, 2021 - Spring, 2023	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Completed FIAA, with clear goals and timelines for 2021 – 2022 school year. (MTSS Leadership Team). • Observed changes in staff wide collaborative practice. • Completed resource maps for ELA. • Increased number of students who receive support through Special Education, Safety Net, and ELL receiving core instruction in general education classroom. • FastBridge universal screener benchmarks (Fall, Winter, Spring) MTSS. • Ongoing progress monitoring in FastBridge (onset sounds and/or word segmenting) for students with risk indicators awareness. 	

Priority #2

Priority Area	Mathematics									
Focus Area	Implementation of curriculum and collaborative practice.									
Focus Grade Level(s)	Grades 3 through 5									
Desired Outcome	80% of students in grades 3 through 5 will demonstrate at (Level 3) or above (Level 4) proficiency on the at grade level mathematics SBA.									
Alignment with District Strategic Initiatives	MTSS									
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment									
Data and Rationale Supporting Focus Area	<p>This Fall, 74% of students in grades four and five demonstrated at (L3) or above (L4) performance on the Spring Smarter Balanced Assessment – Mathematics (SBA-Math). It is important to note that the assessment measured performance against the previous year’s standards. Another way to look at this is as follows:</p> <p>78% of fourth grade students scored at or above standard on the Grade 3 SBA - Math and 70% of fifth grade students demonstrated at or above proficiency on the Grade 4 SBA – Math. Third grade students did not participate in the SBA this fall.</p> <p>Students in grades three through five completed the FastBridge fall screener for mathematics. 92% of students in grade three demonstrated low or minimal risk on the screener. 88% of students in grade four and 83% of students in grade five demonstrated low or minimal risk.</p> <p>While the measurable outcome of this goal an increase in the number of students performing at or above standard on SBA, and demonstrating low or minimal risk on the Fastbridge screeners, the secondary goal is for a shift in teacher practice associate with the adoption of a new math curriculum and the use of resources within the curriculum to address student learning needs.</p>									
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Timeline for Focus	Fall, 2021 - Spring, 2022		
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Student performance on classroom-based assessments (exit tickets, unit assessments). • Student performance on FastBridge Math assessment (Middle and End of year). • Informal and formal observation cycles centering on mathematics instruction. • Observation of team collaboration meetings to monitor use of student learning data. 		

Priority #3

Priority Area	Social and Emotional											
Focus Area	Emotional Regulation											
Focus Grade Level(s)	Grades 3 - 5											
Desired Outcome	From 47% to 60% of students in grades three through five responding favorably to questions associated with emotional regulation on the Panorama Survey.											
Alignment with District Strategic Initiatives	MTSS											
Alignment with Characteristics of Effective Schools	Supportive Learning Environment											
Data and Rationale Supporting Focus Area	<p>Of all the Social and Emotional Competencies and Well-being measures evaluated in the Panorama Survey, 47% of students responded favorably on the topic of Emotion Regulation.</p> <p>Within this topic, there is one specific question, “when everyone around you gets angry, how relaxed can you stay?” only 38% of our students in grades 3 through 5 responded favorably.</p> <p>Equipping students with awareness, strategies and skills to remain relaxed when feeling surrounded by others who are upset has potential to positively impact the Social Emotional Well-being of our students over their lifetimes.</p>											
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Participation in Restorative Circle Training.	Completion of Training											
Timeline for Focus	Fall, 2021 - Spring, 2022											
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Student participation in spring Panorama Survey. • Staff survey results. • Counselor summary of schedule and lesson topics. 											

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 Spring 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 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.³ 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
	Participation in PTSA School of Excellence program. Use of family survey results to guide equity work.	Fall 2021 through Spring 2022
	Principal hosted coffee chats.	Quarterly: Fall, Winter, Spring
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Narrated open house presentation sent to all families.	Fall 2021
	SIP posted to school website.	Winter 2022

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