

Kamiakin Middle School

School Improvement Plan

Annual Update: 2022-23

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

SCHOOL OVERVIEW

Description: Kamiakin Middle School is a school of excellence located in Kirkland, Washington. Kamiakin serves approximately 625 students. There are many opportunities to get involved and connect with peers. Kamiakin differentiates instruction to meet the needs of all students. We closely monitor the academic progress of all students. When a student begins to struggle to meet learning objectives, we intervene immediately in a friendly, supportive, and systematic way. Kamiakin 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. In 6th grade, Math and Science are taught by the same teacher in a two-hour block class.

Mission Statement: Each child at Kamiakin Middle School will grow academically and socially. Students will explore their interests and how they will contribute to their community.

2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Mathematics	6-8	By the end of April, 2023 80% of Kamiakin students, who are not level 1 or 2 ML learners, will be at standard on Proportional Relationships State Standards.
2	English Language Arts	6-8	From September to April, 75% of Kamiakin students will demonstrate growth of 1 point or more on a co-created, standards referenced, rubric for text evidence. Students currently at standard will grow ½ point. For those students currently exceeding standard will stay at a level 4, adjusting for increased rigor throughout the year.
3	Executive Functioning	6-8	By May 2023 the number of students indicating that “Time management, organization, and planning“ as their most important need for academic help will be reduced from 34% of students (191 out of 555 student responses) to 10% of students as measured by Kamiakin Counselor Needs Assessment

¹ LWSD School Board Approval on <insert date>

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	Mathematics, Proportional Relationships												
Focus Grade Level(s) and/or Student Group(s)	All Students grade levels 6,7,8												
Desired Outcome	By the end of April 2024 70% of Kamiakin students, will be at standard on Proportional Relationships State Standards.												
Alignment with District Strategic Initiatives	MTSS												
Data and Rationale Supporting Focus Area	Currently, 48.64% of students at Kamiakin meet the standard on the SBA. There is significant room for growth in this area. The teacher math team feels that the best place to start this work is surrounding proportional relationships.												
Strategy to Address Priority	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Action</th> <th style="width: 50%;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Adoption of 6+ curriculum</td> <td>Kamiakin Will make use of a fidelity checklist</td> </tr> <tr> <td>Review of standards alignment in 6th Grade Math (6+), 7th Grade Math, and 8th Grade Math</td> <td>Curriculum Map</td> </tr> <tr> <td>Review of grading practices</td> <td>Has Kamiakin Developed a written grading strategy</td> </tr> <tr> <td>Review of Assessment practices</td> <td>The Kamiakin Math assessment guiding document</td> </tr> <tr> <td>Review of Intervention Strategies</td> <td>Review of current intervention strategies, seeking the most effective strategies</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Adoption of 6+ curriculum	Kamiakin Will make use of a fidelity checklist	Review of standards alignment in 6 th Grade Math (6+), 7 th Grade Math, and 8 th Grade Math	Curriculum Map	Review of grading practices	Has Kamiakin Developed a written grading strategy	Review of Assessment practices	The Kamiakin Math assessment guiding document	Review of Intervention Strategies	Review of current intervention strategies, seeking the most effective strategies
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Review of Intervention Strategies	Review of current intervention strategies, seeking the most effective strategies												
Timeline for Focus	Fall, 2022 - Spring, 2024												
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Kamiakin will use a LWSD fidelity checklist in April of 2023 to review the progress we made implementing 6+. We will use artifacts to provide evidence of this process. If LWSD does not have a fidelity checklist, then Kamiakin Administration will team with LWSD TOSAs to provide that check list. • Prior to the 2023-2024 Kamiakin will develop a curriculum map of the state standards that students currently receive instruction on. The purpose of doing this map is to identify if there are any grade level standards that students currently do not receive supporting instruction. • By the end of 2023-2024 the Kamiakin Math Department will work collaboratively to develop department wide math grading guidelines. 												

	<p>The purpose of this document is to ensure that grading practices fit Kamiakin and also concur with district guidance and research-based grading practice.</p>
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- To support the work of both grading and intervention, the Kamiakin Math team will develop an assessment guide for the KaMS math team by December of 2023. This document will guide our assessment practices and ensure that teachers, students, and parents are well informed as to what a child knows and is able to do.
- By June 2024, The Kamiakin Math team will review FLEX data to better understand the team's use of Flex and which strategies are most effective methods of intervention for our students.

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	Writing and citing text evidence	
Focus Grade Level(s) and/or Student Group(s)	6,7,8	
Desired Outcome	From September to April 2023, 75% of Kamiakin students will demonstrate growth of 1 point or more on a co-created, standards referenced, rubric for text evidence. Students currently at standard will grow ½ point. For those students currently exceeding standard will stay at a level 4, adjusting for increased rigor throughout the year.	
Alignment with District Strategic Initiatives	Equity	
Data and Rationale Supporting Focus Area	Currently, the ELA team at Kamiakin uses several different rubrics to evaluate student work. These various rubrics are also used in varied ways by teachers within Kamiakin. The ELA team believes that this causes reteaching and slows students writing growth. Alignment to State standards varies within the rubrics	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	School Visitations to learn from other LWSD schools	Evidence of scheduled visitations and reports to colleagues
	Release ELA teachers to discuss and create new, standards aligned, rubrics for by each grade level	Release days, and drafts of rubrics
	After the new rubrics ELA teachers create the rubrics, norm teacher use of rubrics	Teacher Survey
	Modify instructional language and practice to match the new rubrics	Teacher Survey
Timeline for Focus	Winter, 2022 - Spring, 2023	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • By January 2023 we will schedule school visits to observe other LWSD teachers and meet with teachers within the visited schools to better understand how the ELA teams within the visited schools align their writing assessment practice. • By January 2023 we will schedule, and meet as an ELA team to develop common writing rubrics. The evidence of completion of this task will be documentation of these days taking place and drafts of rubrics as the team develops them. • By April 2023 the ELA team will meet in grade level teams to independently score grade a common writing sample using the newly developed rubrics. The purpose of this activity is to align writing evaluation practice from teacher to teacher. A teacher survey will collect teacher self-reporting of their confidence in their grading. • By June of 2023 – The ELA team will work together to agree on common language use when describing writing to students. A teacher survey will 	

	collect teacher self-reporting of their confidence in their common language use.
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Priority #3

Priority Area	Behavior	
Focus Area	Executive Function – Time Management, Organization, and Planning	
Focus Grade Level(s) and/or Student Group(s)	6,7,8	
Desired Outcome	By May 2024 the number of students indicating that “Time management, organization, and planning“ as their most important need for academic help will be reduced from 34% of students (191 out of 555 student responses) to 10% of students as measured by Kamiakin Counselor Needs Assessment	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	In a Kamiakin MS counselor needs assessment 34% of students responding indicated that they needed help in time management, organization, and planning. This data has been stable for two years. Teachers also indicate that executive function is also a major indicator of achievement	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	The instructional leadership team will develop a common tool, or set of tools, used to teach students executive function.	Instructional Leadership Team notes
	Development of 2-3 proposed strategies for the staff to adopt	Drafts of each proposed strategy
	Teacher professional development surrounding teaching executive function	Presentations surrounding teaching executive
Timeline for Focus	Fall, 2022 - Fall, 2023	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • The Instructional Leadership Team will deliberate and develop common goals and guidelines for the Kamiakin staff to implement executive function instruction. This will be completed by the April of 2023 • By May of 2023 the Instructional Leadership Team, or subcommittee, will develop 2 to 3 proposals for the Kamiakin staff to review and select a strategy. The evidence of this action will be the proposals themselves. • By October of 2024, the Kamiakin staff will experience professional development that supports the implementation of the executive function strategy. 	

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.

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.² 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
	Meetings with individual families	September and October 2022
	Engagement with the KaMS Equity team, which has community members	September and October 2022
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Publish on the Kamiakin Website.	January 2023

² LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

