

# Kamiakin Middle School

## School Improvement Plan

### Annual Update: 2023-24

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

#### SCHOOL OVERVIEW

**Description:** Kamiakin Middle School is a school of excellence located in Kirkland, Washington. The student community of Kamiakin is very diverse, resilient, and kind. Our school serves approximately 625 students who enjoy a rigorous academic curriculum for both core academic content areas and our elective programs. There are many opportunities to get involved and connect with peers outside of the academic day. Kamiakin offers a rich collection of clubs, athletic teams, and leadership opportunities. Our school motto is “We come here to grow.” This simple model guides us to support all children from the academically, or socially, gifted to the child that struggles to learn, or may struggle in interaction with peers. Our school continues to develop strategies to ensure every child is supported and challenged.

**Monitoring Academic Progress:** We closely monitor the academic progress of all students. Our first strategy to ensure students grow is a rigorous curriculum and implementation of “common formative assessments.” When two or more teachers are teaching a course, students will get to take quizzes that are the same and graded in a similar manner. Doing this allows teachers to leverage the teaching skill of both educators and allows us to better understand where students are at in their learning journey. This process is our “Tier 1 support.”

**Academic Intervention:** When a student begins to struggle to meet learning objectives, we intervene immediately in a friendly, supportive, and systematic way during our intervention period, “Flex.” During our Flex period Teachers invite students to attend their flex when a student does not demonstrate understanding on common formative assessments. In addition to the teachers’ invitation, students are given an opportunity to schedule themselves to meet with a teacher to get help. This is important because the first person that knows when a child needs help is often the child themselves. This is our second tier of academic support for students.

**Intentional Social Support:** Middle school is a time of tremendous social growth. During this time, our students transition from childhood to young adults. From the expectations appropriate for a child to expectations that are significantly closer to adult expectations. This transition can be stressful for both parents and children. To support this transition, Kamiakin has implemented our Cougar Time program. Students meet with their Cougar Time once a week on Wednesday. During this time, we proactively teach students pro-social behaviors and our expectations. We also use this time to take various assessments that help us understand how students are doing. As an example, the Kamiakin Counseling team has developed a Student Needs Assessment and a Family Needs Assessment. These assessments are taken during our Cougar Time. Like in our academic program, these needs assessments are one way we identify students that may be quietly struggling with social issues. In a mirror of the academic program, our counseling team develops small groups to grow students through their social challenges.

**Serving Students that are gifted:** Kamiakin enjoys serving students that are gifted and talented academically in our Quest program. Students that are served in Quest take Language Arts and Social Studies in classes that are specifically designed

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

to serve them. These students are also accelerated in Math, taking 7<sup>th</sup> grade math in their 6<sup>th</sup> grade year, then Algebra and finishing 8<sup>th</sup> grade in Geometry. Our Quest students enjoy being integrated with all students for their Science, Elective classes, and during Cougar Time. **Serving students with learning challenges:** Kamiakin is growing our special education program. We are transitioning from a program that served students in “pull-out” special education classes to an inclusive program in which students receive support in general education classrooms. This Inclusive strategy allows our students served in special education to experience grade level curriculum, and to interact with grade level peers. This year, more than 75% of our students served in special education are in co-taught or push-in classes. We continue to work to increase the number of students served in this manner.

**Clubs, Athletics, and Leadership:** Our school day ends at 2:20pm most days, but the learning of children does not end. Students have the option of participating in a rich activity program with more than a dozen clubs. Students also enjoy a rich athletic program that is focused on growing students athletically and socially. ALL students are welcome to participate in athletics. There are no cuts. Middle School is a time to try new things. If your child has never played basketball, they may discover their passion for it at Kamiakin. Most of our coaches are also teachers at Kamiakin. When students participate in our activities and athletic programs they connect with peers, build deep relationships with their teachers, and enjoy the thrill of pursuing their passion or the thrill of competition.

Kamiakin is proud of the work we are doing to serve children and the community that surrounds our school.

**Mission Statement:** *To create an environment where each student feels that they belong, makes academic and social progress, feels safe to make mistakes, and engages with their learning with confidence. Our Motto: We come here to grow.*

**2023-24 PRIORITIES AT A GLANCE**

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Mathematics	Grade 6	In June, 2024 Kamiakin will maintain the SBA level of students and increase the number of students that score “at standard” on the Math Smarter Balanced Assessment (SBA) by 5 individual students. Growing the percentage of this cohort of students at standard from 69% to 72%
2	English Language Arts	Grades 6-8	In June 2024, 17 students at each grade level will increase their scores on the Smarter Balanced Assessment to “meeting standard” in English Language Arts. By meeting this goal, 77.62% of Kamiakin students that take the Smarter Balanced Assessment (SBA) will meet standard in the English Language Arts (ELA) category.
3	Executive Functioning	Grades 6-8	By May 2025 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 to 10% of students as measured by student survey

**CONTINUOUS IMPROVEMENT PRIORITIES**

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

<b>Priority #1</b>		
<b>Priority Area</b>	Mathematics	
<b>Focus Area</b>	Inclusion and Intervention	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	6 <sup>th</sup> grade	
<b>Desired Outcome</b>	In May, 2024 72% of Kamiakin’s 6 <sup>th</sup> grade students, will meet or exceed standard on the summative Smarter Balanced Assessment.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	In June of 2023 50% of 6 <sup>th</sup> grade students met standard on the Math portion of the summative Smarter Balanced Assessment (SBA). An analysis of the SBA data revealed that a significant portion of 6 <sup>th</sup> grade students that had scored “at standard” in math prior to 2023, but scored below standard in June of 2023. The Kamiakin math team and administration reviewed the target reports and realized that there were several areas of potential improvement.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Collaborative Assessment Development	Quarterly review of the bank of assessments the team has created
	Development of a rapid intervention plan	A written plan by February 1, then monthly Flex data pulls to confirm the plan is working
	Curriculum Mapping of 6+	Quarterly check-in and documentation review of the curriculum map by the team and admin
	SBA interim assessment implementation	Review of the scores of students on interim assessments
	Structured Release days to create the curriculum map, assessments, and intervention plans	Quarterly review of release day sub acquisition.
<b>Timeline for Focus</b>	Winter, 2023 - Summer, 2024	
<b>Method(s) to Monitor Progress</b>	The Kamiakin admin team and 6 <sup>th</sup> grade math PLC will be meeting and collaborating during Wednesday PLC time. The plan will be discussed regularly, and our fidelity checks will be done communally.	

**Priority #2**

<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	Reading	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	6,7,8	
<b>Desired Outcome</b>	In June 2024, 77.62% of Kamiakin students that take the Smarter Balanced Assessment (SBA) will meet standard in the English Language Arts (ELA) category.	
<b>Alignment with District Strategic Initiatives</b>	Inclusion	
<b>Data and Rationale Supporting Focus Area</b>	In June 2023, 67.62% of assessed students met standard (earning either a 3 or a 4) on the SBA. To achieve this goal Kamiakin will need to move 17 students per grade level from not at standard to standard and maintaining those students at standard to stay at standard. On the Target report, all grade levels performance relative to other target areas show that Target 3 Word Meanings, has the greatest potential for improvement. With focusing our professional development on vocabulary, implementing those strategies into classroom instruction, in theory this should improve the overall passing score for students. Additionally, the department will be focusing on utilizing data, progress monitoring, and calibrating assessments. This includes implementing the SBA Interims prior to state testing to provide students an opportunity with test format familiarity and to provide staff with the progress monitoring data towards standard.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Quarterly Data Meetings as a department	<ul style="list-style-type: none"> <li>Implementation of data in PLC work</li> <li>Utilize a data spreadsheet to progress monitor</li> </ul>
	Release ELA teachers on two days, one day for planning and implementation of instructional strategies and assessments including interims. Another day to calibrate grading on students' interim writing assessments.	<ul style="list-style-type: none"> <li>Release days</li> <li>Implementation of interims</li> <li>Scoring of interims</li> </ul>
	Implement SBA Interim Assessments	<ul style="list-style-type: none"> <li>Completion rate of SBA Interim Assessments</li> </ul>
	Professional Development—focusing on Target 3 Vocabulary	<ul style="list-style-type: none"> <li>Implementation of instructional strategies into lessons</li> </ul>
<b>Timeline for Focus</b>	Winter, 2023 - Spring, 2024	
<b>Method(s) to Monitor Progress</b>	The Kamiakin ELA team will be meeting quarterly. In these meetings, the ELA team will review the measures of fidelity, immediately above, to ensure that the team is on track to meet their goals.	



**Priority #3**

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	Executive Function – Time Management, Organization, and Planning	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All students grades 6,7,8	
<b>Desired Outcome</b>	By May 2025 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	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	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	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	The instructional leadership team will develop, or guide the development of a common tool, or set of tools, used to teach students executive function.	Instructional Leadership Team notes, documented and voted upon agreements, developed and documented instructional tools.
	Development a planner or similar scaffolding tools to help students organize and plan their time and academic effort	Draft completed and adopted by the KaMS staff by the end of February 2024.
	Teacher professional development surrounding teaching executive function	Evaluations of LEAP presentations.
	Teacher developed process to check for fidelity of implementation	Approval vote by ILT/whole staff or our process by which we collect data for implementation
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2025	
<b>Method(s) to Monitor Progress</b>	An Executive Function progress report will be prepared for the Instructional Leadership Team. This process is roughly modeled on the “Ends Monitoring” process used by the LWSD school board and Superintendent.	

## 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.<sup>2</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>
	Meetings with individual community members	September through November 2023
	Discussion during Principal Chats	September through November 2023
	Surveys of students and parents	September through November 2023
	Discussion at PTA meetings	September through November 2023
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Publish on the school website	February 1, 2024
	Publish by using Parent Square communications tool	February 1, 2024

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

