

# Peter Kirk Elementary

## School Improvement Plan

### Annual Update: 2022-23

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

#### SCHOOL OVERVIEW

**Description:** Located just West of I-405 and North of 85<sup>th</sup>, 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. 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, two years in a row.

**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.*

#### 2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K – 2	<b>From 73% to 80% of K – 1 students demonstrating minimal to low risk on FastBridge earlyReading and</b>
2	Mathematics	3 - 5	<b>From 76.2% of students in grades 3 through 5 performing at Level 3 or 4 on the Washington State Smarter Balanced Assessment (SBA) – Math to 85% of students demonstrating Level 3 or 4.</b>
3	Social Emotional	3 - 5	<b>Between Fall 2022 and Spring 2023, students in grades three through five will demonstrate a 2% increase (From 90% to 92%) in favorable responses to questions associated with school safety.</b>

<sup>1</sup> 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.

<b>Priority #1</b>	
<b>Priority Area</b>	English Language Arts/Literacy
<b>Focus Area</b>	Inclusionary practices in literacy
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Kindergarten through Second Grade
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• From 76% of K-1 students demonstrating minimal or low risk on FastBridge earlyReading (BOY) to 81% of students demonstrating minimal or low risk on End of Year earlyReading assessment.</li> <li>• From 77% of 2<sup>nd</sup> grade students demonstrating minimal or low risk on FastBridge aReading to 82% demonstrating minimal to low risk on EOY aReading assessment.</li> </ul>
<b>Alignment with District Strategic Initiatives</b>	MTSS
<b>Data and Rationale Supporting Focus Area</b>	<p>Results of the fall FastBridge assessment show</p> <ul style="list-style-type: none"> <li>• 86% of Kindergarten students who completed the Beginning of Year (BOY) Fastbridge early reading assessment demonstrated low risk. 8% demonstrated some risk and 2% demonstrated low risk.               <ul style="list-style-type: none"> <li>○ 27% of students meeting criteria to receive support through our Multi-Language Learner (MLL) program demonstrated some or high risk. This is compared to 12% of students who do not meet criteria as MLL students who demonstrated some risk.</li> <li>○ 33% of students meeting eligibility criteria to receive support through Special Education Services demonstrated high risk. This is in comparison to those 12% who do not receive Special Education Services demonstrating some risk.</li> </ul> </li> <li>• 65% of students in first grade who completed the BOY FastBridge early reading assessment demonstrated low risk.               <ul style="list-style-type: none"> <li>○ 32% of students meeting criteria to receive support through MLL program demonstrated some or high risk. 18% of Multi language learners demonstrated high risk, in comparison to 9% of students who are not MLL.</li> <li>○ 40% of students who receive support through Special Education services demonstrated high risk. Only 7% of students who do not receive support through Special Education demonstrated high risk scores.</li> </ul> </li> <li>• 76% of students who completed the BOY Fastbridge aReading assessment demonstrated low and minimal risk.               <ul style="list-style-type: none"> <li>○ 44% of students who receive support through MLL services demonstrate some and high risk. For comparison, only 20% of students who are not multi language learners demonstrated some or high risk.</li> </ul> </li> </ul>

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<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2023														
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Fewer students demonstrating some and high risk on Fastbridge earlyReading and aReading, middle and end of year assessment.</li> <li>• Reduced discrepancy between students receiving special education or MLL support and peers who do not receive one or both serves.</li> </ul>														

	<ul style="list-style-type: none"><li>• Increased number of students receiving support through Safety Net, Special Education, and Multi Language Learner programs receiving core instruction in their general education classrooms.</li><li>• Increased score on Fidelity Integrity Assessment 5.1 Universal (Tier 1) Instruction for All and 5.2 (Non-Categorical Service Delivery)</li></ul>
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<b>Priority #2</b>																										
<b>Priority Area</b>	Mathematics																									
<b>Focus Area</b>	Inclusionary practices in mathematics.																									
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades 3 through 5																									
<b>Desired Outcome</b>	From 76.2% of students in grades 3 through 5 performing at Level 3 or 4 on the Washington State Smarter Balanced Assessment (SBA) – Math to 85% of students demonstrating Level 3 or 4.																									
<b>Alignment with District Strategic Initiatives</b>	MTSS																									
<b>Data and Rationale Supporting Focus Area</b>	<p>Washington State Smarter Balanced Assessment for mathematics results for Grades three through five are as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Grade 3</th> <th>Grade 4</th> <th>Grade 5</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>50%</td> <td>50%</td> <td>52%</td> <td>50.6%</td> </tr> <tr> <td>Level 3</td> <td>26%</td> <td>31%</td> <td>20%</td> <td>25.6%</td> </tr> <tr> <td>Level 2</td> <td>16%</td> <td>11%</td> <td>16%</td> <td>14.3%</td> </tr> <tr> <td>Level 1</td> <td>8%</td> <td>7%</td> <td>12%</td> <td>9%</td> </tr> </tbody> </table> <p>Using Fall 2022 FastBridge data, the following discrepancies are noted for current levels of performance:</p> <ul style="list-style-type: none"> <li>• Across the 3 – 5 grade band, 65% of special education students demonstrated low or minimal risk. 34% demonstrated some or high risk. For comparison, 12% of students who do not receive special education services demonstrated some or high risk.</li> <li>• Across the 3 – 5 grade band, 55% of students who meet criteria to be considered Multi Language Learners, demonstrated low or minimal risk. 46% demonstrated some or high risk. For comparison, 10.6% of students who are not multi-language learners demonstrated some or high risk.</li> </ul>		Grade 3	Grade 4	Grade 5	Total	Level 4	50%	50%	52%	50.6%	Level 3	26%	31%	20%	25.6%	Level 2	16%	11%	16%	14.3%	Level 1	8%	7%	12%	9%
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		and implementation of Illustrative Math tools.
	Review and refresh best practices associated with Professional Learning Communities.	<ul style="list-style-type: none"> <li>Grade level team increase use of student learning data to determine next instructional steps for intervention and enrichment.</li> </ul>
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2023	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>Student performance on classroom-based assessments (exit tickets, unit assessments).</li> <li>Student performance on FastBridge Math assessment (Middle and End of year).</li> <li>Informal and formal observation cycles centering on Priority Outcomes for mathematics instruction, with targeted feedback in use of instructional routines, use of math language and equitable access to learning.</li> <li>Observation of team collaboration meetings to monitor use of student learning data.</li> <li>Review of Professional Growth and Evaluation logs for Grades 4 and 5. Both grades have set student growth goals for mathematics.</li> </ul>	

<b>Priority #3</b>	
<b>Priority Area</b>	Social and Emotional
<b>Focus Area</b>	School Safety
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades 3 - 5
<b>Desired Outcome</b>	Between Fall 2022 and Spring 2023, students in grades three through five will demonstrate a 2% increase (From 90% to 92%) in favorable responses to questions associated with school safety.
<b>Alignment with District Strategic Initiatives</b>	Equity
<b>Data and Rationale Supporting Focus Area</b>	<p>On the Fall 2022 Panorama Survey, 90% of students in grades three through five responded favorably to questions associated with school safety. Favorable responses for students are lower in key demographics indicate that this is an area of necessary focus.</p> <ul style="list-style-type: none"> <li>84% of students who meet criteria for Multi Language Learner programming,</li> <li>74% of special education students, and</li> <li>85% of Hispanic students</li> </ul> <p>indicate favorable responses to questions about school safety.</p> <p>Across many of the panorama survey areas, students who identify as Asian respond less favorably than peers. While this goal, as written, focuses on school safety, the following actions and measures are designed to decrease the discrepancy between Asian students and peers in questions associated with sense of belonging and personal well-being.</p>

<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Professional learning for all staff on creating effective learning environments and creating inclusive learning environments.	<ul style="list-style-type: none"> <li>Professional learning materials and supporting documents</li> <li>Staff implementation of practices associated with nurturing healthy relationships, creating just and equitable environments, and repairing harm and transforming conflict</li> </ul>
	Participate in PBIS Cohort, improving Tier 1 Behavior supports K – 5	<ul style="list-style-type: none"> <li>Completion of the Tiered Fidelity Inventory (fall and spring)</li> <li>Team meeting notes, minutes, and action steps.</li> </ul>
	Implement school-wide community circles, twice a week.	<ul style="list-style-type: none"> <li>Community circle question sets</li> </ul>
	Implement a system for school-wide recognition of positive behavior, “praise notes.”	<ul style="list-style-type: none"> <li>MTSS – Building meeting notes, minutes, and action steps.</li> </ul>
	Implement restorative circles	<ul style="list-style-type: none"> <li>Professional learning materials and associated supports.</li> </ul>
Continue with Community Circles, engaging families of color, students with disabilities, and LGBTQIA+.	<ul style="list-style-type: none"> <li>Feedback from participants</li> <li>Increased number of families participating.</li> </ul>	
<b>Timeline for Focus</b>	Spring, 2022 - Spring, 2023	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>Tiered Fidelity Inventory – improved scores for teaching expectations, feedback and acknowledgement, and family/community involvement.</li> <li>Fidelity Inventory Assessment—4.1 Behavior/SE Support, from “Installing” to ‘Implementing”. 4.2 Behavior/SE Instruction, from “Installing to Implementing”</li> <li>Panorama – Increase of favorable responses to questions associated with school safety in the following demographic sub-groups: Multi Language Learner, Special Education, and Hispanic Students.</li> <li>Student behavior data, collected across all settings, tracking behavior trends and response rates.</li> </ul>	

## 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>
	Host Conversations about Race, Equity and Inclusion for Peter Kirk community.	November 2022 and March 2023
	Include members of the community on key building leadership teams. Specifically, Equity Team and MTSS- Building/PBIS leadership team	February 2023 – June 2023
	Engage students in Community Circles on issues related to school climate and culture.	March 2023 – June 2023

<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>



<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Post to Kirk website	January – February 2023
	Share information about SIP with PTSA board and at membership meetings.	January – June 2023