

# Kirkland Middle School

## School Improvement Plan

### Annual Update: 2024-25

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

#### SCHOOL OVERVIEW

**Description:** Nestled in the charming NorKirk neighborhood of Kirkland, just a stone's throw away from scenic Lake Washington and downtown, Kirkland Middle School (KiMS) is a beacon of excellence and community spirit. We are proud to serve a vibrant student body of approximately 750 students, primarily coming from Peter Kirk, Lakeview, and Mark Twain Elementary Schools. Our dedicated team of nearly 70 staff members is committed to nurturing the academic, social, and emotional growth of each student.

KiMS embraces a comprehensive general education model, enriched by our specialized Transition Center and Intervention Center programs. Our school is renowned for its unwavering commitment to academic excellence, high-quality teaching, and a supportive learning environment. We set high expectations and provide robust support to ensure every student succeeds.

Beyond academics, KiMS places a strong emphasis on social-emotional and character development, helping students to thrive both as individuals and as integral members of our community. Our school community actively supports students' social-emotional and character growth through various initiatives:

**The Panther Way:** We uphold values of kindness, respect, and responsibility, collectively known as the Panther Way. These values are explicitly taught across different school settings, and students who demonstrate them earn "Panther Cash." Every month, *nine* students in each grade level are recognized with a Panther Way Award for the exceptional demonstration of one of the Panther Way values.

**The House System:** Every student and staff member belongs to one of our seven houses, comprising members from each grade level. House-based activities occur at least once a month, fostering camaraderie and teamwork. Students earn House Points through competitions, Spirit Weeks, and by earning Panther Cash.

**Panther Partners:** These student-leaders mentor 6th and 7th graders, supporting them during school and after school events. They also co-lead Panther Time sessions alongside classroom teachers.

**Panther Time:** Panther Time is our version of Homeroom. Panther Time focuses on developing students' social-emotional skills and growth as individuals as well as creating a community among class members. Each Panther Time belongs to a House; students in each Panther Time are working toward the same monthly and yearly goals. Our 6<sup>th</sup> grade Panther Time classes have at least two Panther Partners, who support our 6<sup>th</sup> graders in their first year of middle school.

**Tech Time:** Newly introduced on Wednesdays, this 23-minute session equips students with essential computer skills like care and maintenance, application usage (OneNote, Outlook, OneDrive, FlexiSCHED,

---

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

ClassLink, and Skyward), and email etiquette. In the second semester, the focus shifts to digital citizenship, covering topics like digital footprints, online friendships, social media, AI, and plagiarism.

**Associated Student Body (ASB):** Elected by their peers, ASB leaders plan student life events and monitor the school's atmosphere. They meet with the Principal twice a month to discuss ideas, plan events, and address emerging issues.

**Vision Statement:** 100% of students will meet or exceed Washington state academic standards and social emotional middle school level benchmarks.

**Mission Statement:** *To create a community-connected environment that promotes each student's academic and personal success.*

**2024-25 PRIORITIES AT A GLANCE**

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	English Language Arts/Literacy	Class of 2029 (Grade 8)	<p><b>**This is a 3-year goal.**</b></p> <p>By the end of May of 2025, 92% of 8<sup>th</sup> grade students will earn a score of at or above standard on the Literacy Smarter Balanced Assessment (SBA).</p> <p><i>Benchmark Goals:</i></p> <ul style="list-style-type: none"> <li>• By the end of May of 2024, 88% of 7<sup>th</sup> grade students will earn a score of at or above standard on the Literacy Smarter Balanced Assessment (SBA). [See results below.]</li> <li>• By the end of May of 2023, 85% of 6<sup>th</sup> grade students will earn a score of at or above standard on the Literacy Smarter Balanced Assessment (SBA). [See results below.]</li> </ul>
2	Mathematics	Multilingual Learners	By the end of May of 2025, 60% of students identified as Multilingual Learners (ML) will earn a score of Level 2 or above on the Math Smarter Balanced Assessment (SBA).
3	Social Emotional	All students	<p>By June 2025, our favorable response rates for the questions below on the Panorama survey will increase as follows:</p> <p>How often are you able to pull yourself out of a bad mood? <i>Favorable Response Rate from 45% to 50%</i></p> <p>How often are you able to control your emotions when you need to? <i>Favorable Response Rate from 65% to 70%</i></p>

			<p>When you get upset, how often can you get yourself to relax? <i>Favorable Response Rate from 54% to 60%</i></p> <p>When things go wrong for you, how calm are you able to remain? <i>Favorable Response Rate from 44% to 50%</i></p>
--	--	--	---

## 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>	The focus of the English and Social Studies teams is on Common Core State Standards (CCSS) Reading: Literature and Informational Text – Standard 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grade 8 cohort (Class of 2029) **This is a 3-year goal. We are in year 2 of this goal.**
<b>Desired Outcome</b>	<p>By the end of May of 2025, 92% of 8<sup>th</sup> grade students will earn a score at or above standard on the Literacy Smarter Balanced Assessment (SBA).</p> <p><i>Benchmark Goals:</i></p> <ul style="list-style-type: none"> <li>• By the end of May of 2024, 88% of 7<sup>th</sup> grade students will earn a score at or above standard on the Literacy Smarter Balanced Assessment (SBA).</li> <li>• By the end of May of 2023, 85% of 6<sup>th</sup> grade students will earn a score at or above standard on the Literacy Smarter Balanced Assessment (SBA). [See results below.]</li> </ul>
<b>Alignment with District Strategic Initiatives</b>	MTSS
<b>Data and Rationale Supporting Focus Area</b>	<p>Our English and Social Studies teams used Spring 2022 SBA scores and data provided by a baseline assessment to develop our literacy goal.</p> <p>Spring 2022 SBA data showed that 26% of sixth graders did not meet standard. A Fall/Quarter 1 pre-assessment focused specifically on text-evidence showed that 25% were not at standard on this particular skill. This 5-question assessment was made up of 4 multiple choice questions and one short, written response. Within the assessment, students were tasked with working with a variety of texts and asked to identify the best evidence to support a claim. They also eliminated irrelevant evidence and selected evidence from within a passage to support a common inference.</p> <p>The results are summarized below:</p> <ul style="list-style-type: none"> <li>• 75% of our 6<sup>th</sup> grade students scored at standard (score of 4 or 5)</li> <li>• 25% of our 6<sup>th</sup> grade students scored below standard (score of 3 or below)</li> </ul> <p>All of this supported our decision to make text evidence our area of focus and to follow and track this group of sixth graders' progress for the next</p>

three years (Fall 2022 – Spring 2025). This focus area is also identified in the Common Core State Standards (CCSS) Reading: Literature and Informational Text – Standard 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Results:** We have made progress toward our 3-year goal each year, though we have not met the goals we set. ELA/Literacy SBA scores from the Spring 2024 administration show that 79.6% of students in the Class of 2029 met standard whereas 76.6% of the Class of 2029 met standard on the Spring 2023 administration.

**Strategy to Address Priority**

<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
<p>Explicit classroom instruction and practice opportunities paired with specific feedback for growth</p>	<p>As we continue to focus on this goal, students will receive direct instruction and practice opportunities in the following skills:</p> <ul style="list-style-type: none"> <li>• Identifying appropriate and relevant evidence to support a claim</li> <li>• Using text evidence to justify inferences made</li> <li>• Incorporating cited and paraphrased evidence into their own writing</li> </ul> <p>These skills will enable students to double-check their own thinking, learning, and understanding. Additionally, they will add validity to their responses and strengthen their writing. Teachers will provide just-in-time, specific feedback to students to further enhance their writing.</p>
<p>Co-taught and ML-teacher supported classrooms</p>	<p>Two of our 8th grade English classes are co-taught by an English teacher and a Special Education teacher. Adjustments are made to meet individual student need. Two of our 8th grade Social Studies classes receive ML-teacher support ensuring that language acquisition and comprehensive input is a focus.</p>
<p>Extension Opportunities for All/Integrated Honors Program</p>	<p>All students have the opportunity to participate in Honors Level work through our Integrated Honors Program. On key assignments and projects, Level 4 options are provided to and accessible by all students. Level 4 work allows students to engage in higher level thinking and reasoning skills.</p>
<p>Quarterly Formative Assessments / Spring Summative Assessment</p>	<p>Students will be given a quarterly assessment, mirroring the baseline assessment, to monitor their progress and growth. A classroom project or essay in either language arts or social studies will serve as a spring summative assessment. This will also provide a Level 4/challenge opportunity for students who demonstrate their ability to exceed the standard.</p>

Academic Prep (AP) Time	Academic Prep occurs for 30 minutes a day, three days a week. During this time, teachers provide support, including targeted interventions or enrichments for students. Additionally, teachers require students who need extra help, as evidenced by their current learning, 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	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 the standard in a consistent manner. Teachers share successful interventions and strategies, enabling their colleagues to utilize these methods to support students in their classrooms.
School-wide Progress Monitoring	<p>The counselors and Principal engage in weekly progress monitoring of student academic performance. The student's counselor or the Principal meets with students who need support, as evidenced by their grades, to:</p> <ol style="list-style-type: none"> <li>1. Better understand the obstacles the student faces with respect to academic progress</li> <li>2. Develop a plan to improve performance</li> <li>3. Communicate with teachers</li> <li>4. Develop additional support plans (if needed)</li> <li>5. Establish a time frame to follow up with students</li> </ol>
Student Success 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	All members of our English and Social Studies Departments participate in professional learning designed at both the building and district levels

	<table border="1"> <tr> <td data-bbox="462 96 797 667">Sessions – Building Level and District</td> <td data-bbox="797 96 1508 667">to enhance their practice. This year, our building continues to focus on strategies that support Multilingual Learners. Specifically, staff are engaging in professional learning around the Sheltered Instruction Observation Protocol (SIOP), an evidence-based model that makes grade-level content comprehensible for Multilingual Learners. Additionally, KiMS’ professional learning is centered on formative assessment strategies, which provide information to both teachers and students about student learning in relation to learning objectives during the learning process. This allows teachers to adjust instruction to ensure students master the content before the unit assessment.</td> </tr> <tr> <td data-bbox="462 667 797 877">Understanding Student Experience &amp; Adjusting to Student Needs</td> <td data-bbox="797 667 1508 877">We are continuing to engage in practices focused on understanding how students experience the school day, specifically looking at the day as a whole rather than as individual classes. We will use our insights to adjust our practices as a building to better meet the needs of students.</td> </tr> <tr> <td data-bbox="462 877 797 1268">Equitable Practices</td> <td data-bbox="797 877 1508 1268">We continue to learn and implement equitable practices in our classrooms and throughout the school. Our building-based Equity team is leading these changes. As part of their work, a grade floor (lowest possible grade) of 50% was adopted during the last school year (2022–2023). The team focused on addressing student needs proactively rather than reactively through teaching. Following our building decision-making model, this team will continue to make equitable grading recommendations to staff.</td> </tr> </table>	Sessions – Building Level and District	to enhance their practice. This year, our building continues to focus on strategies that support Multilingual Learners. Specifically, staff are engaging in professional learning around the Sheltered Instruction Observation Protocol (SIOP), an evidence-based model that makes grade-level content comprehensible for Multilingual Learners. Additionally, KiMS’ professional learning is centered on formative assessment strategies, which provide information to both teachers and students about student learning in relation to learning objectives during the learning process. This allows teachers to adjust instruction to ensure students master the content before the unit assessment.	Understanding Student Experience & Adjusting to Student Needs	We are continuing to engage in practices focused on understanding how students experience the school day, specifically looking at the day as a whole rather than as individual classes. We will use our insights to adjust our practices as a building to better meet the needs of students.	Equitable Practices	We continue to learn and implement equitable practices in our classrooms and throughout the school. Our building-based Equity team is leading these changes. As part of their work, a grade floor (lowest possible grade) of 50% was adopted during the last school year (2022–2023). The team focused on addressing student needs proactively rather than reactively through teaching. Following our building decision-making model, this team will continue to make equitable grading recommendations to staff.
Sessions – Building Level and District	to enhance their practice. This year, our building continues to focus on strategies that support Multilingual Learners. Specifically, staff are engaging in professional learning around the Sheltered Instruction Observation Protocol (SIOP), an evidence-based model that makes grade-level content comprehensible for Multilingual Learners. Additionally, KiMS’ professional learning is centered on formative assessment strategies, which provide information to both teachers and students about student learning in relation to learning objectives during the learning process. This allows teachers to adjust instruction to ensure students master the content before the unit assessment.						
Understanding Student Experience & Adjusting to Student Needs	We are continuing to engage in practices focused on understanding how students experience the school day, specifically looking at the day as a whole rather than as individual classes. We will use our insights to adjust our practices as a building to better meet the needs of students.						
Equitable Practices	We continue to learn and implement equitable practices in our classrooms and throughout the school. Our building-based Equity team is leading these changes. As part of their work, a grade floor (lowest possible grade) of 50% was adopted during the last school year (2022–2023). The team focused on addressing student needs proactively rather than reactively through teaching. Following our building decision-making model, this team will continue to make equitable grading recommendations to staff.						
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2025						
<b>Method(s) to Monitor Progress</b>	<p><b>Results to Date</b>  During year 1 of our goal, 76.6% of our students in the Class of 2029 met standard on the Literacy assessment. <i>We did not meet our goal of 85%.</i></p> <p><b>Ongoing Progress Monitoring</b>  We will continue to monitor student progress toward our goal in the following ways:</p> <ul style="list-style-type: none"> <li>• Quarterly formative assessments</li> <li>• Student response on daily work, projects, and assessments</li> <li>• Ongoing Course Grade Analysis</li> <li>• School-wide progress monitoring</li> </ul>						

**Priority #2**

<b>Priority Area</b>	Mathematics																															
<b>Focus Area</b>	Grade Level Standards Met																															
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Students who are identified as Multilingual Learners (ML) in all grade levels																															
<b>Desired Outcome</b>	By the end of May of 2025, 60% of students identified as Multilingual Learners (ML) will earn a score of Level 2 or above on the Math Smarter Balanced Assessment (SBA).																															
<b>Alignment with District Strategic Initiatives</b>	MTSS																															
<b>Data and Rationale Supporting Focus Area</b>	<p>On the 2023 SBA, 29.2% of our students identified as Multilingual Learners (ML) met standard on the Mathematics SBA as compared to 73% of students who are not identified as ML who are meeting standard.</p> <p>More specifically, our students' performance on the Mathematics SBA by level follows. Levels 3 and 4 are at and above standard.</p> <table border="1"> <thead> <tr> <th>SBA Level</th> <th>Multilingual Learners</th> <th>Non-Multilingual Learners</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>62.5%</td> <td>7.9%</td> </tr> <tr> <td>2</td> <td>8.3%</td> <td>16.5%</td> </tr> <tr> <td>3</td> <td>8.3%</td> <td>26.8%</td> </tr> <tr> <td>4</td> <td>20.8%</td> <td>46.2%</td> </tr> </tbody> </table> <p><i>2023-2024 SIP Goal:</i> By the end of May of 2025, 50% of students identified as Multilingual Learners (ML) will earn a score of Level 2 or above on the Math Smarter Balanced Assessment (SBA).</p> <p><b>Results:</b> We were just shy of meeting this goal with 48.7% of Multilingual Learners showing Foundational Grade Level Knowledge and Above (earning a Level 2 or higher on the SBA).</p> <table border="1"> <thead> <tr> <th>SBA Level</th> <th>Multilingual Learners</th> <th>Non-Multilingual Learners</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>46.2%</td> <td>9.0%</td> </tr> <tr> <td>2</td> <td>17.9%</td> <td>19.7%</td> </tr> <tr> <td>3</td> <td>20.5%</td> <td>27.1%</td> </tr> <tr> <td>4</td> <td>10.3%</td> <td>41.3%</td> </tr> </tbody> </table> <p>These results indicate that additional focus on supporting our ML learners is needed.</p>		SBA Level	Multilingual Learners	Non-Multilingual Learners	1	62.5%	7.9%	2	8.3%	16.5%	3	8.3%	26.8%	4	20.8%	46.2%	SBA Level	Multilingual Learners	Non-Multilingual Learners	1	46.2%	9.0%	2	17.9%	19.7%	3	20.5%	27.1%	4	10.3%	41.3%
SBA Level	Multilingual Learners	Non-Multilingual Learners																														
1	62.5%	7.9%																														
2	8.3%	16.5%																														
3	8.3%	26.8%																														
4	20.8%	46.2%																														
SBA Level	Multilingual Learners	Non-Multilingual Learners																														
1	46.2%	9.0%																														
2	17.9%	19.7%																														
3	20.5%	27.1%																														
4	10.3%	41.3%																														
<b>Strategy to Address Priority</b>	<table border="1"> <thead> <tr> <th>Action</th> <th>Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>High-quality mathematics instruction</td> <td>                     Our mathematics teachers will deliver high-quality instruction using the practices identified by the National Council of Teachers of Mathematics:                     <ul style="list-style-type: none"> <li>Establish math goals to focus learning</li> </ul> </td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	High-quality mathematics instruction	Our mathematics teachers will deliver high-quality instruction using the practices identified by the National Council of Teachers of Mathematics: <ul style="list-style-type: none"> <li>Establish math goals to focus learning</li> </ul>																											
Action	Measure of Fidelity of Implementation																															
High-quality mathematics instruction	Our mathematics teachers will deliver high-quality instruction using the practices identified by the National Council of Teachers of Mathematics: <ul style="list-style-type: none"> <li>Establish math goals to focus learning</li> </ul>																															



	<ul style="list-style-type: none"> <li>• Implement tasks that promote reasoning and problem solving</li> <li>• Use and connect mathematical representations</li> <li>• Facilitate meaningful math discourse</li> <li>• Pose purposeful questions</li> <li>• Build procedural fluency from conceptual understanding</li> <li>• Support productive struggle in learning mathematics</li> <li>• Elicit and use evidence of student thinking</li> </ul>
Academic Prep (AP) Time	Academic Prep occurs for 30 minutes a day, three days a week. During this time, teachers provide support, including targeted interventions or enrichments for students. Additionally, teachers require students who need extra help, as evidenced by their current learning, to attend these sessions.
Professional Learning – Building Level & District	All members of our Math Department participate in professional learning designed at both the building and district levels to enhance their practice. This year, our building continues to focus on strategies that support Multilingual Learners. Specifically, staff are engaging in professional learning around the Sheltered Instruction Observation Protocol (SIOP), an evidence-based model that makes grade-level content comprehensible for Multilingual Learners. Additionally, KiMS’ professional learning is centered on formative assessment strategies, which provide information to both teachers and students about student learning in relation to learning objectives during the learning process. This allows teachers to adjust instruction to ensure students master the content before the unit assessment. Furthermore, over 50% of our math teachers have participated in math-specific professional learning called “Building Thinking Classrooms.”
Safety Net Intervention & Supports	We continue to utilize a safety net intervention model that allows dozens of students to be served by interventionists throughout the year. Our math interventionists support students in Math 6+, Math 7+, and Algebra by assisting with classroom instruction and by pulling small groups of students for additional instruction and support during class and AP Time.
Math 6+ and 7+ Curriculum and Equitable Grading Practices	All 6th and 7th grade students, except those taking Algebra I, are enrolled in Math 6+ and Math 7+, respectively. Math 6+ encompasses all content in Math 6 as well as selected concepts and skills from Math 7. Math 7+ includes the remaining Math 7 concepts and skills, along with Math 8 concepts and skills. These classes and their curriculum better prepare students to take Algebra in Grades 7 or 8 and are more closely aligned with the Common Core State Standards (CCSS) than our previous Math 6 and Math 7 offerings. Additionally, our Math team is dedicated to equitable

	grading practices, specifically those that focus on grading for learning, such as test retakes to move students toward mastery and the acceptance of late assignments to ensure practice with concepts is completed.
Understanding Student Experience & Adjusting to Student Needs	We are continuing to engage in practices focused on understanding how students experience the school day, specifically looking at the day as a whole rather than as individual classes. We will use our insights to adjust our practices as a building to better meet the needs of students.
Equitable Practices	We continue to learn and implement equitable practices in our classrooms and throughout the school. Our building-based Equity team is leading these changes. As part of their work, a grade floor (lowest possible grade) of 50% was adopted during the last school year (2022–2023). The team focused on addressing student needs proactively rather than reactively through teaching. Following our building decision-making model, this team will continue to make equitable grading recommendations to staff.
Progress Monitoring – ALEKS Knowledge Checks	Teachers will monitor student progress at least three times per year using ALEKS Knowledge Checks, which are part of the Math 6+ and Math 7+ curriculum. The ALEKS Knowledge Checks measure each student's mastery of skills within their grade level.
ALEKS 6 – 8 Pathway	All students enrolled in Math 6+ and Math 7+ have access to the ALEKS 6–8 Pathway. This allows them to refine their skills against grade-level standards and extend and enrich their learning with content typically taught in future grade levels.
Content Team Collaboration	Members of each of our content teams—Math 6, Math 7, and Algebra I—collaborate regularly to design intentional learning experiences that help students reach and exceed standards.
School-wide Progress Monitoring	The counselors and Principal engage in weekly progress monitoring of student academic performance. The student's counselor or the Principal meets with students who need support, as evidenced by their grades, to: <ol style="list-style-type: none"> <li>1. Better understand the obstacles the student faces with respect to academic progress</li> <li>2. Develop a plan to improve performance</li> <li>3. Communicate with teachers</li> <li>4. Develop additional support plans (if needed)</li> </ol> Establish a time frame to follow up with students
Student Success 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.
<b>Timeline for Focus</b>	Fall 2024 – Spring 2025
<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>• ALEKS Knowledge Checks – at least 3 times/year</li> <li>• FastBridge Mathematics Screener – 3 times/year</li> <li>• Student demonstration of learning on homework, projects, and assessments</li> <li>• Ongoing Course Grade Analysis</li> <li>• School-wide Progress Monitoring Plan</li> <li>• Focus Group Feedback</li> </ul>

**Priority #3**

<b>Priority Area</b>	Social and Emotional																													
<b>Focus Area</b>	Self-Management (Emotional and Behavioral Regulation)																													
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All students at KiMS																													
<b>Desired Outcome</b>	<p>This year, our objective is to foster improved emotional regulation among our students. Using the Fall 2024 Panorama survey as our baseline, we aim to achieve higher favorable and neutral response rates for each survey questions below. Our specific targets for each question are outlined below in bold.</p> <table border="1"> <thead> <tr> <th>Question</th> <th>Fall 2024 Favorable Response Rate</th> <th>Fall 2024 Neutral Response Rate</th> </tr> </thead> <tbody> <tr> <td>How often are you able to pull yourself out of a bad mood?</td> <td align="center">45%</td> <td align="center">37%</td> </tr> <tr> <td><b>Goal Response Rate:</b></td> <td align="center"><b>50%</b></td> <td align="center"><b>35%</b></td> </tr> <tr> <td>How often are you able to control your emotions when you need to?</td> <td align="center">65%</td> <td align="center">26%</td> </tr> <tr> <td><b>Goal Response Rate:</b></td> <td align="center"><b>70%</b></td> <td align="center"><b>25%</b></td> </tr> <tr> <td>When you get upset, how often can you get yourself to relax?</td> <td align="center">54%</td> <td align="center">32%</td> </tr> <tr> <td><b>Goal Response Rate:</b></td> <td align="center"><b>60%</b></td> <td align="center"><b>30%</b></td> </tr> <tr> <td>When things go wrong for you, how calm are you able to remain?</td> <td align="center">44%</td> <td align="center">42%</td> </tr> <tr> <td><b>Goal Response Rate:</b></td> <td align="center"><b>50%</b></td> <td align="center"><b>40%</b></td> </tr> </tbody> </table>			Question	Fall 2024 Favorable Response Rate	Fall 2024 Neutral Response Rate	How often are you able to pull yourself out of a bad mood?	45%	37%	<b>Goal Response Rate:</b>	<b>50%</b>	<b>35%</b>	How often are you able to control your emotions when you need to?	65%	26%	<b>Goal Response Rate:</b>	<b>70%</b>	<b>25%</b>	When you get upset, how often can you get yourself to relax?	54%	32%	<b>Goal Response Rate:</b>	<b>60%</b>	<b>30%</b>	When things go wrong for you, how calm are you able to remain?	44%	42%	<b>Goal Response Rate:</b>	<b>50%</b>	<b>40%</b>
Question	Fall 2024 Favorable Response Rate	Fall 2024 Neutral Response Rate																												
How often are you able to pull yourself out of a bad mood?	45%	37%																												
<b>Goal Response Rate:</b>	<b>50%</b>	<b>35%</b>																												
How often are you able to control your emotions when you need to?	65%	26%																												
<b>Goal Response Rate:</b>	<b>70%</b>	<b>25%</b>																												
When you get upset, how often can you get yourself to relax?	54%	32%																												
<b>Goal Response Rate:</b>	<b>60%</b>	<b>30%</b>																												
When things go wrong for you, how calm are you able to remain?	44%	42%																												
<b>Goal Response Rate:</b>	<b>50%</b>	<b>40%</b>																												
<b>Alignment with District Strategic Initiatives</b>	MTSS																													
<b>Data and Rationale Supporting Focus Area</b>	<p>Over the past two years, our primary focus within the social and emotional area of our School Improvement Plan (SIP) has been to foster a sense of belonging and connectedness among our students. We have placed significant emphasis on community building, nurturing both student-to-student and student-teacher relationships during Panther Time and within our House system. Each Panther Time class begins with community circles where every student can see and hear each other, sharing perspectives and ideas. The goal is for everyone to feel seen, heard, and valued. Panther Time also includes numerous teamwork-based activities to further support community building. Additionally, during this time frame, we introduced and taught self-awareness through the Zones of Regulation, alongside selected coping strategies tailored to each zone.</p> <p>While we have made considerable progress in enhancing self-awareness, belonging, and connectedness, our ongoing interactions with students, coupled with insights from research on relationship-building, reveal that further advancements in developing feelings of belonging hinge on continued efforts to bolster student self-awareness and enhance self-regulation/self-management. Specifically, students who struggle with self-awareness, managing challenging emotions, and maintaining emotional regulation often face greater hurdles in achieving a sense of belonging and connectedness.</p>																													

By focusing on self-awareness, managing challenging emotions, and maintaining emotional regulation, which we are collectively referring to as self-management, we aim to support our students not only during their time in school but also as they grow into productive members of society.

Panorama data, which informed this year’s social-emotional goal, follows and includes data from three survey administrations – Fall 2023, Spring 2024, and Fall 2024 as well as the growth rate between survey administrators.

**Emotional Regulation**

Question	Favorable Response Growth Rate Fall 2023 to Spring 2024	Favorable Response Growth Rate Spring 2024 to Fall 2024
How often are you able to pull yourself out of a bad mood?	4%	-2%
When everybody around you gets angry, how relaxed can you stay?	5%	Question no longer asked
How often are you able to control your emotions when you need to?	5%	-8%
When you get upset, how often can you get yourself to relax?	5%	-6%
When things go wrong for you, how calm are you able to remain?	9%	-10%

**Positive Feelings**

Question	Favorable Response Growth Rate Fall 2023 to Spring 2024	Favorable Response Growth Rate Spring 2024 to Fall 2024
During the last week, how often do you feel excited?	2%	1%
During the last week, how often do you feel happy?	0%	-1%
During the last week, how often do you feel loved?	10%	-6%
During the last week, how often do you feel safe?	2%	-7%
During the last week, how often do you feel hopeful?	1%	-1%

**Challenging Feelings**

*Percentages greater than 0 indicate almost never or once in a while whereas negative growth rate show responses frequently or almost always.*

Question	Favorable Response Growth Rate Fall 2023 to Spring 2024	Favorable Response Growth Rate Spring 2024 to Fall 2024
During the last week, how often did you feel angry?	-4%	7%

During the last week, how often did you feel lonely?	-1%	1%
During the last week, how often did you feel sad?	-5%	0%
During the last week, how often did you feel worried?	-3%	-5%
During the last week, how often did you feel frustrated?	-4%	5%

**Self-Management**

Question	Favorable Response Growth Rate Fall 2023 to Spring 2024	Favorable Response Growth Rate Spring 2024 to Fall 2024
During the past 30 days...how often did you pay attention and resist distractions?	5%	19%*
During the past 30 days...how often did you remain calm, even when someone was bothering you?	4%	Question no longer asked
During the past 30 days...how often did you keep your temper in check?	1%	Question no longer asked

*\*Question wording changed to "During the past 2 weeks, how often did you pay attention in class?"*

**Strategy to Address Priority**

Action	Measure of Fidelity of Implementation
<b>Panther Time Actions:</b>	
In September, Panther Times meet consistently and focus on building student-to-student and teacher-to-students connections and a sense of community.	<ul style="list-style-type: none"> <li>✓ Dedicated PT sessions focused on building connections and community, specifically:               <ul style="list-style-type: none"> <li>○ Multiple consecutive days of PT in the first month of school</li> <li>○ At least weekly PT lessons throughout the school year</li> </ul> </li> </ul>
Develop and implement engaging lessons that support student social-emotional growth and focus on self-awareness and self-regulation	<ul style="list-style-type: none"> <li>✓ Zones of Regulations is taught as are specific emotions in each zone and reviewed multiple times throughout the year.</li> <li>✓ Zones of Regulation is referred to in classes, during individual conversations with students, during mediations, and during conversations tied to discipline</li> <li>✓ Coping skills tied to each zone are taught and reviewed multiple times through the year.</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Lessons emphasize each zone's impact of self and others.</li> <li>✓ Lessons are connected to the monthly Social Emotional Learning (SEL) themes.</li> </ul>
	Weekly Zones Check-In	<ul style="list-style-type: none"> <li>✓ Students complete a weekly Zones check-in, identifying their current zone and associated emotion.</li> <li>✓ This information will help us see Zones and emotion trends throughout the year, potentially identifying patterns.</li> </ul>
	Zones Throughout the School	<ul style="list-style-type: none"> <li>✓ Zones of Regulation and self-management are reinforced in academic classes with visuals in classrooms and throughout the school.</li> </ul>
	Provide training and support for Panther Partners – student leaders – who support the delivery of lessons and act as mentors for our 6 <sup>th</sup> grade Panther Time classes.	<ul style="list-style-type: none"> <li>✓ Each Grade 6 PT class is assigned at least 2 Panther Partners to support students in learning Zones and coping strategies for the first time.</li> <li>✓ Panther Partners are training at least once a month on upcoming PT lessons.</li> <li>✓ At least monthly check-ins with Panther Partners to ensure they have a role in delivering the lessons and mentoring 6<sup>th</sup> grade students</li> </ul>
	Assess Panther Time at least 2 times per year, seeking feedback from both staff and students. Use the data to make adjustments/improvements.	<ul style="list-style-type: none"> <li>✓ Staff and students complete a short survey about PT.</li> <li>✓ Student focus groups are held to obtain qualitative feedback about PT.</li> <li>✓ PT committee reviews survey data and recommends adjustments/improvements to PT.</li> </ul>
	<b>Staff Professional Learning</b>	
	Professional Learning for staff	<ul style="list-style-type: none"> <li>✓ Staff receive explicit training on Zones of Regulation and coping strategies</li> </ul>
	<b>School-Wide Actions</b>	
	Counseling and Administrative conversations with students	<ul style="list-style-type: none"> <li>✓ Counselors, Dean of Students, and Administrators complete a Zones check-in with students when working with them</li> </ul>
<b>Timeline for Focus</b>	Fall 2024 – Spring 2025	

<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"><li>▪ Surveys and focus groups</li><li>▪ Panther Time Planning Group Meetings</li><li>▪ Panther Cash data</li><li>▪ House meeting feedback from House Leaders</li><li>▪ Panther Partner feedback</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>
	Parent volunteers review SIP and offer feedback	December 2024
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	SIP will be shared with families attending Ask Me Anything (AMA) with Ms. Cassaro and PTSA Meeting	January/February 2025
	The SIP will be posted on our website, accessible by all families and community members.	February 2025

<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>