

PETER KIRK ELEMENTARY

School Improvement Plan

Annual Update: 2024-25

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. 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 workplace, prepared for success. Peter Kirk supports the district mission through our commitment to community, integrity and safety.

2024-25 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	K - 5	88% of K – 1 students will demonstrate typical or aggressive growth on FastBridge early reading. 75% of students in grades 2 – 5 will demonstrate typical or aggressive growth on FastBridge aReading. Students who demonstrate flat or modest growth on FastBridge will demonstrate growth on additional measures for reading, using classroom based assessments that are agreed upon by Professional Learning Communities (PLCs)
2	Literacy	3 – 5	Increase the number of students who receive support through Multi Language

¹ LWSD School Board Approval on <insert date>

			Learner Programs or Special Education Services who demonstrate Level 3 or Level 4 on the English – Language Arts Smarter Balanced assessment.
3	Social & Emotional	3 - 5	Increase favorable responses on Panorama Survey questions associated with Self Efficacy and Sense of Belonging for all groups while increasing the favorable response from students who receive support through Multi-Language Learner and/or Special Education Programming.

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	Reading	
Focus Grade Level(s) and/or Student Group(s)	Kindergarten through Grade 5	
Desired Outcome	88% of students in Kindergarten and First grade will demonstrate at least one year's growth (typical or aggressive) as measured by FastBridge early Reading. 75% of students in grades Two, Three, Four and Five will demonstrate at least one year's growth (typical or aggressive) as measured by FastBridge aReading. Students who show flat or modest growth will show typical or aggressive growth on additional reading measures, using assessments and classroom measures identified and agreed upon by PLCs.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	FastBridge earlyReading, Kindergarten through First Grade • 85 % of students demonstrate low risk on the fall baseline FastBridge early Reading. • 15 % of students demonstrate some or high risk. FastBridge aReading, Grades Two through Five • 83% of students demonstrate minimal or low risk • 9% demonstrate some risk • 8% demonstrate high risk. English/Language Arts, Smarter Balanced Assessment (SBA). Students who are currently in grades 4 and 5 scored as follows on the Spring 2024 assessment. • 55 % of students scored Level 4. • 26 % of students scored Level 3 • 13 % of students scored Level 2 • 6 % of students scored Level 1 Rationale: Every child is entitled to at least one year's growth.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation

	Continue to strengthen Tier 1 Reading Instructional Practices across all classrooms. • All students access grade level instruction from their classroom teacher. • Small Group Instruction in all classrooms. • K – 2 Staff implementation of practices consistent with CORE Foundations. • Use of Lexia across all classrooms.	• Audit of small group instruction (ongoing) • Audit of whole and small group instruction alignment with CORE Literacy Foundational practices. • Continued use of Heggerty for whole group instruction and small group intervention.
	Professional Learning. • Professional learning for intermediate teachers on refinement of small group reading instruction. • Coaching support to provide ‘just in time’ professional learning for literacy instruction. • Professional learning to support development of PLC practices, co-planning strategies. • Professional Learning to expand staff practice delving into the question, ‘who benefits from instruction and who does not?’)	• Cornerstone transcripts. • Audit of instructional practices through formal and informal observations • Agendas from MTSS – Academica and school based professional learning. • Coaching cycle summaries. • Review of “Progress and Achievement” Spreadsheets, that plot student growth.
	Building Based Systems • Block schedule K – 5 to align instructional and intervention blocks to support delivery of intervention. • Streamline classified schedules to push in additional support intervention (WINN)	• Review of building schedule • Quarterly review of classified schedules, with notes of adjustments to maximize support.
	Intervention Supports • Continue implementation of non-categorical “What I Need Now” (WIN) 30-minute intervention blocks across all grade levels. • Increase push-in service delivery model and co-planning	• Refine the assessment tools used to identify and monitor student learning needs. • Review building schedules. • Informal and formal observation notes of intervention and related

	Continue progress with shifting practice to assure that all students access core instruction and are exposed to grade level standards, providing access to Tier 1 and Tier 2 instruction for all students in their classroom.	academic enrichment activities during WINN. - Review of general education and specialist schedules - Review of PLC meeting minutes, team agreements and intervention plans that reflect the use of grade level data to discuss, plan for an implement intervention support for all students.
Timeline for Focus	Spring, 2023 - Spring, 2026	
Method(s) to Monitor Progress	- FastBridge: the majority of Peter Kirk students demonstrate typical or high growth, regardless of their risk level. Stated another way, students demonstrating 'minimal risk' or 'high risk' will demonstrate one year's growth. - Students who are identified as 'high risk' on any FastBridge assessment will demonstrate one year's growth on assessments identified by grade level teams. - Students receiving support through Special Education and Multi-Language Learner programs will demonstrate one year of growth (typical or aggressive growth) on FastBridge measures, grade level assessments, and/or probes identified by Safety Net, Multi Language Learner, and Special Education teachers. - Increased number of students receiving support through Safety Net, Special Education, and Multi Language Learner programs receiving core instruction in their general education classrooms. - Increased score on Fidelity Integrity Assessment 5.1 Universal (Tier 1) Instruction for All and 5.2 (Non-Categorical Service Delivery) - FIA 3.3 score of Implementing	

Priority #2

Priority #2																													
Priority Area	English Language Arts/Literacy																												
Focus Area	Literacy																												
Focus Grade Level(s) and/or Student Group(s)	Grades three through five																												
Desired Outcome	Increase the percentage of students who receive support through Multi Language Learner Services and/or Special Education services who demonstrate standard (L3 or L4) on the English/Language Arts Smarter Balanced Assessment.																												
Alignment with District Strategic Initiatives	Equity																												
Data and Rationale Supporting Focus Area	- Between 2021-22 school year and 2022 – 2023 school year, the percentage of students who met standard on the WIDAACC decreased by 6.7% (From 32.4% to 25.71%). Over the last academic school year (2023 – 2024), the percentage of students demonstrating progress was 74%. The percentage of students who met standard on WIDAACC increased to 32.39, Students who meet standard on WIDA exit Multi Language Learner Programming. (OSPI School Report Card). This data shows that more students exited the Multi Language Learner program while there was a decrease in the percentage of students demonstrating progress on the assessment. - A review of the past five years of OSPI School Report Card for Peter Kirk shows a continuing need to support students who receive support through Special Education and Multi-Language Learner programs. Smarter Balanced Assessment, English Language Arts, Grades 3 - 5 <table><tr><td></td><td>2021</td><td>2022</td><td>2023</td><td>2024</td></tr><tr><td>MLL – Yes</td><td>50.0%</td><td>42.1%</td><td>37.5%</td><td>57.1%</td></tr><tr><td>MLL - No</td><td>83.2%</td><td>86.6%</td><td>81.9%</td><td>84.3%</td></tr><tr><td>Sped – Yes</td><td>42.9%</td><td>85.8%</td><td>45.2%</td><td>46.2%</td></tr><tr><td>Sped -- No</td><td>83.1%</td><td>63.0%</td><td>82.2%</td><td>85.2%</td></tr></table> Source: OSPI School Report Card					2021	2022	2023	2024	MLL – Yes	50.0%	42.1%	37.5%	57.1%	MLL - No	83.2%	86.6%	81.9%	84.3%	Sped – Yes	42.9%	85.8%	45.2%	46.2%	Sped -- No	83.1%	63.0%	82.2%	85.2%
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	Instruction • Full implementation of Heggerty as part of Tier 1 core instruction, K – 1 and as Tier 2 classroom intervention in grade 2. • Use of culturally responsive teaching practices and SIOP strategies to support students who are multi-language learners.	• Full implementation of Heggerty as part of Tier 1 core instruction, K – 1 and as Tier 2 classroom intervention in grade 2. • Use of culturally responsive teaching practices and SIOP strategies to support students who are multi-language learners.
	Professional Learning • PLC+ routines, protocols and procedures	• MTSS Leadership Team Notes • PLC Team Notes
Timeline for Focus	Fall, 2023 - Spring, 2026	
Method(s) to Monitor Progress	• Fewer students demonstrating some and high risk on Fastbridge earlyReading and aReading, middle and end of year assessment. • Reduced discrepancy between students receiving special education or MLL support and peers who do not receive one or both services. • Increased number of students receiving support through Safety Net, Special Education, and Multi Language Learner programs receiving core instruction in their general education classrooms. • Increased score on Fidelity Integrity Assessment 5.1 Universal (Tier 1) Instruction for All and 5.2 (Non-Categorical Service Delivery) ☐	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Student Wellbeing and Self Efficacy	
Focus Grade Level(s) and/or Student Group(s)	All Students in Grades 3 through 5 Multi-Language Learners Students who Receive Support through Special Education Services	
Desired Outcome	Increase favorable responses on Panorama Survey questions associated with Self Efficacy and Sense of Belonging for all groups while increasing the favorable response from students who receive support through Multi-Language Learner and/or Special Education Programming.	
Alignment with District Strategic Initiatives	Equity	
Data and Rationale Supporting Focus Area	- Fall Panorama Survey results highlight that our students who receive support through Multi Language Learner Programming and Special Education Programming are responding less favorably across all areas of Wellbeing and Supports & Environment. Within the measure of Wellbeing, questions associated with Self Efficacy showed the biggest difference (1. Within the Supports and Environment, questions associated with a Sense of Belonging highlighted the biggest difference (12-point difference). - Family input via a PTSA Meeting identifies the following three topics as community priority areas. 1. Fostering Independence and Responsibility, 2. Recognizing & Addressing Mental Health Issues 3. Cultural Competence & Inclusion. All three areas align with Wellbeing and Environmental Supports from the Panorama Survey.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Support Inclusive Environments - Provide lessons and direct instruction on how to include others. - Increase representation across all school settings, assuring that students see themselves in the books, artwork, and activities that occur within and outside of the school day. - Continue school wide practice of community circles.	- Classroom lessons and Community Circle Cards - Student surveys - Message board slides. - Library inventory - Classroom library equity audit.
	Social Emotional Learning Embed questions from Panorama into community circle themes, to provide opportunities for students to	Classroom lessons and Community Circle Cards

	discuss experiences and share strategies. • Increase understanding and awareness of learning and communication styles. • Teach students how to discuss race and differences in ability with curiosity and respect. • Promote student responsibility, independence, and leadership.	
	Professional Learning • Professional learning for classroom teachers on how to interpret Panorama results for their classrooms and apply strategies to promote student wellbeing and belonging.	• Professional Learning Agenda
	Survey Administration & Orientation • Counselors administer Panorama Survey to students • Intentional, targeted instruction on vocabulary used in Panorama • Highlight and connect language from Purposefull People to language used in Panorama	• Counselor schedule • Classroom lessons and Community Circle Cards • Lesson materials including PowerPoints
Timeline for Focus	Fall, 2024 - Fall, 2027	
Method(s) to Monitor Progress	• Panorama Survey results, twice yearly, in Fall and Spring for overall increase in favorable responses and more students who receive support through ML and Special Education programming responding favorably. • Review attendance data, examining for patterns in who is absent, showing improvement attendance patterns for all students. • Review student discipline data, examining for patterns that indicate that students are receiving equitable responses to student behavior.	

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
	Invite input from Special Needs Family Group	Fall, Winter, Spring 2025
	Invite input from families through school events	Fall 2025
	Invite input through Community Conversations about Race	Winter – Spring 2025
	Input from Fall PTSA Meeting	Fall 2025
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	School Improvement Plan posted to school's website	Winter 2025
	School Newsletter Articles	Ongoing
	Community discussions at school events	Ongoing

² LWSD's policy is found at: <https://go.boarddocs.com/wa/lwsd/Board.nsf/goto?open&id=BSCTAP76757A>

