

KAMIAKIN MIDDLE SCHOOL

School Improvement Plan

Annual Update: 2025-26

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

SCHOOL OVERVIEW

Kamiakin Middle School is in Kirkland, Washington and serves 658 students. Our school community is diverse, kind, and focused on making progress. We offer strong academic programs in core subjects and electives, and we provide many ways for students to connect outside the classroom—through clubs, sports, interest groups, and leadership opportunities.

Our motto is **“We come here to grow,”** and that guides everything we do. We believe that growth happens for everyone—students, teachers, staff, and families. Whether a student is excelling or facing challenges, we work together to support and stretch them.

The number of students we serve has increased dramatically since the 2024-2025 school year. Thanks to the support of our community and local taxpayers, we are beginning the process of building a brand-new school building on our current campus. While construction is underway, students will continue learning in our current building until the new one is move-in ready. Kamiakin Middle School students generally attend Juanita High School or Lake Washington High School. Many elementary schools feed into Kamiakin, but the main ones are Frost Elementary, Keller Elementary and Muir Elementary.

We’re also growing in how we serve students. Our staff is committed to creating classrooms that reflect and respect the backgrounds of all students. We use culturally responsive teaching practices to help every student feel seen and supported. Most recently, we’ve been learning from Dr. Stenbridge’s work on culturally responsive education to improve how we connect with students and design our lessons.

How We Support Student Learning:

Monitoring Progress (Tier 1 Support): We keep a close eye on how students are doing in school. Our first step is a strong curriculum and shared assessments. When more than one teacher teaches the same course, students take the same quizzes, and those quizzes are graded the same way. This helps teachers work together to refine best practices and understand where each student is in their learning.

Academic Help (Tier 2 Support): If a student starts to struggle, we step in right away. We offer help during a special time called Flex. Teachers invite students to Flex when they need extra support, and students can also choose to go on their own. We believe students often know when they need help, and we want to make it easy for them to ask.

Supporting Social Growth:

Middle school is a time of big changes. Students are growing from children into young adults, and that can be tough—for them and for their families. One of the ways we support students with their Social Emotional Learning is our Cougar Time. Students meet once a week in small groups to learn about positive social behaviors and school expectations. During Cougar Time, we also check in on how students are doing

¹ LWSD School Board Approval on <insert date>

through surveys like our Student Needs Assessment and Family Needs Assessment. These help us spot students who might be struggling quietly. Just like in academics, we offer small group support to help students grow through social challenges. We celebrate and explicitly teach “The KaMS Way, All Day”: Kind, Accepting, Make Progress, Safe. Every Friday, students in each class are chosen to be honored for their behaviors that exemplified the KaMS Way and students can earn KaMS tickets as well. We have staff at Kamiakin who are dedicated to serving students and our community. Some members of our team are from outside agencies such as Community In Schools and Youth Eastside Services.

Supporting Students with Disabilities

Kamiakin is proud to serve all students and strives to meet their individual needs. Kamiakin is proud to serve students through our Resource and Transition program and to include all students in learning with their peers.

Supporting Highly Capable Students

Kamiakin is proud to serve highly capable students through our Quest program. Quest students take advanced Language Arts and Social Studies classes, and they accelerate in Math—starting with 7th grade math in 6th grade, then moving on to Algebra and Geometry. Quest students join their peers in science, electives, and Cougar Time, so they stay connected to the whole school community.

Values

Kamiakin believes that students need to develop the academic and social emotional skills necessary so that each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society. Kamiakin believes that all students belong here. We value the following to help students grow.

- Academic growth through engagement, perseverance, and curiosity
- Personal characteristics of individuality, integrity, and responsibility
- Social characteristics such as acceptance, trust, inclusivity, and teamwork
- Equity and inclusion of diverse perspectives and strengths

These values are supported by our mission.

Mission Statement: *Together we 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.*

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	8 th grade	All students literate: at standard on the ELA Smarter Balanced Assessment
2	Mathematics	7 th and 8 th grade	All students meeting standard in Algebra: passing grade in Algebra
3	Social Emotional Learning	All grades	By May 2026, students’ general academic self-efficacy scores on the Panorama Survey will increase by at least 5% from the 2025 fall results, as measured by the Self-Efficacy domain.

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	Literacy	
Focus Grade Level(s) and/or Student Group(s)	8 th graders who scored a 1 or 2 on the ELA SBA last year	
Focus Area	Reading Informational Text	
Desired Outcome	All students literate: at standard on the English Language Arts Smarter Balanced Assessment.	
Current Data Supporting Focus Area	64% of our 8th graders this year met standard on the English Language Arts Smarter Balanced Assessment in the spring of 2025. SBA Strand data shows that our 7th graders last year had the greatest opportunity for growth in: Reading Informational text, Target 11: REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., interaction between individuals, events and ideas; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers taking optional classes for teaching middle school students how to read: offered by the district Improving Reading for Secondary Students in All Content Areas Curriculum	Take aways of strategies shared with staff as a whole.
	ML teachers will screen kids every two weeks through Power Up for Literacy.	Data from screenings
	Explicit reading comprehension strategies taught to students in Flex who didn't pass last year with leveled text and comprehension questions.	Flex teacher request data
	Reading Intervention Class	Frequent progress monitoring
	Professional Development for teachers on Target 11 strategies	Professional Development teacher reflections
	Professional Development for teachers on Hess Rigor Matrix and Culturally Responsive Teaching Strategies	Professional Development teacher reflections and lesson plans

	Co Teaching for Special Education and ML Students supporting reading strategies	Notes from teams on reading supports used
	World Language Reading Strategy Focus	Student Growth Goal Data
Strategy to Engage Students, Families, Parents and Community Members	ELA teachers will be reaching out for family input on Student Growth Goals. Family Engagement team will be reaching out to families to offer volunteer opportunities for Homework Hour. Targeted invitations to families and students that scored a 1 or 2 on the SBA in the 24-25 school year to listening sessions with administration and family engagement and homework hour. Mid-quarter progress messages and support options sent by principal. Goal and opportunity for families to share what would be helpful in reaching this goal sent in grade level newsletters. Tech Nights – Family nights to learn Canvas, Skyward, etc. ML Family Night	
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	Mid quarter data pulls of ELA and Reading Intervention Class Grades. Professional Learning Community Data Cycles	

Priority #2

Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	Subgroup of 8 th graders who had a C- or below in 7+ Math last year Subgroup of 6 th and 7 th graders who received a 1 or a 2 on the SBA last year	
Focus Area	Algebra	
Desired Outcome	All students meeting standard in Algebra – passing grade in Algebra by 8th grade.	
Current Data Supporting Focus Area	This is our first year of requiring that Algebra be taken by all students by 8th grade. This is a significant shift for Middle School and for some of our students. 48% of KaMS students didn't take Algebra by 8th grade last year. 2% of students that took Algebra at KaMS last year didn't pass Algebra.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Electives department incorporating math goals	Evidence shared through the instructional leadership team
	PD on Algebraic Thinking across the curriculum, Hess Rigor Matrix and culturally responsive teaching strategies.	Evidence collected by Administrators of teachers using strategies
	Master Schedule created to prioritize Algebra with lower class sizes	Data of class sizes throughout the year
	Learning Walks for Algebra teachers	Notes on strategies learned and implemented
	Teachers collaborate on focused goal for students to be able to explain steps in solving simple equations	Student growth goal process and Professional Learning Community Data Cycle
	Use of building thinking classroom strategies across all Algebra classrooms	Teacher's shared data and admin observations
	After School Homework Hour	Attendance of students and adult supporters
	Co Teaching for Special Education	Notes from teacher partnerships on Math strategies employed
	Algebra Teacher Learning Walks	Attendance and notes from reflective learning walks from multiple classrooms
Strategy to Engage Students, Families, Parents and Community Members	Teachers and admin focus on communication with home and collaboration with families on reaching this goal together. Mid-quarter progress messages and support options sent by principal.	

	Family contribution to Student Growth Goals focused on Algebra skills. Family Engagement team will be reaching out to families to offer volunteer opportunity for Homework Hour. Targeted invitations to families and students that are currently not passing Algebra (quarterly and 3 times during each of 3 sports seasons) to join Homework Hour. Targeted invitations to families and students in Algebra to listening sessions with administration and family engagement facilitator. Goal and opportunity for families to share what would be helpful in reaching this goal sent in grade level newsletters. Tech Nights – Family nights to learn Canvas, Skyward, etc. ML Family Night
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	Mid quarter data pulls of Algebra grades. Professional Learning Community Data Cycles

Priority #3	
Priority Area	Social Emotional Learning
Focus Grade Level(s) and/or Student Group(s)	All students grades 6, 7, and 8
Focus Area	Self-Efficacy
Desired Outcome	By May 2026, students' general academic self-efficacy scores on the Panorama Survey will increase by at least 5% from the 2025 results, as measured by the Self-Efficacy domain. Self-efficacy is the belief in one's ability to succeed in specific situations or accomplish a task, significantly influencing motivation, behavior and personal achievement. It is essentially the confidence one has in their ability to influence events and control their environment. We want to provide our students with evidence that they have the ability to meet our high academic expectations.
Current Data Supporting Focus Area	Panorama Survey Data, Counselor Needs Assessment survey and Student Listening Session comments from 24-25 reveal this as a growth opportunity. Panorama: Trend Panorama survey data for the past years shows that we have not made the overall consistent positive progress that we have made in some of the other categories in recent years; such as supportive relationships, positive feelings, emotion regulation, social perspective taking. We started some professional development on self-efficacy in the 24-25 school year and did make significant (4% points) progress since the Fall 2024 survey. We want to build on this progress. Panorama data from Spring 2025 shows that this area continues to show the greatest gap with students who identify as Hispanic/Latino (of any race) and/or Black African American. These students combined self-report 25% less favorable self-efficacy as our other racial and ethnic groups. This area also contains the 3rd greatest disparity for our male and female students with our female students reporting a 9% less favorable response. Counselor Needs Assessment: In Fall of 2025, 49% of students that took the survey felt very confident that they could succeed in their schoolwork. The other 51% felt somewhat confident or not confident at all. Students requested the most support with time management, organization, and planning, getting help when they are struggling in a class and taking notes and study skills. Fewer students requested support with how to use technology, taking tests/managing test anxiety or others. Over half of our students shared that they didn't need any help with academic topics at this time. Student Listening Sessions: Some student groups meeting with administrators in the 2024-2025 reported feeling that they didn't think they could get "good grades" in their

	classes, weren't sure if they could understand complicated ideas presented in class, or complete challenging learning tasks.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	The implementation of frequent common formative assessment and self-assessment opportunities across content areas.	Teacher Professional Learning Communities will document and share these assessments.
	Explicit school-wide instruction in executive functioning skills during Cougar Time, classes and Flex Planning Time (Self-Control, Self-Monitoring, Emotional Control, Flexibility, Task Initiation, Organization, Working Memory, Planning & Time Management)	Teacher reflection through the Instructional Leadership Team and Professional Development on the instruction and common language used for discussing these skills.
	Professional Development on Danielson best practices and their connection to achieving equitable outcomes for students.	Evaluations of LEAP presentations
	Professional Development on Culturally Responsive Teaching in the Classroom – Dr. Stenbridge and the Hess Rigor Matrix	Student/Teacher/Admin Panorama survey on culturally responsive practices
	Students with IEPs will be taught their goals with the intention that they can describe them themselves by the Spring.	Case manager assessment.
Strategy to Engage Students, Families, Parents and Community Members	Meetings with a variety of family groups. PTSA Meeting about supporting your child's self-efficacy through the use of executive functioning strategies. Spanish, Portuguese and English Speaking Tech night focused on supporting executive functioning skills with Skyward, Canvas and strategies to discuss learning evidence with children. Family listening session with questions about executive functioning. Invitation to present specialized knowledge on Self-Efficacy, Culturally Responsive teaching practices and Executive Function to staff. Self-Efficacy goal and strategies to support sent out in grade level family newsletters.	

	ML Family Night
Timeline for Focus	Fall, 2026 - Spring, 2026
Method(s) to Monitor Progress	Continued surveys and admin listening session notes. Some listening sessions will be with groups of students that self-reported lower self-efficacy. Emails from students to teachers sent during Homework Hour.

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.