

# Continuous Improvement Process Plan

## Kamiakin Middle School

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<http://www.lwsd.org/school/kams>

2016 -  
2017



Kamiakin staff  
Lake Washington School District  
2016 - 2017

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## DESCRIPTION OF SCHOOL

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Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Every spring our leadership team (Cougar Council) and staff meet to discuss our efforts with regard to student success, our Continuous Improvement Plan and our middle school model. We firmly believe and reaffirmed that our transition for incoming 6<sup>th</sup> graders from elementary school to our secondary model has been successful. The 6<sup>th</sup> grade team of teachers works cohesively planning for curriculum and assessments, as well as understanding the needs of our 6<sup>th</sup> graders preparing them for the rigor of secondary school. We discussed our intervention/extension model for 6<sup>th</sup> grade students and are evolving the extension curriculum to address the computer skills necessary to be a successful student in the 21<sup>st</sup> century.

We further focused efforts on the 7<sup>th</sup> & 8<sup>th</sup> grade language arts/social studies block classes. We successfully implemented more formal writing assessments of student learning in language arts classes, as well as curriculum based assessments in our social studies classes. Our math and science curriculum continue to emphasize summative end of unit and year assessments, as well as formal lab reports. We are excited to see what the new curriculum for both Math and Science will offer our students. Our PE/Health department has added a formal written component and health plan for all students that has seen incredible growth in physical acumen as well as the number of Presidential Fitness Award winners. Along with our efforts to bring computer/typing skills to 6<sup>th</sup> graders, 7<sup>th</sup> and 8<sup>th</sup> graders had several new opportunities for STEM types of electives and we're offering a leadership class next year.

Our school improvement plan is founded on success for ALL students. We completed our third year of our 6<sup>th</sup> grade teachers' work with "Response to Intervention," which helps teachers identify students with needs and individually address those students. We have grown this work to our 7<sup>th</sup> and 8<sup>th</sup> grade teachers. All certificated teachers are a part of a professional community with teachers of like curriculum. Together they examine their curriculum, assessments and progress of students.

**DISTRICT PERFORMANCE TARGETS**

<b>Indicators</b> <i>Note: Indicators based on state assessments</i>		<b>District Baseline Performance</b> <b>2014-15</b>	<b>District Current Performance</b> <b>2015-16</b>	<b>District Target Performance</b> <b>2018</b>
<b>8<sup>th</sup> Graders' on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	81.1%	81.7%	92.0%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	71.5%	73.6%	85.0%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	83.4%	86.5%	93.0%

- **Grade 6-8 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

Process to determine District Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

**SCHOOL PERFORMANCE OVER TIME**

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>6<sup>th</sup> Graders' on Track for Success</b>	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Literacy	62.7%	67.3%					
	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Math	49.2%	52.2%					
<b>7<sup>th</sup> Graders' on Track for Success</b>	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Literacy	69.2%	67.9%					
	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Math	53.8%	54.3%					
<b>8<sup>th</sup> Graders' on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	66.4%	70.2%					
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	55.8%	46.2%					
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	61.1%	72.7%					

**Grade 6-8 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

**CIP REFLECTION: EVALUATE OUTCOMES**

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**2015-16 CIP Goals and 2016 Outcomes:**

*Data:*

	<b>Goal</b>	<b>Achievement (Achievement Level Descriptor)</b>
<b>Literacy: 6-8 ELA</b>	Student proficiency scores for the 2015-16 6-8 grades on the English Language Arts Smarter Balanced Assessment will improve from 68% to 72% by June 2016.	68.4% met or exceeded standard.
<b>Math: 6-8 Math</b>	Student proficiency scores for the 2015-16 6-8 grades on the Math Smarter Balanced Assessment will improve from 52% to 55% by June 2016.	51.6% met or exceeded standard.
<b>Science: 8 Science</b>	2015-16 8th Graders will improve proficiency on the Science MSP Assessment from 76% meeting standard, to 80% meeting standard by June 2016.	72.7% met or exceeded standard.
<b>Achievement Gap</b>	<p>Decrease “Off track student percentage” risk score from an average of 23.21% at the close of the 2014-15 school year to 19% at the close of the 2015-16 school year.</p> <p>10% of the 25.2% of Kamiakin students with a Level II SBA math Score will improve proficiency on SBA to meeting standard at a level III or higher.</p>	<p>The average risk score for the 2014-15 School year was adjusted to 13.72% to reflect more accurate data. The risk score at the close of the 2015-16 school year was 9.03%; this is a decrease of 4.69% for the school’s average risk score.</p> <p>21% of the students who received a Level II SBA math score in 2014-15 improved their SBA math score to a Level III or higher.</p>
<b>College and Career Readiness</b>	95% of 8 <sup>th</sup> graders will complete two modules utilizing the career cruising platform by the end of the 2015-16 school year.	<p>100% of 8<sup>th</sup> graders completed career cruising platform modules.</p> <p>100% of qualified 8<sup>th</sup> Grade students began College Bound Application Process.</p>

	<p>Reduce 7<sup>th</sup> grade instances of receiving an F grade in a core class from 22.03% in 2014-15 (as 6<sup>th</sup> graders) to 18% in 2015-16.</p>	<p>Reduced 7<sup>th</sup> graders instances of receiving an F in a core class from 22.03% in 2014-15 to 8.38% in 2015-16. This is a decrease of failure by approximately 13%.</p>
<p><b>School Effectiveness:</b></p>	<p>Improve “Students respect those who are different from them” from 79% to 84%</p> <p>Improve or maintain “I feel safe at school” from 92% to 94%.</p> <p>Improve agree/strongly agree that “Teachers have frequent contact with their student’s parents from 66% to 75%.</p> <p>Improve agree/strongly agree that “Students receive regular feedback about what they need to improve” from 82% to 86%.</p>	<p><u>2015-16 Climate Survey/Perception Data:</u></p> <p>“Students respect those who are different from them” 67% Students Agree; 84% Staff</p> <p>“The adults in my school show respect for me” 89% Students Agree</p> <p>“I feel safe at school” 82% Students Agree</p> <p>“I receive timely feedback about my school work” 64% Students Agree; 60% Staff Agree</p> <p>“Teachers have frequent contact with their students’ parents” 83% Students Agree; 66% Staff Agree</p> <p>“Teachers have frequent contact with their student’s parents” 60% Students Agree</p>
<p><b>Attendance and Discipline:</b></p>	<p>Improve “Student discipline problems are managed well” from 66% to 75%.</p> <p>Reduce out of school suspension from 16 occurrences in 2014-15, or 3%, to less than 2% in 2015-16.</p> <p>Reduce 8<sup>th</sup> grade attendance from 28.11% 4 or more absences (as 7<sup>th</sup> graders) in 2014-15 to 23% in 2015-16. (currently 10.52)</p>	<p>22.27% of 8<sup>th</sup> graders had 4+ absences from 28.11% of the previous year. <u>This was a 6% decrease in truancy.</u></p> <p>Decreased Out of School Suspension for the class of 2020 by 1.39%; Increased suspension for class of 2021 by 6.87%. Converted 7 suspensions from out-of-school suspension to an alternate of in-school suspension.</p>

		<p>“Student Discipline Problems are managed well” was improved from 66% in 2014-15 to 88% in 2015-16.</p>
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*Narrative Reflection:*

<b>Narrative Reflection</b>	
<b>Process:</b>	<p>Administrators provided the 2015 – 2016 data during our August LEAP week. Curricular departments have had the opportunity to look at the data by grade level and individual student data for the last two months. They processed their individual student growth goals, department goals and CIP goals during LEAP Wednesdays, PGE time and department time.</p>
<b>Literacy: 6-8 ELA</b>	<p>68.4% of Kamiakin students met or exceeded standard on the ELA portion of the SBA for the 2015-2016 school year. 6<sup>th</sup> grade students performed slightly under goal at 67% meeting standard, 7<sup>th</sup> grade students remained flat at 68% meeting standard, and 8<sup>th</sup> grade students slightly improved with 70% meeting standard. As always, the 6<sup>th</sup> grade ELA continues to develop and implement strategies and scaffolds to challenge and support students of every level within our diverse community of learners. 6<sup>th</sup> grade students focused on drawing conclusions and inferences and supporting those conclusions and inferences with evidence from the text for a variety of literary and informational texts. Additionally, 6<sup>th</sup> graders were challenged to think more deeply about each author’s message and purpose for writing. Students were exposed to different forms of writing and the writing process. They are entering 7<sup>th</sup> grade with a strong reading and writing foundation. The 6<sup>th</sup> grade ELA team will continue to partner with the Special Education and English Language Learning departments to successfully scaffold and support the diverse needs of these students. Additionally, our team is excited to continue to foster the critical thinking and abstract reasoning skills of our students and their interpretations of the variety of texts this school year. Kamiakin’s overall achievement in 7<sup>th</sup> and 8<sup>th</sup> grade ELA averages at 69% achieving standard, which is a 1% improvement from the prior year. Despite this growth, the data is lower than the expected achievement level of 72%. We celebrate growth in the 8<sup>th</sup> grade class specifically, raising their achievement level from 68% to 70%. We attribute this growth to continued collaboration in aligning content and assessments to CCSS. We also attribute this growth to increased student organization of materials in their interactive student notebooks. One aspect of literacy that will require specific focus for overall school growth is increased implementation of active reading strategies for informational text across all content areas.</p>

<p><b>Math: 6-8 Math</b></p>	<p>Our overall math scores went down slightly from the year before. We attribute part of that decline to the fact that many of our teachers piloted 1 – 3 possible curricula during our district curriculum adoption cycle, which in some ways contributed to some great new ideas and also may have been somewhat disjointed from the student perspective. Our 8<sup>th</sup> grade scores were down further than expected; an anomaly we cannot explain. Both the 6<sup>th</sup> and 7<sup>th</sup> grade classes showed some growth. Last year our math team focused on additional ways to support individual student growth in math by adopting the use of an adaptive software program – Mobey Max, which we used with moderate success. In addition, we used IXL regularly, Kahoot!, SBA practice questions, additional CCSS materials. We also collaborated across grade-levels and in the district through books studies and a CCSS math cohort. All classes emphasized Growth Mindset. We are hoping to improve scores this year by using our new CCSS-aligned curriculum and its adaptive software (ALEKS). This curriculum focuses on Math Practices and application in daily math work. This will help support math learning and student growth. We continue to participate in math book studies, the CCSS math cohort and cross-district collaboration.</p>
<p><b>Science: 8 Science</b></p>	<p>Kamiakin’s overall achievement in 2015-2016 8<sup>th</sup> grade science MSP test scores was 72.7% of students at or above proficiency. Previous year achievement was 76%. The department set a goal of improving proficiency to 80%, which was not met. The score for 2015-2016 was unexpected in that it was about 3% lower than the previous year. Almost three quarters of our students passed the 8<sup>th</sup> grade science MSP test. During the 2015-2016 school year there was an increased focus on systems thinking and engineering design. One area of celebration is piloting a unit from the new science curriculum to be adopted in 2016-2017. The unit led to positive student engagement and deep understanding of concepts. During the 2016-2017 school year the science department is placing greater emphasis on improving data analysis and graphical interpretations of data</p>
<p><b>Achievement Gap</b></p>	<p>Achievement Gap goals were aligned in two main categories; identifying strategies to reduce the school risk score, and improving students that fall into the achievement gap by scoring at a level II or lower on the math SBA. The student risk score is a combination of discipline, attendance, academic performance, and other factors that reveal student needs. In addition, given Kamiakin’s diverse socioeconomic and demographic population, formative goals also centered around improving staff and student cultural competency as well as identifying and using data to target specific achievement gaps. Math was identified as the academic area with the most significant achievement gap. Thus, several strategies were implemented to improve growth for students particularly struggling in math. Kamiakin students with a Level II SBA math Score were identified to improve proficiency on SBA to meet standard at a level III or higher. A goal was set that 10% of these student would improve their Level II score to a II</p>

	<p>or higher. Through the implementation of several interventions, including a vivid and rigorous student intervention team process, the goal was exceeded in that 21% of these students raised their SBA score from a Level II to a Level II or higher.</p> <p>In addition to this, through similar intervention strategies, the average risk score for the 2014-15 School year, which was adjusted to 14% to reflect more accurate data, was decreased by 5% to an average of 9%. Further, additional strategies to close the gap included cultural competency curriculum development in homeroom, assemblies, and within school events; special education task force development; and identifying and presenting gap data to staff. Further, there was increased knowledge in the use of the language line, intervention team support, increased parent communication for failure grades, and regular gap data presented to teaching staff.</p>
<p><b>College and Career Readiness</b></p>	<p>100% of 8<sup>th</sup> graders completed the Career-Cruising modules and in-class lessons from the counseling department. In addition, 100% of 8<sup>th</sup> grader students that qualified for College Bound Scholarships completed the process to be college bound approved. Further, through rigorous intervention team system targeting D/F grades, the 7<sup>th</sup> graders instances of receiving an F in a core class was reduced from 22.03% in 2014-15 to 8.38% in 2015-16. This is a decrease of failure by approximately 13%.</p>
<p><b>School Effectiveness:</b></p>	<p>The school effectiveness data revealed some growth, but the survey results only included a small percentage of the population for responses. (See data). Specifically, there was a 12% drop in student responses in “Students respect those who are different from them” while the staff perception remained the same. Further, “Teachers have frequent contact with their students’ parents” showed that 83% Students Agreed while only 66% of the Staff Agreed. Other formative data revealed school effectiveness is other capacities. Specifically, in “staff routinely work together to plan what will be taught” it is important to note that staff identified specific areas of collaboration to focus on:</p> <ul style="list-style-type: none"> <li>• SBTLA Modules: completed 3</li> <li>• CIP Time devoted to aligning assessments</li> <li>• Staff contributes feedback for CT lessons and ALICE</li> <li>• Staff collectively decided to implement AVID</li> <li>• Staff collaborated on master scheduling priorities</li> <li>• Staff collaborated on curriculum adoption</li> </ul>
<p><b>Attendance and Discipline:</b></p>	<p>An Attendance Intervention Committee was developed to better utilize technology programming to better analyze attendance data in real-time. This data was used as an analysis piece to interpret and proactively respond to attendance data. The committee partnered with the Municipal court liaison and translator to conduct six family intervention conferences; all 6 students demonstrated significant improvement in attendance. Thus, we met and exceeded our</p>

attendance goal; 22.27% of 8<sup>th</sup> graders had 4+ absences from 28.11% of the previous year. This was a 6% decrease in truancy.

We did not meet our specific discipline goal, but realized we cannot compare two different groups of students for accurate data and thus measuring the amount of occurrences is not effective. For example, for one particular incident in the 2015-16 school year, five students were involved and thus it created four suspensions. This was counted as 4 occurrences instead of 1. In addition. The chart below gives a more accurate view of year to year data.

<b>Serious Discipline, Kamiakin Middle School</b>	Class of 2020	Class of 2021
2014-15	5.13%	3.42%
2015-16	1.39% (Decreased by 4%)	6.87% (Increased by 3%)

## ANNUAL SCHOOL GOALS

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### 2016-17 Annual School Goals:

SMART Goals	
<b>Literacy: 6-8 ELA</b>	Student proficiency scores for the 2016-17 6-8 grades on the English Language Arts Smarter Balanced Assessment will improve from 68% to 72% by June 2017.
<b>Math: 6-8 Math</b>	6-8 grades student proficiency scores for the 2016-17 on the Math Smarter Balanced Assessment will improve from 52% to 55% by June 2017.
<b>Science: 8 Science</b>	8th grader students will improve their proficiency on the 2016-17 Science MSP Assessment from 73% meeting standard, to 78% meeting standard by June 2017.
<b>Achievement Gap</b>	Reduce “Any F in a Core Course” for 2016-17 8 <sup>th</sup> graders from 6.88% in 2015-16 to less than 5% in 2016-17.  Implement “Spanish Speaker’s Night” to improve communication and improve available resources for Hispanic families and students  Implement initiatives and create innovative programs to improve cultural competency and inclusiveness for minority students.
<b>College and Career Readiness</b>	100% of 8 <sup>th</sup> graders eligible for College Bound Scholarship will complete application process and 100% of parent/guardians will be notified of application prior to June 2017.
<b>School Effectiveness:</b>	Improve “Staff routinely work together to plan what will be taught” from 64% agree mostly/completely in 2015-16 to at least 75% in 2016-17.  “Teachers provide feedback to each other to help improve instructional practices” from 64% agree mostly/completely in 2015-16 to at least 75% in 2016-17.
<b>Attendance:</b>	Becca petitions for unexcused absences will reduce by 50% from 13 petitions filed in 2015-16 to less than 7 in 2016-17.  Reduce “4+ unexcused absences” for the 2016-17 8 <sup>th</sup> grade class from 13.23% to less than 6% in 2016-17.
<b>Discipline:</b>	Reduce serious discipline for the 2016-17 8 <sup>th</sup> graders from 4.5% in 2015-16 to less than 3%.

## Annual School Goals: Academic

School administrators facilitated the construction of professional learning communities that are intended to be tied to department goal categories. Of the departments that specifically address SBA tested academic content, they include 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade ELA groups, 6<sup>th</sup> grade Math/Science, 7/8<sup>th</sup> grade Math, and 7/8<sup>th</sup> grade Science. Each of the departments has written specific SMART goals to address academic standards in their content. The departments examined the SBA data from the 2015-2016 exam, as well as the scores their current students previously scored on the SBA and those SMART goals are reflected in the above chart. PGE growth goals require progress monitoring as an essential component. The six department groups have created group goals as well as specific individual teacher assessments to continually progress monitor achievement.

## Annual School Goals: Achievement Gap

In a continuous effort to close the Gap, an intervention team has been created to identify specific areas, both from an individual student perspective, as well as holistic perspective. One area of data that is used a predictor of student success are grades. The intervention team analyzes the school D and F list to identify students of concern. The team works with the student's family, teachers, and within the team to identify and document strategies and interventions to improve student achievement and identify areas of challenge. This often leads to identifying lack of resources or barriers that are preventing student success; a contributor to the gap. By having a goal to reduce student failure, we are able to identify barriers to success, create innovative and strategic intervention plans to improve success rates. This work will also lead to identifying holistic school improvement initiatives. For example, if the intervention team identifies that D and F grades are falling mostly within math courses, the intervention team can work to provide additional math resources such as additional tutoring in school, to target this area of failure. Or if the team identifies that there is a correlation between high D/F grades and attendance, the team can put forth additional resources to improve attendance and thus improve failing grades.

Another area to focus on within the achievement gap is identifying various student demographics that require intervention to improve student achievement. Within the 2015-16 SBA data, Hispanic and Latino students performed an average of 32% lower in meeting standard than white students and 22% lower than the average overall score. Within the math SBA, Hispanic and Latino students performed an average of 35% percent less meeting standard than white students and 32% less in meeting standard for the average overall SBA scores. To begin the process of identifying specific strategies to reduce the achievement gap between Hispanic/Latino students and non-minority students, we will be analyzing strategies and building better communication with Hispanic families. For example, we must identify if families are able to access student information systems and are able to communicate concerns and access resources. Thus, we will start this process by improving our efforts to build communication with families by specifically hosting a curriculum and information night for Hispanic/Latino families. We will also review this data with families to determine additional necessary intervention and strategies to reduce this significant achievement Gap.

In addition to these efforts, several specific initiatives will be aimed at meeting the needs of our minority students. We will implement community mentorship opportunities for

students of color, improve dialogue with staff regarding inclusivity and race and equity, work within our counseling department to identify resources for transgender students, and continue our efforts to analyze data that reveals necessary action plans to decrease the achievement gap.

### Annual School Goals: College and Career Readiness

In order to ensure that students are prepared for college and career readiness, it is essential that middle school students complete the application process for the Washington State College Bound program. Although we have had significant success in making sure that eligible students are registered for this program, only a portion of families complete the application to fruition. This year, our efforts will also center on ensuring that families are notified of the benefits and value of this program.

### Annual School Goals: School Effectiveness

In analyzing staff climate survey and school effectiveness data, it was clear that an area of growth and improvement centered upon staff collaboration to plan instruction and what is taught. As a result, these efforts are at the center of the 2016-17 professional development plan. Teachers are grouped into professional learning groups, who are using Response to Intervention strategies to analyze data as a team. In addition, each team has selected a set of standards to work on in collaborating to compare and analyze data, lesson-plan, and observe each other's instruction. This work is the priority of the CIP learning time and is monitored closely by administrators to encourage student growth. This work is also closely tied to individual teacher student growth goals within the Professional Growth and Evaluation system.

### Annual School Goals: Attendance

As a part of the intervention team process, student attendance is closely monitored by a team of people. In addition, reformed attendance policies including a revised unexcused absence notification policy, implementation of a truancy board, and a school-based plan to mentor and provide incentives for students with excessive attendance will contribute to a reduction in unexcused absences.

### Annual School Goals: Discipline

In order to reduce serious discipline rates from the previous year, several strategies will be adopted to reduce overall discipline. This includes providing more of a proactive approach through the student intervention team process including staffings, collecting data, and monitoring holistic issues that contribute to discipline. Further, this also includes revising the discipline policies within the student handbook to ensure equity and a system that reinforces positive learning. This also includes further improving our efforts to embed positive behavior intervention systems. In addition, increasing our efforts to use a restorative conference model within student conflict will decrease the outcome of serious discipline.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<b>Goal Area</b>	<b>Attendance</b>
<i>Strategy to support goals</i>	Student Intervention Team is monitoring student attendance weekly. A teacher has been designated as a coach/mentor for groups of students who demonstrate chronic attendance. The team works to identify barriers and resources to get students to school and are creating individual attendance plans, which include incentives.
<i>Professional Learning needed</i>	Resources on improving overall school attendance
<i>Resources needed</i>	Continues efforts by LWSO to revise attendance and truancy policies including the involvement of a truancy board.
<i>Responsible individual or team</i>	Danielle Warman, Garth Herrick, Intervention team.

<b>Goal Area</b>	<b>Math</b>
<i>Strategy to support goals</i>	7/8 <sup>th</sup> grade Math department is using Math Processing Standard #3: Justify strategies and evaluate if the ideas of others make sense.
<i>Professional Learning needed</i>	Continued work with Math Content and process standards
<i>Resources needed</i>	Time, Wednesday LEAP CIP time to coordinate assessments and student rubrics
<i>Responsible individual or team</i>	7/8 <sup>th</sup> grade Math team; Kelsey Pollett, Julie Bergevin, Derek Donahue, Liz Spier and Joe Joss.

<b>Goal Area</b>	<b>Literacy</b>
<i>Strategy to support goals</i>	6 <sup>th</sup> grade LA is using CCSS ELA 6.1 (RL & RI): Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Our strategy is using weekly reading comprehension assignments that enable students to practice the skills required for this standard and to receive frequent feedback on their progress.
<i>Professional Learning needed</i>	none
<i>Resources needed</i>	none
<i>Responsible individual or team</i>	Kristi Young, Amanda Cahill and Felicia Sundquist

<b>Goal Area</b>	<b>Literacy</b>
<i>Strategy to support goals</i>	7 <sup>th</sup> Grade LA department is using CCSS Reading Literature 7.2: Determine a theme or central idea of a text and analyze its development over the course of the text provide an objective summary of the text. We will use “Sign Posts” to reinforce student understanding of theme.
<i>Professional Learning needed</i>	We will ensure that Jennifer knows what the “Sign Post” are so she can start to implement their use in 6 <sup>th</sup> grade Quest, so that the 7 <sup>th</sup> grade Quest students can hit the ground running.

<i>Resources needed</i>	Having our own copies of the books we read would help so we can write in the sign posts in the books. I'm the only one with a personal copy of Notice and Note
<i>Responsible individual or team</i>	Katherine Enslein, Garth Herrick, Aimee Ketsdever and Jennifer Ruckman
<b>Goal Area</b>	<b>Literacy</b>
<i>Strategy to support goals</i>	8 <sup>th</sup> Grade LA department will be using Close Reading Skill, MLA format and ReadWrite & Gold strategies.
<i>Professional Learning needed</i>	Time management skills
<i>Resources needed</i>	Text with a variety of reading levels (mini lessons) and reliable technology.
<i>Responsible individual or team</i>	Karyn Taggart, Marcy Martin, Peter Verdoes, Katie Gaynier and Katie Turnley
<b>Goal Area</b>	<b>Science</b>
<i>Strategy to support goals</i>	Analyze and interpret data/graphs to identify relationships and provide evidence for phenomena. Students create data tables and graphs to keep track of their group data when we do labs, write conclusions based on their data, look for patterns in the data and identify the dependent/independent variables in a lab/experiment.
<i>Professional Learning needed</i>	Currently, we are using a professional learning coach to help us create our monthly assessments to track student growth in our standard. We have identified different ways to ask L4 questions, and have come up with a standard format for our assessments and grading. Needs: Help with integrating new curriculum with more inquiry-based learning.
<i>Resources needed</i>	District determined power standards so we can tailor our goal to fit with the power standards (more for next year/when power standards are published).
<i>Responsible individual or team</i>	Gary Knowels, Rozalyn Strong, Kinsey Underbrink.
<b>Goal Area</b>	<b>Science</b>
<i>Strategy to support goals</i>	6 <sup>th</sup> grade Science is using EL Goal 6.8.9 (determine meaning of words from informational text)
<i>Professional Learning needed</i>	EL support from Kiersten Luthra, Previous SIOP Training and Resources, Safety Net Training (CORE), future NGSS Conferences)
<i>Resources needed</i>	Future NGSS Conference
<i>Responsible individual or team</i>	Peggy Solum, Sara Partlow, Kris Dougherty

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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Strategies to involve parents, families, and the community in the Continuous Improvement Process

The CIP plan will be presented to the PTA for feedback. In addition, a PLC group is working to coordinate a family diversity event aimed at analyzing Achievement Gap data to determine adjustments and future changes on the CIP plan.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

Continuous Improvement survey questions will be on the online learning system for Kamiakin Middle School. In addition, the CIP will be posted on the school website.