

Kamiakin Middle School

School Improvement Plan

Annual Update: 2021-22

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

SCHOOL OVERVIEW

Description: Kamiakin Middle School is a school of excellence located in Kirkland, Washington. Kamiakin serves approximately 625 students. There are many opportunities to get involved and connect with peers. Kamiakin differentiates instruction to meet the needs of all students. We closely monitor the academic progress of all students. When a student begins to struggle to meet learning objectives, we intervene immediately in a friendly, supportive, and systematic way.

Kamiakin offers an intensive academic and extra-curricular program. Language Arts and Social Studies classes are taught by the same teacher in a two-hour period, commonly called a “block class,” at all grade levels. In 6th grade, Math and Science are taught by the same teacher in a two-hour block class.

Mission Statement: *Each child at Kamiakin Middle School will grow academically and socially. Students will explore their interests and how they will contribute to their community.*

Demographics:²

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		587	594	602	628
Racial Diversity (%)	American Indian/Alaskan Native	0.0%	0.2%	0.7%	0.6%
	Asian	20.6%	22.1%	22.1%	23.4%
	Black/African American	2.0%	2.0%	2.3%	3.5%
	Hispanic/Latino of any race(s)	19.4%	20.4%	19.1%	20.7%
	Native Hawaiian/Other Pacific Islander	0.0%	0.2%	0.2%	0.2%
	Two or more races	10.7%	12.1%	12.5%	11.8%
	White	47.2%	43.1%	43.2%	39.8%
Students Eligible for Free/Reduced Price Meals (%)		36.3%	35.5%	27.7%	31.1%
Students Receiving Special Education Services (%)		15.8%	16.5%	13.5%	11.6%
English Language Learners (%)		10.9%	10.4%	10.3%	12.6%

¹ LWSD School Board Approval on <insert date>

² Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

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	General English Language Arts Proficiency	
Focus Grade Level(s)	6, 7, 8	
Desired Outcome	The percent of students demonstrating proficiency in English Language Arts, as measured by the SBA exceed 75%.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Supportive Learning Environment	
Data and Rationale Supporting Focus Area	On the fall Smarter Balanced Assessment (SBA) 66% of students at Kamiakin tested at standard or better. We recognize that this data immediately followed our COVID-19 safety measures, which included the implantation of on-line learning. Prior to this school year Kamiakin students did not have access to a specific intervention period to help them when they had an academic need. We believe that the reintroduction of in-person instruction and the creation of a regularly occurring intervention period have the potential to lift a significant number of students to Proficiency on the SBA.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implementation of Flexisched.	Total count of formal intervention cycles documented in Flexisched.
	Implementation of an intervention period.	Total count of intervention sessions offered by ELA teachers that focus on ELA topics.
	Professional development surrounding effective pre and post assessment practices to drive focused interventions.	Total Count of Professional Development focused on assessment during LEAP for math teachers.
	Professional Development surrounding effective intervention and reteaching strategies.	Teacher survey
	Adoption of LWSD's new curriculum.	Observation of teaching practice by administration.
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	The Kamiakin administration will pull data from the Flexisched intervention system. We will disaggregate the total number of	

	<p>interventions offered each quarter, by math teachers. Using the same system, we will also track the total number of individual students that were invited to English Language Arts (ELA) intervention sessions, and their attendance.</p> <p>The professional development will be tracked by using Kamiakin’s Master Calendar to indicate the total number of professional development opportunities for ELA teachers within Kamiakin regarding Multi-Tiered Systems of support.</p>
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Priority #2		
Priority Area	Mathematics	
Focus Area	General Math Proficiency	
Focus Grade Level(s)	6, 7, 8	
Desired Outcome	The percent of students demonstrating proficiency in mathematics, as measured by the SBA exceed 60%.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Supportive Learning Environment	
Data and Rationale Supporting Focus Area	On the fall Smarter Balanced Assessment (SBA) – Math 47% of students at Kamiakin tested at standard or better. We recognize that this data immediately followed our COVID-19 safety measures, which included the implantation of on-line learning. Prior to this school year Kamiakin students have not had access to a specific intervention period to help them when they had an academic need. We believe that the reintroduction of in-person instruction and the creation of a regularly occurring intervention period have the potential to lift a significant number of students to Proficiency on the SBA.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implementation of Flexisched.	Total count of formal intervention cycles documented in Flexisched.
	Implementation of an intervention period.	Total count of intervention sessions offered by mathematics teachers.
	Professional development surrounding effective pre and post assessment practices to drive focused interventions.	Total Count of Professional Development focused on assessment during LEAP for math teachers.
	Professional Development surrounding effective intervention and reteaching strategies.	Teacher survey
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	The Kamiakin administration will pull data from the Flexisched intervention system. We will disaggregate the total number of interventions offered each quarter, by math teachers. Using the same system, we will also track the total number of individual students that were invited to Math intervention sessions, and their attendance. The professional development will be tracked by using Kamiakin’s Master Calendar to indicate the total number of professional development opportunities for math teachers within Kamiakin regarding Multi-Tiered Systems of support.	

Priority #3		
Priority Area	Social and Emotional	
Focus Area	Providing Proactive interventions to help students as early as possible.	
Focus Grade Level(s)	6, 7, 8	
Desired Outcome	The total number of students reporting overwhelm to counselors will be substantially reduced. The general well-being of our student body will increase as measured by a Kamiakin developed student needs survey and Panorama data.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Supportive Learning Environment	
Data and Rationale Supporting Focus Area	<p>In the 2018-2019 school year Kamiakin had the highest suspension rate. Both by total count of suspensions (150 suspensions) and by the percentage of students being suspended (10.2% of students were suspended). Educational research indicates that suspension rarely changes student behaviors and corrode the suspended students' ability to engage in school. By meeting the needs of students, we believe that we can substantially reduce the number of students that are suspended and dramatically increase their engagement in school.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Develop a Kamiakin Middle School Student needs assessment.	Development of needs assessment prior to November 14.
	Implementation of the student needs assessment – students taking the assessment.	Proctoring the needs assessment to students prior to December 1.
	Development of whole school strategies for significant areas of need.	Sharing the data generated by the needs assessment by December 17, 2021.
	Development of small group intervention for social emotional needs.	Groups determined, students invited to the highest priority groups by January 30, 2022.
	Development of Positive Behavior Intervention and Support systems (PBIS).	Reduced suspensions and exclusions when compared to the 2018-2019 school year.
Timeline for Focus	Fall, 2021 - Spring, 2023	
Method(s) to Monitor Progress	<p>The counselors of Kamiakin Middle School will meet weekly with the Kamiakin Middle School administration. Each step of implementation will be discussed and documented in these meetings. Each semester a report regarding the progress will be submitted to Matt Livingston for his review. This report will detail the progress toward the benchmarks listed above.</p>	

	We will also track the total suspensions both by total number of suspensions and this data will be included in the report to Matt Livingston for his review.
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TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within instruction.
Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

Based on Fall Technology Integration staff survey data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- ☐ Digital Citizenship
- ☒ Integrating core instructional technologies within instruction
- ☐ Utilizing digital tools to enhance learning and ensure student access to content
- ☐ Applying Ed Tech Learning Standards across content areas

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. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2019. During that year, the participation rate was not met.

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.³ 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
	Discussions with individual community members as to Kamiakin’s areas of strength and potential growth	On-going from the start of the school year until 12-17-2021. This strategy continues.
	Discussion with the PTSA board about the school improvement efforts being implemented	On-going from the start of the school year until 12-17-2021. This strategy continues.
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Sharing the SIP with the school board	First week of January
	Sharing the board approved SIP with the larger community on our website	By January 15, 2022
	Emailing families to share a link to the SIP as of January 2021	By January 30, 2022

³ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>