

Kamiakin Middle School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Kamiakin Middle School is located in the Kingsgate neighborhood at the most northwest corner of Kirkland, bordering Woodinville. Our elementary feeders include John Muir, Robert Frost, and Helen Keller. Kamiakin was built in 1975 as an “open concept” school, which meant that there were few walls between classrooms and other open areas, such as the library, etc. With educational change, walls have been erected between classrooms, the library, and other common spaces. We have gained seven portables to address the need for classrooms. The Kamiakin student population was as high as 800 in 2000; however, has declined to a steady population between 575 and 625 over the past ten years. Throughout the years, Kamiakin has been home to a middle school Quest program, Transition program, Intervention Center program, high school transition program, and pre-school program for several years. We are a welcoming community, and a proud diverse community.

Mission Statement: At Kamiakin, we are kind, we are accepting, we make progress, and we are safe!

Demographics:¹

	2016-17	2017-18	2018-19	
Student Enrollment (count)	573	586	593	
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.0	0.2
	Asian	20.6	20.7	22.1
	Black/African American	2.1	2.1	2.0
	Hispanic/Latino of any race(s)	20.4	19.3	20.2
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.2
	Two or more races	8.2	10.9	11.6
	White	48.5	47.1	43.7
Students Eligible for Free/Reduced Price Meals (%)	31.7	31.8	35.6	
Students Receiving Special Education Services (%)	13.4	13.8	15.0	
English Language Learners (%)	11.4	11.1	10.6	
Students with a First Language Other Than English (%)	34.4	33.5	34.3	
Mobility Rate (%) ²	7.5	7.3	11.3	

¹Enrollment and racial diversity based on annual October 1 headcount. Other demographic measures based on May headcount.

² Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

**ACADEMIC PERFORMANCE DATA:
LITERACY**

**ACADEMIC PERFORMANCE DATA:
MATH**

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6 th Grade	63	68	69
7 th Grade	65	62	75
8 th Grade	66	65	58

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6 th Grade	53	63	62
7 th Grade	51	45	64
8 th Grade	55	51	43

ELA: By Group/Program, Smarter Balanced Assessment³

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	71	75	81
Black/African American	64	20	39
Hispanic/Latino	41	41	47
Two or more races	78	77	75
White	69	69	69
English Learner	11	7	8
Low Income	40	42	48
Special Education	22	18	20

MATH: By Group/Program, Smarter Balanced Assessment³

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	58	65	76
Black/African American	27	-	23
Hispanic/Latino	23	21	30
Two or more races	67	68	70
White	61	59	58
English Learner	14	<5	<5
Low Income	28	26	31
Special Education	17	19	22

**ACADEMIC PERFORMANCE DATA:
SCIENCE**

SCIENCE: By Grade Level, WCAS⁴

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8 th Grade	n/a	56	48

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	63	55
Black/African American	n/a	-	-
Hispanic/Latino	n/a	29	14
Two or more races	n/a	67	79
White	n/a	61	53
English Learner	n/a	<5	<5
Low Income	n/a	27	27
Special Education	n/a	36	20

↘ = Cohort Track

³ Grades 6-8 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons. “American Indian/Alaskan Native” and “Native Hawaiian/Other Pacific Islander” not included in report due to fewer than 10 students in all categories.

⁴ WCAS = Washington Comprehensive Assessment of Science. Given only to 8th grade at the middle school level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
6 th Grade	90	86	91
7 th Grade	84	83	81
8 th Grade	87	86	80

ATTENDANCE: By Group/Program⁵

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	96	91	91
Black/African American	77	-	69
Hispanic/Latino	80	80	76
Two or more races	83	82	83
White	88	86	86
English Learner	85	78	75
Low Income	81	78	79
Special Education	78	75	72

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁶

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	68	72	-	44	81	74	9	46	23
Math Proficiency Rate (%)	54	59	-	21	71	63	10	29	18
ELA Median Student Growth Percentile ⁷	51	56.5	43.5	47	52	50	47	46	39
Math Median Student Growth Percentile	53	58.5	37	46.5	52	51	41	45.5	47
EL Progress Rate (%)	62	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	90	97	-	84	86	91	89	85	83

⁵ Grades 6-8 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁶ Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as “-” and not displayed due to privacy reasons.

⁷ Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

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	Mathematics	
Focus Area	Enhancing Math proficiency as reflected in the SBA	
Focus Grade Level(s)	Grade 7 and 8	
Desired Outcome	Math SBA proficiency scores will be increased for English Language Learners from less than 5% to more than 10% proficiency.	
Alignment with District Strategic Initiatives	Culturally Responsive Teaching	
Data and Rationale Supporting Focus Area	Less than 5% of Kamiakin English Language Learners achieved proficiency on the SBA in Mathematics in comparison to above 40% proficiency for all other subgroups.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement school-wide writing protocol in every class to improve ability to provide written claims for responses on the SBA and other assessments.	100% of teachers will use the protocol at least two times (Winter, Spring) in each subject area; all classrooms will have a visual representation of the protocol.
	Implement SIOP Strategies school wide.	100% of teachers will choose eight SIOP strategies to embed into instruction throughout the school year.
	Math teachers will use the writing protocol on SBA practice problems and performance task practice problems.	Students will have at least three opportunities to use the writing protocol on released SBA questions, and at least two opportunities on performance tasks.
	School-wide equity team will identify culturally responsive strategies to address the achievement gap.	Equity team, that includes parents, will meet no less than once per month to identify culturally responsive strategies, initiatives, and education to enhance achievement for students in the classroom.
	Increase translation services and materials to enhance communication to families of English Language Learners.	Documenting use of language line with families.
	Develop individual student growth plans for each ELL student.	By Winter Break 2019.
Timeline for Focus	Fall, 2019 - Spring, 2020	

Method(s) to Monitor Progress	<p>Certificated staff will reflect the use of SIOP strategies within student achievement goals and progress monitoring through either a progress log, or by documenting in their required Professional Growth and Evaluation Logs. Staff will choose eight selected SIOP Strategies and will log the use of strategies and discuss during professional development LEAP time. Certificated educators will receive SIOP related professional development no less than three times during the 2019-20 school year. Equity team will use culturally responsive teaching survey data to identify and analyze areas of growth. School-wide writing protocol will be implemented by Building Leadership Team and Department leaders and monitored at no less than two points of time in the school year.</p>
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Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	Enhancing ELA proficiency as reflected in the SBA	
Focus Grade Level(s)	Grade 6, 7, and 8	
Desired Outcome	6 th , 7 th , and 8 th grade SBA scores will increase by at least three percentage points from the previous year, by cohort.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	SBA Data demonstrates a significant increase of proficiency in the 7 th grade cohort in 2018-19. The primary strategy change reflected by the 7 th grade instructional team from the previous year indicated the use of a department-wide writing protocol. The consistent use of the protocol may be a factor in the proficiency increase. By implementing this strategy school-wide, we hope to see an overall increase in writing proficiency.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement school-wide writing protocol in every class.	100% of teachers will use the protocol at least two times (Winter, Spring) in each subject area; all classrooms will have a visual representation of the protocol.
	Implement SIOP Strategies school-wide.	100% of teachers will choose eight SIOP strategies to embed into instruction throughout the school year.
	ELA teachers will explicitly teach a standard writing protocol to use across each grade level.	Writing protocol will be taught during first and second quarter and will include the “TEPAC” model: Topic, Evidence, Paraphrase, Analysis, Conclusion; and, will also include the “ACE” model: Answer, Cite, Explain.
	Use SRI Lexile assessments and scores as an indicator of progress.	SRI Lexile assessment scores collected across 6 th , 7 th , and 8 th grade at least three points of the school year.
	8 th grade ELA Team will monitor and assess CCSS 8.1, citing text evidence.	Team incorporates student growth assessments into professional growth and evaluation and response to intervention.
	Classroom based proficiency scores will be increased by a least a half standard level for every student as measured by classroom assessments.	All ELA student growth teams will monitor.
	Timeline for Focus	Fall, 2019 - Spring, 2020

Method(s) to Monitor Progress	<p>Certificated staff will reflect the use of SIOP strategies within student achievement goals and progress monitoring through either a progress log, or by documenting in their required Professional Growth and Evaluation Logs. Staff will choose eight selected SIOP Strategies and will log the use of strategies and discuss during professional development LEAP time. Certificated educators will receive SIOP related professional development no less than three times during the 2019-20 school year. School-wide writing protocol will be implemented by the Building Leadership Team and Department leaders and monitored at no less than two points of time in the school year.</p>
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Priority #3

Priority Area	Social and Emotional	
Focus Area	Student behavior, well-being, and connection to school	
Focus Grade Level(s)	Grade 6, 7, 8	
Desired Outcome	When surveyed, 100% of students will state that they have a trusted adult and peer in a time of need at Kamiakin Middle School.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	<p>According to the Fall quarter student perception survey, only 80% of students have a trusted adult they can go to when they have a problem (513 students surveyed). Only 72% of students are “Somewhat Likely to Extremely Likely” to report a harmful or unsafe behavior to an adult. Focusing on student relationships and ensuring “100% of students have a trusted adult they can go to in a time of need” creates a safer school environment for students. This is entirely student centered. Supports the Wellness indicator from the LWSD Strategic Plan, which states, “...students and families reporting they feel a sense of safety and belonging at school.” Further, by increasing the number of students who feel they have a trusted adult, we hope to reduce the number of students expressing suicidal ideation or harm to self while also enhancing student’s connection and sense of belonging to school, which has a direct impact on student achievement.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implementation of PBIS System and Strategies to increase safety at school.	PBIS team meets one to four times per month to collect and measure data as related to MTSS-B initiatives.
	Student survey data collected to assess needs.	Once per quarter.
	Creation of “belonging groups” for students.	Student survey, once per semester.
	Every 7 th grader will have the option to participate in the SBIRT screener (mental health screener).	Results from the mental health screener.
	Every 6 th grader will meet with their school counselor by the end of first semester. Counselors will collect data individually.	Data taken by counselors.
	At the end of each semester, give a school wide structured event that is nonacademic for the purposes of all students feeling that school is a fun and including place to be.	Student survey, once per semester.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	PBIS Minor referral system using Microsoft Forms measures and identifies safety needs on a daily basis, SBIRT screener tool, student survey data collection, counseling department data measured using Microsoft Forms.

Priority #4		
Priority Area	High Levels of Family and Community Involvement	
Focus Area	Nine characteristics Survey	
Focus Grade Level(s)	Grade 6,7, and 8	
Desired Outcome	Increase number of families attending school events and activities.	
Alignment with District Strategic Initiatives	Culturally Responsive Family Engagement	
Data and Rationale Supporting Focus Area	According to the Nine Characteristics Survey data from 2018-19, the most concerning area of growth was identified as “Many Parents are Involved as Volunteers in the School,” which showed only a 29% agreement rate. In addition, staff data and feedback identified a need to improve family engagement.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Collected baseline data from the 2018-19 school year.	Collect data for family and parent attendance using consistent data systems.
	Implement “Paint and Punch” family night and “STEM” night to draw in more families.	Measure amount of attendance as related to population.
	Increase parent involvement in staff and school initiative committees: Equity team, PBIS Team, Safety Committee.	Increase number of families participating from previous year from one to more than eight.
	Implement and enhance number of AVID tutors on campus.	AVID tutors attend campus courses two times per week.
	Increase translation services.	Translate welcome letter, open house invitations, and principal bulletins.
	Family Nourish Breakfasts for athletics.	Families will be asked to attend and donate.
	Enhance Kamiakin’s presence on social media or by using text alerts.	Update Kamiakin Facebook page regularly.
	Educate families on volunteer opportunities at the “Breakfast of Champions” family engagement event.	100% of staff will nominate at least one student and invite their family to attend the event; event occurs quarterly.
Timeline for Focus	Fall, 2019 - Spring, 2020	

Method(s) to Monitor Progress	Measure baseline data and collect fidelity data; Survey parents to gauge barriers for volunteering and attending events.
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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 teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
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) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

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

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

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 2018. During that year, the participation rate was met for ELA and not met for mathematics.

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.⁸ 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
	Staff small groups submitted feedback for SIP goals areas.	September 2019
	Kamiakin Building Leadership Team reviewed small group feedback.	Early October 2019
	Kamiakin staff reviewed a draft of the SIP and provided feedback and changes.	Mid-October
	Parent and community members invited to review and discuss the SIP with building administrators at a PTA meeting.	Mid-November
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Notification to families that the SIP is available to view.	November 2019
	SIP posted on school website.	December 2019
	SIP reviewed with families during open house event for 5 th graders.	February 2020

⁸ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>