



Continuous Improvement Process Plan 2018-2019

Kamiakin Middle School

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Kirkland, WA 98034

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

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I. Description of School

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, Helen Keller, and Thoreau. Kamiakin was built in 1975 as an “open concept” school, which meant that there were few walls between classrooms and other open areas like 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 but has declined to a steady population between 575 and 625 over the past 10 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. 31.8% of our student population is identified as low income. Our racial makeup is 47% White, 21% Asian, 19% Hispanic and 2% Black. We also have 11% of our student community that identifies as two or more races. English is still our majority language spoken at 66% with Spanish being 12%. 13.8% of our student body is helped by our Special Education program and services.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8 th graders meeting or exceeding state standards in Math	71.5%	74.4%	95%
	% of 8 th graders meeting or exceeding state standards in Science	83.4%	78.4%	95%

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to determine School 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 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.

III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy.	62.7%	67.3%	63.1%	68.1%			
	% of 6 th graders meeting or exceeding state standards in Math	42.9%	52.2%	53.2%	63.1%			
7th Graders on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	69.2%	67.9%	64.7%	61.9%			
	% of 7 th graders meeting or exceeding state standards in Math	53.8%	54.3%	51.4%	45.2%			
8th Graders on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	66.4%	70.2%	66.1%	64.6%			
	% of 8 th graders meeting or exceeding state standards in Math	55.8%	46.2%	54.7%	50.5%			
	% of 8 th graders meeting or exceeding state standards in Science	61.1%	72.7%	67.8%	55.9%			

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to evaluate Outcomes and develop Narrative Reflection: Administrators provided the 2017 - 2018 data during a LEAP Wednesday in September. District administrators have provided tools, including OneNote and Power BI that we are learning as a staff. These new tools also allow us to better examine the individual student and our specific classes. Curricular departments have had the opportunity to look at the data by grade level and individual student data for the last month. They processed their individual student growth goals, department goals and CIP goals during LEAP Wednesdays, PGE time and department time.

2017-2018 Goal <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy: 6-8 ELA Goal: Student proficiency scores on the 6-8 grades English Language Arts Smarter Balanced Assessment will improve from 65% to 70% by June 2018.	Outcome: Actual student proficiency scores on the 6-8 grades English Language Arts Smarter Balanced Assessment is 64.8%.
<p>Narrative Reflection: 6th Grade LA Goals Process: Student SBA Data Accessed via Power BI; 6th grade students experienced a 5% increase in achievement from 63% to 68%; this is a small enough margin that it might be due to the characteristics of an individual class. Our goal is to have 72% of students meeting or exceeding standard. For writing specifically, 79% of students were from at/near to exceeding standard. Since this still includes level two students, we believe that a focus on writing is valuable; writing is a critical skill. Our goal is to have at least 84% of students in this category for writing.</p> <p>6th grade LA Team: Our focus this year for 6th grade LA is improvement of writing stamina and the introduction and practice of using cited text evidence. This is in accordance with CCSS W6.4 and W6.1 To do this, we plan to: incorporate writing practice across a variety of tasks and prompts. We will use ACE to address incorporating text-evidence. We will conduct conferences with individual students to facilitate growth and assist with formative assessment. An additional critical component is the inclusion of student interest and choice in topics of formal writing in order to remove potential barriers to engagement. To ensure students are challenged, assignments will include appropriate scaffolded options for those students significantly below standard and those who have already met or exceeded the standard. To do this, we will partner with ELL and SPED, and will also work with the district level ELA Advanced CCSS cohort at the district. To support our work with writing, we are also using data from the SRI Lexile test to help support our work with writing by ensuring students are able to access the materials they are using as resources for text evidence. To monitor student progress, we will conduct formative assessments (conferences, classwork, daily writing) and summative writing assessments at the end of each unit; each unit will include specific practice around our focus standards. Students will re-take the Lexile exam four times over the course of the school year.</p>	

7th/8th grade Goals:

Student SBA data accessed from Power BI: 61.9% of the 7th grade students met/exceeded standard in 2017-18 school year. Our goal is to have 65% of students meeting or exceeding standard. 64.6% of the 8th grade students met/exceeded standard in 2018-19. Our goal is to have 68% of students meeting or exceeding stand in 2018-19.

7th and 8th grade team grade will focus on the following CCSS standards. CCSS W7.4 and W8.4: Produce clear and coherent writing in the development, organization, and style which are appropriate to task, purpose, and audience. CCSS W7.10 and W8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for range of discipline specific tasks, purposes, and audiences. CCSS R7.1 and R8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. In addition, the 8th grade will also focus on CCSS L8.3 8.3 delineate a speaker's argument and specific claims, evaluating the soundness of the reasons and relevance and efficiency of the evidence and identifying when irrelevant evidence is introduced.

The 7th/8th grade team focus will be writing and listening skills. 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 informational text, literary text and pod-casts. We will use formative and summative assessments to monitor our students' progress throughout the year. We will continue to partner with the Special Education and English Language Learning departments to successfully scaffold and support the diverse needs of our students.

Math: 6-8 Math Goal: Student proficiency scores on the 6-8 grades Math Smarter Balanced Assessment will improve from 53% to 56% by June 2018.

Outcome: Actual student proficiency scores on the 6-8 grades Math Smarter Balanced Assessment is 52.9%

Narrative Reflection: The 2017-18 school year was our second year of using the new Glencoe Math Course 1 curriculum, and the first year of using a revised sequence of the textbook content. The new sequence was really successful in building confidence in students at the beginning of the year as we developed growth mindset and productive routines in the classroom. The 6th grade math team also had more consistent ALEKS.com expectations for students throughout the year and allowed students to set their growth goals for their own ALEKS progress. In addition, the sixth grade math team implemented discourse and task makeover strategies from the district math cohort series to increase student confidence and student math talk in the classroom. These strategies allowed for equitable access to math content by giving all students access to the math concepts without focusing on speed and numeracy. The 6th grade math team continues to collaborate frequently to discuss teaching strategies help support all students.

Our focus was finding and sharing multiple ways to share a problem; we had hoped this would increase student's ability to communicate their reasoning. There was also the

realization from our side that we need to refine how we teach these skills: at the time there was more focus on modeling rather than communicating in some areas. We dealt with a lot of behavior and apathetic attitudes, which limits the positive mathematical communication between students. Historically this group of students was a lower performing group, most likely contributing to the behaviors and attitudes. The information from this group did significantly impact our push for co-taught classes the following year as a way to increase the collaborative learning and small group work that this group of students needed. We see that the 6th grade scores increased significantly, and we also know that this is the first group of students that have had the Common Core State Standards taught their entire school careers and this shows the value of the CCSS.

Science: 8 Science Goal: 8th grade students will improve proficiency on the WCAS Assessment from 68% meeting standard, to 72% meeting standard by June 2018.

Outcome: Actual 8th grade student proficiency on the WCAS Assessment is 55.9%

Narrative Reflection: We saw a major dip in the 8th grade science scores (a bit more than 10%). However, this was the 1st year on the NGSS test, which is a completely different format and focus from the MSP. We as teachers had access to very few practice problems prior to the test, so it was difficult to prep students for what they might see. This year, we hope to see positive growth, and we believe that our focus on Ambitious Science Teaching (AST) will help with that. Both AST and the NGSS test focus on modeling and explaining phenomenon using science knowledge and data.

We feel that we did well last year selecting context-rich phenomena to focus our units around. We also began implementing modeling, which improved over the course of the year. It was difficult to have high quality models because we needed more training, and that wasn't available until January.

This year, we are working on improving our modeling in class. Our goal is to improve the way we teach kids how to model, and to improve the quality of student models so that students learn to construct complex explanations using words, pictures, and evidence.

Achievement Gap Goal: Reduce the gap percentage of "at standard" on the Smarter Balanced Assessment for the class of 2022 between White students and Hispanic students from 36.1 percent gap for the ELA SBA to less than 30 percent; and from 41.5 percent gap for the math SBA to less than 35 percent.

Outcome: Goal was met. In 2017-18 the achievement gap was reduced at Kamiakin Middle School on both the ELA and Math portions of the Smarter-Balanced Assessment. The achievement gap within ELA was reduced to a 22.2 percent achievement Gap, and reduced to a 34 percent achievement gap in math.

Narrative Reflection: Although we are making progress in reducing the gap, the at-standard gap between students based on race is significant. It is clear that this must remain a key area of focus at Kamiakin. Interventions that may have contributed to the

<p>reduction of the gap include increased focus on equity and diversity dialogue within professional development, frequent monitoring of data, improved support within our ELL department to support Hispanic students who are also language learners, and cultural programming at Kamiakin specifically dedicated to enhancing engagement for Hispanic students.</p>	
<p>College and Career Readiness Goal: Reduce “Any F in a core course” for the class of 2022 from 6.45% in 2016-17 to less than 5% in 2017-18.</p>	<p>Outcome: Data revealed no significant change of reduction or increase.</p>
<p>Narrative Reflection: Interventions used to reduce F grades included the adoption of an after-school tutoring program, enhanced student intervention system, and focused dialogue conferences with families. However, given no significant change in the data, it is clear that we must explore further intervention to reduce failing grades at Kamiakin.</p>	
<p>School Effectiveness Goal: Improve “Staff routinely work together to plan what will be taught” from 75% agree mostly/completely in 2016-17 to at least 80% in 2017-18. “Teachers provide feedback to each other to help improve instructional practices” from 70% agree mostly/completely in 2016-17 to at least 75% in 2017-18.</p>	<p>Outcome: “Staff routinely work together to plan what will be taught” was down to 42% in 2017-2018. “Teachers provide feedback to each other to help improve instructional practices” was down to 47% in 2017-2018</p>
<p>Narrative Reflection: The Kamiakin staff and administration have been working together to examine the building culture, started during the spring of 2018. Working with our LWEA representatives, the teaching staff provided feedback in critical areas for the administration to examine. Administration met with the teachers in an open meeting and then followed up with smaller optional group meetings to hear feedback, proposals and ideas from staff. The issue of working together and having the necessary time to collaborate is an issue that we have looked at closely and believe reflected the outcome from our 9 Characteristics survey. We will be changing our staff meetings and LEAP time together to provide the opportunity for collaboration, which began during the August LEAP week.</p>	
<p>Attendance Goal: Reduce 4+ unexcused absences for the class of 2022 from 10.17% in 2016-17 to less than 7% in 2017-18.</p>	<p>Outcome: 3.78 percent of total students were moderate to severely chronically absent (4+ unexcused absences) in 2017-18.</p>
<p>Narrative Reflection: Narrative Reflection: Through the enhancement of attendance practices including attendance contracts and family dialogue, frequent monitoring of attendance data, and the inclusion of truancy interventions, we were able to meet and</p>	

exceed this goal. We lowered our 4+ unexcused absence rate significantly from the previous year.

Discipline Goal: Reduce serious discipline risk score for the class of 2022 from 5.71% in 2016-17 to 4% or below in 2017-18.

Outcome:
**LWSD no longer uses a serious discipline risk score within its data platforms*

Narrative Reflection: Approximately 6 percent of students in the class of 2022 received exclusionary discipline in 2016-17. In 2017-18 this number increased to approximately 12 percent for the class of 2022. Although the risk score data is unavailable, it is clear that discipline occurrences increased rather than decreased. Upon reflection, it is important to note the addition of an intervention center at Kamiakin Middle School in 2017-18, which may account for the rise in discipline data. Further, in exploring the data further, it is important to note that three non-intervention center students with whom were not present at Kamiakin in the 2016-17 school year accounted for over 10 occurrences of exclusionary discipline. It is clear that exclusionary discipline must be a main focus of concern at Kamiakin in our efforts to reduce it. In the past two years, we have increased our use of in-school suspension and will continue to advocate for resources to enhance this practice. In addition, Kamiakin is committed to adopting innovative PBIS systems and has created a ten-person PBIS team to explore the causation of exclusionary discipline in order to reduce it.

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:

- Communication regarding the CIP and our goals in the Kamiakin Principal's bulletin (weekly communication)
- Presentation to PTA regarding the CIP and school process toward looking at our student data
- Principal's monthly tea

Reflection on Outcome: Sharing our CIP plan and goals has been accomplished mainly through our PTA and at Principal's teas which are held monthly. Feedback has been valuable and mostly around the types of curriculum and student behaviors that we have reported.

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V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

	SMART Goals
Literacy: 6-8 ELA	Student proficiency scores on the 6-8 grades English Language Arts Smarter Balanced Assessment will improve from 64.8% to 70% by June 2019.
Math: 6-8 Math	Student proficiency scores on the 6-8 grades Math Smarter Balanced Assessment will improve from 53.9% to 58% by June 2019.
Science: 8 Science	8th grade students will improve proficiency on the WCAS Assessment from 55.9% meeting standard, to 65% meeting standard by June 2019.
Achievement Gap	Reduce the achievement gap by more than 7 percent on the ELA SBA in all grade levels for African-American/Black students in 2018-19.
College and Career Readiness	100 percent of 8 th grade students will receive education regarding College Bound Registration. 100 percent of 8th grade parents/families will receive notification regarding access to College Bound Scholarship.
School Effectiveness:	Staff routinely work together to plan what will be taught. To go from 42% agree mostly/completely to over 60% The staff works in teams across grade levels to help increase student learning. To go from 42% agree mostly/completely to over 60%
Attendance:	Reduce percentage of students who are chronically absent from 14.7 percent in 2017-18 to less than 11 percent in 2018-19.
Discipline:	Reduce students with exclusionary discipline events from 10.19 percent in 2017-18 to less than 7 percent in 2018-19.

2018-2019 SMART Goals, Strategies and Resources

2018-2019 SMART Goals, Strategies and Resources
<p>Literacy: PGE 6 ELA SMART Goal: On the 2019 SBA, 84% of 6th grade students will be approaching, at, or above standard on the writing portion of the SBA.</p>
<p>Process used to determine goal: Student SBA Data from 2016-17 and 2017-18 Accessed via Power BI.</p>
<p>Responsible individual or team: 6th grade LA/SS team.</p>

Strategy/ies that will be implemented to support goal:

To do this, we plan to: incorporate writing practice across a variety of tasks and prompts. We will use ACE to address incorporating text-evidence. We will conduct conferences with individual students to facilitate growth and assist with formative assessment. An additional critical component is the inclusion of student interest and choice in topics of formal writing in order to remove potential barriers to engagement. To ensure students are challenged, assignments will include appropriate scaffolded options for those students significantly below standard and those who have already met or exceeded the standard.

How challenge and rigor will be ensured for all students:

To ensure students are challenged, assignments will include appropriate scaffolded options for those students significantly below standard and those who have already met or exceeded the standard.

How necessary interventions will be determined:

To do this, we will partner with ELL and SPED, and will also work with the district level ELA Advanced CCSS cohort at the district. To support our work with writing, we are also using data from the SRI Lexile test to help support our work with writing by ensuring students are able to access the materials they are using as resources for text evidence.

Any professional learning needed:

ELA Advanced Cohort.

Any resources needed and plans to obtain them:

Nothing above what we already using.

Timelines and Progress Monitoring Plans:

To monitor student progress, we will conduct formative assessments (conferences, classwork, daily writing) and summative writing assessments at the end of each unit; each unit will include specific practice around our focus standards. Students will re-take the Lexile exam four times over the course of the school year.

Literacy: PGE 7 ELA SMART Goal:

To increase students reaching standard on the SBA from 68.1% to 72%.

Process used to determine goal:

For the last several years, the 7th grade team has focused on using text evidence to support claims and inform (CCSS 7.1a). We have observed a consistent downward trend in 7th grade ELA SBA scores.

Responsible individual or team:

7th ELA PGE Team – V. Reinert, G. Herrick, K. Enslein, E. Fleshman.

Strategy/ies that will be implemented to support goal:

As a group we started with SBA 2018 scores as our baseline data. We will give an early-year and mid-year article from Common Lit that asks students to cite text evidence in

their answer. At the end of the year, we will re-issue the first Common Lit assessment to determine student growth.

For Quest students, their SBA scores do not accurately reflect their ability to cite text evidence. Therefore, teachers will use the Beginning of the Year Reading Log scores.

How challenge and rigor will be ensured for all students:

Those students who need additional challenge will be encouraged to begin demonstrating mastery based on the 8th grade standards.

How necessary interventions will be determined:

Those students far below standard will be challenged to demonstrate growth towards standard. We will determine this based on previous SBA data, knowledge of students, IEP data, ELL status, in class work, and formative in-class assessments.

Any professional learning needed:

None at this time.

Any resources needed and plans to obtain them:

Common Lit assignments & quizzes; SBA data (accessed through PowerBI and Skyward).

Timelines and Progress Monitoring Plans:

Sept 2018 – May 2019; Progress Monitoring to occur in January 2019 and March/April 2019.

Literacy: PGE 8 ELA SMART Goal:

Focusing on CS 8.3, we expect that we will be able to move all of our students up by at least half of a level. Students presently listed at a Level 3 are expected to remain at or above standard.

Process used to determine goal:

This standard was chosen by our team based on 2017-2018 SBA scores that indicated this was an area of need as they come into 8th grade.

Responsible individual or team:

Peter Verdoes, Marcy Martin, Drew Budge.

Strategy/ies that will be implemented to support goal:

Assessments and lessons based on textual evidence gathered from Podcasts and TED talks.

How challenge and rigor will be ensured for all students:

All assessments will include levels 2, 3 and 4 questions. Students will access the pod casts and Ted Talks from their computers so each student is able to stop and start the pod casts in order to work at their individual pace. This will give students more practice that is similar to the SBA.

How necessary interventions will be determined:

Our team will conduct grade level meetings and continued collaboration focused on ongoing data collection and analysis of SBA scores directed our decision to focus on 8th grade ELA for our formal student goal process on listening skills.

Any professional learning needed:
Not at this time.

Any resources needed and plans to obtain them:
None at this time.

Timelines and Progress Monitoring Plans:
October 2018-May 2019.

Math: PGE 6 Math SMART Goal:
On the 2019 SBA, 6th Grade students will improve proficiency in the Math SBA Summative Assessment from 63% to 68% by June 2019.

Process used to determine goal:
Initial ALEKS data from beginning of 18-19 school year. SBA Scores from 5th grade to find. Safety Net data from elementary school.

Responsible individual or team:
6th Grade Math team – Peggy Solum, Kris Dougherty, Sara Partlow.

Strategy/ies that will be implemented to support goal:
Anchor charts, Focus on story problems and problem strategies. Monthly growth mindset activities work to make math more accessible to all students. ALEKS program for self paced students.

How challenge and rigor will be ensured for all students:
Challenge problems provided frequently in class and for homework.
ALEKS program allows students to move ahead of curriculum and set their own learning path.

How necessary interventions will be determined:
ALEKS data, daily classwork and homework, quizzes and summative assessments are all used to determine if intervention is needed.

Any professional learning needed:
Equity in Mathematics Symposium.

Any resources needed and plans to obtain them:
Glencoe Curriculum, ALEKS program, Engage NY Curriculum.

Timelines and Progress Monitoring Plans:

Common assessments are given for every mid-chapter quiz and chapter test. These assessments are used to monitor proficiency of each standard and help us determine what topics need to be revisited.

Math: PGE 7-8 Math SMART Goal:

Our goal is for 100% of our students to improve their abilities to communicate their mathematical reasoning, the 3rd Claim on the SBA.

Process used to determine goal:

We reviewed student achievement levels using SBA data, as well as gathered anecdotal data/evidence from our classrooms about what areas had significant room for growth possibilities.

Responsible individual or team:

Julie Bergevin, Jennifer Hahn, Kelsey Pollett.

Strategy/ies that will be implemented to support goal:

Our strategy to improve these skills is to provide targeted instruction on ways for students to justify mathematical thinking.

How challenge and rigor will be ensured for all students:

Our problems are considered “low-floor, high ceiling” so all students should be able to answer some part of the question. We will intentionally select problems that have multiple representations possible for students who quickly thinking of one representation, questions that are cross-content and allow for students to make deeper connections between concepts.

How necessary interventions will be determined:

Based on initial results, we are prepared to include diagrams, pictures, word banks, and vocabulary for students that need additional support.

Any professional learning needed:

None needed at this time.

Any resources needed and plans to obtain them:

We need access to team planning time and plan to use PGE LEAP days for this purpose.

Timelines and Progress Monitoring Plans:

We will collect 3 data points from students throughout the school year; one initial data point, one from during our instruction process, and one data point near the end of the year after our targeted instruction has taken place. We will monitor students in class during the instruction process to see if adjustments are necessary.

Science: 8 Science SMART Goal:

Quality goal: All students will improve the quality of their models from having 2 or fewer effectively used elements to 3 or more effectively used elements.

Process used to determine goal:

Entire science department is focusing on modeling (NGSS SEP #2, developing and using models).

Responsible individual or team:

Underbrink, Knowels, Strong.

Strategy/ies that will be implemented to support goal:

1 week unit to explicitly teach about models, and what makes a good model.

Additionally, students will create and revise models every unit during the year.

How challenge and rigor will be ensured for all students:

Unit tests given as model based assessments in which students must combine multiple concepts in a unique way to create a model showing their understanding.

How necessary interventions will be determined:

Students will evaluate the quality of their models each unit and monitor their progress

Any professional learning needed:

Prior work on Ambitious Science Teaching is supporting this goal.

Any resources needed and plans to obtain them:

Rubric to assess quality of student models, created by Kinsey and Roz with help from their professional learning coach.

Timelines and Progress

Monitoring Plans: full year, monitoring each unit (4-7 weeks).

PGE 6-8 CTE SMART Goal:

Reduce lab injuries and unsafe behavior incidents by 20% compared to last year.

Process used to determine goal:

Team discussion.

Responsible individual or team:

CTE teachers in FHMS, RMS, KiMS, RHMS.

Strategy/ies that will be implemented to support goal:

Uniform safety contract/expectations and quiz.

How challenge and rigor will be ensured for all students:

Consistent 21st century skill standards and expectations applied to all students.

How necessary interventions will be determined:

Language interventions for ELL students will be applied.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
N/A.

Timelines and Progress Monitoring Plans:
Oct 2018 – May 2019.

PGE 6-8 Physical Education SMART Goal:
84% of students will show improvement from start of semester to end of semester.

Process used to determine goal:
Team collaboration to determine our goal of 84% improvement during Fitness Wednesdays.

Responsible individual or team:
Department.

Strategy/ies that will be implemented to support goal:

- Varied fitness activities
- Use of Heart Rate Monitors

How challenge and rigor will be ensured for all students:

- 9 Minute Club challenge
- Class/grade/gender challenges
- Student analyzing previous run date

How necessary interventions will be determined:

- Lack of effort and intrinsic motivation

Any professional learning needed:

- Conferences

Any resources needed and plans to obtain them:

- Time

Timelines and Progress Monitoring Plans:

- Weekly

PGE 6-8 Visual Arts SMART Goal: Our students are interested in learning to draw realistically. Therefore, our goal is to improve drawing skills. We chose anchor standard 2 because drawing is the foundation for creating in all mediums. We chose to focus on anchor standard 9 to facilitate growth in giving valuable feedback with relevant vocabulary (proportion, space, value).

Process used to determine goal:
Pretest and summative project scores.

Responsible individual or team:
Middle School Art Team.

Strategy/ies that will be implemented to support goal:
Reteaching, one-on-one demos, visual, auditory, and written demonstrations.

How challenge and rigor will be ensured for all students:
Continued verbal informal feedback throughout unit. Peer-critiques. Students have options to reach level 4 through development within their work.

How necessary interventions will be determined:
On a student by student basis as formative practices and summative work ensues.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
Team collaboration to build rubric and share ideas for project/summative assessments.

Timelines and Progress Monitoring Plans:
We are working with either semester or quarter classes. Assessment will take place with our drawing unit as it arises within our curriculum. Monitoring will be conducted as students progress through the unit with their drawing practices and projects.

PGE 6-8 Counseling SMART Goal:

Process used to determine goal:
As a counseling team we are focusing on data collection as our PGE goal.

Responsible individual or team:
Melissa Pierson and Liz Biell.

Strategy/ies that will be implemented to support goal:
We will be using Microsoft forms and Power BI to implement our goal.

How challenge and rigor will be ensured for all students:
Our data collection will inform our practice and program for working with students.

How necessary interventions will be determined:
Data will be reviewed quarterly, and student interventions will be determined based off this data.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:
N/A.

Timelines and Progress Monitoring Plans:
Quarterly.

Achievement Gap SMART Goal:
Reduce the achievement gap by more than 7 percent on the ELA SBA in all grade levels for African-American/Black students in 2018-19.

Process used to determine goal:
Currently the average achievement gap between white students and students who are identified as African-American is 49 percent. While White students have a 69 percent average at-standard score, only 20 percent of Black/African-American students have demonstrated proficiency. This gap is significant and remains in place regardless of socio-economic status (free and reduced) status. Although it is slightly less of a gap for Black/African-American students who are non-special education and non-ELL students, Black/African-American students have the largest achievement gap within the SBA English Language Arts Assessment scores at Kamiakin Middle School.

Responsible individual or team:
School-Wide Progress Monitoring, ELA department.

Strategy/ies that will be implemented to support goal:
We plan to reduce the gap by identifying our subgroup of students by name and embedding each student into teacher and department sub-goal groups for monitoring throughout the school year. In addition, with the addition of our equity team at Kamiakin, we have a building-wide focus on equity practices in the classroom including culturally responsive teaching practices. Further, many teachers and administrators are receiving equity training to specifically enhance instructional strategies and curriculum to meet the needs of all students, and specifically our Black/African-American students. We strongly believe that all students are capable of learning and that systematic changes must be made to ensure that all students meet proficiency in literacy, writing, and reading.

How challenge and rigor will be ensured for all students:
Standards-based grading, professional development for cultural competency.

How necessary interventions will be determined:
Through progress monitoring of student's growth as individuals, we can apply interventions that are timely and appropriate.

Any professional learning needed:
Continued cultural competency training.

Any resources needed and plans to obtain them:

We are working with our building leadership team to identify resources. In addition, we are working with the district equity team to identify systematic changes and resources necessary to support our work.

Timelines and Progress Monitoring Plans:

January: Identify subgroup of students and partner individual students to teachers, align each student with engagement connection to school, disseminate subgroup to teachers

February: Create individual profiles for admin review and progress monitor.

March: Identify RTI if needed through SIT process.

April: Identify supports needed for SBA testing and continue progress monitoring.

College and Career Readiness SMART Goal:

100 percent of 8th grade students will receive education regarding College Bound Registration. 100 percent of 8th grade parents/families will receive notification regarding access to College Bound Scholarship.

Process used to determine goal:

Upon discussing the most valuable steps that middle school students and their families can do to prepare for college and career, the College Bound scholarship process was reported by alumni families as a positive motivator for encouraging goal-setting related to college and career.

Responsible individual or team:

Counseling Staff.

Strategy/ies that will be implemented to support goal:

Counseling staff will present Xello presentations to all 8th grade students, which will include information about future College Bound process. Letters will be mailed and emailed to families regarding registration details. Translation services will be used to ensure home languages are used for communication. Counseling staff will meet with individual students to educate students on registration process.

How challenge and rigor will be ensured for all students:

Students whose families are low-income status and may not have resources to contribute to future college needs will have a positive reinforcement and incentive to graduate high school with pre-implemented supports for college.

How necessary interventions will be determined:

Counseling staff will meet with administrators to discuss effectiveness throughout the education timeline.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

Access to family communication systems

Timelines and Progress Monitoring Plans:

Xello presentations will be during the month of January. Parent letters will go out in March. Registration for students will be from March through June 1st.

School Effectiveness SMART Goal:

- Staff routinely work together to plan what will be taught. To go from 42% agree mostly/completely to over 60%
- The staff works in teams across grade levels to help increase student learning. To go from 42% agree mostly/completely to over 60%

Process used to determine goal:

Administration used the 9 Characteristics Survey results from school year 2017-2018 to determine two specific goals that Kamiakin staff could work on together.

Responsible individual or team:

Kamiakin staff. Administration will follow up by giving the 9 Characteristics survey in the spring and comparing percentages from the 2017 – 2018 school year and the current school year.

Strategy/ies that will be implemented to support goal:

Kamiakin staff will be working together during Professional Learning LEAP time to engage each other and student learning. We will also use the Team Collaborative LEAP time to engage their PGE & CIP goal teams.

How challenge and rigor will be ensured for all students:

Effectively working together as a collaborative staff we will specifically address the needs of students that are not being met. Comparing teaching strategies and expectations will help all of us address the student need.

How necessary interventions will be determined:

Effectively working together as a collaborative staff we will specifically address the needs of students that are not being met. Comparing teaching strategies and expectations will help all of us address the student need.

Any professional learning needed:

Working together collaboratively as a staff.

Any resources needed and plans to obtain them:

None.

Timelines and Progress Monitoring Plans:

The work began at the end of November, beginning of December with two professional learning LEAP day times. Looking to have an informal assessment at the end of 1st semester to guide the work and continued conversation.

Attendance SMART Goal:

Reduce percentage of students who are chronically absent from 14.7 percent in 2017-18 to less than 11 percent in 2018-19.

Process used to determine goal:

When examining attendance data, it was apparent that Kamiakin's chronically absent rate was significantly higher than the rest of the district. The district average is 10 percent, while Kamiakin is around 14 percent. In addition, in examining historical data, the number of chronically absent students over the course of four years has remained stagnant, with no significant change. It is time that we reduce the number of chronically absent students.

Responsible individual or team:

Danielle Warman, Associate Principal; Sheetal Kulkarni, Attendance secretary; Marcia Chapman, JLC Truancy specialist.

Strategy/ies that will be implemented to support goal:

Weekly attendance meetings including a weekly updated excel sheet with current interventions and attendance numbers. Discussion with district leaders regarding chronic excused absences.

How challenge and rigor will be ensured for all students:

Students will be asked inquiry questions as a part of the attendance conference and contract process.

How necessary interventions will be determined:

Weekly attendance meetings provide frequent formative data to identify needed interventions.

Any professional learning needed:

Continued learning and use of new SBIRT tool.

Any resources needed and plans to obtain them:

attendance incentive plans sometimes include incentives resources for kids (McDonalds coupons, candy bars, etc.).

Timelines and Progress Monitoring Plans:

Ongoing monitoring; June 1st is summative end-point.

Discipline SMART Goal:

Reduce students with exclusionary discipline events from 10.19 percent in 2017-18 to less than 7 percent in 2018-19.

Process used to determine goal:

The administrative team examined historical and current discipline data to identify areas of needed growth. We identified that Kamiakin's percentage of students with an incident is significantly higher (consistently at least 3 percent higher) than other comprehensive

middle schools in the district. In addition, we also identified that this year, we have less students with incident, yet more repeat offenses per student. In identifying the difficulty of tracking real-time data in our current systems, we decided to focus on decreasing our percentage number of students with an incident.

Responsible individual or team:

Administrative Team in collaboration with counseling department, PBIS Team, and SIT team.

Strategy/ies that will be implemented to support goal:

We plan to take better formative data on a more regular basis to identify specific and particular issues that we can proactively address. In addition, we plan to identify alternatives to exclusionary discipline such as enhancement of programs outside of the school day and that are restorative in nature.

How challenge and rigor will be ensured for all students: We plan to include students on quarterly discipline forums to offer insight and be a part of the challenging conversations that must be explored when discussing the reasons for the heightened behavioral concerns at Kamiakin.

How necessary interventions will be determined: By analyzing data more frequently, we will bring this data to our PBIS team to create systematic changes to address behavioral barriers that prevent access to learning. This process will occur throughout the year.

Any professional learning needed: The PBIS team will take part in year-long professional development. In addition, administration is interested and needs support around restorative justice and drug aversion programs.

Any resources needed and plans to obtain them: PBIS resources are being provided by the district. Restorative alternatives to discipline is a subject that may provoke additional resources.

Timelines and Progress Monitoring Plans:

- May 1st is the summative deadline for exclusionary discipline reporting
- Every three weeks, Associate Principal Danielle Warman will review formative discipline data with secretaries to examine needed changes; this data will be shared in admin meetings and with the staff and students to provoke dialogue regarding needed interventions

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process:

- Communication regarding the CIP and our goals in the Kamiakin Principal's bulletin (weekly communication)
- Presentation to PTA regarding the CIP and school process toward looking at our student data
- Principal's monthly tea

Reflection on Outcome: Sharing our CIP plan and goals has been accomplished mainly through our PTA and at Principal's teas which are held monthly. Feedback has been valuable and mostly around the types of curriculum and student behaviors that we have reported.

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