



The Environmental & Adventure School

School Improvement Plan

Annual Update: 2025-26

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

SCHOOL OVERVIEW

Description: The Environmental & Adventure School (EAS) is a LWSD Choice School. Founded in 1999, we are celebrating our twenty-seventh year of successfully providing middle-level learners with a challenging program based on an environmentally focused, thematic, integrated curriculum infused with outdoor adventure-learning and community stewardship. Located on the Finn Hill Middle School campus, EAS draws students from all areas of the district.

Mission Statement: *Mission Statement: Students achieve academic, personal, and social goals in a challenging educational program. The environmental focus encourages students to participate in creating and maintaining healthy environments for learning and living. Students benefit from a sense of belonging, purposeful learning, and opportunities to develop as leaders, stewards, and responsible citizens.*

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	Students that did not meet standard in the previous year's SBA	All students are literate by the end of 8 th grade, measured by all students at a level 3 or higher on the SBA
2	Mathematics	8 th graders in Algebra	All students will pass Algebra by the end of 8 th grade
3	Social Emotional Learning	Family engagement with adventure and	Students will extend their experiences from adventure education excursions and community stewardship projects

¹ LWSD School Board Approval on <insert date>

		community service education	to their families through journal prompts, written reflections, and guided family discussion questions.
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CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1		
Priority Area	Literacy	
Focus Grade Level(s) and/or Student Group(s)	Students that did not meet standard in the previous year's ELA SBA	
Focus Area	Reading and writing proficiency	
Desired Outcome	All students are literate by the end of 8th grade, measured by all students at a level 3 or higher on the SBA	
Current Data Supporting Focus Area	9 of 47 students of the current 7 th grade class and 7 of 48 students of the current 8 th grade class did not meet standard on the previous year's SBA.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	FastBridge	Ensure all students complete screener; verify all students have completed assessment; review results as a staff
	Humanities formative and summative assessments	Humanities department will collaborate regularly to write and review student writing prompts and compare trends between classes
	Common writing prompts in all classes	Collaborate as a staff to develop common writing prompts for expeditions, CSPs, and other all-school writing activities
	Tutoring club	Peer-to-peer tutoring to support student writing
Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> • ParentSquare communication • Teachers conference with students and families as needed when issues arise • Through fall and winter family conference weeks, advisory teachers are able to connect with families face-to-face regarding their student's progress in all subject areas; 	

	teachers, students, and families can review the redo/retake process together and highlight success in the process
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Teacher tracking of student assessment scores in class • Teacher tracking FastBridge • Fall and winter conferences with families

Priority #2		
Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	8th graders in Algebra	
Focus Area	Math proficiency	
Desired Outcome	All students will pass Algebra by the end of 8th grade	
Current Data Supporting Focus Area	6 of 47 students of the current 7 th grade class and 9 of 48 students of the current 8 th grade class did not earn standard on the previous year's SBA	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Differentiation in math instruction	<ul style="list-style-type: none"> Providing foundational knowledge through math classes prior to Algebra Students are offered multiple pathways of acceleration in math classes Within math classes, teachers offer Level 4 (challenge) problems in classwork and assessments
	Peer tutoring	<ul style="list-style-type: none"> Teachers partner with student leadership team to offer or assign lunchtime tutoring for students who do not meet standard on assessments
	EAS team collaboration	<ul style="list-style-type: none"> Opportunities to retake assessments are provided school-wide across all subject areas, not just math EAS team meets weekly to discuss struggling students; teachers discuss patterns observed, successful interventions, and effective strategies in the classroom
	Department collaboration	<ul style="list-style-type: none"> Members of the math team collaborate with one another. Because of the small community, EAS teachers are able to track math student progress over the course of three years and they collaborate to share information and strategies

		that have worked from year to year.
Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> • Teachers conference with students and families as needed when issues arise • Through fall and winter family conference weeks, advisory teachers are able to connect with families face-to-face regarding their student's progress in all subject areas; teachers, students, and families can review the redo/retake process together and highlight success in the process 	
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Teacher tracking of student assessment scores in class • Teacher tracking FastBridge • Fall and winter conferences with families 	

Priority #3											
Priority Area	Social Emotional Learning										
Focus Grade Level(s) and/or Student Group(s)	Family engagement with adventure and community service education										
Focus Area	6th, 7 th , and 8 th grade students and their families										
Desired Outcome	Students will extend their experiences from adventure education excursions and community stewardship projects to their families through journal prompts, written reflections, and guided family discussion questions.										
Current Data Supporting Focus Area	<p>Over the past several years, EAS has experienced a decrease in the number of families involved in supporting school activities by driving, chaperoning, or leading Wednesday Elective sessions and/or after-school clubs. Specifically with CSPs and Adventure Education trips, only a limited number of parents/guardians can attend.</p> <p>Because community stewardship and adventure education are pillars of EAS as a school, the EAS staff sought out additional ways to engage families in these critical components of our school. EAS staff agreed that sharing CSP and expedition journaling with families was not only a good jumping-off point for discussions at home, but also a way to amplify student voice in the discussion.</p> <p>The goal is to have...</p> <ul style="list-style-type: none"> • 100% family participation in CSP Journal communication and Expedition Journal communication. • An increase in family involvement from the student's 6th grade year to their 8th grade year 										
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>EAS staff collaboration</td><td>Development, implementation, and assessment of common journal prompts</td></tr> <tr> <td>Student self-assessment</td><td>Student reflection on CSP and expedition experiences</td></tr> <tr> <td>Family self-assessment</td><td>Students and families reflect, discuss, and write about CSP and expedition experiences</td></tr> <tr> <td>Fall and winter conferences</td><td>Students, families, and teachers engage in discussion</td></tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	EAS staff collaboration	Development, implementation, and assessment of common journal prompts	Student self-assessment	Student reflection on CSP and expedition experiences	Family self-assessment	Students and families reflect, discuss, and write about CSP and expedition experiences	Fall and winter conferences	Students, families, and teachers engage in discussion
Action	Measure of Fidelity of Implementation										
EAS staff collaboration	Development, implementation, and assessment of common journal prompts										
Student self-assessment	Student reflection on CSP and expedition experiences										
Family self-assessment	Students and families reflect, discuss, and write about CSP and expedition experiences										
Fall and winter conferences	Students, families, and teachers engage in discussion										

		of experiences at camp/CSP as well as the journaling process
Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> • School-home communication via CSP and Expedition Journals • ParentSquare communication • Fall and winter conferences 	
Timeline for Focus	Fall, 2024 - Spring, 2027	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Student scores in CSP Journal, Expedition Journal • Collecting written feedback from families in students' journal and discussing patterns in what was said • Discussions in fall and winter conferences with students and families 	

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.



Evergreen Middle School School Improvement Plan

Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.²

SCHOOL OVERVIEW

Description: Evergreen Middle School is committed to fostering the comprehensive growth of students by focusing on academics, athletics, extracurricular activities, and the arts. The staff creates a warm, safe, and caring learning environment tailored to the needs of all learners, encouraging students to challenge themselves academically. The school offers various intervention and enrichment opportunities to cater to individual needs, ensuring academic success.

In addition to academics, Evergreen emphasizes participation in the arts, athletics, and after-school clubs and activities, which foster social, emotional, and behavioral development. The collaborative efforts of the staff have earned the school the School of Distinction Award and the Washington Achievement Award, reflecting the hard work of both students and staff.

Flex Time opportunities in each subject area offer students rigorous and challenging extension assignments. Professional development focuses on equitable grading practices, and teachers are provided with additional time each month for planning, analysis, and implementation of content standards, grading practices, and assessments. Release days are provided twice per year for job-alike teams to plan curriculum, instruction, and assessments.

Eagle Time is a dedicated opportunity for students to participate in social-emotional learning programs. This time is designed to help students develop essential life skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By integrating social-emotional learning into the school day, Evergreen ensures that students are not only academically prepared but also equipped with the emotional and social tools they need to succeed in all aspects of their lives.

² LWSD School Board Approval on <insert date>

Evergreen Middle School takes pride in its accomplishments, fiscal responsibility, and growth in student outcomes resulting from high expectations and support for students, collaboration of staff and partnership with parents/guardians.

Mission Statement: *We believe our students can be successful academically, socially, and emotionally through relationships with staff, peers, and community members. We are committed to growing as a community of learners through meaningful collaboration and innovative instruction to meet the needs of each student.*

Core Belief Statements:

We believe in creating a safe learning community where every member is valued.

We believe in meaningful collaboration among students, teachers, and the community to support the growth and development of all students.

We believe students need opportunities to practice advocacy, teamwork, problem solving, and leadership skills to become independent learners.

We believe in cultivating a supportive learning environment that celebrates diversity, creativity, and passion to foster the whole child.

We believe in building a foundation of trust within our community through proactive communication with the assumption of best intent.

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	Grades 6, 7, 8	Increase achievement in literacy among students receiving multi-lingual (ML) services.
2	Mathematics	Grades 6, 7, 8	Increase math achievement among students served by special education.
3	Social Emotional Learning	Grades 6, 7, 8	Strengthening student-teacher relationships.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1															
Priority Area	Literacy														
Focus Grade Level(s) and/or Student Group(s)	Grades 6, 7, 8														
Focus Area	Increase achievement in literacy among students identified as multi-lingual (ML).														
Desired Outcome	By the Spring of 2026, 85% of Evergreen Middle School students receiving ML services will increase their English-Language Arts (ELA) achievement by one or more Smarter Balanced Assessment (SBA) performance levels, as measured by the Spring 2026 ELA Smarter Balanced Assessment.														
Current Data Supporting Focus Area	There is a discrepancy in student achievement in literacy as measured by the Smarter Balanced Assessment (SBA) between students receiving multi-lingual language services and their general education peers.														
Strategy to Address Priority	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Action</th><th style="text-align: center;">Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>Support ML co-taught classes</td><td>Daily</td></tr> <tr> <td>Provide frequent practice ML tips and strategies to teacher</td><td>Professional development during LEAP; ML teacher consult.</td></tr> <tr> <td>Provide FLEX sessions for targeted literacy support</td><td>Weekly opportunities for students to attend</td></tr> <tr> <td>Progress monitor student achievement in literacy</td><td>Classroom-based formative literacy assessments and FastBridge.</td></tr> <tr> <td>Professional development with staff dedicated to identifying and implementing MTSS supports</td><td>LEAP professional development</td></tr> <tr> <td>Prioritize time for teachers and staff to collaborate around identified student literacy needs</td><td>LEAP professional development, Grade Level Team meetings, Professional Learning Community (PLC)</td></tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Support ML co-taught classes	Daily	Provide frequent practice ML tips and strategies to teacher	Professional development during LEAP; ML teacher consult.	Provide FLEX sessions for targeted literacy support	Weekly opportunities for students to attend	Progress monitor student achievement in literacy	Classroom-based formative literacy assessments and FastBridge.	Professional development with staff dedicated to identifying and implementing MTSS supports	LEAP professional development	Prioritize time for teachers and staff to collaborate around identified student literacy needs	LEAP professional development, Grade Level Team meetings, Professional Learning Community (PLC)
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Professional development with staff dedicated to identifying and implementing MTSS supports	LEAP professional development														
Prioritize time for teachers and staff to collaborate around identified student literacy needs	LEAP professional development, Grade Level Team meetings, Professional Learning Community (PLC)														

		teams and professional development and support provided to Instructional Assistant and Para educator staff.
Strategy to Engage Students, Families, Parents and Community Members		<ul style="list-style-type: none"> • Host two days of Back to Business in August • Host Curriculum Night in September, including follow up opportunity for parents/guardians to provide feedback about their experience • Developing and facilitating Family Tech Academy pilot • Serving as a school site for LWSD Family Engagement Innovation Lab • Facilitate LEAP professional development focused on strategies for cultivating equitable family partnerships • Teacher newsletters and updates sent to parents/guardians • Weekly newsletter sent to parents/guardians by Principal • Class information and supporting resources provided through Canvas platform
Timeline for Focus		Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress		FastBridge, classroom-based formative assessment, SBA

Priority #2		
Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	Grades 6, 7, 8	
Focus Area	Increase math achievement among students served by special education.	
Desired Outcome	By Spring 2026, 85% of Evergreen Middle School students receiving special education services who scored below standard on the math Smarter Balanced Assessment (SBA) will improve their math achievement by at least one performance level, as measured by the Spring 2026 math SBA.	
Current Data Supporting Focus Area	There is a discrepancy in student achievement in math as measured by the Smarter Balanced Assessment (SBA) between students receiving special education services and their general education peers.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Support math co-taught classes	Daily
	Progress monitor identified interventions / Safety Net	Classroom-based formative assessment, FastBridge, SBA
	Provide FLEX sessions for targeted math support	Bi-weekly opportunities for students to attend
	Host Homework Zone	Weekly opportunities after school for student to attend supported by certificated teacher
	Professional development with staff dedicated to identifying and implementing MTSS supports	LEAP professional development
	Prioritize time for teachers and staff to collaborate around identified student needs	LEAP professional development, Grade Level Team meetings, Professional Learning Community (PLC) teams and professional development and support provided to Instructional Assistant and Para educator staff.

Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> • Host two days of Back to Business in August • Host Curriculum Night in September, including follow up opportunity for parents/guardians to provide feedback about their experience • Developing and facilitating Family Tech Academy pilot • Serving as a school site for LWSD Family Engagement Innovation Lab • Facilitate LEAP professional development focused on strategies for cultivating equitable family partnerships • Teacher newsletters and updates sent to parents/guardians • Weekly newsletter sent to parents/guardians by Principal • Class information and supporting resources provided through Canvas platform
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	FastBridge, classroom-based formative assessment, SBA

Priority #3														
Priority Area	Social Emotional Learning													
Focus Grade Level(s) and/or Student Group(s)	Grades 6, 7, 8													
Focus Area	Strengthening teacher-student relationships throughout the school.													
Desired Outcome	By Spring 2026, Evergreen Middle School will increase the percentage of students reporting positive teacher-student relationships on the Panorama Survey compared to Spring 2025 results.													
Current Data Supporting Focus Area	<p>Student-teacher relationships are identified as a priority of our school improvement plan based on Panorama survey data from our students.</p> <p>Panorama survey data collected over multiple years indicates a pattern of student perceptions of student-teacher relationships dropping annually between Fall and Spring survey periods.</p>													
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Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> • Host two days of Back to Business in August • Host Curriculum Night in September, including follow up opportunity for parents/guardians to provide feedback about their experience • Developing and facilitating Family Tech Academy pilot • Serving as a school site for LWSD Family Engagement Innovation Lab • Facilitate LEAP professional development focused on strategies for cultivating equitable family partnerships • Teacher newsletters and updates sent to parents/guardians • Weekly newsletter sent to parents/guardians by Principal • Class information and supporting resources provided through Canvas platform
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	Panorama survey data, intermittent student surveys, student focus groups

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.



Finn Hill Middle School

School Improvement Plan

Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.³

SCHOOL OVERVIEW

Description: Finn Hill Middle School (FHMS), located in the heart of the Finn Hill neighborhood of Kirkland, Washington, serves a diverse student population from four elementary feeder schools: Juanita Elementary, Sandburg Elementary, Thoreau Elementary, and Bell Elementary. At FHMS, we are committed to a whole-child approach to education, fostering a learning environment where every student is known, valued, and supported. Our school culture is built on the belief that academic success is deeply connected to social and emotional well-being. Teachers, administrators, and dedicated staff members form a network of caring adults who take a personal interest in each student's growth—academically, socially, and emotionally. We believe that all students deserve access to rigorous, engaging learning experiences and the guidance of highly qualified, compassionate educators. Our commitment to social-emotional learning is reflected in Falcon Time, a weekly advisory period designed to build connections, promote self-awareness, and support personal development. Beyond the classroom, students cultivate character, strengthen relationships, and build school spirit through our House System, a vibrant network of in-school clubs, and monthly assemblies that celebrate community and achievement. Positive behavior is reinforced through our school-wide PBIS framework, known as Falcon PRIDE, which promotes respect, responsibility, and resilience. Academic support is provided through Falcon Flex, a twice-weekly intervention program offering targeted reteaching, enrichment opportunities, and personalized academic assistance. Together, these systems create a nurturing and dynamic school environment where students are empowered to thrive.

Mission Statement: At Finn Hill Middle School, our mission is to empower every student through a whole-child approach that nurtures academic excellence, emotional well-being, and strong character. We cultivate a supportive and inclusive learning environment where caring educators build meaningful relationships and

³ LWSD School Board Approval on <insert date>

ensure equitable access to rigorous learning. Preparing students to thrive as compassionate, confident, and capable members of their community.

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	All Students	All students will be literate by 8th grade according to a level 3 or higher on the SBA
2	Mathematics	All Students	All Students will pass Algebra by the end of their 8 th grade year
3	Social Emotional Learning	All Students	FHMS will increase the percentage of favorable student responses on the Panorama Survey in the Student-Teacher Relationships domain from 47% to 60%, as measured by the Spring 2026 Panorama Survey

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1			
Priority Area	Literacy		
Focus Grade Level(s) and/or Student Group(s)	Students who have scored Level 1 for more than 3 consecutive years on the ELA SBA		
Focus Area	Our focus area targets students who have consistently scored Level 1 on the Spring SBA in English Language Arts every year since 2022, or at least 3 consecutive years. This group represents a persistent opportunity gap that demands targeted intervention.		
Desired Outcome	All students will be literate by 8th grade according to a level 3 or higher on the SBA		
Current Data Supporting Focus Area	Classroom data and SBA scores indicate that students, particularly multilingual learners and students on an IEP, need additional support in reading comprehension and fluency.		
Strategy to Address Priority	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; padding: 5px; text-align: center;">Action</td><td style="width: 50%; padding: 5px; text-align: center;">Measure of Fidelity of Implementation</td></tr> </table>	Action	Measure of Fidelity of Implementation
Action	Measure of Fidelity of Implementation		

	<p>Professional development with staff to support equitable grading practices</p> <p>Flex options for review, support, check-ins with specific students</p> <p>Motivational interviewing by counselors of specific students</p> <p>Use of Language Live curriculum</p> <p>Formatively assess student progress</p> <p>Summative assessment of student achievement</p> <p>Targeted Reading Support</p> <p>Homework Machine</p> <p>Phonics programming throughout our beginning Multilingual Learners classes</p> <p>Co-Taught ELA classes utilizing Lexia</p> <p>Intervention specific Flex to target phonics along with the use of IXL</p>	<p>Adjustments to grade level grading practices</p> <p>Monitor student's use of Flex and teacher targeted supports</p> <p>Updates through our Students with Potential spreadsheet</p> <p>Data from Language Live</p> <p>SBA Interim Assessments/FastBridge</p> <p>2026 ELA SBA</p> <p>IXL</p> <p>Targeted after-school ELA support on Tuesdays and Thursdays</p> <p>Teacher observation and formative assessment data</p> <p>Teacher observation and formative assessment data</p> <p>FastBridge: fall, winter and spring data, along with IXL formative and summative assessments</p>
Strategy to Engage Students, Families, Parents and Community Members	<p>Curriculum Night</p> <p>Parent Square newsletters from teachers/administration</p> <p>Panorama Survey</p> <p>PTSA General Membership Meetings/Weekly Principal & President meetings.</p> <p>Frequent family communication from ELA teachers specific to student need. These touch points are designed to help develop a plan to support students.</p>	
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	Fall, Winter, Spring FastBridge Assessments Spring SBA	

Priority #2																		
Priority Area	Mathematics																	
Focus Grade Level(s) and/or Student Group(s)	Students who have scored Level 1 for more than 3 consecutive years on the Math SBA.																	
Focus Area	Our focus area targets students who have consistently scored Level 1 on the Spring SBA in Mathematics every year since 2022, or at least 3 consecutive years. This group represents a persistent opportunity gap that demands targeted intervention.																	
Desired Outcome	All Students will pass Algebra by the end of their 8 th grade year																	
Current Data Supporting Focus Area	Classroom data and SBA scores indicate that students need additional support in their foundational math skills.																	
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>Professional development with staff to support equitable grading practices</td><td>Adjustments to grade level grading practices</td></tr> <tr> <td>Flex options for review, support, check-ins with specific students</td><td>Monitor student's use of Flex and teacher targeted supports</td></tr> <tr> <td>Motivational interviewing by counselors of specific students</td><td>Updates through our Students with Potential spreadsheet</td></tr> <tr> <td>Use of ALEKS curriculum and newly adopted Imagine Learning and Amplify Desmos.</td><td>ALEKS assessments, Digital practice</td></tr> <tr> <td>Formatively assess student progress</td><td>FastBridge, ALEKS, Amplify Desmos</td></tr> <tr> <td>Summative assessment of student achievement</td><td>2026 Math SBA</td></tr> <tr> <td>Homework Machine</td><td>Targeted after-school Math support on Tuesdays and Thursdays.</td></tr> </tbody> </table>		Action	Measure of Fidelity of Implementation	Professional development with staff to support equitable grading practices	Adjustments to grade level grading practices	Flex options for review, support, check-ins with specific students	Monitor student's use of Flex and teacher targeted supports	Motivational interviewing by counselors of specific students	Updates through our Students with Potential spreadsheet	Use of ALEKS curriculum and newly adopted Imagine Learning and Amplify Desmos.	ALEKS assessments, Digital practice	Formatively assess student progress	FastBridge, ALEKS, Amplify Desmos	Summative assessment of student achievement	2026 Math SBA	Homework Machine	Targeted after-school Math support on Tuesdays and Thursdays.
Action	Measure of Fidelity of Implementation																	
Professional development with staff to support equitable grading practices	Adjustments to grade level grading practices																	
Flex options for review, support, check-ins with specific students	Monitor student's use of Flex and teacher targeted supports																	
Motivational interviewing by counselors of specific students	Updates through our Students with Potential spreadsheet																	
Use of ALEKS curriculum and newly adopted Imagine Learning and Amplify Desmos.	ALEKS assessments, Digital practice																	
Formatively assess student progress	FastBridge, ALEKS, Amplify Desmos																	
Summative assessment of student achievement	2026 Math SBA																	
Homework Machine	Targeted after-school Math support on Tuesdays and Thursdays.																	
Strategy to Engage Students, Families, Parents and Community Members	Community Math Night Curriculum Night Parent Square newsletters from teachers/administration Panorama Survey																	

	<p>Frequent family communication from Math teachers specific to student need. These touch points are designed to help develop a plan to support students.</p> <p>PTSA General Membership Meetings/Weekly Principal & President meetings.</p>
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	Fall, Winter, Spring FastBridge Assessments Spring SBA, Grade trend data

Priority #3																		
Priority Area	Social Emotional Learning																	
Focus Grade Level(s) and/or Student Group(s)	Building Wide																	
Focus Area	Current 8 th grade and students who identify as two or more races.																	
Desired Outcome	FHMS will increase the percentage of favorable student responses on the Panorama Survey in the Student-Teacher Relationships domain from 47% to 60%, as measured by the Spring 2026 Panorama Survey																	
Current Data Supporting Focus Area	Last 4 years of Panorama survey data, specific to Teacher-Student Relationships.																	
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		between students and teachers.
	Positive Reinforcement	Use positive reinforcement techniques to acknowledge and reward positive behavior and academic achievements. Ideal state of 5:1 positive to negative interactions.
	Inclusive classroom environment	Foster an inclusive classroom environment where every student feels valued and respected.
	Extracurricular activities	Promote extracurricular activities that allow teachers and students to interact in a more relaxed and informal setting.
	Mentorship program	Establish mentorship programs where teachers can offer guidance and support to students, fostering trust and mutual respect.
	Admin/Teacher Collaboration focused on Student Growth Goals	Establish a class observation with Administrator to work directly with students to gather data.
	Falcon Time and Falcon Clubs	Lessons to help build teacher-student relationships. Falcon clubs are a way for students to choose a club based on interest. These are shared interests with staff members who run the club.
Strategy to Engage Students, Families, Parents and Community Members	Curriculum Night Parent Square newsletters from teachers/administration Panorama Survey – Use data to support lesson designs in Falcon Time PTSA General Membership Meetings/Weekly Principal & President meetings Parent information events, (Foundations night, math nights, book club)	

Timeline for Focus	Fall, 2025 - Spring, 2027
Method(s) to Monitor Progress	<p>Spring 2026 Panorama Survey Student Attendance Records Student Discipline Records Student Focus groups Conduct frequent classroom visits with a targeted focus on Danielson Framework Component 2A: Cultivating Respectful and Affirming Environments.</p>

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.



Inglewood Middle School

School Improvement Plan

Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.⁴

SCHOOL OVERVIEW

Description: Inglewood Middle School is a school of excellence located in Sammamish, WA. Inglewood is part of the Eastlake Learning Community, matriculating most of our students to Eastlake High School. Inglewood was established in 1992 and has traditionally had a larger student body compared to other LWSD middle schools. Our school serves a student body of approximately 1250 students, which is the second largest middle school in the State of Washington. Inglewood makes several strategic choices to ensure that all students, no matter their background, are well supported. There are many opportunities to get involved and connect with peers. Inglewood heterogeneously groups students and then differentiates instruction to meet the needs of all students, including special education and students working at the “honors” level. We closely monitor the academic progress of all students. When a student begins to struggle to meet our learning targets and grade level standards, we intervene immediately in a friendly, supportive, and systematic way. Inglewood offers an intensive academic, social-emotional, and extra-curricular program. Language Arts and Social Studies classes are taught by the same teacher in the morning (LA) and in the afternoon (SS), at all grade levels. Students engage in UKnighted class, once weekly, which is our social-emotional learning program. In addition, students have two opportunities scheduled into the school day to get support for their learning. There are also multiple clubs and athletic opportunities at Inglewood that significantly contribute to our sense of community and the academic achievement of students. A significant focus of the Inglewood community is empowering and teaching children to lead their peers through servant leadership.

Mission Statement: *To develop a student who will be an intellectually reflective person, a person growing toward a lifetime of meaningful work, good citizenship, caring and ethical individual actions, and healthy lifestyle.*

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	Special Education students improving on	Students enrolled in Resource Special Education services will improve their Fast Bridge scores in

⁴ LWSD School Board Approval on <insert date>

		formative assessments	ELA from “high risk” and “some risk” to “low risk” and “minimal risk.”
2	Mathematics	Special Education students improving on formative assessments	Students enrolled in Resource Special Education services will improve their Fast Bridge sub-area scores in Mathematics by 1 or greater levels (i.e. “high risk” and “some risk” to “low risk” and “minimal risk.”) to prepare for a high-school credit course trajectory.
3	Social Emotional Learning	All students in grades 6, 7, & 8	At Inglewood, our goal is for every student to feel a strong sense of self-efficacy (i.e. I have what I need to be successful in class). We are currently not at 100% positive (60%) as reported in the Panorama survey Spring 2025. For students that are identified as special education, they report 38% positive.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	Literacy
Focus Grade Level(s) and/or Student Group(s)	Special Education students improving on formative assessments
Focus Area	Inclusion
Desired Outcome	Students enrolled in Resource Special Education services will improve their Fast Bridge scores in ELA from “high risk” and “some risk” to “low risk” and “minimal risk.”
Current Data Supporting Focus Area	During the spring 2025 FastBridge assessment in ELA, nearly half of all students were “high risk” and “some risk.” The FastBridge formative assessment is an indication of the progress that Resource Special Education students are making in ELA during the school year.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Resource Special Education students are enrolled in co-taught ELA classes (grades 6-8)	Semester grades in their ELA class
	Building Professional Development regarding Fastbridge data and interventions	LEAP materials and staff usage during FLEX and classroom time
	ELA professional learning community meetings, which include special education staff	PLC notes
	Building professional development regarding special education student data and analysis of SBA Targets of “weakness” and development of strategies in all departments to support areas of weakness.	Classroom formative and summative assessment data will be collected. Quarter and semester grades will be collected.
Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> • Classroom communication through Parent Square, • Curriculum Night, • Use of Canvas, • IEP meetings with both case manager and ELA teacher present 	
Timeline for Focus	Fall, 2025 - Spring, 2027	
Method(s) to Monitor Progress	Activity	Date
	FastBridge Assessments for interim formative data	Winter (January 2026) & Spring (May 2026)
	Formative data from Amplify	Monthly (Feb 2026-June 2027)
	Admin Team, Language Arts, and Special Ed team Learning Walks	Monthly (Feb-June 2026)
	Cross department teaming time (Language Arts and Special Education Department) to address audit findings and design next steps	Feb 2026
	Continued cross departmental conversations (LASS/Sped) regarding implementation	Quarterly (March – June 2026)
	Progress update with Building Leadership Team	Monthly (Dec 2026-June 2027)

	Progress update with ELA PLCs	Monthly (Dec 2026-June 2027)
	ELA SBA	May 2026

Priority #2																
Priority Area	Mathematics															
Focus Grade Level(s) and/or Student Group(s)	Special Education students improving on formative assessments															
Focus Area	Inclusion															
Desired Outcome	Students enrolled in Resource Special Education services will improve their Fast Bridge sub-area scores in Mathematics by 1 or greater levels (i.e. "high risk" and "some risk" to "low risk" and "minimal risk.") to prepare for a high-school credit course trajectory.															
Current Data Supporting Focus Area	FastBridge Fall 2025 Data, 2024 & 2025 SBA Data, Student classroom test scores, special education eligibility and data collection															
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	<p>Review and update accommodated tests, math accommodation implementation, and student supports.</p> <p>Collect and review math-related street data (organization, time-management, math-readiness)</p> <p>Assessment of student learning gaps utilizing formative assessment tools.</p> <p>Utilization of IXL math program on a frequent basis to fill gaps in prior understanding.</p> <p>Building professional development regarding special education student data and analysis of SBA Targets of “weakness” and development of strategies in all departments to support areas of weakness.</p>	<p>Accommodated test versions, student scores, documentation of accommodation implementation through IEP data</p> <p>Survey and observation data results</p> <p>Utilization of FastBridge Interim Assessments</p> <p>Classroom formative and summative assessment data will be collected. Quarter and semester grades will be collected.</p> <p>Classroom formative and summative assessment data will be collected. Quarter and semester grades will be collected.</p>												
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	Progress update with Math PLCs	Monthly (Dec 2026-June 2027)
	Math SBA	May 2026

Priority #3												
Priority Area	Social Emotional Learning											
Focus Grade Level(s) and/or Student Group(s)	All students in grades 6, 7, & 8											
Focus Area	All students enrolled at Inglewood Middle School											
Desired Outcome	Students responding to the Panorama Survey in Spring 2026 will improve their self-efficacy reports as compared to the Spring 2025 results.											
Current Data Supporting Focus Area	At Inglewood, our goal is for every student to feel a strong sense of self-efficacy (i.e. I have what I need to be successful in class). We are currently not at 100% positive (60%) as reported in the Panorama survey Spring 2025. For students that are identified as special education, they report 38% positive.											
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	PTSA Board Presidents conversations	January 2026
	PTSA Board Presentation	January 2026, January 2027
	Building Leadership Conversations	November 2025, January 2026, March 2026
	Small group student meetings	January 2026 & February 2026
Timeline for Focus	Fall, 2025 - Spring, 2027	

Method(s) to Monitor Progress	Activity	Date
	Panorama Survey Administration	Fall (October) 2025 & Spring (May) 2026
	Supplemental PBIS Survey	Fall (October) 2025 & Spring (May) 2026
	Student voices sessions in small groups during FLEX regarding self-efficacy	January 2026 & February 2027
	UKnighted Lessons regarding Panorama and PBIS data	December 2025 & May 2026

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.



International Community School

School Improvement Plan

Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.⁵

SCHOOL OVERVIEW

Description: International Community School is a choice school, serving students in grades 6-12 from the Lake Washington School District. The school's focus is on six core integrated content areas with an emphasis on depth of understanding and interconnected learning. Global Awareness: Having the capacity to incorporate the attitude, knowledge, and skills necessary to feel empathy for the human condition all over the world while acknowledging our perspective as one among many, realizing how we impact and are impacted by larger systems.

Mission Statement: International Community School cultivates integrity, curiosity, complex reasoning, problem solving, and global awareness in every student.

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	7-10	The number of students achieving proficiency in use of evidence and reasoning to support a claim will increase by 10% based on classroom assessments from the beginning of the year to the end of the year.
2	Mathematics	7-9	The number of students achieving proficiency in the math standards attending precision and perseverance will increase by 10% based on classroom assessments from the beginning of the year to the end of the year.
3	Social Emotional Learning	6-12	Students will indicate they feel connected to an adult at school as measured by an average of 70% positive

⁵ LWSD School Board Approval on <insert date>

			<p>responses to questions related to teacher-student relationships on the Spring 2026 Panorama Survey.</p> <p>Reduce the number of “not favorable” (scores of 1 and 2) by 50% related to the questions that compile the overall teacher-student relationship scores.</p>
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CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1		
Priority Area	Literacy	
Focus Grade Level(s) and/or Student Group(s)	Grades 7-10	
Focus Area	Using effective evidence and reasoning to support a claim/thesis	
Desired Outcome	The number of students achieving proficiency in use of evidence and reasoning to support a claim will increase by 10% based on classroom assessments from the beginning of the year to the end of the year.	
Current Data Supporting Focus Area	Humanities teachers will collect evidence (to determine baseline percentage of proficiency) from classroom assessments given during first quarter.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Science: teaching claim-evidence-reasoning and assessing it.	Middle school science students are learning how to write claims and design investigations that provide evidence they use to evaluate their claims (evidence is collected and analyzed to determine if it supports their claim). High school students are extending CER skills by focusing on reasoning around claims and evidence, incorporating more complex scientific laws and principles to illustrate how evidence does or does not support a claim.
	International Studies: emphasize research products that gather evidence and provide reasoning to make your point.	The IS department consistently uses project-based learning and assessment of research skills scaffolded in formative work. These final products are then evaluated on student ability to

		separate evidence from reasoning through the use of citations or credit.
	Art/Music: instruct on the use of specific details in analysis to communicate interpretations of visual art or music.	The Art Department supports ELA goals by integrating literacy into visual projects, encouraging students to articulate artistic choices through written reflections and critiques. Students practice reading, writing, and verbal communication skills as they analyze artworks and connect them to broader cultural and historical contexts.
	Math: Using Proofs to increase use of evidence and reasoning skills	The math department will show students how proofs are similar to making a claim, giving evidence and explaining why the evidence proves the claim. Use terms like “reasoning” for proof and “claim” for answer.
	Humanities: teaching CDCM essay format, asking students to provide text evidence during discussion to support their points and explain why the evidence supports the point they made, student evaluation of model papers.	Students are introduced to CDCM in 7 th grade, a method that teaches them to balance fact and quote from the text along with commentary. The format is reviewed and practiced in 8 th grade and again in 9 th grade, where they learn strategies to depart from the rigid structure. Students write several CDCM paragraphs <u>in 7th and 8th grades</u> , along with longer essays in 8 th and 9 th grades. This process is used along with peer revision and an examination of model papers.
	Spanish: encourage elaboration or giving examples on simple sentence as “reasoning.” Or, use terms like “claim,” “evidence,” and “reasoning” when applicable.	Circling back at the end of every quarter to do a written, “exit ticket” style check-in (hojita de salida) which kids are asked to briefly discuss a claim (tesis o

		teoría) that was discussed in a class and the evidence (evidencia) that they have learnt for and against (a favor, que apoya / en contra, que contradice)
Strategy to Engage Students, Families, Parents and Community Members	Ask families to stop encouraging students to use AI so they can learn to do their own reasoning and find their own evidence. Encourage families to have discussions on current topics emphasizing evidence and multiple viewpoints. A Principal Update that communicates the SIP and some of the asks from the school for family engagement.	
Timeline for Focus	Fall 2025 to Spring 2026	
Method(s) to Monitor Progress	Classroom assessments	

Priority #2		
Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	7-9	
Focus Area	Increase students' ability to make sense of problems and persevere in solving them and attend to precision (Common Core Math Standards)	
Desired Outcome	The number of students achieving proficiency in the math standards attending precision and perseverance will increase by 10% based on classroom assessments from the beginning of the year to the end of the year.	
Current Data Supporting Focus Area	Mathematics teachers will collect evidence (to determine baseline percentage of proficiency) from classroom assessments given during first quarter.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Science: Emphasis on precision with units / complete work leads to correct conclusions	Students have been designing and conducting investigations and experiments, with focus on selecting appropriate scientific tools for measurement of variables (e.g., light meters to measure lux, scales to measure mass in grams, thermometers to measure temperature in Celsius). Students are instructed on how to appropriately use measurement tools to get precise measurements and data, which allows them to draw conclusions with confidence. Mistakes are used as learning opportunities to identify how measurement/precision errors can lead to inaccurate conclusions (e.g., placing a light meter at the incorrect angle affects the reading and thus results). Data are often shared with the whole class to all have practice working with, calculating, and evaluating data.
	International Studies: Emphasis on precision in work with knowing accurate dates / locations is important to not make incorrect inferences	The IS department consistently instructs on accuracy of maps at all levels for both analyzing details to make conclusions and using scale and other metrics of precision to communicate accurate information.

	<p>Art/Music: Emphasis on perseverance – practice is a form of working through different issues</p>	The Art Department supports Math goals by reinforcing concepts such as geometry, measurement, proportion, and spatial reasoning through artistic design. Students apply mathematical thinking when creating visual compositions, using symmetry, scale, and pattern to strengthen their problem-solving and analytical skills.
	<p>Math: Increase emphasis on clearly laying out work / persisting with errors if they happen</p> <p>Humanities: Emphasis on correct language, how even a slight change of tone changes the overall message (how this is an example of attending to precision)</p> <p>Spanish: encourage students to be persevere in language acquisition – even if it takes longer to explain something with the known vocabulary, can still, with determination, get one's ideas across</p>	The math department will emphasize to students how that being exact with work / struggling through challenges increases deductive reasoning skills by implementing strategies as finding the incorrect pathways, or “looking for the error” in sample exercises (and how if the work is not clear, how very hard that is to follow
Strategy to Engage Students, Families, Parents and Community Members		Ask families to encourage grit and perseverance when working through challenging math problems (not just jump right ahead to Khan Academy or AI – emphasis on the struggle is the learning). Encourage their students to be precise in their work / not jump ahead too quickly in their work, show work clearly (parents should be able to follow each step)

	A Principal Update that communicates the SIP and some of the asks from the school for family engagement.
Timeline for Focus	Fall 2025 to Spring 2026
Method(s) to Monitor Progress	Classroom Assessments

Priority #3		
Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	All 6-12 grade students Students	
Focus Area	Strengthening teacher-student relationships	
Desired Outcome	<p>Students will indicate they feel connected to an adult at school as measured by an average of seventy percent positive responses to questions related to teacher-student relationships on the Spring 2026 Panorama Survey.</p> <p>Reduce the number of “not favorable” (scores of 1 and 2) by 50% related to the questions that compile the overall teacher-student relationship scores.</p>	
Current Data Supporting Focus Area	Panorama, listening session, and school-created survey data.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	<p>Use student listening sessions to identify what Panorama teacher-student relationship questions mean in student terms.</p> <ul style="list-style-type: none"> • Students define the term “respect” in the context of student-teacher relationships. • Students develop examples of how teachers genuinely demonstrate concern about student well-being. • Students generate examples of how staff demonstrate genuine interest in students’ responses to the question, “How are you?” <p>Admin share student definitions and examples with staff to foster further understanding of student perspectives.</p>	Notes from student listening sessions.
	Admin share student definitions and examples with staff to foster	Use faculty meeting time to share definitions and for teachers

	further understanding of student perspectives.	to develop commitments to adjusting practice.
	Staff training on adult response to student emotional dysregulation.	Notes, presentations
	Creation of student surveys to monitor progress on our work in strengthening relationships.	Survey template creation and data collection & analysis.
	Create space during class time to occasionally have non-curricular activities that focus on inclusiveness and belonging.	
	Continue to leverage homeroom as a place to strengthen belonging and relationships.	
Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> • Sharing of the SIP goal with community through ParentSquare and website. • Student listening sessions throughout the year. • Sharing of goal progress through Principal Update. 	
Timeline for Focus	Winter, 2025 - Spring, 2026	
Method(s) to Monitor Progress	Comparison of fall and spring Panorama data, student listening sessions, school created surveys used systematically to gauge progress throughout the year.	

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.



KAMIAKIN MIDDLE SCHOOL

School Improvement Plan

Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.⁶

SCHOOL OVERVIEW

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

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

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

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

How We Support Student Learning:

⁶ LWSD School Board Approval on <insert date>

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

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

Supporting Social Growth:

Middle school is a time of big changes. Students are growing from children into young adults, and that can be tough—for them and for their families. One of the ways we support students with their Social Emotional Learning is our Cougar Time. Students meet once a week in small groups to learn about positive social behaviors and school expectations. During Cougar Time, we also check in on how students are doing through surveys like our Student Needs Assessment and Family Needs Assessment. These help us spot students who might be struggling quietly. Just like in academics, we offer small group support to help students grow through social challenges. We celebrate and explicitly teach “The KaMS Way, All Day”: Kind, Accepting, Make Progress, Safe. Every Friday, students in each class are chosen to be honored for their behaviors that exemplified the KaMS Way and students can earn KaMS tickets as well. We have staff at Kamiakin who are dedicated to serving students and our community. Some members of our team are from outside agencies such as Community In Schools and Youth Eastside Services.

Supporting Students with Disabilities

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

Supporting Highly Capable Students

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

Values

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

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

These values are supported by our mission.

Mission Statement: *Together we create an environment where each student feels that they belong, makes academic and social progress, feels safe to make mistakes, and engages with their learning with confidence.*

2025-26 PRIORITIES AT A GLANCE

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

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1														
Priority Area	Literacy													
Focus Grade Level(s) and/or Student Group(s)	8 th graders who scored a 1 or 2 on the ELA SBA last year													
Focus Area	Reading Informational Text													
Desired Outcome	All students literate: at standard on the English Language Arts Smarter Balanced Assessment.													
Current Data Supporting Focus Area	<p>64% of our 8th graders this year met standard on the English Language Arts Smarter Balanced Assessment in the spring of 2025.</p> <p>SBA Strand data shows that our 7th graders last year had the greatest opportunity for growth in: Reading Informational text, Target 11: REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., interaction between individuals, events and ideas; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.</p>													
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>Teachers taking optional classes for teaching middle school students how to read: offered by the district <u>Improving Reading for Secondary Students in All Content Areas Curriculum</u></td><td>Take aways of strategies shared with staff as a whole.</td></tr> <tr> <td>ML teachers will screen kids every two weeks through Power Up for Literacy.</td><td>Data from screenings</td></tr> <tr> <td>Explicit reading comprehension strategies taught to students in Flex who didn't pass last year with leveled text and comprehension questions.</td><td>Flex teacher request data</td></tr> <tr> <td>Reading Intervention Class</td><td>Frequent progress monitoring</td></tr> <tr> <td>Professional Development for teachers on Target 11 strategies</td><td>Professional Development teacher reflections</td></tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Teachers taking optional classes for teaching middle school students how to read: offered by the district <u>Improving Reading for Secondary Students in All Content Areas Curriculum</u>	Take aways of strategies shared with staff as a whole.	ML teachers will screen kids every two weeks through Power Up for Literacy.	Data from screenings	Explicit reading comprehension strategies taught to students in Flex who didn't pass last year with leveled text and comprehension questions.	Flex teacher request data	Reading Intervention Class	Frequent progress monitoring	Professional Development for teachers on Target 11 strategies	Professional Development teacher reflections	
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	<p>Professional Development for teachers on Hess Rigor Matrix and Culturally Responsive Teaching Strategies</p> <p>Co Teaching for Special Education and ML Students supporting reading strategies</p> <p>World Language Reading Strategy Focus</p>	<p>Professional Development teacher reflections and lesson plans</p> <p>Notes from teams on reading supports used</p> <p>Student Growth Goal Data</p>
Strategy to Engage Students, Families, Parents and Community Members	<p>ELA teachers will be reaching out for family input on Student Growth Goals.</p> <p>Family Engagement team will be reaching out to families to offer volunteer opportunities for Homework Hour.</p> <p>Targeted invitations to families and students that scored a 1 or 2 on the SBA in the 24-25 school year to listening sessions with administration and family engagement and homework hour.</p> <p>Mid-quarter progress messages and support options sent by principal.</p> <p>Goal and opportunity for families to share what would be helpful in reaching this goal sent in grade level newsletters.</p> <p>Tech Nights – Family nights to learn Canvas, Skyward, etc.</p> <p>ML Family Night</p>	
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	<p>Mid quarter data pulls of ELA and Reading Intervention Class Grades.</p> <p>Professional Learning Community Data Cycles</p>	

Priority #2																				
Priority Area	Mathematics																			
Focus Grade Level(s) and/or Student Group(s)	Subgroup of 8 th graders who had a C- or below in 7+ Math last year Subgroup of 6 th and 7 th graders who received a 1 or a 2 on the SBA last year																			
Focus Area	Algebra																			
Desired Outcome	All students meeting standard in Algebra – passing grade in Algebra by 8th grade.																			
Current Data Supporting Focus Area	<p>This is our first year of requiring that Algebra be taken by all students by 8th grade. This is a significant shift for Middle School and for some of our students.</p> <p>48% of KaMS students didn't take Algebra by 8th grade last year.</p> <p>2% of students that took Algebra at KaMS last year didn't pass Algebra.</p>																			
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	<p>Algebra Teacher Learning Walks</p>	Attendance and notes from reflective learning walks from multiple classrooms
Strategy to Engage Students, Families, Parents and Community Members	<p>Teachers and admin focus on communication with home and collaboration with families on reaching this goal together.</p> <p>Mid-quarter progress messages and support options sent by principal.</p> <p>Family contribution to Student Growth Goals focused on Algebra skills.</p> <p>Family Engagement team will be reaching out to families to offer volunteer opportunity for Homework Hour.</p> <p>Targeted invitations to families and students that are currently not passing Algebra (quarterly and 3 times during each of 3 sports seasons) to join Homework Hour.</p> <p>Targeted invitations to families and students in Algebra to listening sessions with administration and family engagement facilitator.</p> <p>Goal and opportunity for families to share what would be helpful in reaching this goal sent in grade level newsletters.</p> <p>Tech Nights – Family nights to learn Canvas, Skyward, etc.</p> <p>ML Family Night</p>	
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	<p>Mid quarter data pulls of Algebra grades.</p> <p>Professional Learning Community Data Cycles</p>	

Priority #3	
Priority Area	Social Emotional Learning
Focus Grade Level(s) and/or Student Group(s)	All students grades 6, 7, and 8
Focus Area	Self-Efficacy
Desired Outcome	<p>By May 2026, students' general academic self-efficacy scores on the Panorama Survey will increase by at least 5% from the 2025 results, as measured by the Self-Efficacy domain.</p> <p>Self-efficacy is the belief in one's ability to succeed in specific situations or accomplish a task, significantly influencing motivation, behavior and personal achievement. It is essentially the confidence one has in their ability to influence events and control their environment. We want to provide our students with evidence that they have the ability to meet our high academic expectations.</p>
Current Data Supporting Focus Area	<p>Panorama Survey Data, Counselor Needs Assessment survey and Student Listening Session comments from 24-25 reveal this as a growth opportunity.</p> <p>Panorama: Trend Panorama survey data for the past years shows that we have not made the overall consistent positive progress that we have made in some of the other categories in recent years; such as supportive relationships, positive feelings, emotion regulation, social perspective taking.</p> <p>We started some professional development on self-efficacy in the 24-25 school year and did make significant (4% points) progress since the Fall 2024 survey. We want to build on this progress.</p> <p>Panorama data from Spring 2025 shows that this area continues to show the greatest gap with students who identify as Hispanic/Latino (of any race) and/or Black African American. These students combined self-report 25% less favorable self-efficacy as our other racial and ethnic groups. This area also contains the 3rd greatest disparity for our male and female students with our female students reporting a 9% less favorable response.</p> <p>Counselor Needs Assessment: In Fall of 2025, 49% of students that took the survey felt very confident that they could succeed in their schoolwork. The other</p>

	<p>51% felt somewhat confident or not confident at all. Students requested the most support with time management, organization, and planning, getting help when they are struggling in a class and taking notes and study skills. Fewer students requested support with how to use technology, taking tests/managing test anxiety or others. Over half of our students shared that they didn't need any help with academic topics at this time.</p> <p>Student Listening Sessions: Some student groups meeting with administrators in the 2024-2025 reported feeling that they didn't think they could get "good grades" in their classes, weren't sure if they could understand complicated ideas presented in class, or complete challenging learning tasks.</p>										
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>The implementation of frequent common formative assessment and self-assessment opportunities across content areas.</td><td>Teacher Professional Learning Communities will document and share these assessments.</td></tr> <tr> <td>Explicit school-wide instruction in executive functioning skills during Cougar Time, classes and Flex Planning Time (Self-Control, Self-Monitoring, Emotional Control, Flexibility, Task Initiation, Organization, Working Memory, Planning & Time Management)</td><td>Teacher reflection through the Instructional Leadership Team and Professional Development on the instruction and common language used for discussing these skills.</td></tr> <tr> <td>Professional Development on Danielson best practices and their connection to achieving equitable outcomes for students.</td><td>Evaluations of LEAP presentations</td></tr> <tr> <td>Professional Development on Culturally Responsive Teaching in the Classroom – Dr. Stembidge and the Hess Rigor Matrix</td><td>Student/Teacher/Admin Panorama survey on culturally responsive practices</td></tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	The implementation of frequent common formative assessment and self-assessment opportunities across content areas.	Teacher Professional Learning Communities will document and share these assessments.	Explicit school-wide instruction in executive functioning skills during Cougar Time, classes and Flex Planning Time (Self-Control, Self-Monitoring, Emotional Control, Flexibility, Task Initiation, Organization, Working Memory, Planning & Time Management)	Teacher reflection through the Instructional Leadership Team and Professional Development on the instruction and common language used for discussing these skills.	Professional Development on Danielson best practices and their connection to achieving equitable outcomes for students.	Evaluations of LEAP presentations	Professional Development on Culturally Responsive Teaching in the Classroom – Dr. Stembidge and the Hess Rigor Matrix	Student/Teacher/Admin Panorama survey on culturally responsive practices
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	<p>Students with IEPs will be taught their goals with the intention that they can describe them themselves by the Spring.</p>	Case manager assessment.
Strategy to Engage Students, Families, Parents and Community Members	<p>Meetings with a variety of family groups.</p> <p>PTSA Meeting about supporting your child's self-efficacy through the use of executive functioning strategies.</p> <p>Spanish, Portuguese and English Speaking Tech night focused on supporting executive functioning skills with Skyward, Canvas and strategies to discuss learning evidence with children.</p> <p>Family listening session with questions about executive functioning.</p> <p>Invitation to present specialized knowledge on Self-Efficacy, Culturally Responsive teaching practices and Executive Function to staff.</p> <p>Self-Efficacy goal and strategies to support sent out in grade level family newsletters.</p> <p>ML Family Night</p>	
Timeline for Focus	Fall, 2026 - Spring, 2026	
Method(s) to Monitor Progress	<p>Continued surveys and admin listening session notes. Some listening sessions will be with groups of students that self-reported lower self-efficacy.</p> <p>Emails from students to teachers sent during Homework Hour.</p>	

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
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- 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.



KIRKLAND MIDDLE SCHOOL

School Improvement Plan

Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.⁷

SCHOOL OVERVIEW

Description: Nestled in the NorKirk neighborhood of Kirkland, Kirkland Middle School (KiMS) is a beacon of excellence and community spirit. We are proud to serve a vibrant student body of approximately 800 students, primarily coming from Peter Kirk, Lakeview, and Mark Twain Elementary Schools. Our dedicated team of nearly 70 staff members is committed to nurturing the academic, social, and emotional growth of each student.

KiMS embraces a comprehensive general education model, enriched by our specialized Transition Center and Intervention Center programs. Our school is renowned for its unwavering commitment to academic excellence, high-quality teaching, and supportive learning environment. We set high expectations and provide robust support to ensure every student succeeds.

Beyond academics, KiMS places a strong emphasis on social-emotional learning and character development, helping students to thrive both as individuals and as integral members of our community. Our school community actively supports students' social-emotional and character growth through various initiatives:

The Panther Way: We uphold values of kindness, respect, and responsibility, collectively known as the Panther Way. These values are explicitly taught across different school settings, and students who demonstrate them earn "Panther Cash." Every month, *nine* students in each grade level are recognized with a Panther Way Award for the exceptional demonstration of one of the Panther Way values.

The House System: Every student and staff member belongs to one of our seven houses, comprising members from each grade level. House-based activities occur at least once a month, fostering camaraderie and teamwork. Students earn House Points through competitions, Spirit Weeks, and by earning Panther Cash.

⁷ LWSD School Board Approval on <insert date>

Panther Partners: These student-leaders mentor 6th and 7th graders, supporting them during school and after school events. They also co-lead Panther Time sessions alongside classroom teachers.

Panther Time: Panther Time is our version of Homeroom. Panther Time focuses on developing students' social-emotional skills and growth as individuals as well as creating a community among class members. Each Panther Time belongs to a House; students in each Panther Time are working toward the same monthly and yearly goals. Our 6th grade Panther Time classes have at least two Panther Partners, who support our 6th graders in their first year of middle school.

Tech Time: This 20-minute session equips students with essential computer skills like care and maintenance, application usage (OneNote, Outlook, OneDrive, FlexiSCHED, ClassLink, and Skyward), and email etiquette. In the second semester, the focus shifts to digital citizenship, covering topics like digital footprints, online friendships, social media, AI, and plagiarism.

Associated Student Body (ASB): Elected by their peers, ASB leaders plan student life events and monitor the school's climate. They meet with the Principal twice a month to discuss ideas, plan events, and address emerging issues.

Vision Statement: 100% of students will meet or exceed Washington state academic standards and social emotional middle school level benchmarks.

Mission Statement: *A caring community of dynamic, lifelong learners*

2025-26 PRIORITIES AT A GLANCE			
Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	7 th Grade Students <i>Class of 2031</i>	On the Spring 2027 Literacy Smarter Balanced Assessment (SBA), 100% of 8 th grade classes will demonstrate "above the proficiency standard" or "at/near the proficiency standard" on Writing Target 3: Explanatory Writing – Write/Revise Brief Texts.
2	Mathematics	8 th Grade Students <i>Class of 2030</i>	On the Spring 2026 Math Smarter Balanced Assessment (SBA), 100% of 8 th grade classes will demonstrate "above the proficiency standard" or "at/near the proficiency standard" on Target E: Define, Evaluate, and Compare Functions.
3	Social Emotional Learning	6 th , 7 th , and 8 th Grade Students	Student reported self-efficacy will increase 6%, from 54% to 60% as measured by the Panorama Survey of

	<i>Classes of 2030, 2031, and 2032</i>	Student SEL Competency & Well-Being Measures.
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CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	Literacy
Focus Grade Level(s) and/or Student Group(s)	All 7 th Grade Students Classes of 2031
Focus Area	Explanatory Writing – Write/Revise Brief Texts (SBA Writing Target 3)
Desired Outcome	On the Spring 2027 Literacy Smarter Balanced Assessment (SBA), 100% of 8 th grade classes will demonstrate “above the proficiency standard” or “at/near the proficiency standard” on Writing Target 3: Explanatory Writing – Write/Revise Brief Texts.
Current Data Supporting Focus Area	<p>Our goal focuses on SBA Writing Target 3, which has been identified as a relative weakness for Kirkland Middle School students. Overall, writing in all forms in an area of growth for the school.</p> <p><i>Target 3: Explanatory Writing – Write/Revise Brief Texts</i> <i>Apply a variety of strategies when writing/revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.</i></p> <p>Spring 2025 SBA Results – Writing Target 3</p> <p><i>Grade 6 (Class of 2031)</i> 1 out of 9 classes scored “above the proficiency standard”, 6 classes scored “at/near the proficiency standard”, and 2 classes scored “below the proficiency level”. As a grade level, our performance on this target as compared to others was identified as an “area of weakness” and 5 classes also showed this target as an “area of weakness”.</p> <p><i>Grade 7 (Class of 2030)</i> 2 out of 10 classes scored “above the proficiency standard”, 6 classes scored “at/near the proficiency standard”, and 2 classes</p>

	<p>scored “below the proficiency standard”. As a grade level, our performance on this target as compared to others was identified as an “area of weakness” and 6 classes also showed this target as an “area of weakness”.</p> <p>Additional rationale for this focus:</p> <ol style="list-style-type: none"> 1) <i>Explanatory writing is a core academic skill.</i> Explanatory writing is a central skill in English as it requires students to explain and defend/support their thinking. 2) <i>Explanatory writing is cross-curricular.</i> The ability to make a claim (thesis statement), support the claim with evidence and reasoning, and the use of effective transitions is used across all subjects such as in lab reports, historical essays, and mathematical justifications. 3) <i>Explanatory writing builds critical thinking.</i> Writing initial drafts requires students to synthesize their thoughts while revisions encourage students to reflect on word choice, sentence structure, and organization to ensure effective communication. 4) <i>Explanatory writing is a life skill.</i> The ability to concisely communicate a clear message is necessary in school and in the broader world. 						
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td> Explicit instruction in: <ul style="list-style-type: none"> • Thesis/Claim Writing • Evidence Selection and Elaboration • Paragraph/Essay Structure • Conclusion Strategies </td><td> <ul style="list-style-type: none"> • Learning goals/objectives clearly state these skills. • Students can explain each of these skills in their own words. • Informal and formal observations capture instruction on these skills. • Progress monitoring (e.g. exit tickets, short paragraphs) and formal writing require these skills. </td></tr> <tr> <td> Actionable Teacher Feedback during the writing process on: <ul style="list-style-type: none"> • Thesis/Claim Writing • Evidence Selection and Elaboration • Paragraph/Essay Structure • Conclusion Strategies </td><td> <ul style="list-style-type: none"> • At least 1 formal and 1 informal writing task per unit includes specific and actionable teacher feedback on at least one of these skills. • Teachers utilize their common rubric. • Students needing additional writing support </td></tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Explicit instruction in: <ul style="list-style-type: none"> • Thesis/Claim Writing • Evidence Selection and Elaboration • Paragraph/Essay Structure • Conclusion Strategies 	<ul style="list-style-type: none"> • Learning goals/objectives clearly state these skills. • Students can explain each of these skills in their own words. • Informal and formal observations capture instruction on these skills. • Progress monitoring (e.g. exit tickets, short paragraphs) and formal writing require these skills. 	Actionable Teacher Feedback during the writing process on: <ul style="list-style-type: none"> • Thesis/Claim Writing • Evidence Selection and Elaboration • Paragraph/Essay Structure • Conclusion Strategies 	<ul style="list-style-type: none"> • At least 1 formal and 1 informal writing task per unit includes specific and actionable teacher feedback on at least one of these skills. • Teachers utilize their common rubric. • Students needing additional writing support
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		on one or more of these areas will be required to attend writing-specific AP sessions.
	<p>Peer Feedback on:</p> <ul style="list-style-type: none"> • Thesis/Claim Writing • Evidence Selection and Elaboration • Paragraph/Essay Structure • Conclusion Strategies 	<ul style="list-style-type: none"> • Students are explicitly taught how to utilize rubrics for peer feedback and how to provide actionable feedback. • Peer feedback is provided at least once a quarter. • Teachers monitor and support peer feedback and reteach skills as needed.
	Explicit Instruction and Practice with Revision/Editing Tools (Self-Assessment)	<ul style="list-style-type: none"> • Students utilize checklists, rubrics, and/or graphic organizers during the writing process for formal writing tasks. • Students' reflection on writing show evidence of self-assessment of strengths and areas of growth as well as justification of changes made between drafts.
	Cross-curricular implementation of explanatory writing	<ul style="list-style-type: none"> • Writing strategies utilized by the English team are shared school-wide and are implemented into at least one other class/department. • Common vocabulary, definitions, and rubrics are utilized across the school. • Notes from non-English department Professional Learning Community (PLC) meetings show plans for explanatory writing integration
Strategy to Engage Students, Families, Parents and Community Members	<ol style="list-style-type: none"> 1) The school will communicate this SIP goal to all families via email and by posting this SIP on the school website. 2) During Principal Cassaro's Ask Me Anything (AMA) quarterly meetings with families, this goal and progress toward this goal will be reviewed. 	

	<p>3) Teachers will send communications to families about coursework related to this goal, including sharing prompts, checklists, and/or rubrics.</p> <p>4) The PTSA's Reflections Program will be introduced to all English, Art, Music, STEM, and PE classes as submissions require explanatory writing that connects the submission to the theme, "I Belong".</p> <p>5) A quarterly email will be sent to all families highlighting prompts and projects tied to this goal of explanatory writing.</p> <p>6) An optional monthly writing contest dedicated to "Words that Roar Writing Contest" will be tied to our monthly Panther Time theme. All participants will be recognized and celebrated. This contest will begin in November.</p>
Timeline for Focus	Fall, 2025 - Spring, 2027
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Classroom-based assessments – informal and formal – throughout the year • Professional Learning Community (PLCs) notes, reflections, and student work samples as well as common rubric trends • School-wide progress monitoring on writing scores • Formal and informal classroom visits by administration • Contest submissions – quality and quantity • Reflections submissions – quality and quantity

Priority #2					
Priority Area	Mathematics				
Focus Grade Level(s) and/or Student Group(s)	All 8 th grade students Class of 2030				
Focus Area	Functions				
Desired Outcome	On the Spring 2026 Math Smarter Balanced Assessment (SBA), 100% of 8 th grade classes will demonstrate “above the proficiency standard” or “at/near the proficiency standard” on Target E: Define, Evaluate, and Compare Functions.				
Current Data Supporting Focus Area	<p>Spring 2025 SBA Results – Math Target E, Grade 8 Mathematics</p> <p><i>Grade 8 – Class of 2029</i></p> <p>3 out of 12 classes scored “above the proficiency standard”, 4 classes scored “at/near the proficiency standard”, and 6 classes scored “below the proficiency standard”. As a grade level, our performance on this target as compared to others was identified as an “area of weakness”. Additionally, the following classes showed that target was an “area of weakness” compared to the other targets:</p> <ul style="list-style-type: none"> • 2 classes that scored “above the proficiency standard”, • 3 classes that scored “at/near the proficiency standard”, and • 5 of the classes that scored “below the proficiency standard”. <p>Additional rationale for this focus:</p> <p>Functions form the foundation of algebraic thinking and are central to success in Algebra I and will be utilized in subsequent math courses. Strengthening students’ ability to define, evaluate, and compare functions supports the transition from arithmetic and proportional reasoning to more abstract reasoning about relationships and quantities. It also supports students identifying the connections between equations, tables, graphs, and descriptions of functions – skills required for modeling real-world situations and data interpretation.</p>				
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>Algebra I team collaboration – planning and data teaming, including the development of common formative and summative assessment questions on functions</td><td> <ul style="list-style-type: none"> • Team meeting notes throughout the year include lesson design around functions, formative assessment results, and student </td></tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Algebra I team collaboration – planning and data teaming, including the development of common formative and summative assessment questions on functions	<ul style="list-style-type: none"> • Team meeting notes throughout the year include lesson design around functions, formative assessment results, and student
Action	Measure of Fidelity of Implementation				
Algebra I team collaboration – planning and data teaming, including the development of common formative and summative assessment questions on functions	<ul style="list-style-type: none"> • Team meeting notes throughout the year include lesson design around functions, formative assessment results, and student 				

		<ul style="list-style-type: none"> misconceptions around functions. Common assessment questions and student work connected to functions are analyzed collaboratively for each unit functions are taught or reviewed. Documentation includes sharing of effective instructional strategies, instructional adjustments made, and intervention strategies.
	Supplementation of current curricula on functions in units containing: Functions, Linear Functions, Quadratic Functions, and Exponential Functions	<ul style="list-style-type: none"> Unit plans and/or lesson plans show the integration of additional lessons and tasks on functions in relevant units. Informal and/or formal observations confirm the use of supplemental lessons and/or tasks.
	Explicitly teach and/or reteach functions in each of the following units using multiple representations (equations, tables, graphs, and function notation): Functions, Linear Function, Quadratic Function, and Exponential Functions	<ul style="list-style-type: none"> Lessons plans and informal and/or formal observations show multiple representations used to define, evaluate, and compare functions. Student work displays evidence of learning tied to functions. Informal and/or formal observations confirm the explicit teaching and/or reteaching of functions.
	Review of functions for students in Geometry	<ul style="list-style-type: none"> Students in Geometry will review functions throughout the year, specifically defining, evaluating, and comparing them.
	Inclusion of rich tasks that connect to the real world and allow for mathematical discourse	<ul style="list-style-type: none"> Lesson plans include at least one rich task in each relevant unit.

		<ul style="list-style-type: none"> • Informal and/or formal observations show opportunities for discussion, justification, and comparison of function behaviors. • PLC notes document discussion of rich tasks.
	Teachers will offer Academic Prep (AP) sessions throughout the school year focused on defining, evaluating, and comparing functions.	<ul style="list-style-type: none"> • Calendar of sessions offered and problems presented. • Rosters of students who attend.
	Strategically schedule selected students who qualify for Safety Net support into Algebra classes that receive push-in support from math interventionists	<ul style="list-style-type: none"> • Rosters show students who qualify for Safety Net supports are enrolled in interventionist supported Algebra courses. • Math interventionists and core math teachers collaborate regularly. • Informal and formal observations confirm instruction focuses on conceptual understanding, skill development, and confidence and self-efficacy building strategies. • Informal and formal observations confirm instruction is delivered by both the core math teacher and the interventionist.
	Offer and intentionally recruit students who qualify for Safety Net supports into a small math support class designed to complement their general education math course by pre-teaching and re-teaching concepts and skills while building self-efficacy and mathematical confidence.	<ul style="list-style-type: none"> • Students and their families who were actively recruited into the class are enrolled. • The support class is scheduled concurrently with the students' general education math course. • Lesson plans show alignment between support class content and core math class content. • The math interventionist and the math teacher engage in regular

		<p>communication which is used to identify pre-teaching and re-teaching priorities.</p> <ul style="list-style-type: none"> Informal and/or formal observations confirm evidence of alignment between the support and core classes and focus on core understandings and concepts.
	<p>Implement a school-wide weekly math problem-solving challenge – Pounce on a Problem! – aligned to current content areas (Math 6+, Math 7+, and Algebra and Geometry). Algebra and Geometry challenge problems will intentionally include problems involving functions throughout the year.</p>	<ul style="list-style-type: none"> Weekly challenge calendar and problem sets that include function-based problems at least once a month. Student participation rates and work samples Algebra and Geometry PLC discussions and/or meeting notes on student participation, accuracy in solving function problems, and common misconceptions.
	<p>Develop and implement a math focused peer mentoring program which delivers math instruction and support during Academic Prep</p>	<ul style="list-style-type: none"> A peer mentoring cadre is recruited and trained. Maintain a calendar of peer mentor assignments during AP. Survey mentors quarterly about their mentoring experience and act accordingly.
Strategy to Engage Students, Families, Parents and Community Members		<ol style="list-style-type: none"> 1) The school will communicate this SIP goal to all families via email and by posting this SIP on the school website. 2) During Principal Cassaro's Ask Me Anything (AMA) quarterly meetings with families, this goal and progress toward this goal will be reviewed. 3) Teachers will send communications to families about coursework related to this goal, including a family-friendly explanation of what functions are and why they matter, short problems/examples, and conversation starters. 4) Create a bulletin board in the school called "Math in Real Life" highlighting how functions are used in the real world using high interest examples (e.g. local sports, gaming, local topics).

	<p>5) Teachers will support students in developing their self-efficacy in relation to functions by recognizing their effort and having students reflect on their progress in showing mastery.</p> <p>6) Student focus groups and individual conversations will be held to better understand student experience in math classes.</p>
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Classroom-based assessments – informal and formal – throughout the year • Professional Learning Community (PLCs) notes, reflections, and student work samples as well as common rubric trends • Rich real-world tasks tied to functions are included throughout each unit • School-wide progress monitoring on the performance of students on units in which functions are prevalent • Formal and informal classroom visits by administration • Monthly check-ins with consultations with Math Interventionist • Math Interventionist tracks progress on students receiving Safety Net services in the support class and/or interventionist supported math courses, specifically highlighting progress on lessons and units involving functions.

Priority #3										
Priority Area	Social Emotional Learning									
Focus Grade Level(s) and/or Student Group(s)	Grades 6, 7, and 8									
Focus Area	Self-Efficacy									
Desired Outcome	Student reported self-efficacy will increase 6%, from 54% to 60% (as measured by the Panorama Survey of Student SEL Competency & Well-Being Measures).									
Current Data Supporting Focus Area	<p>Self-efficacy is one's belief in their ability to complete specific tasks. These beliefs directly shape how students approach learning. When students believe they will be successful, they are willing to attempt challenging tasks, take intellectual risks, persist through difficulty, and recover from setbacks. When students have low self-efficacy, even students who are capable avoid rigorous work and give up quickly. By intentionally building student self-efficacy, we will teach and empower students to approach their learning with confidence, embrace rigor, and grow into resilient self-directed learners.</p>									
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		<ul style="list-style-type: none"> • PLC and/or grade level logs document intentional use of self-efficacy strategies within lessons and/or units.
	Students will complete monthly surveys (via Forms) on their perception of their own self-efficacy.	<ul style="list-style-type: none"> • 90% of students complete each survey. • Survey data is reviewed by the Panther Time coordinator, the Principal and AP, and counselors within a week of the survey administration. • Adjustments to self-efficacy learning progression are made based on survey feedback. • Anonymous student survey data is shared with staff.
	Individual self-efficacy check-ins for students meeting with their counselors, the dean, or an administrator during Student Success Meetings (SSM).	<ul style="list-style-type: none"> • 100% of students scheduled for Student Success Meetings (SSM) participate in an individual self-efficacy check-in. • Notes from the SSM show consistent use of the Self-Efficacy protocol developed for these meetings.
Strategy to Engage Students, Families, Parents and Community Members	<ol style="list-style-type: none"> 1) The school will communicate this SIP goal to all families via email and by posting this SIP on the school website. 2) During Principal Cassaro's Ask Me Anything (AMA) quarterly meetings with families, this goal and progress toward this goal will be reviewed. 3) Monthly family emails will be sent to families about the self-efficacy topics covered in Panther Time, including strategies that can be used at home to increase self-efficacy. 4) Survey results will be shared with families quarterly. 5) Students who demonstrate self-efficacy will be highlighted in the Panther Pride Spotlight in the school. 	
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Informal Panther Time visits • Student Success Meeting feedback from counselors around self-efficacy • Monthly self-efficacy survey results • Feedback about self-efficacy learning from each Principal Advisory Council (PAC) grade level group during their monthly meetings. 	

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| | <ul style="list-style-type: none">• Feedback from the leadership students on the self-efficacy lessons gathered during Principal Cassaro and Dean Linehan's check-ins with the class.• Feedback from members of the Panther Time committee and school staff on student progress toward increased self-efficacy. |
|--|--|

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.



Northstar Middle School

School Improvement Plan

Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.⁸

SCHOOL OVERVIEW

Description: Northstar Middle School began in 1981 as one of Lake Washington's first choice schools. Northstar has four full-time teachers and a student body of 90, with 30 students per grade level.

At Northstar, we believe students learn best in a small, caring community where individual talents can be recognized and nurtured, academic growth encouraged, and social development fostered.

Located on the Emerson Campus in the Houghton neighborhood of Kirkland, Northstar emphasizes academic excellence, personal responsibility, and creativity. Experienced teachers work as a team to lead multiage, theme-based classes. We foster the unique aspects of each student and appreciate individual differences. Students are encouraged to connect to people in their community through service learning.

At Northstar, we believe a growth mindset is a critical component of student development. Parents participate by working cooperatively with teachers to sustain a cohesive learning community, provide enriching experiences and promote a love of learning. Students develop positive perceptions of self, school and life that are the foundation for continued success. It is a great place to work and learn.

Northstar students consistently exceed State and District average scores on Smarter Balanced Assessments in Math and Literacy and the WCAS (science assessment). Data from those assessments is overwhelmingly positive, however, there are a small number of students who did not meet proficiency on grade level assessment measures necessitating targeted academic interventions as an aspect of our School Improvement Plan.

⁸ LWSD School Board Approval on <insert date>

Our small size provides both an opportunity and a challenge. Due to our small cohorts of students, assessment data can be easily skewed by single student scores. On the other hand, our small environment allows teachers to get to know each student personally and work as a collaborative team to support individual student needs.

Mission Statement: Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	Students who are “high risk” or “some risk” as measured by FastBridge fall assessment data.	Students will improve their ELA skills moving from high risk” or “low risk” scores to “low risk” or “minimal risk” as measured by FastBridge spring 2026 assessment data.
2	Mathematics	Students who are “high risk” or “some risk” as measured by FastBridge fall assessment data.	Students will improve their Math skills moving from high risk” or “low risk” scores to “low risk” or “minimal risk” as measured by FastBridge spring 2026 assessment data.
3	Social Emotional Learning	All students	Increase in students reporting positive sense of belonging as measured by Spring 2026 Panorama and counselor survey data.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1											
Priority Area	Literacy										
Focus Grade Level(s) and/or Student Group(s)	Students who are “high risk” or “some risk” as measured by FastBridge fall assessment data.										
Focus Area	Academic achievement										
Desired Outcome	Students will improve their ELA skills moving from high risk” or “low risk” scores to “low risk” or “minimal risk” as measured by FastBridge spring 2026 assessment data.										
Current Data Supporting Focus Area	Fall FastBridge aReading Data: 0 students in the “high risk” range 5 students in the “some risk” range										
Strategy to Address Priority	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>Targeted ELA support before school during 2nd semester</td><td>Participation and attendance.</td></tr> <tr> <td>In-class instructional support in small groups (provided by teacher and IA).</td><td>FastBridge MOY and EOY scores. Data tracking for MTSS team.</td></tr> <tr> <td>Frequent opportunities for students to engage in similar writing practice across content areas.</td><td>Teachers collaborate regularly to norm, plan, and evaluate student proficiency in interdisciplinary literacy related skills.</td></tr> <tr> <td>Small group support during Advisory.</td><td>Data tracking for MTSS team.</td></tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Targeted ELA support before school during 2 nd semester	Participation and attendance.	In-class instructional support in small groups (provided by teacher and IA).	FastBridge MOY and EOY scores. Data tracking for MTSS team.	Frequent opportunities for students to engage in similar writing practice across content areas.	Teachers collaborate regularly to norm, plan, and evaluate student proficiency in interdisciplinary literacy related skills.	Small group support during Advisory.	Data tracking for MTSS team.
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Frequent opportunities for students to engage in similar writing practice across content areas.	Teachers collaborate regularly to norm, plan, and evaluate student proficiency in interdisciplinary literacy related skills.										
Small group support during Advisory.	Data tracking for MTSS team.										
Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> -Conferences for each student twice per year - Conference week classes led by parents and community members -Volunteer opportunities regularly throughout the school year -Northstar Advisory Council (parent organization) monthly meetings including admin and teacher representatives - Student focus groups 										

	- Tier 1 SEL support from YES counselor
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	Classroom based assessments, FastBridge, SBA practice, scores on revised writing assignments, and overall, ELA grades.

Priority #2										
Priority Area	Mathematics									
Focus Grade Level(s) and/or Student Group(s)	Students who are “high risk” or “some risk” as measured by FastBridge fall assessment data.									
Focus Area	Academic achievement									
Desired Outcome	Students will improve their Math skills moving from high risk” or “low risk” scores to “low risk” or “minimal risk” as measured by FastBridge spring 2026 assessment data.									
Current Data Supporting Focus Area	Fall FastBridge Math Data: 2 students in the “high risk” range 4 students in the “some risk” range Fall FastBridge CBM Math Automaticity Data: 0 students in the “high risk” range 3 students in the “some risk” range									
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Action	Measure of Fidelity of Implementation									
Targeted math support before school.	Participation and attendance.									
In-class instructional support in small groups (provided by teacher and IA)	FastBridge MOY and EOY score reports and performance indicators. Data tracking for MTSS team.									
Frequent opportunities for students to engage in SBA-like practice during 6 th grade math.	Math teachers collaborate regularly re: norming, planning, and evaluation sessions.									

	<p>Parent led extra-curricular math competition club open to all students.</p>	Participation and attendance.
Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> -Conferences for each student twice per year - Conference week classes led by parents and community members -Volunteer opportunities regularly throughout the school year -Northstar Advisory Council (parent organization) monthly meetings including admin and teacher representatives - Student focus groups - Tier 1 SEL support from YES counselor 	
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	Classroom based assessments, FastBridge, SBA practice, and spring SBA scores.	

Priority #3									
Priority Area	Social Emotional Learning								
Focus Grade Level(s) and/or Student Group(s)	All students at Northstar Middle School								
Focus Area	Sense of belonging among students.								
Desired Outcome	Increase in students reporting positive sense of belonging as measured by Spring 2026 Panorama and counselor survey data.								
Current Data Supporting Focus Area	<p>Sense of Belonging questions and data from Spring 2025 survey:</p> <p>How connected do you feel to the adults at your school? 68% favorable</p> <p>How well do people at your school understand you as a person? 56% favorable</p> <p>Overall, how much do you feel like you belong at your school? 75% favorable</p> <p>How much respect do students in your school show you? 66% favorable</p>								
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>All-school engagement with students about meaning and key indicators of “belonging.”</td><td>Embedded in Support Group (6th period).</td></tr> <tr> <td>All-school learning project assignment driven by student interest to learn new content and/or skill.</td><td>All students will engage in at least one choice learning project in Support Group.</td></tr> <tr> <td>All teachers will provide opportunities for student choice in how they show content/skill competency in core content.</td><td>Samples of assignments and assessments that allow for some individualization and choice for students.</td></tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	All-school engagement with students about meaning and key indicators of “belonging.”	Embedded in Support Group (6 th period).	All-school learning project assignment driven by student interest to learn new content and/or skill.	All students will engage in at least one choice learning project in Support Group.	All teachers will provide opportunities for student choice in how they show content/skill competency in core content.	Samples of assignments and assessments that allow for some individualization and choice for students.
Action	Measure of Fidelity of Implementation								
All-school engagement with students about meaning and key indicators of “belonging.”	Embedded in Support Group (6 th period).								
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All teachers will provide opportunities for student choice in how they show content/skill competency in core content.	Samples of assignments and assessments that allow for some individualization and choice for students.								
Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> -Conferences for each student twice per year - Conference week classes led by parents and community members -Volunteer opportunities regularly throughout the school year -Northstar Advisory Council (parent organization) monthly meetings including admin and teacher representatives - Student focus groups 								

	- Tier 1 SEL support from YES counselor
Timeline for Focus	Spring, 2025 - Spring, 2026
Method(s) to Monitor Progress	Survey data, common classroom activities, counselor reports.

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.



Redmond Middle School School Improvement Plan

Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.⁹

SCHOOL OVERVIEW

Description: Redmond Middle School (RMS) is a comprehensive public school located on the top of Education Hill in Redmond, Washington. RMS remains committed to building a positive school culture inside and outside the classroom. The staff shows up positive and enthusiastic every day and works tirelessly to support and inspire students. RMS also remains committed to implementing effective instruction in every class, every day and providing the necessary time and support to help all students meet our high expectations. Redmond Middle School is proud to serve a large, diverse student body and strives to offer a variety of classes, clubs, and programs to ensure that each student in our school is welcomed, supported, and challenged. More specifically, Redmond Middle School integrates the Lake Washington School District's highly capable Quest program and the only LWSD middle school dual language program.

Mission Statement: Redmond Middle School remains guided by its motto, "The Grizzly Way", which captures its holistic approach to education, where staff not only teach academic content and skills, but personal and interpersonal attributes that build the foundation for future success. **RMS Mission:** Through school-wide collective commitments in a rigorous learning environment, Redmond Middle School students are prepared for the challenges and rewards of high school, future educational opportunities, the global workplace, and personal life.

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	Grade 6-8 ELA	Decrease the number of Ns in ELA from Quarter 1 and 3 to Semester 1 and 2 through effective use of Tier 2 interventions like Safety Net and WIN.

⁹ LWSD School Board Approval on <insert date>

2	Mathematics	Algebra	Decrease the number of Ns in Algebra from Quarter 1 and 3 to Semester 1 and 2 through effective use of Tier 2 interventions like WIN.
3	Social Emotional Learning	Grades 6-8	Increase “Sense of Belonging” percentages on Panorama from Spring 2024 to Spring 2025, with specific attention to the following question: “How much support do the adults at your school give you?”

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1										
Priority Area	Literacy									
Focus Grade Level(s) and/or Student Group(s)	Grades 6-8									
Focus Area	N Grades									
Desired Outcome	Decrease the number of Ns in ELA from Quarter 1 and 3 to Semester 1 and 2 through effective use of Tier 2 interventions like Safety Net and WIN.									
Current Data Supporting Focus Area	Last year, we collected data on the effectiveness of our Grade 7 Safety Net, minimizing the number of Ns (1 N S1, 3 Ns S2). We want to collect data in Grade 6 and 8 this year, and minimize the number of Ns in those classes as well.									
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>Data Collection</td><td>Compare number of N grades from Q 1 and 3 to Semester 1 and 2.</td></tr> <tr> <td>Systemic Interventions</td><td>Effectively use Tier 2 interventions like WIN and Safety Net for ELA. Collect data on the use of WIN for students with Ns.</td></tr> <tr> <td>Professional Learning</td><td>Ongoing professional learning on teacher responsiveness when students do not learn or feel excluded from class content.</td></tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Data Collection	Compare number of N grades from Q 1 and 3 to Semester 1 and 2.	Systemic Interventions	Effectively use Tier 2 interventions like WIN and Safety Net for ELA. Collect data on the use of WIN for students with Ns.	Professional Learning	Ongoing professional learning on teacher responsiveness when students do not learn or feel excluded from class content.	
Action	Measure of Fidelity of Implementation									
Data Collection	Compare number of N grades from Q 1 and 3 to Semester 1 and 2.									
Systemic Interventions	Effectively use Tier 2 interventions like WIN and Safety Net for ELA. Collect data on the use of WIN for students with Ns.									
Professional Learning	Ongoing professional learning on teacher responsiveness when students do not learn or feel excluded from class content.									
Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> Continuous monitoring of the biweekly D and N report and systematic approaches to ensure students receive support. Partnership between Administration, Counseling and Case Managers (IEP, 504, ML, CIS) Parent contact and the use of Canvas to support students at home. 									
Timeline for Focus	Fall, 2025 - Spring, 2026									

Method(s) to Monitor Progress	Ongoing data collection on the number of Ns in ELA 6-8.
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Priority #2		
Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	All Algebra students but particularly those with Level 1 on SBA N Grades	
Focus Area	N Grades	
Desired Outcome	Decrease the number of Ns in Algebra from Quarter 1 and 3 to Semester 1 and 2 through effective use of Tier 2 interventions like Safety Net and WIN.	
Current Data Supporting Focus Area	In Semester 1 of 2024, 23 RMS students did not pass Algebra at Redmond High School. All these students earned Level 1 on the SBA in Grade 8. We now require all students in Grade 8 to take Algebra.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Data Collection	Compare number of N grades from Q 1 and 3 to Semester 1 and 2.
	Teacher Collaboration	Collaborate with Algebra teachers to ensure a guaranteed and viable curriculum in Algebra, especially since some Algebra teachers have Safety Net support while others are implementing a pilot curriculum. Collect data on percent of Ns in different classes.
	Systemic Interventions	Effectively use Tier 2 interventions like WIN and Safety Net for Algebra. Collect data on the use of WIN for students with Ns.
	Professional Learning	Ongoing professional learning on teacher responsiveness when students do not learn or feel excluded from class content.
Strategy to Engage Students, Families, Parents and Community Members	<ul style="list-style-type: none"> Continuous monitoring of the biweekly D and N report and systematic approaches to ensure students receive support. Partnership between Administration, Counseling and Case Managers (IEP, 504, ML, CIS) 	

	<ul style="list-style-type: none"> • Parent contact and the use of Canvas to support students at home.
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	Ongoing data collection on the number of Ns in different Algebra classes.

Priority #3		
Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	Grades 6-8	
Focus Area	Student Sense of Belonging	
Desired Outcome	Increase “Sense of Belonging” percentages on Panorama from Spring 2024 to Spring 2025, with specific attention to the following question: “How much support do the adults at your school give you?”	
Current Data Supporting Focus Area	In the Spring of 2025, 56 percent of students shared that the adults at Redmond Middle School provide either “a huge amount of support” (13 percent) or “a lot of support” (43 percent). Thirteen percent shared that they receive “a little bit” (10 percent) or “no support at all” (3 percent).	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Student Focus Group	Collect qualitative data on the support students receive from the adults at RMS and ideas on how we could provide more support.
	WIN time data	WIN is a flexible time of the day where students can receive academic support from their teachers. We will collect qualitative and quantitative data on the effectiveness of this Tier 2 intervention.
Strategy to Engage Students, Families, Parents and Community Members	Professional Learning	Ongoing professional learning on teacher responsiveness when students do not learn or feel excluded from class content.
	<ul style="list-style-type: none"> • Parent survey on what they want from their students’ middle school experience • Share student focus group data with teachers 	
Timeline for Focus	Spring, 2025 - Spring, 2026	
Method(s) to Monitor Progress	Classroom Surveys Panorama Survey	

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

Renaissance School of Arts and Reasoning

School Improvement Plan

Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹⁰

SCHOOL OVERVIEW

Description: Renaissance School of Art and Reasoning (RSAR) is a small, choice-based middle school serving up to 96 students in grades 6–8 from across the Lake Washington School District, including the communities of Sammamish, Redmond, and Kirkland. RSAR's growingly diverse student body enriches the learning environment by fostering an inclusive community where students learn from a broad range of perspectives and cultural experiences. What sets RSAR apart is its commitment to developing critical thinkers who approach learning with curiosity, reflection, and purpose. Our curriculum emphasizes reasoning and inquiry across all subject areas, helping students make sense of the world and their place within it. A hallmark of our program is the integration of visual and performing arts into every student's experience. Unlike other middle schools in the district, all RSAR students participate in both art and drama classes each year. These courses are not treated as standalone electives but as core components of the learning experience. Through the arts, students learn to communicate ideas non-verbally, express their understanding of academic concepts creatively, and build essential skills such as collaboration, public speaking, and self-confidence. This interdisciplinary approach fosters deep connections across content areas and supports the development of well-rounded learners who can think critically, express themselves effectively, and engage meaningfully with their community.

Mission Statement: *Prepare students to be engaged drivers of their own education through experiences in arts-based instruction. Develop distinct skills and techniques across the curriculum. Provide experiences that continue the development of their critical thinking and communication skills, as well as the confidence and willingness to try even when the task is challenging or requires risk-taking. Support students in becoming life-long learners and positively engagement members of our learning community.*

2025-26 PRIORITIES AT A GLANCE

¹⁰ LWSD School Board Approval on <insert date>

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	Grade 8	As measured by the Smarter Balanced Assessment (SBA), the proficiency of 8 th grade students will improve from ‘weak’ in the 2024-25 school year to ‘strong’ in the 2025-26 school year for Target 8, Informational Text: “Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.”
2	Mathematics	Grade 6	To better prepare students for Algebra 1 as 7 th or 8 th graders, the percentage of 6 th grade students earning scores of proficient or better on the Smarter Balanced Assessment (SBA) will improve from 61% in the 2024-25 school year to 75% in the 2025-26 school year.
3	Social Emotional Learning	All Students 6-8	By the end of third quarter, at least 85% of students will be able to identify at least four core emotions and demonstrate at least two self-regulation strategies, as measured by teacher checklists, SEL reflections, and student self-assessments.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1	
Priority Area	Literacy
Focus Grade Level(s) and/or Student Group(s)	Grade 8

Focus Area	Literacy								
Desired Outcome	As measured by the Smarter Balanced Assessment (SBA), the proficiency of 8 th grade students will improve from ‘weak’ in the 2024-25 school year to ‘strong’ in the 2025-26 school year for Target 8, Informational Text: “Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.”								
Current Data Supporting Focus Area	There are three targets on the 2024-25 SBA in which 8 th grade students at RSAR achieved ‘weak’ proficiency, including Target 8. A weakly proficient score on this target indicates that students struggle to use details from a text to support an inference. Building this skill will help students understand what they read in all subjects, not just ELA. Moving from ‘weak’ to ‘strong’ proficiency will better prepare students for the tougher reading and thinking tasks they will face in high school.								
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th> <th>Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>During novel studies in ELA, students will explain what details in the text help them infer about characters, themes, or events.</td> <td>ELA teachers will share brief samples of student responses or discussion notes to show that evidence-and-inference practice is happening consistently.</td> </tr> <tr> <td>Teachers will incorporate close-reading routines, such as annotating key details or identifying evidence, when working with informational texts.</td> <td>Teachers will periodically review and discuss student work to confirm that close-reading routines are effective across subject areas.</td> </tr> <tr> <td>Teachers will regularly model their thinking by “talking through” how they make an inference and choose supporting details, then guide students in practicing the same process.</td> <td>Teachers will review notes and student work to ensure think-alouds and guided practice are being used consistently.</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	During novel studies in ELA, students will explain what details in the text help them infer about characters, themes, or events.	ELA teachers will share brief samples of student responses or discussion notes to show that evidence-and-inference practice is happening consistently.	Teachers will incorporate close-reading routines, such as annotating key details or identifying evidence, when working with informational texts.	Teachers will periodically review and discuss student work to confirm that close-reading routines are effective across subject areas.	Teachers will regularly model their thinking by “talking through” how they make an inference and choose supporting details, then guide students in practicing the same process.	Teachers will review notes and student work to ensure think-alouds and guided practice are being used consistently.
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Teachers will regularly model their thinking by “talking through” how they make an inference and choose supporting details, then guide students in practicing the same process.	Teachers will review notes and student work to ensure think-alouds and guided practice are being used consistently.								
Strategy to Engage Students, Families, Parents and	The School Improvement Plan is shaped by ongoing feedback from families and teachers, who consistently identify writing								

Community Members	fluency, math fluency, and emotional regulation as top areas of need for students in middle school. These insights directly inform the school's goals and ensure that the plan reflects what matters most to our community. ELA teachers will communicate with families each time a new novel begins in class. Families will be encouraged to discuss the novel regularly at home to support student engagement, understanding, and analysis. During student-led conferences, which are bi-annual, students will self-select ELA work that they are proud of to show to their families. They will discuss why they are proud of the work, the circumstances that helped them be successful, and how they could have improved upon the work if applicable.
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	Teachers will utilize ParentSquare for communications regarding novels, which will provide data that can be used to monitor family awareness and engagement.

Priority #2	
Priority Area	Mathematics
Focus Grade Level(s) and/or Student Group(s)	Grade 6
Focus Area	Math Fluency to support Algebra Readiness
Desired Outcome	To better prepare students for Algebra 1 as 7 th or 8 th graders, the percentage of 6 th grade students earning scores of proficient or better on the Smarter Balanced Assessment (SBA) will improve from 61% in the 2024-25 school year to 75% in the 2025-26 school year.
Current Data Supporting Focus Area	Smarter Balanced Assessment (SBA) scores show 61% of 6 th grade students showing scores of proficient or better in the 2024-25 school year. FastBridge assessments reveal gaps in foundational math skills (e.g., multiplication, fractions). Struggles with basic fluency impact students' ability to engage with more complex math concepts. Math anxiety is prevalent, and lack of fluency contributes to low confidence.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Students will engage in weekly math fluency activities focused on core prerequisite skills.	Teachers will maintain a weekly log of fluency activities; lesson plans will reflect integration.
	Students identified for additional support will participate in small-group math interventions during intervention periods.	Intervention groups will be documented with attendance records and progress monitoring tools.
	Students will reflect monthly on their math fluency progress using math journals or digital goal-setting tools.	Teachers will review journals quarterly; student reflections will be part of student-led conferences.
Strategy to Engage Students, Families, Parents and Community Members	<p>The School Improvement Plan is shaped by ongoing feedback from families and teachers, who consistently identify writing fluency, math fluency, and emotional regulation as top areas of need for students in middle school. These insights directly inform the school's goals and ensure that the plan reflects what matters most to our community.</p> <p>Math teachers will utilize three programs to engage families on math work, including XtraMath, ALEKS, and Big Ideas Math. All three platforms can be used to monitor student understanding and progress over time. Additionally, XtraMath generates reports and certificates which can be sent automatically to parents and teachers depending on user preferences.</p> <p>During student-led conferences, which are bi-annual, students will self-select math work that they are proud of to show to their families. They will discuss why they are proud of the work, the circumstances that helped them be successful, and how they could have improved upon the work if applicable.</p>	
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	<p>Students will complete three FastBridge assessments per year, to track skill growth over time. Teachers will keep observational notes on student accuracy and participation during fluency routines in class. Student math journals will be reviewed quarterly to assess goal setting, reflections, and self-awareness of progress.</p>	

	Math teachers will use login data on XtraMath, ALEKS, and Big Ideas Math to monitor parent awareness and engagement.
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Priority #3		
Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	All Students 6-8	
Focus Area	Emotion Identification & Regulation	
Desired Outcome	By the end of the school year, at least 85% of students will be able to identify at least four core emotions and demonstrate at least two self-regulation strategies, as measured by teacher checklists, SEL reflections, and student self-assessments.	
Current Data Supporting Focus Area	Increase in behavioral referrals related to emotional outbursts and peer conflict. Student and teacher surveys indicate a need for more emotional regulation tools. Research supports that SEL improves academic success and school climate.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Students will participate in weekly SEL lessons focused on emotional awareness and regulation strategies.	Teachers will follow a scope and sequence for SEL instruction.
	The SPED classroom will include a calm space or self-regulation area where students can take breaks when needed.	Usage will be tracked (informally or with reflection tools).
	Students will engage in regular emotional check-ins during advisory periods using visual tools like emotion thermometers or mood meters.	Teachers will incorporate daily check-ins consistently.
Strategy to Engage Students, Families, Parents and Community Members	The School Improvement Plan is shaped by ongoing feedback from families and teachers, who consistently identify writing fluency, math fluency, and emotional regulation as top areas of need for students in middle school. These insights directly inform the school's goals and ensure that the plan reflects what matters most to our community.	

	<p>To strengthen family engagement in our SEL work, the school will provide families with simple conversation starters and strategies for discussing weekly SEL themes at home. We will share these via our weekly school newsletter.</p> <p>During student-led conferences, which are bi-annual, students will self-select Character Strong work that they are proud of to show to their families. They will discuss why they are proud of the work, the circumstances that helped them be successful, and how they could have improved upon the work if applicable.</p>
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	School staff will monitor behavioral data, including trends in referrals or classroom disruptions, to evaluate the impact of SEL instruction. Students will complete self-assessments and reflection activities to share how they are using emotional strategies and recognizing their emotions. During student-led conferences, teachers will ask families about conversations they have been having at home about SEL work as a means of monitoring family awareness and engagement.

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

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- 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.
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- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.



Rose Hill Middle School

School Improvement Plan

Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹¹

SCHOOL OVERVIEW

Description: Rose Hill Middle School (RHMS) staff are focused on knowing each student individually by name and need, with the goal to support the growth of each student academically, socially and emotionally. Four elementary schools (Audubon, Franklin, Rose Hill, & Rush) feed into Rose Hill Middle School. The tremendous diversity at Rose Hill Middle School is one of our biggest strengths. The many different cultures represented, and native languages spoken are welcomed, valued, and seen as an asset at RHMS. Our students reside in Redmond and Kirkland. They make us proud every day. Our mission and vision underlie our partnership with parents and our relationship with students and form the basis of our improvement goals.

Our vision is: Every RHMS Student is: Challenged Academically, Connected Globally, Valued Individually, Prepared for the Next Step

Mission Statement: *To prepare and inspire students for academic and social success in a safe community through collaboration of students, staff, and parents.*

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	6 th Grade	6th-grade ELA teachers will focus on developing students' reading comprehension skills, with a specific emphasis on literary texts utilizing both fiction and non-fiction genres. This instructional focus is informed by a comprehensive analysis of SBA data from the past three years, which identified literary text comprehension

¹¹ LWSD School Board Approval on <insert date>

			as a key area for growth. Instructional strategies will be aligned with Common Core addressing Targets 1 through 7, to ensure a structured and standards-based approach to improving student outcomes in reading.
2	Mathematics	6th-7th Grade	6th and 7 th grade teachers will focus on specific mathematical concepts and procedures identified by the Math SBA as being areas of weakness compared to others. This intentional focus will improve readiness for all students to be successful in Algebra by the end of 8 th grade.
3	Social & Emotional: Sense of Belonging	6th-8th Grade	Implementation of Houses, which include all students & staff, will lead to a greater sense of belonging for students. Continued school-wide training and implementation of restorative practices as well as the new Houses will have a positive impact on student success, social and emotional well-being, and school culture.

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 Grade Level(s) and/or Student Group(s)	6 th grade English Language Arts
Focus Area	<p>6th grade ELA students Target 1-7</p> <ul style="list-style-type: none"> • Target 1: Citing textual evidence to support analysis and inferences • Target 2: Determining central ideas or themes and summarizing text • Target 3: Analyzing how individuals, events, and ideas develop • Target 4: Interpreting word meaning and tone • Target 5: Analyzing text structure and author's craft • Target 6: Comparing texts and genres • Target 7: Integrating knowledge and ideas
Desired Outcome	All 6th grade students will show growth in multiple target areas under Literacy Texts.
Current Data Supporting Focus Area	<p>6th-grade ELA teachers will focus on developing students' reading comprehension skills, with a specific emphasis on literary texts utilizing both fiction and non-fiction genres. This instructional priority stems from SBA data (2024–2025), which revealed that it was a weaker section compared to others. The data further indicated that constructed-response and evidence-based reasoning questions related to literary passages were among the lowest-performing targets, particularly those assessing inference, theme development, and analysis of character and plot.</p> <p>Strengthening students' ability to analyze and interpret literary texts is critical to ensuring overall reading proficiency and readiness for more complex literary analysis in upper grades. In addition, literary text comprehension supports broader literacy</p>

	<p>skills such as critical thinking and vocabulary acquisition, which are foundational for success across content areas.</p> <p>Overall, the summative scores have upward trends; the goal is to have all the 6th grade students show growth in multiple target areas. Last year, the ELA department focused on the writing piece, and we saw overall growth in the students' progress increasing from 74% to 78% of students meeting standards.</p>												
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>Focus on classroom observation by the administrative team, ensuring all students get differentiated instructions.</td><td>Multiple classroom observation throughout the year followed by debrief and learning focused conversations.</td></tr> <tr> <td>Students engage with their IEP and ML case manager to choose focus goals and then monitor progress over the course of the year</td><td>IEP and ML case managers track student growth quarterly, engaging students in the process and helping them reflect on evidence of progress towards their goals.</td></tr> <tr> <td>Regular meetings between administrators and push-in teacher teams.</td><td>Identifying effective strategies, understanding teacher experience, and sharing what has been observed during classroom visits as well as themes from student listening sessions.</td></tr> <tr> <td>Pride Time</td><td>Pride Time (academic intervention times) occurs 30 minutes a day, two days a week. During this time, teachers call in students to provide support, including targeted support, or enrichments for students</td></tr> <tr> <td>Use of modifications and accommodations for students with IEPs, 504s, and those receiving Multi-Lingual (ML) services.</td><td>Teachers attend IEP meetings, understand accommodations and modifications, and other forms of support for students with specific learning needs related to their writing and collaborate with case managers and ML teachers to support student writing goals.</td></tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Focus on classroom observation by the administrative team, ensuring all students get differentiated instructions.	Multiple classroom observation throughout the year followed by debrief and learning focused conversations.	Students engage with their IEP and ML case manager to choose focus goals and then monitor progress over the course of the year	IEP and ML case managers track student growth quarterly, engaging students in the process and helping them reflect on evidence of progress towards their goals.	Regular meetings between administrators and push-in teacher teams.	Identifying effective strategies, understanding teacher experience, and sharing what has been observed during classroom visits as well as themes from student listening sessions.	Pride Time	Pride Time (academic intervention times) occurs 30 minutes a day, two days a week. During this time, teachers call in students to provide support, including targeted support, or enrichments for students	Use of modifications and accommodations for students with IEPs, 504s, and those receiving Multi-Lingual (ML) services.	Teachers attend IEP meetings, understand accommodations and modifications, and other forms of support for students with specific learning needs related to their writing and collaborate with case managers and ML teachers to support student writing goals.
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Strategy to Engage Students, Families, Parents and Community Members	As part of the student growth goal, teachers will collaborate with families to get feedback about content and skill. Based on family feedback, some instructions and assessments will be modified as per the students' needs.
Timeline for Focus	Spring, 2025 - Spring, 2026
Method(s) to Monitor Progress	ELA teachers will monitor the students' progress using FastBridge and other classroom formative and Summative assessments. Students on IEP, 504, and ML students will be supported by their case manager quarterly. Students will take the SBA in May 2026.

Priority #2						
Priority Area	Mathematics					
Focus Grade Level(s) and/or Student Group(s)	6 th and 7 th Grade					
Focus Area	<p>6th Grade – Target B: Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Target I: Develop understanding of statistical variability.</p> <p>7th Grade – Target F: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume Target G: Use random sampling to draw inferences about a population. Target I: Investigate chance processes and develop, use, and evaluate probability models</p>					
Desired Outcome	By intentionally focusing on concepts identified on the math SBA as opportunities for improvement in 6 th and 7 th grade math, students will have a stronger foundation heading into Algebra, which will lead to more success in Algebra whether students take it in 7 th or in 8 th grade.					
Current Data Supporting Focus Area	<p>SBA: Last year, 80% of 6th graders (an increase of 8% from the previous year) and 78% of 7th graders (an increase of 10% from the previous year) scored a Level 3 (Met Standard) or Level 4 (Exceeded Standard) on the Math SBA. This is worthy of celebration and evidence that last year's focus on providing students opportunities to retake assessments after reteaching/re-learning has taken place between attempts, so that they will continue learning after assessments, learn from their mistakes, and move closer to mastery, had a positive impact on student achievement.</p> <p>Last year on the SBA, 6th graders were Above the Proficiency Standard on all Concept and Procedures “Targets”. However, in the previous year, Target B was identified as a weakness, and Target I was the only one that was “At/Near Proficiency Standard”, so it is worthy of focusing on these specific areas.</p> <p>Last year on the SBA, 7th graders had two targets, Target F and Target G where they were “At/Near Proficiency Standard”, and another that Above Standard but still identified as an “Area of Weakness”: Target I.</p>					
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Math teachers will engage in whole department	Department Professional Learning Community (PLC)					

	<p>collaboration with a specific focus on the identified Concept and Procedure “targets” to develop strategies and intentional focus on these particular areas of focus.</p>	<p>meetings that are data-focused and planning/instructional strategy-focused.</p>
	<p>FastBridge Universal Screener assessment administration</p>	<p>This assessment will be given three times during the 2024-25 school year. The first assessment functions as our baseline data and provides us with information about students in need of additional intervention. The remaining two assessments (winter and spring) will act as progress monitoring tools which will allow us to measure the effectiveness of the interventions we are providing to our students at <i>some or high risk</i>.</p>
	<p>Student Listening Sessions with focus groups of students.</p>	<p>A focus group of students will participate in listening sessions facilitated by school leaders multiple times over the course of the year. to help understand their school experience, build relationships, and learn from them. In addition, they will be asked about their self-efficacy with regards to the retake process and what strategies work best for them in math class.</p>
	<p>ALEKS practice activities</p>	<p>All teachers of Math 6, 7, and 8 at RHMS utilize ALEKS as a tool to support student learning of current skills and concepts as well as a tool to monitor student learning. ALEKS also supports student skill growth in areas outside of the current curriculum, supporting students in clarifying their understanding and closing conceptual and skill gaps.</p>

		Teachers regularly monitor student performance on ALEKS to ensure students are progressing.
	Pride Time	Pride Time (academic intervention time) occurs 30 minutes a day, two days a week. During this time, teachers call in students to provide support, including targeted supports, or enrichments for students.
	Participation in Grade Level Team meetings	Math team members participate in grade level team meetings focused on supporting struggling students. During these meetings, teachers in all subjects share successful interventions for individual students in an effort to support the student. Our math teachers actively participate in these meetings, sharing successful interventions, and implementing successful strategies others have shared within their classrooms.
	Department Collaboration	Members of the math team collaborate with one another. Part of this collaboration involves discussing strategies aimed at supporting students in general as they progress through math. This collaboration also involves sharing information about strategies that have supported specific students' learning in the past.
Strategy to Engage Students, Families, Parents and Community Members	Student Staffings: For students who continue to struggle despite the implementation of interventions, the school's counselors schedule staffing meetings with all teachers, the student, and the student's family. The goal is to create a partnership between the school, the student, and the family to support the student academically, socially, and emotionally. Specific actions are discussed and implemented as a result of these meetings.	

Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	Classroom-based assessments, Interim SBA focused on specific targets and benchmarks, Spring 2026 Math SBA

Priority #3	
Priority Area	Social Emotional Learning
Focus Grade Level(s) and/or Student Group(s)	School-Wide Houses and Continued Implementation of Restorative Practices
Focus Area	6 th , 7 th , and 8 th Grade
Desired Outcome	<p>To build community, encourage teamwork, reinforce the school values of Safe, Kind, and Responsible and promote school spirit, our school will implement a House system. Students and staff will be assigned to one of six houses, each representing core values and school pride.</p> <p>Continued implementation of restorative practices across the continuum (affective statements, affective questions, small impromptu conversations, circles, formal conferences), especially the 80% that are proactive, community-building focused, will lead to a greater sense of belonging for students.</p>
Current Data Supporting Focus Area	<p>A sense of belonging impacts student performance, attendance, peer relationships, and school culture.</p> <p>Each student will be assigned to a House (six different houses named for different sub-species of lions, our school mascot), with an even distribution of 6th, 7th, and 8th grade students per house. Students will be engaged in developing a house chant, motto, crest, and decorating their pod as they work collaboratively to create their house's individual identity. Student leaders, "House Captains," will be chosen to help lead the work. Houses will compete and earn points through house competitions (academic, behavior, and extracurricular activities), events, and meetings.</p> <p>Restorative Practices foster a greater sense of belonging by creating a supportive and inclusive environment where students feel valued and heard. These practices, such as restorative circles, encourage open dialogue and mutual respect among students and teachers, helping build strong relationships and a positive school climate. This approach promotes a sense of safety and belonging, which is critical for students' emotional and academic development.</p> <p>In the Panorama Spring survey, 53% of students gave positive responses to questions related to a sense of belonging (15% of students gave negative responses and 32% gave neutral responses). This showed an increase in positive response rate in this category of 9% and a decrease in negative responses by 4% compared to the year before. While this is evidence that the</p>

	<p>restorative practices focus from last year had a positive impact, our goal is to increase this further with the addition of our houses while refining our use of restorative practices.</p> <p>Our goal is to increase the positive response rate and decrease the negative response rate to the following Sense of Belonging topic questions by the Spring 2026 Panorama survey:</p> <ul style="list-style-type: none"> • How well do the people at your school understand you as a person? • How connected do you feel to the adults at your school? • How much respect do students in your school show you? • Overall, how much do you feel like you belong at your school? 								
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>All students will be assigned randomly with all three grade levels included in each House. A special First House Meeting will introduce students to their houses within the first two weeks of school using FlexiSCHED. Students will stay in the same Houses for all three years.</td><td>Each house will develop their identity by creating a house crest, motto, chant, and decorating their pod. All house events will take place during Advisory and/or during all-school assemblies or lunches.</td></tr> <tr> <td>Houses will earn points through academics, behavior, and extra-curricular activities. Examples: School fundraiser, spirit days, trivia, pod decoration, announcement competitions, hygiene drive, etc.</td><td>There will be an increase in participation in spirit days, assembly contests, and other all school events due to a focus on house competitions. Houses will accumulate points throughout the year, with the highest-scoring house winning the House Cup.</td></tr> <tr> <td>The ten staff members who participated in an International Institute of Restorative Practices (IIRP) “Train-the-Trainers” three-day training in June, 2024 continue to plan and lead ongoing professional development over the course</td><td>RHMS staff restorative practices trainers collaborate to develop and lead lessons to build off of last year’s all-staff trainings in the “Fundamentals of Restorative Practices” curriculum.</td></tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	All students will be assigned randomly with all three grade levels included in each House. A special First House Meeting will introduce students to their houses within the first two weeks of school using FlexiSCHED. Students will stay in the same Houses for all three years.	Each house will develop their identity by creating a house crest, motto, chant, and decorating their pod. All house events will take place during Advisory and/or during all-school assemblies or lunches.	Houses will earn points through academics, behavior, and extra-curricular activities. Examples: School fundraiser, spirit days, trivia, pod decoration, announcement competitions, hygiene drive, etc.	There will be an increase in participation in spirit days, assembly contests, and other all school events due to a focus on house competitions. Houses will accumulate points throughout the year, with the highest-scoring house winning the House Cup .	The ten staff members who participated in an International Institute of Restorative Practices (IIRP) “Train-the-Trainers” three-day training in June, 2024 continue to plan and lead ongoing professional development over the course	RHMS staff restorative practices trainers collaborate to develop and lead lessons to build off of last year’s all-staff trainings in the “Fundamentals of Restorative Practices” curriculum.
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	<p>of the school year during LEAP time.</p> <p>Continued implementation of practices across the Restorative Practices continuum.</p>	<p>Proactiv restorative practices like Community Circles are embedded into Advisory curriculum over the course of the year.</p> <p>Teachers utilize fair process when establishing classroom norms and expectations.</p> <p>Administrators, counselors, Dean of Students, and teachers engage students in restorative circle to repair harm and restore relationships when conflict arises between students.</p> <p>Processing form modified to make the reflective questions more restorative, helping students focus on the impact their actions had on others.</p>
Strategy to Engage Students, Families, Parents and Community Members	The house structure, purpose of houses, and different house activities will be communicated to parents and families in the weekly newsletter that goes home to all RHMS families via ParentSquare. Parents will be reminded to encourage their students to wear their house colors on days there will be house meetings.	
Timeline for Focus	Summer, 2025 - Spring, 2026	
Method(s) to Monitor Progress	We will be reviewing the Panorama Spring 2026 survey data, specifically the questions related to a Sense of Belonging.	

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.



Stella Schola Middle School

School Improvement Plan

Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹²

SCHOOL OVERVIEW

Description: Stella Schola ("Star School" in Latin) is a Choice middle school in Lake Washington School District. Stella Schola offers sixth, seventh, and eighth graders a comprehensive, consistent, and challenging learning environment with high academic and behavioral standards and solid teacher support. The school encourages parents and community members to assist students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community. The rich, comprehensive learning environment is based on historical themes with an emphasis on mastery learning for all students. By integrating as many subjects as possible into year-long historical themes, students learn from the past to make better choices and decisions in the future. Students have the same teacher for most of the school day, which enhances opportunities for integration of subject matter, helps promote curricular continuity, and increases the students' sense of belonging during early adolescence. Teachers work collaboratively to provide a challenging, stimulating, and hands-on curriculum for students. In-depth studies of the core subjects are emphasized. Students participate in a student-to-student mentoring program. Stella Schola's unique schedule allows teachers to create a highly personalized environment for students. Students get individual academic assistance after school as necessary to ensure mastery of content. Students recognize the benefits of their hard work and focus on learning by experiencing personal and academic success.

Mission Statement: Stella Schola's mission is to provide an inclusive, comprehensive, challenging, and engaging learning environment with high academic standards and character development, through extraordinary school-family-community partnerships.

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or	Desired Outcome
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¹² LWSD School Board Approval on <insert date>

		Student Group(s)	
1	Literacy	6 th , 7 th , & 8 th	All students at or above standard in ELA by the end of 8 th grade.
2	Mathematics	6 th , 7 th , and 8 th	All students are successful in Algebra by the end of 8 th grade.
3	Social Emotional Learning	6 th , 7 th , and 8 th	Students will feel an even better sense of belonging at school.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1									
Priority Area	Literacy – All students at or above standard in ELA by the end of 8 th grade.								
Focus Grade Level(s) and/or Student Group(s)	All students, all grades (6 th , 7 th , & 8 th)								
Focus Area	Reading comprehension and Figurative Language								
Desired Outcome	All students will have an improved level of reading comprehension as measured by the annual SBA. All students will improve their knowledge of figurative language and usage of figurative language in their writing as measured by baseline assessments in the Fall of 2025 and summative assessments in Spring of 2026.								
Current Data Supporting Focus Area	SBA results from Spring 2025 of current Stella Schola 6 th , 7 th , and 8 th graders. This year's 8 th graders had 97% meet or exceed standard (52% Level 4, 45% Level 3) on the Spring ELA SBA last year as 7 th graders. This year's 7 th graders had 90% meet or exceed standard (57% Level 4, 33% Level 3) on the Spring ELA SBA last year as 6 th graders. This year's 6 th graders had 89% meet or exceed standard (81% Level 4, 8% Level 3) when they took the SBA at their elementary schools in 5 th grade.								
Strategy to Address Priority	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Action</th><th style="text-align: center;">Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>Frequent mini-lessons with mentor texts to analyze and identify figurative language.</td><td>Formative and summative classroom assessments will show improvement in the identified areas.</td></tr> <tr> <td>Incorporation of figurative language into creative writing assignments to encourage students to revise to include specific types of figurative language.</td><td>Formative and summative classroom assessments will show student improvement in the identified areas.</td></tr> <tr> <td>Comprehension Q's and Fig. Lang. are both modeled</td><td>End of novel unit assessments and projects.</td></tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Frequent mini-lessons with mentor texts to analyze and identify figurative language.	Formative and summative classroom assessments will show improvement in the identified areas.	Incorporation of figurative language into creative writing assignments to encourage students to revise to include specific types of figurative language.	Formative and summative classroom assessments will show student improvement in the identified areas.	Comprehension Q's and Fig. Lang. are both modeled	End of novel unit assessments and projects.
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	<p>through whole group instruction embedded into novel studies and explicit instruction, small group and independent work as well.</p>	
Strategy to Engage Students, Families, Parents and Community Members	Communication of student progress via parent-teacher conferences twice yearly; regularly scheduled ParentSquare classroom updates; emails to parents to communicate progress.	
Timeline for Focus	School year 2025-2026	
Method(s) to Monitor Progress	Annual SBA assessment in Spring 2026 as well as classroom-based assessments with targeted feedback during the course of the year.	

Priority #2		
Priority Area	Mathematics – All students successful in Algebra by the end of 8 th grade.	
Focus Grade Level(s) and/or Student Group(s)	6 th , 7 th , and 8 th Grade	
Focus Area	Math Facts and Word Problems	
Desired Outcome	All students will meet the Priority goal of success in Algebra (as measured by a C or better grade in Algebra) by end of 8 th grade.	
Current Data Supporting Focus Area	SBA results from Spring 2025. Students can demonstrate Algebra-readiness by successful grades in Math 6+ and Math 7+ and SBA scores of 3 or 4 on the 6 th and 7 th grade SBA (demonstrating at-grade-level performance). On last year's Math SBA, 79% of 6 th graders were at or above standard (48% Level 4, 31% Level 3), 87% of 7 th graders were at or above standard (77% Level 4, 10% Level 3), and 97% of 8 th graders were at or above standard (66% Level 4, 31% Level 3).	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Monthly math fact quizzes. Fitting in math fact review throughout lessons and activities.	Monthly quizzes.
	Focusing on word problems in lessons based on the new skill.	Once or twice a month they are given an MRE (Mathematical Reasonings and Explanation) assignment where they focus on explaining the thinking behind how they got their answer rather than just giving the answer.
	Math Olympics each Wednesday. Students start out with 2x3 math facts and work their way up.	Timed and untimed quizzes.
	Word problems practiced daily in whole group and small group instruction, assessed on each unit	EOU Assessments

Strategy to Engage Students, Families, Parents and Community Members	Communication of student progress via parent-teacher conferences twice yearly; regularly scheduled ParentSquare classroom updates; emails to parents to communicate progress.
Timeline for Focus	School year 2025-2026
Method(s) to Monitor Progress	Annual SBA assessment in Spring 2026 and course grades in 6+ Math, 7+ Math, and Algebra.

Priority #3														
Priority Area	Social Emotional Learning													
Focus Grade Level(s) and/or Student Group(s)	6 th , 7 th , and 8 th Grade													
Focus Area	Sense of Belonging here at Stella Schola.													
Desired Outcome	Percentage of students reporting that they feel they belong here at Stella will increase by five percentage points as measured in the Spring 2026 Panorama Survey													
Current Data Supporting Focus Area	Panorama Survey results from Spring 2025. In the Spring Panorama Survey, 64% of Stella Schola students gave positive responses in the category of Sense of Belonging with 15% negative responses, and 21% neutral responses.													
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>Implementation of new program, Stella Sparks Sessions, to provide opportunities for new friendships to grow around affinity groups.</td><td>All students are actively participating in the Stella Sparks Sessions.</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Implementation of new program, Stella Sparks Sessions, to provide opportunities for new friendships to grow around affinity groups.	All students are actively participating in the Stella Sparks Sessions.									
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Timeline for Focus	School year 2025-2026													
Method(s) to Monitor Progress	Panorama Survey Spring 2026													

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

TIMBERLINE MIDDLE SCHOOL

School Improvement Plan

Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹³

SCHOOL OVERVIEW

Description: Timberline Middle School is located in the city of Redmond just off of Novelty Hill Road, in the area known as Redmond Ridge. The school is comprised of 775 middle school students and 67 staff members which include: 44 certificated staff, 4 paraprofessionals, 6 office professionals, 2 administrators, 1 dean of students, 3 custodial staff, 3 instructional assistants, 1 school nurse, 1 YES Behavioral Health Specialist, and 1 School Safety & Prevention Specialist.

The school supports the general education model as well as two other specialized programs:

- The Transition Center
- The Quest Program

The Transition Center serves students with a variety of ability levels and centers on the development of adaptive skills. Students participate in both the general and special education setting. The Quest Program includes courses for 6th grade math, and for language arts and social studies for grade 6-8. Following 6th grade math assessments given in the spring for grades 7-8 include grade level math, algebra, and geometry.

Mission Statement: We nurture rigorous academic achievement of ALL students through individualized instruction, character development, and service-based learning experiences. **Vision Statement:** We strive to create influential global citizens who apply academic knowledge in response to the needs of the community AND who nurture positive connections to the world around them.

Instructional Belief Statements

1. We believe that our school environment should be safe, inviting, and inclusive of all students.
2. We believe educators work to understand the cultural identity, academic, and social/emotional assets of all students.

¹³ LWSD School Board Approval on <insert date>

3. We believe curriculum development and implementation is informed by a variety of data including anecdotal evidence.
4. We believe curriculum development and implementation is informed by students' and families' own voices and input.
5. We help students understand the real-world application of academic content.
6. We believe students need the opportunities to practice negotiation, collaboration, and leadership skills.
7. We believe students should be provided with a variety of opportunities and methods to participate in and demonstrate their learning.
8. We believe students will evaluate and synthesize information in order to make decisions and solve problems.
9. We believe assessments provide opportunities for feedback, communication, and help to guide response plans.
10. We believe students have a civic responsibility to apply academic knowledge in response to the needs of the community.

Diversity and Inclusion Policy

We believe all students have the right to participate in the Timberline Middle School Community embraced, supported, and valued by their unique identity, background, and experiences. We believe it is the collective responsibility of students, staff, and families to:

- Grow in our own personal understanding of others who are different from us.
- Nurture an inclusive school experience that values the unique story and experience of each student and family.

We strive to create space where:

1. Students are empowered to learn.
2. Students from different lived experiences have opportunities to interact, develop relationships and share their stories.
3. Individual differences are valued and respected.
4. Students are provided with opportunities to incorporate their family's values, beliefs, and experiences.
5. Representation is a priority, and the historically marginalized voices are intentionally elevated.
6. Perspectives are intentionally balanced within conversations, curriculum, and practice.
7. Students understand the impact of implicit bias, stereotypes, racism, prejudice, and systems of privilege.
8. Students can learn from and experience accountability when their actions deny others safety, respect and/or representation.
9. The community actively pursues the removal of systematic obstacles, behaviors of intolerance, or passive attitudes that continue habits of division.
10. The community actively pursues learning about the identities, backgrounds, and experiences of all those within the TMS community.

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome

1	Literacy	7th	By the end of the 2025-2026 school year, TMS will improve student growth on state standardized testing (SBA) in the 7 th grade moving from 84% to 88% at a Level 3 or higher.
2	Mathematics	8th	By the end of the 2025-2026 school year, TMS will improve student math scores on state standardized testing in 8 th grade from 82% to 85% at a Level 3 or higher.
3	Social Emotional Learning	6th- 8th	draft idea from e/i committee: increase student understanding of impact of language and skills necessary to be an “upstander” specific to 8 th grade (to prepare for HS and model for younger grades)

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1		
Priority Area	Literacy	
Focus Grade Level(s) and/or Student Group(s)	7 th Grade	
Focus Area	English Language Arts	
Desired Outcome	By the end of the 2025-2026 school year, TMS will improve student growth on state standardized testing (SBA) in the 7 th grade moving from 84% to 88% at a Level 3 or higher.	
Current Data Supporting Focus Area		
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
Strategy to Engage Students, Families, Parents and Community Members	<p>Departments/teachers actively use ParentSquare to communicate regarding upcoming scope/sequence, content area information, special events (in class and school wide), and/or connections to other content areas.</p> <p>Principal and PTSA president will meet bi-monthly to discuss meaningful strategies for involving families, admin attends all membership and board meetings.</p> <p>Equity/Inclusion Committee collaborate with the LWSD Equity Department to extend culturally responsive communication approaches in the middle school classroom.</p> <p>Counseling team and admin meet weekly to discuss/action plan trends regarding equity and access to curriculum and school resources. This is in conjunction with Community in School and Youth Eastside Services.</p>	

Timeline for Focus	Spring, 2024 - Spring, 2025
Method(s) to Monitor Progress	FastBridge and benchmark testing, accommodations/modifications in place to influence access to the general education curriculum, teacher PLC Teams, admin formal and informal observations, department meetings & school-wide progress monitoring

Priority #2														
Priority Area	Mathematics													
Focus Grade Level(s) and/or Student Group(s)	8 th Grade													
Focus Area	Mathematics													
Desired Outcome	By the end of the 2025-2026 school year, TMS will improve student math scores on state standardized testing in 8 th grade from 82% to 85% at a Level 3 or higher.													
Current Data Supporting Focus Area														
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </tbody> </table>		Action	Measure of Fidelity of Implementation										
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Strategy to Engage Students, Families, Parents and Community Members	<p>Departments/teachers actively use ParentSquare to communicate regarding upcoming scope/sequence, content area information, special events (in class and school wide), and/or connections to other content areas.</p> <p>Principal and PTSAs president will meet bi-monthly to discuss meaningful strategies for involving families, admin attends all membership and board meetings.</p> <p>Equity/Inclusion Committee collaborate with the LWSD Equity Department to extend culturally responsive communication approaches in the middle school classroom.</p> <p>Counseling team and admin meet weekly to discuss/action plan trends regarding equity and access to curriculum and school resources. This is in conjunction with Community in School and Youth Eastside Services.</p>													
Timeline for Focus	Spring, 2024 - Spring, 2025													
Method(s) to Monitor Progress	FastBridge and benchmark testing, teacher PLC Teams, admin formal and informal observations, department meetings & school-wide progress monitoring													

Priority #3																
Priority Area	Social Emotional Learning															
Focus Grade Level(s) and/or Student Group(s)																
Focus Area	6 th – 8 th Grade															
Desired Outcome																
Current Data Supporting Focus Area																
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </tbody> </table>		Action	Measure of Fidelity of Implementation												
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Strategy to Engage Students, Families, Parents and Community Members	<p>Departments/teachers actively use ParentSquare to communicate regarding upcoming scope/sequence, content area information, special events (in class and school wide), and/or connections to other content areas.</p> <p>Principal and PTSO president will meet bi-monthly to discuss meaningful strategies for involving families, admin attends all membership and board meetings.</p> <p>Equity/Inclusion Committee collaborate with the LWSD Equity Department to extend culturally responsive communication approaches in the middle school classroom.</p> <p>Counseling team and admin meet weekly to discuss/action plan trends regarding equity and access to curriculum and school resources. This is in conjunction with Community in School and Youth Eastside Services.</p>															
Timeline for Focus	Choose an item., Choose an item. - Choose an item., Choose an item.															
Method(s) to Monitor Progress																

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

Appendix A: Middle School - School Improvement Plan Index (2025–26)

School	Page Range
The Environmental & Adventure School	pp. 1–9
Evergreen Middle School	pp. 10–18
Finn Hill Middle School	pp. 19–26
Inglewood Middle School	pp. 27–34
International Community School	pp. 35–45
Kamiakin Middle School	pp. 46–56
Kirkland Middle School	pp. 57–65
Northstar Middle School	pp. 66–80
Redmond Middle School	pp. 81–89
Renaissance School of Arts and Reasoning	pp. 90–96
Rose Hill Middle School	pp. 97–109
Stella Schola Middle School	pp. 110–117
Timberline Middle School	pp. 118–126

Total document length: 126 pages plus Appendix