



School Improvement Plan

Tyee Middle School

2022-23

Bellevue School District Vision

To affirm and inspire each and every student to learn and thrive as creators of their future world.



What is unique about Tyee Middle School?

- High Achieving – proficiency of 77% in math, 78% in literacy.
- Variety of elective offerings in STEM, Visual & Performing Arts, and three World Languages.
- Advanced Learning courses available to grades 6-8 in all core subject areas.

Inside:

- School Profile
- Affirm and Inspire
- Learn and Thrive
- Family Engagement



See Appendix for School Profile

Affirm and Inspire

Student Well-Being

Strategic Plan Student Well-Being Goal: Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Student Well-Being Priority: Sense of Belonging

Providing school and classroom environments where all students feel a sense of belonging can increase academic success and well-being. Schools have increased students' sense of belonging by engaging students in the conversation and in the creation and leading of strategies and improvements.

Sense of Belonging Measures and Targets

Increase percentage of students reporting a sense of belonging on the Panorama student survey from Spring 2022 to Spring 2023, with a reduction in subgroup disparities.

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable (Grades 6-8)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	65% (968)	61% (1,012)	71% (885)	68% (892)			
Asian	66% (530)	61% (612)	73% (590)	69%			
Black	53% (16)	52% (22)	58% (19)	*			
Hispanic	67% (51)	57% (48)	66% (43)	62%			
Multi-ethnic	61% (77)	59% (69)	66% (74)	63%			
White	65% (225)	62% (246)	69% (157)	64%			
Students with Disabilities	66% (56)	54% (54)	63% (51)	59%			
English Learners	68% (53)	61% (60)	70% (79)	68%			
Low Income	60% (103)	59% (95)	62% (135)	62%			

*Data suppressed due to small group size, in order to protect student privacy.

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey. Number of students surveyed is shown in parentheses.

Data Reflection

- Students identified as Asian are the sub-group who responded the most positively. They are also the largest overall subgroup by number.
- Most of the lowest favorable responses come from the sub-groups with the smallest number of enrolled students. This may account for a less favorable sense of belonging.
- The 7% increase between Fall 2019 and Spring 2022 is attributed to the full re-opening of school and a full in-person instruction.
- The majority of English Learners also identify as Asian. This intersection may account for our English Learners reporting relatively favorable sense of belonging.

Key Strategies / Adjustments

- We don't fully understand why students identified as Asian are responding more positively than other groups, and whether the English Learner sub-group is reflective of the experience as MLL students or their racial identity – or both. The 2022-23 Panorama Survey will be reviewed by the Building Leadership, Racial Equity & Inclusion and Student Well-Being Teams for the purpose of identifying what is driving more positive responses from particular sub-groups. Focus groups of students from sub-groups will be asked to provide input as the school develops recommended strategies within professional development (BLT), family engagement events (RE&I), and school-wide SEL lessons (SWB).
- School Counselors will align professional practice to the American School Counselor Association (ASCA) model, which focuses the work on data-driven decisions for student support and proactive strategies for all students (i.e., "Tier 1 strategies). Counselors will develop a series of student groups centered on identity/affinity, as well as guest speakers to better connect with students in sub-groups less represented at Tyee.
- A Professional Learning Community (PLC) developed by Teachers from our Olympic program (Special Education) is focused and centered on recognizing and celebrating neurodiversity and supporting student success in all parts of the school day experience.
- Student Well-Being Team will meet monthly to develop and implement tiered supports. The team will utilize walkthrough tools aligned with the Tiered Fidelity Inventory (TFI) to identify patterns of common understanding of schoolwide expectations. These strategies include teaching and re-teaching of expected student and staff behaviors in both common lessons and professional development, as well as the incorporation of incentives and restorative practices in student discipline. By providing clearer expectations for student behavior and intervening/rewarding students as so, we can better develop a shared sense of community and shared responsibility in respect for selves, others, and this place.

Student Well-Being Priority: Social-Emotional Learning

There was much joy in the return to in-person learning last year. At the same time, the learning environment was not the same and required many health measures, such as masking and distancing to prevent the spread of COVID. Social-emotional learning has taken front stage in terms of student needs and will continue to be a high priority this year. Most evident is the need for embedded SEL in all classrooms, while also providing specific time and space for SEL lessons. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.

Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2022 to Spring 2023.

Grades 6-8: Panorama Social-Emotional Learning Survey (Student Self Report)							
Social Emotional Competency	Fall 2020	Spring 2021	Fall 2021 (n=849)	Spring 2022 (n=899)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	82%	79%	81%	79%			
Social Awareness	74%	74%	74%	73%			
Self-Efficacy	56%	56%	59%	58%			

Data Reflection

- Self-efficacy is consistently reported as lowest. This indicates a low sense of confidence and belief from our students that they can succeed in achieving academic outcomes.
- The percentage of favorable responses has remained quite consistent over two school years. This indicates there may have been little impact on these competencies when the school fully re-opened in Fall of 2021.

- Favorable responses from Fall to Spring within the same school indicate no growth or a slight decrease. Students are likely experiencing inconsistencies or a lack of learning/practice opportunities throughout the entirety of the school year.

Key Strategies / Adjustment

- Strategies from the Panorama Playbook will be embedded into Social Emotional Learning lessons to increase student engagement. Examples of these playbook exercises developed to improve self-efficacy include “if/then” plans, growth circles, and self-reflection journaling.
- A Professional Learning Community (PLC) is established to further investigate the trends of self-management, social awareness, and self-efficacy. Specifically, to identify the elements within each and to better address the question as to “why” self-efficacy is so much lower.
- Tyee Students participate in pro-social common lessons throughout the school year to better understand and develop their social emotional learning competencies (*self-awareness, self-management, self-efficacy, social awareness, social management, social engagement*).

Learn and Thrive

Academic Success

Strategic Plan Academic Success Goal: Students achieve high levels of academic success and outcomes are not predicted by race or income.

Academic Success Priority: Middle Years Literacy

Middle grades literacy is an important priority, as reading and writing become critical to success in high school courses.

Literacy Proficiency and Growth Targets

Increase percentage of students in grades 6-8 making typical or high growth in literacy and math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Grades 6-8: Star Reading Proficiency and Growth								
Subgroup	Star Reading % Proficient				Star Reading % Typical/High Growth			
	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Fall 2018-Spring 2019	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	85% (1035)	83% (979)	78% (964)		70% (994)	71% (936)	69% (909)	
Asian	84% (615)	85% (638)	84% (625)		74% (588)	72% (618)	72% (602)	
Black	65% (20)	58% (19)	21% (24)		83% (18)	73% (15)	32% (19)	
Hispanic	69% (51)	71% (38)	46% (46)		63% (49)	67% (36)	69% (36)	
Multi-Ethnic	91% (76)	81% (73)	78% (80)		70% (73)	69% (71)	62% (79)	
White	88% (269)	82% (205)	74% (187)		63% (262)	66% (191)	66% (171)	
Low Income	58% (104)	60% (96)	55% (139)		65% (97)	68% (88)	67% (129)	
English Learner	16% (74)	12% (65)	18% (94)		69% (58)	65% (46)	73% (71)	
Students with Disabilities	48% (60)	40% (53)	41% (64)		61% (56)	63% (35)	64% (45)	
Female	88% (468)	85% (456)	78% (454)		71% (446)	74% (440)	68% (431)	
Male	82% (567)	81% (521)	79% (509)		70% (548)	68% (494)	70% (477)	
Advanced Learning	100% (273)	100% (291)	100% (299)		74% (271)	78% (290)	73% (300)	
Traditional	80% (762)	76% (688)	69% (665)		69% (723)	67% (646)	67% (609)	
Grade 6	85% (349)	81% (299)	75% (282)		71% (335)	70% (288)	65% (261)	
Grade 7	81% (329)	81% (335)	79% (337)		69% (315)	71% (315)	70% (324)	
Grade 8	88% (357)	86% (345)	80% (345)		70% (344)	71% (333)	71% (324)	

* Data suppressed due to small group size, in order to protect privacy.

Data Reflection

- There is an overall decrease in reading proficiency, yet there is minimal change in reading growth. This suggests that students are entering each grade level, specifically 6th grade, with lower proficiency rates than in the past. While growth remains consistent, it has not been sufficient to compensate for the lower baseline level of performance.
- Sub-groups with lower number of students may be showing greater variability of proficiency rates due to the relatively small size of the group (i.e., larger sub-groups show less variability from year-to-year).
- English Learners are a sub-group demonstrating substantial gains as measured by reading growth. It is likely the 2021-22 data is the result of the full re-opening of in-person instruction.

Key Strategies

- Weekly reading and literacy practice (*ex. Lexia, Membean, NewsELA*) will occur during 6th grade Language Arts, Science, and Social Studies classes as well as among identified groups of 7th & 8th grade students in Language Arts, Science, and Social Studies classes.
- We will deepen our school-wide instructional focus on the “core actions” of literacy instruction. Our primary focus will be on supporting student ownership of learning through an emphasis on intellectual engagement and productive struggle. Instructional rounds led by the MTSS Literacy Team will utilize a walkthrough tool to identify patterns, trends, and opportunities, and to inform instruction within the classroom.
- Interim Assessments provided in grades 6-8 Language Arts & Social Studies will be used to not only measure student learning but to better inform instruction and decision-making by educators. Student Intervention Team (SIT) will develop a system for identifying students in need of added literacy support, including “Tier II” strategies to be incorporated within the classroom (*ex. highly-differentiated class settings*).

Academic Success Priority: Math Proficiency

Math proficiency will continue to be a priority at all levels, based on student outcome data.

Math Proficiency and Growth Measures

Increase percentage of students in grades 6-8 meeting or exceeding proficiency standards in math, and making typical or high growth in math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Grades 6-8: Star Math Proficiency and Growth						
Subgroup	Math % Proficient			Star Math % Typical/High Growth		
	Spring 2019 (Star)	Spring 2022 (SBA)**	Spring 2023 (Star)	Fall 2017- Spring 2018	Fall 2018- Spring 2019	Fall 2022- Spring 2023
All	85% (938)	77% (973)		70% (968)	71% (906)	
Asian	91% (559)	88% (630)		71% (553)	76% (536)	
Black	47% (15)	8% (25)		67% (18)	67% (15)	
Hispanic	55% (47)	36% (45)		64% (53)	47% (45)	
Multi-Ethnic	80% (70)	78% (81)		75% (91)	65% (69)	
White	78% (243)	59% (190)		66% (253)	65% (237)	
Low Income	61% (92)	52% (145)		64% (94)	63% (88)	
English Learners	52% (61)	45% (95)		70% (56)	70% (47)	
Students with Disabilities	31% (54)	29% (66)		68% (56)	46% (52)	
Female	86% (424)	72% (458)		71% (449)	70% (407)	
Male	83% (514)	82% (513)		69% (519)	71% (499)	
Advanced Learning	99% (270)	100% (301)		69% (245)	77% (268)	
Traditional	79% (668)	67% (672)		70% (723)	68% (638)	

Grade 6	87% (342)	75% (284)		68% (302)	70% (331)	
Grade 7	79% (314)	76% (339)		71% (332)	71% (302)	
Grade 8	88% (282)	79% (350)		70% (334)	71% (273)	

*Data suppressed due to small group size, in order to protect privacy.

** Star Math data are not available for spring 2020, 2021, or 2022.

Data Reflection

- There was an overall decrease in math proficiency from 2019 (85%) to 2022 (77%). This was likely due to learning loss during the pandemic. Also, the math proficiency data compares different assessment types (Star and SBA), so it is challenging to draw conclusions.
- The most recent available growth data is from Spring 2019. We need to better understand what growth has looked like over the most recent school year to draw conclusions.
- There does appear to be a trend in which Students with Disabilities, English Learners, and Black students show growth that far exceeds their rates of proficiency. It will be important for us to see if that trend continues this year as we evaluate our supports for students.

Key Strategies

- Interim Assessments provided in grades 6-8 IMT1, IMT2, and Algebra 1 will be used to inform instructional decision making by math teachers.
- Release will be provided for an in-school Math Coach in order to strengthen the use of Math Language Routines to promote student math discourse--creating opportunities for students to express their ideas, build on each others' ideas, and use content-specific vocabulary.
- The Math MTSS Team will develop a system for identifying students in need of added math support, including "Tier II" strategies to be incorporated within the classroom (*ex. highly-differentiated class settings*).
- Instructional rounds led by the MTSS Team will utilize a walkthrough tool to identify patterns, trends, and opportunities, to inform instruction within the classroom.

Family Engagement

Strategic Plan Family Engagement Goal: Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Family Engagement Priority: Inform, Support, and Empower

Family and Community Engagement will continue to center on three priority objectives:

- **Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information and obtain academic, health and wellness services.
- **Supported:** A BSD family is supported when they can utilize the systems within the district to serve their student's unique needs, strengths, and circumstances.
- **Empowered:** A BSD family is empowered when they can use their individual or their community's collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

Priority Family Engagement Measures and Targets

Increase percent of families reporting they feel informed, supported, and empowered to contribute to their student's success.

Family Subgroups	Percentage of Favorable Responses on Family Engagement Survey								
	Informed			Supported			Empowered		
	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	45% (516)	58% (322)		43% (516)	54% (322)		37% (516)	48% (322)	
Asian	49% (324)	56% (208)		46% (324)	53% (208)		40% (321)	49% (208)	
Black	*	77% (5)		*	63% (5)		*	63% (5)	
Hispanic	54% (20)	67% (18)		59% (20)	60% (18)		46% (20)	47% (18)	
Multi-ethnic	34% (40)	64% (23)		39% (40)	60% (23)		30% (40)	47% (23)	
White	36% (120)	56% (68)		33% (118)	54% (68)		28% (120)	45% (67)	
Students with Disabilities	54% (24)	60% (26)		48% (24)	65% (26)		60% (24)	68% (26)	
English Learners	57% (28)	55% (36)		63% (28)	56% (36)		55% (28)	56% (36)	
Low Income	49% (47)	56% (40)		45% (47)	55% (40)		43% (46)	48% (40)	

*Data suppressed due to small group size, in order to protect student privacy.

Data Reflection

- Our least positively reported category is "empowered." This is consistent over years.
- Tyee has shown great growth from 2021 to 2022 as we returned to in-person instruction. It is likely the re-opening of schools and in-person access to teachers and staff positively impacted families and led them to feeling more informed, supported, and empowered.
- The families of students receiving the most supports or services are reporting feeling the most informed, supported, and empowered.
- There is not as significant a gap between our English Learner sub-group responses when compared to others – this is in contrast to the academic proficiency measures.

Key Strategies / Adjustment

- The Racial Equity & Inclusion Team is hosting Family University events twice this year. These events will center on a theme of “empowering” families and will utilize both input and feedback survey data to better inform what the events will provide families.
- “Principal’s Coffee” events will be made available in-person again for the first time since the 2019-20 school year. The intent is to provide access into the school building during the school day and interact with educators and staff at the school setting.
- Tyee will provide training to all staff on translation and interpreter services. Examples of these are translated e-mails, Talking Points text message services, and Language Line phone interpreters
- Tyee ASB and the Tyee PTSA are collaborating with the school to establish and develop new monthly building-wide celebrations centered on cultural celebrations to student experience and identity. Examples of this include Hispanic Heritage Month, our second annual Lunar New Year festival, and first annual Juneteenth Assembly.

Creators of Their Future World

Strategic Plan Goal: Students effectively problem solve and lead for positive local and global change by developing global awareness and cultural competency and learn advanced skills in processing and applying information through the effective use of technology and engineering.

PreK-12 education in the Bellevue School District will prepare each and every student to be a creator of their future world. The creator of their future world will think critically, problem solve collaboratively, communicate effectively, and take action for positive change of local and global issues.

The entry point or lever into this effort will be global competency. Global competence as defined by the Global Competence Task Force¹, is *the capacity and disposition to understand and act on issues of global significance*. These four domains further define global competency:

Global Competencies

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives, others' and their own**, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural differences.
4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.

[Mansilla 2012](#)

Priority Global Competency Targets

Shared Vision: Develop a shared vision and understanding of global competency with stakeholders

Key Strategies / Adjustment

- Teachers & Staff: Assessing evidence of global competencies already addressed and taught within various curricular areas. Professional Development to deepen educator understanding, intersections between Global Competency and Social Emotional Competencies, and connections to our School Mission & Vision.
- Students: Global Goals Project in all Social Studies 6 courses developed by students to act to specifically address an area of need within the local community or around the globe. Service-learning projects developed within the Tyee Leadership Class intended on supporting work within other classrooms across the school.
- Parents & Caregivers: Curriculum Night and PTSA Principal's Coffee events will present the district and school's vision for Global Competency as it is better understood, developed, and implemented this year.

¹ Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning.

School Overview

Tyee Middle School is a diverse, high achieving school serving almost 1,000 students. We believe in creating a collaborative culture among students, staff, and families. Every student will be challenged academically, and supported socially and emotionally. Together, we are committed to provide a high quality education, using best teaching practices, in a safe environment, to ensure success in middle school and beyond.

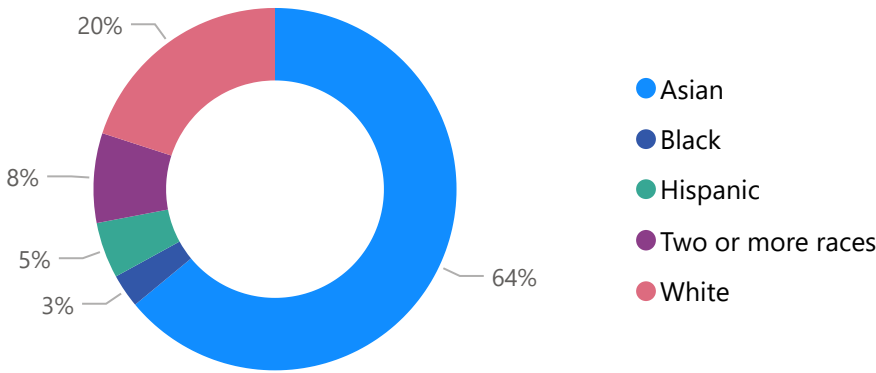
13630 SE Allen Rd
Bellevue, WA 98006

<http://www.bsd405.org/tyee>
425-456-6800
Byron Lillie

Programs Offered

Advanced Learning; Olympic (special education)

Racial Diversity



School & Student Characteristics ¹

	Tyee Middle School	District MS Average
Enrollment (10/1/2021)	981	657
Average Attendance Rate	95%	93%
Eligible for Free/Reduced Price Meals	14%	19%
Receiving Special Education Services	7%	9%
English Language Learners	9%	11%
First Language Other Than English	45%	41%
Mobility Rate ³	6%	10%

²

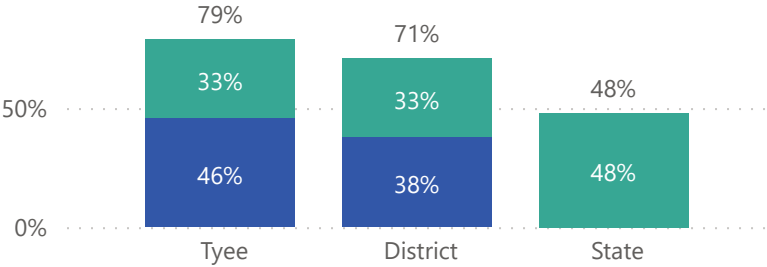
Summary of Student Achievement

State Assessment Results for Grades 6-8 (Spring 2022)

Percentage of Students Meeting / Exceeding Standards

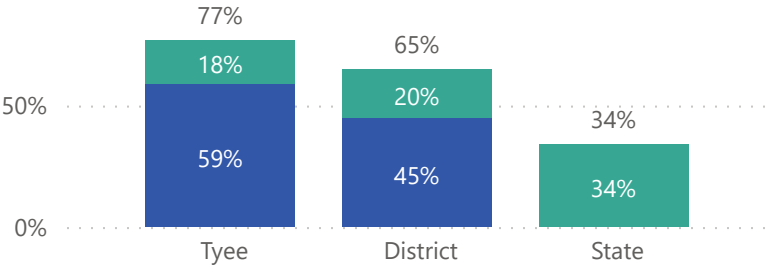
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



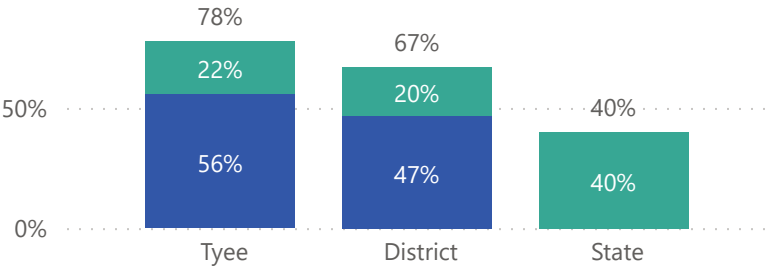
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

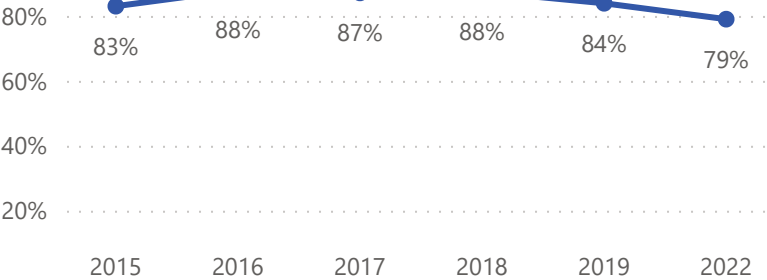
● Exceeds Standards ● Meets Standards



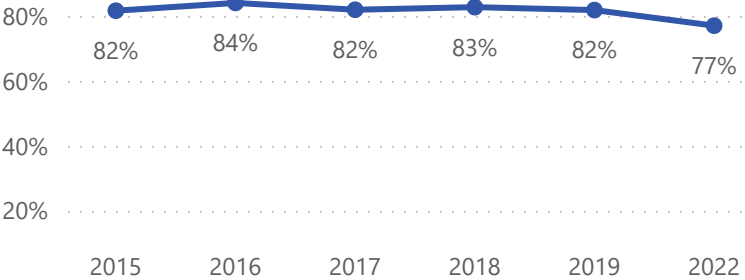
State Assessment Results for Grades 6-8

Percentage of Students Meeting Standards

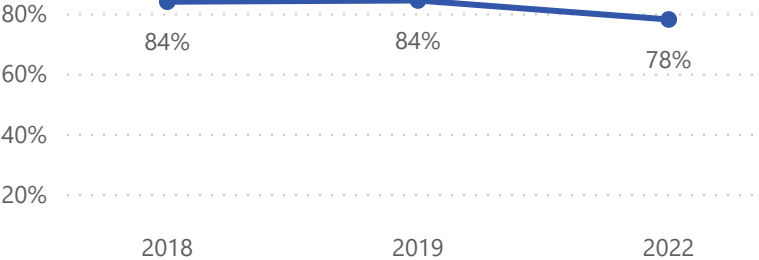
SBA: English Language Arts



SBA: Math



WCAS: Science



Glossary

Science Assessments - WCAS

WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced

Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Special Education Services

Neighborhood schools provide a continuum of special education services.

We provide specialty centers as well:

- * **Cascade** program for students who benefit from behavioral supports due to emotional stressors.
- * **Evergreen** program to serve young adults (ages 18-21) with disabilities.
- * **Olympic** program to support students on the autism spectrum.
- * **Pacific** program for students with significant developmental and intellectual disabilities.
- * **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

1 School and Student Characteristics

Data are from October 1, 2021 unless otherwise specified.

2 District Average

The district averages displayed here are the averages for district elementary schools.

3 Mobility Rate

The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.

4 State Assessment Results

State pass rate percentages combine "Meets Standard" and "Exceeds Standard."