



School Improvement Plan Highland Middle School 2021-22



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 Highland Middle School



- Spanish Dual Language Program
- School-wide AVID Implementation
- PACIFIC program for students with low-incidence disabilities
- Achievement Network Partnership
- Small, diverse, inclusive community of learners
- New, state of the art, facility

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

As students re-enter the full school experience, school-based strategies will contribute to an inclusive environment where all students feel a sense of belonging. Studies have shown that “a strong sense of belonging translates to students of all ages and developmental stages improving academically, being more engaged and motivated in school, and increasing their physical and emotional health.”¹

Sense of Belonging Measures and Targets			
Increase percentage of students reporting a sense of belonging on the Panorama student survey, with a reduction in predictable outcomes by subgroup.			
Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable			
Student Groups	Grades 6-8		
	Baseline 2017	Fall 2019	Fall 2021
All Students	48% (449)	52% (438)	
Asian	49% (70)	50% (76)	
Black	*	51% (33)	
Hispanic	54% (122)	58% (170)	
Multi-ethnic	49% (32)	*	
White	46% (142)	47% (126)	
Students with Disabilities	52% (58)	53% (44)	
English Learners	53% (75)	58% (106)	
Low Income	50% (200)	54% (213)	
<p>*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.</p>			
Data Reflection			
The data reflect an increase in sense of belonging overall and for subgroups that had enough students to report. While it is an increase, nearly half of our students do not feel a sense of belonging which is not acceptable as a whole or for any subgroup. Students at Highland come from very diverse backgrounds and diverse elementary schools.			
Key Strategies / Adjustments			
<ul style="list-style-type: none"> • Create a staff vision for Highland: <i>A community of excellence that empowers each student to celebrate their cultural and linguistic identities, nurture their intellect, and cultivate their future.</i> • Adopt and embed the tagline in everything we do: <i>Every Eagle, Every Day, Every Way - Cada Águila, cada día, en todos los sentidos</i> (announcements, communications, assemblies, etc.). 			

¹ *Why Student Belonging Matters: October 2020*. NASSP. (2020, October 1). <https://www.nassp.org/publication/principal-leadership/volume-21-2020-2021/principal-leadership-october-2020/why-student-belonging-matters-october-2020/>.

- Implement schoolwide PBIS expectations/practices that reflect our beliefs including culturally relevant practices known as “The Eagle Way.”
- The development of these practices are on-going as we adjust to our new building, as well as adjusting to being in school together for the first time in 18 months.
- Train staff about and implement Community Circles in classes to encourage safe discussion spaces. What distinguishes a Community Circle from a group discussion is that Community Circles are explicitly used as an opportunity for students to build community.
- Re-establish and support after-school and extra-curricular programs, including clubs, activities, and athletics.

Student Well-Being Priority: Social-Emotional Learning

Many students experienced isolation during the pandemic, with few opportunities to interact in-person socially. As we return to in-person learning it will be critical to recognize where each student is socially and emotionally and to provide them with intentional opportunities to support their development in social emotional learning. 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. These competencies are not discrete and are integrated into curriculum and instructional practices.

Social-Emotional Learning Measures and Targets				
Increase social-emotional competencies from Fall 2021 to Spring 2022.				
Grades 6-8: Panorama Social-Emotional Learning Survey				
Social Emotional Competency	Fall 2020 (n=385)	Spring 2021 (n=392)	Fall 2021	Spring 2022
Self-Management	77%	74%		
Social Awareness	68%	65%		
Self-Efficacy	48%	51%		

Data Reflection
 Self-Management and Social Awareness both decreased over the course of the year, while Self-Efficacy increased. It is very difficult to know student stories and mindsets during this time of remote learning, especially for the nearly 200 students who did not participate in the survey. It is evident we have work to do to instill self-efficacy with all of our students, particularly with our students who make up our historically most marginalized subgroups.

- Key Strategies / Adjustment**
- Transition PBIS team to Student Well-Being Team to develop a focus and lessons directly tied to social emotional competencies utilizing resources such as the Panorama Playbook. Lessons to be delivered in advisory-type classes (for example, set biweekly or monthly assembly schedules where students stay with their 2nd or 3rd period teacher for an additional 30 minutes for SEL instruction).
 - Develop Mental Health Assistance Team (MHAT) to identify students with mental health needs and provide greater access to a full spectrum of evidence-based mental health services. MHAT will focus on universal screening for all 7th and 8th grade students (BIMAS2); identification and referral of students at risk for suicide or in need of mental health supports; and direct service for students in need (individual and group counseling provided by BSD MHAT counselors).
 - Engage all students in counselor-led Naviance-based lessons focused on self-awareness and self-efficacy: Learning Styles 2.0 (6th grade); Career Interest Inventory (7th grade); Strengths Explorer (8th grade).

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: Academic Growth

A significant priority this year will be to measure student proficiency at the beginning of the school year and monitor academic growth for all students. Regardless of where students begin the year, the goal is for *all students* to experience expected or greater growth.

Academic Growth Measures and Targets

Increase percentage of students in grades 6-8 making typical or high growth in literacy and math from Fall 2021 to Spring 2022.

Grades 6-8: Percentage of students showing typical/high growth from fall to spring				
Subgroup	Star Reading % Typical/High Growth		SBA Math % Typical/High Growth	
	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2020-Spring 2021	Fall 2021-Spring 2022
All	69% (401)		Not available	
Asian	69% (72)		Not available	
Black	57% (23)		Not available	
Hispanic	69% (138)		Not available	
Multi-Ethnic	74% (34)		Not available	
White	71% (133)		Not available	
Low Income	66% (163)		Not available	
English Learner	58% (62)		Not available	
Students with Disabilities	64% (42)		Not available	
Female	71% (207)		Not available	
Male	68% (194)		Not available	
Advanced Learning	*		Not available	
Traditional	69% (399)		Not available	
Grade 6	69% (168)		Not available	
Grade 7	66% (114)		Not available	
Grade 8	73% (119)		Not available	

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

Data Reflection

This data reflects about 68% of the enrolled student body. There was sporadic implementation of testing and it was difficult to connect directly with students who chose not to participate. Our goal would be to have at least 80% or more of all students demonstrate typical/high growth. Our English Learners and Black students scored the lowest of all subgroups consistent with past trends.

Key Strategies

Literacy Strategies:

- All students complete the Star reading assessment in fall and spring to screen for proficiency and to monitor students’ reading growth and progress toward becoming independent readers.
- Use instructional time in Language Arts, Social Studies and Science to focus on reading growth. The focus during this time is for all student to work on their reading growth based on their individual needs. During this time, all 6th grade students will work in Lexia PowerUp. 7th and 8th grade students will work in Lexia PowerUp, Lexia PowerUp Skill Builders, Membean, NewsELA, Springboard, or independent reading. Teachers interact with small groups or individuals based on student need, conferencing with students, setting goals, and celebrating students’ success during this time.
- Teachers monitor progress to ensure students are focused at least 80 minutes per week on reading growth and to identify students who might need additional support and prioritize small group instructions.

Math Strategies:

- All students complete ALEKS assessment in fall and spring to screen for proficiency and to monitor students’ growth and progress toward mastering math standards.
- Math PLCs (department and like-course) meet regularly to understand critical learning goals and unit/lesson design and plan instruction and examine student work and student achievement outcomes.
- Continued and expanded implementation of standards-based grading providing an opportunity for teachers to deepen their understanding of standards-aligned instruction.

Academic Success Priority: ELA and Math Proficiency

We recognize that student learning experiences varied widely during the 2019-20 and 2020-21 school years due to the pandemic and the shift in learning models. Universal screeners administered in the fall will provide student proficiency data for educators as they design instruction and supports based on students’ beginning of the year level in the core subject areas of literacy and math. Based on progress monitoring data during the 2020-21 school year, math is a focus area.

ELA and Math Proficiency Measures and Targets

Increase percent of students meeting or exceeding proficiency standards in literacy and math in grades 6-8.

Grades 6-8: Percentage of students meeting or exceeding standards in reading and math				
Subgroup	Star Reading % Proficient		SBA Math % Proficient	
	Spring 2021	Spring 2022	Fall 2021**	Spring 2022
All	57% (453)			
Asian	70% (84)			
Black	42% (26)			
Hispanic	35% (164)			
Multi-Ethnic	75% (36)			
White	74% (142)			
Low Income	33% (195)			
English Learners	9% (87)			
Students with Disabilities	23% (53)			
Female	62% (232)			

Male	52% (221)			
Advanced Learning	*			
Traditional	57% (451)			
Grade 6	58% (185)			
Grade 7	56% (132)			
Grade 8	57% (136)			

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

**Anticipated to be available in December 2021. Math data for 2020-21 is not shown as it is incomplete.

Data Reflection

The data reflect about 77% of enrolled students. It is evident that students in our historically most marginalized subgroups (Black, Hispanic, Low Income, English Learners, and Students with Disabilities) need significant support with respect to demonstrating proficiency in reading on the Star assessment. Our goal would be to have a minimum of 80% of all students demonstrating proficiency (meeting or exceeding standards) on the Star test.

Key Strategies

Literacy Strategies:

- Ensure students are provided regular access to grade-level, complex, non-fiction texts; are challenged with questions and tasks that are text-specific and accurately address the analytical thinking required by grade-level standards; and are provided with consistent opportunities to engage in the work of the lesson.
- Engage in effective use of interim assessment data to inform and support high-quality instruction through the “Teaching and Learning Cycles of Improvement” process to target the instructional needs of students more accurately.
- Department and like-course PLCs meet regularly to understand critical learning goals and unit/lesson design and plan instruction and examine student work and student achievement outcomes.
- Interdisciplinary PLC structure for learning and understanding of “Reading Apprenticeship” framework which focuses on using discipline-specific literacy strategies and establishing routines for discussion and collaboration that tap students’ own experiences. Teachers’ learning will explore the framework’s four interacting dimensions of learning: social, personal, cognitive, and knowledge-building.

Math Strategies:

- Implement Illustrative Math curriculum for IMT 1 and IMT 2 in which students are systematically introduced to representations, contexts, concepts, language, and notation. As their learning progresses, they make connections between different representations and strategies, consolidating their conceptual understanding, and see and understand more efficient methods of solving problems, supporting the shift toward procedural fluency. The distributed practice problems give students ongoing practice, which also supports developing procedural proficiency.
- Use Math Language Routines (MLRs), a curated and adapted set of instructional routines that create spaces in which student language can grow, to amplify, formatively assess, and develop the variety of ways students express their own ideas, both in *their own* everyday language *and* in disciplinary language. Focus on MLR 1: Stronger and Clearer Each Time, MLR 2: Collect and Display and MLR 3: Critique, Correct, & Clarify in support of language learners in mathematics classrooms.
- Math PLCs (department and like-course) meet regularly to understand critical learning goals and unit/lesson design and plan instruction and examine student work and student achievement outcomes.

- Continued and expanded implementation of standards-based grading providing an opportunity for teachers to deepen their understanding of standards-aligned instruction.

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

The experience of individual families is always subject to a wide array of conditions and contexts. These differences were highlighted throughout COVID, but one thing remained true: our families have expressed a desire to connect with us more deeply, to be more informed about their individual student’s academic progress and social-emotional well-being, and to find ways where we can truly engage as partners for their children’s success.

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.

Percentage of Favorable Responses on Family Engagement Survey						
Family Subgroups	Informed		Supported		Empowered	
	Spring 2021	Spring 2022	Spring 2021	Spring 2022	Spring 2021	Spring 2022
All Students	62% (273)		63% (273)		55% (272)	
Asian	63% (48)		65% (48)		60% (47)	
Black	57% (10)		54% (10)		42% (10)	
Hispanic	73% (107)		76% (107)		65% (107)	
Multi-ethnic	60% (23)		60% (23)		57% (23)	
White	44% (85)		40% (85)		34% (85)	
Students with Disabilities	61% (38)		64% (38)		59% (38)	
English Learners	75% (53)		84% (53)		67% (53)	
Low Income	68% (117)		71% (117)		61% (117)	

Data Reflection

This data reflects about 47% of Highland families. The data for our Hispanic and English Learner families are higher than past trends indicate. The data for our Black families is typical of past trends, not acceptable, but typical. The particularly surprising data is that of our White families, the lowest of all subgroups.

Key Strategies / Adjustment

- Introduction of school-wide presentations in English and Spanish (E.g., Curriculum Night) as opposed to simultaneous translation.

<ul style="list-style-type: none">• Continue to improve culturally-responsive communication with families by providing new resources (e.g., “Talking Points”, translatable newsletters) and professional learning for staff to use new modes and methods of communication.
<ul style="list-style-type: none">• Schedule biweekly “Cafecito” meetings with Spanish-speaking families at Family Connection Center.
<ul style="list-style-type: none">• Coordinate inclusive social/cultural activities with Highland PTSA, such as 6th grade family night.
<ul style="list-style-type: none">• Facilitate “Listening Circles” with small groups of families to provide opportunities to speak and listen to each other and to help families gain a shared sense of understanding and emotional connection.
<ul style="list-style-type: none">• Increase frequency of communication from school including weekly “Highland Happenings,” quarterly “Town Halls” in English and Spanish, and access to students’ daily announcements.

School Overview

Highland Middle School is a Spanish Dual Language and PACIFIC program school serving approximately 500 students. Our foundational belief is that all students can be successful without exception or excuse. We strive to affirm and inspire each and every student to learn and thrive as creators of their future world.

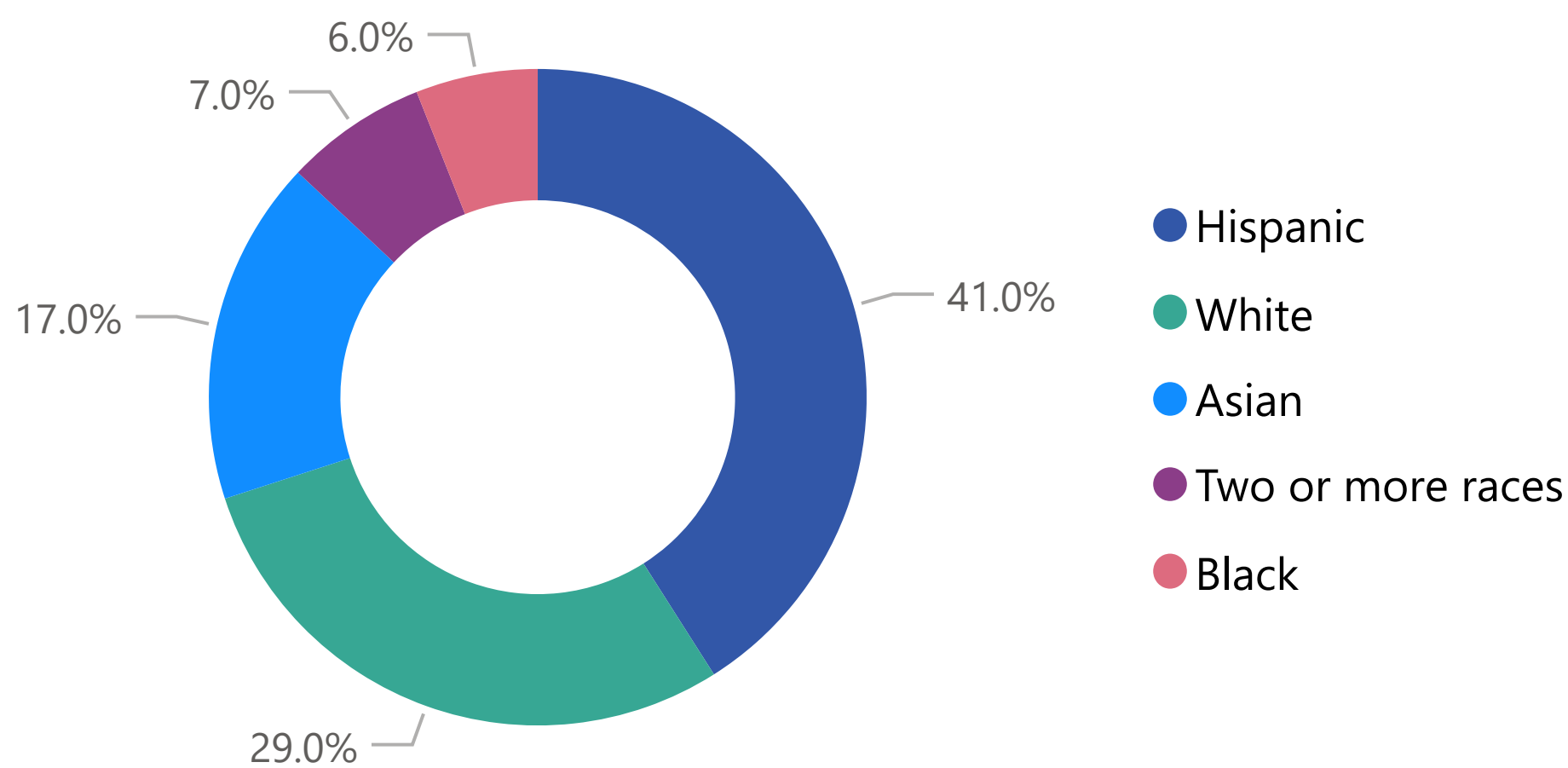
15027 NE Bel-Red Rd
Bellevue, WA 98007

<http://www.bsd405.org/highland>
425-456-6400
Susan Thomas, Principal

Programs Offered

Pacific (special education), Spanish Dual Language

Racial Diversity



School & Student Characteristics ¹

	Highland Middle School	District MS Average ²
Enrollment (10/1/2020)	576	686
Average Attendance Rate	84 %	93 %
Eligible for Free/Reduced Price Meals	50 %	18 %
Receiving Special Education Services	13 %	8 %
English Language Learners	23 %	9 %
First Language Other Than English	55 %	39 %
Mobility Rate ³	9 %	6 %

Summary of Student Achievement

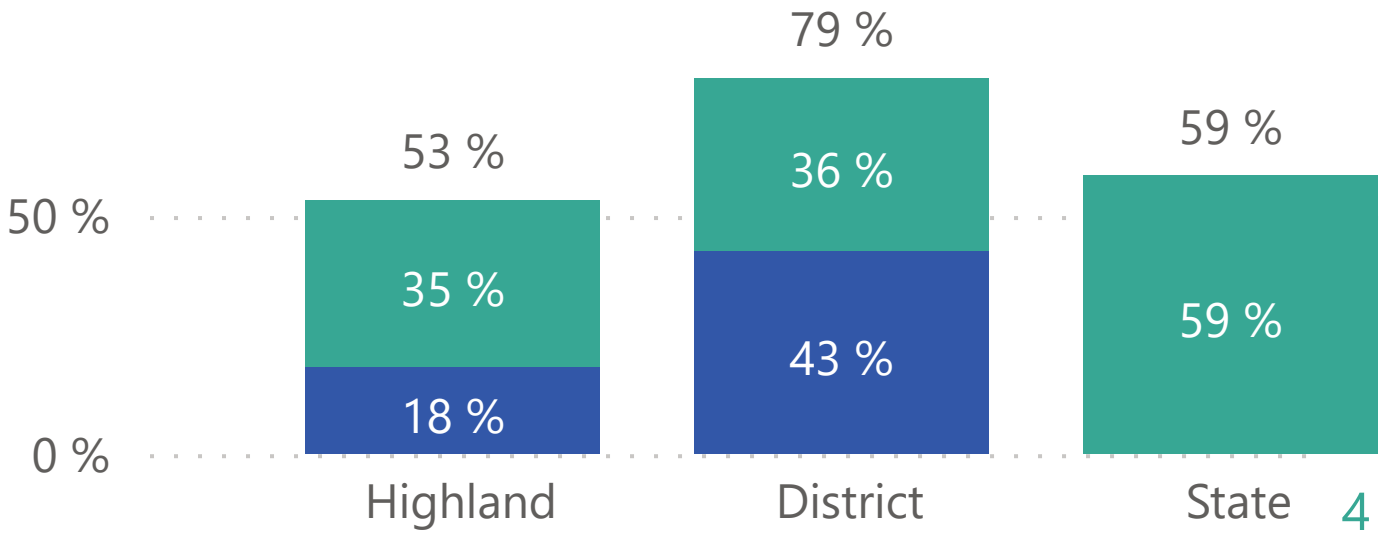
Data from Fall 2021 testing will be added when it is available.

State Assessment Results for Grades 6 - 8 (Spring 2019)

Percentage of Students Meeting / Exceeding Standards

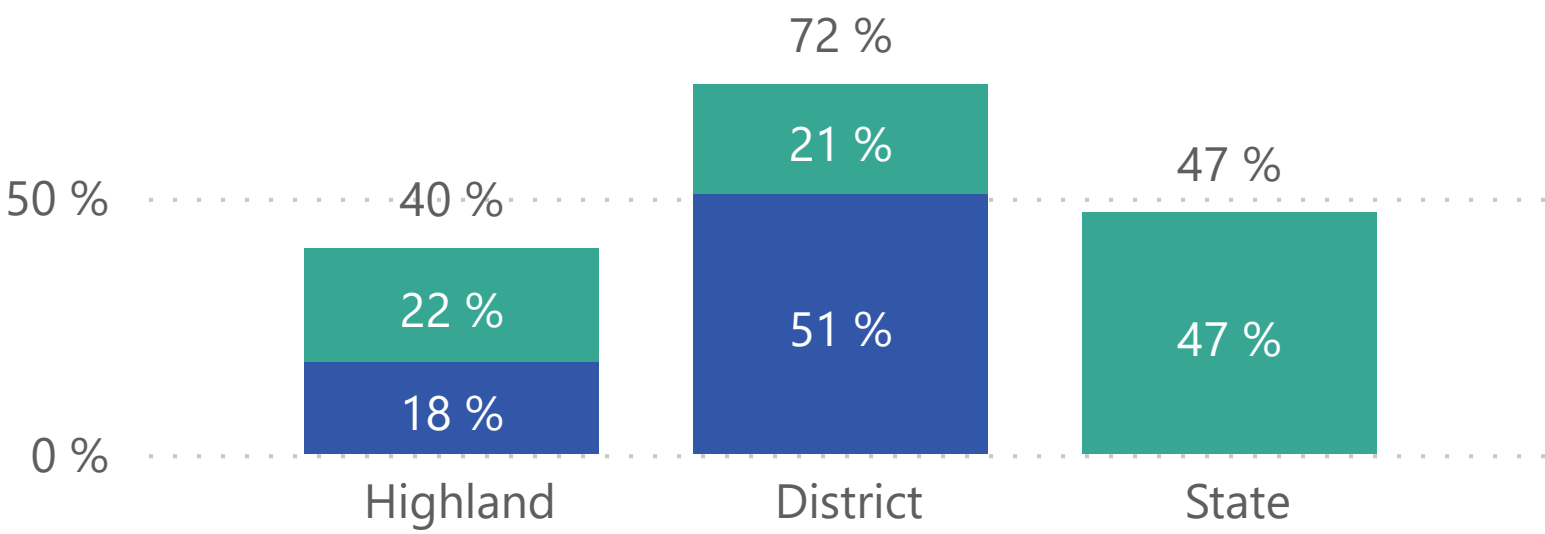
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



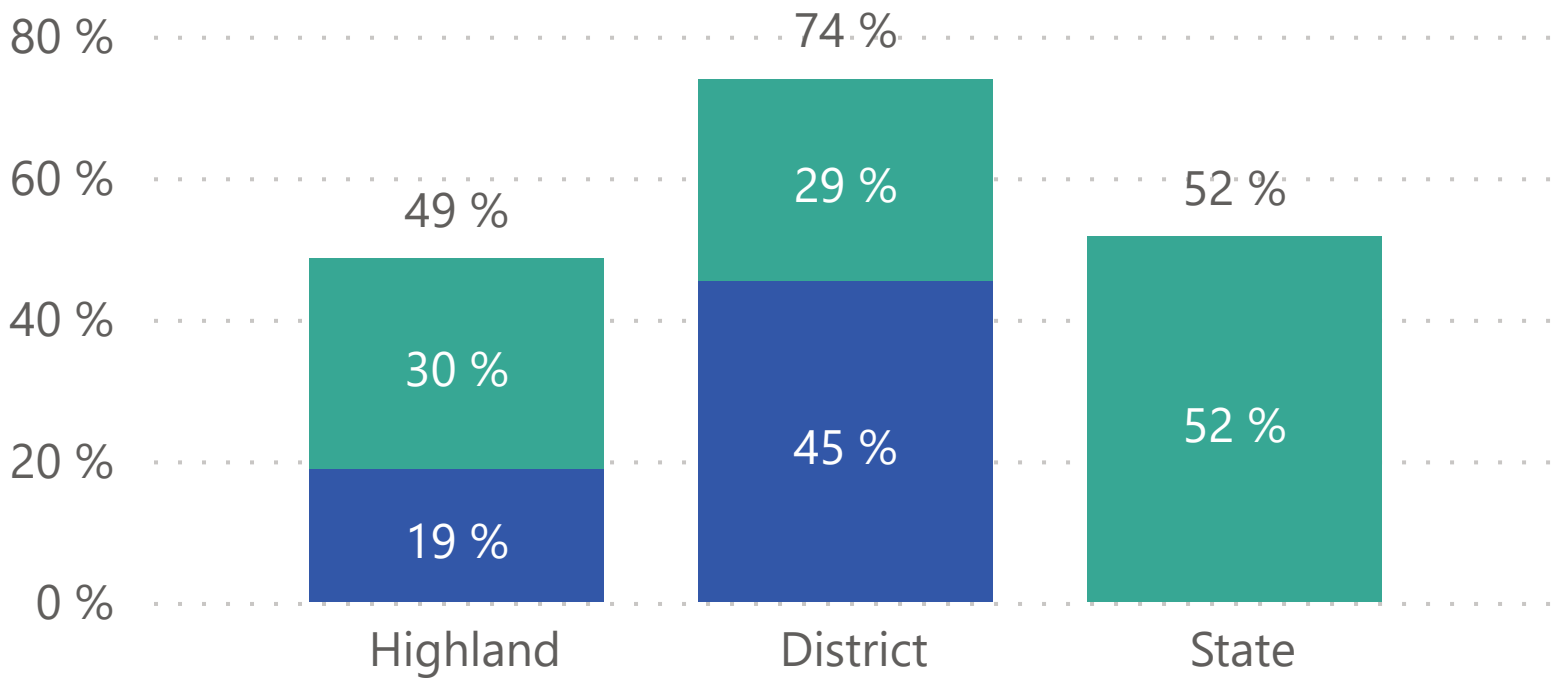
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

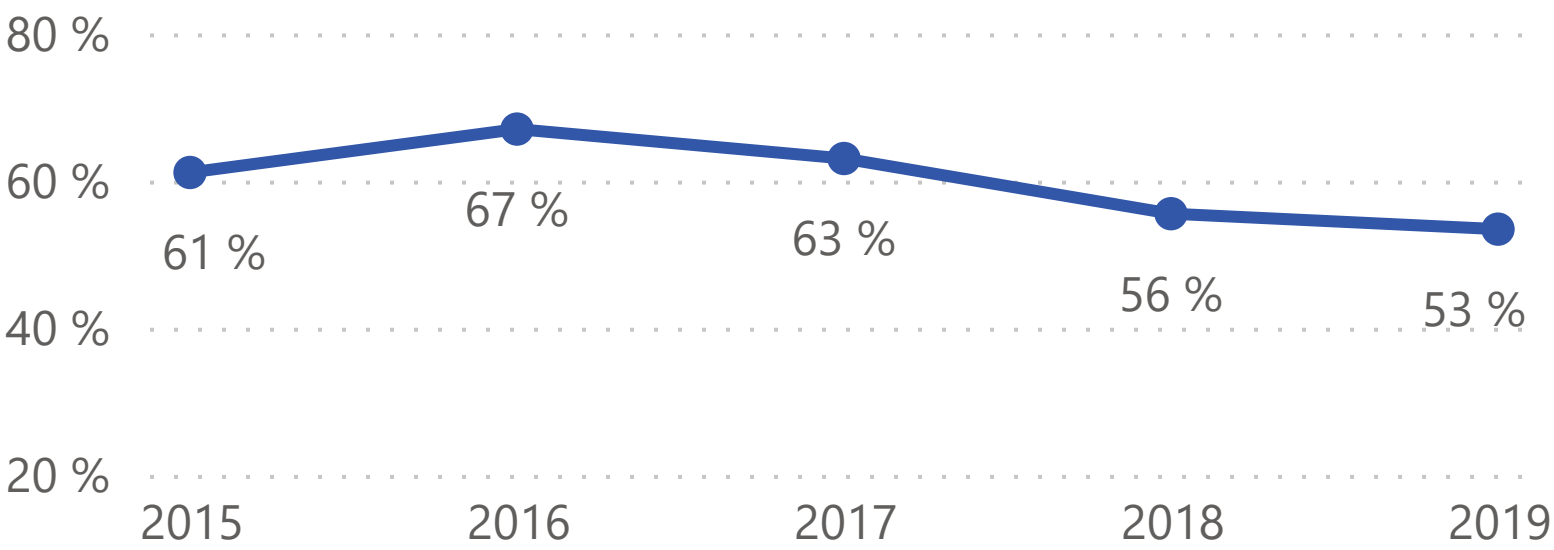
● Exceeds Standards ● Meets Standards



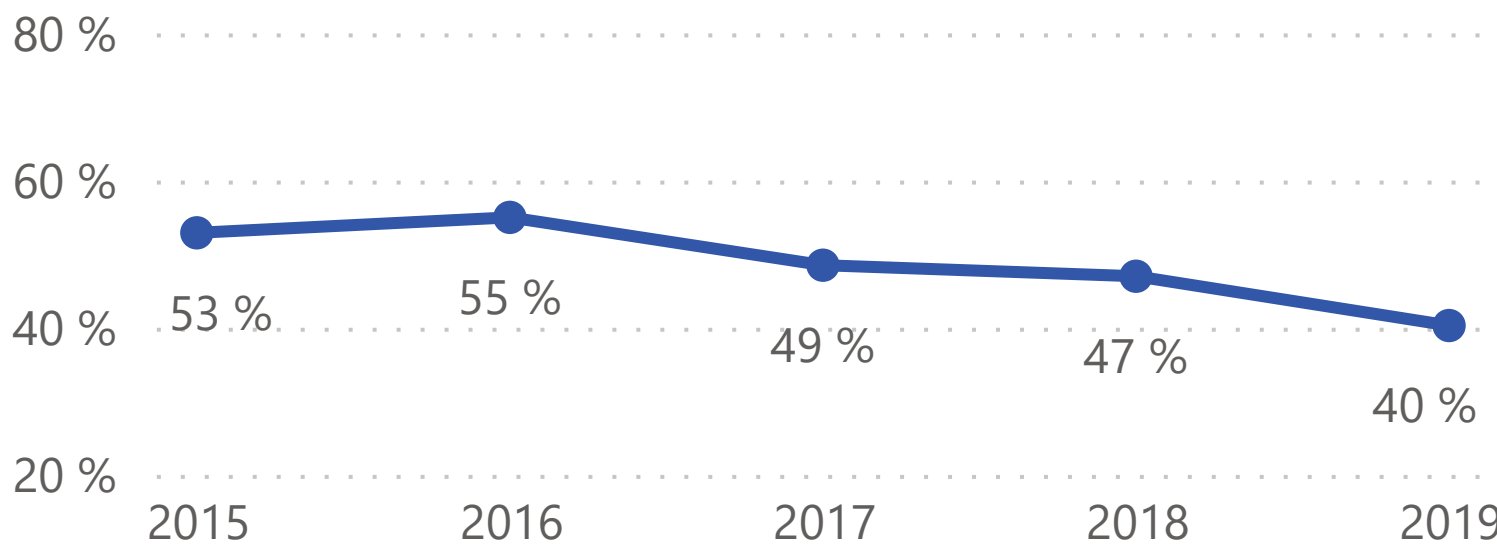
State Assessment Results for Grades 6 - 8

Percentage of Students Meeting Standards

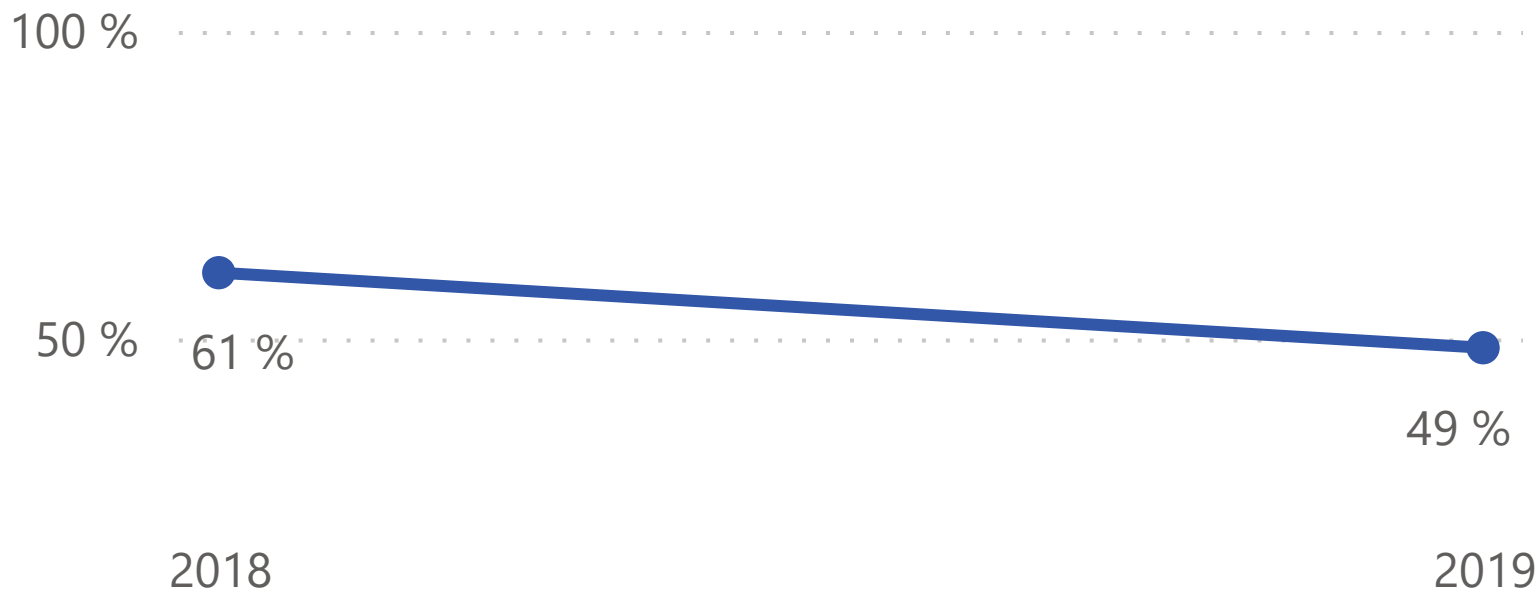
SBA: English Language Arts



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.

STAR

Students in grades 2-8 take Renaissance Learning's STAR reading and math assessments in the fall and spring of each year. The purpose of these short, computer-based tests is to measure student growth over the course of the year, to identify students who might need additional support or acceleration, and to provide information teachers can use to inform instruction. STAR provides us with a consistent measure of student performance over time, which is helpful as state tests continue to change.

End Notes

1 School and Student Characteristics

Data are from October 1, 2020 unless otherwise specified.

2 District Average

The district averages displayed here are the averages for district middle 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."