



# School Improvement Plan Highland Middle School 2020-21



## *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

### Inside:

- School Profile
- Affirm and Inspire
- Learn and Thrive
- Creators of Their Future World
- Family Engagement



See Appendix for School Profile

# Affirm and Inspire

## Goal

Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

## Sense of Belonging

### Measures and Targets

- Increase percent of students reporting feeling connected to peers by 5 percentage points from Spring 2020 to Spring 2021.
- Increase percent of students who identify as Black reporting feeling connected to peers by 5 percentage points from Spring 2020 to Spring 2021.

Percent of students reporting feeling somewhat or very connected to their classmates on student survey		
Grades 6-8 Subgroups	Spring 2020	Spring 2021 Target
All Students	74%	79%
Black	65%	70%
Hispanic	72%	77%
Low Income	68%	75%
English Language Learners	75%	80%
Students with Disabilities	78%	83%

## Data Reflection

- English Language Learners and Students with Disabilities reported feeling connected to classmates at higher rates than other subgroups
- Black and Low-Income students reported feeling connected to classmates at lower rates than other subgroups

## Key Strategies/Adjustments

### Tier 1 Key Strategies

- The WEB Mentoring program
- Jubilee Reach After School Activities and Clubs
- Focus on building community within the classroom during synchronous and asynchronous times, such as individual student check ins, small group instruction, and group projects
- Implementation of affinity and preference based clubs and activities
- Student Instructional & Support Team (SST) checks in Teams chats for coordination and communication

### Tier 2 Key Strategies

- School counselors (student groups etc.)
- Home visits
- In person supports for at risk students as identified through SST processes (currently focusing on our MLL and MKV populations) using multi-tiered systems of support

- Various service provider led groups to support social development, growth, and connectedness
- Student instructional & support team check in Teams chats for coordination and communication based upon data reviewed by the SST

### Progress Monitoring

Our progress monitoring system includes the following teams and personnel:

- Overall progress monitoring is provided through weekly SST meetings that include Administration, Counselors, Family/Community Outreach personnel, Graduation Success Coach, PBIS Specialist, Attendance Clerk, our MLL Facilitator, BCBA, and School Psychologist.
- Tier 1 progress monitoring is also provided through monthly meetings of the SEL & PBIS teams. These teams include General Education, Special Education, Dual Language, and Elective Teachers. Other members include our Counselors, Administration, PBIS Specialist, a GSA Representative, Jubilee Leader, and librarian.

The data considered by the SST and SEL & PBIS Teams includes the following:

- Attendance, Engagement, and Behavioral data from Data Insights, Power BI, and MS Insights
- Functional performance data provided by Parents, Students, Teachers, and Service Providers
- Data provided through both school and district SEL & PBIS student surveys and information gathering tools

### Inspired and Affirmed

#### Measures and Targets

- At least 60% of students are inspired and affirmed in their day-to-day instruction in English Language Arts courses as measured by student surveys.

Percent of students reporting feeling inspired and affirmed in instruction	
Grades 6-8	Fall 2020 Survey (baseline)
All Students	TBD
Black	TBD
Hispanic	TBD
Low Income	TBD
English Language Learners	TBD
Students with Disabilities	TBD

#### Key Strategies/Adjustments

##### Key Strategies

- Building community within the classroom during synchronous and asynchronous times, such as individual student check ins, small group instruction, and group projects
- Implementation of affinity and preference based clubs and activities
- Implementation of CASEL SEL 3 Signature Practices: Welcoming/Inclusion Activities; Engaging Strategies, Brain Breaks, and Transitions; Optimistic Closures

#### Progress Monitoring

- Informal and Formal classroom observations
- Learning walks (affirmative statements)

## Discipline

### Measures and Targets

- Decrease total rate of in-school suspensions per 100 students by 10%, compared to the 2019-20 school year, in the following subgroups: Hispanic/Latinx and students receiving special education services.

<b>Highland Data: Total Rate of In-School Suspension per 100 Students</b>				
<b>Total # of Students (Total # of Incidents/Total # of Students with Incidents)</b>				
<b>Group</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21 Target</b>
All Highland Students	10.41 490 Students (51/35)	13.59 449 Students (61/40)	3.83 496 Students (19/17)	N/A
Asian	0 85 Students (0/0)	6.33 79 Students (5/5)	1.14 88 Students (1/1)	N/A
Black	18.75 32 Students (6/6)	5.56 36 Students (2/2)	7.89 38 Students (3/2)	N/A
Hispanic	<b>13.01</b> 146 Students (19/13)	18.59 156 Students (29/17)	6.67 195 Students (13/12)	5.17 176 Students
Low Income	<b>9.57</b> 230 Students (22/15)	13.62 235 Students (32/18)	7.29 262 Students (18/16)	N/A
English Language Learners	11.90 84 Students (10/5)	20.39 103 Students (21/9)	8.46 130 Students (11/10)	N/A
Students with Disabilities	7.32 82 Students (6/6)	29.33 75 Students (22/8)	8.22 73 Students (6/5)	6.17 66 Students

### Key Strategies/Adjustments

#### Key Strategies

- School-wide PBIS led by PBIS Interventionist (school-wide expectations, positive behavior support etc.)
- Implementation of Check In, Check Out supports
- School counselors (student groups etc.)
- Strengthening coordination and communication between the supports teams, including the parent, student, teachers, and support providers
- Restorative Practices
  - Community circles within the classroom

- Restorative circles to resolve individual or specific harms
- Implementation of periodic period 8 SEL activities in response to community needs identified through the SST, SEL & PBIS team, or through district directives

### Progress Monitoring

Our progress monitoring system includes the following teams and personnel:

- Overall progress monitoring is provided through weekly SST meetings that include Administration, Counselors, Family/Community Outreach personnel, Graduation Success Coach, PBIS Specialist, Attendance Clerk, our MLL Facilitator, BCBA, and School Psychologist.
- Progress monitoring is also provided through monthly meetings of the SEL & PBIS teams. These teams include General Education, Special Education, Dual Language, and Elective Teachers. Other members include our Counselors, Administration, PBIS Specialist, a GSA Representative, Jubilee Leader, and librarian.

# Learn and Thrive

## Goal

Students achieve high levels of academic success and outcomes are not predicted by race or income

## ELA Proficiency and Growth

### Measures and Targets

- 90% of students in the Class of 2026 cohort\* will meet or exceed state standards in ELA by spring of 2021, with increases for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students who are receiving additional supports and using adaptive software (Lexia) will show a year's worth of growth in literacy.

### Percentage Meeting/Exceeding Standard on SBA or Star

Class of 2026 Cohort*	English Language Arts (ELA) Proficiency on SBA or Star		
	2018-19 SBA or Star Grade 5	2019-20 Star Grade 6**	Target 2020-21 SBA or Star Grade 7
All Students	62%	43%	62%
Black	N/A	N/A	N/A
Hispanic	41%	22%	41%
Special Ed Services	47%	25%	47%
English Learners	23%	3%	23%
Low Income	42%	21%	42%

\*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

\*\*Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.

Students Grades 6-8	80% of students identified for additional Literacy supports show a year's worth of growth	
	November 2020 Checkpoint	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

### Data Reflection

- 19-20 scores are significantly lower in all categories compared to 18-19 scores due to difference in assessments utilized and challenges in engaging all students in remote instruction
- Due to COVID-19, the “2020 Actual” results do not compare the performance of the same cohort of students on the same assessment. Therefore, it is challenging to compare “2019 Actual” (spring SBA scores) with “2020 Actual” (projected spring SBA scores based on Winter STAR performance).
- “2020 Actual” results are based on projected performance.
- The achievement gaps by sub-group represent an historic pattern of disproportionality based on race, income, language, and disability with students with disabilities demonstrating significantly greater disparity

### Key Strategies/Adjustments

- Focus/emphasis on complex text in PD and in instruction & assessment (Achievement Network Partner School)
- Provide individual student support for identified students using a case management process
- Literacy focus in work with students and teachers (with specific attention paid to Level 2 students) led by ITCL
- Develop shared understanding of building blocks of middle school literacy (language, fluency, and world knowledge), and use this knowledge to design daily lessons
- Develop shared understanding and implementation of effective biliteracy instruction
- Implementation of standards-based lesson planning and instruction
- Build a Literacy Team: cross content areas- ELA/SLA, science, social studies and special education.
- AVID site team- building goal to support critical reading cross content areas focused on marking the text strategy
- Utilize Asynchronous time for student work in Lexia, Membean, Newsela reading, Independent reading, etc. - based on student's individual growth areas in literacy

### Progress Monitoring

- Formative assessments
- ANET Interim Assessments
- STAR
- Appropriate assessments for Spanish literacy
- Lexia Power Up
- 1:1 or small group conferencing for student-teacher feedback loops

### Math Proficiency and Growth

#### Measures and Targets

- 85% of students in the Class of 2026 cohort\* will meet or exceed state standards in math by spring of 2021, with increases for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students who are receiving additional supports and using adaptive software (ALEKS) will show a year’s worth of growth in math.

**Percentage Meeting/Exceeding Standard on SBA or Star**

Class of 2026 Cohort*	Math Proficiency on SBA or Star		
	2018-19 SBA or Star Grade 5	2019-20 Star Grade 6**	Target 2020-21 SBA or Star Grade 7
All Students	48%	37%	48%
Black	N/A	N/A	N/A
Hispanic	26%	14%	26%
Special Ed Services	40%	15%	40%
English Learners	13%	0%	13%
Low Income	29%	10%	29%

*\*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.*

*\*\*Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.*

Students Grades 6-8	% of students identified for additional Math supports show a year's worth of growth	
	Nov 2020 Checkpoint	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

**Data Reflection**

- 19-20 scores are significantly lower in all categories compared to 18-19 scores, due to difference in assessments utilized and challenges in engaging all students in remote instruction
- Due to COVID-19, the “2020 Actual” results do not compare the performance of the same cohort of students on the same assessment. Therefore, it is challenging to compare “2019 Actual” (spring SBA scores) with “2020 Actual” (projected spring SBA scores based on Winter STAR performance).
- “2020 Actual” results are based on projected performance.
- The achievement gaps by sub-group represent an historic pattern of disproportionality based on race, income, language, and disability with students with disabilities demonstrating significantly greater disparity



### Key Strategies/Adjustments

- Provide small group instruction during asynchronous time with Math Interventionist who serves as a teacher resource and provides support for Aleks pre-unit and end of unit assessments
- Provide individual student support for identified students using a case management process
- Standards based lesson planning and instruction with support from Achievement Network – assistance with data analysis and action planning based on math assessments
- Focus on standards-based instruction and grading
- Regular meetings as math PLC and with district curriculum developer
- Regular meetings at each course level to review data, identify where students excelled and struggled, create student support groups based on students that are performing below standard and discuss next steps for the entire course.
- Attend *Grading from the Inside Out* conference on Standards Based Grading
- Specific math intervention for students in Spanish IMT1, Spanish IMT2, and Spanish Alg.

### Progress Monitoring

- Aleks Unit Readiness Assessments prior to units
- Formative assessments through Desmos
- BSD Unit Assessments through Synergy
- ALEKs progress data
- Reassessment through Flipgrid, PowerPoint, GoFormative, Desmos or other teacher selected resources.

### English Language Acquisition

#### Measures and Targets

- For students receiving ELL services in the Class of 2026 increase % (to be set by November 2020) demonstrating progress in language acquisition skills as measured by the Achievement Level Descriptors.

Percentage Demonstrating Progress in Language Acquisition Skills		
Class of 2026 Cohort	Fall 2020	2020-21 Target
Reading	To come	Will be set by November 2020
Writing	To come	Will be set by November 2020
Listening	To come	Will be set by November 2020
Speaking	To come	Will be set by November 2020

### Key Strategies/Adjustments

- Content teacher collaboration with Multilingual Learners (MLL) Facilitator on strategies to develop academic language and support student engagement
- Use English Language Proficiency Standards (ELPS) and Academic Language Descriptors (ALDs) to align grade-level content standards with language needs
- Targeted use of Dual Language program to support Spanish-speaking emergent bilinguals in language/literacy acquisition and strategies to bridge languages

### Progress Monitoring

- Progress monitoring utilizing ALDs continuum (modified from OSPI's ALDs)
  - Prioritizing 7<sup>th</sup> grade data collection
- Spring ELPA21 (if possible)

## Grading

### Measures and Targets

- Grades are more reflective of student learning. Target: 85% or more of secondary students report they experience the following in their math and ELA classes:
  - They have multiple opportunities to demonstrate their learning
  - They have the ability to re-take/re-do summative assessments
  - Late work is recognized as a demonstration of proficiency

Students	Percentage of students reporting they experience the following practices in their math and ELA classes:					
	Fall 2020			2020-21 Target		
	Multiple Opportunities	Re-take/Re-do	Late work recognized	Multiple Opportunities	Re-take/Re-do	Late work recognized
All Students						
Black						
Hispanic						
Students with Disabilities						
English Learners						
Low Income						

- Grades are more equitable. Target: Decrease the percent of all secondary students receiving D/F grades in ELA and Math by 25% and decrease disparities in secondary math and ELA courses for the following sub-groups by 25%: Black, Hispanic, students with disabilities, English Learners, and Low Income.

Highland ELA (Gr 6-8)	1st Semester 2019-20 % D/F's	% Point Disparity between Sub-Groups and All Students		
		1st Semester 2019-20	1st Semester 2020-21 Target	2nd Semester 2020-21 Target
All students	18%	na	na	na
Black	13%	na	na	na
Hispanic	29%	11%	10%	8%
Students with IEPs	22%	4%	4%	3%
English Learners	35%	17%	15%	13%
Low Income	28%	10%	9%	8%

Highland Math (Gr 6-8)	1st Semester 2019-20 % D/F's	% Point Disparity between Sub-Groups and All Students		
		1st Semester 2019-20	1st Semester 2020-21 Target	2nd Semester 2020-21 Target
All students	25%	na	na	na
Black	24%	na	na	na
Hispanic	43%	18%	16%	14%

Students with IEPs	39%	14%	13%	11%
English Learners	48%	23%	20%	17%
Low Income	38%	13%	12%	10%

### Key Strategies/Adjustments

- Implement the four Classroom Assessment Practices defined in the BEA-BSD MoU
  - Assessments are aligned to standards
  - They have multiple opportunities to demonstrate their learning
  - They have the ability to re-take/re-do summative assessments
  - Late work is recognized as a demonstration of proficiency
  
- Support the school-wide commitment to implementation of equitable and effective grading practices based on the work of Ken O'Connor and Joe Feldman:
  - Grades must be accurate because they support important decisions based on grades.
  - Grades must be consistent. It shouldn't matter whether a student is in Teacher X's class or Teacher Y's class. The same level of achievement should earn the same grade.
  - Grades must be meaningful, and they are meaningful only when they are based on and provide information about achievement of the learning goals.
  - The process that leads to the determination of grades should support learning, not just the accumulation of points.
  - Grades should DO NO HARM

### Progress Monitoring

- Quarterly grade reports
- Interim Assessments

# Creators of Their Future World

## Goal

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

## Global Awareness and Cultural Competence

### Measures and Targets

- At least **80%** of students show proficiency in global awareness and cultural competence by completing a performance task in 6<sup>th</sup> grade.

Global Awareness and Cultural Competence		
	2019-20	Target 2020-21
Grade 6	76% of students achieved proficiency	80% proficient

### Data Reflection

- Goal for this year is that 80% of students we achieve proficiency on the performance task (Global Goals Project), knowing that remote learning might affect student's ability to complete the project.

### Key Strategies/Adjustments

#### Adjustments:

- Resources have been adapted for current learning environment.
- Materials will be translated into Spanish to support the dual-language program.
- To support implementation of standards-based grading, RTS/ITCL will create a "learning line/rubric" with teachers.
- Teachers will discuss the rubric with students at the beginning of the project.

#### Key Strategies:

- RTS/ITCL will meet with teachers at the onset of project to align practice/expectations as a 6<sup>th</sup> grade team. New teachers will receive additional support as needed.
- Teachers will collaborate with RTS to introduce the project to students and teach research skills.
- Teachers will meet 1:1 and with small groups to support students throughout the project.
- RTS will provide additional support to students throughout the project, using asynchronous time to meet with small groups or individuals.

### Progress Monitoring

- Pre-survey to identify (district-provided):
  - How aware students are of the needs of the world
  - How students feel about their ability to make a positive difference in the lives of people who live near them.
  - How students feel about their ability to make a positive difference in the lives of people who do not live near them.

- Teachers will use formative assessment throughout the project, including but not limited to: small group and individual student check-ins; entry/exit-slips using the chat/polls/forms; student self-assessment, etc.
- Post-survey to identify (district-provided):
  - How aware students are of the needs of the world
  - How students feel about their ability to make a positive difference in the lives of people who live near them.
  - How students feel about their ability to make a positive difference in the lives of people who do not live near them.

## STEM

### Measures and Targets

- At least **75%** of students show proficiency in using technology to design solutions by completing a Science, Technology, Engineering, and Math (STEM) performance task in 7<sup>th</sup> grade.

Science Technology Engineering and Math Performance Task		
	2019-20	Target 2020-21
Grade 7	None to report	75%

### Data Reflection

- 2020-21 will be the first year for this project.

### Key Strategies/Adjustments

- Connect with 7<sup>th</sup> Grade Science teachers in the fall to ensure they are familiar with the performance task requirement and ensure that this task is scheduled for all students.
- Provide professional learning opportunity to implement the performance activity and train teachers to score student responses.

### Progress Monitoring

- Monitor project completion rates will be monitored by teacher and class period.
- Work with teachers to use Synergy Assessments data dashboard to analyze their students' outcomes.
- Provide make up opportunities for students who haven't demonstrated proficiency to ensure that all students are able to engage with this learning opportunity.

# 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.

## Informed, Supported, and Empowered

### Measures and Targets

District-wide, we will measure family engagement through our annual survey, with the following 2020-21 targets:

- Increase % of families who feel informed to 70% with increases for all subgroups
- Maintain % of families who feel supported (64%) with no decreases for any subgroup
- Maintain % of families who feel empowered (66%) with no decreases for any subgroup

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	Target 2020-21
All	56%	70%
Black	57%	70%
Hispanic	63%	70%
Students with Disabilities	60%	70%
English Learners	70%	70%
Low Income	56%	70%

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	55%	64%
Black	43%	64%
Hispanic	63%	64%
Students with Disabilities	65%	65%
English Learners	78%	78%
Low Income	60%	64%

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	54%	66%
Black	50%	66%
Hispanic	62%	66%
Students with Disabilities	65%	66%
English Learners	78%	78%
Low Income	64%	66%

## Data Reflection

- 143 respondents
- Hispanic rates significantly higher than Black rates for feeling supported
- English Learners had highest rates for feeling informed, supported, and empowered
- Black rates were lowest for feeling supported, and empowered
- Low income rates were lowest for feeling informed

#### **Key Strategies/Adjustments**

- Bi-monthly Community Engagement Team Meetings
- Weekly electronic newsletters (Highland Happenings – via School Messenger and posted to website), translatable
- Announcements/Reminders via Talking Points App
- Work in concert with Family Engagement Specialist and Graduation Success Coach to engage Spanish-speaking families

#### **Progress Monitoring**

- Monthly with PTSA
- Annually for Title 1 Parent Meetings
- Visitor rate on weekly newsletters
- Individual responses to Talking Points messages

## **Glossary**



## 2019-2020 School Profile

# Highland Middle School

<http://www.bsd405.org/highland/>

Susan Thomas, Principal

15027 NE Bel-Red Rd

Bellevue, WA 98007

425-456-6400

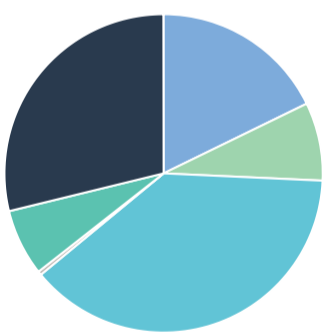
## School Overview

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.

## Programs Offered

Pacific (special education), Spanish Dual Language

## Racial Diversity



## Racial Diversity Detail

<1%	American Indian or Alaska Native
17%	Asian
7%	Black/African-American
38%	Hispanic
<1%	Pacific Islander
6%	Two or more races
28%	White



## School & Student Characteristics<sup>1</sup>

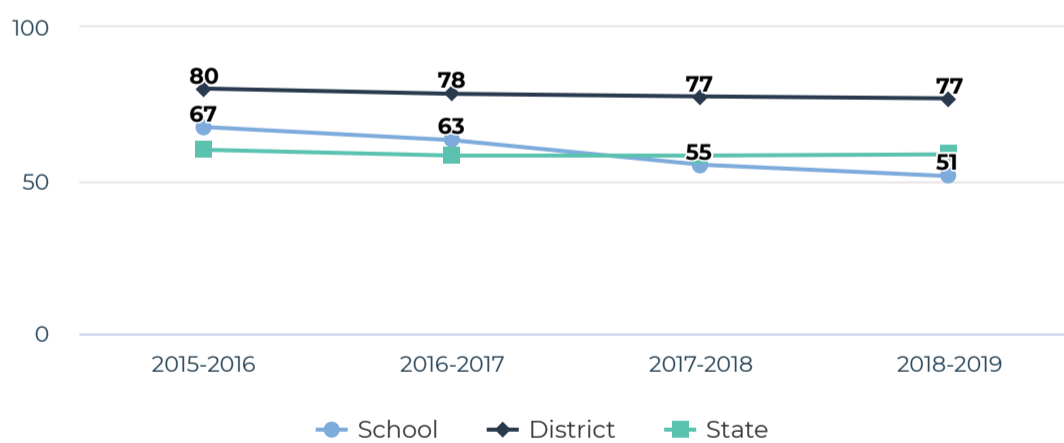
	SCHOOL	DISTRICT <sup>2</sup>
Enrollment	495	859
National Board Certified Teachers	23%	25%
Eligible for Free/Reduced Price Meals	47%	17%
Receiving Special Education Services	17%	8%
English Language Learners	26%	9%
First Language Other Than English	56%	37%
Mobility Rate <sup>3</sup>	7%	7%
Average Attendance Rate	95%	95%

## Summary of Student Achievement

### State Assessment Results for Grades 6-8 in the Last Four Years

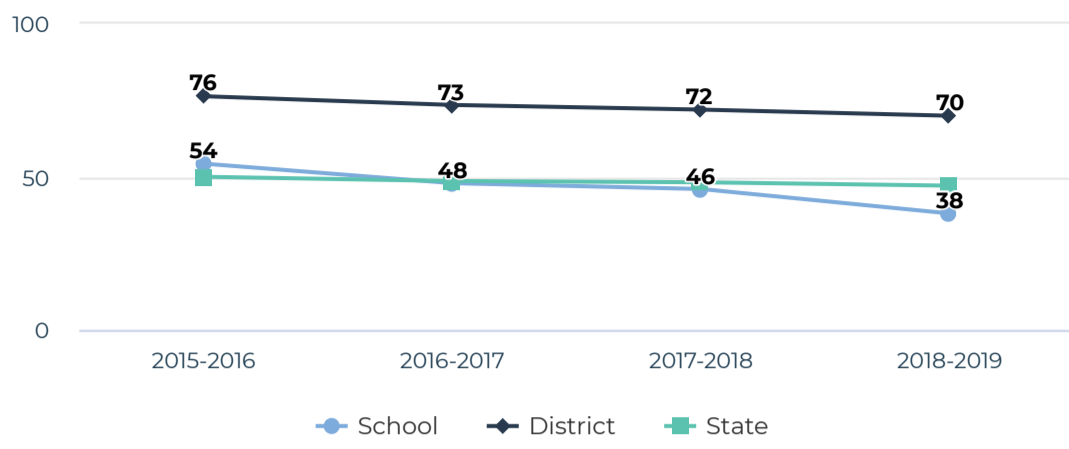
#### English Language Arts

Smarter Balanced - Percentage of Students Meeting Standards



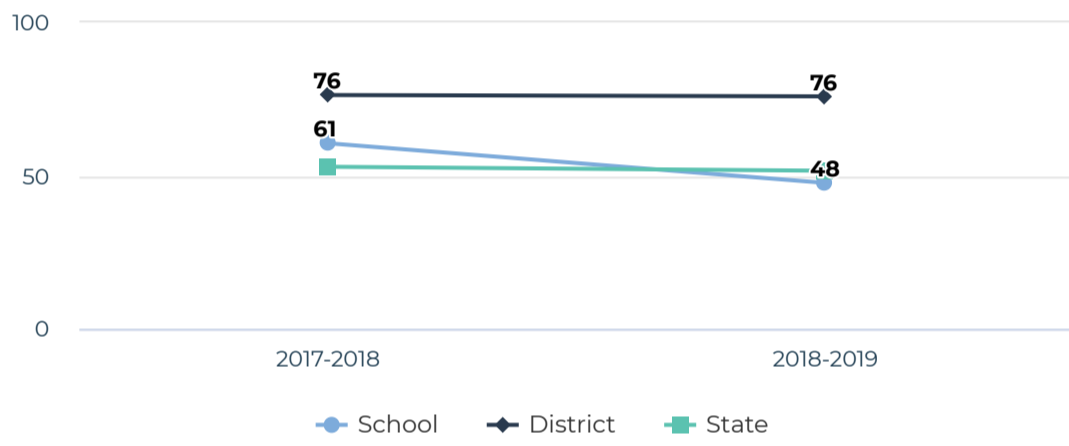
## Mathematics

Smarter Balanced - Percentage of Students Meeting Standards



## Science

WCAS - Percentage of Students Meeting Standards



# Glossary

## **National Board Certified Teachers**

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

## **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](http://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](http://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, 2019 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.