The mission of the Bellevue School District is to serve each and every student academically, socially and emotionally through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another’s humanity, we provide courageous support for an equitable and exceptional education for all students.
Highland Middle School

2018-2019 School Improvement Plan

At Highland Middle School we are committed to serving and educating the whole child by promoting a strong sense of belonging to the school community, holding high expectations for student learning, and developing them as independent learners and thinkers.

Our work in serving every student, every day in every classroom, is grounded in the idea of continuous improvement. Working with the Office of the Superintendent of Public Instruction, we use nine characteristics of successful schools to guide our work.

THE NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

1. Developing a clear and shared focus
2. Maintaining high standards and expectations for all students
3. Using effective school leadership
4. Engaging in high levels of collaboration and communication
5. Providing curriculum, instruction and assessments aligned with state standards
6. Ensuring frequent monitoring of learning and teaching
7. Delivering focused professional development
8. Maintaining a supportive learning environment
9. Promoting high levels of family and community involvement

Included in this school improvement plan are details of the current focus at Highland Middle School, as well as an outline of our strengths and opportunities for the year ahead. In addition to promoting continuous improvement of student achievement of the state learning goals, we recognize that nonacademic student learning and growth are key elements of student well-being and success. This plan is based on a comprehensive needs assessment of our school and programs and included active participation and input from building staff, students, families, parents and community members.

“Culturally responsive teaching is about helping culturally and linguistically diverse students who have been marginalized in schools build their skill and capacity to do rigorous work. The focus isn’t on motivation, but on improving their brain power and information processing skills.”

-Zaretta Hammond in Education Week Teacher
SCHOOL BACKGROUND

Instructional Program Overview

Highland Middle School (HMS) is a dual language school with a diverse community of approximately 450 students. The teachers and staff at Highland have the foundational belief that all students can be successful without exception or excuse. HMS was recognized with a Washington Achievement Award in 2010, 2012, 2014, and 2016 for its continuous improvement of academic proficiency scores and as a Site of Distinction by the Center for Educational Effectiveness in 2014. Highland prides itself on creating an inclusive community where all students are celebrated and valued. HMS is a racially and linguistically diverse school with a population that is 30% Hispanic, 17% Asian, 38% White, 8% Multi-Ethnic, 6% Black; and 45% of students speak a language other than English at home. Racial and linguistic equity is the lens through which we examine all initiatives at Highland. Addressing this issue, especially in terms of race and language, is paramount to reaching Highland’s Ultimate Goal of all students reaching proficiency or exceeding standard. This focus on racial and linguistic equity has a positive impact on our students’ academic success as well as continues to build an inclusive community at Highland. Through this lens, Highland has two areas of focus for the 2018-19 school year: increasing students’ sense of belonging to the school and developing independent learners as defined by Zaretta Hammond’s book, Culturally Relevant Teaching and the Brain.

In the fall of 2017, Highland embarked on the journey of becoming a Dual Language school. Highland is now the Bellevue School District site for the middle school Spanish Dual Language program. The goal is for students to be biliterate and bilingual, achieve at grade level academic standards, and be cross-culturally competent. Moving forward, Highland will have a cohort of students who spend 50% of their day learning in Spanish and 50% in English. Students not in the dual language program whose first language is Spanish will also have the opportunity to enroll in some of these courses. The Highland staff and community believe it is important not simply to have a dual language program, but to be a dual language school where both languages are valued and equally utilized. The physical environment as well as the staff and student community should reflect a power equalization between the two languages and promote a racially and linguistically equitable environment.

The dual language model values the concept of additive bilingualism, in which students acquire a second language without the replacement of their home language and culture. Highland Middle School embraces the three tenets of dual language education: bilingualism and biliteracy, high academic achievement in two languages, and sociocultural competence. Highland is committed to advocacy and implementation of equitable dual language programming as the only research based effective method of producing student results of academic achievement that surpass those of monolingual students, in the long term. In practicing a view of holistic bilingualism, Highland Middle School recognizes that the trajectory of an emergent bilingual student participating in a dual language program is not the same as that of a monolingual student. This requires the selection and use of assessment and accountability measures that are authentic to the program language and reflect the goal of bilingualism and biliteracy. Within the fidelity to the program goals of the three pillars of dual language education, is the inherent structural element of the timeline required for language acquisition. This element and the program goals of bilingualism and biliteracy are not currently represented by the state system of assessment. Bellevue School District is committed to the progressive development of the dual language program and inclusion of the program tenets as part of the district reading work plans.

Student achievement data has shown that students struggle with the transition from 8th to 9th grade. Highland’s core belief is that every student without exception will be prepared to be successful in high
school. Therefore, the school community has identified clear outcomes we want all students to attain by the end of 8th grade to ensure we are preparing them academically, socially, and emotionally for a successful transition to high school. The three goals are: 1) all students will meet or exceed standard on all state accountability measures; 2) all students will pass all of their classes in 9th grade with a C or higher and be on track for graduation at the end of the year; and 3) all Highland students will enroll in and be successful in rigorous college prep courses in high school including AP/IB courses. All teachers and staff work in service of these outcomes during a student’s three years at Highland by providing them with supportive classroom communities that are academically challenging and responsive to the individual needs of students.

To support students in attaining these outcomes and as stated in Highland’s Ultimate Goal, there is also a belief in developing students’ character as well as their academics. During 2015-2016, the administration collaborated with Interlake High School staff to create the Highland Learner Profile. The profile includes the characteristics and dispositions that teachers intentionally highlight and work to build in students during their three years at Highland. As the learner profile, Highland students strive to be: Honest, Caring, Problem Solvers, Resilient, Growth Minded, Communicators, and Self-Aware. Students’ development of these characteristics promotes the development of the whole child and builds skills necessary to help them successfully transition to high school.

Highland’s students and staff also strive to create an inclusive environment for students with unique learning needs. Highland offers co-taught courses at all three grade levels composed of both students receiving special education services and students in general education. Two teachers, one with a special education credential, teach them. This creates a less restrictive environment for students receiving special education services and promotes learning for all students. Seventy-five percent of Highland students who receive resource room special education services are in one or more co-taught classes. Highland’s goal is to have no targeted, exclusionary classes for students receiving these services.

Highland also houses the district’s middle school program for students who are medically fragile and have significant challenges, known as the PACIFIC program. Students in the PACIFIC program are embraced by the school community and many of Highland’s student serve as tutors in this program. They work side-by-side with the teachers to support and provide a caring environment for these students. Students in the PACIFIC program are included in Highland’s general education classes including Art, Applied Engineering, physical education, science, social studies, and yoga. In addition, Highland has a full-time nurse to support the medical needs of students in this program along with the greater school community.

As a community, Highland staff and families believe that all students should have high-quality instruction and be exposed to rigorous content each and every day. HMS implements Advancement Via Individual Determination (AVID) school-wide. The AVID program uses reading and writing strategies to ensure that all students are able to access high level content. In addition, the AVID program supports all students in learning effective inquiry and collaborative practices to promote active engagement. Highland was selected as an AVID school-wide Site of Distinction for three years in a row. This represents the highest level of AVID implementation, demonstrating excellence in instructional practice and the promotion of college readiness school-wide. This elite group of candidate schools represents less than 10% of all AVID middle and high schools worldwide. In addition, Highland is a one-to-one middle school in the Bellevue School District, meaning all students are assigned a laptop computer that they use at school and at home. The fact that students have consistent access to technology supports the instructional efforts of the Highland staff and affords
the Highland staff a unique opportunity to participate in schoolwide technology-focused professional development.

Highland also supports students who are academically challenged based on their current levels of performance in their classes and are not yet meeting state standards. As a school, the staff works to support students by providing both individual and systemic supports that include multidisciplinary block classes, flexible grouping in math classes, and targeted reading support classes. Highland provides instructional training for the teachers and staff to support students in reaching the state’s high achievement standards.

Highland utilizes a system of positive behavioral interventions and supports (PBIS). Highland staff readily teach students to be Respectful, Responsible, Ready, and to build Relationships. These values are consistently reinforced using student and staff recognition programs. Finally, Highland supports its students through community partnerships. HMS has an ongoing partnership with Jubilee Reach, which provides a free after-school program for Highland students called Club Jubilee. Approximately 38% of Highland students are consistently involved in Club Jubilee. This program provides students with the opportunity to interact with their peers, build character, and participate in organized sports. Students are encouraged to attend before and after school tutorial for extra support as well as Club Jubilee.

Highland’s commitment to creating an inclusive school community that develops all students as learners and supports them to reach their highest potential has resulted in a culture analogous to a family where kindness, compassion and support are evident on a daily basis.
School Overview
Highland Middle School is a diverse community of approximately 450 students. Our foundational belief is that all students can be successful without exception or excuse. We offer integrated block classes, a laptop for every student, a focus on critical thinking, developing the skills and behaviors necessary for academic success, and a college-going culture for all.

Programs Offered
Pacific (special education), Spanish Dual Language

School & Student Characteristics

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<thead>
<tr>
<th></th>
<th>SCHOOL</th>
<th>DISTRICT</th>
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</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>490</td>
<td>676</td>
</tr>
<tr>
<td>National Board Certified Teachers</td>
<td>23%</td>
<td>27%</td>
</tr>
<tr>
<td>Eligible for Free/Reduced Price Meals</td>
<td>45%</td>
<td>7%</td>
</tr>
<tr>
<td>Receiving Special Education Services</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>First Language Other Than English</td>
<td>46%</td>
<td>33%</td>
</tr>
<tr>
<td>Mobility Rate 3</td>
<td>13%</td>
<td>8%</td>
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Racial Diversity

<table>
<thead>
<tr>
<th>Race</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>17%</td>
</tr>
<tr>
<td>Black</td>
<td>6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30%</td>
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<tr>
<td>Two or more races</td>
<td>8%</td>
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<tr>
<td>White</td>
<td>38%</td>
</tr>
<tr>
<td>Native American</td>
<td>N/A</td>
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<tr>
<td>Pacific Islander</td>
<td>1%</td>
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Attendance & Discipline

<table>
<thead>
<tr>
<th></th>
<th>SCHOOL</th>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>Average Attendance Rate</td>
<td>92%</td>
<td>95%</td>
</tr>
<tr>
<td>Students with &lt; 10 Absences Per Year</td>
<td>48%</td>
<td>70%</td>
</tr>
<tr>
<td>Students with 18+ Absences Per Year</td>
<td>23%</td>
<td>10%</td>
</tr>
<tr>
<td>Suspension Rate 4</td>
<td>6.5%</td>
<td>2.9%</td>
</tr>
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</table>

Summary of Student Achievement

State Assessment Results for Grades 6-8 (Spring 2018)
Percentage of Students Meeting/Exceeding Standards

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced</td>
<td>Smarter Balanced</td>
<td>WCAS</td>
</tr>
<tr>
<td>Exceeds Standards</td>
<td>Meets Standards</td>
<td></td>
</tr>
<tr>
<td>SCHOOL</td>
<td>DISTRICT</td>
<td>STATE</td>
</tr>
<tr>
<td>56%</td>
<td>47%</td>
<td>61%</td>
</tr>
<tr>
<td>78%</td>
<td>72%</td>
<td>77%</td>
</tr>
<tr>
<td>58%</td>
<td>48%</td>
<td>53%</td>
</tr>
</tbody>
</table>

State Assessment Results for Grades 6-8 in the Last Four Years
Percentage of Students Meeting Standards

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced</td>
<td>Smarter Balanced</td>
<td>MSP</td>
</tr>
<tr>
<td>Exceeds Standards</td>
<td>Meets Standards</td>
<td></td>
</tr>
<tr>
<td>SCHOOL</td>
<td>DISTRICT</td>
<td>STATE</td>
</tr>
<tr>
<td>61%</td>
<td>67%</td>
<td>61%</td>
</tr>
<tr>
<td>63%</td>
<td>55%</td>
<td>66%</td>
</tr>
<tr>
<td>56%</td>
<td>49%</td>
<td>70%</td>
</tr>
<tr>
<td>53%</td>
<td>47%</td>
<td>61%</td>
</tr>
</tbody>
</table>
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/MSP
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 replaces the WA State MSP science assessment. 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 who benefit from support in organization, executive functioning, and social competency.
* 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, 2017 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 Suspension Rate
The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.
The Washington School Improvement Framework (WSIF) includes each student group individually, creating a holistic vision of a school through two lenses: the performance of the all students group and that of their student group populations. The all students group includes all students in the school, where each student group shows the performance of students by race/ethnicity and program enrollment. Effectively, all student groups are held to the same standard.

<table>
<thead>
<tr>
<th>Measures by Student Group</th>
<th>All Students</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Two or More</th>
<th>White</th>
<th>English Learners</th>
<th>Low Income</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Median SGP</td>
<td>62.6%</td>
<td>56.1%</td>
<td>68.1%</td>
<td>70.7%</td>
<td>68.8%</td>
<td>74.6%</td>
<td>57.6%</td>
<td>34.4%</td>
<td>64.1%</td>
</tr>
<tr>
<td>Math Median SGP</td>
<td>52.2%</td>
<td>46.8%</td>
<td>59.8%</td>
<td>70.0%</td>
<td>65.0%</td>
<td>74.0%</td>
<td>42.4%</td>
<td>25.0%</td>
<td>51.9%</td>
</tr>
<tr>
<td>EL Progress Rate</td>
<td>53</td>
<td>61</td>
<td>56</td>
<td>48</td>
<td>53</td>
<td>53</td>
<td>46</td>
<td>52</td>
<td>41</td>
</tr>
<tr>
<td>Regular Attendance Rate</td>
<td>65.5%</td>
<td>67.8%</td>
<td>88.2%</td>
<td>94.0%</td>
<td>89.1%</td>
<td>93.1%</td>
<td>85.6%</td>
<td>82.6%</td>
<td>17.3%</td>
</tr>
</tbody>
</table>

These measures include results on state standardized test (proficiency), student growth over multiple test periods (median student growth percentiles), graduation, English learner progress towards language attainment and School Quality and Student Success measures of attendance. To protect student privacy, a minimum number of students is required so no one student can be identified. If the space is white and blank, that means the student group was too small to report out publicly, to protect the student privacy.
Well-Rounded Education

School Goals & Key Strategies

Highland Middle School provides opportunities for every student to develop the knowledge and skills essential to:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems.
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Educators at Highland Middle School provide the foundation for our academic program and conditions for student learning. With the use of instructional coaches, we support all teachers to provide high quality and culturally relevant instructional practices. Additional program support is provided to those students that need assistance. Student services are available for students experiencing homelessness or living in foster care. We offer additional academic assistance and staff professional development through our office of multilingual services, special education, learning assistance program and Title I department. Focusing on our key priority areas, we have set the following growth and improvement goals in partnership with our parents, students and staff.

High Quality Instruction

- **STUDENT OUTCOME SMART GOALS: Math**
  - Highland’s percentage of students meeting standard on the Math Smarter Balanced test will improve from 46.8% to 59.8% in the Spring of 2019; and goals for each student group indicated in the table above (Washington School Improvement Framework) will be met by Spring of 2019.
  - The percentage of 8th grade students needing to repeat Algebra in 9th grade will decrease from 31% to 20% by the end of the 2018-19 school year.

- **IMPLEMENTATION SMART GOALS: Math**

  **By the end of the 2018-19 school year:**
  - All Highland Integrated Math Topics 2 (IMT 2)/Algebra 1 teachers will utilize standards-based lesson planning to differentiate instruction for students and ensure they are intentionally teaching both the procedural and conceptual standards.
  - All Highland IMT 2/Algebra 1 teachers will intentionally incorporate formative assessments to inform their standards-based planning.
  - All Highland math teachers and the instructional support team will understand and be able to communicate the school’s math strengths and next steps as evidenced by the school improvement plan.
  - Course-level team meetings will be held, using data protocols to process assessment data after each benchmark assessment.

- **Our Strengths in the goal area:**
  - Highland students demonstrate a strong ability to work collaboratively and engage in quality math discourse.
  - Highland’s math teachers are committed to continue building strong positive relationships with students, which has improved their outlook and feelings about math instruction.
  - Highland’s teachers have focused on developing growth mindset in their students, which includes finding value in making mistakes. This is exemplified through the use of standards-based grading and providing students with opportunities to re-take assessments.

- **Key Performance Indicators for the 2018-19 School Year include:**
- Math Smarter Balanced Data
- Math STAR Data
- Math Benchmark Assessment Data
- Student Focus Groups

- To support student growth and achievement for those performing below grade level, our school community will meet academic and non-academic needs in the following ways:
  - Establish a shared vision and collaboration commitment within the building that focuses on standards-based, data-driven instruction with math teachers
  - Administer the math benchmark assessments and meet with IMT2 and Algebra 1 teachers to analyze the data.
  - Meet regularly as a team to analyze student data and determine appropriate interventions for students.
  - Continue regular consultations with outside MTSS expert to refine our student support systems and structures.
  - Collaborate with all math teachers to research and create interventions to support the specific academic needs of our students.
  - Work with the 6th grade instructional facilitator to begin 6th grade MTSS team focused on math; create structure for regular 6th grade MTSS team meetings.

- IMPLEMENTATION SMART GOALS: Dual Language Program

  By the end of the 2018-19 school year:
  - Highland will have a fully-implemented 6th and 7th grade Spanish Dual Language Program which provides students with instruction in three content areas in Spanish. There will be a comprehensive plan for the 8th grade Dual Language classes starting in the Fall of 2019.
  - Highland will have a complete and comprehensive plan for the alignment of dual language curriculum across all three grades that ensures alignment between the English Language Arts and the Spanish Language Arts classes.
  - The Highland Dual Language program will create a clear mission and purpose statement to guide the continued work and growth of the program.
  - In collaboration with district personnel, Highland will design a student assessment plan to monitor students’ learning and achievement in both languages.
  - The Highland Dual Language Team will collaborate with central office support to create a tool to evaluate the effectiveness of the program at Highland.
  - The Highland Dual Language Team will ensure that the three pillars of dual language are incorporated into our building-wide professional learning each month, becoming a foundational piece of our school-wide vision and mission work.

- Our Strengths in the Goal Area: Highland has been working to implement the Spanish Dual Language program over the past two years. This year there are student cohorts in both the 6th and the 7th grade. Highland has a passionate and committed Dual Language Team that meets bi-weekly and incorporates certificated staff, support personnel, and administrators. The team has a shared belief in and deeply values racial and linguistic equity, as well as the three pillars of dual language. The team works collaboratively to evaluate the implementation of the program to ensure alignment with the three pillars of Dual Language. Finally, Highland has the support of multiple central office directors and facilitators to support the implementation and success of the program.

- Key Performance Indicators for the 2018-19 School Year include:
  - Math and ELA Smarter Balanced scores
  - STAR Assessment scores in both languages
  - Student focus groups and perception survey
  - Center for Applied Linguistics Implementation Rubrics
• To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:
  o Continue regular team meetings to address the needs of the program and the students.
  o Ensure regular and ongoing discussion in our building-wide professional learning about how we support the specific needs of our emergent bilingual students.
  o Work collaboratively to ensure we are incorporating opportunities within the program and school-wide for students to develop both their racial and linguistic identities.

• IMPLEMENTATION SMART GOALS: Developing Independent Learners/Academic Habits

By the end of the 2018-19 school year:
  o Highland will have visible evidence across the school community of a school-wide focus on our three key academic habits: Be Ready, Proactive, and Positive Mindset.
  o There will be observable evidence during classroom instruction of teachers setting high expectations for student learning and providing opportunities to engage in rigorous course work and process information as defined by Zaretta Hammond’s book Culturally Relevant Teaching and the Brain.
  o There will be observable evidence during classroom observations of systems and structures that support high-level student learning and promoting independent thinking.

• Our Strengths in the Goal Area: The Highland staff believes deeply in raising the academic expectations for our students while providing appropriate supports to reach those expectations. The staff worked collaboratively at the end of the 2017-18 school year and in the Fall of 2018 to determine and align their classroom structures around the three academic habits. In addition, they have had extensive discussions as a staff about racial and linguistic equity and how to build authentic relationships with their students. There is alignment and a deep belief in this work staff-wide. Our fall student Panorama data revealed that in the areas of classroom environment and pedagogical effectiveness, Highland is above the district average. The Highland staff is committed to continued growth in these areas.

• Key Performance Indicators for the 2018-19 School Year include:
  o Panorama Data in the areas of Classroom Environment and Pedagogical Effectiveness.
  o Student survey results from school-wide binder and planner checks
  o Staff survey regarding observable evidence of students improving their independent learning skills.

• To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:
  o Regular school-wide binder and planner checks to assess students’ progress on the three academic habits.
  o Consistent language used across classrooms to communicate the importance of the habits and independent learning skills.
  o All building teams focus on how they promote this through their team’s specific work.
  o All building-wide professional learning connects to both increasing a sense of belonging and developing independent learning skills.
  o An Instructional Facilitator Team that meets regularly to deepen their knowledge related to academic habits and independent learning skills, directly supporting teachers’ work in the classroom.
  o Continued work and coaching from Achievement Network centered on standards-based instruction and how we promote educational equity through planning instruction that is tightly aligned to the rigorous Common Core State Standards.
• **STUDENT OUTCOME SMART GOAL: Student Well Being**
  - Highland will increase the percentage of students who feel a connection and sense of belonging to the school community as measured by the Panorama Student Survey.

• **IMPLEMENTATION SMART GOAL: Student Well Being**
  
  During the 2018-19 school year:
  - Highland students will participate in a common lesson teaching the Social Emotional Learning Standards and learn about HIB (Harassment, Intimidation and Bullying), how to recognize, and how to report. Lesson delivery will be in the beginning of the year.
  - Highland students will participate in three pro-social common lessons to develop and grow social emotional learning competencies (self-awareness, self-management, self-efficacy, social awareness, social management, social engagement) through the remainder of the year.
  - Highland staff will participate in all four of these lessons regardless if they are delivering the lessons to students, to not only be informed but also learn the Social Emotional Learning Standards and Benchmarks, pro-social behavior, and prevention strategies to minimize Harassment, Intimidation and Bullying (HIB).
  - Implement MTSS structures related to both students’ academic and non-academic needs to provide appropriate and effective Tier II interventions.
  - To increase the amount and variety of Tier II interventions that are available to support students and their learning.
  - To increase students’ sense of safety in the school community by re-organizing our systems and structures to increase supervision and the time staff is available to address student and family needs.
  - To increase our implementation of school-wide PBIS for both Tier I and Tier II as measured by the School Evaluation Tool (SET) and Tiered Fidelity Inventory (TFI).

• **Our Strengths in the Goal Area**: Highland has a robust student services department which includes two school counselors, a graduation success coach, a family involvement liaison, PBIS Interventionist, and Assistant Principal that focuses on meeting the needs of students. For the past three years, Highland has effectively implemented restorative practices to address student conflict and behavior. In addition, last year we had a 97% implementation rate for school-wide PBIS at the Tier 1 level. Finally, we now also have a School-Based Health Center with behavioral health, dental, and medical services available to our students at no cost. Because of this we are now able to offer a continuum of care to all our students. To streamline these efforts, our Student Services Team meets weekly to address students’ academic and non-academic needs and ensure we are providing appropriate interventions.

• **Key Performance Indicators for the 2018-19 School Year include:**
  - Panorama Student Survey
  - Student Focus Groups/Survey
  - Student Feedback from SEL Lessons

• **To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:**
  - Bi-monthly PBIS Team meetings to continue the implementation of school-wide PBIS with a focus on Tier II interventions this year.
  - Weekly student re-teaching lessons to communicate and support student learning around the positive behaviors that are expected at school.
  - Implementation of a Behavior MTSS team that identifies students who may need additional support but are not currently being served through special education or other interventions. The team consists of certificated teachers, student support personnel, and administrators.
- The addition of staff members to supervise the campus and support students, increasing a sense of safety for students and staff.
- School-wide recognition system to celebrate students’ progress and achievements. Highland’s student recognitions include Excellent Eagles, Highland Heroes, Student of the Quarter, and Honor Roll.

Climate & Culture

- **IMPLEMENTATION SMART GOAL: Equity and Inclusion Leadership Team**
  - By March 2019, Highland Middle School will have the following SMART implementation goals met:
    - All building teams at Highland will have a defined purpose statement and role within the school community. Our building teams are: Equity and Inclusion, PBIS, AVID, Dual Language, Behavior MTSS, Academic MTSS, and Student Services.
    - Highland will have a clearly defined structure for all teams including meeting schedule, representation on the EI Team, and how progress and team efforts are shared with the whole staff with the goal to increase shared leadership across the building.
    - EI team will complete Team Development and Communication Structures of Readiness and Foundation

- By June 2019, Highland Middle School will have the following SMART implementation goals met:
  - Initiate a collaborative community-wide process of creating a mission and vision for Highland for the opening of the new building in the Fall of 2020.
  - EI team will complete FIA 1.1 (Version 2.0) in the Fall and Spring, with a minimum target in June of level 2 implementation (implementing)
  - EI team will complete Current Reality using the Foundation and Readiness Checklist

- **Our Strengths in the Goal Area:** Highland has a strong history of staff participating on building teams and ensuring that students and their needs were the focus of these teams. Highland has had a building leadership team for over five years. The team has taken different forms and last year the Equity and Instructional Leadership Team were combined to form the EI Team. Based on our learning from last year, our focus this fall has been to work to clearly define the role of this team at Highland. Many of the team members returned from last year which allows us to continue this work, committed to promoting racial and linguistic equity at Highland as well as ensuring the team is responsive to the needs of staff.

- **To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:** All of our teams including the EI Team have a student-centered focus. Each of our teams approaches their work through the lens of increasing students’ sense of belonging and developing their independent thinking skills. In addition, our monthly building-wide professional learning has this shared focus. This clear goal focus at Highland this year supports both student well-being and their academic growth.

**APPENDIX A: Glossary**

| **ELA** | Percent of students meeting or exceeding state standards on the third grade English Language Arts test. Third grade is a critical juncture in reading because after that, students need to read fluently in order to keep up with all their other subjects. Research has shown that students who are not reading at grade level by the end of third grade tend to struggle academically in later years. |
| **Math** | Percent of students meeting or exceeding state standards on the fifth grade math test. Mastering fifth grade math provides students with a solid foundation for starting higher-level math in middle school. |
| **SGP** | Student Growth Percentile is a metric that looks at the growth of individual students over time. SGP’s compare growth of students across the state with similar test score histories and require two test scores to determine how many scale points a student grew compared to how their peers grew. |
EL  English Language Learner refers to the percent of students meeting or exceeding state standards with regard to the length of time they qualify for services from the District’s English Language/Multilingual Department.

WSIF  Washington School Improvement Framework includes each student group individually, creating a holistic vision of a school through two lenses: the performance of the All Students group and that of their student group populations.

‘SMART’ Goal  SMART stands for: Specific, Measurable, Attainable, Realistic and Time-Based. In other words, when setting a goal you ensure that it meets each one of these criteria.

APPENDIX B: Coordination and Integration of Funds

As a recipient of federal funds through Title I, Part A we are required to show how our school coordinates and integrates funding used at the school. The table below provides information on how various sources of funding are used and describes the purposes of each specific program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount Available</th>
<th>How the intents &amp; purposes of the Program will be met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Education</td>
<td>$3,329,370</td>
<td>To provide all students with instruction aligned to grade level, specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development and substitutes.</td>
</tr>
<tr>
<td>Title I, Part A</td>
<td>$191,340</td>
<td>To provide all children significant opportunity to receive a fair, equitable and high quality well-rounded education and to close educational achievement gaps. These funds are used to for additional staffing including a full time Positive Behavior Intervention and Support Interventionist, culturally relevant curriculum development, and parent outreach efforts.</td>
</tr>
<tr>
<td>Title III</td>
<td>n/a</td>
<td>To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Title III is administered centrally and no Title III allocations are given to buildings.</td>
</tr>
<tr>
<td>Learning Assistance Program (LAP)</td>
<td>$22,000</td>
<td>To coordinate the use of Learning Assistance Program revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements. Our LAP funds are used to provide a reading specialist who supports students reading below proficiency through direct interventions, as well as by providing coaching and support for the classroom teacher to differentiate instructional practices.</td>
</tr>
<tr>
<td>High Needs Funds</td>
<td>$95,533</td>
<td>Through a joint agreement between the Bellevue School District and the Bellevue Educational Association, funds are allocated for a distribution to seven high-needs schools at the elementary and middle school level. The district will prepare the allocation of funds based on the number of free/reduced lunch students. High needs funds at Highland Middle School are used for to provide additional staffing for a graduation success coach, additional administrative and behavior support, math intervention staffing, and to pay for additional planning time and release time for staff.</td>
</tr>
<tr>
<td>Total</td>
<td>$3,638,243</td>
<td></td>
</tr>
</tbody>
</table>