School Improvement Plan
Odle 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 Odle Middle School?

- Extensive elective offerings in Music, Performing Arts, Visual Arts, STEM, World Language, and Leadership

- Students enroll at Odle from 16 different BSD elementary schools

- 43% of students speak a first language other English, including 42 different home languages

- Advanced Learning services in Language Arts, Social Studies, Math, and Science

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	59% (1,011)	55% (912)	
Asian	56% (535)	55% (578)	
Black	*	50% (16)	
Hispanic	68% (108)	58% (73)	
Multi-ethnic	56% (72)	55% (67)	
White	65% (210)	56% (170)	
Students with Disabilities	66% (47)	43% (24)	
English Learners	72% (75)	60% (45)	
Low Income	66% (191)	56% (125)	

*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.

Data Reflection
- Between 2017 and 2019 there was decline across all student groups in the percentage of students reporting a favorable sense of belonging.   - The student groups with the greatest declines were "Students with Disabilities" and "English Learners."

Key Strategies / Adjustments
1. Implement CASEL's **"Signature Practices"** (e.g., Inclusive Opener, Engagement Strategies, Optimistic Closure) in all content-area instruction.
2. Implement **Homeroom Program** to create structure for enhancing students' sense of belonging.

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[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/.

3.	Facilitate counselor-led **Student Affinity Groups** to support and affirm identities of Black and Hispanic/Latinx students.
4.	Engage students in **values affirmation exercises** wherein students identify personal values and why those values are important to them.[2]
5.	Allocate 50% of professional learning time to support **Professional Learning Communities (PLCs)**, an ongoing learning process in which educators work collaboratively in recurring cycles of collective inquiry and action research, focused on increasing percentage of students reporting a sense of belonging on the Panorama student survey.
6.	Host **"Movie Time"** and **"Lunch Bunch"** activities for students earning QARRS ("Odle Acknowledges Respectful, Responsible, and Safe").
7.	Re-establish and support after-school **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=612)	Spring 2021 (n=388)	Fall 2021	Spring 2022
Self-Management	84%	78%		
Social Awareness	77%	72%		
Self-Efficacy	58%	55%		

Data Reflection
• Between fall 2020 and spring 2021 there was a decline in students' self-assessment in all three competencies.   • Between fall 2020 and spring 2021 there was a significant decline in the number of students completing the self-assessment/survey.   • Students reported significantly lower skill in the Self-Efficacy category as compared to the other categories in both fall and spring.

Key Strategies / Adjustment
• Create **Student Well-Being Team** to plan SEL experiences for students that align to SEL standards; incorporate trauma-informed school practices; implement restorative practices for students to process, learn, and grow from challenging situations; and use mindfulness practices and other SEL strategies to help students gain self-awareness and build resilience.   • 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).

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[2] Cohen, G.L., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science.* Cohen, G.L., Garcia, J., Purdie-Vaughs, V., Apfel, N., & Brzustoski, P. (2009). Recursive processes in self-affirmation: Intervening to close the minority achievement. *Science.*

- Based on the fall 2021 SEL survey, we will utilize the **"Panorama Playbook"** to provide research-based instruction and interventions focused on **"Self-Efficacy"** for targeted groups of students.

- 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).

- Allocate 50% of professional learning time to support **Professional Learning Communities (PLCs)**, an ongoing learning process in which educators work collaboratively in recurring cycles of collective inquiry and action research, focused on increasing students' social-emotional competencies.

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				
	Star Reading % Typical/High Growth		**SBA Math** % Typical/High Growth	
Subgroup	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2020-Spring 2021	Fall 2021-Spring 2022
All	69% (869)		*Not available*	
Asian	71% (566)		*Not available*	
Black	48% (25)		*Not available*	
Hispanic	60% (63)		*Not available*	
Multi-Ethnic	67% (61)		*Not available*	
White	66% (152)		*Not available*	
Low Income	63% (128)		*Not available*	
English Learner	66% (53)		*Not available*	
Students with Disabilities	76% (33)		*Not available*	
Female	70% (427)		*Not available*	
Male	67% (442)		*Not available*	
Advanced Learning	71% (554)		*Not available*	
Traditional	65% (315)		*Not available*	
Grade 6	71% (299)		*Not available*	
Grade 7	66% (295)		*Not available*	
Grade 8	69% (275)		*Not available*	

Data Reflection

- "Students with Disabilities" demonstrated the highest percentage of "Typical/High Growth" on the Star 2020-21 Reading Assessment.
- Black and Hispanic students had the lowest percentage of "Typical/High Growth" on the Star 2020-21 Reading Assessment.

Literacy Strategies:

- All students complete **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 and Social Studies to focus on reading growth. The focus during this time is for all students **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, Zinc, Springboard, or independent reading. During this time, teachers interact with small groups or individuals based on student need, conferencing with students, setting goals, and celebrating student success.

- 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 instruction.

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.

- Provide **tutoring services** (October 2021-June 2022) through partnership with outside vendor for identified students to focus on filling in pre-requisite skills gaps for upcoming units as well as supporting proficiency in current class work. The goals of the tutoring program are to help students master grade-level math standards by the end of the school year as well as develop confidence in themselves as mathematicians and have a positive view of math.

- Allocate 50% of professional learning time to support **Professional Learning Communities (PLCs)**, an ongoing learning process in which educators work collaboratively in recurring cycles of collective inquiry and action research, focused on increasing students' social-emotional competencies.

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				
	Star Reading % Proficient		SBA Math % Proficient	
Subgroup	Spring 2021	Spring 2022	Fall 2021**	Spring 2022
All	**83% (902)**			
Asian	91% (580)			

Black	41% (29)			
Hispanic	38% (68)			
Multi-Ethnic	78% (63)			
White	85% (160)			
Low Income	37% (137)			
English Learners	10% (63)			
Students with Disabilities	45% (33)			
Female	84% (440)			
Male	83% (462)			
Advanced Learning	99% (563)			
Traditional	58% (339)			
Grade 6	84% (306)			
Grade 7	83% (307)			
Grade 8	83% (289)			

*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

- English Learners, Low Income students, Hispanic students, Black students, and Students with Disabilities were more likely to not meet or exceed proficiency as compared to "All" students.

- While "Students with Disabilities" were more likely to not meet or exceed proficiency as compared to "All" students on spring 2021 Star Reading assessment, these same students demonstrated the highest percentage of "Typical/High Growth" on the Star 2020- 21 Star Reading assessment.

- There was no significant discrepancy by grade level or gender in the percentage of students meeting or exceeding proficiency on spring 2021 Star Reading assessment.

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 more accurately target the instructional needs of students.

- Form interdisciplinary PLCs to support 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.

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	43% (428)		42% (428)		35% (429)	
Asian	47% (246)		45% (246)		39% (246)	
Black	*		*		*	
Hispanic	47% (40)		55% (40)		38% (40)	
Multi-ethnic	25% (39)		25% (39)		28% (39)	
White	35% (93)		34% (91)		24% (93)	
Students with Disabilities	41% (23)		49% (23)		50% (23)	
English Learners	62% (22)		76% (22)		58% (22)	
Low Income	50% (55)		59% (55)		49% (55)	

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

Data Reflection

- In most sub-groups, families report feeling less "empowered" as compared to "informed" and "supported."
- Less 50% of families responded to the survey, and response rates are not proportionate by sub-group.
- Families of "English Learners" had the most favorable responses, and, in contrast to our Academic Success measures, families of "English Learners," "Low Income" students, "Students with Disabilities," and "Hispanic" students responded as favorably or more favorably than "All Students."

Key Strategies / Adjustment
• Facilitate fall **"Listening Circle"** with small group of families to provide families an opportunity to speak and listen to each other and to help families gain a shared sense of understanding and emotional connection.
• Coordinate **inclusive social/cultural activities** with Odle PTSA, such as Ice Cream Social and Cultural Extravaganza.
• Allocate 50% of professional learning time to support **Professional Learning Communities (PLCs)**, an ongoing learning process in which educators work collaboratively in recurring cycles of collective inquiry and action research, focused on increasing percentage of families reporting they feel informed, supported, and empowered to contribute to their student's success.
• Continue to improve **culturally-responsive communication** with families by providing new resources (e.g. "Talking Points") and professional learning for staff to use new modes and methods of communication.
• Increase frequency of **communication from school**, including weekly "News from Odle," monthly "Info Sessions," and access to students' "Daily Bulletin."

Odle Middle School

School Overview

The mission of Odle Middle School is to empower all students academically, socially, and emotionally in a welcoming, equitable, and safe environment, so they can grow as critical thinkers, problem solvers, and responsible members of local and global communities. Odle offers a continuum of services to students from diverse backgrounds across a range of programs, including General Education, Special Education, Advanced Learning, and English Language Learning.
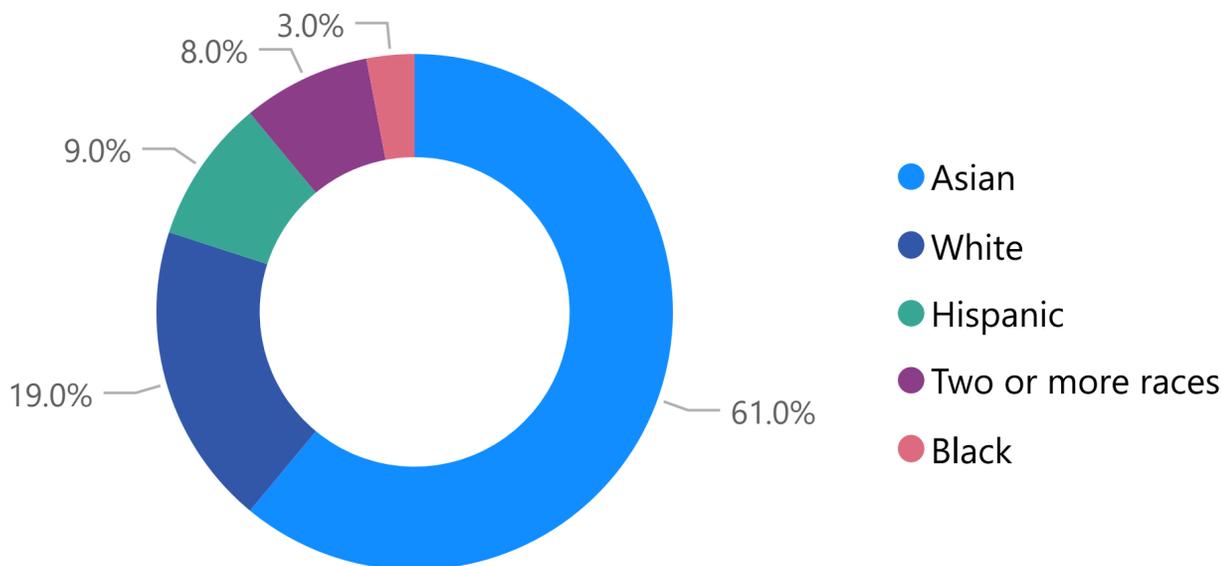
502 143rd Ave NE
Bellevue, WA 98007

http://www.bsd405.org/odle
425-456-6600
Aaron Miller, Principal

Programs Offered

Advanced Learning

Racial Diversity

- Asian — 61.0%
- White — 19.0%
- Hispanic — 9.0%
- Two or more races — 8.0%
- Black — 3.0%

School & Student Characteristics [1]

	Odle Middle School	District MS Average [2]
Enrollment (10/1/2020)	980	686
Average Attendance Rate	93 %	93 %
Eligible for Free/Reduced Price Meals	18 %	18 %
Receiving Special Education Services	5 %	8 %
English Language Learners	8 %	9 %
First Language Other Than English	45 %	39 %
Mobility Rate [3]	6 %	6 %

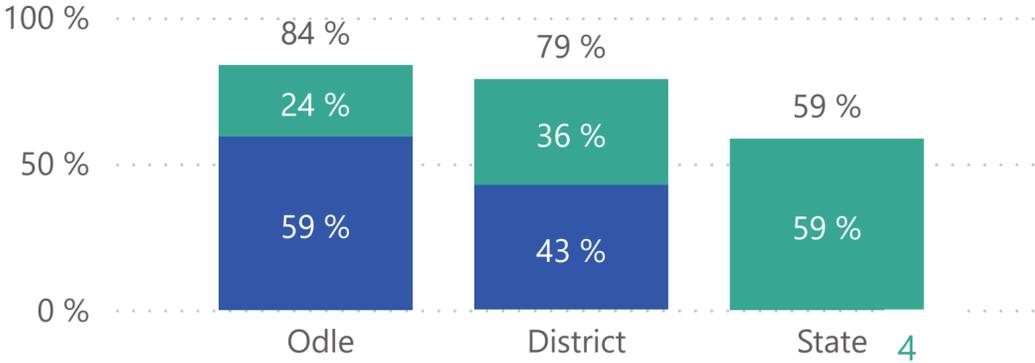# Summary of Student Achievement

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

State Assessment Results for Grades 6 - 8 (Spring 2019)
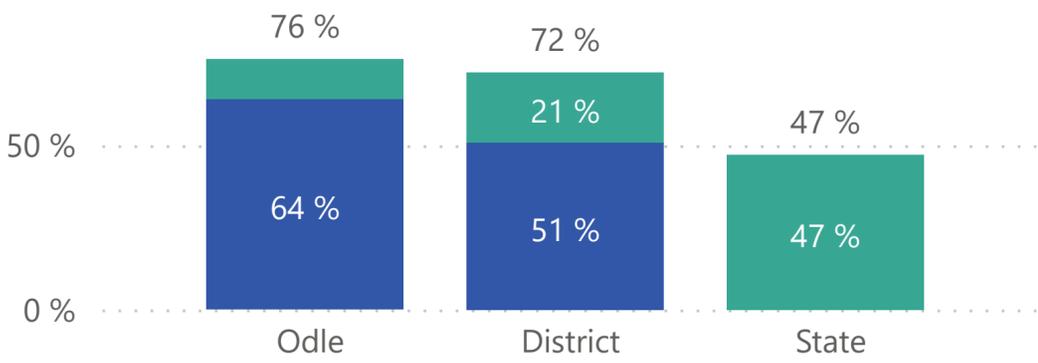Percentage of Students Meeting / Exceeding Standards

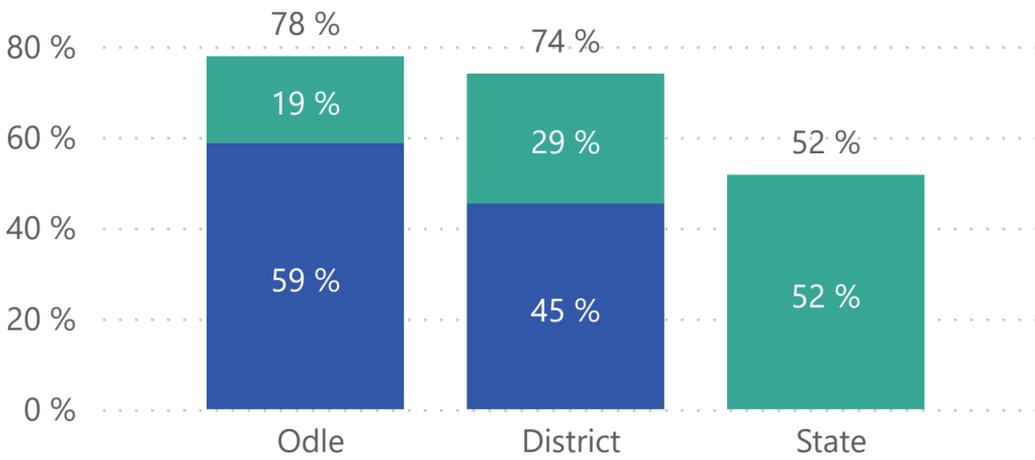### SBA: English Language Arts

● Exceeds Standards ● Meets Standards

	Odle	District	State
Total	84 %	79 %	59 %
Meets Standards	24 %	36 %	59 %
Exceeds Standards	59 %	43 %	

SBA: Math

● Exceeds Standards ● Meets Standards

	Odle	District	State
Total	76 %	72 %	47 %
Meets Standards		21 %	47 %
Exceeds Standards	64 %	51 %	

WCAS: Science

● Exceeds Standards ● Meets Standards

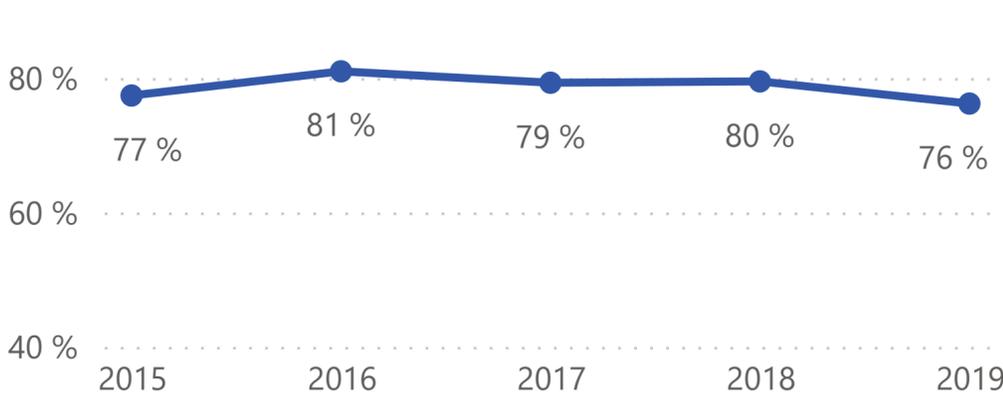|	Odle	District	State
Total	78 %	74 %	52 %
Meets Standards	19 %	29 %	52 %
Exceeds Standards	59 %	45 %	

State Assessment Results for Grades 6 - 8
Percentage of Students Meeting Standards

SBA: English Language Arts

2015	2016	2017	2018	2019
81 %	85 %	83 %	86 %	84 %

SBA: Math

2015	2016	2017	2018	2019
77 %	81 %	79 %	80 %	76 %

WCAS: Science

2018	2019
80 %	78 %

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."