

# Odle Middle School

## SCHOOL IMPROVEMENT PLAN



2019-2020

**SCHOOL PRINCIPAL:**

**Aaron Miller**

*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.*



# Odle Middle School

## 2019-2020 School Improvement Plan

At Odle Middle School, we are committed to empowering 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.

Our work in serving every student every day in every classroom is grounded in a commitment to 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 to share the current focus at Odle Middle School, as well as an outline of our strengths and opportunities for the year ahead. In addition to promoting the continuous improvement of student achievement of the state learning goals, we recognize that non-academic 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 it included active participation and input from building staff, students, families, parents, and community members.

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## SCHOOL BACKGROUND

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### Overview

Curricular Program: Odle Middle School provides a college-preparatory instructional program in Math, Language Arts, Science, and Social Studies for 1,037 students. In addition, Odle provides a wide range of course offerings in the Visual Arts, Technology and Engineering, Music, Physical Education, Health, and World Languages. The complete Bellevue School District Middle School course catalog is available [here](#).

Special Services: In addition to our robust curricular programs, we offer services in the following areas at Odle:

- The *Resource* Program is designed to meet the needs of students with disabilities who are eligible for special education services. The program provides a continuum of services, including specially-designed instruction, accommodations, and related-services in general education classrooms as determined by each student's Individualized Education Program (IEP).
- The *Advanced Learning* services provide self-contained services for identified students at an advanced level and accelerated pace due to students' ability to comprehend and process information. Advanced Learning services provide differentiated academic instruction in Language Arts, Social Studies, Science, and Math in classrooms of like-ability peers. Students' social-emotional needs are addressed through this "cohort" experience which provides an opportunity for supportive social interactions within a rigorous academic environment.
- The *English Language Learner (ELL)* Program provides students with a continuum of services based on their level of English language proficiency. Services are provided for students at the beginner, intermediate, advanced, and transitional levels, including an ELL teacher-facilitator who collaborates with students' content-area teachers so that Odle's English Language Learners are supported in participating fully in the Bellevue School District's curriculum through language and academic support from a highly-qualified ELL teacher.

Extra-Curricular Program: Odle Middle School provides extra-curricular programs across content-areas, including Yearbook, French Club, Rocketry, Jazz, Future Problem Solvers, Fiber Club, Rainbow Club, and Robotics. Intramural athletic programs include: Cross Country, Golf, Ultimate Frisbee, Basketball, Soccer, Flag Football, Volleyball, and Badminton.

Strategic Focus: Our improvement priorities for 2019-20 focus on three key priorities as outlined in the Bellevue School District Strategic Plan: *Student Well-Being; High-Quality Instruction; Family and Community Engagement*.

Core Values: As we strive to achieve our mission of empowering 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, the Odle staff are guided by these Core Values:



Equity

We believe in fostering an inclusive community, considering multiple perspectives, and providing students with the differentiated supports they need to achieve excellence.



Kindness

We believe that all members of our community should assume the best intentions of others, be accepted, be treated with compassion, and be shown generosity.



Perseverance

We believe that "failure" is integral to learning and that resilience and a growth mindset should be fostered among students and colleagues.



Responsibility

We believe that all members of our community should take ownership for their choices and should act with integrity by aligning their actions with their words and beliefs.



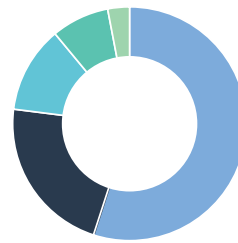
## School Overview

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.

### Programs Offered

Advanced Learning

## Racial Diversity



55% Asian  
3% Black  
12% Hispanic  
8% Two or more races  
22% White  
N/A Native American  
N/A Pacific Islander

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

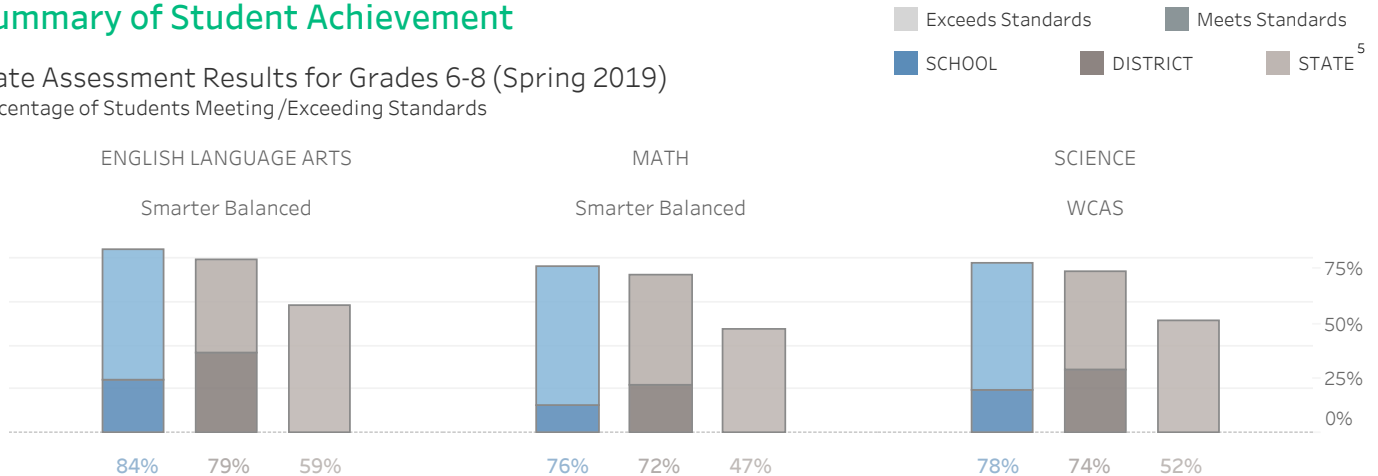
	SCHOOL	DISTRICT <sup>2</sup>
Enrollment	1,051	683
National Board Certified Teachers	29%	28%
Eligible for Free/Reduced Price Meals	20%	17%
Receiving Special Education Services	6%	8%
English Language Learners	9%	8%
First Language Other Than English	41%	35%
Mobility Rate <sup>3</sup>	6%	7%

## Attendance & Discipline

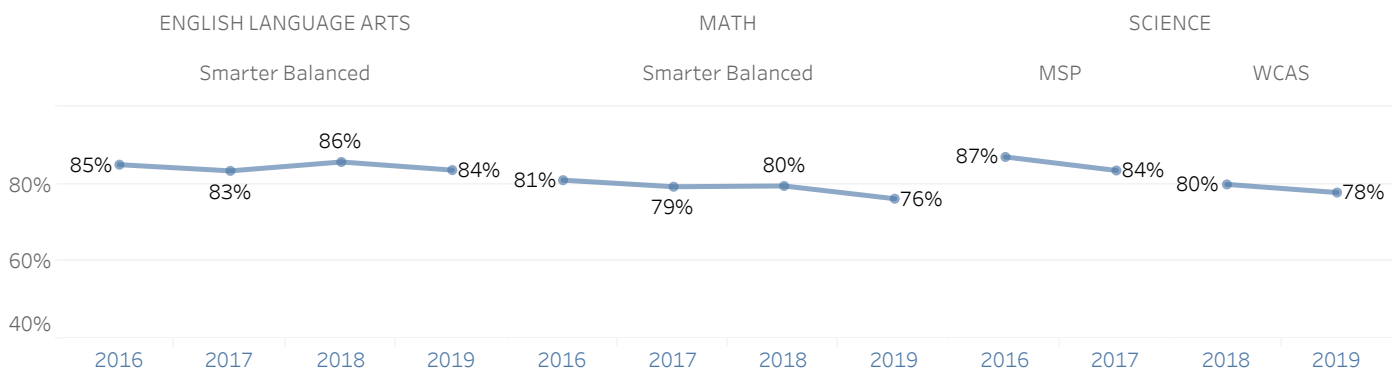
	SCHOOL	DISTRICT
Average Attendance Rate	96%	96%
Students with < 10 Absences Per Year	75%	63%
Students with 18+ Absences Per Year	8%	17%
Suspension Rate	1.8%	3.4%

## Summary of Student Achievement

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



State Assessment Results for Grades 6-8 in the Last Four Years  
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/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](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, 2018 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.
- 5 State Assessment Results**  
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."

## SCHOOL BACKGROUND

### Achievement & Growth

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.

#### English Language Arts: SBA Proficiency Rates and Goals: Grades 6-8

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	86%	87%	84%	85%
Asian	95%	96%	93%	94%
Black	38%	44%	50%	55%
Hispanic	52%	56%	45%	51%
Two or More Races	84%	85%	87%	88%
White	86%	87%	84%	85%
Eligible for Free/Reduced Price Meals	53%	57%	50%	55%
Students with Disabilities	41%	46%	17%	26%
English Language Learners	18%	26%	18%	27%

#### English Language Arts: SBA Proficiency Rates and Goals: Current Grade 6 Cohort

Group	2018	2019		2020
	Actual Grade 4	Target Grade 5	Actual Grade 5	Target Grade 6
All Students	88%	89%	89%	90%
Asian	95%	96%	94%	95%
Black	*	*	*	*
Hispanic	39%	45%	50%	55%
Two or More Races	76%	78%	85%	86%
White	89%	90%	90%	91%
Eligible for Free/Reduced Price Meals	50%	54%	52%	57%
Students with Disabilities	50%	54%	25%	33%
English Language Learners	33%	39%	28%	36%

**Math: SBA Proficiency Rates and Goals: Grades 6-8**

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	80%	81%	76%	78%
Asian	94%	95%	92%	93%
Black	19%	27%	19%	28%
Hispanic	25%	32%	27%	35%
Two or More Races	83%	84%	74%	76%
White	75%	77%	72%	74%
Eligible for Free/Reduced Price Meals	35%	41%	29%	37%
Students with Disabilities	30%	37%	19%	28%
English Language Learners	16%	24%	16%	25%

**Math: SBA Proficiency Rates and Goals: Current Grade 6 Cohort**

Group	2018	2019		2020
	Actual Grade 4	Target Grade 5	Actual Grade 5	Target Grade 6
All Students	87%	88%	84%	85%
Asian	94%	95%	93%	94%
Black	*	*	*	*
Hispanic	22%	30%	32%	39%
Two or More Races	76%	78%	70%	73%
White	93%	94%	84%	85%
Eligible for Free/Reduced Price Meals	38%	44%	39%	45%
Students with Disabilities	50%	54%	25%	33%
English Language Learners	33%	39%	28%	36%

These measures include results on state standardized tests (*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.

## Student Well-Being

### 2019-2020 Goal

We will increase students' sense of belonging (as measured by the Panorama Student Survey) from 58% "favorable" in fall 2018 to 62% "favorable" in fall 2019.

### Strengths in the Goal Area

1. Equity and Inclusion Team: The Odle Equity and Inclusion (EI) Team focuses on creating an equitable and inclusive school to eliminate achievement and opportunity gaps by practicing and leading "Courageous Conversations about Race (CCAR);" developing student leadership capacity for racial equity transformation; examining Odle's policies, practices, programs, structures, and culture to identify barriers to racial equity and excellence; reviewing school-wide data focused on causes of racial predictability and disproportionality; and using data to inform school-wide decision-making, to monitor school progress, and to guide instructional practices.
2. PBIS Team: Positive Behavioral Interventions and Supports (PBIS) is an implementation framework designed to enhance academic, social, emotional, and behavioral outcomes for all students by emphasizing the use of data for informing decisions about the selection, implementation, and progress-monitoring of evidence-based behavioral practices, and by aligning resources and systems to six key components:
  - Common purpose and approach to student discipline
  - Clear set of positive expectations and behaviors
  - Procedures for teaching expected behavior
  - Continuum of procedures for reinforcing expected behavior
  - Continuum of procedures for responding to problem behavior
  - Procedures for on-going monitoring and evaluation

We use the School-wide Evaluation Tool (SET) and the Tiered Fidelity Inventory (TFI) to evaluate the quality of our PBIS practices. Last year's SET score indicated that 97% of Tier I practices were in place at Odle. For the TFI, we were assessed at the following levels: Tier I at 93%; Tier II at 85%; baseline Tier III at 56%. We had a total TFI score indicating that we had implemented 77% of core features across all three tiers. We met the criteria for "exemplar" status by exceeding 80% for Tier I and Tier II. We had a 51% reduction in disciplinary incidents last year leading to school removal.

### Key Performance Indicators

1. Panorama Student Survey: The Panorama Student Survey is a tool used to collect student feedback on school climate and classroom culture to help improve practice. Individual student responses are confidential. Individual teacher reports are only accessible to that teacher. Students take the survey online. The survey includes multiple parts: a school climate survey and two teacher surveys. Students fill out the two teacher surveys for teachers randomly selected from their schedules.



2. School-wide Evaluation Tool (SET): The SET is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET is conducted by an outside evaluator.
3. Tiered Fidelity Inventory (TFI): The TFI provides a measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections: Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features. The TFI is conducted by an outside evaluator.

### **Strategies to Support Growth and Achievement**

We will strengthen students' social-emotional learning (SEL) competencies as outlined in [Washington's K-12 Social Emotional Learning Standards and Benchmarks](#) by developing a multi-faceted, school-wide plan to integrate SEL instruction:

1. Daily-Practice: Each day, at the beginning of 6<sup>th</sup> period in every classroom, students will be invited to participate in a "Mindful Moment." The "Mindful Moment" is one minute in which students practice attending to the present moment in a considerate, non-judgmental way. This is intended to support students' self-awareness (standard 1) and self-management (standard 2) skills.
2. Monthly Teaching and Learning: Each month, all students and staff will participate in a school-wide lesson aligned to [Washington's K-12 Social Emotional Learning Standards and Benchmarks](#). Students will learn about the SEL standards and benchmarks as well as the definition of harassment, intimidation, and bullying (HIB). Students will also learn how to recognize, respond to, and report HIB. Lessons will be developed by district-level staff and Odle staff using a variety of instructional materials, including the "MindUp" curriculum, which focuses on teaching students strategies for focusing their attention, improving their self-regulation skills, building resilience to stress, and developing a positive mind-set in both school and life.
3. School-Wide Activities: As we engage students in school-wide or grade-level activities (e.g., Unity Day, MLK Day, College Week, 6th Grade Camp), we will align these activities to [Washington's K-12 Social Emotional Learning Standards and Benchmarks](#) in order to leverage these activities in purposeful ways in support of students' social-emotional growth.
4. Digital Citizenship Task Force: The Task Force is a group of Odle teachers, led by the Research Technology Specialist (RTS), who will develop instructional materials and activities to teach students about the following topics: online security; "digital drama;" news literacy; ethical use of technology; digital footprint; appropriate email use; responsible use of social media; caring for devices; plagiarism and copyright; balancing time online. The Task Force will work to align these topics with [Washington's K-12 Social Emotional Learning Standards and Benchmarks](#) and other school-wide activities, including: Laptop Distribution; Unity Day; Computer Science (CS) Week; College Week; SEL lessons; State Testing; Summer Break.
5. Intervention and Support Team: The Intervention and Support Team focuses on creating an equitable and inclusive school to eliminate achievement and opportunity gaps by identifying criteria for determining students' need for additional interventions and supports; managing procedures for how to communicate

with staff about additional interventions and supports that are available at Odle; managing procedures for how staff, students, and families request additional interventions and supports; advocating for and leading a culture of responsibility for all students; empowering student voice and student self-awareness; matching interventions and supports to students' needs; aligning additional interventions and supports with universal supports; facilitating and supporting integration of additional interventions and supports; and evaluating effectiveness of additional interventions and supports. Representatives from Odle's Intervention and Support Team will serve on the BSD 8<sup>th</sup> Grade MTSS PLC to analyze how the use of early-warning indicators (EWIS) can be used effectively to provide students with additional and/or personalized supports.

## High-Quality Instruction

### 2019-2020 Goals

1. English Language Arts (ELA): In spring 2019, 89% of current 6<sup>th</sup> grade Odle students met the proficiency standard on the ELA SBA. For spring 2020, our goal is for at least 90% of current 6<sup>th</sup> graders to meet the proficiency standard in ELA while meeting WSIF goals for all sub-groups. In addition, our goal is to decrease the gap between our highest- and lowest-achieving racial sub-groups in ELA grades 6-8 by accelerating growth for the lowest-achieving group and maintaining or increasing proficiency levels for our highest-achieving group. We will decrease this gap by 8%
2. Mathematics: In spring 2019, 84% of current 6<sup>th</sup> grade Odle students met the proficiency standard on the Math SBA. For spring 2020, our goal is for at least 85% of current 6<sup>th</sup> graders to meet the proficiency standard in Math while meeting WSIF goals for all sub-groups. In addition, our goal is to decrease the gap between our highest- and lowest-achieving racial sub-groups in Math grades 6-8 by accelerating growth for the lowest-achieving group and maintaining or increasing proficiency levels of the highest-achieving group. We will decrease this gap by 12%.

### Strengths in the Goal Area

1. Inclusive Practices: Last year we expanded our level of inclusive practices by increasing our number of co-taught sections: 65% more students with IEPs in 2018-19 had access to general education settings in Language Arts than the previous year, and 50% more students with IEPs had access to general education settings in Math than the previous year. Our commitment to expanding co-teaching and inclusive practices will continue as a key strength in support of high-quality instruction.
2. Professional Learning: The Odle Equity and Inclusion Team leads relevant and engaging professional learning focused on implicit bias, anti-discrimination, cultural responsiveness, and inclusion. The team will lead at least 12 hours of professional learning on these topics with the Odle faculty this year.
3. Achievement Network (ANet) Partnership: The Odle Teaching and Learning Team will continue its partnership this year with the Achievement Network. Last year's focus included building expertise about Common Core State Standards (CCSS) and standards-based instruction and using formative and summative data to improve student achievement. Our focus this year is on creating systems, structures, and supports that ensure effective use of interim assessment data to inform and support high-quality instruction.

## **Key Performance Indicators**

1. **Star Reading and Math Assessments:** Star tests are short assessments in reading and math that are administered to all students each fall and spring. Star tests are computer adaptive, which means they adjust to each answer that students provide. Results from Star assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.

## **Strategies to Support Growth and Achievement**

1. **English Language Arts:**
  - Increase understanding of content standards to provide high-quality instruction.
  - Use cycles of improvement (following “Plan-Do-Study-Adjust” framework) to build systems, structures, and supports that ensure effective use of interim assessment data to inform and support high-quality instruction, including building capacity to effectively design scaffolds that appropriately allow students to continue engaging with grade-level content while addressing unfinished learning.
  - Hire Literacy Coach to plan, coordinate, and implement a plan to support students’ literacy needs. The Literacy Coach will model best practices and coach teachers across content-areas.
  - Develop a 6th Grade Interdisciplinary Literacy team (to be facilitated by Literacy Coach) to build investment, knowledge, and capacity for teaching literacy skills across content areas with a focus on students’ regular practice with complex texts and their academic language; reading, writing, and speaking grounded in evidence from texts, both literary and informational; and building knowledge through content-rich nonfiction.
  - Students will use technology to communicate, access information, solve problems, share knowledge, and enhance learning. Students will apply technology to real-world learning experiences and learn digital citizenship skills and appropriate use of technology in their lives.
2. **Math:**
  - Increase understanding of content standards to provide high-quality instruction.
  - Use cycles of improvement (following “Plan-Do-Study-Adjust” framework) to build systems, structures, and supports that ensure effective use of interim assessment data to inform and support high-quality instruction, including building capacity to effectively design scaffolds that appropriately allow students to continue engaging with grade-level content while addressing unfinished learning.
  - Increase inclusive instructional practices by creating a co-taught section of Algebra to include students with IEPs.
  - Provide additional literacy supports through co-teaching, co-planning, and facilitation with the Odle ELL teacher/facilitator.
  - Reduce Algebra class sizes by creating sections of 16-18 students per section.
  - Adopt standards-based grading assessment practices in all general education math classes.
  - Professional Learning and Instructional Shifts (Mathematical Mindsets): provide professional learning through embedded-coaching with two math coaches from the University of Washington focused on building a "[Mathematical Mindsets Community](#)" by focusing on [five](#)

key practices: 1) Growth Mindset Culture; 2) Nature of Math; 3) Challenge and Struggle; 4) Connections and Collaboration; 5) Assessment.

- Students will use technology to communicate, access information, solve problems, share knowledge, and enhance learning. Students will apply technology to real-world learning experiences and learn digital citizenship skills and appropriate use of technology in their lives.

## Family and Community Engagement

### **2019-2020 Goal**

At least 20% of families in each sub-group by race will participate in the family engagement survey administered by June 2020.

### **Strengths in the Goal Area**

Belief in Partnership: We believe that students' growth and learning are the shared responsibilities of families, educators, and community members. We value and respect the diversity of perspectives, knowledge, and abilities that all of our stakeholders bring to our schools. We believe that the families of our students are essential partners in supporting student academic and social-emotional development. We believe that community partners play an important role in providing services, resources, and a network of support to our most vulnerable families. Our educators, administrators, and school staff embrace a culture of service focused on working together with families and the community to ensure all students succeed in school and life.

### **Key Performance Indicators:**

Measures of success and key performance indicators will be developed in 2019-20 to evaluate this goal area.

### **Strategies to Support Growth and Achievement**

We are committed to ensuring that 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. In 2019-20, we will be developing strategies with the following focus:

- Expand opportunities for parents, local organizations, and members of the community to learn and support our work together.
  - Strengthen relationships with parents and families through deeper understanding of their perspectives and needs.
  - Focus our community partnerships on high-leverage, high-impact strategies.
  - Improve two-way communication with families and community partners.
  - Match resources and services in the community with identified student needs.
  - Implement equitable and culturally-responsive family engagement practices aligned with academic goals.
-