



2019-2020

SCHOOL PRINCIPAL:

Derrick Richardson



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.

To affirm and inspire each and every student to learn and thrive as creators of their future world.

Sammamish High School

2019-2020 School Improvement Plan

At Sammamish High School we are committed to **continually grow as an equitable community that is supportive and inclusive**. Our school mission was created in partnership with parents, teachers and students.

Our work in serving every student, every day in every classroom is grounded in an 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 to share the current focus at Sammamish High School, as well as outline 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.

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The Sammamish students and staff will develop an individual and collective purpose while supporting each other to achieve continued academic excellence and personal growth.

SCHOOL BACKGROUND

Instructional Program Overview

Sammamish High School is a comprehensive four-year high school serving over 1250 students. The collective vision of the students and staff is “to continually grow as an equitable community that is supportive and inclusive”. The mission of the students and staff is to “develop an individual and collective purpose while supporting each other to achieve continued academic excellence and personal growth”. This focus is of importance to all within the school community with the students and staff committed to being a community of lifelong learners

Sammamish aims to provide all students with the opportunities to be creators of their future world through affirming and inspiring their desires and plans for postsecondary transitions. In addition to a focus on 21st century standards, Sammamish staff provides students with necessary support to be academically, socially and emotionally secure in order to obtain a rigorous and relevant education. Sammamish staff utilizes resources such as the seven Key Elements to meet these goals. The Key Elements were developed by staff and University of Washington researchers as an outgrowth of a Department of Education grant. Courses across all departments are continuously practicing the Key Elements which are: Authentic Assessment, Collaboration, Developing Expertise, Culturally Responsive Instruction, Student Voice & Leadership, Academic Discourse, and Authentic Assessment.

Sammamish High School is committed to providing equitable access to high quality, college benchmarked classes. The school provides examples of these rigorous courses at all grade levels such as Advanced Placement (AP) Human Geography freshman year. The intention is that more students will be able to access a greater number of AP-level courses through the development of strong literacy and analysis skills. In addition to an assortment of rigorous courses, Sammamish offers students opportunities to engage in courageous conversations through different avenues. Students have access to multicultural organizations such as Latino Heat, Black Student Union (BSU) and Students Organized Against Racism (SOAR). These clubs are open to any student who wants to support the culture and growth of the school while providing opportunities for the community to learn together.

The most distinguishable trait of this comprehensive high school is the way students describe what it means to be a Sammamish student-what it means to be a Totem. “Being a Totem is not a Sammamish student; it’s a way of life. You exhibit all the PRIDE (Purpose, Respect, Integrity, Determination and Excellence) attributes while being a leader for the students to come.” “Being a Totem means being a kind and respectful person. It means being open to new experiences and to new ideas. It means being ready to learn and ready to share your talents and perspective with others.” Students at Sammamish practice individualism and respect during their four years. Students who transfer to Sammamish feel included as a part of the community and appreciate their decision to become a part of the Totem Family. “Being a Totem means taking pride in the community and actively working to make it a better place.”



School Overview

Sammamish High School is a diverse, comprehensive school with a focus on Problem Based Learning. Students are exposed to authentic problems, high levels of collaboration, and are assessed in authentic ways. We are a community of lifelong learners that prepares all of our students for success in college and 21st Century careers. Students and staff work together to develop individual and collective purpose while supporting each other to achieve academic excellence and personal growth.

Racial Diversity



- 20% Asian
- 5% Black
- 19% Hispanic
- 9% Two or more races
- 46% White
- N/A Native American
- N/A Pacific Islander

School & Student Characteristics ¹

	SCHOOL	DISTRICT ²
Enrollment	1,155	1,085
National Board Certified Teachers	27%	31%
Eligible for Free/Reduced Price Meals	34%	18%
Receiving Special Education Services	13%	8%
English Language Learners	10%	8%
First Language Other Than English	35%	35%
Mobility Rate ³	10%	7%

Attendance & Discipline

	SCHOOL	DISTRICT
Average Attendance Rate	91%	92%
Students with < 10 Absences Per Year	56%	75%
Students with 18+ Absences Per Year	24%	8%
Suspension Rate ⁴	4.4%	1.6%

Programs Offered

Cascade (special education), International Spanish Academy (immersion)

College & Career Readiness

GRADUATION RATES	SCHOOL				DISTRICT 2017-18	STATE 2017-18
	2014-15	2015-16	2016-17	2017-18		
On-Time High School Graduation Rate (Within 4 Years)	86%	84%	87%	86%	93%	81%
5-Year High School Graduation Rate	92%	91%	95%	N/A	N/A	N/A

AP & IB	SCHOOL				DISTRICT
	2015-16	2016-17	2017-18	2018-19	
AP Exam Pass Rate	50%	59%	59%	56%	79%
Average Number of AP and IB Credits Earned by Graduates	5.0	4.7	4.4	5.2	6.8
Students Taking At Least One AP/IB Course by the Time They Graduate	96%	97%	95%	95%	93%

SAT & ACT

	SCHOOL				DISTRICT
	2015-16	2016-17	2017-18	2018-19	
High School Seniors Taking the SAT or ACT	76%	83%	82%	N/A	N/A
Average SAT Composite Score	1543	1143	N/A	N/A	1273
Average ACT Composite Score	22.9	21.3	23.0	N/A	N/A

ADDITIONAL COLLEGE READINESS MEASURES

	SCHOOL				DISTRICT
	2015-16	2016-17	2017-18	2018-19	
English Language Arts: 10th Grade Smarter Balanced Met Diploma Standard	77%	72%	75%	75%	87%
English Language Arts: 11th Graders Met PSAT College & Career Readiness Benchmarks	77%	63%	73%	78%	85%
Math: 10th Grade Smarter Balanced Met Diploma Standard			56%	47%	70%
Math: 11th Graders Meeting PSAT College & Career Readiness Benchmark	50%	48%	49%	56%	72%

Glossary

PSAT College & Career Readiness Benchmark

All BSD students take the PSAT test in 11th grade, as preparation for the SAT and the college application process. The PSAT Benchmark is one indicator of whether students are on track to be ready for college. Students who score at or above the benchmark level have a 75% chance of earning at least a C in first-year core college courses.

SAT

The SAT is a college admissions test which was substantially revised in 2017. The new SAT includes two subject areas (ERW - evidence-based reading and writing, and math.) The previous SAT had three subject areas (critical reading, writing, and math). Each subject test is still scored on a scale from 200-800; however, the combined score on the new test is now 1600, instead of the previous combined score of 2400.

ACT

The ACT is a college admissions test with four subjects (English, math, reading, and science) scored on a scale from 1-36. The Composite ACT score is the average of the four subject test scores.

AP

Advanced Placement (AP) courses are college-level courses offered in high school. These courses culminate in an AP exam that is given by the College Board. Many colleges grant course credit to students receiving passing scores. AP tests are scored on a scale from 1-5, with 3 or higher considered passing.

IB

The International Baccalaureate (IB) program is a rigorous college-preparatory education program offered at selected schools in many countries around the world. Students who pass a challenging set of IB exams at the end of selected courses earn an internationally-recognized IB diploma. IB exams are scored on a scale from 1-7, with 4 or higher considered passing.

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.

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 high school. These computer-based exams are aligned to the state's Common Core learning standards. In 2016 and 2017, the high school reported scores are for grade 11. In 2018, the reported scores are for grade 10, to comply with the change in the state's accountability year. 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 ..

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 high schools. District average enrollment is the average size of the comprehensive high 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.

SCHOOL GOALS FOR THE WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK MEASURES

Below are the goals we have set for proficiency rates on the state exams, as well as for graduation rates.

English Language Arts: SBA Proficiency Rates and Goals: Grade 10*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	76%	78%	80%	81%
Asian	74%	76%	84%	85%
Black	41%	46%	83%	84%
Hispanic	52%	56%	56%	60%
Two or More Races	74%	76%	89%	90%
White	90%	91%	90%	91%
Eligible for Free/Reduced Price Meals	55%	59%	58%	62%
Students with Disabilities	46%	51%	47%	52%
English Language Learners	9%	18%	11%	21%

Math: SBA Proficiency Rates and Goals: Grade 10*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	56%	60%	55%	59%
Asian	66%	69%	71%	73%
Black	18%	26%	45%	51%
Hispanic	26%	33%	26%	34%
Two or More Races	48%	53%	58%	62%
White	67%	70%	62%	66%
Eligible for Free/Reduced Price Meals	35%	41%	31%	38%
Students with Disabilities	24%	31%	12%	22%
English Language Learners	13%	22%	11%	21%

*Grade 10 Actuals are not cohort data but based on students in grade 10 of each year

Graduation Rate

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	86%	87%	92%	93%
Asian	91%	92%	95%	96%
Black	58%	62%	94%	95%
Hispanic	74%	76%	92%	93%
Two or More Races	82%	83%	85%	86%
White	95%	96%	91%	92%
Eligible for Free/Reduced Price Meals	77%	78%	88%	89%
Students with Disabilities	67%	70%	76%	78%
English Language Learners	72%	74%	87%	88%

9th Grade on Track

Group	2018	2019		2020
	Actual	Target	Actual*	Target
All Students	78%	N/A	78%	N/A
Asian	83%	N/A	82%	N/A
Black	56%	N/A	64%	N/A
Hispanic	68%	N/A	61%	N/A
Two or More Races	78%	N/A	88%	N/A
White	82%	N/A	86%	N/A
Eligible for Free/Reduced Price Meals	61%	N/A	56%	N/A
Students with Disabilities	49%	N/A	48%	N/A
English Language Learners	58%	N/A	44%	N/A

*District Preliminary Numbers

WELL-ROUNDED EDUCATION

High Quality Instruction

SMART Goals:

- By the end of the 2019 – 2020 school year, at least 91% of the class of 2022 (current 10th graders) will be on track to graduate, having earned at least twelve credits, up from last year's on track to graduate rate of 78%.
- By the end of the 2019 - 2020 school year, at least 85% of the class of 2023 (current 9th graders) will be on track to graduate having earned 7 credits, up from 78% the prior school year.
- By the spring of 2020, 85% of each subgroup will graduate (awaiting state graduation data from the previous year)
- Increase the percentage of students who self-identify as Black/African-American and Hispanic/Latinx who meet the 10th grade Smarter Balanced Assessment (SBA) standard in math based upon WSIF target goals, from 27% to 35% and 23% to 31% respectively.
- Increase the percentage of students receiving special education services who meet the 10th grade SBA standard in math based upon WSIF target goals, from 9% to 19%.
- Increase the percentage of students receiving special education services who meet the 10th grade SBA standard in English Language Arts (ELA) based upon WSIF target goals, from 30% to 38%.
- Increase the percentage of students receiving English Language Learner (ELL) services who meet the 10th grade SBA standard in math based upon WSIF target goals, from 7% to 17%.
- Increase the percentage of students receiving ELL services who meet the 10th grade SBA standard in ELA based upon WSIF target goals, from 7% to 17%.

Strengths:

- Leadership Team: The Sammamish Equity and Inclusion Team (SEIT) has been in existence for two years with the principal leading the group of math teachers, special education teachers, a counselor, and an ELL facilitator, thus having a model of a strong functioning team from which to build upon and expand.
- Curricular Materials: The SEIT has developed a preliminary screening tool for placement of students in the Algebra/Geometry Block class, further facilitating scheduling of students into the appropriate math course.
- Curricular Materials: The SEIT has developed instructional look-fors in academic discourse and problem-solving strategies to assess effectiveness of teaching and prompt shifts in instructional practices.
- Collaborative Planning: All Algebra/Geometry Block teachers, including the Special Education co-teachers, have a common planning period that is used for regular team meetings, including an administrator and Instructional Technology Curriculum Leader (ITCL) assigned to the group, to plan lessons, review and analyze data, and discuss and implement shifts in instructional practices.
- Collaborative Planning: All Algebra 2 teachers have a common planning period with a lead teacher assigned to support course development to plan lessons, review and analyze data, and discuss and implement shifts in instructional practices.
- Data driven Instruction: The 9th grade team has been working together for two years and includes teachers from each core area, along with an ITCL, counselor and administrator. The 9th grade team meetings are facilitated by two teacher leaders in collaboration with the principal for the purpose of reviewing student data, shifting instructional strategies, and identifying students in need of additional supports and structures.

Key Performance Indicators:

- **Instructional Feedback:** Provide specific feedback to teachers on their math instruction with first round of observations conducted by the end of October, the second unscheduled prior to the end of first semester, and a third by the end of third quarter in an effort to collaboratively analyze the effectiveness of the teaching and learning, build upon strengths, and evoke shifts in instructional practice to meet the needs of each and every student.
- **Assessing Instructional Strategies:** Measure and account for implementation of the math discourse strategies in each of the Algebra/Geometry Block, Algebra 1, Geometry, Algebra 2 courses by utilizing the [classroom learning walk recording sheet](#), focusing on math discourse, for the purpose of improving student learning in math, requiring the student, versus the teacher, to carry the cognitive load.
- **Curriculum:** Measure fidelity of implementation of the Geometry and Algebra 2 Math Techbook resources by utilizing the [classroom learning walk recording sheet](#) to improve teaching and learning and ensure students are aware of and access available Techbook resources.
- **Fidelity Integrity Assessment (FIA):** Use the FIA data in areas 3.1 to 4.1 to strengthen the Equity and Inclusion (EI) leadership team's focus on data-driven math instruction and student outcomes to fully include Multi-Tiered Systems of Support (MTSS) in the Algebra, Geometry, and Algebra 2 classes.
- **Early Warning Indicators:** Review of Early Warning Indicator Data through the 9th /10th and 12th grade Multi-Tiered Systems of Support (MTSS) teams at regular intervals to shift instructional practices and implement evidence-based interventions in support of student learning.
- **Early Warning Indicators:** Review of Early Warning Indicator Data through the Special Education MTSS team in six-week intervals to shift instructional practices and implement evidence-based interventions in support of student learning.

Strategies:

- **Data-driven Teams:** Building leadership will guide the 9th/10th and 12th grade teams and Special Education team through cycles of continuous improvement in six-week intervals utilizing the Plan, Do, Student, Adjust (PDSA) framework to improve instructional practices and implement effective evidence-based interventions, as warranted.
- **Mentors:** Connect students with mentors through the Bellevue School District (BSD) mentoring program, and/or our community partners and staff to increase sense of belonging, improve attendance, and improve academic performance.
- **Student Access:** Remove barriers for students to access Academic Recovery program on Wednesday afternoons and during 7th period Academic Seminar for credit retrieval and/or credit, specifically for students who are identified as credit deficient.
- **Instructional Support:** Increase staffing in Algebra 2 courses with either classes co-taught or with a math General School Assistant (GSA) to support student learning and increase students earning a C or better.

- Targeted Academic Support: Fully implement the Freshman Scholars tutorial on Tuesdays, with teachers recommending students to attend, initiate phone calls to the student's family to let them know of the invite and opportunity, and support staff working with the students and families to remove barriers to access.
- Extended Tutorial Supports: Use of extended tutorial on Tuesdays and Thursdays through our partnership with Jubilee Reach open to all students, with peer and adult tutors available, with support staff working with the students and families to remove barriers to access, for the purposes of supporting student learning, building relationships, and experiencing school success.
- Use of Support Staff Focus: Guide the development and focus of instructional coaches and other personnel resources in their building, focusing support on both content standards and math discourse aligned to the Secondary District Math Plan, in support of academic success in math and building of relationships with students.
- Targeted Academic Support: A reading support class provided to students below grade level or recently exited from ELL support to improve English Language Arts and literacy skills and promote academic success.
- Targeted Academic Support: Work plans for 9th grade students will be developed for those who are not yet on track to graduate, with 1:1 counselor support provided, to promote earning of seven credits by the end of their 9th grade year.
- Instructional Strategies: All math teachers in Algebra 1, Geometry, and Algebra 2 will utilize math discourse and problem-solving instructional strategies as evidenced by observational learning walk data to empower students in their learning of math to carry the cognitive load.
- Interim Assessments: The ELA teacher released .20 each day will lead colleagues in collaborative development of culturally relevant ELA curriculum and interim assessments, resulting in piloting of interim ELA assessments, review and analysis of the effectiveness of teaching and learning, and modifications to the curriculum and assessments, thus improving sense of belonging and academic performance in ELA and applicable content areas.
- Technology: Develop uniform organization of Teams, OneNote and notetaking strategies to provide greater consistency and continuity for students, thus improving access to and use of relevant documents and resources to assist in their learning.

Student Well-Being

SMART goals:

- By the end of fall 2019, the percent favorable on the Panorama student survey "sense of belonging" domain will increase by at least 4 percentage points, from 64% in the fall of 2018 to 68%.

Strengths:

- Panorama Growth: Growth has occurred in the Panorama Survey. Specifically, between fall of 2017 and fall of 2018, disaggregated data indicates there was significant growth in the sense of belonging of various racial subgroups.

- Panorama Growth: From the spring of 2018 to spring of 2019, SHS's overall positive "Sense of Belonging" grew from 59% to 66%, with 4% or above being statistically significant.
- Professional Development: Targeted time has been set aside and utilized for Professional Development for teachers to develop a deeper knowledge of the Social Emotional Learning (SEL) Lessons and standards, increasing their competence and confidence in facilitation of lessons and engagement with students.
- Student and Family Engagement: Addition of community forums which utilize and build off the SEL lessons to develop common understanding, awareness, and focus.
- Professional Development: Ongoing professional development of Sammamish staff in raising racial consciousness to more effectively prepare them to meet the needs of the diverse learning community.
- Restorative Practices: Regular training in, and implementation of, restorative circles by Sammamish HS Staff to facilitate greater sense of belonging and repair harm.
- Positive Classroom Management Strategies: Ongoing teacher reflection and analysis in use of selected Positive Classroom Management (PCM) strategies to build sense of belonging and increase academic performance.

Key Performance Indicators:

- Surveys: Student survey data will be collected after SEL and Prohibition of Harassment, Intimidation and Bullying (HIB) lessons 3 and 4 to assess effectiveness.
- Student Voice: Student focus group data for the purpose of identifying trends in interests, wants, and needs to increase sense of belonging.

Strategies:

- Surveys: Collect student data using surveys to identify trends in interests, wants, and needs to guide planning and implementation of key leadership teams.
- Curriculum: Sammamish High School students will continue to participate in a common lesson teaching the SEL Standards and Benchmarks and learn about Prohibition of HIB, how to recognize it, and how to report it for the purposes of promoting a positive climate and culture. Lesson delivery will be in the beginning of the year.
- Student Engagement in Curricular Development: For the 2019 - 2020 school year, the SEL lessons will be developed collaboratively by the SHS PRIDE Team and students from the Leadership class. This is in response to student surveys in which it the general feeling was that these lessons were not aligned enough to the realities of Sammamish High School.
- Professional Development: Sammamish High School staff will be trained by members of the PRIDE Team and Leadership class in all 4 of these lessons. This will occur regardless if they are delivering the lessons to students and will continue to inform them of the SEL Standards and Benchmarks, pro-social behavior, and prevention strategies to minimize and eliminate HIB.
- Community Building: Additional SEL-focused activities and learning opportunities will be developed and implemented, such as the use of assemblies, regular community forums, professional development for staff adolescence, continuation and further development of racial affinity student groups, etc., for the purpose of building community.

- Student Onboarding: A systemic process of student onboarding will be developed to ensure that students arriving to SHS after the start of the year will feel welcomed by SHS and appropriately informed of the school. This will include a day of introductions to various support staff/systems, school tour, shadowing current students and the production of a writing sample describing themselves so that staff can connect with their interests and hobbies outside of school, prior to students receiving a schedule and beginning classes.
- Positive Classroom Management Strategies: Sammamish High School staff will continue to implement 2-3 of the following 5 PCMs: 5:1 Ratio of Positive/Negative Feedback, Communicating Competently, Goal Setting and Performance Feedback, Wise Feedback and Opportunities to Respond. The SHS PRIDE Team will continue to demonstrate how these PCMs align to what our students have asked for regarding teacher/student interactions in the classroom, further building sense of building and a connection to adults, thus building community.
- Professional Development: Update school page in [Master OneNote Collaboration Space](#) with exact dates of trainings and SEL common lesson delivery along with customized slide decks presented to staff and students for continuity in lesson implementation.

Family and Community Engagement

SMART GOAL:

- By the spring of 2020, 20% of families from each subgroup will have participated in the Family Satisfaction Survey (baseline/subgroups to be established and goals set by June 30, 2020).

Strengths:

- Parent Workshops: Community Connections meetings for families led by our ELL and wrap-around service teams to solicit information related to strengths of the students and to share key information related to social emotional learning, specific content and/or curriculum, and/or available school and/or community resources.
- Parent Engagement: Student leadership facilitated Community Cafés for the purposes of engagement of families in the students' school experiences.
- Survey: Piloted the Family survey during the 2018-19 school year, thus providing our families with some level of familiarity with the upcoming Family Satisfaction Survey.

Key Performance Indicators:

- Survey: Engage in the pilot of the 2019-20 Family Engagement Survey.
- Survey: Increase participation of families in completing the survey administered post-season for each sport.

Strategies:

To meet this goal, our school community will meet the academic and non-academic needs in the following ways:

- PTSA Collaboration: Increase collaboration with Parent Teacher Student Association (PTSA) to recruit members and to share information. PTSA will partner with the school to present information during Totem Pride, Curriculum Night, ELL Parent Night and other identified school programs to further build community and trust.
 - Language Access: Provide translation services during any school event where information is shared with families to further promote access and agency and build community.
 - Language Access: Submit messages using school messenger in English, Spanish, Vietnamese and Chinese to further promote access and agency and build community.
 - PTSA Collaboration: Principal or designee will meet with PTSA leadership monthly and will meet with the members quarterly to support greater parental connection to the school, further access and agency and building of community.
 - Parent Engagement: Principal or designee will serve as the school's community engagement representative to engage community partners as a resource in working with families to improve communication.
 - Home Visits: Principal or designee will conduct home visits to support students social emotional, academic and/or mental health needs, as warranted, further building sense of community and connection to adults.
-