



School Improvement Plan Sammamish High 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 Sammamish High School?

- All students take a minimum of 2 AP courses.
- Students take an active role in advocating for social justice.
- Administrators, teachers, support staff, and families partner together to provide a dynamic learning experience for students.
- Diversity is our strength.

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 Percent Favorable			
Student Groups	Grades 9-12		
	Baseline 2017	Fall 2019	Fall 2021
All Students	62% (907)	70% (967)	
Asian	60% (148)	68% (204)	
Black	61% (24)	62% (43)	
Hispanic	59% (114)	71% (190)	
Multi-ethnic	64% (53)	73% (79)	
White	63% (347)	70% (442)	
Students with Disabilities	53% (99)	60% (104)	
English Learners	59% (92)	71% (93)	
Low Income	58% (285)	67% (273)	

*Data suppressed due to small group size, 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

- There was significant increase (minimum of 7 percentage points) in nearly every subgroup likely due to deliberate efforts to bring joy to the school (staff engagement at assemblies, student input into planning and implementing school-wide events, connecting students through Jubilee Reach, administrators greeting students at lunch, onboarding, etc.).
- Students receiving special education services increased significantly (7 percentage points), although they continue to have the lowest sense of belonging. Shifts in staffing in the special education department and in select departments throughout the school may have contributed to these results. Case management structures were strengthened during this time.

Key Strategies / Adjustments

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/>.

- Provide building-wide Professional Development for staff that focuses on Equity and addresses what it means to be anti-racist, examining implicit bias and deepening their understanding of how systemic racism shows up in school and their classrooms.
- The Building Leadership Team (BLT) will meet monthly with student leaders (ASB, Black Student Union, Latina Heat, and other affinity groups) to magnify student voice in school decisions.
- Utilize Graduation Success Coaches and Jubilee Reach and Rainier Athletes representatives to serve as points of contact and mentors for students who need additional layers of support with a focus on helping students in goal setting and achievement.

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 9-12: Panorama Social-Emotional Learning Survey				
Social Emotional Competency	Fall 2020 (n=737)	Spring 2021 (n=605)	Fall 2021	Spring 2022
Self-Management	77%	72%		
Social Awareness	72%	71%		
Self-Efficacy	40%	42%		

Data Reflection

- Self-management is a strength for most of our students, as staff have focused heavily on building executive functioning skills of their students over time.
- While student self-efficacy increased by 2 percentage points, it remains significantly lower than self-management and social awareness competencies. Students reported significantly less favorable responses when asked if they had the confidence they would remember the content a year later. Remote learning for the majority of that school year was a likely contributor.

Key Strategies / Adjustment

- Build confidence in students by establishing a consistent system for acknowledging and recognizing students for their successes, large and small.
- Utilize Graduation Success Coaches and Jubilee Reach and Rainier Athletes to serve as points of contact and mentors for students who need additional layers of support.
- Explore opportunities to use Student Academic Coaches to provide additional layers of support for other students while serving as peer role models.

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			
At least 98% of students in the Class of 2022* will graduate in June 2022.			
Class of 2022 Cohort**			
Percentage Earned Sufficient Credits for On-Track to Graduate On-Time			
	2019-20 (Grade 10)	2020-21 (Grade 11)	2021-22 (Grade 12)
All Students	95% (279)	94% (286)	
Asian	98% (53)	95% (55)	
Black	100% (16)	100% (19)	
Hispanic	90% (58)	88% (58)	
Multi-ethnic	97% (31)	94% (33)	
White	95% (117)	95% (117)	
Students with Disabilities	87% (31)	78% (32)	
English Learners	86% (22)	86% (21)	
Low Income	86% (76)	85% (81)	
Data Reflection			
<ul style="list-style-type: none"> 94% of our current 11th graders are on track to graduate likely due to extraordinary efforts in educating every student, demonstrating compassion and empathy by staff, while focusing on proficiency on key learning standards. 100% of our students who self-identify as Black are on track to graduate, with staff professional development focused on racial equity, effectively serving students least effectively served over time, and being deliberate and explicit in our focus on every student and building positive relationships with each student. Students receiving special education services on track to graduate status is significantly lower than all other subgroups. The number of students receiving special education services may impact the level of case management and supports provided to students may not be aligned to each of their needs. High staff turnover rate within that department and in other disciplines was a likely contributor. 			

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

**Cohort includes all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) are not included in this cohort data.

Key Strategies

- Analyze Early Warning Indicator data through the Multi-Tiered Systems of Support (MTSS) 12th grade team at regular intervals and implement evidence-based interventions in support of student learning.
- Utilize LAP funds to hire a second Graduation Success Coach to support students by progress monitoring all areas of graduation: Credit Recovery, work completion in required classes to graduate, Washington State History, state assessments or alternative pathways, High School and Beyond Plan, and Community Service.
- Develop, monitor, and adjust individualized plans and interventions (home visits, Academic Seminar, credit recovery, check in/check out, etc.) for Seniors who are not currently on track to graduate (not yet earned 18 or more credits, chronic absences, etc.).

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	52% (427)		47% (427)		40% (427)	
Asian	58% (60)		53% (59)		47% (59)	
Black	*		*		*	
Hispanic	61% (82)		62% (82)		61% (82)	
Multi-ethnic	52% (54)		41% (53)		25% (53)	
White	47% (221)		40% (219)		31% (219)	
Students with Disabilities	55% (53)		58% (53)		59% (53)	
English Learners	72% (21)		75% (21)		80% (21)	
Low Income	58% (87)		60% (86)		63% (87)	

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

Data Reflection

- Families of students receiving Multi -Language Learners (MLL) services had the highest percentage of favorable responses in all three engagement areas. Efforts of MLL facilitators to communicate with families and provide opportunities for students to come back into the building early in the school year were likely contributors. Extraordinary efforts, such as ensuring each family had Internet access and assignment of tutors to select students, further contributed to favorable responses during the pandemic.

- Families of students receiving special education services families felt more informed, supported, and empowered than all students, white students and multi-ethnic likely due to case managers' efforts to engage students and families, and serve students in-person much earlier in the school year.
- There was significant disparity in the three engagement areas between our families of students receiving MLL services and our white families. Likely contributors included the push and pull of in-person versus remote learning services, with the majority of the students only receiving in-person learning for one quarter of the school year, and case managers of students receiving special program services having greater access to in-person services and connections with families.
- Loss in our school community generated an outpouring of support and care from our students and families, which may have contributed to some of the responses.

Key Strategies / Adjustment

- Develop a phone or contact map to identify point of contact for various situations. Create a page on our website with quick links to email addresses and phone numbers for ease in communicating.
- Host monthly principal's coffees in partnership with PTSA. Provide in-person and virtual access concurrently, a new strategy to increase access to our families.
- Develop a system, capitalizing on our support staff and community partners, to provide personalized communication and outreach for families that traditionally do not participate in school-wide events.

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<http://www.bsd405.org/sammamish>
425-456-7600
Derrick Richardson, Principal

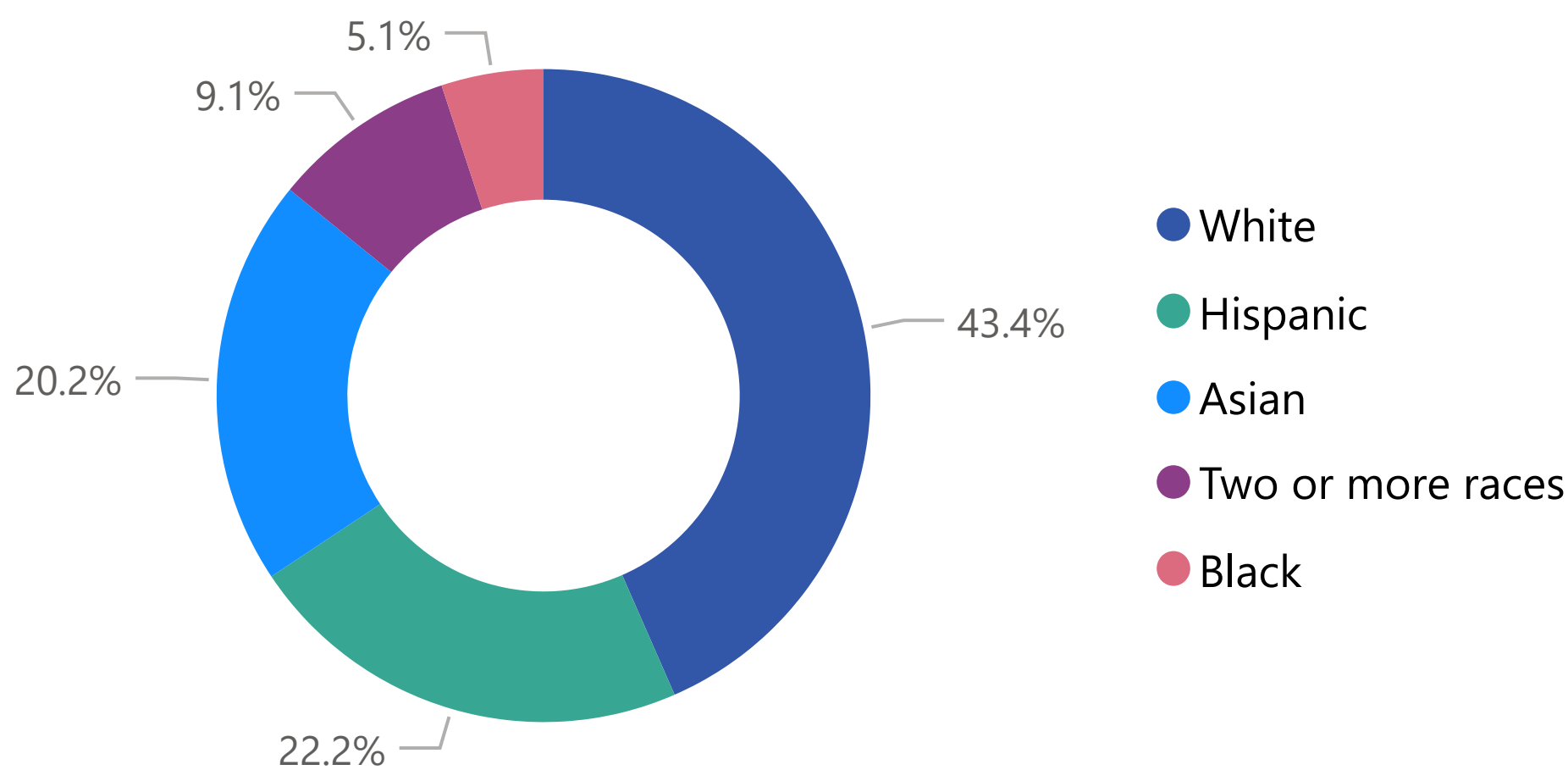
School Overview

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.

Programs Offered

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

Racial Diversity



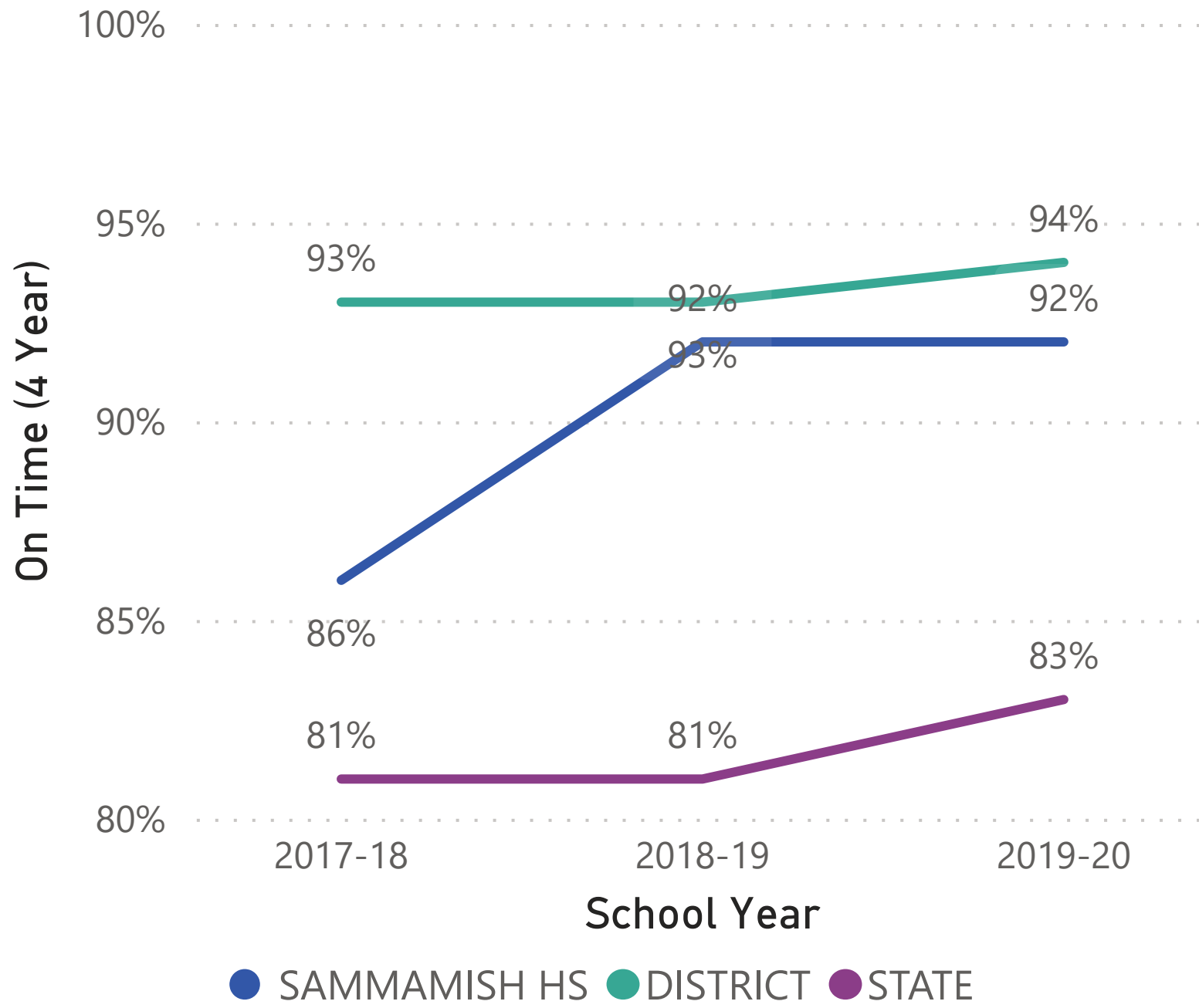
School & Student Characteristics ¹

	Sammamish High School	District HS Average ²
Enrollment (10/1/2020)	1172	1056
Average Attendance Rate	87%	91%
Eligible for Free/Reduced Price Meals	35%	17%
Receiving Special Education Services	15%	8%
English Language Learners	11%	8%
First Language Other Than English	37%	36%
Mobility Rate ³	6%	5%

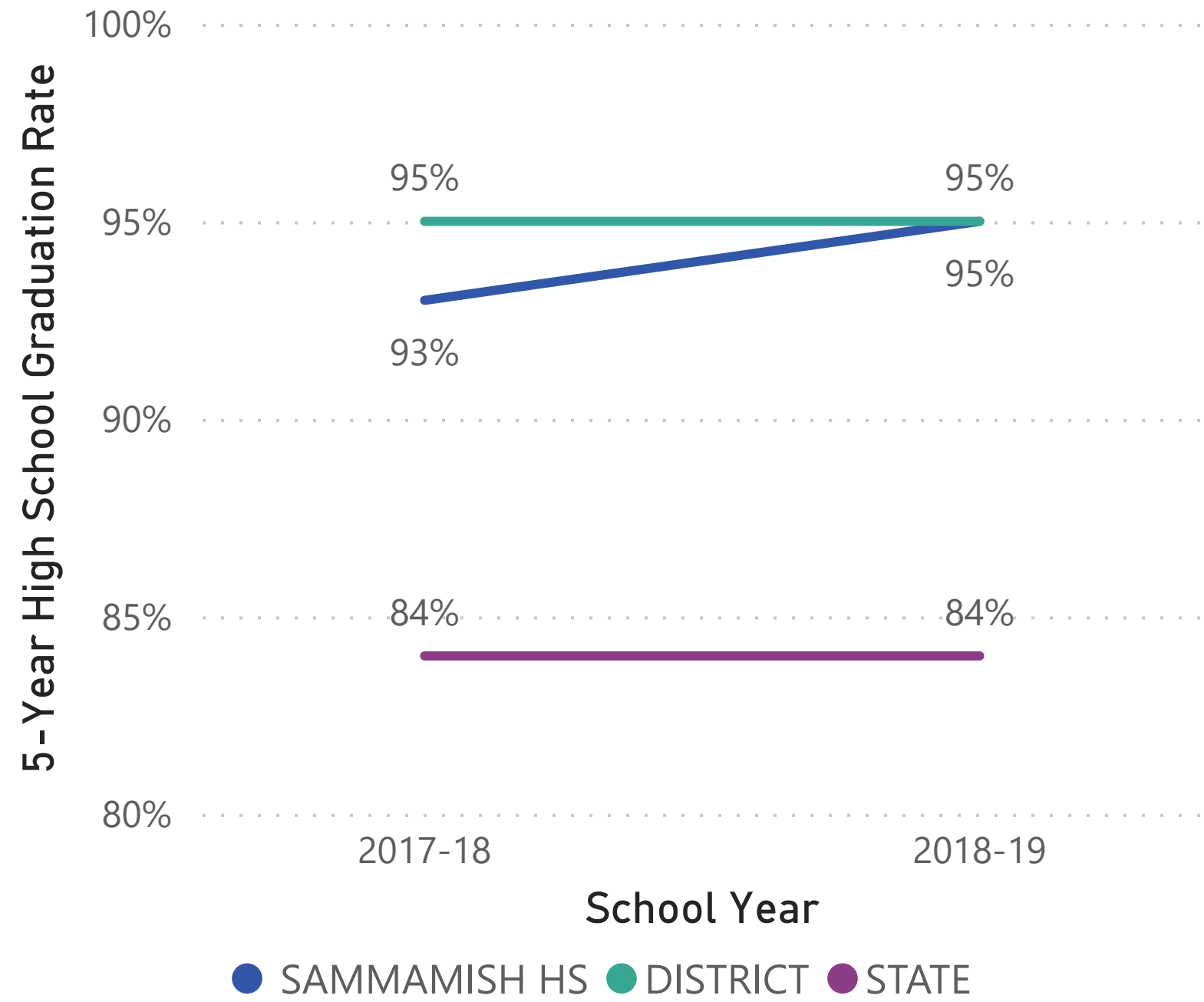
College & Career Readiness

On Time Graduation

On Time (4 year) Graduation Rate

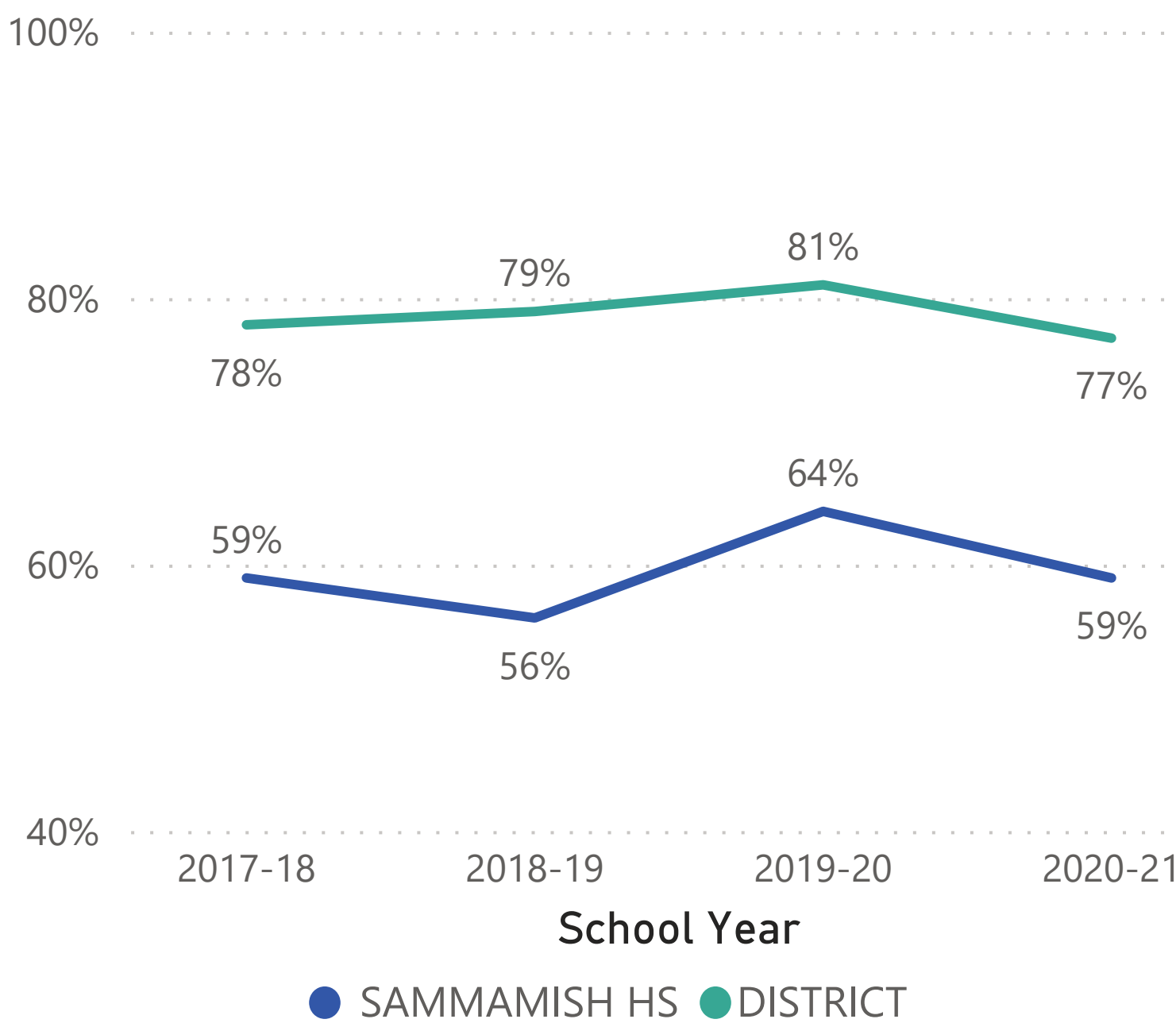


5 year Graduation Rate

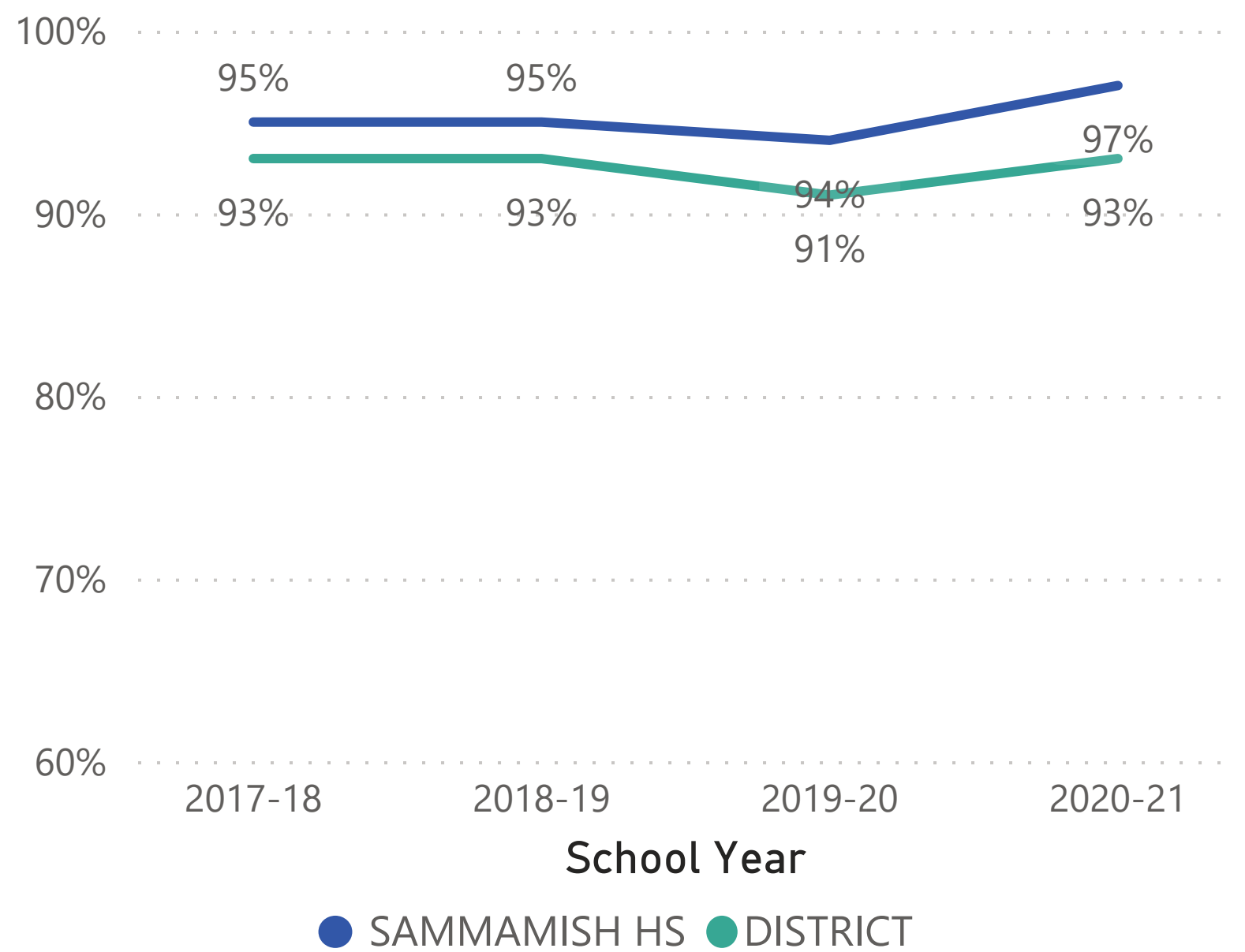


AP & IB

AP Exam Pass Rate



Students with at least one AP/IB Course by Graduation



AP & IB

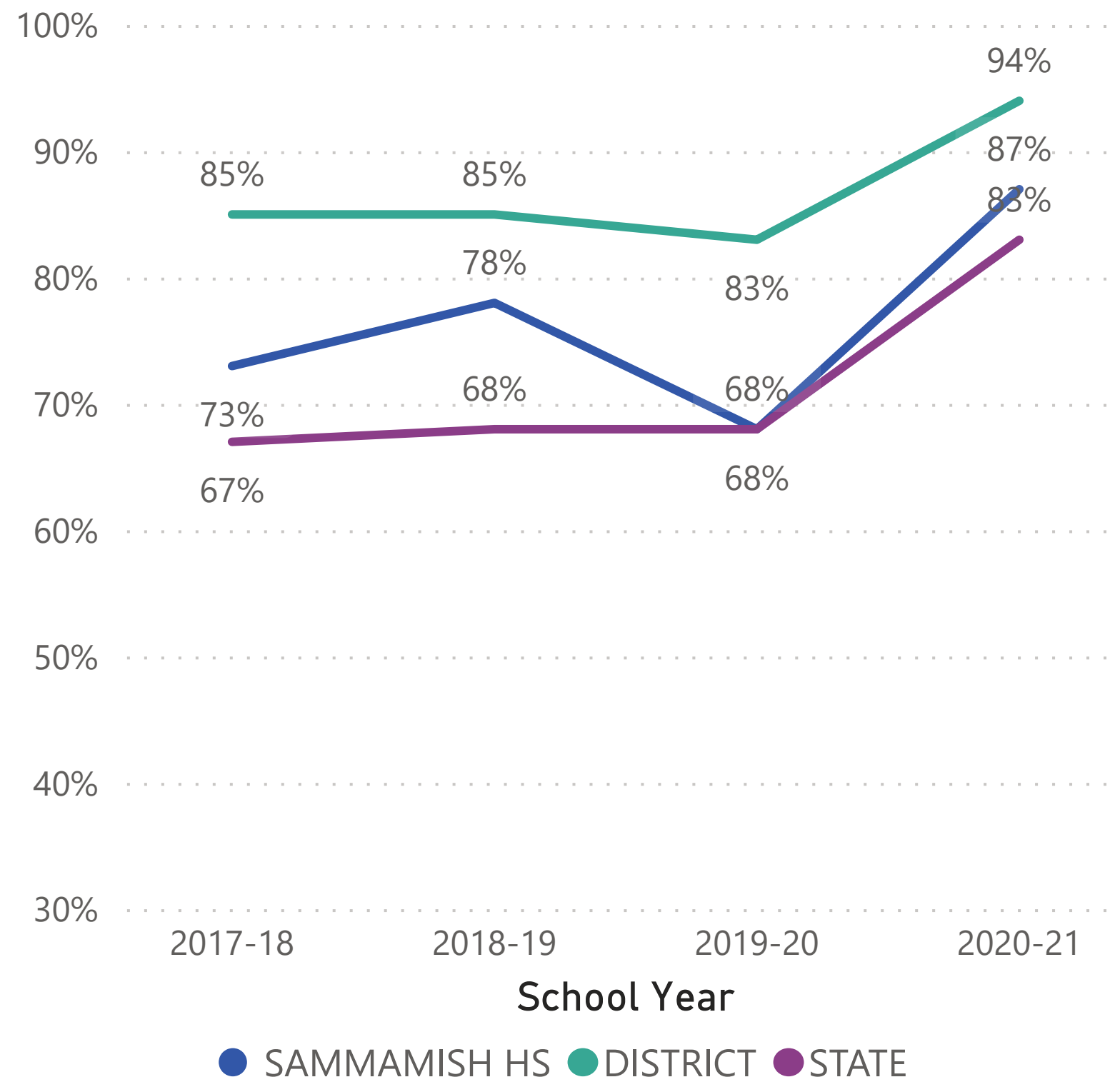
School Name	SAMMAMISH HS				DISTRICT			
	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21
AP Exam Pass Rate	59%	56%	64%	59%	78%	79%	81%	77%
Students Taking At Least One AP/IB Course by the Time They Graduate	95%	95%	94%	97%	93%	93%	91%	93%
Average Number of AP and IB Credits Earned by Graduates	4.4	5.2	5.4	5.1	6.9	6.8	6.9	7.4

SAT & ACT

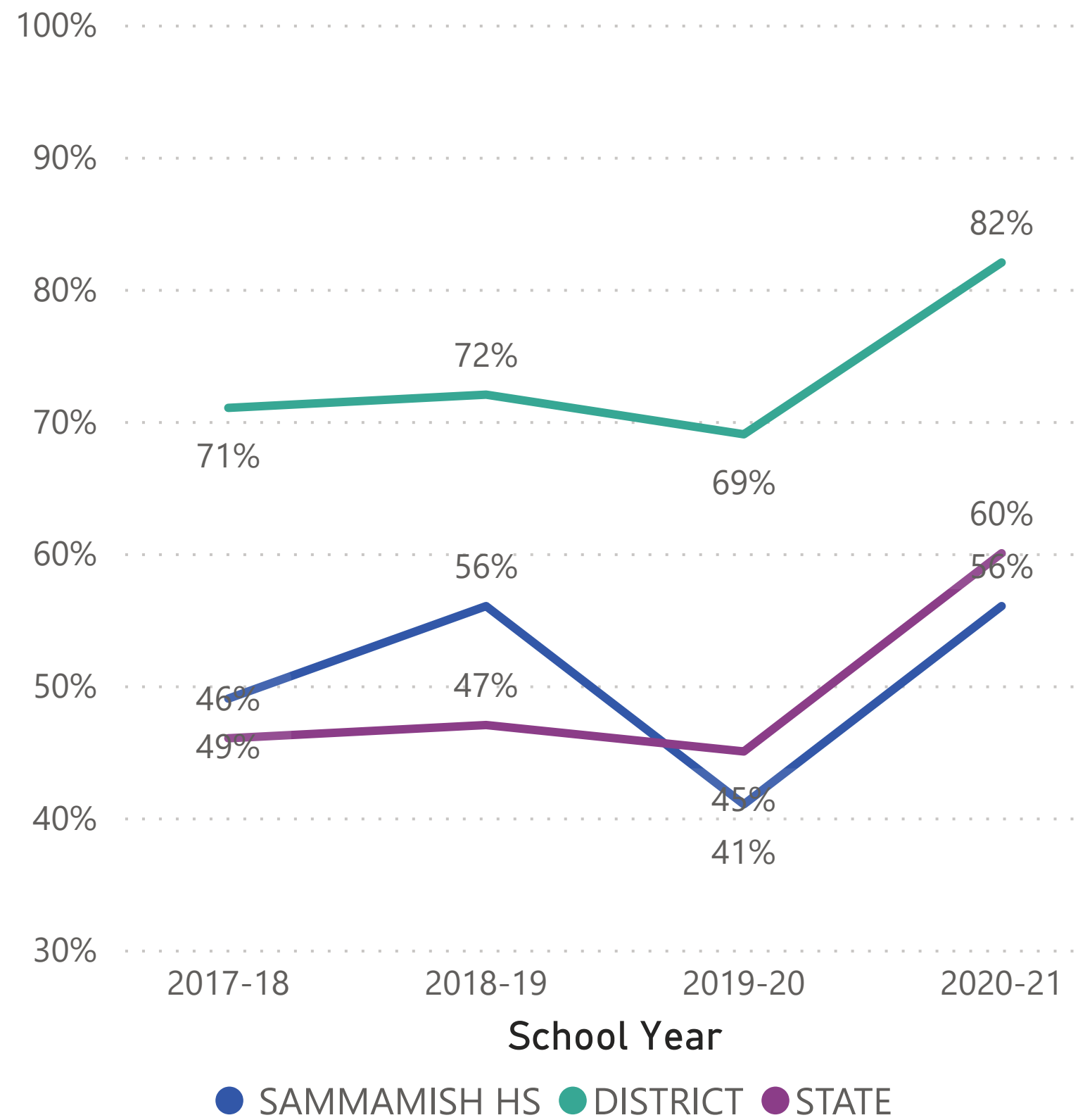
School Name	SAMMAMISH HS				DISTRICT				STATE			
	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21
Average SAT Composite Score	1162	1176	1202		1263	1273	1271	1358	1071	1074	1073	1072
Average ACT Composite Score	23	24	24.6	27.2	26.7	27.1	27.8	29.5	22.2	22.1	22.9	

Additional College Readiness Measures

11th Graders Meeting PSAT Benchmarks: Reading/Writing



11th Graders Meeting PSAT Benchmarks: Math



Note: Significantly fewer students participated in college testing (PSAT, SAT, ACT) in 2020-21 due to COVID, so these scores do not necessarily reflect the general student population and may not be comparable with prior years.

Glossary

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 college 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 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.

PSAT College and 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 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.

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.

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 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.