



# School Improvement Plan Sammamish High School 2020-21



## *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
- Creators of Their Future World
- Family Engagement



*See Appendix for School Profile*

# Affirm and Inspire

## Goal

Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

## Sense of Belonging

### Measures and Targets

- Increase percent of students reporting feeling connected to peers by 5 percentage points from Spring 2020 to Spring 2021.
- Increase percent of students who identify as Black reporting feeling connected to peers by 5% percentage points from Spring 2020 to Spring 2021.

Percent of students reporting feeling somewhat or very connected to their classmates on student survey		
Grades 9-12 Subgroups	Spring 2020	Spring 2021 Target
All Students	52%	57%
Black	33%	38%
Hispanic	52%	57%
Low Income	43%	48%
English Language Learners	*	*
Students with Disabilities	32%	37%

\* Data not available for student subgroups < 10

## Data Reflection

- Students receiving special education services (32%) and students identifying as Black (33%) felt less connected to their peers than any other reported subgroup.
- Only one subgroup (students self-identifying as Hispanic) is equal to the “All Students” subgroup at 52%, with none of the reported subgroups higher than the “All Students” category.

## Key Strategies/Adjustments

- Strengthen partnership with the student leadership through the PRIDE team to preview and modify Social Emotional Learning (SEL) lessons and provide training for staff to support SEL implementation.
- Increase opportunities for students to participate in team-related activities while in remote learning setting, particularly focusing on engagement of students receiving special education services and students identifying as Black.
- Support student participation of Black Student Union (BSU), to include administration conducting quarterly meetings with students in BSU.
- Support initiatives sponsored by BSU.
- Host various online class events through ASB on *Teams*, with an emphasis on the class of 2024.

### Progress Monitoring

- Monitor participation in team-related activities, intervening and conducting recruitment efforts, when necessary.
- Facilitate student surveys connected to SEL lessons to assess effectiveness.
- Facilitate student surveys for BSU affinity group to assess connectedness to peers.
- Monitor participation in black student affinity group.

### Inspired and Affirmed

#### Measures and Targets

- At least 60% of students are inspired and affirmed in their day-to-day instruction in English Language Arts courses as measured by student surveys.

Percent of students reporting feeling inspired and affirmed in instruction	
Grades 9-12	Fall 2020 Survey (baseline)
All Students	TBD
Black	TBD
Hispanic	TBD
Low Income	TBD
English Language Learners	TBD
Students with Disabilities	TBD

#### Key Strategies/Adjustments

- Create more opportunities for student voice bringing student perspective, culture and representation into the curriculum.
- Help students identify goals and connect student learning to students' goals
- Prioritize establishing strong relationships with students in remote learning.

#### Progress Monitoring

- Administer student survey data at least twice a year.
- Facilitate weekly attendance checks, intervening with trends, as necessary.
- Monitor grades (D/F) in ELA courses, facilitating student focus groups, as necessary.

### Discipline

#### Measures and Targets

- Decrease total rate of in-school suspensions per 100 students by 10%, compared to the 2019-20 school year, in the following subgroups: Hispanic/Latinx and students receiving special education services.

<b>Sammamish Hig Data: Total Rate of In-School Suspension per 100 Students Total # of Students (Total # of Incidents/Total # of Students with Incidents)</b>				
<b>Group</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21 Target</b>
All Sammamish Students	4.95 1112 Students (55/43)	5.38 1227 Students (66/47)	3.74 1284 Students (48/39)	N/A
Asian	1.68 238 Students (4/4)	2.83 247 Students (7/6)	0.79 254 Students (2/2)	N/A
Black	10.61 66 Students (7/6)	11.59 69 Students (8/4)	1.59 63 Students (1/1)	N/A
Hispanic	5.80 207 Students (12/9)	8.94 235 Students (21/16)	8.96 268 Students (24/16)	8.06
Low Income	1.21 413 Students (5/3)	4.75 421 Students (20/13)	2.63 418 Students (11/9)	N/A
English Language Learners	5.83 120 Students (7/3)	12.17 115 Students (14/8)	6.15 130 Students (8/6)	N/A
Students with Disabilities	4.26 141 Students (6/4)	11.90 168 Students (20/12)	6.36 173 Students (11/8)	5.72

#### **Key Strategies/Adjustments**

- Utilize staff and community partners to serve as mentors and provide additional behavior support.
- Support and encourage participation in clubs and activities.
- Reinforce positive behavior and expand student recognitions to include students least likely to be recognized.
- Utilize alternative behavioral options such as after-school and lunch detentions.

#### **Progress Monitoring**

- Facilitate monthly review of in-school suspension data
- Conduct quarterly review of student recognitions

# Learn and Thrive

## Goal

Students achieve high levels of academic success and outcomes are not predicted by race or income

## Literacy and Math Growth

### Measures and Targets

- For 9th grade students identified as needing additional (Tier 2) supports through universal literacy and math screeners, 80% of students who are receiving additional supports and using adaptive software will show a year's worth of growth in literacy and math within the software programs.

Grade 9	% of students identified for additional Math supports show a year's worth of growth	
	November Check Point	Spring 2020-21 Target
All Students	To come	TBD
Black	To come	TBD
Hispanic	To come	TBD
Students with Disabilities	To come	TBD
English Learners	To come	TBD
Low Income	To come	TBD

Grade 9	% of students identified for additional Literacy supports show a year's worth of growth	
	November Check Point	Spring 2020-21 Target
All Students	To come	TBD
Black	To come	TBD
Hispanic	To come	TBD
Students with Disabilities	To come	TBD
English Learners	To come	TBD
Low Income	To come	TBD

### Key Strategies/Adjustments

- Train, support and assigned classified staff to work with students in using the software during asynchronous learning time
- Monitor student usage in the software
- Provide bi-weekly growth/progress reports to students and parents

### Progress Monitoring

- Administer the knowledge check (assessment) within the software 3 times a year.
- Review and analyze weekly usage reports, intervening as necessary.
- Facilitate bi-weekly review of student growth

## English Language Acquisition

### Measures and Targets

- For students receiving ELL services in the Class of 2022 increase % (to be set by November 2020) demonstrating progress in language acquisition skills as measured by the Achievement Level Descriptors.

Percentage Demonstrating Progress in Language Acquisition Skills		
Class of 2022 Cohort	Fall 2020	2020-21 Target
Reading	To come	Will be set by November 2020
Writing	To come	Will be set by November 2020
Listening	To come	Will be set by November 2020
Speaking	To come	Will be set by November 2020

### Key Strategies/Adjustments

- Implement SIOP strategies in classrooms by content area teachers.
- Teach academic vocabulary need for courses in content areas courses.
- Ensure students receiving MLL services are in mixed English Language Proficiency groupings and with language partners to develop language skills.
- Include and communicate language targets in course objectives.

### Progress Monitoring

- Monitor ALD by MLL Facilitators twice yearly
- Conduct formative and summative assessments to determine level of output in comparison to ELP or whether it is on target towards growth achievement.
- Conduct grade reports and attendance checks by MLL Facilitator

## On-Track to Graduate

### Measures and Targets

- Increase the percentage of students on-track to graduate on time in the Class of 2022 Cohort in select subgroups presented in the next table: Black, Hispanic, Students with Disabilities, English Learners, and Low Income with no reduction for any subgroup.

Percentage On-Track to Graduate On-Time		
Class of 2022 Cohort <sup>1</sup>	2019-20 Grade 10	2020-21 Target Grade 11
All Students	93%	95%
Black	96%	97%
Hispanic	89%	90%
Students with Disabilities	88%	90%
English Learners	92%	93%
Low Income	88%	90%

*1 Cohorts will be assessed by including 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) will not be included in the cohort data.*

### Goal Reflection

- Students self-identifying as Black are 3 percentage points higher in being on track to graduate than “All Students.”
- Students receiving special education services and qualifying for free/reduced lunch have slightly lower on-track graduation rates at 88%.

### Key Strategies/Adjustments

- Analyze Early Warning Indicator data through the Multi-Tiered Systems of Support (MTSS) teams at regular intervals and implement evidence-based interventions in support of student learning.
- Create opportunities for students to recover credit during their normal schedule by designating FTE to support Academic Seminar for 6 periods. Students with multiple course failures will be assigned a period of Academic Seminar to recover credits using APEX.
- Support student success by monitoring and analyzing data by the MTSS team, with an emphasis on subgroup data in four-week intervals and implement effective evidence-based interventions as warranted.

### Progress Monitoring

- Conduct bi-weekly monitoring and intervention response to the Early Warning Indicator data.
- Conduct bi-weekly monitoring of the D/F list utilizing reports in Synergy and/or Data Insights.
- Analyze and review interim progress reports, quarter grades, and semester grades.
- Conduct bi-weekly review of student progress on APEX and quarterly review of the number of courses recovered through APEX.

### Grading

#### Measures and Targets

- Grades are more reflective of student learning. Target: 85% or more of secondary students report they experience the following in their math and ELA classes:
  - They have multiple opportunities to demonstrate their learning
  - They have the ability to re-take/re-do summative assessments
  - Late work is recognized as a demonstration of proficiency

Students	Percentage of students reporting they experience the following practices in their math and ELA classes:					
	Fall 2020			2020-21 Target		
	Multiple Opportunities	Re-take/Re-do	Late work recognized	Multiple Opportunities	Re-take/Re-do	Late work recognized
All Students	To come	To come	To come	TBD	TBD	TBD
Black	To come	To come	To come	TBD	TBD	TBD
Hispanic	To come	To come	To come	TBD	TBD	TBD
Students with Disabilities	To come	To come	To come	TBD	TBD	TBD
English Learners	To come	To come	To come	TBD	TBD	TBD
Low Income	To come	To come	To come	TBD	TBD	TBD

- Grades are more equitable. Target: Decrease the percent of all secondary students receiving D/F grades in ELA and Math by 25% and decrease disparities in secondary math and ELA courses for the following sub-groups by 25%: Black, Hispanic, students with disabilities, English Learners, and Low Income.

		% Point Disparity between Sub-Groups and All Students		
Sammamish HS ELA (Gr 9-12)	1st Semester 2019-20 % D/F's	1st Semester 2019-20	1st Semester 2020-21 Target	2nd Semester 2020-21 Target
All students	15%	na	na	na
Black	14%	-1%		-1%
Hispanic	26%	11%	10%	8%
Students with IEPs	26%	11%	10%	8%
English Learners	25%	10%	9%	8%
Low Income	28%	13%	12%	10%

		% Point Disparity between Sub-Groups and All Students		
Sammamish HS Math (Gr 9-12)	1st Semester 2019-20 % D/F's	1st Semester 2019-20	1st Semester 2020-21 Target	2nd Semester 2020-21 Target
All students	23%	na	na	na
Black	28%	5%	5%	4%
Hispanic	40%	17%	15%	13%
Students with IEPs	36%	13%	12%	10%
English Learners	50%	27%	24%	20%
Low Income	37%	14%	13%	11%



### **Key Strategies/Adjustments**

- Provide clear and consistent communication regarding teacher expectations for re-takes/re do's and acceptance of late work.
- Facilitate professional development for staff that clearly frames the expectations for grading practices.
- Support student success through the MTSS teams by monitoring and analyzing ELA and Math data, with an emphasis on subgroup data in four-week intervals, implementing effective evidence-based interventions as warranted.
- Provide academic support (Jubilee Reach/Grad Success Coach/Paraprofessionals) for students with major assignments such as essays.

### **Progress Monitoring**

- Facilitate bi-weekly review of --stu505 report in synergy, making adjustments, as necessary.
- Administer the quarterly survey to students to determine their reported experiences
- Analyze and review interim progress reports and quarter grades, conducting individual follow up with students and/or scheduling of student focus groups to gain a deeper understanding

# Creators of Their Future World

## Goal

Students effectively problem solve and lead for positive local and global change by developing global awareness, cultural competency, and learn advanced skills in processing and applying information through the effective use of technology and engineering.

## Global Awareness and Cultural Competence

### Measures and Targets

- At least **75%** of students show proficiency in global awareness and cultural competence by completing a performance task in 12<sup>th</sup> grade.

Global Awareness and Cultural Competence		
	2019-20	Target 2020-21
Grade 12	X	75%

### Goal Reflection

- Due to the move to remote learning, Sammamish was unable to complete the performance task.

### Key Strategies/Adjustments

- Connect with Government teachers in the fall to ensure they are familiar with the performance task requirement.
- Prompt teachers to schedule/calendar the task

### Progress Monitoring

- Monitor completion of task by teacher and class period.
- Monitor completion by student following make-up opportunities, if needed.

## STEM

### Measures and Targets

- At least **75%** of students show proficiency in using technology to design solutions by completing a Science, Technology, Engineering, and Math (STEM) performance task in 10<sup>th</sup> grade.

Science Technology Engineering and Math Performance Task		
	2019-20	Target 2020-21
Grade 10	X	75%

### Goal Reflection

- Due to the move to remote learning, Sammamish was unable to complete the performance task.

### Key Strategies/Adjustments

- Connect with Chemistry teachers in the fall to ensure they are familiar with the performance task requirement.
- Prompt teachers to schedule/calendar task.

### Progress Monitoring

- Monitor completion of task by teacher and class period.
- Monitor completion by student following make-up opportunities, if needed.

# 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.

## Informed, Supported, Empowered

### Measures and Targets

- Families report they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey.

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	Target 2020-21
All	64%	70%
Black	*	*
Hispanic	65%	68%
Students with Disabilities	67%	70%
English Learners	84%	84%
Low Income	69%	70%

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	60%	60%
Black	*	
Hispanic	63%	63%
Students with Disabilities	61%	61%
English Learners	79%	79%
Low Income	69%	69%

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	59%	59%
Black	*	*
Hispanic	71%	71%
Students with Disabilities	61%	61%
English Learners	84%	84%
Low Income	72%	72%

\* Data not available for student subgroups < 10

**Data Reflection**

- Each subgroup that is traditionally underserved indicated that they were more informed than “all students”.
- Significantly more MLL families indicated that they felt more informed than every other subgroup including all families.
- MLL families indicated the highest percentage of satisfaction in each of the three components measured in the survey.

**Key Strategies/Adjustments**

- Strengthen partnership with PTSA (increase collaboration and communication).
- Collaborate with PTSA to develop a plan to increase participation of underrepresented groups.
- Provide communications to families in multiple languages.
- Provide interpreters for school-related family events.
- Utilize technology to expand opportunities for parent participation in school-sponsored activities.

**Progress Monitoring**

- Conduct Parent Surveys after family/community events sponsored by SHS, such as Curriculum Night and Open House.
- Monitor attendance/participation at monthly principal coffees and determine adjustments, if warranted.
- Monitor attendance of traditionally underrepresented groups at PTSA related events/activities.

**Glossary**

ELL – English Language Learners

MTSS – Multi-Tiered Systems of Support

PTSA – Parent, Teacher, Student, Association



## 2019-2020 School Profile

# Sammamish High School

<http://www.bsd405.org/sammamish/>

Derrick Richardson, Principal

100 140th Ave SE

Bellevue, WA 98005

425-456-7600

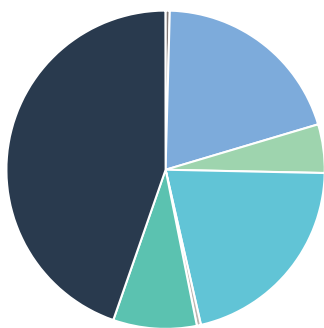
## School Overview

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



## Racial Diversity Detail

<1%	American Indian or Alaska Native
19%	Asian
4%	Black/African-American
21%	Hispanic
<1%	Pacific Islander
8%	Two or more races
44%	White

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

	SCHOOL	DISTRICT <sup>2</sup>
Enrollment	1295	1223
National Board Certified Teachers	24%	27%
Eligible for Free/Reduced Price Meals	29%	15%
Receiving Special Education Services	18%	11%
English Language Learners	10%	7%
First Language Other Than English	32%	33%
Mobility Rate <sup>3</sup>	10%	7%
Average Attendance Rate	92%	93%

## College & Career Readiness

	SCHOOL YEAR	SCHOOL				DISTRICT	STATE
		2015-16	2016-17	2017-18	2018-19	2018-19	2018-19
GRADUATION RATES							
On-Time High School Graduation Rate (Within 4 Years)		84%	87%	86%	92%	93%	81%
5-Year High School Graduation Rate		91%	95%	95%	N/A	N/A	N/A

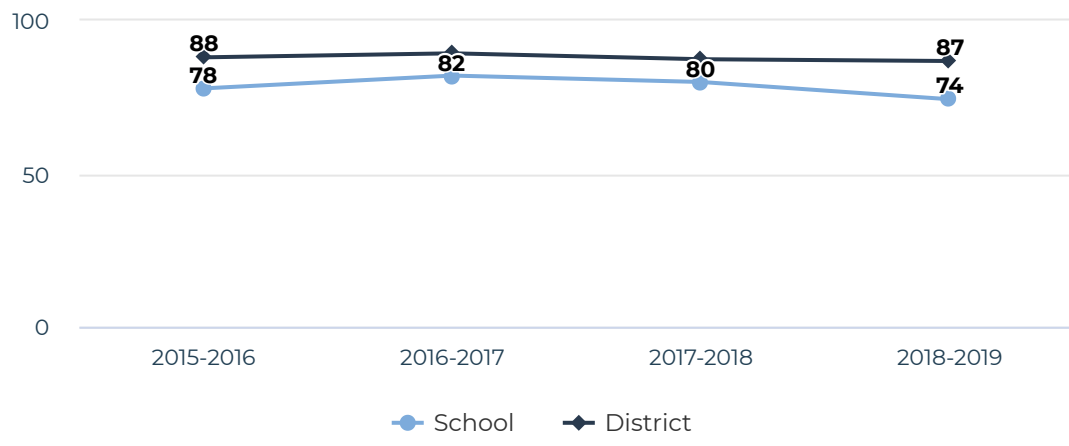
	SCHOOL YEAR	SCHOOL				DISTRICT
		2015-16	2016-17	2017-18	2018-19	2018-19
AP & IB						
AP Exam Pass Rate		52%	62%	59%	57%	79%
Average Number of AP and IB Credits Earned by Graduates		5.6	5.3	5	5.5	5
Students Taking At Least One AP/IB Course by the Time They Graduate		97%	97%	97%	97%	93%

## Summary of Student Achievement

### State Assessment Results

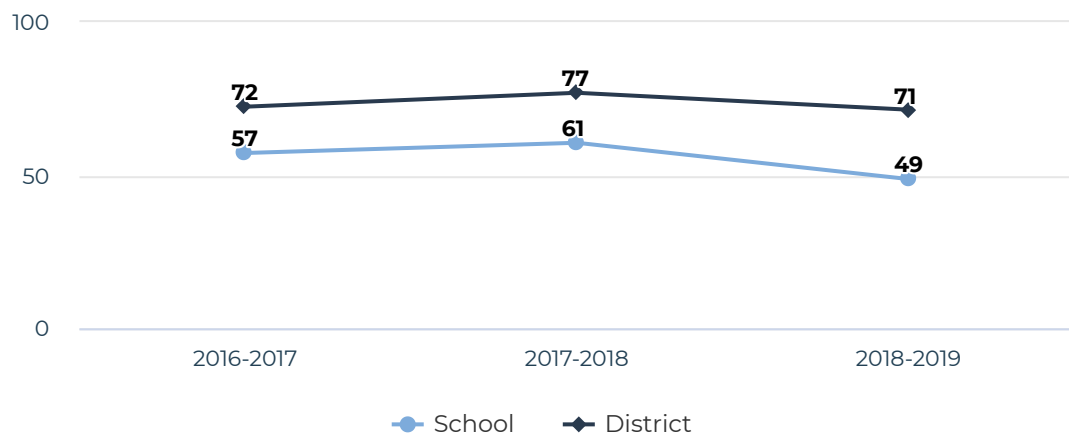
## English Language Arts

Smarter Balanced - Percentage of 10th Grade Students Meeting Standards



## Mathematics

Smarter Balanced - Percentage of 10th Grade Students Meeting Standards



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## Glossary

### 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/assess-ment/StateTesting/default.aspx](http://www.k12.wa.us/assess-ment/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, 2019 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.