



2018-2019

SCHOOL PRINCIPAL:

Scott Powers



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

2018-2019 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 the 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 of the current focus at Sammamish High School, as well as an outline of 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.

Instructional Program Overview.....	Page 3
Profile	Page 4
Achievement & Growth	Page 6
School Goals & Key Performance Indicators	Page 7
Appendix A – Glossary	Page 11

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 the necessary support to be academically, socially and emotionally secure 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 Problems, 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.

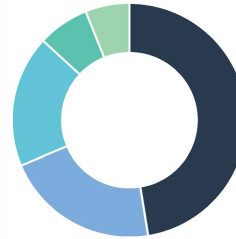
Programs Offered

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

School & Student Characteristics

	SCHOOL ¹	DISTRICT ²
Enrollment	1,062	1,488
National Board Certified Teachers	28%	31%
Eligible for Free/Reduced Price Meals	35%	19%
Receiving Special Education Services	14%	9%
English Language Learners	11%	8%
First Language Other Than English	33%	34%
Mobility Rate ³	13%	8%

Racial Diversity



21%	Asian
6%	Black
18%	Hispanic
7%	Two or more races
47%	White
N/A	Native American
N/A	Pacific Islander

Attendance & Discipline

	SCHOOL	DISTRICT
Average Attendance Rate	81%	88%
Students with < 10 Absences Per Year	36%	48%
Students with 18+ Absences Per Year	40%	26%
Suspension Rate ⁴	4.9%	1.7%

College & Career Readiness

GRADUATION RATES	SCHOOL				DISTRICT 2016-17	STATE 2016-17
	2013-14	2014-15	2015-16	2016-17		
On-Time High School Graduation Rate (Within 4 Years)	88%	86%	84%	87%	91%	79%
5-Year High School Graduation Rate	95%	92%	91%	N/A	N/A	N/A

AP & IB	SCHOOL				DISTRICT
	2014-15	2015-16	2016-17	2017-18	
AP Exam Pass Rate	52%	50%	59%	59%	78%
Average Number of AP and IB Credits Earned by Graduates	5.5	5.0	4.7	4.4	6.9
Students Taking At Least One AP/IB Course by the Time They Graduate	97%	96%	97%	95%	93%

SAT & ACT

	SCHOOL				DISTRICT
	2014-15	2015-16	2016-17	2017-18	
High School Seniors Taking the SAT or ACT	71%	76%	83%	N/A	N/A
Average SAT Composite Score	1574	1543	1143	N/A	N/A
Average ACT Composite Score	23.7	22.9	21.3	N/A	N/A

ADDITIONAL COLLEGE READINESS MEASURES

	SCHOOL				DISTRICT
	2014-15	2015-16	2016-17	2017-18	
English Language Arts: 10th Grade Smarter Balanced Met Diploma Standard	67%	77%	72%	75%	83%
English Language Arts: 11th Graders Met PSAT College & Career Readiness Benchmarks	N/A	77%	63%	73%	85%
Math: 10th Grade Smarter Balanced Met Diploma Standard				57%	75%
Math: 11th Graders Meeting PSAT College & Career Readiness Benchmark	N/A	50%	48%	49%	71%

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, 2017 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 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.

Measures by Student Group

	All Students			Asian			Black			Hispanic			Two or More			White			English Learners			Low Income			Students with Disabilities		
	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal
ELA Proficiency Rate	56.3%	76.0%	78.0%	64.5%	73.6%	75.6%	39.3%	41.2%	47.4%	31.7%	52.2%	56.4%	62.5%	74.1%	76.1%	63.7%	89.7%	89.7%	16.7%	8.7%	31.4%	38.6%	54.5%	58.5%	13.5%	45.5%	49.5%
Math Proficiency Rate	10.8%	55.5%	59.5%	15.9%	66.0%	70.0%	14.3%	17.6%	29.4%	4.2%	26.1%	32.1%	10.6%	48.1%	52.1%	10.9%	67.1%	69.1%	5.6%	13.0%	22.5%	8.8%	35.4%	40.4%	2.1%	24.2%	30.2%
Graduation Rate	85.6%	*	*	87.6%	*	*	74.4%	*	*	79.1%	*	*	82.5%	*	*	89.3%	*	*	61.4%	*	*	79.2%	*	*	71.6%	*	*
EL Progress Rate	67.5%	*	*		*	*		*	*		*	*		*	*		*	*		*	*						
Regular Attendance Rate	83.0%	*	*	91.7%	*	*	74.9%	*	*	75.4%	*	*	76.4%	*	*	84.6%	*	*	82.6%	*	*	74.4%	*	*	60.2%	*	*
Ninth Grade on Track	74.2%	*	*	83.8%	*	*	56.5%	*	*	51.4%	*	*	69.2%	*	*	82.8%	*	*	50.0%	*	*	54.4%	*	*	41.3%	*	*
Dual Credit Rate	88.1%	*	*	89.1%	*	*	83.4%	*	*	81.8%	*	*	86.8%	*	*	91.2%	*	*	68.9%	*	*	81.2%	*	*	67.1%	*	*

These measures include results on state standardized test (*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. If the space is white and blank, that means the student group was too small to report out publicly, to protect the student privacy. If the space contains a star (*), the state has yet to provide that data.

WELL-ROUNDED EDUCATION

School Goals & Key Strategies

Sammamish High School provides opportunities for every student to develop the knowledge and skills essential to:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems.
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Educators at Sammamish High School provide the foundation for our academic program and conditions for student learning. With the use of instructional coaches, we support all teachers to provide high quality and culturally relevant instructional practices. Additional program support is provided to those students that need assistance. Student services are available for students experiencing homelessness or living in foster care. We offer additional academic assistance and staff professional development through our office of multilingual services, special education and learning assistance program. Focusing on our key priority areas, we have set the following growth and improvement goals in partnership with our parents, students and staff.

High Quality Instruction

Implementation SMART goals by the end of the 2018-19 school year:

- Math teachers of the Algebra Geometry block and Algebra 2 courses will utilize math discourse instructional strategies as evidenced by observational learning walk data
- Building instructional leaders in math will schedule and facilitate course-level team meetings, using data protocols to process course assessment data

Our Strengths in the goal area:

- The Sammamish EI Team (SEIT) has been in existence for over a year with the principal leading the group of math teachers, special education teachers, a counselor, and an English Language Learner (ELL) facilitator.
- The SEIT has developed a preliminary screening tool for entry into the Algebra/Geometry Block class that utilizes prior class performance, SBA scores, STAR testing scores, and teacher comments.
- The SEIT has developed instructional “look fors” in academic discourse and problem-solving strategies to analyze tier 1 instruction in the Algebra Geometry block and Algebra 2 courses.
- All Algebra/Geometry Block teachers, including the Special Education co-teachers, have a common planning period that is used for regular team meetings including the principal and Instructional Technology Curriculum Leader (ITCL) assigned to the group.

Key Performance Indicators for the 2018-19 School Year include:

- Provide specific feedback to teachers on their math instruction with first round observations conducted by the end of October and the second prior to the end of first semester

- Measure and account for implementation of the math discourse strategies in each of the Algebra/Geometry Block and Algebra 2 courses by utilizing the [classroom learning walk recording sheet](#), focusing on math discourse
- Measure fidelity of implementation of the new Algebra/Geometry/Algebra 2 Math Techbook resources by utilizing the [classroom learning walk recording sheet](#)
- Guide the development and focus of instructional coaches and other personnel resources in the building, focusing support on both content standards and math discourse aligned to the Secondary District Math Plan
- Use Fidelity Integrity Assessment (FIA) (1.1) data to strengthen the Equity and Inclusion (EI) leadership team focus on data-driven math instruction and student outcomes

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Use of Academic Recovery program on Wednesday afternoons
- Freshman Scholars tutorial on Tuesdays (While all freshman are able to attend, teachers recommend students in need. Phone calls are made to the student's family to let them know of the invite.)
- Extended tutorial on Tuesdays and Thursdays continues to be available through our partnership with Jubilee Reach and it is open to all students. Peer and adult tutors are available.
- A reading support class is provided to students who are below grade level or recently exited from English Language Learner (ELL) support
- Counselor support and work plans for students in need that are coordinated with the student's teachers

Student Well-Being

Implementation SMART goals during the 2018-19 school year:

- Sammamish HS Students will participate in a common lesson teaching the Social Emotional Learning (SEL) Standards and Benchmarks and learn about prohibition of Harassment, Intimidation, and Bullying (HIB), how to recognize HIB, and how to report allegations of HIB. Lesson delivery occurred at the beginning of the school year.
- Sammamish HS Students will participate in three pro-social common lessons to develop and grow social emotional learning competencies (self-awareness, self-management, self-efficacy, social awareness, social management, social engagement) through the remainder of the year.
- Sammamish HS Staff will participate in all four of these lessons (regardless if they are delivering the lessons to students) to not only be informed but also learn the SEL Standards and Benchmarks, pro-social behavior, and prevention strategies to reduce and/or eliminate HIB.
- Additional SEL focused activities and learning opportunities are occurring, to include though not limited to, use of assemblies, regular community forums, professional development for staff on adolescence, continuation and further development of racial affinity student groups.

- Sammamish HS Staff will commit to implementing two or three of the following five proactive classroom management strategies: 5:1 Ratio of Positive/Negative Feedback, Communicating Competently, Goal Setting and Performance Feedback, Wise Feedback and Opportunities to Respond.

Our Strengths in the goal area:

- Professional Development time has been set aside for teachers to develop a deeper knowledge of the SEL Lessons
- Community forums have been added which utilize and build off the SEL lessons
- Ongoing professional development of Sammamish staff is occurring to raise racial consciousness to more effectively serve students and our families
- Sammamish HS Staff regularly engage in training, and implementation of, restorative circles
- Ongoing teacher reflection and analysis in use of selected Positive Classroom Management (PCM) strategies is occurring

Key Performance Indicators for the 2018-19 School Year include:

- Student survey data related to the effectiveness of the SEL prosocial lessons will be collected after lessons three and four
- Student focus group data on the effectiveness of the SEL lessons
- An overall growth in student “Sense of Belonging” on the Panorama Survey by 4% (from 64% to 68%)

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

Building Administrators will...

- Ensure SEL common lesson delivery to students within the delivery window
- Create a plan for onboarding new students
- Collect student data using surveys and focus groups

Instructional Coaches will...

- 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

Climate & Culture

Implementation SMART GOAL:

By March 2019, Sammamish will have the following implementation SMART goals met:

- El team will complete Team Development and Communication Structures of Readiness and Foundation

By June 2019, Sammamish will have the following implementation SMART goals met:

- El team will complete FIA 1.1 (Version 2.0) in the Fall and Spring, with a minimum target in June of level 2 implementation (implementing)
- El team will complete Current Reality

Our Strengths in the Goal Area:

- Sammamish has been receiving technical assistance from a representative from Schoolwide Integrated Framework for Transformation (SWIFT) for over a year. This has allowed us to be further in the development of our EI team when compared to other district schools not receiving technical assistance. The team has strong representation from general education math teachers, special education teacher, ELL teacher, and a school counselor.
- EI team has created look-fors for tier 1 instruction and is in the process of collecting data for all Algebra/Geometry block and Algebra 2 courses
- EI team is engaging in data analysis of student performance on math standards for the analysis of tier 1 instruction in all Algebra/Geometry block and Algebra 2 courses

Key Performance Indicators for the 2018-19 School Year include:

- Clear documented purpose, team roles and responsibilities, decision-making process, and communication plan
- Complete two rounds of the cycle around tier 1 instruction which includes the use of instructional look-fors
- Complete Tiered Intervention Matrix for the Algebra/Geometry block and Algebra 2 courses

APPENDIX A: Glossary

EL	English Language Learner refers to the percent of students meeting or exceeding state standards with regards to the length of time they qualify for services from the District's English Language/Multilingual Department
WSIF	Washington School Improvement Framework 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.
'SMART' Goal	SMART stands for: Specific, Measurable, Attainable, Realistic and Time-Based. In other words, when setting a goal you ensure that it meets each one of these criteria.
