Tillicum Middle School
SCHOOL IMPROVEMENT PLAN
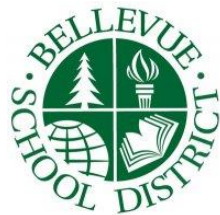
2019-2020

SCHOOL PRINCIPAL:

James Peterson

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.

Tillicum Middle School

2019-2020 School Improvement Plan

At Tillicum Middle School we have a passion for instruction and student learning and are committed to providing an equitable and exceptional education to all our 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 Tillicum, 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.

"We have a passion for instruction and student learning, and are committed to providing an equitable and exceptional education to all of our students. "
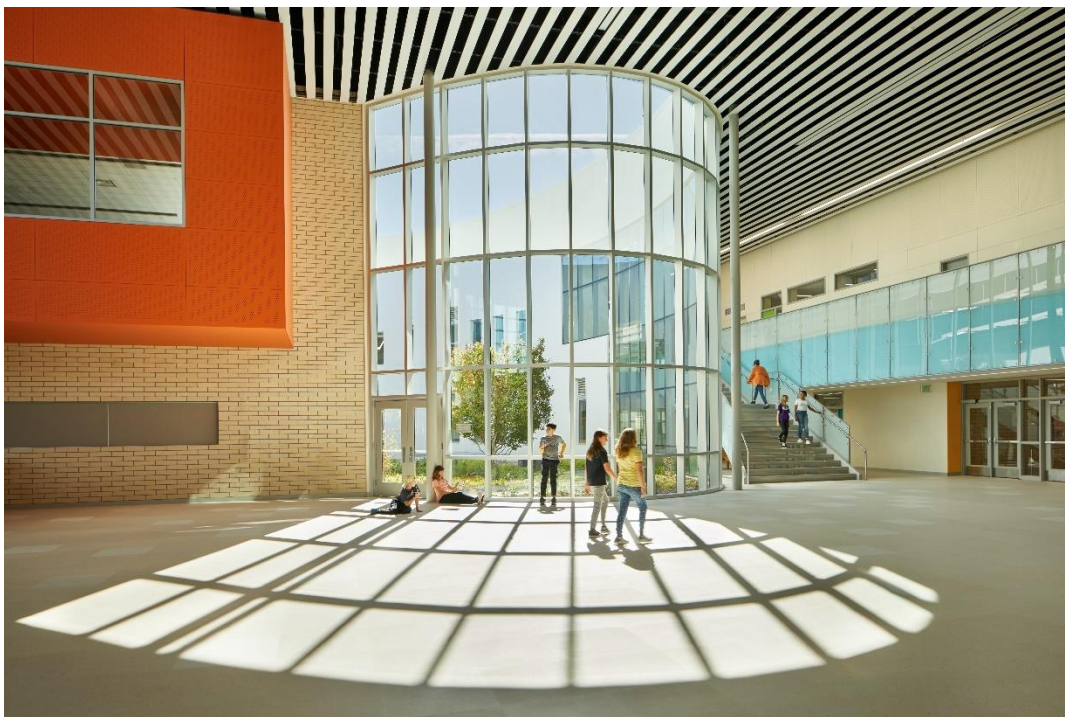
SCHOOL BACKGROUND

Instructional Program Overview

Tillicum is a high achieving middle school serving approximately 800 students. Students attend a seven-period day, take four required academic courses each semester, Language Arts, Math, Science, and Social Studies. In addition, students take required courses in Physical Education at each grade level, Health in the 7th grade, and choose from a variety of electives; Spanish, French, Chinese, Applied Technology, Digital Technology, Gateway to Technology, Video Production, Band, Orchestra, Choir, Drama, Art Exploration, Ceramics, and Studio Art. All Tillicum teachers are highly qualified, with 23% having earned National Board Certification.

Though not required, approximately 60% of Tillicum's students take a music course and approximately 70% of Tillicum's students take a world language course, including Chinese, French and Spanish. Tillicum is also home to the International Spanish Academy (ISA) program and the Mandarin Dual Language program with both programs focusing on in-depth language learning. Students enrolled in either program began in either Kindergarten or first grade and are becoming functionally fluent in the target Language.

Students are given many opportunities for involvement and leadership. Eighth-grade students provide mentorship to incoming 6th graders as part of our WEB (Where Everybody Belongs) program. Associated Student Body (ASB)) and National Junior Honor Society (NJHS) students plan and organize social events and community service projects. Club Jubilee at Tillicum provides many opportunities for students to develop leadership skills. Through sports such as soccer, cross-country, basketball, and flag football and activities such as math club and chess club, students are taught more than just how to compete. Through these and other programs at Tillicum, students engage their peers in a positive manner by guiding others based on personal experience and leading their group through physical and/or mental challenges.

2018-19 SCHOOL PROFILE

16020 SE 16th St
Bellevue, WA 98008

http://www.bsd405.org/tillicum
425-456-6700
James Peterson, Principal

Tillicum Middle School

School Overview

Tillicum is a high achieving middle school serving approximately 800 students. We offer a comprehensive core instructional program, including a variety of elective options such as, World Languages, Drama, Dance, Choir, Band, Orchestra, and Academic/Personal Growth Courses. We are committed to affirming and inspiring each and every student to learn and thrive as creators of their future world.

Programs Offered

Cascade (special education), International Spanish Academy (immersion), Chinese Dual Language Immersion

Racial Diversity
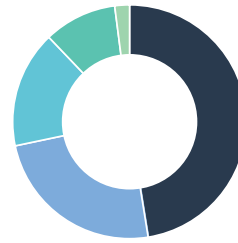
24%	Asian
2%	Black
16%	Hispanic
10%	Two or more races
47%	White
N/A	Native American
N/A	Pacific Islander

School & Student Characteristics [1]

	SCHOOL	DISTRICT [2]
Enrollment	784	683
National Board Certified Teachers	24%	28%
Eligible for Free/Reduced Price Meals	12%	17%
Receiving Special Education Services	10%	8%
English Language Learners	4%	8%
First Language Other Than English	21%	35%
Mobility Rate [3]	4%	7%

Attendance & Discipline

	SCHOOL	DISTRICT
Average Attendance Rate	96%	96%
Students with < 10 Absences Per Year	75%	63%
Students with 18+ Absences Per Year	7%	17%
Suspension Rate [4]	0.9%	3.4%

Summary of Student Achievement

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

Legend: Exceeds Standards | Meets Standards | SCHOOL | DISTRICT | STATE [5]

	ENGLISH LANGUAGE ARTS Smarter Balanced			MATH Smarter Balanced			SCIENCE WCAS		
	77%	79%	59%	74%	72%	47%	73%	74%	52%
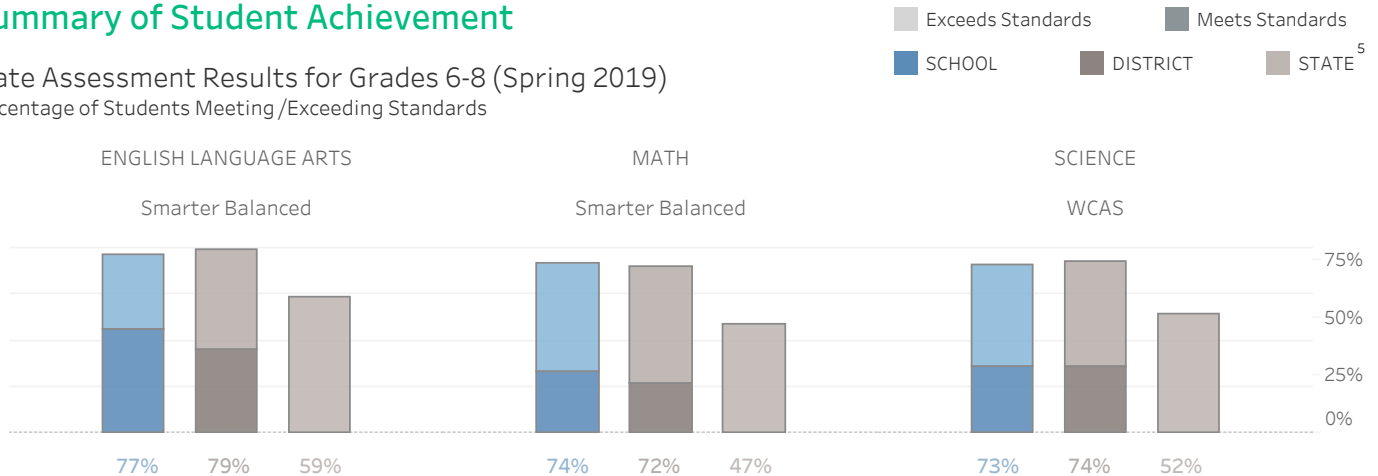
State Assessment Results for Grades 6-8 in the Last Four Years
Percentage of Students Meeting Standards

ENGLISH LANGUAGE ARTS — Smarter Balanced: 2016 79%, 2017 74%, 2018 76%, 2019 77%

MATH — Smarter Balanced: 2016 77%, 2017 71%, 2018 70%, 2019 74%

SCIENCE — MSP: 2016 92%, 2017 85%; WCAS: 2018 77%, 2019 73%
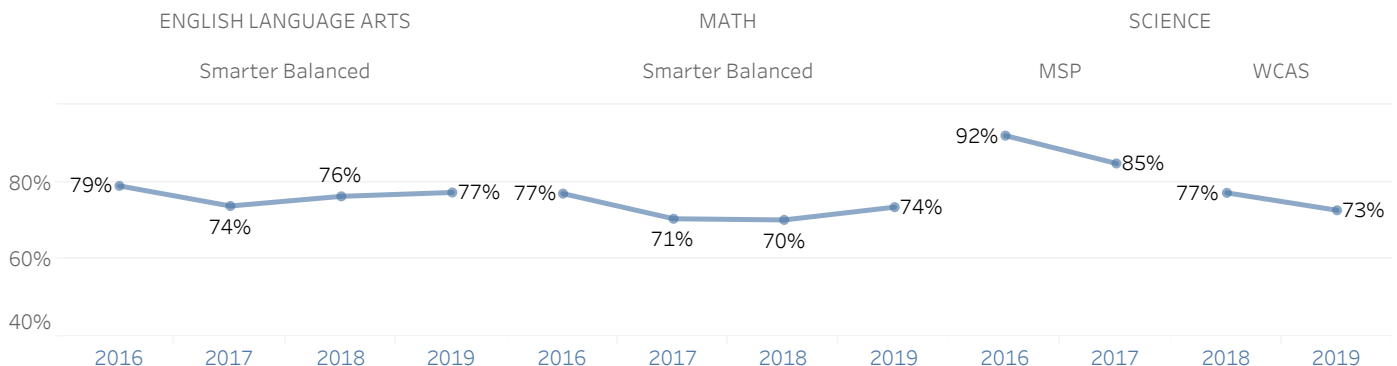
Glossary

National Board Certified Teachers
The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

Science Assessments - WCAS/MSP
WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS replaces the WA State MSP science assessment. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

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, 2018 unless otherwise specified.

2. **District Average**
The district averages displayed here are the averages for district middle schools.

3. **Mobility Rate**
The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.

4. **Suspension Rate**
The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.

5. **State Assessment Results**
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."

Achievement & Growth

The Washington School Improvement Framework (WSIF) includes each student group individually, creating a holistic vision of a school through two lenses: the performance of the all students group and that of their student group populations. The all students group includes all students in the school, where each student group shows the performance of students by race/ethnicity and program enrollment.   Effectively, all student groups are held to the same standard.

English Language Arts

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

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	77%	78%	77%	79%
Asian	80%	81%	84%	85%
Black	47%	52%	53%	58%
Hispanic	66%	69%	69%	72%
Two or More Races	74%	76%	73%	75%
White	81%	82%	79%	80%
Eligible for Free/Reduced Price Meals	48%	53%	41%	47%
Students with Disabilities	34%	40%	27%	35%
English Language Learners	21%	29%	4%	15%

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

Group	2018	2019		2020
	Actual Grade 4	Target Grade 5	Actual Grade 5	Target Grade 6
All Students	77%	78%	80%	81%
Asian	81%	82%	84%	85%
Black	*	*	*	*
Hispanic	67%	70%	57%	61%
Two or More Races	74%	76%	84%	85%
White	77%	78%	84%	85%
Eligible for Free/Reduced Price Meals	59%	62%	51%	56%
Students with Disabilities	53%	57%	52%	57%
English Language Learners	35%	41%	24%	*

Achievement & Growth

Math

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

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	71%	73%	73%	75%
Asian	81%	82%	86%	87%
Black	27%	34%	41%	47%
Hispanic	53%	57%	59%	63%
Two or More Races	73%	75%	77%	79%
White	73%	75%	74%	76%
Eligible for Free/Reduced Price Meals	37%	43%	39%	45%
Students with Disabilities	25%	32%	23%	31%
English Language Learners	33%	39%	18%	27%

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

Group	2018	2019		2020
	Actual Grade 4	Target Grade 5	Actual Grade 5	Target Grade 6
All Students	75%	77%	70%	73%
Asian	86%	87%	78%	80%
Black	*	*	*	*
Hispanic	56%	60%	50%	55%
Two or More Races	68%	70%	66%	69%
White	75%	77%	73%	75%
Eligible for Free/Reduced Price Meals	45%	50%	44%	50%
Students with Disabilities	42%	47%	39%	45%
English Language Learners	47%	52%	38%	*

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.

High Quality Instruction

English Language Arts Goals:
- At least 81% of Class of 2026 (current 6th graders) will meet state Smarter Balanced Assessment (SBA) standards in ELA, while meeting WSIF goals for all subgroups. The 2019 proficiency rate was 80%.
- We will decrease the gap between our highest and lowest achieving racial subgroups in ELA grades 6-8 by accelerating the growth for the lowest-scoring groups from 15% in 2019 to 7% in 2020 while maintaining or increasing proficiency levels of the highest scoring groups.

Strengths in the Goal Area:
- Comprehensive Student Support Framework: Tillicum has a comprehensive student support framework that initially focuses on classroom interventions and support. Teachers create action improvement plans for students and monitor these plans during monthly grade level meetings.
- Grade-Level Teams: Grade -level teams of teachers are provided the opportunity to regularly come together to identify effective instructional practices and students of concerns at each level and to develop Tier 1 solutions to support the academic success of all students. This structure provides teachers the opportunity to collaborate around student success and to work collaboratively to effectively implement new learning in the classroom.
- Multi-Tiered Systems of Support Team: Tillicum's Multi-Tiered Systems of Support (MTSS) team functions to develop solutions to help targeted students be successful at school utilizing a variety of different resources. This year, the MTSS team is focusing its work on identified 6th graders in Math and English Language Arts, and 8th graders who exhibit early warning indicators.
- Focus on Inclusion: Providing inclusive instruction for students receiving special education services through co-teaching in general education math and language arts classrooms. Providing inclusive instruction for students served by our English Language Learner program through co-teaching in ELA and reading lab classes.

Key Performance Indicators include:
- Interim Assessments will be given to students four times during the year in English language arts and Social Studies classes. After each assessment, teachers will work collaboratively and utilize a data analysis protocol and develop plans to provide strategies and interventions in the classroom during instruction.

Strategies: To support growth and achievement our school community will meet the academic and non-academic needs in the following ways:
- Implement Cycles of Continuous Improvement using school, and subgroup data, and equity tools to monitor and adjust tiered supports for students.
- Use interim assessment data in 6th grade English Language Arts and Social Studies classes to inform and strengthen standards-based, data-driven instruction.
- Implement a 6th grade Literacy team to develop and implement school-wide literacy strategies across content areas.
- Implement structured Professional Learning Communities.
- Implement co-taught classes in reading and language arts, with general education, ELL, and special education teachers.
- Provide targeted professional development to support teachers in using assistive technology.

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

Math Goals:
- At least 73% of Class of 2026 (current 6th graders) will meet state SBA standards in MATH, while meeting WSIF goals for all subgroups. The 2019 proficiency rate was 70%.
- We will decrease the gap between our highest and lowest achieving racial subgroups in Math grades 6-8 from 45% in 2019 to 20% in 2020 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups.

Strengths in this Goal Area:
- <u>Comprehensive Student Support Framework</u>: Tillicum has a comprehensive student support framework that initially focuses on classroom interventions. Teachers create action improvement plans for students and monitor these plans during monthly grade level meetings.
- <u>Grade-Level Teams</u>: Grade-level teams of teachers are provided the opportunity to regularly come together to identify students of concerns at each level and to develop Tier 1 solutions to support the academic success of all students. This structure provides teachers the opportunity to collaborate around student success and to work collaboratively to effectively implement new learning in the classroom.
- <u>Multi-Tiered Systems of Support Team</u>: Tillicum's Multi-Tiered Systems of Support (MTSS) team functions to develop solutions to help targeted students be successful at school utilizing a variety of different resources. This year, the MTSS team is focusing its work on 6th graders who are struggling in Math and English Language Arts, and 8th graders who exhibit early warning indicators.
- <u>Focus on Inclusion</u>: Providing inclusive instruction for students receiving special education services through co-teaching in general education math classrooms. Providing inclusive instruction for students served by our English Language Learner program through co-teaching in general education reading lab classes.

Key Performance Indicators Include:
- Interim Assessments will be given to students four times during the year in all math classes. After each assessment, teachers will work collaboratively and utilize a data analysis protocol and develop plans to provide strategies and interventions in the classroom during instruction.

Strategies: To support growth and achievement our school community will meet the academic and non-academic needs in the following ways:
- <u>Implement Cycles of Continuous Improvement</u> using school, and subgroup data, and equity tools to monitor and adjust tiered supports for students.
- <u>Use interim assessment data</u> in to inform and strengthen standards-based, data-driven instruction.
- Pilot <u>structured Professional Learning Communities.</u>
- Implement <u>co-taught math classes</u> with general education and special education teachers.
- Provide <u>targeted professional development to support teachers in using assistive technology</u>.
- Students will <u>use technology to communicate, access information, solve problems, share knowledge, and enhance learning</u>. Students will apply technology to real-world learning experiences and learn digital citizenship skills and appropriate use of technology in their lives.

Student Well-Being

Student Well-Being Goal:
- Improve student sense of belonging on Panorama survey from 68% in fall 2018 to 72% in fall 2019.

Strengths in this Goal Area:
- Student-driven implementation of Character Strong Curriculum.
- Tillicum meets the criteria and exemplar status by exceeding 80% across the three tiers measured by the Tiered Fidelity Inventory (TFI) and School-Wide Evaluation Tool (SET).
- Tillicum's TMS matrix (Take Responsibility, Make Good Choices, Show Compassion, Discipline Plan and Student Handbook are excellent resources for new and veteran staff members, students and families.
- Teachers explicitly teach TMS matrix and Social Emotional Learning (SEL) lessons throughout the year.
- TMS has a strong Positive Behavior Intervention and Supports (PBIS) System that promotes the delivery of evidence-based practices to support social, emotional and academic success of all students.

Key Performance Indicators Include:
- Tiered Fidelity Inventory (TFI) and School-Wide Evaluation Tool (SET) will be given in spring 2020.
- Panorama student survey will be given fall 2019 and spring 2020.

Strategies:
- Implement Cycles of Continuous Improvement using school, and subgroup data, and equity tools to monitor and adjust tiered supports for students.
- Expand strategies that affirm and inspire marginalized students, including structured mentorship programs and affinity groups.
- Implement strategies based on results from PBIS School-wide Evaluation Tool (SET) reviews, Tiered Fidelity Inventory (TFI) reviews, and other related data, including subgroup data. These strategies include increasing staff use of Tiger Awards and providing all instructional support staff training on Positive Behavior Intervention and Support strategies.

Family Engagement

Family Engagement Goals:
- At least 20% of families in each subgroup by race will participate in the family engagement survey administered by June of 2020.
- 95% of students in all subgroups participate in state testing in each subject.*

Strengths in this Goal Area:
- Weekly newsletter sent to all families.
- School hosts community building events, such as our fall Ice Cream Social and spring Taste of Tillicum.

Key Performance Indicators for the 2019-20 School Year include:
- Attendance at PTA community building events.
- Attendance at parent education sessions.
- Monitor survey completion rates during the response window and increase communication to specific subgroups as needed.

Key Strategies:

- Conduct <u>Parent Education Sessions</u> to increase agency and participation.
- <u>Engage community partners</u> as a resource in working with families to improve two-way communication.
- <u>Increase communication and outreach beyond PTA</u>.