



School Improvement Plan Tye Middle 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 Tye Middle School?

- High Achieving – proficiency of 82% in math, 84% in literacy.
- Variety of elective offerings in STEM, Visual & Performing Arts, and three World Languages.
- Advanced Learning courses available to grades 6-8 in all core subject areas.

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 Percentage Favorable | | | |
| Student Groups | Grades 6-8 | | |
| | Baseline 2017 | Fall 2019 | Fall 2021 |
| All Students | 65% (968) | 61% (1,012) | |
| Asian | 66% (530) | 61% (612) | |
| Black | 53% (16) | 52% (22) | |
| Hispanic | 67% (51) | 57% (48) | |
| Multi-ethnic | 61% (77) | 59% (69) | |
| White | 65% (225) | 62% (246) | |
| Students with Disabilities | 66% (56) | 54% (54) | |
| English Learners | 68% (53) | 61% (60) | |
| Low Income | 60% (103) | 59% (95) | |
| <p>*Data suppressed due to small group size, in order 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. Number of students surveyed is shown in parentheses.</p> | | | |
| Data Reflection | | | |
| <ul style="list-style-type: none"> • The data doesn't show impact since March 2020 when the pandemic forced in-person school closure. • The most significant decrease in positive responses were Hispanic students (-10 points), and students with disabilities (-12 points). The latter is significant as they were of the three highest reporting groups in 2017. • Fall 2019 data shows Asian & White students report a higher sense of belonging than Black and Hispanic students. • English Learners may report a higher sense of belonging with credit due to the role of ELL facilitators building relationships and classroom community. Students with disabilities also receive case management services, but the reported sense of belongingness is lower. | | | |

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/>.

Key Strategies / Adjustments

- MTSS Team will 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 Tickets, PRIDE Awards, Student of the Quarter etc. and providing all instructional support staff training.
- Professional Development and Professional Learning Communities (PLCs) providing training and collaboration on topics associated with student well-being, mental health, and trauma-informed practices.
- Signs of Suicide Lessons (SOS) and screeners provided to all 7th & 8th grade students in October/November 2021 by the Mental Health Assistance Team (MHAT).
- Track student participation in clubs, activities, sports, and assembly attendance.
- Increase social opportunities within the school day for students in Special Education programming, 6th grade students, and students with anxiety and associated needs.

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 6-8: Panorama Social-Emotional Learning Survey (Student Self Report) | | | | |
|---|-----------|-------------|-----------|-------------|
| Social Emotional Competency | Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 |
| Self-Management | 82% | 79% | | |
| Social Awareness | 74% | 74% | | |
| Self-Efficacy | 56% | 56% | | |

Data Reflection

- Two additional assessment opportunities will provide educators a more comprehensive picture across the pandemic (during and following in-person school closures).
- Students report the greatest strength in the Self-Management competency as shown in both Fall 2020 and Spring 2021 measures.
- There is a significant (nearly 20 percentage point) difference in positive responses to Self-Efficacy when compared to Self-Management and Social Awareness.

Key Strategies / Adjustment

- Professional Development and Professional Learning Communities (PLCs) providing training and collaboration on topics associated with student well-being and resilience.
- Tye Students participate in 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 year.
- MTSS Team will 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 Tickets, PRIDE Awards, Student of the Quarter etc. and providing all instructional support staff training.

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

Increase percentage of students in grades 6-8 making typical or high growth in literacy and math from Fall 2021 to Spring 2022.

| Grades 6-8: Percentage of students showing typical/high growth from fall to spring | | | | |
|--|------------------------------------|-----------------------|--------------------------------|-----------------------|
| Subgroup | Star Reading % Typical/High Growth | | SBA Math % Typical/High Growth | |
| | Fall 2020-Spring 2021 | Fall 2021-Spring 2022 | Fall 2020-Spring 2021 | Fall 2021-Spring 2022 |
| All | 71% (936) | | Not available | |
| Asian | 72% (618) | | Not available | |
| Black | 73% (15) | | Not available | |
| Hispanic | 67% (36) | | Not available | |
| Multi-Ethnic | 69% (71) | | Not available | |
| White | 66% (191) | | Not available | |
| Low Income | 68% (88) | | Not available | |
| English Learner | 65% (46) | | Not available | |
| Students with Disabilities | 63% (35) | | Not available | |
| Female | 74% (440) | | Not available | |
| Male | 68% (494) | | Not available | |
| Advanced Learning | 78% (290) | | Not available | |
| Traditional | 67% (646) | | Not available | |
| Grade 6 | 70% (288) | | Not available | |
| Grade 7 | 71% (315) | | Not available | |
| Grade 8 | 71% (333) | | Not available | |

Data Reflection

- Nearly 30% of students did not demonstrate typical or high growth in reading from Fall of 2020 to Spring of 2021.
- Black & Asian students at Tyee show some of the most significant evidence of growth over time from the Fall of 2020 to Spring of 2021 as measured by Star Reading scores.
- White students grew at a lesser rate of increase than other race/ethnicity groups.

Key Strategies

- Lexia Implemented in all grade 6 Language Arts classrooms with a building-wide literacy strategy to support students receiving 90 minutes of literacy practice per week in the Lexia tool.
- Additional progress monitoring for students in Lexia as it tracks student mastery of standards. Review Literacy Assessment Data in Language Arts and Social Studies classes through interim assessments.
- Monitor student progress within ALEKS on a regular basis for those receiving additional or personalized support.
- Provide targeted professional development and professional learning communities to support teachers in using assistive technology for Universal Design for Learning (UDL).
- Professional Learning Communities (PLCs) developed to build capacity through professional learning to improve inclusive practices that would support multi-language learners (MLLs).
- Reading Apprenticeship PD is attended by 12+ Tye educators, including a PLC centered on this work.
- Co-teaching in IMT 1 & IMT2 Math, and all three grade levels of Language Arts. Provide training, collaboration time, and identifying the characteristics of high-functioning co-teaching teams.

Academic Success Priority: ELA and Math Proficiency

We recognize that student learning experiences varied widely during the 2019-20 and 2020-21 school years due to the pandemic and the shift in learning models. Universal screeners administered in the fall will provide student proficiency data for educators as they design instruction and supports based on students' beginning of the year level in the core subject areas of literacy and math. Based on progress monitoring data during the 2020-21 school year, math is a focus area.

ELA and Math Proficiency Measures and Targets

Increase percent of students meeting or exceeding proficiency standards in literacy and math in grades 6-8.

| Grades 6-8: Percentage of students meeting or exceeding standards in reading and math | | | | |
|---|---------------------------|-------------|-----------------------|-------------|
| Subgroup | Star Reading % Proficient | | SBA Math % Proficient | |
| | Spring 2021 | Spring 2022 | Fall 2021* | Spring 2022 |
| All | 83% (979) | | | |
| Asian | 85% (638) | | | |
| Black | 58% (19) | | | |
| Hispanic | 71% (38) | | | |
| Multi-Ethnic | 81% (73) | | | |
| White | 82% (205) | | | |
| Low Income | 60% (96) | | | |
| English Learners | 12% (65) | | | |
| Students with Disabilities | 40% (53) | | | |
| Female | 85% (456) | | | |
| Male | 81% (521) | | | |
| Advanced Learning | 100% (291) | | | |
| Traditional | 76% (688) | | | |
| Grade 6 | 81% (299) | | | |
| Grade 7 | 81% (335) | | | |
| Grade 8 | 86% (345) | | | |

* Anticipated to be available in December 2021. Math data for 2020-21 is not shown as it is incomplete.

Data Reflection

- Some stark differences when comparing growth and proficiency, particularly for Black and Hispanic students. Most Tyee students come to us “proficient”, yet how is each student growing over time?
- Asian and White students demonstrate significantly higher levels of proficiency and there is greater disparity with our Hispanic & Black students when compared to the growth table above.
- A lack of Spring SBA or end of year STAR data due to COVID-19 related cancellations prevents our ability to view “year-end to year-end” data, lack of data indicating more trends within the 2019-20 data. it is challenging to compare 2019 with 2020.
- The achievement gaps by sub-group represent an historic pattern of disproportionality based on race, income, language, and disability.

Key Strategies

- Lexia Implemented in all grade 6 Language Arts classrooms during instructional time. A building-wide strategy to support students receiving 90 minutes of literacy practice per week in the tool with access to rigorous text in 7th and 8th graders.
- Reading Apprenticeship PD is attended by 12+ Tyee educators, including a PLC centered on this work.
- Monitor student progress within ALEKS on a regular basis within Math classrooms.
- The MTSS team will develop, determine, and promote specific “Tier II” strategies designed to support and intervene for groups of students demonstrating greater needs as measured by assessment information, progress in Lexia and/or ALEKS (if applicable), and Teacher observation.
- Professional Learning Communities (PLCs) developed to build capacity through professional learning to improve inclusive practices that would support multi-language learners (MLLs).
- Co-teaching in IMT 1 & IMT2 Math, and all three grade levels of Language Arts. Provide training, collaboration time, and identifying the characteristics of high-functioning co-teaching teams.
- Create more culturally responsive communication practices to better inform, support, and empower families of MLLs.

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 | 45% (516) | | 43% (516) | | 37% (516) | |
| Asian | 49% (324) | | 46% (324) | | 40% (321) | |
| Black | * | | * | | * | |
| Hispanic | 54% (20) | | 59% (20) | | 46% (20) | |
| Multi-ethnic | 34% (40) | | 39% (40) | | 30% (40) | |
| White | 36% (120) | | 33% (118) | | 28% (120) | |
| Students with Disabilities | 54% (24) | | 48% (24) | | 60% (24) | |
| English Learners | 57% (28) | | 63% (28) | | 55% (28) | |
| Low Income | 49% (47) | | 45% (47) | | 43% (46) | |

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

Data Reflection

- Fewer than half of families responding report positively to being informed.
- Families of students with disabilities is one of the highest groups across all three categories. It is possible that relationships with case managers are a great support to families.
- Parent/guardians of students who identify as English Learners or Low Income responded the same or more favorably on this survey than Tye parent/guardians generally (in the “all” category).

Key Strategies / Adjustment

- Family Engagement Team will continue to meet monthly to develop Relationship & Listening Circle events in October and November 2021 with general and specific invitations for all families, and groups of families as identified by the Team.
- Collaborate with District Family Engagement Coordinator to align building specific support for families with district-wide events. “Principal’s Coffee” events co-hosted with the PTSA, to invite in more family voice, including virtual options in both mornings and afternoons.
- Promote and provide training to staff on communication tools such as Talking Points and Language Line.
- Frame our work and educator learning around the Equity & Accountability Policy 0130 in our communication and partnership work with families.

School Overview

Tyee Middle School is a diverse, high achieving school serving over 1,000 students. We believe in creating a collaborative culture among students, staff, and families. Every student will be challenged academically, and supported socially and emotionally. Together, we are committed to provide a high quality education, using best teaching practices, in a safe environment, to ensure success in middle school and beyond.

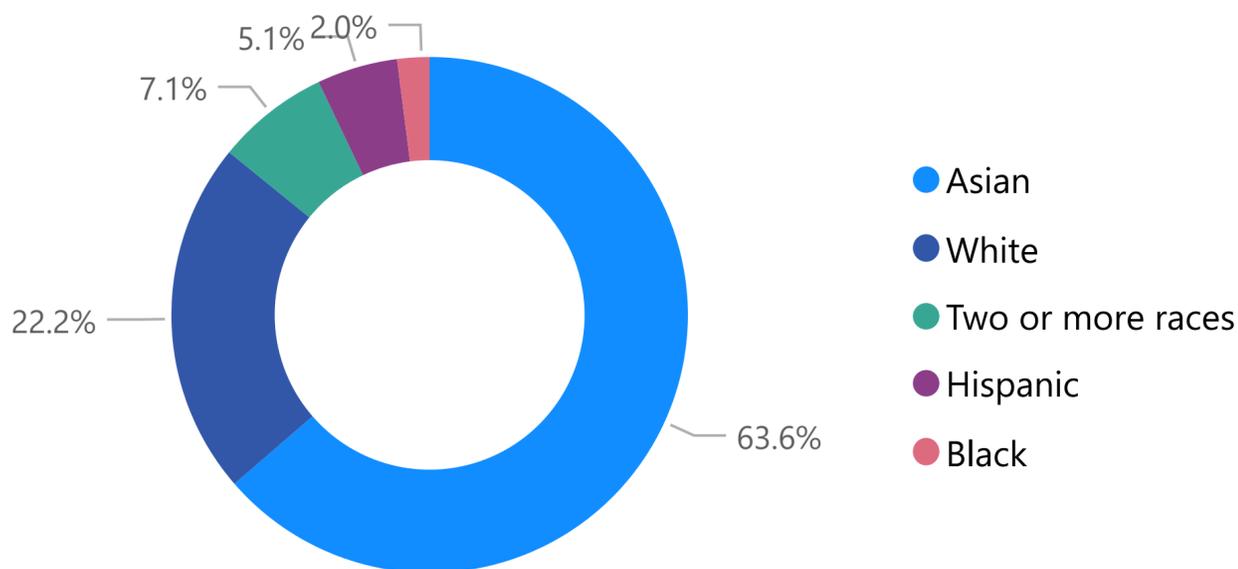
13630 SE Allen Rd
Bellevue, WA 98006

<http://www.bsd405.org/tyee>
425-456-6800
Byron Lillie, Principal

Programs Offered

Advanced Learning; Olympic (special education)

Racial Diversity



School & Student Characteristics ¹

| | Tyee Middle School | District MS Average ² |
|---------------------------------------|--------------------|----------------------------------|
| Enrollment (10/1/2020) | 1060 | 686 |
| Average Attendance Rate | 95 % | 93 % |
| Eligible for Free/Reduced Price Meals | 11 % | 18 % |
| Receiving Special Education Services | 5 % | 8 % |
| English Language Learners | 6 % | 9 % |
| First Language Other Than English | 42 % | 39 % |
| Mobility Rate ³ | 4 % | 6 % |

Summary of Student Achievement

Data from Fall 2021 testing will be added when it is available.

State Assessment Results for Grades 6 - 8 (Spring 2019)

Percentage of Students Meeting / Exceeding Standards

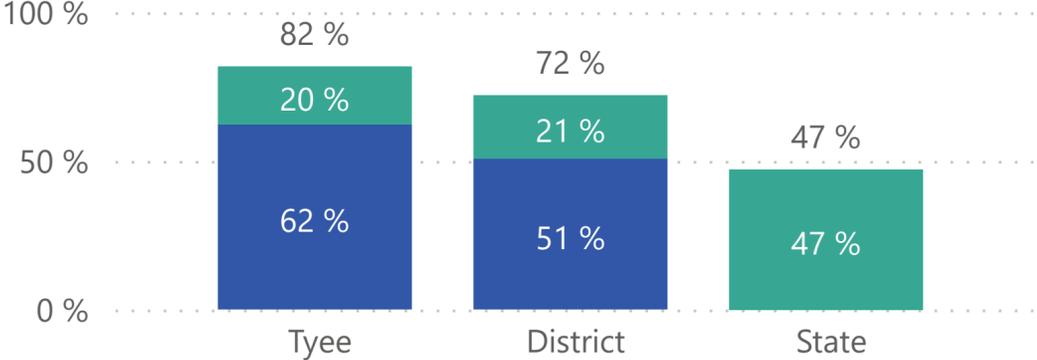
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



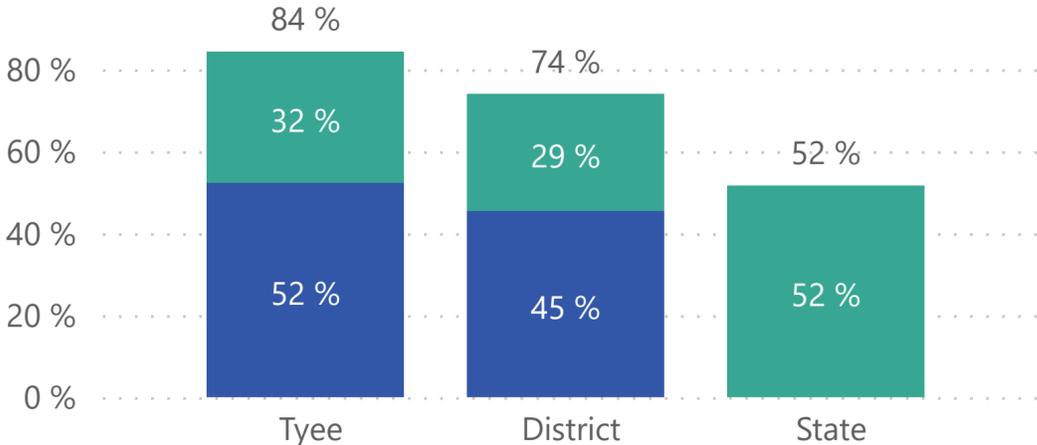
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

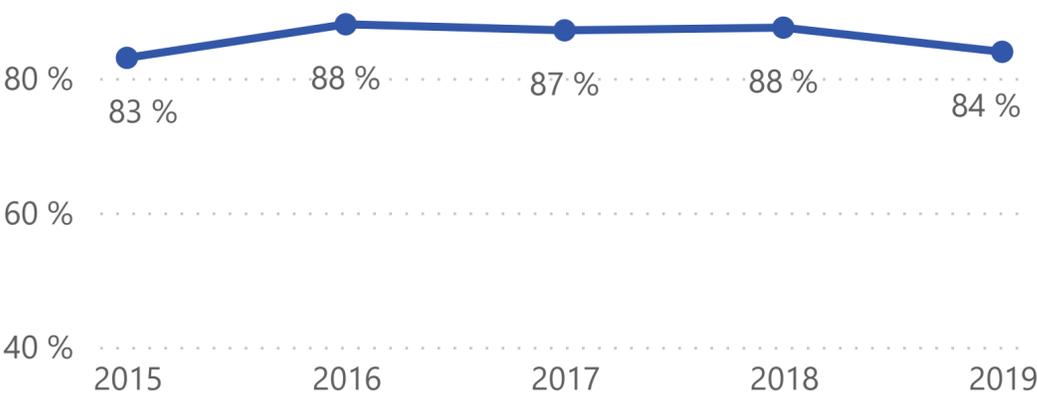
● Exceeds Standards ● Meets Standards



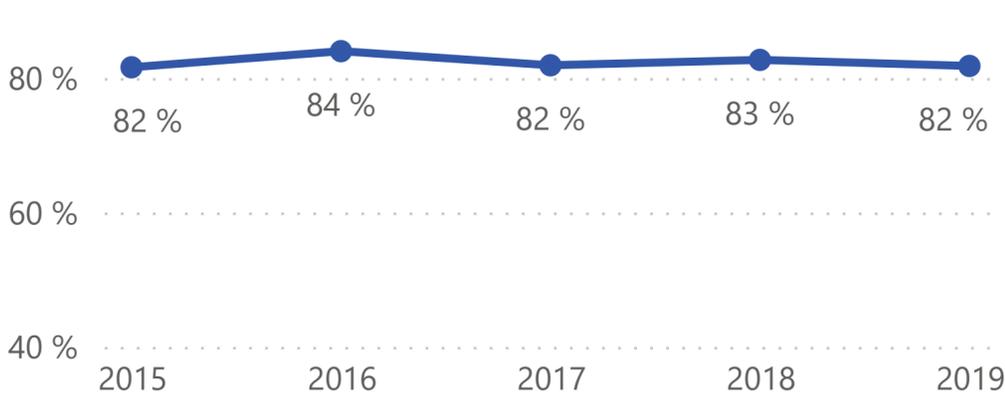
State Assessment Results for Grades 6 - 8

Percentage of Students Meeting Standards

SBA: English Language Arts



SBA: Math



WCAS: Science



Glossary

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.

STAR

Students in grades 2-8 take Renaissance Learning's STAR reading and math assessments in the fall and spring of each year. The purpose of these short, computer-based tests is to measure student growth over the course of the year, to identify students who might need additional support or acceleration, and to provide information teachers can use to inform instruction. STAR provides us with a consistent measure of student performance over time, which is helpful as state tests continue to change.

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 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 State Assessment Results

State pass rate percentages combine "Meets Standard" and "Exceeds Standard."