

# Tyee Middle School

## SCHOOL IMPROVEMENT PLAN



2019-2020

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**SCHOOL PRINCIPAL:**

**Byron Lillie**

*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.*

# Tyee Middle School

## 2019-2020 School Improvement Plan

At Tyee Middle School we are committed to serving all students, cultivating a compassionate community responsible to the needs of others, and developing the dispositions and skills students need to become life-long learners and thriving global citizens.

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 Tyee Middle School, 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.

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***The mission of Tyee Middle School is to serve all students, cultivating a compassionate community responsible to the needs of other, and developing dispositions and skills students need to become life-long learners and thriving global citizens.***



## SCHOOL BACKGROUND

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### Overview

Tyee is a high achieving middle school serving a diverse population of approximately 1,000 students. Students attend a seven-period day, taking 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 7<sup>th</sup> grade, and choose from a variety of electives: Spanish, French, Chinese, Debate, AVID, Leadership, Applied Technology, Digital Technology, Video Production, Robotics, Band, Orchestra, Choir, Drama, Art Exploration, Ceramics, Studio Art, Creative Writing, etc.

Tyee houses one of two middle school Advanced Learning Service Programs (AL) in the Bellevue School District. AL students receive academic services in Language Arts, Social Studies, Math, and Science from teachers trained in and familiar with the needs of advanced learners. Students move as a cohort through middle school and into high school.

Tyee is also the home to the Olympic Program, one of the district's middle school programs for students who benefit from additional support in the areas of organizational skills, executive functioning skills, and social competency, skills that are often associated with autism spectrum.

In addition, the Tyee staff works to support students receiving special education services by providing both individual and systemic supports on a continuum of services, including targeted reading and math support classes, and school skills courses focusing on organizational and social strategies, co-taught classes, and case manager support in the classroom.

Tyee also supports beginning, intermediate, and advanced level English Language Learners (ELL) through ELL language arts courses organized by grade level, as well as ELL English support classes for beginning and intermediate level students.

Tyee's mission is to help students learn and grow by creating a culture in classrooms and the school as a whole where we care for and promote the social-emotional well-being of each student; teach and model collaboration and supportive interpersonal relationships; value, make visible, and promote deeper levels of student thinking; and challenge students to connect their studies to the larger world to discover how they can positively contribute to their local and global community. Tyee staff looks at its practices, programs and services through a lens of racial equity and inclusion so that each student gets what he/she needs to be successful every day. Because we are learners alongside our students, we are committed to individual and collaborative reflection on our effectiveness to help every student learn and reach their potential.

There are three primary expectations at Tyee Middle School: Respect Yourself, Respect Each Other, and Respect This Place. We ask staff and students to follow these expectations by demonstrating

Tyee PRIDE: We will be Positive and Respectful in our interactions with one another; we will be Inclusive and celebrate diversity; and we will be Determined and Engaged in our work. Tyee PRIDE is embraced day by staff and students alike.

Tyee provides extra-curricular programs across content-areas including the Arts, STEM, World Language, English Language Arts, Journalism, Service Learning, and Student Leadership. Club Jubilee (Jubilee REACH) and Tyee provide intramural athletic programs including Cross Country, Golf, Ultimate Frisbee, Basketball, Soccer, Flag Football, Volleyball, and Badminton.

Tyee facilitates several community outreach opportunities for our families. Tyee staff work with the Tyee PTSA for the education and well-being of all children in the Tyee community. Family members are encouraged to take an active role in their student's education. The Tyee Action Team for Partnerships (ATP) develops plans and implements activities for parent and family engagement that promote student academic success, such as the Family University, an event hosted for Tyee families to learn about topics such as transitioning to high school, internet safety and supporting effective study habits for students.

At Tyee Middle School we strive to provide our students and families a culture of service. In order to be effective at what we do, we embrace the diversity of our community and work tirelessly to meet the needs of all our students and families.



## School Overview

Tye 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.

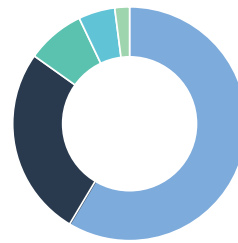
### Programs Offered

Advanced Learning; Olympic (special education)

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

	SCHOOL	DISTRICT <sup>2</sup>
Enrollment	1,039	683
National Board Certified Teachers	21%	28%
Eligible for Free/Reduced Price Meals	9%	17%
Receiving Special Education Services	6%	8%
English Language Learners	6%	8%
First Language Other Than English	38%	35%
Mobility Rate <sup>3</sup>	5%	7%

## Racial Diversity



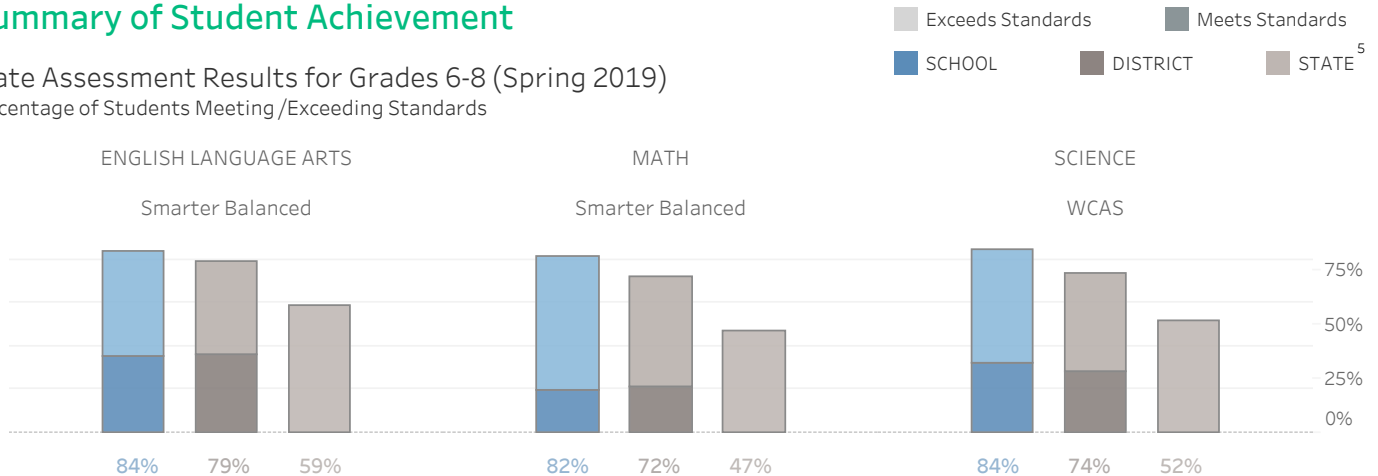
58%	Asian
2%	Black
5%	Hispanic
8%	Two or more races
26%	White
N/A	Native American
N/A	Pacific Islander

## Attendance & Discipline

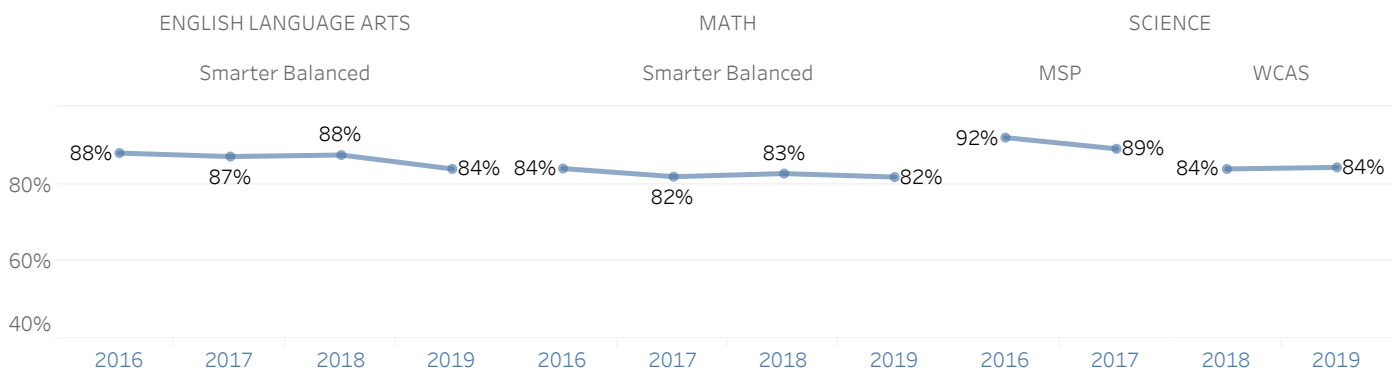
	SCHOOL	DISTRICT
Average Attendance Rate	97%	96%
Students with < 10 Absences Per Year	83%	63%
Students with 18+ Absences Per Year	4%	17%
Suspension Rate	5.6%	3.4%

## Summary of Student Achievement

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



State Assessment Results for Grades 6-8 in the Last Four Years  
Percentage of Students Meeting Standards



## 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](http://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](http://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."

## SCHOOL BACKGROUND

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

Group	2018	2019	2019	2020
	Actual	Target	Actual	Target
All Students	88%	89%	84%	85%
Asian	91%	92%	88%	89%
Black	59%	62%	67%	70%
Hispanic	77%	78%	62%	66%
Two or More Races	88%	89%	82%	83%
White	87%	88%	82%	83%
Eligible for Free/Reduced Price Meals	68%	70%	63%	66%
Students with Disabilities	56%	60%	35%	42%
English Language Learners	42%	47%	28%	36%

### 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	82%	83%	88%	89%
Asian	90%	91%	92%	93%
Black	*	*	*	*
Hispanic	46%	51%	71%	73%
Two or More Races	64%	67%	83%	84%
White	81%	82%	83%	84%
Eligible for Free/Reduced Price Meals	42%	47%	67%	70%
Students with Disabilities	45%	50%	38%	45%
English Language Learners	21%	29%	20%	29%

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

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	83%	84%	82%	83%
Asian	91%	92%	90%	91%
Black	23%	30%	57%	61%
Hispanic	64%	67%	56%	60%
Two or More Races	82%	83%	79%	80%
White	76%	78%	72%	74%
Eligible for Free/Reduced Price Meals	56%	60%	58%	62%
Students with Disabilities	83%	84%	23%	31%
English Language Learners	59%	62%	57%	61%

## 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	85%	86%	83%	84%
Asian	93%	94%	93%	94%
Black	*	*	*	*
Hispanic	46%	51%	43%	49%
Two or More Races	73%	75%	88%	89%
White	79%	80%	71%	73%
Eligible for Free/Reduced Price Meals	55%	59%	41%	47%
Students with Disabilities	55%	59%	25%	33%
English Language Learners	43%	48%	38%	45%

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. Boxes that are highlighted in green indicate areas where Tyee met its sub group goals.



### **Math Goals:**

At least 84% of Class of 2026 (current 6th graders) will meet state standards in Math, while meeting WSIF goals for all subgroups. The 2019 proficiency rate was 83%.

We will decrease the gap between our highest and lowest achieving racial subgroups in Math grades 6-8 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups. Goal: Decrease the gap from 34% in 2019 to 31% in 2020.

### **Strengths in the goal area:**

- Cohesive math department with a willingness to collaborate and implement new strategies
- In-depth training in Mathematical Practices and Complex Instruction

### **Key Performance Indicators for the 2019-20 School Year include:**

- STAR Math Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) Data
- Interim Assessment Data in IMT1, IMT2, and Algebra1
- Math Smarter Balanced Spring 2020 Data

### **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:**

- Utilize a course-level data team meeting structure and protocol to support data-based instructional decision making, scheduled for each of the four interim assessment dates for IMT1, IMT2, and Algebra 1 classes.
- Monitor and support individual teachers in the analysis of the four interim assessment data in IMT1, IMT 2, and Algebra 1 classes.
- Monitor and support individual teachers with instructional best practices for utilizing technology, including Discovery Education digital tools, and the Synergy platform used to administer interim assessments as well as data analysis.
- Provide targeted professional development to support teachers in using assistive technology.
- Provide both in-building and District-led Professional Development in the training of the use of protocols when analyzing data.
- Implement additional and focused support and interventions for students who were not proficient on the previous year Math SBA and/or not experiencing success so far based on interim assessments and grades assigned by teachers.
- Designated IMT1, IMT2, and Algebra 1 Support classes serving as a companion course for students in need of additional instruction and practice.

### **ELA Goals:**

At least 89% of Class of 2026 (current 6th graders) will meet state standards in English Language Arts (ELA), while meeting WSIF goals for all subgroups. The 2019 proficiency rate was 88%.

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 while maintaining or increasing proficiency levels of the highest scoring groups. Goal: Decrease the gap from 26% in 2019 to 23% in 2020.

### **Strengths in the goal area:**

- Cohesive English Language Arts department with a willingness to collaborate and implement new strategies
- Teachers dual-endorsed in Special Education, or experience in specially designed instruction.

### **Key Performance Indicators for the 2019-20 School Year include:**

- STAR English Language Arts BOY, MOY and EOY Data
- Interim Assessment Data in 6th grade English Language Arts and 6<sup>th</sup> grade Social Studies
- English Language Arts Smarter Balanced Spring 2020 Data

### **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:**

- Coaching visits and classroom learning walks to analyze the implementation of interim literacy assessments in 6<sup>th</sup> grade English Language Arts and 6<sup>th</sup> grade Social Studies.
- Utilize a course-level data team meeting structure to support data-based instructional decision making, scheduled for each of the interim assessment dates for 6<sup>th</sup> Grade English Language Arts & Social Studies and participating 7<sup>th</sup> or 8<sup>th</sup> grade teachers.
- Monitor and support individual teachers in the analysis of the interim assessments in 6<sup>th</sup> grade English Language Arts & Social Studies.
- Monitor and support individual teachers with instructional best practices for utilizing technology, including *Discovery Education* digital tools, and the *Synergy* platform used to administer interim assessments as well as data analysis.
- Provide targeted professional development to support teachers in using assistive technology.
- Provide both in-building and District-led Professional Development in the training of the use of protocols when analyzing data.
- Encourage 7<sup>th</sup> and 8<sup>th</sup> grade teachers in English Language Arts and Social Studies to implement the interim assessments during the 2019-20 year for their learning and future planning.
- Implement additional and focused support and interventions for students who were not proficient on the previous year English Language Arts SBA; and/or not experiencing success based on benchmark assessments and quarterly grade reports.
- The Student Support Team will monitor performance indicators and develop Tier I and Tier II instructional strategies for 6<sup>th</sup> grade Literacy.
- Designated Reading Lab Support class serving as a companion course for students in need of additional instruction and practice to meet literacy standards.

## Student Well-Being

### **Goal:**

We will increase student sense of belonging on the Panorama Survey from 60% in Fall 2018 to 62% in Fall 2019.

### **Strengths in the goal area:**

- Committed Teachers, Administrators, Counselors, and Classified Staff serving on the Student Support, Culture & Climate, and Equity & Inclusion Leadership Teams to collaborate and implement new strategies promoting Student Well-Being.

### **Key Performance Indicators for the 2019-20 School Year include:**

- Fall 2019 and Fall 2020 Panorama Survey results
- Positive Behavior Interventions and Support (PBIS) School-wide Evaluation Tool (SET) and Tiered Fidelity Inventory (TFI)
- Student Focus Groups

### **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:**

- Model for staff several classroom-based "Get to Know Your Teacher/Student" strategies in August and September professional development sessions.
- Professional development throughout the school year on strategies to develop a safe and predictable classroom and to recognize implicit bias and -discrimination.
- 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 T-Bird Tickets, PRIDE Awards, Student of the Month etc. and providing all instructional support staff training and implementation of on PBIS strategies and Proactive Classroom Management Strategies (PCMs)
- On-going use/implementation of Restorative Practices
- Climate & Culture Committee steering the implementation of teaching common lessons aligned to Social Emotional Learning and how to recognize and report Harassment, Intimidation, and Bullying (HIB).
- Tyee Students will 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.
- Tyee Staff will attend and participate in all these lessons regardless if they are delivering to students, to not only be informed but also learn the Social Emotional Learning Standards and Benchmarks, pro-social behavior, and prevention of anti-social behavior.
- Tyee 6<sup>th</sup> grade Students will participate in Digital Citizenship Lessons to learn responsible use of technology and internet access.
- ASB sponsored and student-driven school-wide activities: Welcome Back Assembly, Random Acts of Kindness, Unity Day, World Kindness Day, etc.

## Family and Community Engagement

### **Goal:**

At least 20% of families in each subgroup will participate in the Family Engagement Survey administered during Winter 2020.

### **Strengths in the goal area:**

- An exceptionally well-organized and involved Tye Parent Teacher Student Association (PTSA).
- Committed staff to serve on the Family Engagement Team.

### **Key Performance Indicators for the 2019-20 School Year include:**

- Family Engagement Survey participation data

### **To support student growth and achievement, our school community will meet the academic and non-academic needs in the following ways:**

- Develop a Family Engagement Leadership Team to develop new and more effective strategies to engage in two-way communication with families, especially those of our most marginalized students and groups (specifically non-English speaking households).
  - Utilize and promote the use of technology-based interpreter and translator services in presentations to families and individual meetings or conferences.
  - Provide families with technology resources and training on 1:1 laptop software to support student achievement
  - Engage in ongoing collaboration with the Tye PTSA Presidents, Board of Directors, and General Membership.
  - Provide family events specifically for Mandarin Chinese and Spanish speakers.
  - Expand opportunities for parents, local organizations, and members of the community to learn and support our work together.
  - Strengthen relationships with parents and families through deeper understanding of their perspectives and needs.
  - Focus community partnerships on high-leverage, high-impact strategies.
  - Match resources and services in the community with identified student needs.
  - Implement equitable and culturally responsive family engagement practices aligned with academic goals.
-