



School Improvement Plan

Tyee Middle School

2020-21



Bellevue School District Vision

To affirm and inspire each and every student to learn and thrive as creators of their future world.



What is unique about Tyee 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
- Creators of Their Future World
- Family Engagement



See Appendix for School Profile

Affirm and Inspire

Goal

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

Sense of Belonging

Measures and Targets

- Increase percent of students reporting feeling connected to peers by 5 percentage points from Spring 2020 to Spring 2021.

Percent of students reporting feeling somewhat or very connected to their classmates on student survey		
Grades 6-8 Subgroups	Spring 2020	Spring 2021 Target
All Students	73%	78%
Black	*	*
Hispanic	63%	73%
Low Income	68%	73%
English Language Learners	87%	92%
Students with Disabilities	79%	84%

* Data not available for student subgroups < 10

Data Reflection

- Last Spring's data shows ELL and Students with Disabilities are showing more connected, but Hispanic students show the greatest gap.

Key Strategies/Adjustments

- Professional development throughout the school year on strategies to develop a safe and predictable classroom (both in-person and virtually) 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 Quarter etc. and providing all instructional support staff training. Including within remote or hybrid settings.
- 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.
- Provide instruction and customized support in small group settings to identified students based on data from fall social-emotional learning (SEL) screener.
- Lessons for incoming 6th graders on Remote Learning Expectations- Ed Tech Week in August 2020.
- Design daily lessons using signature practices of the Collaborative for Academic and Social-Emotional Learning (CASEL), including "inclusive openers," "engaging strategies," and "optimistic closures."

- Implement the “Big 3” strategies (*Invites, Announcements, Assignments in Microsoft Teams*) to better promote student access and ultimately engagement in remote setting courses. Over 95% of Tyee teachers report full implementation on an October 2020 survey.
- Professional Learning Communities (PLCs) developed in October/November of 2020, with focuses on Student Engagement & Talk in Teams; Engagement Strategies for Students with “introvert” characteristics, and Reflective Practices for Educators.

Progress Monitoring

- Culture/Climate and Family Engagement Teams examine data regularly about student, parent, and educator experience. Data would include monthly district student surveys and Panorama SEL and Climate surveys.
- Track and monitor student participation in clubs, activities, sports, and assembly attendance.
- Collect formative data to inform instruction and customized support for students identified through the Panorama social-emotional learning (SEL) screener.

Inspired and Affirmed

Measures and Targets

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

Percent of students reporting feeling inspired and affirmed in instruction	
Grades 6-8	Fall 2020 Survey (baseline)
All Students	TBD
Black	TBD
Hispanic	TBD
Low Income	TBD
English Language Learners	TBD
Students with Disabilities	TBD

Key Strategies/Adjustments

- Extension of the 2019-20 theme “safe & predicable space”, in our summer/fall Professional Development trainings. Extending beyond to particularly how to ensure these spaces are present for sub-groups of black and Hispanic students– especially considering the temporary remote setting.
- 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 Quarter etc. and providing all instructional support staff training. Including within remote or hybrid settings.
- Re-framing to Racial Equity & Inclusion Teams, recognizing racial subgroups represented lower than average marks. Task this team with further exploring the disproportionality, which may include additional data points and/or students focus groups. In Fall 2020, the team is aligning school practices to mission statement and critical criteria lens, while furthering learning experiences for our educators. Running parallel are strategies to support the active recruitment of prospective educators who reflect the racial demographics of the Tyee community.
- Professional Learning Communities (PLCs) were developed in October/November of 2020, with focuses on Building Resilience in Students, and Developing Racial Literacy, and Reflective Practices for Educators.

Progress Monitoring

- Fall 2020 Panorama Survey completed during optimal times for student participation in October 2020 in conjunction with the delivery of at one pro-social common SEL lesson.
- The Racial Equity & Inclusion Team, the above-mentioned PLC groups, and the English Language Arts Department members will analyze and contextualize data quarterly about the student, parent, and educator experience on a quarterly basis.
- Teacher teams annually review curriculum to ensure use of culturally relevant instructional materials.

Discipline

Measures and Targets

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

Tyee Data: Total Rate of In-School Suspension per 100 Students				
Total # of Students (Total # of Incidents/Total # of Students with Incidents)				
Group	2017-18	2018-19	2019-20	2020-21 Target
All Tyee Students	1.78 1009 Students (18/17)	8.47 1039 Students (88/59)	1.33 1049 Students (14/10)	N/A
Asian	0.53 571 Students (3/3)	5.51 599 Students (33/29)	1.59 629 Students (10/7)	N/A
Black	18.18 22 Students (4/3)	27.27 22 Students (6/3)	4.55 22 Students (1/1)	N/A
Hispanic	3.51 57 Students (2/2)	22.22 54 Students (12/6)	3.77 53 Students (2/2)	3.39 48 Students
Low Income	0.84 119 Students (1/1)	14.81 108 Students (16/8)	1.87 107 Students (2/2)	N/A
English Language Learners	1.59 63 Students (1/1)	18.46 65 Students (12/6)	9.09 66 Students (6/4)	N/A
Students with Disabilities	8.06 62 Students (5/5)	16.67 66 Students (11/5)	13.56 59 Students (8/5)	12.20 53 Students

Key Strategies/Adjustments

- Use of PBIS Strategies and Proactive Classroom Management Strategies to set up consistent, proactive expectations for behavior in various areas of the school.
- Lessons for incoming 6th graders on Remote Learning Expectations- Ed Tech Week in August 2020.
- Annual Training for Classroom Teachers on Behavior Referrals and Disciplinary Processes and Interventions.
- Use of Restorative Practices to work through challenges and develop specific plans based on the individual scenarios that come up, allowing the ability to learn from the events and restore the relationships.
- Explicit Teaching and Modeling of safe in-school behaviors and processes for consideration of health and safety within the school facility.

Progress Monitoring

- Quarterly Discipline Data (Referrals, Consequences) disaggregated by sub-group and compared to overall enrollment demographics.
- 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. The TFI is divided into three sections: Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features. The TFI is conducted by an outside evaluator.

Learn and Thrive

Goal

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

ELA Proficiency and Growth

Measures and Targets

- 88% of students in the Class of 2026 cohort* will meet or exceed state standards in ELA by spring of 2021, with increases for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students who are receiving additional supports and using adaptive software (Lexia) will show a year's worth of growth in literacy.

Percentage Meeting/Exceeding Standard on SBA or Star

Class of 2026 Cohort*	English Language Arts (ELA) Proficiency on SBA or Star		
	2018-19 SBA or Star Grade 5	2019-20 Star Grade 6**	Target 2020-21 SBA or Star Grade 7
	All Students	90%	83%
Black	^	^	^
Hispanic	79%	62%	67%
Special Ed Services	44%	50%	55%
English Learners	17%	6%	17%
Low Income	71%	50%	71%

*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

**Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.

^ Data not available for student subgroups < 10

Students Grades 6-8	% of students identified for additional Literacy supports show a year's worth of growth	
	November Check Point	Spring 2020-21 Target
All Students		80%
Black		80%
Hispanic		80%
Students with Disabilities		80%
English Learners		80%
Low Income		80%

Data Reflection

- Growth amongst students receiving Special Education services.
- 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/Adjustments

- Co-teaching in 6th, 7th, and 8th grade levels of English Language Arts. Providing continued opportunity for training, collaboration time, and identifying the characteristics of high-functioning co-teaching teams.
- Conduct virtual classroom learning walks to analyze the implementation of interim literacy assessments in 7th grade English Language Arts and 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 7th Grade English Language Arts & Social Studies teachers.
- Targeted professional development to support teachers in using assistive technology such as Read 180 and Lexia PowerUp.
- Differentiated Supports:
 - Universal: Continue with core ELA instruction, independent reading, end of unit assessments, and tools such as NewsELA.
 - Additional: Students identified by the diagnostic as needing additional support will receive small-group instruction and/or work in an adaptive program (Lexia PowerUp) with support from the teacher. The Student Support Team will monitor performance indicators and develop Tier II instructional strategies for Literacy.
 - Personalized: Students will be supported through additional instruction, Read 180, or additional staff-supported time in the adaptive software.
- Individual support for identified students using a case management approach.
- Use Lexia PowerUp to differentiate instruction. Teachers will gain specific knowledge about Tier 2 students and their needs which can then be supported during Tier 1 instruction.

Progress Monitoring

- Teachers review and use data from ongoing classroom and interim assessments.
- Quarter and Semester Data Reviews: Building Leadership Team, Racial Equity and Inclusion Team, and ELA & Social Studies Departments review data to plan adjustments.
- Universal Screener: Star Reading, grades 6-8
- Diagnostic: Students flagged by Star Reading will take a diagnostic assessment (Lexia PowerUp).
- Assessment of Language Levels using Achievement Level Descriptors (ALDs)
- Additional progress monitoring for students in Read 180 classes will be through the Reading Inventory assessment; and Lexia also has internal progress monitoring as it tracks student mastery of standards. Interim Assessment Data in 7th grade English Language Arts and 7th grade Social Studies
- English Language Arts Smarter Balanced Spring 2021 Data

Math Proficiency and Growth

Measures and Targets

- 82% of students in the Class of 2026 cohort* will meet or exceed state standards in math by spring of 2021, with increases for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students who are receiving additional supports and using adaptive software (ALEKS) will show a year's worth of growth in math.

Percentage Meeting/Exceeding Standard on SBA or Star

Class of 2026 Cohort*	Math Proficiency on SBA or Star		
	2018-19 SBA or Star Grade 5	2019-20 Star Grade 6**	Target 2020-21 SBA or Star Grade 7
All Students	89%	77%	82%
Black	^	^	^
Hispanic	57%	38%	43%
Special Ed Services	40%	25%	30%
English Learners	56%	41%	46%
Low Income	57%	42%	47%

*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

**Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.

^ Data not available for student subgroups < 10

Students Grades 6-8	% of students identified for additional Math supports show a year's worth of growth	
	November Check Point	Spring 2020-21 Target
All Students		80%
Black		80%
Hispanic		80%
Students with Disabilities		80%
English Learners		80%
Low Income		80%

Data Reflection

- 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/Adjustments

- 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.
- Designated IMT1, IMT2, and Algebra 1 Support classes serving as a companion course for students in need of additional instruction and practice.
- Co-teaching in IMT 1 & IMT2 Math courses. Providing continued opportunity for training, collaboration time, and identifying the characteristics of high-functioning co-teaching teams.
- 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.
- Individual support for identified students using a case management approach.
- Differentiated Supports:
 - Universal: Pre-unit diagnostic assessments for each unit, to identify students who need to master prerequisite skills as they start the unit (these are essentially just-in-time diagnostics). Teachers will be provided information and resources to integrate prerequisite skills into the upcoming unit.
 - Additional: 40-60 minutes per week with targeted units as needed in ALEKS software and/or standards-aligned resources.
 - Personalized: Additional time in ALEKS with tutorial support, as needed provided by teacher and student support team.

Progress Monitoring

- Teachers review and use data from ongoing classroom assessment, including unit readiness checks (Aleks) and end of unit assessments – specifically in IMT 1, IMT 2, and Algebra 1
- Quarter and Semester Data Reviews: Building Leadership Team, Racial Equity and Inclusion Team, ITCL, and Administrator review data to plan adjustments and/or determine if additional students need additional or personalized supports.
- Universal Screener: ALEKS math screener.
- In addition, teachers will monitor student usage/progress within ALEKS on a regular basis for students receiving additional or personalized support.
- Math Smarter Balanced Spring 2021 Data

English Language Acquisition

Measures and Targets

- For students receiving ELL services in the Class of 2026 increase % (to be set by November 2020) demonstrating progress in language acquisition skills as measured by the Achievement Level Descriptors.

Percentage Demonstrating Progress in Language Acquisition Skills		
Class of 2026 Cohort	Fall 2020	2020-21 Target
Reading	To come	Will be set by November 2020
Writing	To come	Will be set by November 2020
Listening	To come	Will be set by November 2020
Speaking	To come	Will be set by November 2020

Key Strategies/Adjustments

- Increase inclusive practices supported by co-teaching and facilitation.

- Increase understanding of Achievement Level Descriptors (ALDs) for one-third of general education teachers, including most teachers of this cohort of students.
- Create more culturally responsive communication practices to better inform, support, and empower the parent/guardians of MLLs.
- Professional Learning Communities (PLCs) were developed in October/November of 2020, with focuses on Developing Racial Literacy, Family Engagement, Facilitating MLL Strategies, and Reflective Practices for Educators to build capacity through professional learning to improve inclusive practices to support multi-language learners (MLLs).
- Use observational data of students practicing and accessing Lexia PowerUp as a literacy tool
- Provide opportunities for student practice of targeted skill(s) through speaking, reading, writing, and/or listening.
- Develop oral language through literacy.
- Assess ALDs need in collaboration with content area teachers, ELA teachers and the MLL facilitator
- Train administrators to use ALDs as a language assessment tool.

Progress Monitoring

- Achievement Level Descriptors (ALD's)/ELPA21 Score Report
- Use ALDs to progress monitor during PLCs, MTSS, and data review
- Formative assessments of language samples
- Analysis of oral language samples
- Student anecdotal data and qualitative observational data

Grading

Measures and Targets

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

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

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

Tye ELA (Gr 6-8)	1st Semester 2019-20 % D/F's	% Point Disparity between Sub-Groups and All Students		
		1st Semester 2019-20	1st Semester 2020-21 Target	2nd Semester 2020-21 Target
All students	6%	n/a	n/a	n/a
Black	10%	4%	4%	3%
Hispanic	12%	6%	6%	5%
Students with IEPs	11%	5%	5%	4%
English Learners	10%	4%	4%	3%
Low Income	11%	5%	5%	4%

Tye Math (Gr 6-8)	1st Semester 2019-20 % D/F's	% Point Disparity between Sub-Groups and All Students		
		1st Semester 2019-20	1st Semester 2020-21 Target	2nd Semester 2020-21 Target
All students	2%	n/a	n/a	n/a
Black	12%	10%	9%	8%
Hispanic	11%	9%	8%	7%
Students with IEPs	8%	6%	6%	5%
English Learners	14%	12%	11%	9%
Low Income	6%	4%	4%	3%

Key Strategies/Adjustments

- Professional Learning Communities (PLCs) developed with focuses on Grading Practices, Developing Racial Literacy, and Reflective Practices for Educators.
- Implement with fidelity the Big 3 Strategies (*Invites, Announcements, Assignments in Microsoft Teams*) to better promote student access and ultimately engagement in remote setting courses. Over 95% of Tye teachers report full implementation on an October 2020 survey.
- Implement the four classroom-based assessment strategies identified in the August BEA=BSD Assessments are aligned to standards
- Students are provided with multiple opportunities to demonstrate learning.
- Students are able to re-take and/or re-do summative assessments.
- Late work used to assess student learning will be fully recognized.

Progress Monitoring

- Quarterly/Monthly Grade Data
- Analysis of Student Reports of Grading Practices in Math and ELA
- Focus groups with students are conducted at end of first semester to learn more from students about the extent to which multiple opportunities are provided to demonstrate learning, re-takes/re-dos of summative assessments have been provided, and late work has been recognized as demonstration of proficiency.

Creators of Their Future World

Goal

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

Global Awareness and Cultural Competence

Measures and Targets

- At least **90%** of students show proficiency in global awareness and cultural competence by completing the Global Goals performance task in 6th grade.

Global Awareness and Cultural Competence		
	2019-20	Target 2020-21
Grade 6	N/A	90% 305/339

Data Reflection

- In 2019-20, Tyee had six Honors 6th Grade Social Studies sections and 4 Advanced Learning 6th Grade Social Studies sections who participated in the 6th grade Global Goals performance task.
- In 2020-21, Tyee has eight sections of 6th Grade Honors Social Studies with 245 students and three sections of 6th Grade Advanced Learning Social Studies with 94 students (for a total of 339 students with 3 teachers).

Key Strategies/Adjustments

- Use the project created last year and adjust for remote learning context.
- Work with new teachers to roll-out the project.
- Use project rubrics to determine proficiency.
- Teachers collaborate with ITCL, Curriculum Developer, peers across district to identify materials, develop lessons and supports, and engage students in the project.
- Professional Learning Communities (PLCs) were developed in October/November of 2020, with focuses on Developing Racial Literacy, Reflective Practices for Educators, Differentiation for Project Based Learning, Modeling Student Thinking, and Student Engagement in Teams.

Progress Monitoring

- Create implementation plan and assign staff lead responsible for meeting key benchmarks.

STEM

Measures and Targets

- At least **75%** of students show proficiency in using technology to design solutions by completing a Science, Technology, Engineering, and Math (STEM) performance task in 7th grade.

Science Technology Engineering and Math Performance Task		
	2019-20	Target 2020-21
Grade 7	N/A	75%

Data Reflection

- 2020-21 will be the first year for this project.

Key Strategies/Adjustments

- A group of teachers piloted the performance task last year and worked over the summer to provide feedback and adjust the performance task and rubric for this year.
- Connect with 7th Grade Science teachers in the fall to ensure they are familiar with the performance task requirement and ensure that this task is scheduled for all students.
- Provide professional learning opportunity to implement the performance activity and train teachers to score student responses.
- Professional Learning Communities (PLCs) were developed in October/November of 2020, with focuses on Reflective Practices for Educators, Differentiation for Project Based Learning, Modeling Student Thinking, and Student Engagement in Teams.

Progress Monitoring

- This year teachers will be provided with an assessment through Synergy to administer at the end of the Plate Motion Engineering unit.
- Monitor project completion rates will be monitored by teacher and class period.
- Teachers will need to score 2 questions using rubrics provided out of a total of 9 items. All other items will be autoscored.
- Work with teachers to use Synergy Assessments data dashboard to analyze their students' outcomes.
- Provide make up opportunities for students who haven't demonstrated proficiency to ensure that all students are able to engage with this learning opportunity.

Family Engagement

Goal

Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Informed, Supported, and Empowered

Measures and Targets

- 70% of families report they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey.

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	Target 2020-21
All	64%	70%
Black	*	*
Hispanic	*	*
Students with Disabilities	55%	70%
English Learners	64%	70%
Low Income	64%	70%

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	61%	61%
Black	*	*
Hispanic	*	*
Students with Disabilities	45%	45%
English Learners	64%	64%
Low Income	64%	64%

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	66%	66%
Black	*	*
Hispanic	*	*
Students with Disabilities	55%	55%
English Learners	86%	86%
Low Income	64%	64%

* Data not available for student subgroups < 10

Data Reflection

- 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).
- We do not have key disaggregated data about smaller student subgroups that are key to our racial equity and work, particularly Black and Hispanic families and/or students.
- Families of students with disabilities report significantly lower responses in the affirmative, even though students with disabilities often have individualized education plans and a case manager who provides additional support for families and meets annually or more frequently as appropriate.

Key Strategies/Adjustments

- Data presentation to PTSA leadership, general PTSA membership, partner to identify key strategies that would address sense of information, support, and empowerment.
- Additional “Principal’s Coffee” events, including online forums, to invite in more family voice. Invite one family engagement team representative to each event.
- Family needs surveys to better understand the realities, challenges, successes of our students working at home to be analyzed by the Building Leadership, Counseling, and Family Engagement Teams.
- Continuation of the Family Engagement team as foundational to our work in the area, addressing language, socio-cultural, and engagement needs. Expansion of membership beyond certificated staff.
- Utilize various forms of communication to reach families such as Talking Points and Language Line.
- Collaborate with District Family Engagement Coordinator to align building specific support for families with district-wide events.
- Build avenues for discussion and connection through virtual family cafes.
- Frame our work and educator learning around the Equity & Accountability Policy 0130 in our communication and partnership work with families.

Progress Monitoring

- August/September - form Family Engagement Team, Review Data, present to Special Education Department
- October – Review Curriculum Night Data, Present to PTSA leadership, general certificated staff
- November – review family engagement survey data, efficacy of strategies
- December/January – Review participation rate of families to Virtual cafes and Principal Coffees
- May – Principal, PTSA, Family Engagement Team develop key strategies to launch in 2021-22.

Glossary



2019-2020 School Profile

Tyee Middle School

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

Byron Lillie, Principal
 13630 SE ALLEN Rd
 Bellevue, WA 98006
 425-456-6800

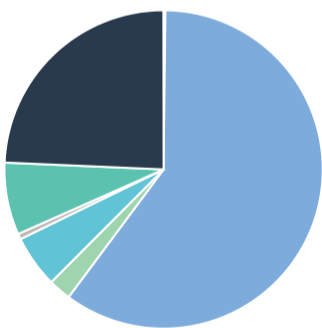
School Overview

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.

Programs Offered

Advanced Learning; Olympic (special education)

Racial Diversity



Racial Diversity Detail

<1%	American Indian or Alaska Native
60%	Asian
2%	Black/African-American
5%	Hispanic
<1%	Pacific Islander
7%	Two or more races
24%	White

School & Student Characteristics¹

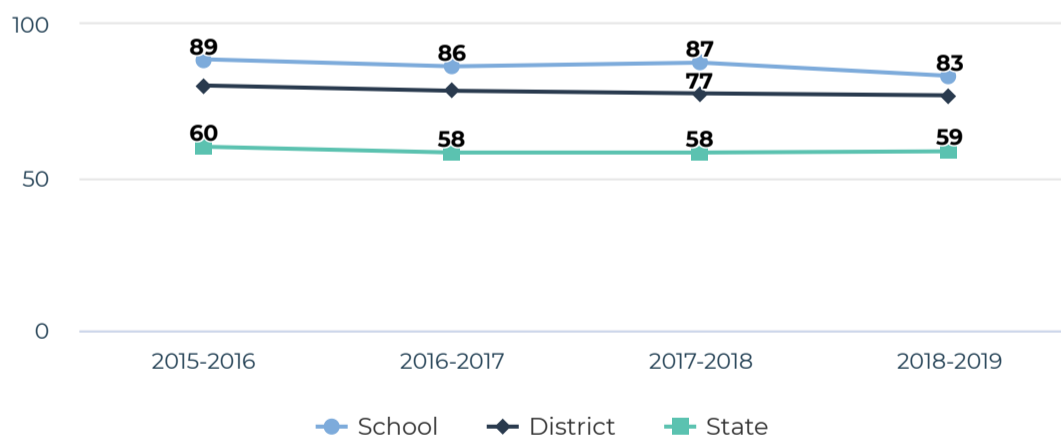
	SCHOOL	DISTRICT ²
Enrollment	1051	859
National Board Certified Teachers	20%	25%
Eligible for Free/Reduced Price Meals	10%	17%
Receiving Special Education Services	6%	8%
English Language Learners	6%	9%
First Language Other Than English	40%	37%
Mobility Rate ³	6%	7%
Average Attendance Rate	97%	95%

Summary of Student Achievement

State Assessment Results for Grades 6-8 in the Last Four Years

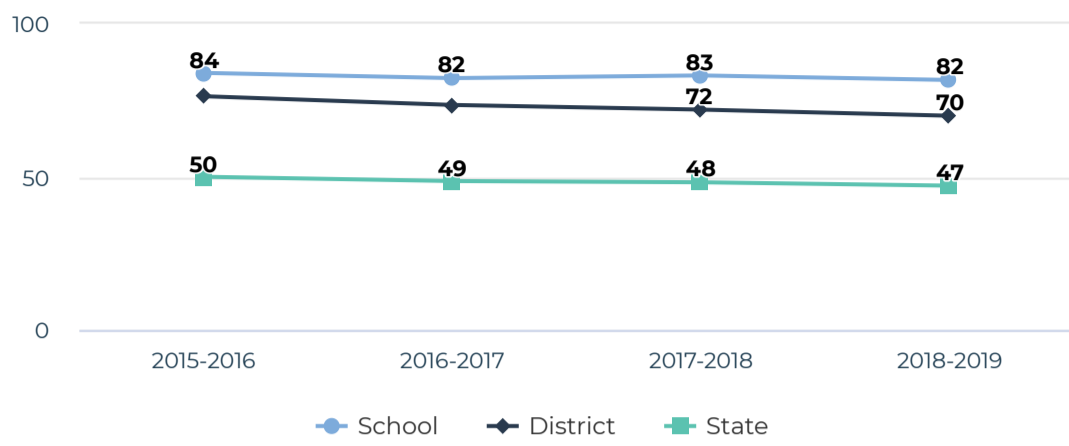
English Language Arts

Smarter Balanced - Percentage of Students Meeting Standards



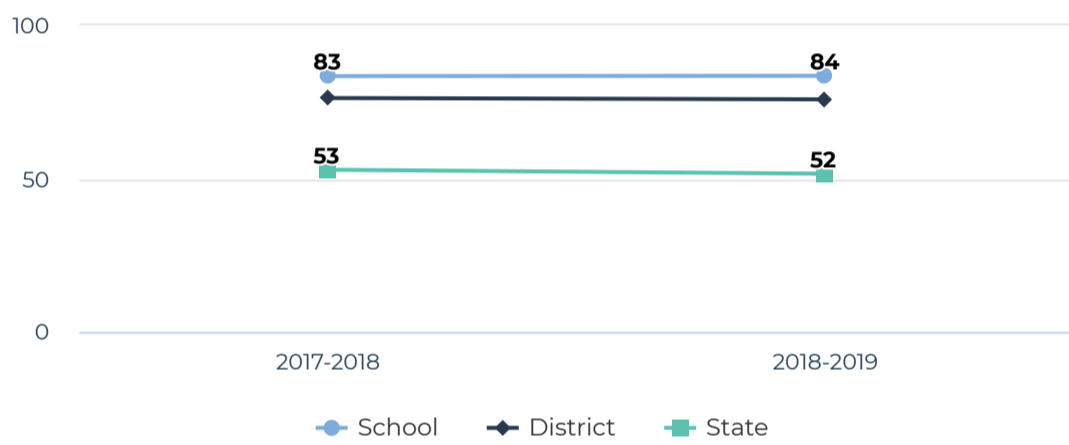
Mathematics

Smarter Balanced - Percentage of Students Meeting Standards



Science

WCAS - 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

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.

End Notes

1. School and Student Characteristics Data are from October 1, 2019 unless otherwise specified.

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