

Highland Middle School
2008 – 2009
Bellevue School District

DATA

Highland Middle School’s improvement plan for this year is based on data about the students. Currently, data suggests that:

- ESL students are not performing at the same level as non-ESL students.
- Students who live in poverty (those who qualify for Free and/or Reduced Price Meals) are not performing at the same level as students who do not qualify.
- Hispanic students are not performing at the same level as the non-Hispanic, white population.
- Special education students who are not in the Centered Program are not performing at the same level as the general education population.

With respect to the Washington Assessment of Student Learning (WASL), it is clear that math scores are lower, in general, than reading and writing scores.

6th Grade:

Table 1 – 6th grade WASL scores, % meeting standard

Grade 6			
Highland	No. Students	READING	MATH
2006	164	58.6%	59.6%
2007	176	68.7%	43.6%
2008	161	67.9%	48.7%

While Table 1 shows growth in mathematics and similar results in reading from 2007 to 2008, Table 2 shows that Free/Reduced, ESL, Special Education and Hispanic sixth grade students do not reach the same levels of achievement as other students at Highland. It is interesting to note that sixth grade special education reading scores are higher than those of Free/Reduced, ESL and Hispanic students. Hispanic students outperformed Special Education students in math.

Table 2 – WASL Scores, % meeting standard

Grade 6			
	Number of students	READING	MATH
All 6 th graders	161	67.9%	48.7%
ESL only	29 (17 Hispanic)	32.0%	8.0%
Free/Reduced only	70	47.0%	21.2%

Hispanic only	44	38.1%	21.4%
Special Education only	25	40.0%	2.0%

7th Grade:

Table 3 – WASL Scores, % meeting standard

Grade 7				
Highland	No. of students	READING	WRITING	MATH
2006	(163)	55.4%	51%	54.1%
2007	(175)	71.7%	74.5%	58.2%
2008	(165)	53.8%	72%	52.5%

As the table shows, scores in reading, writing and math decreased for 7th graders from 2007 to 2008. Further analysis shows that Free/Reduced, ESL, Special Education and Hispanic seventh grade students do not reach the same levels of achievement as other students at Highland.

Table 4 – WASL Scores, % meeting standard

Grade 7				
Highland	No. of students	READING	WRITING	MATH
All 7 th graders	165	53.8%	72%	52.5%
ESL only	21 (12 Hispanic)	0%	13.3%	18.8%
Free/Reduced	61	41.1%	55.4%	36.8%
Hispanic	42	27.5%	57.5%	34.1%
Special Education	18	5.6%	27.8%	0%

8th Grade:

Table 5 – WASL Scores, % meeting standard

Grade 8			
Highland	No. Students	READING	MATH
2006	(N/A)	66.0%	54.0%
2007	(172)	77.8%	56.8%
2008	(166)	65.9%	53.3%

Analysis shows a decrease in reading, writing and math scores for 8th graders. Further analysis shows that Free/Reduced, ESL, Special Education and Hispanic seventh grade students do not reach the same levels of achievement as other students at Highland.

Table 6 – WASL Scores, % meeting standard

Grade 8			
	No. Students	READING	MATH
All 8 th graders	166	65.9%	53.3%
ESL only	17(12 Hispanic)	37.5%	12.5%

Free/Reduced only	68	53.7%	37.3%
Hispanic only	46	47.7%	34.1%
Special Education	15	14.3%	6.7%

GOALS AND PLANS

Our specific goals and action plan for this year support

- The State’s Essential Academic Learning Goals:
 - to provide students with opportunities to develop knowledge to read with comprehension, write with skill and communicate effectively;
 - know and apply principles of math, science, social studies, arts, health, fitness;
 - think analytically, form reasoned judgments and solve problems; and
 - understand the importance of work and how performance affects future career opportunities.
- The Continuous improvement of student achievement consistent with the state’s essential academic learning requirements, and
- Non-academic student learning related to leadership, teamwork, and interpersonal relationships.

Reading:

Highland Middle School will increase student performance and understanding in reading in all grades 6 thru 8. Our goal is to increase reading grade level scores by 20%, as well as increase ESL, Free/Reduced, Hispanic and Special Education students’ scores by 20%.

Specifically, our goals for each grade are as follows:

Grade	2008	Goal for 2009
6 th Grade	67.9%	81.5%
7 th Grade	54.1%	64.9%
8 th Grade	65.9%	79.1%

This goal is based upon the analysis of state data from 2007 – 2008 WASL scores as well as from analysis of district level assessments from the 2007 – 2008 school year. Improving students’ reading comprehension skills will enable students to access the curriculum in all subject areas and improve their ability to communicate effectively.

Actions: Struggling students will be targeted with Title I support and other interventions including:

- Reading Support Classes – Reading classes for students struggling with 6th, 7th and 8th grade reading during the school day

- Reading Mentoring Program – Reading Support students provide reading mentoring for primary students at an elementary school to increase their reading confidence
- After School Reading Program – Reading instruction provided by certified teacher(s) after the regular school day
- High School Mentors – Mentors tutor students to assist their comprehension of subject materials
- Professional Development - School wide professional development to support teachers in teaching reading strategies and skills in all subject areas
- ¿Tienes Tarea? (“Got Homework?”) – After school homework and test preparation assistance for Hispanic students (all students are welcome; however Hispanic students are consistently encouraged to attend)

Mathematics:

Highland Middle School will increase student performance and understanding in mathematics in all grades 6 thru 8. Our goal is to increase reading grade level scores by 20%, as well as increase ESL, Free/Reduced, Hispanic and Special Education students’ scores by 20%. Specifically, our goals for each grade are as follows:

Grade	2008	Goal for 2009
6 th Grade	48.7%	58.4%
7 th Grade	53.1%	63.7%
8 th Grade	53.3%	64.0%

This goal was set based upon the analysis of state data from 2007 – 2008 WASL scores; as well as from analysis of district level assessments from the 2007 – 2008 school year. Improving students’ math skills will enable students to access the curriculum in other subjects including science, technology and art.

Actions: Struggling students will be targeted with Title I support and other interventions including:

- Math Support Classes – Math classes for students struggling with 6th, 7th, and 8th grade math during the regular school day (pre-teaching of math curriculum, computation skill work and organization skills)
- Study Island – Individualized computer program for 6th graders in Math Support that target computation skills (pilot year, will be expanded to 7th and 8th grade and possibly more students if data show growth over the year)
- Math Success – Math class for students struggling with the general education curriculum during the regular school day (concentrated skill work, including Study Island)
- Monday Afternoon Tutorial Heroes – Math tutorial sessions for a small group of targeted students

- High School Mentors – Mentors tutor students to provide math tutoring to struggling math students
- ¿Tienes Tarea? (“Got Homework?”) – After school homework and test preparation assistance for Hispanic students (all students are welcome; however Hispanic students are consistently encouraged to attend)

The plan is based on our building’s annual self-review, which includes input from staff and parents.

We have evidence, based on staff surveys and our own monitoring, as well as on required school district practices, that our school operates on the following characteristics of high-performing schools:

- ✓ Clear and shared focus
- ✓ High standards and expectations
- ✓ Effective school leadership
- ✓ Supportive learning environment
- ✓ High levels of community and parent involvement
- ✓ Frequent monitoring of teaching and learning
- ✓ Curriculum, instruction, and assessment aligned with standards
- ✓ Focused professional development

International Baccalaureate Middle Years Program:

Highland strives to meet its goal in large part through the philosophy and format of the International Baccalaureate Middle Years Program. The IB mission statement to “promote international understanding and responsible world citizenship through high academic standards and the development of lifelong learners who think critically and compassionately” blends perfectly with Highland’s commitment to create students committed to *community, character, and academics*. We are excited to be a part of this organization because we think it will further help us prepare all our students for a meaningful and successful education in middle school, high school, and college, and through the rest of their lives.

International Baccalaureate, similar to the Advanced Placement (AP) program, provides our students a high academic standard through a well-balanced curriculum, external assessments, and continuous, rigorous teacher training and development. Our strong focus on creating well-rounded, thoughtful, academically focused world citizens transcends ethnic, cultural, and socio-economic boundaries, providing the type of rigorous instruction usually reserved for economically and educationally advantaged students. With our local high school, we are working to create a solid foundation in grades 6-10 that will foster the intellectual curiosity, analytical thinking skills, and broad knowledge base to best prepare students for the rigorous course work we expect them to take in high school and to excel on district and state assessments. Through the MYP program, we are working to provide the structure that allows all students to make the essential connections between the various disciplines, while also creating a unified educational experience from the 6th to the 10th grade. Because Highland Middle School has such a diverse population, students also benefit from the strong focus on

intercultural awareness that is a part of the international program, preparing students to be more informed, more responsible world citizens. This world-view is consistent with Highland's philosophy of instilling a sense of community in our student body.

Technology and Learning:

As a school district, we use computers as tools to support student learning, in the same way we use lab equipment, calculators, or library resources. At the middle school, computers are used for word processing and making multimedia presentations in various subject areas. The science curriculum calls for students to access real-time data via the web.

Our school has two computer labs, into which classes from math, science, language arts and social studies rotate. In these classes, computers are used primarily for word processing, internet research and web-based math skill work. Also, computer classes use the labs and teach students basic skills of keyboarding, word processing, multimedia research, and some web authoring.

In our school, computer technology is used for keyboarding and word processing, student presentations using Microsoft PowerPoint software, and mathematics explorations using our Investigations software. Our mobile labs make the technology more accessible to all students especially during writing and keyboarding lessons and when they are being taught about new software applications. Students use our digital cameras and upload photographs into their reports for more dramatic presentations.

In the Learning Resource Center, students access district and school data bases for books, periodicals and other resources for projects, reports, and for their personal reading needs.

Parent Involvement: Examples of parent and community involvement in our school include:

- Highland Middle School parents will have the opportunity to participate in the following evening events in an effort to educate families about the programs at Highland and assisted them in supporting their students' math and reading development. Title I families will be specially invited and encouraged to attend.
 - Curriculum Night – Parents participate in a brief informational session from teachers. Parents follow their students' schedule in order to hear from each teacher personally.
 - Latino Parent Night – During the first month of school Latino families are invited to learn about Highland Middle School, including information on attendance, homework, study skills and the various subject areas. Presentation from certified staff are presented in Spanish (7 staff member speak fluent Spanish) or are translated.
 - Translated Curriculum Night – Curriculum information is presented to families in Spanish.
 - Parent Internet Viewer taught in Spanish.

- Reading and Math Nights – These workshops will assist families in learning strategies for supporting their students’ development of math and reading skills.
- Family Involvement Liaison – Title I funds support a Family Involvement Liaison to provide outreach to parents of struggling students and make Highland Middle School more accessible to our non-English speaking families.
- Padres en Accion – Highland Latino parents who work collectively to educate Latino families about Highland’s systems and encourage parents to take an active role in their students education.
- Principal Newsletter – Newsletter will be translated into Spanish and mailed directly to families.
- Other Resources: Access to school and district websites, reading lists, copies of sample WASL questions from previous years, and access to their students’ grades from any internet-based computer to monitor progress, check for missing assignments, and review assessment data.