

## **Tyee Middle School – Bellevue School District** **School Improvement Plan (2008-2009)**

Tyee Middle School Improvement Plan for this year will focus on students who are not meeting coursework expectations and therefore not attaining C or better grades.

Our 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 and fitness, think analytically, form reasoned judgments and solve problems; and understand the importance of work and how performance affects future career opportunities. 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 relationship:

**Goal:** To improve success for low-performing students in the four core academic areas of science, math, language arts, and social studies, by focusing on rigor, relevance, and relationship.

### **Actions:**

- Early identification in the spring registration process of students who did not meet standard in science, math, reading, and/or writing portions of the WASL and district assessments. Students will be enrolled in the appropriate support class, e.g., reading, language arts, or math. Students will also be identified for extended support before and after school.
- Extended tutorial is provided four times a week by two staff members after school.
- Extended tutorial is provided three times a week for a select group of students in a higher adult-to-student ratio.
- Support classes offered at sixth, seventh, and eighth grade to pre-teach skills necessary to succeed in Honors courses at all three grade levels; offering driven by need.
- Provide school skills class to special education students.
- Provide AVID classes to non-special education students.
- Give students access to professionals in the community who by the nature of their work demonstrate the need for a comprehensive and rigorous education.
- Provide parent education regarding best practices in successful school skills, learning strategies, test-taking strategies, the transition years, etc.
- Conversations between feeder schools to align teaching strategies for successful school experiences for all students.
- Staff development that focuses on the utilization of effective instructional strategies that engage all learners.
- Utilization of the district middle school curriculum coaches to support professional development in four core academic departments.

- Implementation of the transition and leadership program, Where Everybody Belongs (WEB) to provide mentoring to new students and leadership opportunities to current students.

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 focus on curriculum needs for special education students
- High expectations and standards
- Effective school leadership
- Supportive learning environment
- High levels of community and parent involvement
- Frequent monitoring of teaching and learning
- Focused staff development

### **Technology and learning:**

As a school we use computers as a tool to support student learning. Computer access is common throughout the school. We have three computer labs which are used seven periods a day. The school offers computer study skills, beginning computer applications and keyboarding, media technology, and technology applications. The science curriculum utilizes two mobile computer labs for students to access real time data via the web. The ratio of computers to students is 1:4.

The computer labs are made available to our language arts and social studies classes as well as to counselors who teach a college education curriculum to the eighth grade class. The computer labs are designed to be used by small groups along with entire group presentations. Students are exposed to the use of the digital cameras and upload information to their own web page.