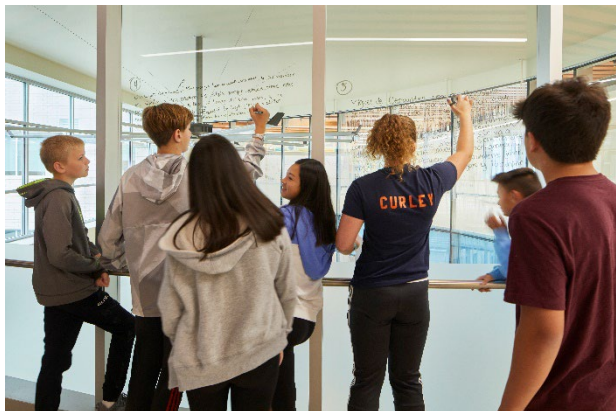




School Improvement Plan Tillicum Middle School 2022-23

Bellevue School District Vision

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

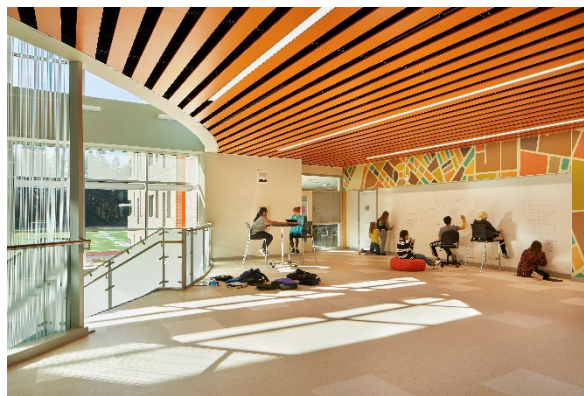


What is unique about Tillicum Middle School?

- Tillicum is a high-achieving middle school serving approximately 700 students.
- Though not required, approximately 60% of Tillicum's students take a music course and approximately 70% of Tillicum's students take a world language course, including Chinese, French, and Spanish.
- Tillicum is home to the International Spanish Academy (ISA) program and the Mandarin Dual Language program with both programs focusing on in-depth language learning.
- In 2022, Tillicum was voted best middle school by 425 Magazine.

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

Providing school and classroom environments where all students feel a sense of belonging can increase academic success and well-being. Schools have increased students' sense of belonging by engaging students in the conversation and in the creation and leading of strategies and improvements.

Sense of Belonging Measures and Targets

Increase percentage of students reporting a sense of belonging on the Panorama student survey from Spring 2022 to Spring 2023, with a reduction in subgroup disparities.

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable (Grades 6-8)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	66% (655)	66% (753)	73% (683)	66% (661)			
Asian	65% (133)	66% (187)	72% (213)	66%			
Black	*	58% (18)	76% (12)	*			
Hispanic	66% (86)	66% (132)	76% (103)	63%			
Multi-ethnic	63% (66)	68% (91)	71% (100)	63%			
White	68% (313)	67% (319)	74% (253)	69%			
Students with Disabilities	57% (51)	56% (75)	75% (59)	61%			
English Learners	73% (24)	65% (30)	74% (51)	64%			
Low Income	68% (85)	61% (100)	73% (91)	63%			

*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.

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable				
Student Groups	Grades 6-8			
	Baseline 2017	Fall 2019	Fall 2021	Spring 2022
All Students	66% (655)	66% (753)	73% (683)	66% (661)
Asian	65% (133)	66% (187)	72% (213)	66%
Black	*	58% (18)	76% (12)	*
Hispanic	66% (86)	66% (132)	76% (103)	63%
Multi-ethnic	63% (66)	68% (91)	71% (100)	63%
White	68% (313)	67% (319)	74% (253)	69%
Students with Disabilities	57% (51)	56% (75)	75% (59)	61%

English Learners	73% (24)	65% (30)	74% (51)	64%
Low Income	68% (85)	61% (100)	73% (91)	63%
*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.				
Data Reflection				
<ul style="list-style-type: none"> The overall favorable percentage has remained the same compared to baseline data. The small group sizes increase variability in percentile responses, making it challenging to understand the reasons impacting student response. English learners and students identified as Hispanic responses were less favorable than the 2017 baseline. This may be due to the lack of school-wide culturally responsive activities that would recognize their cultures and form positive student connections. 				
Key Strategies / Adjustments				
<ul style="list-style-type: none"> Utilize a diverse Principal's Advisory to better understand issues impacting students' sense of belonging. This information will be incorporated into the work of PLC groups and the Student Intervention Team (SIT). 				
<ul style="list-style-type: none"> Implement revised and expanded Terrific Tigers positive recognition system (PBIS). This will recognize student achievement, as well as student progress which may provide greater motivation for student groups who responded less favorably in this domain. 				
<ul style="list-style-type: none"> Implement authentic opportunities for social emotional learning through re-envisioned student led school wide opportunities. This includes student-led Kindness Ambassadors Program, Quarterly ASB-led assemblies, and "Lunch Bunch" with school counselors. 				

Student Well-Being Priority: Social-Emotional Learning

There was much joy in the return to in-person learning last year. At the same time, the learning environment was not the same and required many health measures, such as masking and distancing to prevent the spread of COVID. Social-emotional learning has taken front stage in terms of student needs and will continue to be a high priority this year. Most evident is the need for embedded SEL in all classrooms, while also providing specific time and space for SEL lessons. 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.

Social-Emotional Learning Measures and Targets							
Increase social-emotional competencies from Fall 2022 to Spring 2023.							
Grades 6-8: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020 (n=700)	Spring 2021 (n=491)	Fall 2021 (n=667)	Spring 2022 (n=662)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	80%	77%	80%	77%			
Social Awareness	71%	72%	73%	71%			
Self-Efficacy	49%	51%	54%	53%			
Data Reflection							
<ul style="list-style-type: none"> None of the shifts in the data from Fall 2021 to Spring 2022 are statistically significant. Students report lower levels of self-efficacy in comparison to self-management and social awareness and self-management on Fall 2021 and Spring 2022 surveys. Data related to social emotional competencies has remained the same statistically. This might be due to a lack of meaningful SEL opportunities in classrooms. Students may also need time to self-assess and deepen their understanding of social emotional competency through meaningful learning activities. 							
Key Strategies / Adjustment							

<ul style="list-style-type: none"> • Tillicum’s teachers selected student well-being as a school-wide focus for Professional Learning Communities (PLCs) this year. PLCs meet monthly to support SEL and instructional strategies which cultivate student dialogue and student expression. Implement Cycles of Continuous Improvement using school, subgroup data, and equity tools to monitor and adjust tiered supports for students.
<ul style="list-style-type: none"> • Utilize student focus groups in the Racial Equity & Inclusion Team and the Principal’s Advisory to better understand issues impacting students’ social emotional competencies. This information will be incorporated into the work of PLC groups and the PBIS Team.
<ul style="list-style-type: none"> • Develop systems and structures for the Cascade program to Re-envision how SEL and personalized, interest-based therapy (light, arts, animal, cognitive behavioral, play and relationship development) is embedded in the Strategies for Success class.

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: Middle Years Literacy

Middle grades literacy is an important priority, as reading and writing become critical to success in high school courses.

Literacy Proficiency and Growth Targets

Increase percentage of students in grades 6-8 making typical or high growth in literacy and math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Grades 6-8: Star Reading Proficiency and Growth								
Subgroup	Star Reading % Proficient				Star Reading % Typical/High Growth			
	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Fall 2018-Spring 2109	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	88% (754)	78% (660)	77% (707)		69% (742)	64% (631)	69% (689)	
Asian	86% (182)	78% (198)	81% (218)		69% (180)	67% (193)	72% (219)	
Black	65% (17)	50% (12)	82% (11)		75% (16)	75% (12)	70% (10)	
Hispanic	80% (125)	63% (101)	55% (103)		64% (121)	63% (92)	62% (99)	
Multi-Ethnic	94% (83)	88% (100)	85% (109)		72% (82)	60% (97)	69% (104)	
White	91% (346)	81% (249)	79% (264)		69% (342)	63% (237)	68% (255)	
Low Income	64% (101)	51% (73)	46% (96)		72% (96)	55% (65)	67% (92)	
English Learner	11% (27)	23% (35)	7% (54)		70% (23)	60% (30)	70% (50)	
Students with Disabilities	52% (69)	37% (51)	35% (72)		69% (67)	53% (47)	60% (63)	
Female	89% (382)	78% (321)	78% (345)		67% (377)	66% (306)	69% (339)	
Male	87% (372)	77% (337)	76% (361)		70% (365)	62% (323)	68% (349)	
Advanced Learning	*	100% (18)	98% (44)		*	72% (18)	68% (44)	
Traditional	88% (745)	77% (642)	76% (663)		69% (733)	64% (613)	69% (645)	
Grade 6	89% (271)	74% (222)	80% (232)		67% (267)	62% (213)	69% (226)	
Grade 7	87% (249)	76% (216)	75% (242)		72% (245)	58% (202)	67% (236)	
Grade 8	87% (234)	83% (222)	76% (233)		67% (230)	70% (216)	70% (227)	

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

Data Reflection

- Students identified as Hispanic demonstrated the lowest Star Reading growth Fall 2021-Spring 2022. This might indicate further need for differentiated supports in the ELA classroom for students achieving scores of 1 or 2 on this exam.
- There was an overall increase of 5% in student typical/high growth from Fall 2020-Spring 2021 to Fall 2021-Spring 2022. This might be indicative of greater use of PLC common assessments to monitor student data and mastery of skills throughout the interim.
- There were higher percentages of participation on the Fall 2021-Spring 2022 Star Reading Assessment for all student groups that were statistically significant. This may be indicative of increased communication to students and families regarding the importance of this data as it relates to the overall school improvement process.

Key Strategies

- The Literacy Team will support school-wide literacy through instructional strategies aimed at implementation of Domain (3b) Questioning & Discussion Techniques. This will be done through year-long professional development, in addition to the implementation of an instructional leadership 6 Steps to effective feedback coaching model. This will be implemented in conjunction with Core Value 4 (Supporting student ownership of learning through emphasis on intellectual engagement and productive struggle.)
- Students scoring below the 30th percentile on Star Reading will be supported through a Reading Lab class. This class will use computer-based technology support to provide personalized lessons aimed at increasing reading comprehension skills, close reading strategies and overall fluency. Multi-lingual learners will be supported from the MLL facilitator in the Language Development Program (LDP) which will offer strategies aligned to proficiency in the four domains of language as identified on the yearly WIDA assessment. Additionally, MLL students will receive support in the general English classroom through a co-teaching model which will provide opportunities for small grouping and culturally responsive, differentiated learning activities.
- Tillicum's Multi-Tiered Systems of Support (MTSS) team functions to develop solutions to help targeted students be successful at school utilizing a variety of different resources. This year, the MTSS team is focusing its work on MLL students, black students, and students with IEPs and English Language Arts. Literacy-focused and Math focused learning walks will occur quarterly to inform yearlong professional development.

Academic Success Priority: Math Proficiency

Math proficiency will continue to be a priority at all levels, based on student outcome data.

Math Proficiency and Growth Measures

Increase percentage of students in grades 6-8 meeting or exceeding proficiency standards in math and making typical or high growth in math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Grades 6-8: Star Math Proficiency and Growth						
Subgroup	Math % Proficient			Star Math % Typical/High Growth		
	Spring 2019 (Star)	Spring 2022 (SBA)**	Spring 2023 (Star)	Fall 2017- Spring 2018	Fall 2018- Spring 2019	Fall 2022- Spring 2023
All	75% (755)	62% (707)		65% (643)	59% (732)	
Asian	86% (183)	75% (216)		68% (133)	63% (179)	
Black	35% (17)	62% (13)		80% (15)	47% (15)	
Hispanic	58% (126)	37% (106)		63% (86)	55% (119)	
Multi-Ethnic	71% (82)	66% (109)		63% (67)	64% (81)	
White	78% (346)	60% (261)		64% (342)	58% (337)	
Low Income	37% (107)	29% (107)		59% (79)	51% (98)	
English Learners	30% (33)	11% (56)		60% (25)	55% (29)	

Students with Disabilities	26% (70)	19% (72)		50% (54)	47% (64)	
Female	73% (379)	58% (338)		69% (324)	59% (368)	
Male	76% (376)	66% (368)		61% (319)	59% (364)	
Advanced Learning	*	98% (44)		*	*	
Traditional	74% (746)	60% (663)		65% (637)	59% (723)	
Grade 6	75% (269)	61% (232)		59% (234)	53% (259)	
Grade 7	75% (252)	64% (240)		68% (229)	64% (247)	
Grade 8	73% (234)	60% (235)		69% (180)	60% (226)	

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

** Star Math data are not available for spring 2020, 2021, or 2022.

Data Reflection

- High growth/Typical growth for students identified as Black on the Fall 2018-Spring 2019 decreased by more than 50%. This may be due to a further need to employ data based differentiated teaching strategies such as small grouping, and opportunities for remediation and reassessment to demonstrate proficiency throughout the interim.
- Current summative data must be triangulated with comparative data (classroom formative assessments, performance-based assessments, attendance etc.) in order to develop greater insight related to student performance.

Key Strategies

- Math PLC meets monthly to support school-wide mathematics learning. They will implement Cycles of Continuous Improvement using school, subgroup data, and equity tools to monitor and adjust tier 1 instruction supports for students.
- Teachers in Math PLC will engage in Math focused learning walks to support Math Discourse and (3c) Student Engagement. These learning walks will use district walkthrough tools and will occur quarterly to strengthen instruction and inform yearlong professional development.
- The PLC will utilize intervention programs via instructional technology (to be determined by math PLC) for students needing additional instructional support in mathematics. The math PLC will also examine formative assessment data to refer students that are not demonstrating proficiency to math tutorial for additional support.

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

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.

Family Subgroups	Percentage of Favorable Responses on Family Engagement Survey								
	Informed			Supported			Empowered		
	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	43% (430)	52% (274)		42% (429)	51% (275)		34% (429)	40% (275)	
Asian	47% (108)	58% (82)		48% (106)	56% (82)		42% (107)	46% (82)	
Black	*	*		*	*		*	*	
Hispanic	40% (60)	58% (50)		42% (60)	61% (50)		38% (60)	57% (50)	
Multi-ethnic	46% (75)	47% (38)		46% (75)	46% (38)		37% (75)	31% (37)	
White	41% (181)	46% (101)		35% (178)	42% (101)		25% (177)	29% (101)	
Students with Disabilities	39% (36)	53% (29)		38% (36)	55% (29)		43% (36)	52% (29)	
English Learners	47% (21)	58% (23)		61% (20)	58% (23)		68% (21)	58% (23)	
Low Income	36% (37)	53% (38)		47% (36)	58% (38)		49% (36)	51% (38)	

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

Data Reflection

- The total number of families participating in the Family Engagement Survey represents less than half of our total student population. This may be due to a lack of consistent communication on the district and school level.
- The low numbers of participation have remained consistent from the Spring 2022 – Spring 2022 survey. This may be due to a lack of consistent communication and outreach on the district and school level.

Key Strategies / Adjustment

<ul style="list-style-type: none"> Rebuild a sense of community connection to Tillicum by coordinating a series of family educational and social activities, such as principal coffee sessions, PTA socials and data days. Family “data days” will offer parents insight into student academic performance and strategies on how they can further support their child academically, socially, and emotionally throughout the year.
<ul style="list-style-type: none"> Initiate a series of listening sessions with small focus groups to better understand the needs of our families. Data from listening sessions will inform quarterly surveys which will be used to modify and adjust school and leadership practices.
<ul style="list-style-type: none"> Utilize our school social worker and parent engagement specialist to work closely with families in need through home visits and family workshops. Families will also be connected to the BSD resource hub for resources.

Creators of Their Future World

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

PreK-12 education in the Bellevue School District will prepare each student to be a creator of their future world. The creator of their future world will think critically, problem solve collaboratively, communicate effectively, and take action for positive change of local and global issues.

The entry point or lever into this effort will be global competency. Global competence as defined by the Global Competence Task Force¹, is *the capacity and disposition to understand and act on issues of global significance*. These four domains further define global competency:

Global Competencies
<ol style="list-style-type: none"> Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research. Recognize perspectives, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural differences. Take action to improve conditions, viewing themselves as players in the world and participating reflectively. <p style="text-align: right;">Mansilla 2012</p>

Priority Global Competency Targets
Shared Vision: Develop a shared vision and understanding of global competency with stakeholders
Key Strategies / Adjustment
<ul style="list-style-type: none"> This year, the domain – “Recognizing Perspectives” will be the primary focus in the initial stage of our Global Competency work during the 22-23 school year. This aligns to our literacy focus on (3b) Questioning and Discussion Techniques. Students talk and ask questions about each other’s thinking, in order to clarify or improve their understanding. PLCs will be provided with release time to backwards map curriculum and find opportunities to implement opportunities for the “Recognizing Perspectives” Domain.

¹ Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning.

- Professional Development to further “ignite” and strengthen understanding around Global Competency will be provided throughout the year. Teacher leaders will be provided with opportunities to share student artifacts or lesson plans with staff.

School Overview

Tillicum is a high achieving middle school serving approximately 750 students. We offer a comprehensive core instructional program, including a variety of elective options such as, World Languages, Drama, Dance, Choir, Band, Orchestra, and Academic/Personal Growth Courses. We are committed to affirming and inspiring each and every student to learn and thrive as creators of their future world.

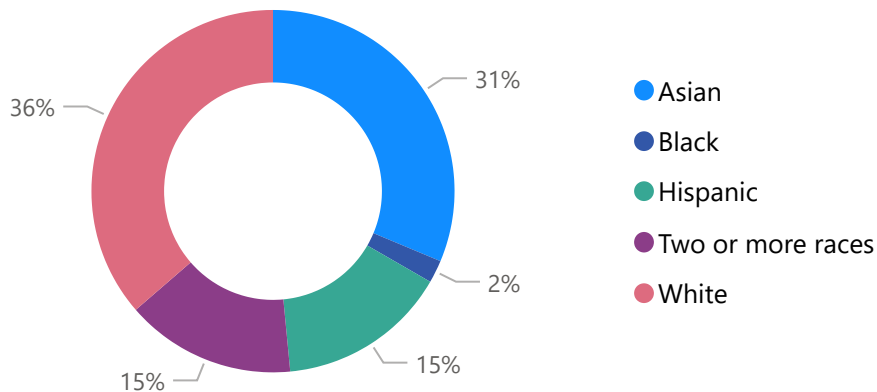
1280 160th Ave SE
Bellevue, WA 98008

<http://www.bsd405.org/tillicum>
425-456-6700
Davonia Bryant

Programs Offered

Cascade (special education), International Spanish Academy (immersion), Chinese Dual Language Immersion

Racial Diversity



School & Student Characteristics ¹

	Tillicum Middle School	District MS Average ²
Enrollment (10/1/2021)	738	657
Average Attendance Rate	94%	93%
Eligible for Free/Reduced Price Meals	13%	19%
Receiving Special Education Services	10%	9%
English Language Learners	8%	11%
First Language Other Than English	32%	41%
Mobility Rate ³	6%	10%

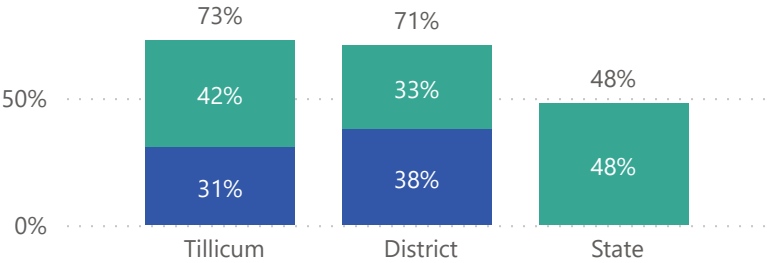
Summary of Student Achievement

State Assessment Results for Grades 6-8 (Spring 2022)

Percentage of Students Meeting / Exceeding Standards

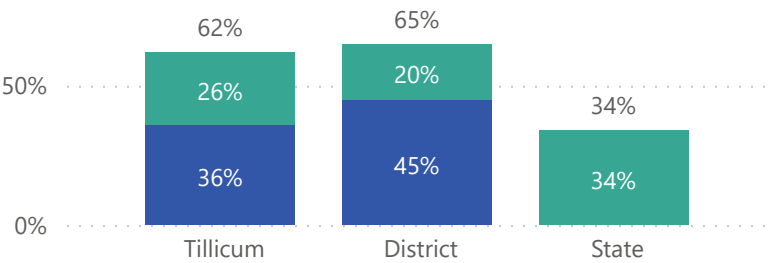
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



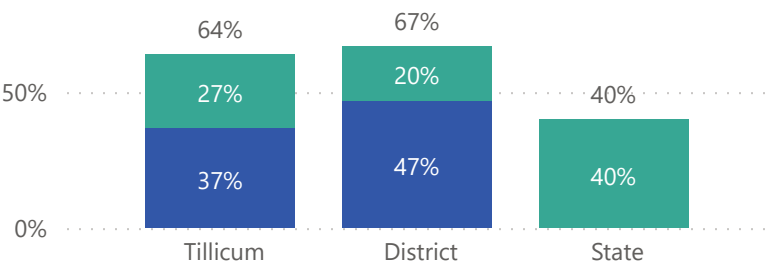
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

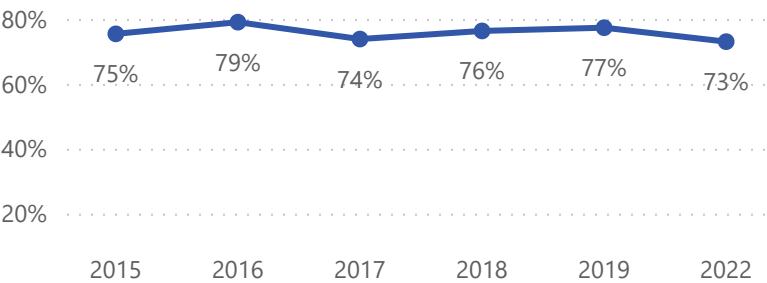
● Exceeds Standards ● Meets Standards



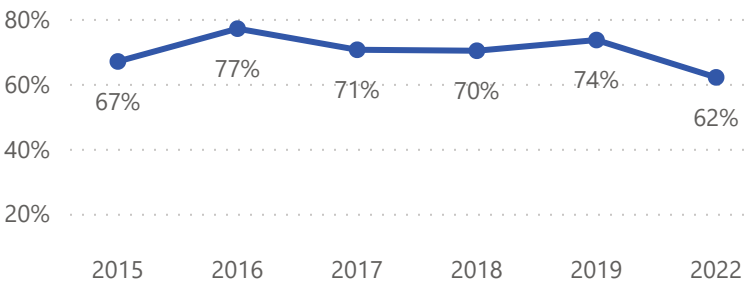
State Assessment Results for Grades 6-8

Percentage of Students Meeting Standards

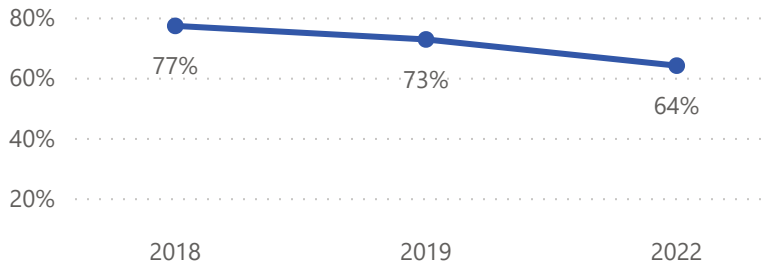
SBA: English Language Arts



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.

End Notes

1 School and Student Characteristics

Data are from October 1, 2021 unless otherwise specified.

2 District Average

The district averages displayed here are the averages for district elementary 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."