



School Improvement Plan Sammamish High 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 Sammamish High School?

- Sammamish houses several programs, including International Spanish Academy, Spanish Dual Language and Cascade.
- Students take an active role in advocating for social justice.
- Administrators, teachers, support staff, and families partner together to provide a dynamic and supportive learning experience for students.

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 Percent Favorable (Grades 9-12)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	62% (907)	70% (967)	70%	62% (841)			
Asian	60% (148)	68% (204)	72%	66%			
Black	61% (24)	62% (43)	64%	*			
Hispanic	59% (114)	71% (190)	71%	61%			
Multi-ethnic	64% (53)	73% (79)	65%	60%			
White	63% (347)	70% (442)	71%	63%			
Students with Disabilities	53% (99)	60% (104)	67%	57%			
English Learners	59% (92)	71% (93)	72%	65%			
Low Income	58% (285)	67% (273)	69%	61%			

*Data suppressed due to small group size, 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

- Fall 21 data closely compares to Fall 19 pre-pandemic data. This was likely due to deliberate efforts in the first three days of school to strengthen student-to-staff and student-to-student relationships utilizing the nest days.
- Students receiving special education services increased significantly (7 percentage points) from fall 19 to fall 21. This is likely due to strategic shifts to enhance the co-teaching model with specific emphasis on identifying teachers with the right skill set. Strengthening the case management structures likely further contributed to these outcomes.
- There were significant drops across the board from Fall 21 to Spring 22. Spring patterns seem to reflect an uptick in challenging behaviors that impact the overall culture. We are addressing this pattern of increase behaviors within strategies for this year such as clear communication with expectations, administrator and teacher presence within the hallways, increased incentives to support positive behaviors, etc.

Key Strategies / Adjustments

<ul style="list-style-type: none"> Create and implement a Student Well-Being MTSS team that will focus on monitoring student's behavioral, academic, and attendance data and promoting school-wide SEL practices to aid student's social emotional growth.
<ul style="list-style-type: none"> Develop a social media campaign partnership with students using platforms such as Instagram, TikTok, and the school website to keep students informed of activities, ways to get involved and communicating information about events such as Homecoming, Spirit week, Curriculum Night and Cultural events.
<ul style="list-style-type: none"> The Building Leadership Team (BLT) will meet monthly with student leaders (ASB, Black Student Union, Latina Heat, and other affinity groups) to magnify student voice in school decisions (some examples include- course offerings, professional development, identification of school values). Information will be shared among the different teams.

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 9-12: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020 (n=737)	Spring 2021 (n=605)	Fall 2021 (n=942)	Spring 2022 (n=846)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	77%	72%	75%	73%			
Social Awareness	72%	71%	70%	72%			
Self-Efficacy	40%	42%	45%	50%			

Data Reflection

- Self-management and social awareness are strengths for most of our students and have stayed consistent over time. This is likely due to the building focus on defining and providing opportunities for students to engage in these practices. The staff has had training on topics including Community Circles and other SEL strategies and how to integrate these practices into instruction. This focus along with SEL-focused Nest Days (first few days of school rollout) give students ample opportunity to learn, discuss, and demonstrate self-management and social awareness skills.
- Self-efficacy has seen gradual improvements since Fall, 2020 through Spring 2022. While student self-efficacy increased by 8 percentage points from Spring 21 to Spring 22, it remains significantly lower than self-management and social awareness competencies. This is likely a result of not explicating teaching students about what self-efficacy means and identifying examples of when students demonstrate self-efficacy.

Key Strategies / Adjustment

- Student Well-Being team will establish a consistent system for acknowledging and recognizing students for their successes, large and small. Acknowledgements should be based upon academic growth/progress. Implementing prior to the end of 1st quarter.

- | |
|--|
| <ul style="list-style-type: none">• Utilize adult Coaches (Graduation Success Coaches, Jubilee Reach and Rainier Athletes) to serve as points of contact and mentors for students who need additional layers of support. |
| <ul style="list-style-type: none">• Explore piloting an afterschool peer tutoring program that uses peer tutors to provide additional layers of support for other students while serving as peer role models. |

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: College and Career Ready

Graduation Success Measure

Increase the percentage of students in each grade level who earn sufficient credits by the end of the year to be on track to graduate (given their expected timeline since some students have a 5+ year plan).

Percentage of Students Earning Sufficient Credits to be On-Track to Graduate (Active students, 2021-22 as of July 2022)				
Group	Grade 9 (7 or more credits)	Grade 10 (12 or more credits)	Grade 11 (18 or more credits)	Grade 12 (24 or more to graduate)
All Students	83%	88%	91%	
Asian	93%	96%	99%	
Black	71%	100%	88%	
Hispanic	70%	77%	88%	
Multi-ethnic	97%	93%	88%	
White	95%	93%	93%	
Students with Disabilities	62%	89%	74%	
English Learners	50%	69%	76%	
Low Income	72%	82%	85%	

Data Reflection

- Preliminary school data indicates at least 90% of each subgroup graduated with their cohort. This is likely due to the increase emphasis on graduating shared throughout our learning community.
 - Preliminary data indicates that 100% of our students who self-identify as Black graduated with their cohort. This is likely due to staff professional development focused on racial equity, effectively serving students least effectively served over time, and being deliberate and explicit in our focus on building positive relationships with each student.
- Students receiving special education graduation percentage is lower than all students. This is likely due to the decisions of individual IEP teams that have worked with students to create 5th year plans that best meet student's needs.

Key Strategies

- Analyze Early Warning Indicator data through the Multi-Tiered Systems of Support (MTSS) 12th grade team at regular intervals and implement evidence-based interventions in support of student learning.

- | |
|--|
| <ul style="list-style-type: none">• Develop 9th and 10th grade content level PLCs focused on student's mastery of essential indicators (through exposure to complex text and increasing their cognitive lift), assessment data tracking and development of classroom-based tier 2 intervention strategies. |
| <ul style="list-style-type: none">• Develop MTSS Math Team with a focus on student's mastery of Algebra 2 essential indicators (through increased math discourse), assessment data tracking, and development of classroom-based tier 2 intervention strategies. |

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	52% (427)	57% (319)		47% (427)	53% (319)		40% (427)	45% (319)	
Asian	58% (60)	54% (50)		53% (59)	58% (50)		47% (59)	48% (50)	
Black	*	65% (8)		*	59% (8)		*	44% (8)	
Hispanic	61% (82)	64% (90)		62% (82)	64% (90)		61% (82)	60% (90)	
Multi-ethnic	52% (54)	60% (32)		41% (53)	46% (32)		25% (53)	45% (32)	
White	47% (221)	52% (136)		40% (219)	45% (135)		31% (219)	32% (135)	
Students with Disabilities	55% (53)	52% (46)		58% (53)	53% (46)		59% (53)	47% (46)	
English Learners	72% (21)	63% (36)		75% (21)	67% (36)		80% (21)	64% (36)	
Low Income	58% (87)	57% (94)		60% (86)	59% (93)		63% (87)	53% (93)	

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

Data Reflection

- Families of students receiving Multi -Language Learners (MLL) services had the highest percentage of favorable responses in two of the three engagement areas (Empowered/Supported). Efforts of MLL facilitators to communicate with families and the family listening circles were likely contributors.

- There was significant disparity in the three engagement areas between our families of students receiving MLL services and our white families. Independent survey data revealed that parents want more communication with and from our teachers. This may be a likely contributor.

Key Strategies / Adjustment

- Responding to an identified concern that surface during a listening circle with Hispanic families, we will develop a resources page flow chart (translated into Spanish) which identifies all support available within the school and how families can access the support.
- Provide more diverse opportunities for family engagement such as: expanded listening circles, cultural nights, family informational sessions, and content night (open house).
- Utilize our support staff, and when possible, our community partners, to provide personalized communication and outreach for families that traditionally do not participate in school-wide events. Utilize multiple modes of communication.

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 and every 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

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives, others' and their own**, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural differences.
4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.

[Mansilla 2012](#)

Priority Global Competency Targets

Shared Vision: Develop a shared vision and understanding of global competency with stakeholders

Key Strategies / Adjustment

- Introduce and define global competency during staff professional learning days.
- Provide opportunities for staff to engage in activities to deepen their understanding of global competency and make connections to current practices that incorporate the four domains of global competency.

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.

School Overview

Sammamish High School is one of four comprehensive high schools in the Bellevue School District located in the Seattle suburb of Bellevue, Washington. It serves a student population of approximately 1200 in an ethnically and economically diverse area of Bellevue. Our community is aligned in our commitment to provide a dynamic learning experience that maximizes the potential of all our students. We are a community of lifelong learners focused on developing students’ global competency, while preparing them for success in college and 21st century careers. Our school is committed to dismantling systems and disrupting practices that impact the success of our most marginalized students. Our community, especially our students take great pride in celebrating our diversity, advocating for social justice, and creating an environment that is welcoming and inclusive.

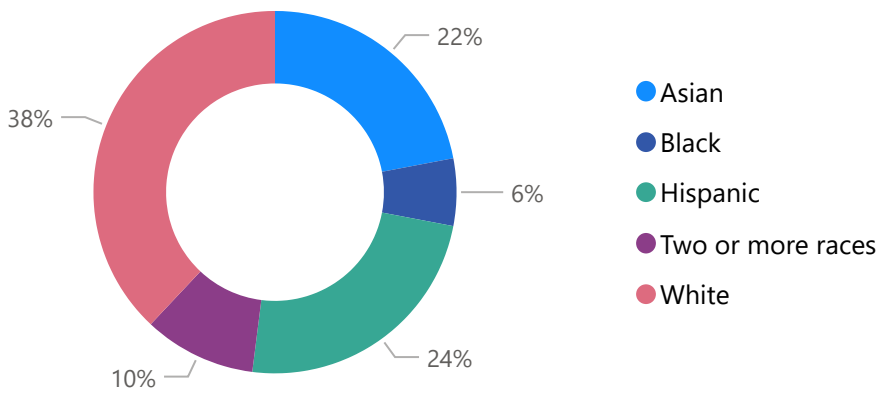
100 140th Ave SE
Bellevue, WA 98005

<http://www.bsd405.org/sammamish>
425-456-7600
Derrick Richardson

Programs Offered

Cascade (special education), International Spanish Academy (immersion)

Racial Diversity



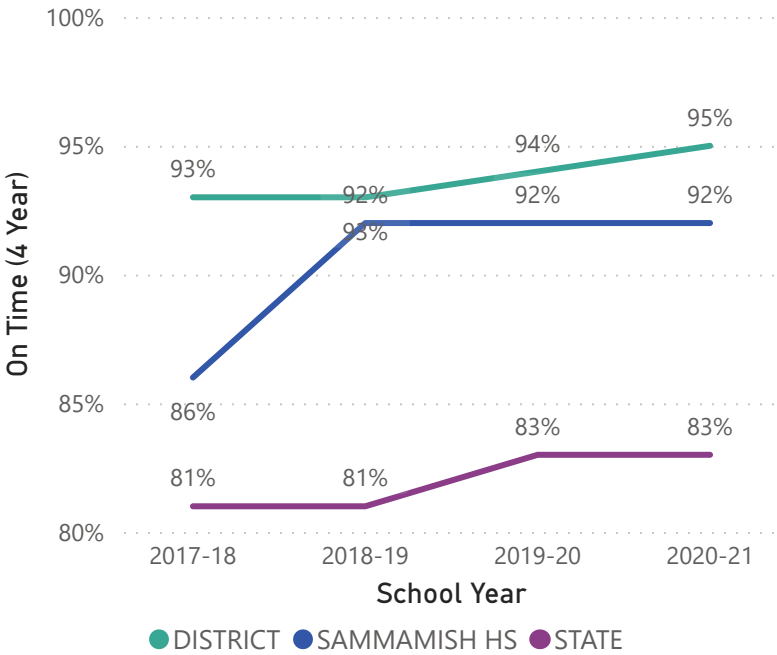
School & Student Characteristics ¹

	Sammamish High School	District HS Average ²
Enrollment (10/1/2021)	1194	1054
Average Attendance Rate	85%	89%
Eligible for Free/Reduced Price Meals	34%	18%
Receiving Special Education Services	14%	8%
English Language Learners	12%	9%
First Language Other Than English	38%	38%
Mobility Rate ³	12%	9%

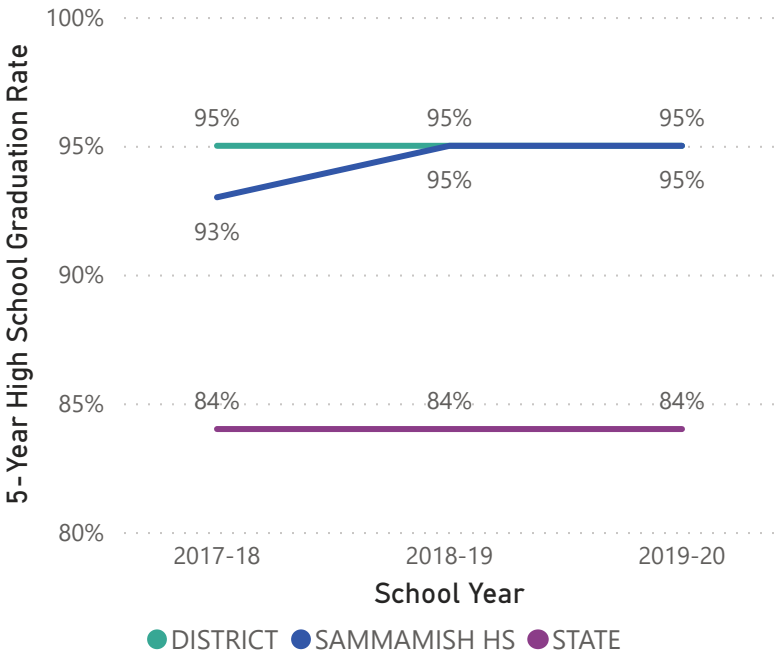
College and Career Readiness

On Time Graduation

On Time (4 year) Graduation Rate

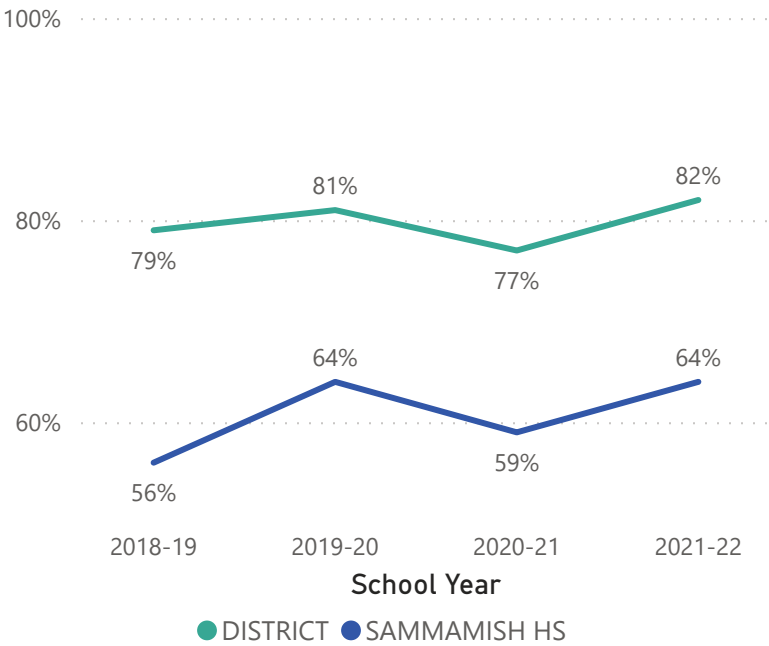


5 year Graduation Rate

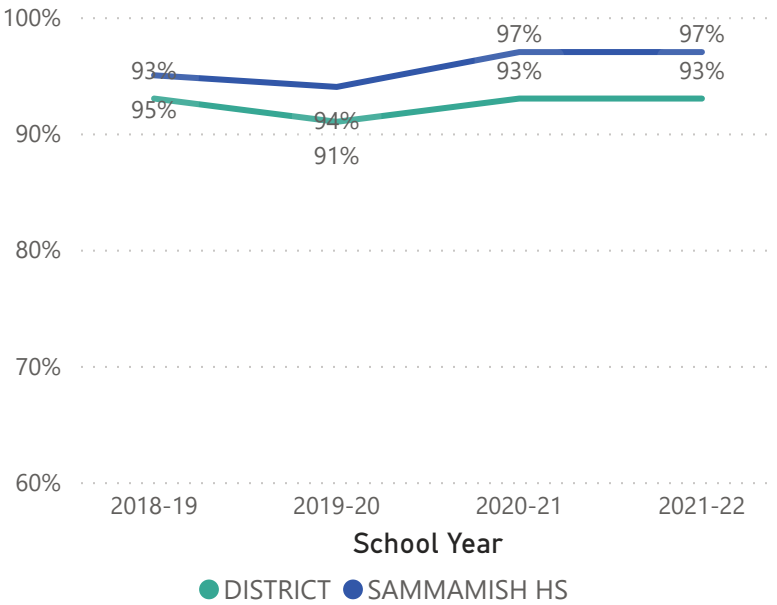


AP & IB

AP Exam Pass Rate



Students with at least one AP/IB Course by Graduation



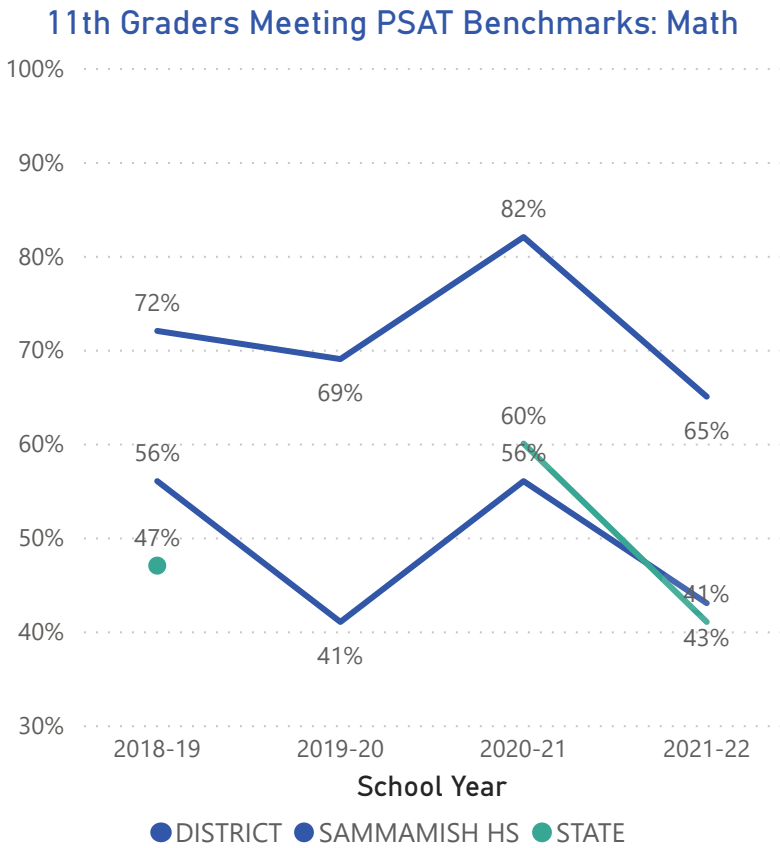
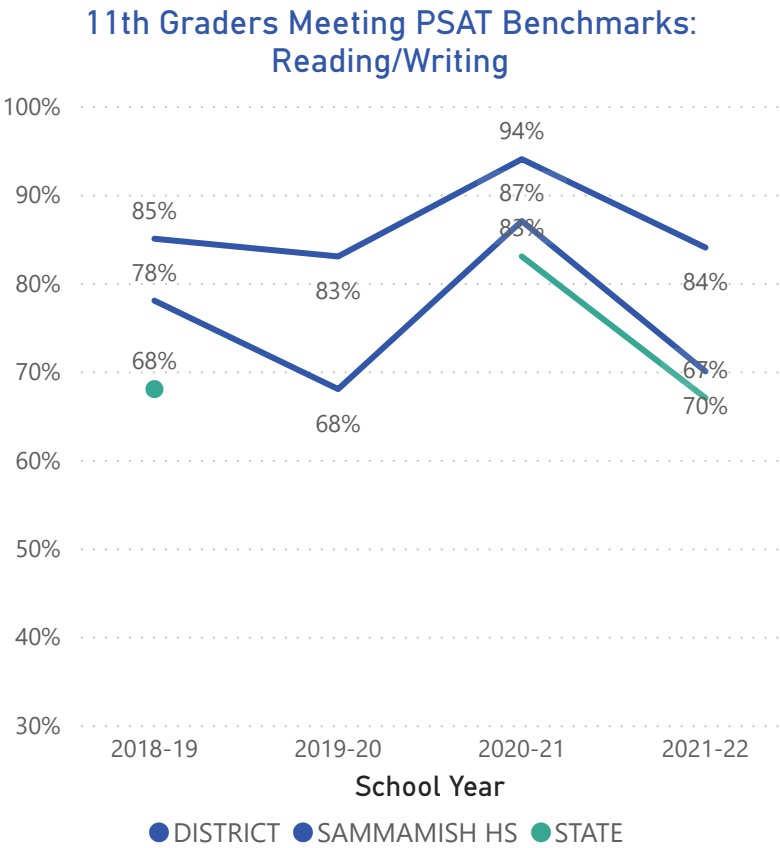
AP & IB

School Name	DISTRICT				SAMMAMISH HS			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
AP Exam Pass Rate	79%	81%	77%	82%	56%	64%	59%	64%
Students Taking At Least One AP/IB Course by the Time They Graduate	93%	91%	93%	93%	95%	94%	97%	97%
Average Number of AP and IB Credits Earned by Graduates	6.8	6.9	7.4	7.4	5.2	5.4	5.1	5.0

SAT & ACT

School Name	DISTRICT				SAMMAMISH HS				STATE			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
Average SAT Composite Score	1273	1271	1358	1263	1176	1202	1305	1131	1074	1073	1072	
Average ACT Composite Score	27.1	27.8	29.5	29.4	24	24.6	27.2	27.9	22.1	22.9	23.6	22.9

Additional College Readiness Measures



Note: Significantly fewer students participated in college testing (PSAT, SAT, ACT) in 2020-21 due to COVID, so these scores do not necessarily reflect the general student population and may not be comparable with prior years.

Glossary

ACT

The ACT is a college admissions test with four subjects (English, math, reading, and science) scored on a scale from 1-36. The Composite ACT score is the average of the four subject test scores.

AP

Advanced Placement (AP) courses are college-level courses offered in high school. These courses culminate in an AP exam that is given by the College Board. Many college grant course credit to students receiving passing scores. AP tests are scored on a scale from 1-5, with 3 or higher considered passing.

IB

The International Baccalaureate (IB) program is a rigorous college-preparatory program offered at selected schools in many countries around the world. Students who pass a challenging set of IB exams at the end of selected courses earn an internationally-recognized IB diploma. IB exams are scored on a scale from 1-7, with 4 or higher considered passing.

PSAT College and Career Readiness Benchmark

All BSD students take the PSAT test in 11th grade, as preparation for the SAT and the college application process. The PSAT benchmark is one indicator of whether students are on track to be ready for college. Students who score at or above the benchmark level have a 75% chance of earning at least a C in first-year core college courses.

SAT

The SAT is a college admissions test which was substantially revised in 2017. The new SAT includes two subject areas (ERW - evidence-based reading and writing, and math). The previous SAT had three subject areas (critical reading, writing, and math). Each subject is still scored on a scale from 200-800; however, the combined score on the new test is now 1600, instead of the previous combined score of 2400.

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.