



School Improvement Plan Tye Middle School 2023-24



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 Tye Middle School?

- Academic Achievement – more than 80% proficient in math and reading
- Robust and comprehensive elective offerings in STEM, Digital Media, Visual & Performing Arts, and four World Languages
- High School Credit available in 13 different courses
- Advanced Learning services available grades 6-8 in four subject areas (both cohort and domain-specific models are provided)
- 49% of students speak a first language other English, including 33 different home languages.

Inside:

- Student Voice and Agency
- Educational Excellence
- Equity Commitments
- School Profile

See Appendix for School Profile



Student Voice and Agency

Each student holds the power to shape their own future and have a positive impact on the world they inhabit. In recent years, we have observed an increase in student involvement at all levels, including Board meetings. Students have come forward to discuss crucial issues impacting their well-being and academic success. They have proudly celebrated their successes and courageously drawn attention to systemic inequities and barriers to student achievement. In this School Improvement Plan (SIP), we will prioritize student voice and agency as a key initiative to transform students' learning experiences.

Goal: Elevate student voice and agency to cultivate well-being and joy while transforming learning experiences in the classroom and school community.

Measures and Levels of Evidence

Map-Level Data:

Student Voice & Agency (Select questions from Panorama surveys)** Average % favorable responses, grades 6-8 <i>See Appendix 1 for question-level detail</i>				
Student Groups	Spring 2022	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	69%	69%	71%	
Asian	70%	70%	72%	
Black	*	*	*	
Hispanic	60%	62%	67%	
Multi-ethnic	67%	64%	68%	
White	69%	69%	71%	
Students w/IEPs	59%	65%	69%	
English Learners	65%	68%	70%	
Low Income	62%	64%	68%	

*Groups of fewer than 5 students are not included to protect confidentiality.

****Questions include:**

"How sure are you that you can complete all the work that is assigned in your class?"

"How much do you feel like you belong at your school?"

"Are there opportunities for you to participate in this class?"

"Does this teacher invite students' culture and experiences into the classroom?"

"How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?"

Street-Level Data:

- Focus groups of students from sub-groups will be asked to provide input as the school develops recommended strategies within professional development and collaboration. Supplementary questions for focus groups and/or surveys will include:
 - *Does your teacher offer choices for assignments or projects?*
 - *Do you notice students giving their opinions?*
 - *Have you noticed students coming up with different ways to do an assignment?*
 - *Does your teacher ever adjust after students give input?*

- Student Well-Being Team will utilize walkthrough tools aligned with the Tiered Fidelity Inventory (TFI) to identify school-wide patterns.

Summary of Evidence

- ❖ Students who identify as Asian are the sub-group who responded the most positively. They are also the largest overall subgroup by number.
- ❖ Most of the lowest favorable responses come from the sub-groups with the smallest number of enrolled students.
- ❖ Most Tye English Learners also identify as Asian. This intersection may account for our English Learners reporting relatively favorable student voice and agency.
- ❖ The percentage of favorable responses has remained quite consistent over two school years (Spring 2022-Spring 2023). This indicates little impact or change since school fully re-opened in Fall 2021.

Equity Challenges

- ❖ Students who identify as Hispanic have the lowest overall percentage of favorable responses.
- ❖ We don't fully understand why students who identify as Asian are responding more positively than other groups, as well the intersection between our English Learners and students who identify as Asian.

Educational Excellence

Academic success, as one aspect of educational excellence, remains a “mission-critical” component of the Bellevue School District. Strong literacy and math skills are critical to preparing students for rigorous high school courses and post-secondary learning.

Goal #1—Literacy: Increase the percentage of students meeting or exceeding proficiency standards in **reading** by the end of Grade 8.

Measures and Levels of Evidence

Satellite-Level Data: Smarter Balanced Assessment

Smarter Balanced English Language Arts Proficiency – Grade 8			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	83.7%	85%	
Asian	88.5%	90%	
Black	33.3%	50%	
Hispanic	45.5%	55%	
Multi-ethnic	77.8%	80%	
White	80.3%	82%	
Students w/IEPs	47.6%	55%	
English Learners	46.9%	55%	
Low Income	57.9%	60%	

Street-Level Data:

- Conduct listening circles 3x/year (both educators and students) – to better understand student tendencies and trends around confidence, agency, and teaching and learning strategies supporting their growth and achievement (we’re particularly focused on including voices of students receiving MLL services)
- Administer “Reading Apprenticeship” survey on student self-perception as a reader in a sample of classes

Summary of Evidence

- ❖ 83.7% (277/331) of 8th graders last year demonstrated proficiency on the reading SBA.
- ❖ Students who identify as Asian demonstrate proficiency at higher rates than all other sub-groups.
- ❖ Less than 50% of students who identify as Black and Hispanic students demonstrate proficiency in reading on the 8th grade SBA.

Equity Challenges

- ❖ There is a significant gap in academic achievement based on race, language, socio-economic status, and type of services received at school.
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Goal #2—Math: Increase the percentage of students meeting or exceeding proficiency standards in **math** by the end of Grade 8.

Measures and Levels of Evidence

Satellite-Level Data: Smarter Balanced Assessment

Smarter Balanced Math Proficiency – Grade 8			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	81.3%	83%	
Asian	88.5%	90%	
Black	16.7%	50%	
Hispanic	45.5%	55%	
Multi-ethnic	74.1%	77%	
White	70.5%	75%	
Students w/IEPs	38.1%	50%	
English Learners	54.5%	60%	
Low Income	56.9%	60%	

Street-Level Data:

- Conduct Listening Campaigns and surveys using the following questions:
 - What feedback are you getting from teachers?
 - How prepared do you feel for this course?
 - What do you wish you would have learned well last year?
 - What are teachers doing that helps the most?
 - How confident do you feel you can learn Math?
 - Are you learning the way you learn best?

Summary of Evidence

- 81.3% (269/332) of 8th graders last year demonstrated proficiency on the math SBA.
- Students who identify as Asian demonstrate proficiency at higher rates than all other sub-groups.
- Less than 50% of students who identify as Black and Hispanic students demonstrate proficiency in math on the 8th grade SBA.

Equity Challenges

- There is a significant gap in academic achievement based on race, language, socio-economic status, and type of services received at school.

Equity Commitments

All students have an inherent right to an equitable, accessible, inclusive, and culturally-responsive learning environment. Our Racial Equity and Inclusion Team (REI Team), in collaboration and coordination with our staff, has selected the equity commitment identified below as a key improvement priority in this year's School Improvement Plan (SIP).

Goal/Equity Commitment

Equitable Access to High Quality Instruction: Provide concerted universal instructional efforts and extensive and varied intervention opportunities to support all students, including those who face barriers and inequities, to meet key milestones for student growth and achievement, and their own personal growth and learning goals.

Measures and Levels of Evidence

Map-Level Data: Panorama Student Survey (on pedagogical effectiveness)

Pedagogical Effectiveness (questions from Panorama surveys) Average % favorable responses, grades 6-8 <i>See Appendix 2 for question-level detail</i>			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	70%	72%	
Asian	70%	71%	
Black	*	*	
Hispanic	63%	66%	
Multi-ethnic	66%	69%	
White	72%	74%	
Students w/IEPs	67%	70%	
English Learners	73%	75%	
Low Income	68%	71%	

Street-Level Data: Listening Campaigns

The RE&I Team will facilitate listening sessions with Tyee students in an effort to better understand how students experience and think about classroom instruction. We aim to use this feedback to improve our pedagogical effectiveness.

Summary of Evidence

- ❖ Students who identify as White are the sub-group who responded most favorably.
- ❖ The sub-groups with the lowest favorable responses also have the fewest number of students.

Equity Challenges

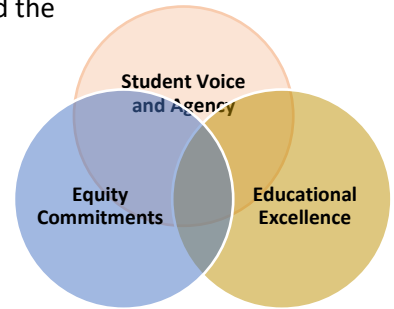
- ❖ Students who identify as Hispanic respond less favorably than all other sub-groups. These less favorable responses also correlate to lower proficiency rates in reading and math as well as less favorable responses on the "Student Voice and Agency" index.

Key Improvement Strategies

Continuous school improvement requires ongoing learning, reflection, collaboration, and the implementation of evidence-based best-practices. The strategies identified below represent our key improvement strategies to achieve our goals this year.

Grade-Level Teams

Tyee has organized our monthly Professional Learning Communities (PLCs) into grade-level teams aligned to our Multi-Tiered System of Supports (MTSS). This year, with a theme centered on “independent learners,” we’re using collaboration time to improve instructional practices centered on student agency across our school (Tier 1) while developing interventions and support for groups and individual students (Tier 2 & 3).



Professional Development: Language and Literacy

Tyee’s monthly Professional Development will focus on improving literacy skills and language access for students by developing, teaching, promoting, and reinforcing classroom-based instructional strategies, including:

- Cross-walking the “WIDA Can Do Descriptors” with the Washington State Professional Educators Standards Board’s “Cultural Competency, Diversity, Equity, and Inclusion Standards” (CCDEI) to improve classroom instruction
- Deepening use of instructional best practices, including “Math Language Routines” and AVID strategies in writing, reading, listening, and speaking.

School Leadership & Elevating Student Voice

Our school leadership structure includes three teams: Racial Equity & Inclusion; Instruction; Student Well-Being. This year, each of our three leadership teams will be elevating student voice by integrating core practices, such as 1) focus group sessions with students, classroom walkthroughs, and student surveys with a focus on math, literacy, and access to high quality instruction. By integrating student voice into the structure of our current leadership teams, we aim to center the voices of students on the margins, improve equitable decision-making about key priorities at school, and deepen our pedagogical effectiveness.

Appendix 1: Student Voice and Agency Detail

SPRING 2022:

Question	All Students	Asian	Black	Hispanic	Multi-ethnic	White	MLL	F/R	IEP
Are there opportunities for you to participate in this class?	82	82		78	85	83	77	77	77
Does this teacher invite students' culture and experiences into the classroom?	57	55		48	61	62	48	52	47
How confident are you that you can complete all the work that is assigned in your class?	68	72	45	47	62	66	57	51	57
How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?	72	74		69	72	67	76	72	59
Overall, how much do you feel like you belong at your school?	66	67		60	53	66	67	60	56

SPRING 2023:

Question	All Students	Asian	Black	Hispanic	Multi-ethnic	White	MLL	F/R	IEP
Are there opportunities for you to participate in this class?	81	82		72	76	85	78	78	75
Does this teacher invite students' culture and experiences into the classroom?	60	60		52	56	66	56	58	62
How confident are you that you can complete all the work that is assigned in your class?	70	73		51	67	65	67	52	57
How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?	69	69		69	67	69	79	70	65
Overall, how much do you feel like you belong at your school?	63	65		64	56	62	62	60	68

Appendix 2: Pedagogical Effectiveness Detail

Spring 2023

Question	All Students	Asian	Black	Hispanic	Multi-Ethnic	White	MLL	F/R	IEP
How clearly does this teacher teach the information that you need to learn?	75	76		64	69	74	80	68	65
How interesting does this teacher make what you are learning in class?	60	61		55	52	61	64	53	57
How often does this teacher give you feedback that helps you learn?	70	70		64	67	71	73	69	69
How often does this teacher help you think through a problem instead of just telling you the answer?	72	71		66	68	77	71	72	69
In this class, how often do you learn from and correct your mistakes?	72	72		59	73	74	73	68	66

How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?	69	69		69	67	69	79	70	65
How often does this teacher encourage you to build on and extend other students' ideas?	65	66		62	60	67	69	67	62
How often does this teacher recognize students for trying hard and taking chances?	71	71		59	68	72	76	72	72
How often does this teacher have you explain your thinking?	61	61		54	51	65	63	58	63
Does this teacher think you are capable of excelling in this class, if you work hard?	87	87		75	88	88	85	85	82

School Overview

Tyee Middle School is a diverse, high achieving school serving almost 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.

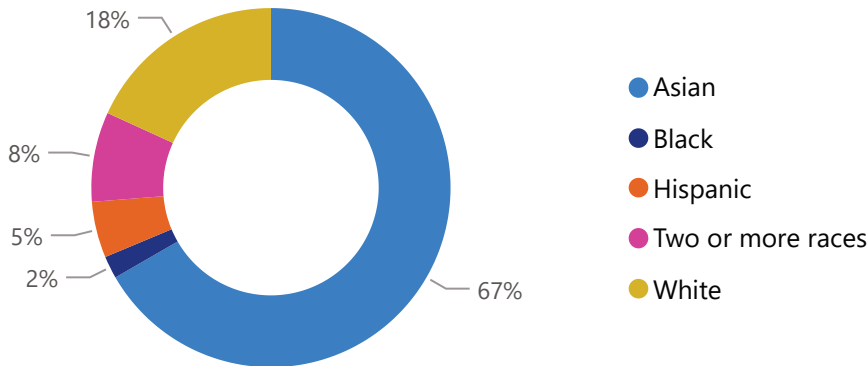
13630 SE Allen Rd
Bellevue, WA 98006

<http://www.bsd405.org/tyee>
425-456-6800
Byron Lillie

Programs Offered

Advanced Learning; Olympic (special education)

Racial Diversity



School & Student Characteristics ¹

Tyee Middle School District MS Average ²

	Tyee Middle School	District MS Average ²
Enrollment (10/3/2022)	881	776
Average Attendance Rate	95%	92%
Eligible for Free/Reduced Price Meals	15%	22%
Receiving Special Education Services	8%	10%
English Language Learners	10%	13%
First Language Other Than English	48%	43%
Mobility Rate ³	6%	10%

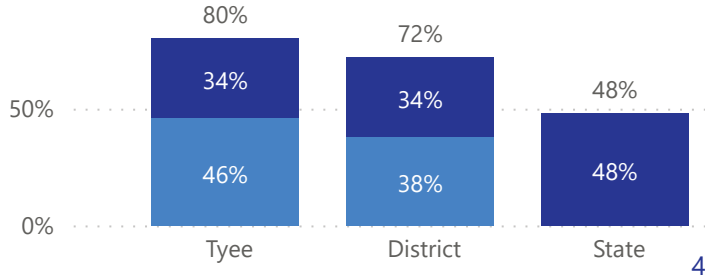
Summary of Student Achievement

State Assessment Results for Grades 6-8 (Spring 2023)

Percentage of Students Meeting / Exceeding Standards

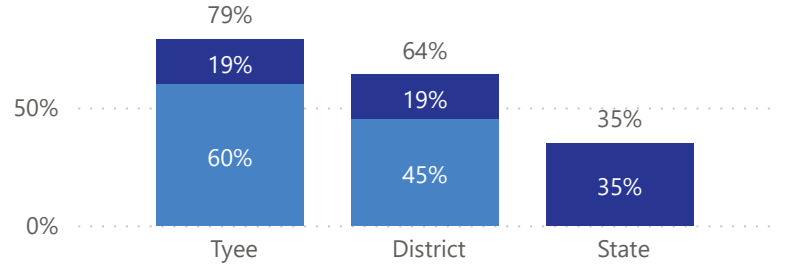
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



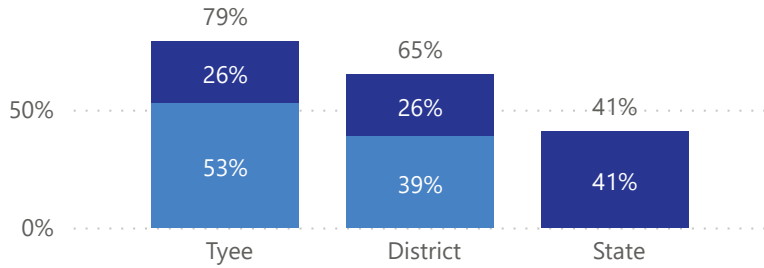
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

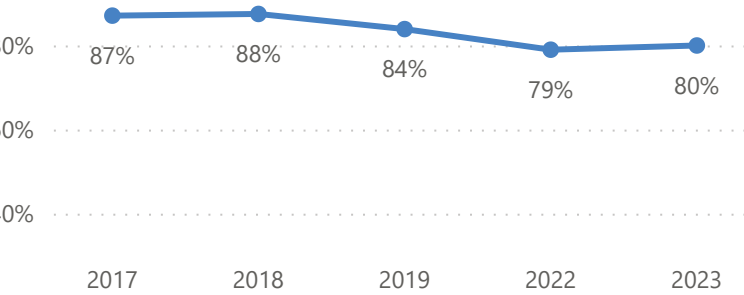
● Exceeds Standards ● Meets Standards



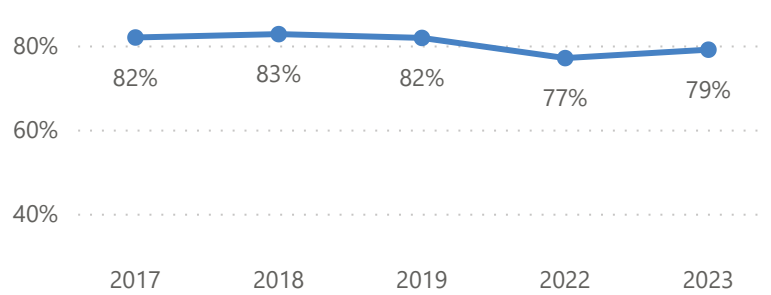
Tyee State Assessment Results for Grades 6-8

Percentage of Students Meeting Standards

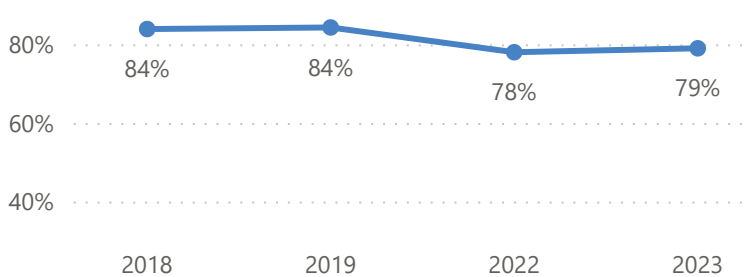
SBA: English Language Arts



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 3, 2022 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.

4 State Assessment Results

State pass rate percentages combine "Meets Standard" and "Exceeds Standard."