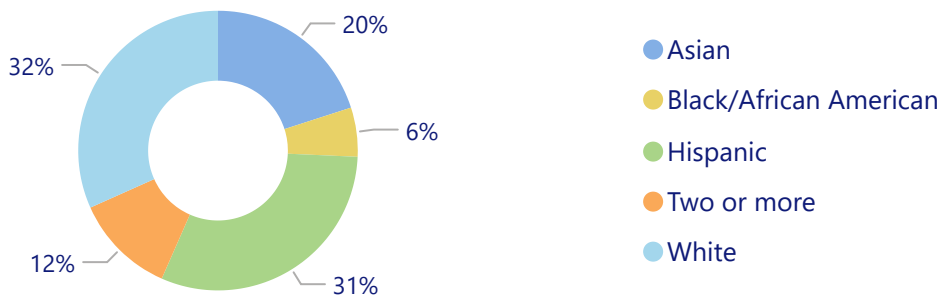


Sammamish High School

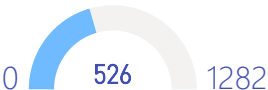
Racial Diversity



Enrollment: 9-12

1282

First Language Other Than English



Eligible for Free/Reduced Price Meals



English Language Learners

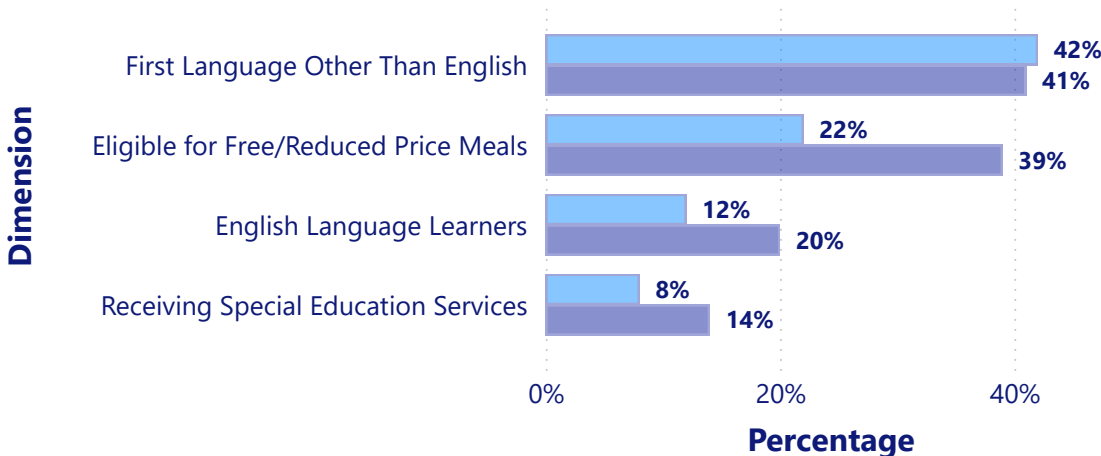


Receiving Special Education Services



School vs. District Student Metrics

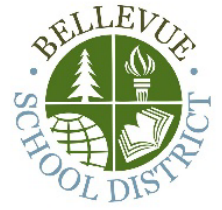
● District High School Average ● Sammamish High School



Sammamish High School

School Improvement Plan 2024-25

Belong · **Learn** · **Lead**



School Overview

Sammamish High School, one of four comprehensive high schools in the Bellevue School District, is located in Bellevue, Washington. The school district serves around 19,400 students across grades K-12. Sammamish, which opened in 1959, serves 1,282 students from an ethnically and economically diverse community.

Sammamish High School emphasizes fostering an inclusive, supportive learning environment through its mission of providing innovative and individualized education. The school encourages students to advocate for social justice, promotes collaboration between staff, families, and students, and embraces diversity as a core strength.

Sammamish' school improvement plan is aligned to the Bellevue School District's Strategic Plan, which focuses on three priorities: We Belong, We Learn, We Lead. Each priority represents a commitment to fostering an inclusive, vibrant community where connections thrive, learning is dynamic and engaging, and leadership is shared and celebrated.



School Improvement Plan Priorities

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School Improvement Plan Priorities

Our School Improvement Plan is aligned with the 2024-2029 Bellevue School District Strategic Plan and Sustainability Plan with a particular focus on student learning and engagement. Human-centered systems and collective leadership are foundational to our efforts to improve students' learning experiences.

Bellevue School District **Strategic Plan** Priorities:

Cultivating Student Engagement and Learning

We've ignited a passion for learning by putting student voice and agency at the heart of everything we do. With active, engaging learning experiences in every classroom, students are prepared to navigate and lead in the complex and ever-changing world.

Building Human-Centered Systems and Relationships

We envision a school and district community where every student, staff, and family member experience a genuine sense of belonging. Our beloved community is thriving when the richness of diversity here is honored, valued, and integral to our learning. Together, we foster a more inclusive and connected environment.

Strengthening Collective Leadership for People and Planet

Together, we lead with inclusivity and equity! By aligning through shared principles and vision, we're ensuring coherence and collective ownership of our goals. Students, staff, and families co-create innovative solutions and implement sustainable plans for the future. We inspire each other to collectively lead the way for people and the planet.





Student Engagement and Learning

Belong · Learn · Lead



Learning is joyful, innovative, and built upon student strengths. Passion for learning is ignited by placing student voice and agency at the heart of teaching and learning. With active, engaging, and culturally sustaining learning experiences, students learn to navigate and lead in the complex and ever-changing world.

Priority: Provide engaging, relevant learning experiences that center on student voice and agency

CURRENT LANDSCAPE

Satellite Data



The “satellite” data for Sammamish High School reveal trends in both **attendance** and student **academic achievement**. The overall student attendance rate, measured by the percentage of students attending 90% or more of the time, slightly decreased from 55% in the 2018-19 school year (pre-pandemic) to 52% in 2023-24. Hispanic student attendance also declined, from 43% to 37%. However, attendance for Multilingual Learner (MLL) students improved during this period, rising from 34% to 39%. These shifts highlight some ongoing challenges in maintaining consistent attendance rates across different student groups.

In terms of academic performance, 10th graders meeting or exceeding the SBA English Language Arts (ELA) standards fell slightly, from 72% in 2023 to 70% in 2024. Hispanic students saw a larger decline, with the ELA proficiency dropping from 58% to 51%, while MLL students improved, rising from 19% to 24%. Math proficiency remained stable for the overall 10th-grade population, with 39% meeting or exceeding the SBA Math standards in both 2023 and 2024. However, Hispanic students saw a slight decrease in math performance, from 17% to 15%, and MLL students experienced a more significant drop, from 18% to 7%, indicating potential areas for targeted support.

Map Data



In the Spring 2024 Panorama survey, 64% of all Sammamish High School students reported a positive sense of voice and agency within the school. Among specific student groups, 58% of Hispanic students and 59% of Multilingual Learner (MLL) students expressed a positive association with their ability to have a say and influence their school experience. These results reflect a relatively consistent level of perceived voice and agency across different student populations.



The student survey data across five categories reveals several insights into the self-perceptions and behaviors of Sammamish High School students. In the **knowledge of executive functioning**, the highest percentage of students rated themselves at Level 1, indicating they had heard the term but didn't understand it fully, while the lowest percentage rated themselves at Level 3, meaning they could define and give examples. About 75% of students ranked themselves at either a 0 or 1, suggesting limited understanding in this area. For **self-advocacy**, most students identified with Level 2, stating they ask for help when needed. The lowest percentage of students were at Level 0, indicating they never ask for help, with 35 students in this group, 17% of whom have IEPs and 9% with 504 plans, but only two students have specific goals related to self-advocacy.

In the **making friends** category, approximately 80% of students rated themselves at Level 2 or Level 3, while 38 students, who rated themselves at Level 0, were flagged for further review by the Mental Health Assistance Team (MHAT) and the SHS Connections Club. For **self-regulation and emotional health**, around 80% of students were also at Level 2 or 3, while 33 students at Level 0 were cross-checked with screener histories; 30% of these students had previously screened for mental health support, and 6% had received counseling. In the **goal-setting** category, the majority of students were at Level 2, where they set goals but only achieve half of them. Among the 46 students who reported never setting goals (Level 0), the group was distributed across all grade levels, with the highest concentration among sophomores. Meanwhile, 378 students who reported achieving only half of their goals were similarly spread across all grades.

Street Data



Two key themes emerged from the student focus groups, focal student observations, and empathy interviews. First, **lack of connection and community** was a common issue, with students expressing feelings of disconnection from their classrooms and a sense of being underrepresented or unseen. This absence of community contributed to their lack of engagement and apathy toward their classes.

Second, a **lack of efficacy and capacity** was identified, highlighting gaps in students' knowledge and skills, particularly in areas like organization, goal setting, self-advocacy, and other executive functioning skills. Both students and staff pointed to this deficit as a factor influencing students' beliefs about their ability to engage in instruction and succeed academically.

Student Engagement and Learning Equity Imperative

Recognizing the disconnection many students feel from their classrooms and instruction, we pledge to create culturally responsive learning environments for all students, especially our Hispanic students. We will ensure our pedagogy **validates** and celebrates our students' diverse cultures, **affirms** their unique strengths and identities, **builds** upon their existing knowledge to foster new and essential learning, and **bridges** them into success across multiple contexts, empowering them to thrive in any cultural landscape they encounter.

Key Improvement Strategies

Our three key improvement strategies aim to foster inclusivity and promote culturally responsive learning environments. **Culturally responsive teaching** will involve professional development for staff, focusing on the VABB (Validate, Affirm, Build, Bridge) framework to recognize and value students' diverse cultural backgrounds. By revising **cell phone management** procedures, we will create a focused, distraction-free learning environment that enhances student engagement. Additionally, implementing 10-minute mini-lessons on **self-management skills** will equip students with essential tools for academic and personal success. Together, these strategies deepen engagement and ensure that all students have the opportunity to thrive in an equitable learning environment.

Culturally Responsive Teaching and Learning

The strategy for making teaching and learning more culturally-responsive involves two key phases:

Foundational Phase: This begins with full-day professional development (PD) sessions in August and October, led by Dr. Sharokky Hollie. These workshops cover essential topics such as creating culturally responsive classrooms, identifying cultural behaviors, using the VABB (Validate, Affirm, Build, Bridge) framework, culturally responsive classroom management, and instructional strategies.

Building Phase: Throughout the school year, staff will engage in ongoing professional development during Wednesday professional development sessions, focusing on VABB clinics. In small groups, staff will practice and deepen their understanding of culturally responsive teaching strategies.

This phased approach aims to build staff capacity and enhance culturally responsive teaching practices.

Use of Technology and Cell Phones

To minimize distractions and deepen student learning, we will revise our procedures for managing cell phones by implementing new guidelines and supports to eliminate phone usage during class and throughout the school day. These revamped procedures aim to create an environment that maximizes student engagement and focus, ensuring that technology is used intentionally for learning purposes, rather than becoming a source of distraction. The updated approach is designed to foster a more focused, productive classroom atmosphere, contributing to improved academic outcomes.

Social-Emotional Learning: Self-Management

We will implement 10-minute mini-lessons every Thursday to explicitly teach social-emotional and executive functioning skills, with a focus on self-management. These targeted lessons will cover essential 21st-century skills such as organization, time management, task initiation, sustained attention, planning and sequencing steps, collaboration, interpersonal skills, critical thinking, problem solving, note-taking, study strategies, and effective use of technology. By incorporating these brief lessons into the weekly schedule, we aim to equip students with practical tools to enhance their self-management, both academically and personally.

MONITORING SUCCESS

Satellite Data



We will monitor progress toward our equity imperative by analyzing SBA scores, on-time graduation rates, and college and career readiness/acceptance data. **SBA** scores will help track academic achievement and reveal any existing gaps, particularly for Hispanic students, indicating the effectiveness of culturally responsive teaching. **On-time graduation** rates will show whether students are receiving the support needed to stay on track and complete their education on schedule, reflecting the success of interventions like social-emotional learning. Additionally, **college acceptance and career readiness data** will measure how well we are preparing students for life beyond high school, ensuring students are equipped to succeed in various post-secondary opportunities.

Map Data



We will monitor progress by analyzing grades, attendance records, and the Panorama Survey. **Grades** will help identify students who are struggling academically, allowing us to assess the effectiveness of interventions aimed at closing achievement gaps, particularly for historically marginalized groups. **Attendance** data will provide insights into student engagement and connection to the school, with improvements signaling a more inclusive and supportive environment. The **Panorama Survey** will offer valuable feedback on students' social-emotional well-being and their perceptions of the school's culture, helping us measure how successfully we are fostering a culturally responsive and equitable atmosphere.

Street Data



We will monitor progress by utilizing empathy interviews, focal student interviews, focal student observations, and data from Open Doors classroom visits. **Empathy interviews** will give us a deeper understanding of students' experiences and the challenges they face, while **focal student interviews** will provide insights from selected students, particularly those from underserved groups, to track the impact of our interventions. **Focal student observations** will help assess student engagement and the effectiveness of culturally responsive teaching in real-time. Additionally, **Open Doors** classroom visits will allow staff to collect data on the use of VABB (Validate, Affirm, Build, Bridge) strategies and celebrate great instructional practices. Together, these data sources will enable us to evaluate and refine our efforts to create a more inclusive and culturally responsive learning environment.





Sustainability

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Priority: Engage students and stakeholders in the design and implementation of an environmental sustainability plan.

Goal: Grow food and eat more plant-based foods.

Actions: Start a garden for herbs that the culinary club can use.



Monitoring and Measuring Success:

We have already acquired raised beds and are currently planning what to plant and how to maintain the garden. As part of this process, we will create a detailed plan, plant the herbs, and organize students to manage tasks such as weeding and harvesting. When the herbs are ready for harvest, we will document the process by taking pictures, weighing the produce, and recording the harvest data. This will allow us to track progress and measure the success of our garden initiative, supporting our goal of sustainability and plant-based food consumption.

Goal: Waste less food.

Actions: Engage students in sustainable behaviors like food waste reduction, plant-based eating and avoiding driving to school. We will also hold competitions with reusable water bottles as prizes.

Monitoring and Measuring Success:

Competitions will be held to encourage reducing food waste, adopting plant-based eating, and avoiding driving to school, with reusable water bottles awarded as prizes. Success will be measured by tracking the number of water bottles distributed, which will serve as an indicator of how many students have actively participated and made changes toward more sustainable practices. The increase in the number of participants receiving water bottles will reflect the growing commitment to sustainability within the school community.



A Note About Data

A variety of data sources are utilized to measure learning and success on goals. District leaders have worked with renowned educator, consultant, and author Shane Safir, on various sources for measuring learning and educational goals. In her work on educational equity and data-informed decision making, the terms "Street data," "Satellite data," and "Map data" refer to different types of information that provide varying perspectives on student learning and school improvement.

Street Data

"Street data" refers to qualitative, ground-level information that is gathered from direct interactions with students, families, and educators. This type of data is rich in context and personal experiences, often collected through empathy interviews, focus groups, observations, and other narrative methods. Street data captures the lived experiences, voices, and stories of those within the school community, offering deep insights into the nuances of school culture, student engagement, and individual learning journeys. It emphasizes the importance of understanding the human side of education and using this understanding to drive meaningful change.

Satellite Data

"Satellite data" represents quantitative, high-level information that provides a broad overview of school or district performance. This type of data includes standardized test scores, graduation rates, attendance figures, and other traditional metrics commonly used to assess academic achievement and operational efficiency. Satellite data offers a macro perspective, allowing educators and policymakers to identify trends, compare performance across different schools or districts, and make data-driven decisions at a systemic level. However, it often lacks the contextual depth needed to understand the underlying causes of these trends.

Map Data

"Map data" bridges the gap between street data and satellite data by providing a middle layer of information that combines both qualitative and quantitative elements. This type of data includes school climate surveys, formative assessments, student work samples, and other tools that offer a more detailed and contextualized view of student learning and school environments. Map data helps educators and leaders to connect the broad patterns observed in satellite data with the specific insights gained from street data, facilitating a more holistic and nuanced approach to school improvement and student support.

By integrating street data, satellite data, and map data, educators can develop a comprehensive understanding of their schools and communities, leading to more effective and equitable educational practices.



Satellite Data: Student Well-Being

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Student Well-Being

Student Groups	Student Voice & Agency Index (Secondary)	
	Spring 2024	Spring 2025
All Students	64%	
Asian	67%	
Black/African American	74%	
Hispanic	58%	
Multi-ethnic	63%	
Native American	*	
Pacific Islander	*	
White	68%	
Students with Disabilities	55%	
English Learners	59%	
Low Income	60%	





Satellite Data: Literacy and Math

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The Smarter Balanced Assessment (SBA) is a state-required test used to measure students' proficiency in English Language Arts (ELA) and mathematics. The SBA assesses critical thinking, problem-solving, and analytical skills aligned with the Common Core State Standards and is one measure of college and career readiness.

Grade 10: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 10	74%	67%	72%	70%	
Asian	79%	84%	78%	77%	
Black	73%	38%	55%	45%	
Hispanic	46%	35%	58%	51%	
Multi-Ethnic	90%	79%	77%	80%	
Native American	n/a	n/a	*	n/a	
Pacific Islander	*	*	n/a	n/a	
White	84%	79%	80%	86%	
Low Income	51%	46%	52%	49%	
English Learners	9%	32%	19%	24%	
Students with Disabilities	32%	31%	36%	26%	

Grade 10: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 10	49%	42%	39%	39%	
Asian	64%	70%	58%	56%	
Black	20%	7%	6%	15%	
Hispanic	22%	18%	17%	15%	
Multi-Ethnic	45%	46%	33%	49%	
Native American	n/a	n/a	*	n/a	
Pacific Islander	*	n/a	n/a	n/a	
White	58%	45%	53%	52%	
Low Income	26%	20%	14%	17%	
English Learners	9%	15%	18%	7%	
Students with Disabilities	14%	16%	18%	11%	



Satellite Data: Future Ready

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Preparing high school students to be "future ready" means encouraging them to take rigorous coursework that challenges and inspires them. Engaging in advanced classes not only deepens their knowledge but also hones critical thinking, problem-solving, and time-management skills, which are essential for college and career success.

Advanced Placement (AP) and International Baccalaureate (IB)

Graduates Passing AP/IB Courses			
Student Groups	2023	2024	2025
All	94%	91%	
Asian	93%	96%	
Black	68%	83%	
Hispanic	96%	87%	
Multi-Ethnic	100%	94%	
Native American	n/a	n/a	
Pacific Islander	n/a	*	
White	96%	91%	
Low Income	89%	84%	
English Learners	90%	72%	
Students with Disabilities	80%	84%	

Industry Recognized Certifications (IRC)

Courses: Automotive Technology, Building Industry Technology, Cisco CCNA, Culinary Arts, Health Sciences, Welding/Design/Fabrication							
Student Groups	Grade 9-12 Demographics 2024-25	% of Total Enrollment in These Courses		% Students Taking an IRC		% Pass Rate of Students Taking an IRC	
		2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
All Students	100%	100%		98%		98%	
Asian	20%	26%		100%		100%	
Black	6%	6%		*		*	
Hispanic	31%	26%		100%		100%	
Multi-ethnic	12%	9%		*		*	
Native American	.2%	0%		n/a		n/a	
Pacific Islander	.1%	0%		n/a		n/a	
White	32%	34%		94%		94%	
English Learners	21%	15%		*		*	
Students with Disabilities	15%	9%		*		*	
Low Income	39%	40%		100%		100%	
Female	49%	49%		100%		100%	
Male	51%	51%		96%		96%	
Non-binary	.7%	0%		n/a		n/a	



College in the High School (CiHS) Dual Credit Coursework

College-in-the-High-School (CiHS) Dual Credit Course Enrollments Grade 9-12							
Student Groups	2023-24 Grade 9-12 Demographics		# CiHS Course Enrollments 2023-24 #	CiHS Subgroup % of Course Enrollments 2023-24	2024-25 Grade 9-12 Demographics		# CiHS Course Enrollments 2024-25 #
All Students	1,380	100%	1,411	100%			
Asian	286	21%	349	25%			
Black	83	6%	62	4%			
Hispanic	415	30%	352	25%			
Multi-ethnic	150	11%	158	11%			
Native American	2	.1%	1	0%			
Pacific Islander	3	.2%	2	0%			
White	441	32%	487	35%			
Students with Disabilities	193	14%	114	8%			
English Learners	270	20%	149	11%			
Low Income	539	39%	397	28%			

**Example: Approx. 41% of Gr 9-12 students were Asian. 49% of CiHS course enrollments were Asian students.*

Running Start Enrollment

Student Groups	Grade 11-12 Demographics 2023-24	Running Start Subgroup # 2023-24	Running Start Subgroup % 2023-24	Grade 11-12 Demographics 2024-25	Running Start Subgroup # 2024-25	Running Start Subgroup % 2024-25
Asian	23%	46	33%			
Black	6%	13	9%			
Hispanic	27%	15	11%			
Multi-ethnic	11%	16	12%			
Native American	.3%	0	0%			
Pacific Islander	.1%	0	0%			
White	33%	48	35%			
Students with Disabilities	12%	2	1%			
English Learners	16%	6	4%			
Low Income	34%	40	29%			

Seal of Biliteracy Earned

Student Groups	2023 Graduates Earning Seal %	2024 Graduates Earning Seal %	2025 Graduate Demographic	2025 Graduates Earning Seal %
All students	27%	27%		
Asian	23%	20%		
Black	11%	11%		
Hispanic	34%	37%		
Multi-ethnic	48%	28%		
Native American	*	n/a		
Pacific Islander	*	*		
White	25%	26%		
Students with Disabilities	3%	14%		
English Learners	30%	26%		
Low Income	25%	24%		



Satellite Data: Attendance

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Regular school attendance is essential for high school students' success and future opportunities. Consistent attendance is linked to better academic performance, higher graduation rates, and greater career prospects, making it a critical component of a successful high school experience.

Attendance - % of Students Attending School Regularly (at school 90% of the time)

Student Groups	18-19 School Year (pre-pandemic)	23-24 School Year	2024-25 School Year
All students	55%	52%	
Asian	63%	68%	
Black	47%	33%	
Hispanic	43%	37%	
Multi-ethnic	54%	49%	
Native American	*	*	
Pacific Islander	*	*	
White	59%	61%	
Students with Disabilities	39%	35%	
English Learners	34%	39%	
Low Income	44%	38%	

