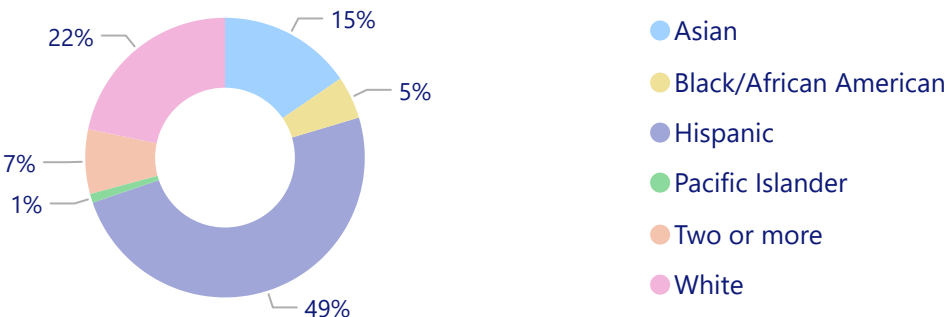


Highland Middle School

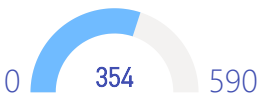
Racial Diversity



Enrollment: 6-8

590

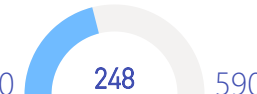
First Language Other Than English



Eligible for Free/Reduced Price Meals



English Language Learners

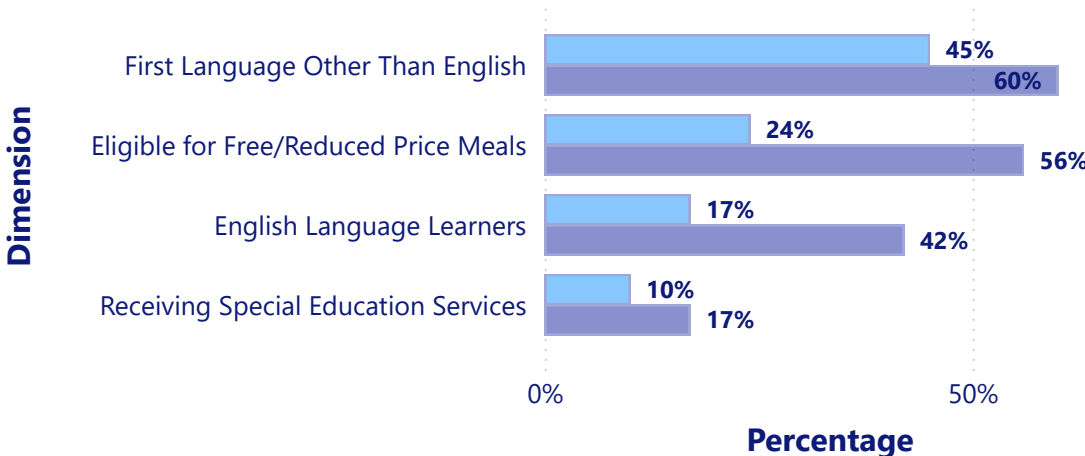


Receiving Special Education Services



School vs. District Student Metrics

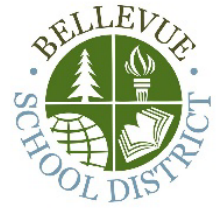
District Middle School Average Highland Middle School



Highland Middle School

School Improvement Plan 2024-25

Belong · **Learn** · **Lead**



Highland is an ethnically, culturally, and linguistically diverse community. We celebrate WHO our students are and WHAT they have to contribute to our community. It is our job to support them in their personal, social, and academic growth. We have high expectations for all students and embrace our families and community as partners in the work. At Highland, we affirm and inspire each and every student to learn and thrive as creators of their future world.

Highland Middle School is a Spanish Dual Language Immersion school and has recently been accepted to International Spanish Academy (ISA) program, an educational outreach initiative of the Ministry of Education and Vocational Training of Spain. We foster bilingualism and biliteracy, multicultural awareness, and high academic achievement.

Highland Middle School is also the home to the Pacific program. This unique program offers students life skills, functional academics in preparation for their next step in continuing their education, career, and life. Our students achieve their potentials and are as independent as possible in determining and living out their preferred futures.





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

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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 2023-2024 Smarter Balanced Assessment data reveals that less than 25% of Hispanic/Latino students met standards in English Language Arts (ELA) and fewer than 10% met standards in Math. Among Multilingual Learners (MLL) within this subgroup, fewer than 8% met ELA standards and less than 5% met Math standards, indicating a significant achievement gap between Hispanic/Latino students and peers of other ethnicities.

Additionally, the 2023-2024 English Learner Assessment (WIDA) shows that 26.23% of English learners made progress, a notable increase from 8.44% in the previous year. However, only 4.55% of students met the English language proficiency standard, which, while improved from less than 1.38% in 2022-2023, remains very low. The data reflects ongoing challenges in both language acquisition and academic achievement for many Hispanic/Latino and MLL students.

Map Data



The 8th grade STAR assessment data for 2023-2024 shows a slight decline of 1% in Reading scores from the Beginning of Year (BOY) to End of Year (EOY), while Math scores increased by 1% over the same period. Despite these minor changes, the majority of students in both subjects continue to perform below grade level.

The Panorama survey results have improved since Spring 2023, with most areas seeing positive changes, except for the question about students' sense of belonging at school, which remained at a 49% favorable rating.



Additionally, the data indicates a disproportionality in disciplinary referrals, particularly for Hispanic/Latino students, with Hispanic/Latino males being overrepresented in referrals. This suggests that while some progress has been made in academic areas and school climate, there remain challenges, especially in terms of equity for Hispanic/Latino students both academically and behaviorally.

Street Data



Feedback from staff and the community highlights several areas for improvement in teaching and learning. Key concerns include inconsistent implementation of schoolwide routines, procedures, and expectations, as well as varying levels of curriculum accessibility for Multilingual Learners (MLL) across all four language domains. Additionally, the school has not yet achieved the desired 80% effectiveness in Tier 1 academic and behavioral supports and interventions.

Other noted areas for improvement include the lack of a clear process for managing MTSS (Multi-Tiered System of Supports) tiers 2 and 3, ineffective implementation of the cell phone policy, and a reliance on teacher-centered pedagogy. This feedback indicates a need for more student engagement and discourse, as teachers are carrying most of the instructional load.

In spring of 2024 the leadership students at Highland Middle School, took part in surveying their classmates, and compiled data from their listening campaign in order to address three questions. They also conducted interviews on the same questions in order to better understand Highland climate and culture regarding harmful language and inclusive language.

1. Have you ever been called anything that made you feel uncomfortable at school?
2. Did a teacher respond or intervene?
3. What do you hope for HMS in the future regarding how we talk to each other?

Once data was collected, the class began to discuss action steps and decided that putting together a video to share with teachers and support staff would be the next step. The video and the data showed many anecdotes about what had been pretty common harmful language in the hallways at Highland. It also seemed to show in the data that while this was rarely happening in classrooms, it was quite frequent in free spaces in the school.

The overall hope for Highland in the future is that teachers and students would feel empowered to interrupt and educate when harmful things were said at school.

Harmful language heard ranged from homophobic to racist, to Islamophobic and was often reported to be “stated as a joke”. However, the leadership students at HMS agreed that any joke that desensitizes both the speaker and the listener to harmful language should not be tolerated. Thus, we made it a non-negotiable part of our pre teaching for this year.

Student Engagement and Learning Equity Imperative

The “current landscape” reveals that our Multi-Lingual Learners need more support and opportunities to develop and express their voices in learning spaces, ensuring they are empowered as active participants in their educational experience. At Highland, we believe that all students, especially our Multilingual Learners (MLL), should have voice and agency in the classroom. For our native Spanish-speaking MLL students, it's crucial to shift the power of learning toward them, fostering an environment where they feel valued, have a sense of belonging, and can actively build knowledge and demonstrate understanding.

Key Improvement Strategies

Focal Students

Each educator will select one to two focal students who are long-term MLLs (6, 7, or 8 years in EL) in alignment with our equity imperative. Focal students help teachers develop the discipline of deeply understanding the students' needs, adjusting their teaching to meet those needs, and, in doing so, impacting the rest of the classroom as the quality of their teaching improves. Focal students reinforce an orientation toward results. By setting specific goals for students and measuring progress toward these goals on a daily, weekly, and monthly basis, teachers gather concrete evidence about the effectiveness of their teaching and how to make adjustments to better serve their students. Focal students help teachers make the subtle but critical shift from, “How well did I teach it?” to “How well did they learn it?” With focal students in mind, teaching is not just executing a well-designed lesson, it's checking to ensure that the students achieved the objectives of that lesson. In addition, focal students give teachers a critical window into the factors beyond academics that influence learning. With sustained attention to focal students' learning and a determined effort toward results, the opportunity and access gaps for historically underserved students and families can be narrowed and closed.

School-wide Language and Literacy Focus

The key improvement strategies at Highland Middle School (HMS) focus on increasing student engagement and learning by ensuring better access through curriculum, pedagogy, and community. Continuing from the 2022-2023 focus, HMS staff is engaged in a professional development cycle centered on enhancing language acquisition through effective teaching practices. These practices are drawn from AVID (Advancement Via Individual Determination), SIOP (Sheltered Instruction Observation Protocol), and secondary GLAD (Guided Language Acquisition Design) strategies.

Each professional development session introduces educators to a range of these strategies to integrate into their classrooms. The overarching goal of this ongoing training is to equip teachers with the tools needed to make learning more accessible and engaging, particularly for Multilingual Learners (MLL), by improving pedagogical approaches that promote language development and academic success

MONITORING SUCCESS	
 Satellite Data To monitor progress toward our equity imperative and the effectiveness of our improvement strategies, we will use multiple data points to track progress and growth across key areas. The WIDA Assessment will be used to measure the percentage of students learning English who gain proficiency, as well as the percentage who make progress in their language acquisition. This data will help evaluate the effectiveness of language development programs and interventions for Multilingual Learners (MLL). The Smarter Balanced Assessment will focus on academic progress by tracking the percentage of students moving from Level 2 to Level 3 in English Language Arts (ELA) and Math. This will provide insight into students' mastery of grade-level standards and their readiness to advance academically. Finally, the Washington School Improvement Framework (WASIF) will track growth within specific subgroups, such as Hispanic/Latino students, students receiving Free & Reduced Meals, Special Education students, and MLLs. The WASIF data will include measures of proficiency, student growth, and attendance, offering a comprehensive view of the performance and progress of these subgroups, ensuring equity and targeted support where needed.	
 Map Data To monitor progress toward the equity imperative and the effectiveness of our improvement strategies, we will use a variety of data sources. STAR Assessments in Reading and Math will be a key tool, tracking both the percentage of students reaching proficiency and their overall growth throughout the year. This will provide insight into the impact of instructional strategies on academic performance, especially for Multilingual Learners (MLL) and other targeted subgroups. Monthly Attendance Reports will be reviewed to identify patterns of student attendance and engagement, particularly among key subgroups, as attendance is a critical factor in both academic success and equity. Similarly, Monthly Behavior Reports will be used to monitor disciplinary trends, helping the school assess whether improvement strategies are reducing disproportionate referrals for Hispanic/Latino students and other groups. The Panorama Survey will gauge students' sense of belonging and school climate, offering valuable feedback on how the school is addressing equity and ensuring that all students feel supported and valued. Finally, student work samples will be analyzed to assess the quality of student engagement, learning, and mastery over time, giving a direct view of how well the improvement strategies are translating into meaningful student outcomes. Together, these data points will provide a comprehensive view of both academic progress and the school's equity goals.	

Street Data

To monitor progress toward the equity imperative and evaluate the effectiveness of improvement strategies, Highland Middle School will employ several qualitative data sources, including teacher conferences, classroom observations, and student conferences/empathy interviews.

Teacher conferences will provide a platform for educators to discuss instructional practices, share insights on student engagement, and reflect on the implementation of strategies aimed at enhancing equity. These discussions will help identify areas of success and opportunities for further support, allowing the school to adjust its professional development focus as needed.



Classroom observations will enable administrators and instructional leaders to assess the fidelity of strategy implementation in real-time. By observing how teachers incorporate equitable practices and student-centered pedagogy, the school can gauge whether these approaches are effectively fostering an inclusive learning environment. This will also help ensure that the needs of Multilingual Learners (MLL) and other targeted subgroups are being met.

Student conferences and empathy interviews will allow for direct feedback from students regarding their experiences in the classroom. These interactions will provide valuable insights into students' perceptions of their learning environment, sense of belonging, and overall engagement. By collecting and analyzing this qualitative data, the school can better understand the impact of its improvement strategies on equity and make informed adjustments to enhance student voice and agency in the learning process.





Sustainability

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

Goal:

To assemble an active Green Genius Team with students, staff, and/or parents to assist with the education and implementation of waste reduction, recycling, and composting.

Actions:

To assist with cafeteria education about the importance of waste reduction, recycling and composting in various locations- school announcements, newsletters, lunch announcements, etc.



Monitoring and Measuring Success:

We will use monthly observations of food, trash, and recycling sorting during lunches document current practices and identify areas for improvement. These observations will reveal contamination levels in recycling bins and the amount of food waste being thrown away. Sharing the data with the school community can celebrate successes and highlight areas needing improvement, fostering a sense of collective responsibility among students.



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 Voice & Agency Index (Secondary)	
Student Groups	Spring 2024	Spring 2025
All Students	66%	
Asian	68%	
Black/African American	66%	
Hispanic	62%	
Multi-ethnic	68%	
Native American	*	
Pacific Islander	*	
White	68%	
Students with Disabilities	58%	
English Learners	60%	
Low Income	62%	



Satellite Data: English Language Arts

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The Smarter Balanced Assessment (SBA) is a state-required test used as one measure of students' proficiency in English Language Arts (ELA) and mathematics. The Smarter Balanced Assessment is aligned with the Common Core State Standards, utilizing computer-based tests and performance tasks.

Grade 6: 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 6	46%	37%	40%	38%	
Asian	56%	50%	71%	61%	
Black	25%	*	31%	*	
Hispanic	25%	14%	19%	22%	
Multi-Ethnic	62%	79%	56%	59%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	*	*	
White	70%	58%	54%	60%	
Low Income	25%	18%	19%	20%	
English Learners	15%	5%	5%	5%	
Students with Disabilities	48%	20%	0%	6%	



Grade 7: 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 7	55%	46%	41%	37%	
Asian	69%	63%	47%	62%	
Black	36%	31%	*	36%	
Hispanic	34%	20%	20%	21%	
Multi-Ethnic	54%	65%	81%	50%	
Native American	n/a	n/a	n/a	*	
Pacific Islander	*	n/a	n/a	*	
White	76%	74%	66%	49%	
Low Income	38%	20%	25%	22%	
English Learners	19%	6%	5%	11%	
Students with Disabilities	48%	13%	5%	6%	

Grade 8: 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 8	51%	44%	42%	44%	
Asian	65%	81%	62%	56%	
Black	*	*	*	45%	
Hispanic	31%	17%	17%	23%	
Multi-Ethnic	50%	64%	55%	76%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	*	n/a	
White	66%	64%	70%	58%	
Low Income	30%	18%	19%	28%	
English Learners	15%	4%	5%	7%	
Students with Disabilities	30%	23%	15%	17%	



Grade 6: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 6	37%	31%	31%	31%	
Asian	64%	51%	53%	67%	
Black	25%	*	31%	*	
Hispanic	10%	13%	18%	9%	
Multi-Ethnic	54%	50%	27%	47%	
Native American	n/a	n/a	n/a	n/a	

Pacific Islander	n/a	n/a	*	*	
White	58%	46%	38%	62%	
Low Income	15%	14%	12%	10%	
English Learners	15%	10%	7%	6%	
Students with Disabilities	39%	16%	0%	6%	

Grade 7: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 7	42%	41%	35%	24%	
Asian	55%	61%	63%	32%	
Black	43%	31%	*	18%	
Hispanic	14%	16%	17%	11%	
Multi-Ethnic	54%	65%	50%	40%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	n/a	n/a	*	
White	62%	62%	47%	44%	
Low Income	24%	20%	23%	7%	
English Learners	13%	11%	8%	4%	
Students with Disabilities	33%	21%	22%	0%	

Grade 8: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 8	36%	30%	29%	19%	
Asian	58%	66%	53%	27%	
Black	*	*	*	0%	
Hispanic	13%	9%	10%	9%	
Multi-Ethnic	33%	50%	48%	24%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	0%	n/a	
White	50%	40%	40%	33%	
Low Income	15%	8%	11%	11%	
English Learners	11%	4%	6%	4%	
Students with Disabilities	17%	14%	4%	0%	



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	63%	62%	
Asian	75%	77%	
Black	59%	59%	
Hispanic	54%	55%	
Multi-ethnic	56%	71%	
Native American	n/a	*	
Pacific Islander	*	*	
White	68%	65%	
Students with Disabilities	45%	51%	
English Learners	55%	58%	
Low Income	53%	54%	

