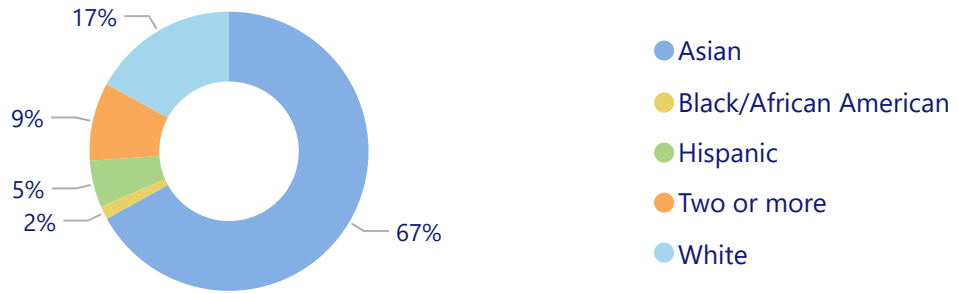
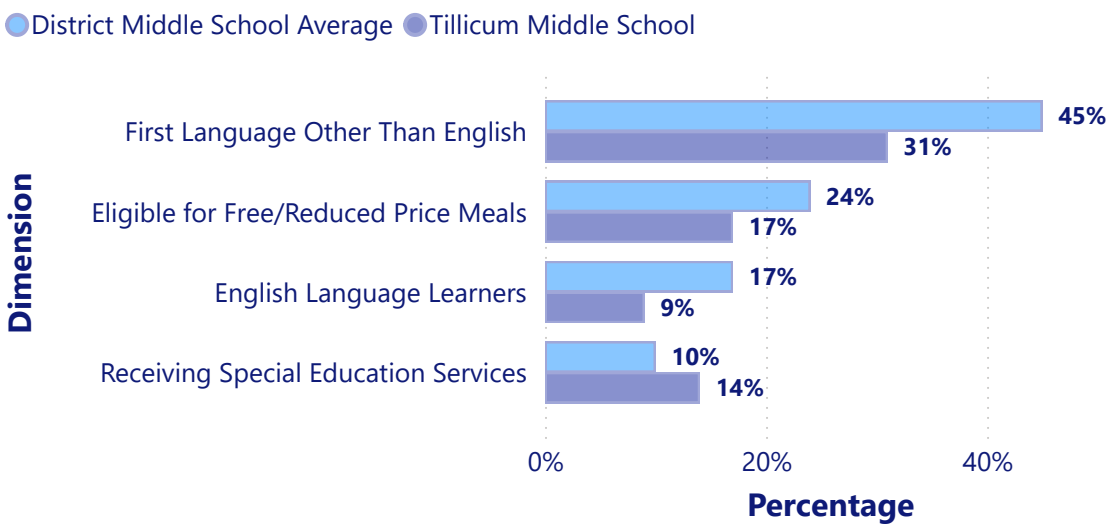
Tillicum Middle School

Racial Diversity



School vs. District Student Metrics



Enrollment: 6-8

673

First Language Other Than English



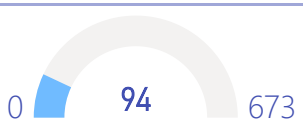
Eligible for Free/Reduced Price Meals



English Language Learners



Receiving Special Education Services



TILLICUM Middle School

School Improvement Plan 2024-25

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In our school of approximately 675 students, our mission is to **serve each and every student academically, socially, and emotionally,** through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.

In Chinook Jargon, a trade language developed in the Pacific Northwest, the word "tillicum" means people, family, friend. At Tillicum Middle School, we strive to create a community where students, families and staff feel a strong **sense of belonging** and where every individual feels valued, respected and supported.

We recognize the deep connection between belonging and **academic achievement**. We focus on creating inclusive spaces where students can see themselves reflected in the curriculum, develop strong relationships with peers and staff, and exercise agency in their learning. Our goal is for all students of all backgrounds to feel empowered to **participate, contribute and experience joy** in their educational middle school journey.

We are a diverse community that embraces and celebrates our **linguistic and cultural heritages**. Along with our comprehensive core instructional program, Tillicum is home to our Spanish and Mandarin Dual Language Programs. These accelerated language programs are designed to foster the development of bilingualism and biliteracy, academic achievement and intercultural competency. Approximately 70% of our students enroll in a world language course, including Chinese, Spanish, French, Arabic and Korean.

Our thriving music and arts programs are another distinguishing feature of Tillicum Middle School. The majority of our students participate in band, choir or orchestra. Our students also explore their creativity in courses like theater, dance, studio art, ceramics, video production and global art appreciation.

At Tillicum, we value continuous learning and growth for our whole community. The following document outlines our plans for the 2024-2025 academic year. Drum roll, please...

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 Learn)

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 Belong)

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 (We Lead)

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-Level Data Tillicum Middle School data from the Smarter Balanced Assessment in reading show increasing levels of proficiency from grades 6, 7, and 8 in 2024: 6th = 70%; 7th = 73%; 8th = 78%.* These same reading scores also demonstrate Asian and White students above the school average (80 and 70 percent proficiency rates) and Black and Hispanic students scoring below average (roughly 40 and 50 percent proficiency rates. Students identified as English Learners and students with disabilities consistently demonstrate some of the lowest scores in both reading and math, across all grades, with proficiency rates in the single digits to low 30th percentile as measured by the Smarter Balanced Assessment. School attendance data from 2018-19 and 2023-24 (pre and post pandemic) indicate the overall percentage of students at school 90% of the time remains consistent at 84%. Disaggregating this data, however, demonstrate that attendance rates for our Black and Hispanic students have not recovered to pre-pandemic levels while the attendance rates for our Students with Disabilities and English Learners are higher now than before COVID. **See data tables at the end of this document for specifics*
Map-Level Data Bellevue School District administers the Panorama Student Survey in the fall and spring each year to measure students' perceptions of the overall feel of their school and classroom, including the physical, social, and psychological environment.

- On the bright side, in the spring 2024 Panorama survey, students reported increased levels of pedagogical effectiveness, student engagement and supportive relationships with staff. Better yet, our students with Disabilities and English Learners had more favorable responses than non MLL and non-IEP to questions such as "Does this teacher take time to get to know you?" and "If you walked into class upset, how concerned would your teacher be?"

- Less favorable were responses from students regarding a Sense of Belonging measured by how students treat each other. Students report increasing instances of hearing sexist, racist, and ableist remarks at school and that, when they happen, students and staff seldomly intervene. Disaggregating the data further identifies that students with disabilities report the lowest favorable ratings with respect to hearing these comments.

Street-Level Data

Members of the Tillicum Building Leadership team conducted empathy interviews in the fall of 2024 to better understand student experience related to engagement and belonging. Specifically, we spoke with students in our Targeted English classes for students identified for special education services, in our ESIP class with students identified for more intensive MLL supports, and with a focus group of students including members of our LGBTQ+ community.

- When asked what feels good at Tillicum, many students pointed out that teachers are kind, supportive, and approachable. They appreciate and enjoy classes where hands-on learning and projects are utilized. Students are most excited about learning activities which involve choice in how they demonstrate their learning, time to collaborate, learning about current events, and opportunities to share about themselves.

- When asked what doesn't feel good at Tillicum, every group of students raised the concern of hearing racist and homophobic language. These instances happen most frequently in hallways, cafeteria, bus, locker room, and outside. Additionally, students highlighted lack of movement, long periods of sitting during the day as not motivating.

Student Engagement and Learning Equity Imperative

Our paramount goal for all Tillicum students is to experience relevant learning experiences that center on student voice and agency to strengthen their sense of belonging and achievement. In particular, we commit to ensuring that our students identifying as Black and Hispanic, as well as students with disabilities and students identified as English Learners demonstrate increasing participation and engagement.

Key Improvement Strategies

At Tillicum, our key improvement strategies are captured under the umbrella of **Inclusive Practices** (IP). Inclusive Practices are instructional and behavioral strategies that are used to create an environment where all students can learn and participate. The goal of IP is to improve academic and social emotional outcomes for all students, regardless of disability or language. Our IP school improvement efforts this year include:

- **Universal Design for Learning (UDL).** Staff Professional Development focused on understanding and implementing the UDL Framework Guidelines. This includes empowering teachers to remove barriers to learning by providing a flexible learning environment, multiple ways to engage and various avenues to represent and demonstrate learning. UDL elevates student voice and agency as it puts students at the center of the learning process providing choice, voice, and multiple avenues to demonstrate understanding. Additionally, staff are receiving targeted professional development on the design and delivery of accessible lessons for all students through Assistive Technology (AT) resources.

- **Problem Based Learning (PBL).** In alignment with BSD's Reimagining Middle School, Tillicum staff are exploring the potential for transforming learning through PBL. This includes a partnership with select staff participating in PBL Design Labs focused on Sustainable Strategies for reducing carbon emissions. We are also exploring opportunities for additional PBL during a Focus Week in late May. Not only does PBL integrate established best practices for including student perspective to drive learning, but it also directly addresses Tillicum street data identifying a need in this area.

- **Social Emotional Learning.** With the adoption of Character Strong (CS) as our middle level SEL curriculum, all staff are receiving CS Foundations training and are experiencing a sample of those strategies during professional development. In October, all students engaged in a Bullying 101 lesson so they can identify and respond to bullying, harassment, and intimidation. This lesson and associated Unity Day activities seek to address and educate staff and student response to instances of racist and homophobic language reported via Panorama. While all teachers are encouraged to implement CS, our Special Education staff attended summer PD and are already delivering the explicit SEL curriculum in their Strategies for School Success classes.

Monitoring and Measuring Success

MONITORING SUCCESS
 **Satellite-Level Data** Monitoring: • **SBA**: State-mandated proficiency test for English Language Arts and Math (Grades 6-8). • **STAR**: Adaptive benchmark assessments used to track student progress and identify areas for improvement in English Language Arts and Math (Grades 6-8) • **WIDA**: Language proficiency assessment for English Language Learners • **Grade Reports:** Reviewed at each grading period and analyzed for trends in performance across subgroups. Key Questions: • Are we seeing measurable progress in the performance of our target subgroups? • How effective are our current interventions for students who are not meeting proficiency standards? • How do these assessments align with other forms of student progress monitoring, such as grades and work samples? • Are there noticeable grade disparities between different subgroups? If so, why?

- How do grades align with other data sources like interim assessments, WIDA scores, and Special Education goal progress monitoring?

Map-Level Data



Monitoring:

- **Panorama Survey**: Measure students' perceptions of belonging, voice, agency, and school climate across all subgroups in fall and spring.
- **Weekly Attendance Reports**: Focus on subgroup performance. Identify students missing more than 10% of school days and deploy re-engagement strategies.
- **Student Survey Results:** Exit ticket survey results measuring student response to schoolwide SEL lessons (targeting Student Well Being and Belonging) and pilot PBL lesson (targeting Engagement).
- **Interim Assessments**: Track academic progress in English Language Arts and Math through standards-aligned classroom assessments.
- **Special Education Progress Reports**: track quarterly progress toward Individual Education Plan (IEP) goals for identified students.
- **Student Work Samples**: Grade level teams collect and analyze student work to assess comprehension, creativity, engagement, and learning progress.

Key Questions:

- How do students from different subgroups report their sense of belonging and engagement in school?
- What strategies are most effective in improving engagement and belonging for historically underserved students?
- How can we use this data to improve classroom environments and instructional practices?
- What are the main barriers to regular attendance for students in the target subgroups?
- How effective are our interventions in improving attendance?
- How does attendance correlate with academic outcomes such as SBA/STAR results?
- What are the main barriers to regular attendance for students in the target subgroups?
- How effective are our interventions in improving attendance?
- How does attendance correlate with academic outcomes such as SBA/STAR results?
- How are schoolwide efforts with explicit SEL instruction and PBL lessons impacting students?

Street-Level Data



Winter/Spring Empathy Interviews with Focus Groups: follow up interviews with targeted subgroups of IEP and MLL learners to investigate impacts of school efforts with UDL, PBL, and SEL instruction. Particular attention will be paid to illuminating student experience with respect to racist and homophobic comments made from student to student and/if how our key improvement strategies are having a positive impact.

Sustainability

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



Goal: At Tillicum, our environmental sustainability mission is to build a sustainable future by fostering environmental responsibility, reducing waste, and protecting the planet's resources. Our vision is to create a future where every student becomes a leader in sustainability, making choices that support a healthy ecosystem, a thriving community, and a better world for future generations.

Actions: In the first year of our sustainability goal, we are focusing on two key initiatives on campus: reducing, reusing, and recycling, and educating our community about reducing carbon emissions. We will work collaboratively to involve students, staff, and our wider community in these efforts.

Partnering with the Green Genius Teams at the City of Bellevue, our goal is to achieve 100% accurate composting and recycling in the cafeteria every school day. We also plan to collaborate with teachers on creative arts and crafts projects using recycled materials like cardboard, plastics, and fabric.

Additionally, we are launching an anti-idling campaign to encourage families and visitors to turn off their car engines when parked in the school lot. In May 2025, we will host and participate in a walk or bike to school campaign.

Our student leaders are committed to educating their peers and families, monitoring progress, reflecting on outcomes, and engaging the community in finding practical solutions to further reduce, reuse, and recycle in support of our sustainability goals.

Monitoring and Measuring Success

Our student leaders, teachers, staff, and PTA are partnering to model, educate, and monitor our cafeteria composting and recycling project during both lunch periods. We will use daily checklists to track and hold ourselves accountable for our composting and recycling efforts as two lunch groups.

Additionally, our student leaders, teachers, staff, and parents will collaborate on the anti-idling campaign. We will set up signs around the school parking lots and entrances to remind drivers to turn off their engines when parked or waiting to pick up students. Families will also be reminded through the principal's "Tiger News," and weekly surveys will be distributed to encourage self-reflection on reducing carbon emissions.

In the spring of 2025, we will launch a school-wide walk and bike to school campaign, encouraging participation from all students. We will establish a baseline of participants and set a goal to increase these numbers each year.

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	69%	
Asian	69%	
Black/African American	*	
Hispanic	63%	
Multi-ethnic	67%	
Native American	*	
Pacific Islander	*	
White	73%	
Students with Disabilities	61%	
English Learners	63%	
Low Income	63%	

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	**77%**	**69%**	**70%**	**70%**	
Asian	91%	77%	74%	79%	
Black	*	*	40%	*	
Hispanic	71%	43%	50%	56%	
Multi-Ethnic	77%	78%	72%	75%	
Native American	n/a	*	n/a	*	
Pacific Islander	n/a	n/a	n/a	n/a	
White	74%	71%	77%	69%	
Low Income	50%	39%	42%	40%	
English Learners	*	5%	23%	6%	
Students with Disabilities	30%	27%	21%	17%	

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	**78%**	**76%**	**72%**	**73%**	
Asian	84%	82%	79%	84%	
Black	*	*	*	42%	
Hispanic	65%	44%	43%	58%	
Multi-Ethnic	65%	90%	78%	68%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	*	n/a	n/a	
White	84%	78%	77%	77%	
Low Income	38%	45%	38%	42%	
English Learners	13%	21%	0%	37%	
Students with Disabilities	18%	12%	24%	15%	

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	**76%**	**73%**	**73%**	**78%**	
Asian	74%	72%	81%	88%	
Black	*	*	*	*	
Hispanic	74%	67%	59%	39%	
Multi-Ethnic	79%	79%	74%	86%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	*	n/a	
White	79%	74%	73%	86%	
Low Income	32%	41%	39%	43%	
English Learners	*	7%	19%	9%	
Students with Disabilities	21%	26%	7%	30%	

Satellite Data: Math

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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	**71%**	**61%**	**68%**	**63%**	
Asian	91%	76%	78%	76%	
Black	*	*	20%	*	
Hispanic	59%	24%	57%	44%	
Multi-Ethnic	74%	66%	62%	68%	
Native American	n/a	*	n/a	*	
Pacific Islander	n/a	n/a	n/a	n/a	

White	68%	63%	72%	58%	
Low Income	45%	29%	46%	25%	
English Learners	*	5%	34%	11%	
Students with Disabilities	23%	30%	29%	24%	

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	**78%**	**64%**	**68%**	**69%**	
Asian	87%	82%	81%	82%	
Black	*	*	*	42%	
Hispanic	63%	36%	26%	48%	
Multi-Ethnic	81%	68%	81%	65%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	*	n/a	n/a	
White	78%	58%	71%	71%	
Low Income	38%	32%	29%	42%	
English Learners	27%	15%	10%	37%	
Students with Disabilities	18%	17%	26%	20%	

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	**72%**	**60%**	**58%**	**62%**	
Asian	80%	70%	77%	77%	
Black	*	*	*	*	
Hispanic	56%	50%	26%	26%	
Multi-Ethnic	72%	60%	51%	66%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	*	n/a	
White	74%	59%	58%	68%	
Low Income	32%	32%	23%	21%	
English Learners	*	13%	26%	17%	
Students with Disabilities	21%	4%	0%	13%	

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	**84%**	**84%**	
Asian	94%	92%	
Black	88%	67%	
Hispanic	80%	72%	
Multi-ethnic	79%	83%	
Native American	*	*	
Pacific Islander	*	n/a	
White	82%	85%	
Students with Disabilities	59%	63%	
English Learners	73%	80%	
Low Income	67%	67%	