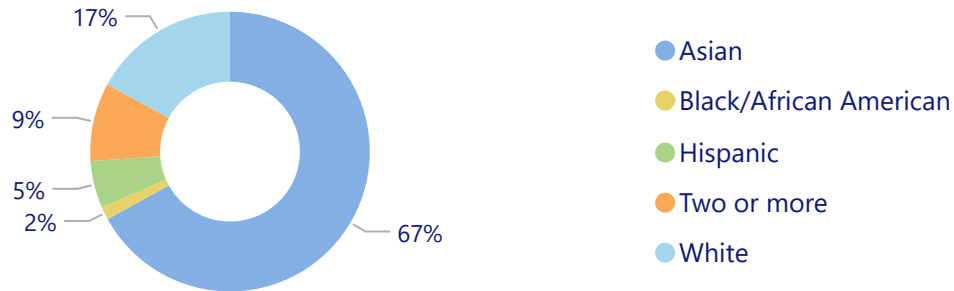


# Tyee Middle School

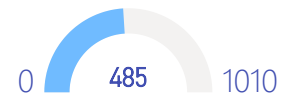
## Racial Diversity



**Enrollment: 6-8**

1010

**First Language Other Than English**



**Eligible for Free/Reduced Price Meals**



**English Language Learners**

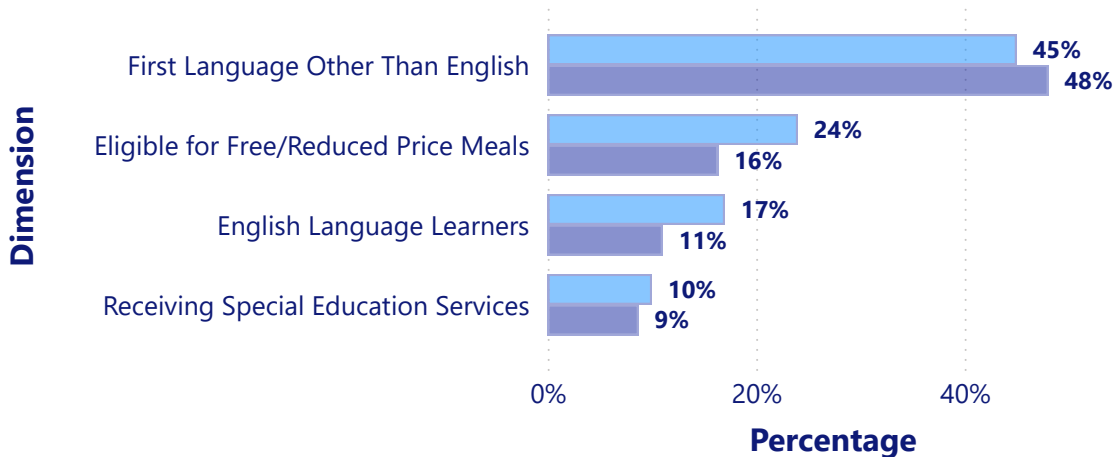


**Receiving Special Education Services**



## School vs. District Student Metrics

● District Middle School Average ● Tyee Middle School



# Tyee Middle School

## School Improvement Plan 2024-25

**Belong · Learn · Lead**



Tyee Middle School is a diverse school serving over 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.

At Tyee, we celebrate diversity and see it as our strength. Forty-eight percent of our students speak a language other than English. We have 34 first languages spoken at Tyee.

Cultivating student engagement and learning is a top priority at Tyee Middle School. In the classroom setting, we have a variety of courses and electives to invite student ownership of learning. Tyee offers a variety of science, technology, engineering and mathematics (STEM) courses that allow students to work collaboratively and design solutions. We have an outstanding music and arts program. The award-winning music program includes band, jazz band, choir and orchestra. Students can apply their creativity through studio art, ceramics and video production. Tyee is one of two middle schools to provide centered Advanced Learning services, an opportunity for students to take their math, language arts, social studies and science classes with AL peers. Additionally, we offer Domain-specific services, providing students an opportunity to engage in accelerated services in language arts or math.

As of the 2024-25 school year, our demographics include:

- Asian students: 66.9%
- Black/African American students: 1.5%
- Hispanic students: 5.2%
- Multiracial students: 9.1%
- White students: 17%
- Students receiving Special Education Services: 8.7%
- Students receiving multi-language learning services: 11%
- Students eligible for free or reduced-priced lunch (low-income): 16.3%



# School Improvement Plan Priorities

**Belong · Learn · Lead**

## 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-Level Data

Tyee’s **Smarter Balanced Assessment (SBA)** results in English Language Arts and Math highlight strengths and areas of opportunity.

In ELA, 74% of 6<sup>th</sup> grade students met or exceeded standard. Sixth grade students receiving multi-language learning services increased from 35% in Spring 2023 to 52% in Spring 2024. Overall, 78% of grade 7 students met or exceeded standard. Hispanic students showed significant growth, increasing proficiency from 35% to 50%. In grade 8, 78% of students met or exceeded standard. Areas of opportunity exist across all grades for students that identify as Black, Hispanic and/or qualify for special education services or multi-language learner supports.



In Math, 80% of grade 6 students met or exceeded standard. Grade 6 students that receiving multi-language learning services increased from 50% to 67%. In grade 7 82% of students met or exceeded standard on the SBA. In grade 8, 81% of students met or exceeded standard. Students that identify as Hispanic or Black and/or qualify for special education services or multi-language learner supports score lower than other racial subgroups across all grade levels, showing an area of opportunity.

The percentage of students **attending school regularly** (defined as at school 90% of the time) has remained consistent between 2018-19 school year and the 2023-24 school year, at 90% of students. Tyee has seen increases in students attending school regularly for students receiving special education services, students receiving multi-language learner services, and students qualifying for free and reduced lunch. Regular school attendance has decreased for Hispanic students pre/post pandemic, showing an area of opportunity.



### Map-Level Data

Tyee students positively reported within the **Student Voice and Agency Index** at 68%. Of students receiving special education services, 71% of students reported positively on the Student Voice and Agency index. Student Voice and Agency index is an average percent of favorable responses to the following questions on the Panorama survey:



- 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 the 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?

Building a sense of belonging presents an opportunity for growth, as 61% of students reported a favorable response. Students that identify as Black or Pacific Islander reported the lowest sense of belonging, at 42%.

### Street-Level Data



Focus groups were conducted in Fall 2024 to gain student perspective life at Tyee Middle School. Focus groups were held during an elective class. Students in the class represent the overall population of students at Tyee, and represented a variety of grades, received services, gender, and races. Students reported that they had strong friendships with others at Tyee and enjoyed their classes. Most related to engaging in learning, students felt they were offered collaboration and participation opportunities during classes and had a positive experience collaborating with peers. Most students reported that teachers are often asking students to explain their answers. Students, for the most part, are interested in what they are learning.

## Student Engagement and Learning Equity Imperative

Tyee is committed to fostering an inclusive school environment that provides engaging relevant learning experiences for all students. We believe that all students can achieve at a high level, when given the opportunity and proper support. Fostering an inclusive learning environment centers around building a sense of belonging and providing quality learning opportunities for all students, especially our students that identify as Black or Hispanic and students who receive special education services.

### Key Improvement Strategies

#### Building Engagement and Sense of Belonging

Tyee will provide all staff with high quality professional learning centered around the following inquiry question: How are we creating conditions for increased student engagement and belonging? Our learning will be centered on strategies to foster an inclusive school environment and meet students' needs that have traditionally been pushed to the margins. Our belief is that if we are able to meet students' needs that have traditionally been pushed to the margins, we are meeting all Tyee student needs. Our key improvement strategies are:

- **Building a Common Understanding of Engagement:** During our monthly professional learning sessions, we will focus on building a common understanding of engagement and lesson elements that contribute to authentic student engagement in learning. We will build connections between student engagement and knowledge of students to provide learning opportunities for students to connect who they are to the content they are learning.
- **Learning Walks:** To further support learning, we will offer weekly learning walks to all staff focused on our inquiry question: “How are we creating conditions for increased student engagement and belonging?” The goal of weekly learning walks is to provide staff with an opportunity to reflect on their own teaching practice. Learning walks will be held during a period of the school day. The offered period will rotate week by week. Teachers with the selected period as planning can attend the learning walk. Staff will start the learning walk by meeting to discuss norms while in classrooms, and the note taking document. Participating staff will visit 2 – 3 classrooms for 10 minutes. While in the classroom teachers will be observing student actions related to engagement, noticing about the task, and content, and teacher actions to invite student engagement. After visiting multiple classrooms, staff will meet back in the library to debrief noticings, wonderings, and celebrations.
- **Collaborate to Calibrate:** Learning walks will offer staff an opportunity to calibrate of effective teaching practices to build student engagement and sense of belonging.

The three strategies align with our equity imperative by focusing on creating an inclusive school environment that fosters student engagement and belonging. By building a **common understanding of engagement**, educators can tailor lessons to connect with students’ identities, ensuring all students feel valued and included. **Learning walks** provide a reflective practice for teachers to observe and discuss effective engagement strategies, promoting continuous improvement. **Collaborating to calibrate** teaching practices ensures consistency in fostering a sense of belonging and meeting the needs of marginalized students, ultimately supporting the achievement of all students.

### **Pilot Social-Emotional Learning (SEL) Curriculum**

With the adoption of Character Strong (CS) SEL curriculum, we will leverage the new curriculum to provide learning opportunities for students to build their emotional intelligence and connect with peers and adults. Character Strong is a social-emotional learning curriculum designed for middle school students. It focuses on building essential life skills such as empathy, social awareness, and healthy habit development through engaging lessons and activities. The curriculum aims to create a positive school culture by promoting kindness, strength, and well-being among students. Additionally, it provides educators with easy-to-use resources and professional development to effectively implement the program.

Character Strong resources were used during the first week of school and again in October to teach a schoolwide Harassment, Intimidation and Bullying (HIB) lesson. We will continue to provide opportunities for students to engage with the curriculum through school-wide lessons. Some teachers have volunteered to pilot the curriculum, implementing lessons on a regular basis to build the essential life skills for students.



### MONITORING SUCCESS

#### Satellite-Level Data

We will use Smarter Balanced Assessment (SBA), Star, and grade report data as key indicators to monitor progress toward the equity imperative and improvement strategies.



- **SBA** results provide a snapshot of student proficiency in English Language Arts and Math, allowing us to identify achievement gaps and target support for specific subgroups.
- **Star** assessments, with their adaptive nature, offer more frequent insights into student growth, enabling dynamic tracking of strengths and areas needing improvement. This data can inform differentiated instruction and track whether all student groups are progressing equally.
- **Grade reports**, reviewed each grading period, allow for ongoing analysis of academic performance trends across subgroups, enabling timely interventions to address disparities in engagement and success.

Key Questions:

- How are instructional practices changing as a result of the professional learning plan?
- How are instructional practices fostering engagement and learning for historically marginalized students?

#### Map-Level Data

We will use Panorama Survey results, weekly attendance reports, interim assessments, and behavior reports as "map-level data" to support progress toward the equity imperative and key improvement strategies.



- **Panorama Surveys**, administered twice yearly, gauge students' feelings of belonging, agency, and perceptions of school climate. By analyzing these responses across different student groups, we can monitor how effectively we foster an inclusive and supportive environment.
- **Weekly attendance** reports help identify students with chronic absenteeism or tardiness, flagging those at risk of disengagement and enabling early interventions to reengage them.
- **Interim assessments** in English Language Arts and Math provide regular, standards-aligned checkpoints on academic progress, allowing educators to track growth across subgroups and make timely adjustments in instruction.
- Finally, **behavior reports** reviewed monthly offer insights into trends in minor and major incidents across student demographics, highlighting areas where additional support or resources may be needed to address inequities.

Key Questions:

- How do students of different subgroups report sense of belonging and engagement in school?
- Who is chronically absent and what interventions can support improved school attendance?
- What trends can we identify among tardies? What interventions can support improved on-time attendance to classes?
- Are students showing growth on standards as shown through the interim assessments?



- Are behavior incidents disproportionate among subgroups? Why?
- How can we implement proactive strategies and routines to support positive behavior in all settings?

### Street-Level Data

We will use Learning Walks, empathy interviews, and focus groups as "street-level data" to closely monitor progress toward the equity imperative and improvement strategies.



- **Weekly learning walks**, where educators observe and discuss “Grows and Glows” in instructional practice, provide firsthand insights into teaching and learning, helping to identify broader patterns in classroom experiences.
- **Empathy interviews** offer a more personal lens, capturing individual students’ feelings about belonging, engagement, and school climate, which helps educators understand students’ unique perspectives.
- **Focus groups**, meanwhile, bring together diverse voices to discuss these same themes collectively, allowing for a deeper exploration of shared experiences within subgroups.

Together, these street-level data points provide a complex, real-time view of how students experience the school environment, helping to shape responsive and targeted interventions that advance equity and support schoolwide improvement strategies.





# Sustainability

**Belong · Learn · Lead**

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

**Goal:**

Increase awareness among students of environmental sustainability through helping students make choices to reduce waste and categorize waste correctly and donate uneaten fruit and milk.



**Actions:**

- Increase signage to help students understand how to categorize waste correctly.
- Create additional bins for uneaten fruit and milk to be placed during lunches.
- Students from Leadership classes will wash fruit and help distribute to the office and other key stakeholders for students to have as a snack.
- Student leaders model and coach other students to help categorize waste correctly and donate uneaten fruit and milk.

**Monitoring and Measuring Success:**

- On a regular basis we will count the number of correctly categorized waste items and amount of donated fruit and milk.
- Students will compare counts to see if the number of items is staying consistent, decreasing or increasing.
- Based on the monitoring of counts, students may launch a reteach campaign or other actions to raise awareness.



# 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

## Belong · Learn · Lead

### Student Well-Being

Student Groups	Student Voice & Agency Index (Secondary)	
	Spring 2024	Spring 2025
All Students	67%	
Asian	67%	
Black/African American	*	
Hispanic	65%	
Multi-ethnic	66%	
Native American	*	
Pacific Islander	*	
White	68%	
Students with Disabilities	71%	
English Learners	65%	
Low Income	63%	



# Satellite Data: English Language Arts

## Belong · Learn · Lead

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
<b>All Grade 6</b>	<b>81%</b>	<b>74%</b>	<b>79%</b>	<b>74%</b>	
Asian	85%	87%	85%	81%	
Black	57%	10%	*	*	
Hispanic	42%	22%	60%	50%	
Multi-Ethnic	84%	78%	70%	63%	
Native American	*	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	*	n/a	
White	82%	55%	76%	65%	
Low Income	62%	40%	58%	56%	
English Learners	23%	25%	35%	52%	
Students with Disabilities	22%	22%	22%	13%	

**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
<b>All Grade 7</b>	<b>83%</b>	<b>82%</b>	<b>78%</b>	<b>78%</b>	
Asian	86%	85%	85%	85%	
Black	*	*	30%	*	
Hispanic	72%	67%	35%	50%	
Multi-Ethnic	92%	75%	85%	68%	
Native American	*	n/a	n/a	n/a	
Pacific Islander	*	n/a	n/a	*	
White	78%	81%	67%	73%	
Low Income	60%	66%	48%	44%	
English Learners	24%	26%	26%	29%	
Students with Disabilities	37%	43%	25%	29%	

**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
<b>All Grade 8</b>	<b>85%</b>	<b>81%</b>	<b>84%</b>	<b>78%</b>	
Asian	87%	86%	89%	84%	
Black	88%	*	*	36%	
Hispanic	75%	60%	*	33%	
Multi-Ethnic	82%	90%	76%	82%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	*	n/a	n/a	
White	83%	71%	81%	74%	
Low Income	77%	67%	60%	37%	
English Learners	44%	24%	45%	28%	
Students with Disabilities	33%	18%	50%	25%	



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

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
<b>All Grade 6</b>	<b>81%</b>	<b>75%</b>	<b>79%</b>	<b>80%</b>	
Asian	89%	89%	87%	87%	
Black	71%	0%	*	*	
Hispanic	42%	18%	53%	38%	
Multi-Ethnic	84%	74%	80%	69%	
Native American	*	n/a	n/a	n/a	

Pacific Islander	n/a	n/a	*	n/a	
White	69%	55%	68%	74%	
Low Income	66%	41%	55%	49%	
English Learners	48%	54%	50%	67%	
Students with Disabilities	5%	23%	21%	21%	

Grade 7: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
<b>All Grade 7</b>	<b>83%</b>	<b>76%</b>	<b>77%</b>	<b>82%</b>	
Asian	93%	86%	89%	90%	
Black	*	*	30%	*	
Hispanic	56%	50%	35%	40%	
Multi-Ethnic	87%	72%	74%	76%	
Native American	*	n/a	n/a	n/a	
Pacific Islander	*	n/a	n/a	*	
White	68%	56%	54%	74%	
Low Income	57%	57%	43%	45%	
English Learners	62%	32%	63%	53%	
Students with Disabilities	26%	39%	28%	14%	

Grade 8: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
<b>All Grade 8</b>	<b>81%</b>	<b>79%</b>	<b>82%</b>	<b>81%</b>	
Asian	87%	90%	88%	93%	
Black	63%	*	*	27%	
Hispanic	63%	50%	*	31%	
Multi-Ethnic	85%	83%	72%	76%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	*	n/a	n/a	
White	72%	62%	71%	63%	
Low Income	55%	59%	58%	36%	
English Learners	69%	52%	51%	54%	
Students with Disabilities	23%	24%	38%	24%	



# Satellite Data: Attendance

**Belong · Learn · Lead**

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	<b>90%</b>	<b>90%</b>	
Asian	96%	96%	
Black	68%	73%	
Hispanic	72%	64%	
Multi-ethnic	90%	83%	
Native American	*	n/a	
Pacific Islander	*	*	
White	81%	83%	
Students with Disabilities	65%	69%	
English Learners	82%	85%	
Low Income	69%	75%	