Redmond Middle School

School Improvement Plan

Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.[1]

SCHOOL OVERVIEW

Description: Redmond Middle School (RMS) is a comprehensive public school located on the top of Education Hill in Redmond, Washington. RMS remains committed to building a positive school culture inside and outside the classroom. The staff shows up positive and enthusiastic every day and works tirelessly to support and inspire students. RMS also remains committed to implementing effective instruction in every class, every day and providing the necessary time and support to help all students meet our high expectations. Redmond Middle School is proud to serve a large, diverse student body and strives to offer a variety of classes, clubs, and programs to ensure that each student in our school is welcomed, supported, and challenged. More specifically, Redmond Middle School integrates the Lake Washington School District's highly capable Quest program and the only LWSD middle school dual language program.

Mission Statement: Redmond Middle School remains guided by its motto, "The Grizzly Way", which captures its holistic approach to education, where staff not only teach academic content and skills, but personal and interpersonal attributes that build the foundation for future success. **RMS Mission:** Through school-wide collective commitments in a rigorous learning environment, Redmond Middle School students are prepared for the challenges and rewards of high school, future educational opportunities, the global workplace, and personal life.

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	Grade 6-8 ELA	Decrease the number of Ns in ELA from Quarter 1 and 3 to Semester 1 and 2 through effective use of Tier 2 interventions like Safety Net and WIN.
2	Mathematics	Algebra	Decrease the number of Ns in Algebra from Quarter 1 and 3 to Semester 1 and 2 through effective use of Tier 2 interventions like WIN.
3	Social Emotional Learning	Grades 6-8	Increase "Sense of Belonging" percentages on Panorama from Spring 2024 to Spring 2025, with specific attention to the following question: "How much support do the adults at your school give you?"

[1] LWSD School Board Approval on <insert date>

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

<table>
<tr><th colspan="2">Priority #1</th></tr>
<tr><td>Priority Area</td><td>Literacy</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>Grades 6-8</td></tr>
<tr><td>Focus Area</td><td>N Grades</td></tr>
<tr><td>Desired Outcome</td><td>Decrease the number of Ns in ELA from Quarter 1 and 3 to Semester 1 and 2 through effective use of Tier 2 interventions like Safety Net and WIN.</td></tr>
<tr><td>Current Data Supporting Focus Area</td><td>Last year, we collected data on the effectiveness of our Grade 7 Safety Net, minimizing the number of Ns (1 N S1, 3 Ns S2). We want to collect data in Grade 6 and 8 this year, and minimize the number of Ns in those classes as well.</td></tr>
<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>Data Collection</td><td>Compare number of N grades from Q 1 and 3 to Semester 1 and 2.</td></tr>
<tr><td>Systemic Interventions</td><td>Effectively use Tier 2 interventions like WIN and Safety Net for ELA. Collect data on the use of WIN for students with Ns.</td></tr>
<tr><td>Professional Learning</td><td>Ongoing professional learning on teacher responsiveness when students do not learn or feel excluded from class content.</td></tr>
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</td></tr>
<tr><td>Strategy to Engage Students, Families, Parents and Community Members</td><td>• Continuous monitoring of the biweekly D and N report and systematic approaches to ensure students receive support.
• Partnership between Administration, Counseling and Case Managers (IEP, 504, ML, CIS)
• Parent contact and the use of Canvas to support students at home.</td></tr>
<tr><td>Timeline for Focus</td><td>Fall, 2025 - Spring, 2026</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>Ongoing data collection on the number of Ns in ELA 6-8.</td></tr>
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<tr><th colspan="2">Priority #2</th></tr>
<tr><td>Priority Area</td><td>Mathematics</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>All Algebra students but particularly those with Level 1 on SBA N Grades</td></tr>
<tr><td>Focus Area</td><td>N Grades</td></tr>
<tr><td>Desired Outcome</td><td>Decrease the number of Ns in Algebra from Quarter 1 and 3 to Semester 1 and 2 through effective use of Tier 2 interventions like Safety Net and WIN.</td></tr>
<tr><td>Current Data Supporting Focus Area</td><td>In Semester 1 of 2024, 23 RMS students did not pass Algebra at Redmond High School. All these students earned Level 1 on the SBA in Grade 8. We now require all students in Grade 8 to take Algebra.</td></tr>
<tr><td>Strategy to Address Priority</td><td>
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<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>Data Collection</td><td>Compare number of N grades from Q 1 and 3 to Semester 1 and 2.</td></tr>
<tr><td>Teacher Collaboration</td><td>Collaborate with Algebra teachers to ensure a guaranteed and viable curriculum in Algebra, especially since some Algebra teachers have Safety Net support while others are implementing a pilot curriculum. Collect data on percent of Ns in different classes.</td></tr>
<tr><td>Systemic Interventions</td><td>Effectively use Tier 2 interventions like WIN and Safety Net for Algebra. Collect data on the use of WIN for students with Ns.</td></tr>
<tr><td>Professional Learning</td><td>Ongoing professional learning on teacher responsiveness when students do not learn or feel excluded from class content.</td></tr>
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<tr><td>Strategy to Engage Students, Families, Parents and Community Members</td><td>• Continuous monitoring of the biweekly D and N report and systematic approaches to ensure students receive support.
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<tr><td>Timeline for Focus</td><td>Fall, 2025 - Spring, 2026</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>Ongoing data collection on the number of Ns in different Algebra classes.</td></tr>
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<tr><th colspan="2">Priority #3</th></tr>
<tr><td>Priority Area</td><td>Social Emotional Learning</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>Grades 6-8</td></tr>
<tr><td>Focus Area</td><td>Student Sense of Belonging</td></tr>
<tr><td>Desired Outcome</td><td>Increase “Sense of Belonging” percentages on Panorama from Spring 2024 to Spring 2025, with specific attention to the following question: “How much support do the adults at your school give you?”</td></tr>
<tr><td>Current Data Supporting Focus Area</td><td>In the Spring of 2025, 56 percent of students shared that the adults at Redmond Middle School provide either “a huge amount of support” (13 percent) or “a lot of support” (43 percent). Thirteen percent shared that they receive “a little bit” (10 percent) or “no support at all” (3 percent).</td></tr>
<tr><td>Strategy to Address Priority</td><td>
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<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>Student Focus Group</td><td>Collect qualitative data on the support students receive from the adults at RMS and ideas on how we could provide more support.</td></tr>
<tr><td>WIN time data</td><td>WIN is a flexible time of the day where students can receive academic support from their teachers. We will collect qualitative and quantitative data on the effectiveness of this Tier 2 intervention.</td></tr>
<tr><td>Professional Learning</td><td>Ongoing professional learning on teacher responsiveness when students do not learn or feel excluded from class content.</td></tr>
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<tr><td>Strategy to Engage Students, Families, Parents and Community Members</td><td>• Parent survey on what they want from their students’ middle school experience
• Share student focus group data with teachers</td></tr>
<tr><td>Timeline for Focus</td><td>Spring, 2025 - Spring, 2026</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>Classroom Surveys
Panorama Survey</td></tr>
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STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.