

Redmond Middle School

School Improvement Plan

Annual Update: 2019-20

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

SCHOOL OVERVIEW

Description: Redmond Middle School is a comprehensive public school located atop of Education Hill. Rockwell, Horace Mann, Albert Einstein, Redmond, and Clara Barton are our elementary school feeders. In addition, we host part of Lake Washington School District’s highly-capable Quest program. We are proud to serve a large and diverse student body. We strive to offer equally as diverse classes, clubs, and programs to ensure that each student that enters our doors is welcomed, supported, and challenged. One of the primary efforts to foster a safe learning environment is our continued efforts towards a Positive Behavior Intervention and Support (PBIS) initiative.

This is the third year of the “Grizzly Way” – we are Kind, Honest, and Proud. We have worked with students, staff, and community members to define expectations for our students and to intentionally teach and reward good behavior. This year we are excited to launch a newly revised “Grizzly Time.” This is a space reserved in our day for students to connect with a supportive adult, learn through a new Social Emotional Learning (SEL) curriculum, and to receive academic interventions. Our student body has a strong voice with high representation in school events, athletics, activities, and phenomenal visual and performing arts programs. This will be the fifth year of our AVID Program. AVID is a nationwide program designed to support students who are in the academic middle to ensure they are ready for college. AVID is also about incorporating best practices in instruction school wide.

As a comprehensive, community school, we have partnered with the City of Redmond to provide after school enrichment and intervention support for students. Our parent support through PTSA is excellent and responsive to all our needs. Through our work with the RMS PTSA, we were, once again, named a “National PTSA School of Excellence.” All of us at Redmond Middle are here because we are committed to helping ALL students achieve.

Mission Statement: 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.

Demographics:¹

		2016-17	2017-18	2018-19
Student Enrollment (count)		993	1039	1057
Racial Diversity (%)	American Indian/Alaskan Native	0.1	0.0	0.1
	Asian	25.4	30.3	35.6
	Black/African American	1.8	2.3	2.0
	Hispanic/Latino of any race(s)	14.4	13.7	13.1
	Native Hawaiian/Other Pacific Islander	0.2	0.0	0.0
	Two or more races	8.4	9.2	9.5
	White	49.8	44.2	39.8
Students Eligible for Free/Reduced Price Meals (%)		15.8	15.5	15.5
Students Receiving Special Education Services (%)		10.3	11.2	10.3
English Language Learners (%)		6.3	6.7	6.9
Students with a First Language Other Than English (%)		32.7	33.4	37.3
Mobility Rate (%) ²		8.2	7.2	7.0

¹Enrollment and racial diversity based on annual October 1 headcount. Other demographic measures based on May headcount.

² Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

**ACADEMIC PERFORMANCE DATA:
LITERACY**

**ACADEMIC PERFORMANCE DATA:
MATH**

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6 th Grade	75	79	80
7 th Grade	81	81	84
8 th Grade	75	80	81

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6 th Grade	74	75	74
7 th Grade	79	77	82
8 th Grade	66	75	77

ELA: By Group/Program, Smarter Balanced Assessment³

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	88	92	93
Black/African American	42	41	42
Hispanic/Latino	45	52	49
Two or more races	76	76	85
White	83	85	83
English Learner	13	18	19
Low Income	38	39	41
Special Education	26	28	28

MATH: By Group/Program, Smarter Balanced Assessment³

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	88	90	93
Black/African American	33	34	32
Hispanic/Latino	39	45	44
Two or more races	71	76	79
White	78	79	76
English Learner	28	25	29
Low Income	31	29	31
Special Education	19	23	20

**ACADEMIC PERFORMANCE DATA:
SCIENCE**

SCIENCE: By Grade Level, WCAS⁴

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8 th Grade	n/a	74	75

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	85	84
Black/African American	n/a	50	-
Hispanic/Latino	n/a	47	44
Two or more races	n/a	81	68
White	n/a	77	82
English Learner	n/a	14	24
Low Income	n/a	32	37
Special Education	n/a	28	17

↘ = Cohort Track

³ Grades 6-8 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons. “American Indian/Alaskan Native” and “Native Hawaiian/Other Pacific Islander” not included in report due to fewer than 10 students in all categories.

⁴ WCAS = Washington Comprehensive Assessment of Science. Given only to 8th grade at the middle school level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
6 th Grade	93	92	90
7 th Grade	91	91	90
8 th Grade	92	87	88

ATTENDANCE: By Group/Program⁵

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	95	93	93
Black/African American	80	79	84
Hispanic/Latino	86	86	83
Two or more races	92	90	91
White	92	90	88
English Learner	86	76	81
Low Income	79	74	74
Special Education	88	82	80

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁶

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	81	90	-	49	79	86	14	45	29
Math Proficiency Rate (%)	76	90	-	40	78	80	23	34	23
ELA Median Student Growth Percentile ⁷	51	59.5	33	39	51.5	50.5	36	40	37.5
Math Median Student Growth Percentile	61	69	51	49.5	59	60	43	49	45
EL Progress Rate (%)	55	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	92	95	-	89	91	93	83	83	85

⁵ Grades 6-8 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁶ Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as “-” and not displayed due to privacy reasons.

⁷ Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

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.

Priority #1		
Priority Area	Mathematics	
Focus Area	Students who qualify for ELL services.	
Focus Grade Level(s)	7 th Grade	
Desired Outcome	77% of all 7 th grade students, and 33% of those who qualify for ELL services, will meet or exceed standard on the 2020 Math SBA.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	When reviewing historical data, we see a continued gap between students in ELL and those that are not. Therefore, our focus area is on students in ELL programs. Specifically, on the 2019 Math SBA, 74% of all 7 th graders met or exceeded standard, whereas only 30% of students in ELL met or exceeded standard.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Students will be placed in the appropriate math course: co-taught Safety-Net, co-taught with a Special Education teacher, or general placement.	Review placement data to determine if students need additional support.
	Teachers will use classroom-based interventions throughout instruction.	To be observed by administrators and teaching colleagues during classroom walkthroughs.
	Teachers will implement SIOP strategies to best support students in ELL programs.	To be observed by administrators and teaching colleagues during classroom walkthroughs.
	Teachers and students will utilize Grizzly Time for effective Tier 2 interventions for students not at standard during class time.	Monitor the use of Grizzly Time for math interventions specifically for students who are yet to reach standard.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Teachers will administer formative and summative assessments throughout the timeline along with SBA Interim and Summative assessments.	

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	Expository writing. Specifically, developing the topic with relevant facts and quotations (CCSSW2).	
Focus Grade Level(s)	6 th – 8 th Grade	
Desired Outcome	All students will improve their scores on expository writing on the 2020 ELA SBA. Specifically, our average score will improve to a 7.00 out of 10.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	When reviewing historical testing data, we identified expository writing as an area of growth. Specifically, on the 2019 SBA ELA of all three types of writing, our students, on average, scored the lowest on expository writing. The average score for expository writing was a 6.48, while narrative writing was a 7.00, and argumentative was a 6.95.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will use graphic organizers to help students develop effective writing strategies.	To be observed by administrators and teaching colleagues during classroom walkthroughs.
	Teachers will utilize quarterly progress monitoring for each student as part of their PGE work.	Review of teacher PGE logs reflecting student progress toward standard on expository writing.
	Teachers will model and share short stories highlighting effective use of text to explain a theme.	To be observed by administrators and teaching colleagues during classroom walkthroughs.
	Teachers will implement SIOP strategies to best support students in ELL programs.	To be observed by administrators and teaching colleagues during classroom walkthroughs.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Teachers will administer pre- and post- classroom-based assessments and will target writing units focusing on expository writing.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Fostering a culture and community that is positive and kind.	
Focus Grade Level(s)	6 th – 8 th Grades	
Desired Outcome	On the 2019-2020 Grizzly Survey, we will see a 10% increase in the number of students who report that culture and community at RMS is frequently positive and kind as compared to the start of the school year.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	When reviewing our annual Grizzly Survey, as well as the bi-annual Healthy Youth Survey, we found that not all students feel safe and welcomed at school every day. Specifically, only 45.06% of students reported that the culture and community at RMS is frequently kind and positive on the 2018-2019 Grizzly Survey.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	School-wide implementation of Character Strong SEL curriculum.	Observation of Grizzly Time classes to monitor teacher implementation of lessons.
	Continued focus on school wide PBIS implementation.	Review discipline data to monitor effectiveness of expectations, reminders, and incentives for positive behavior.
	Frequent feedback gathering from both staff and students.	Surveys and standing item on staff meeting agendas will be SEL implementation.
	Utilize the “Character Dares” found with the Character Strong SEL curriculum.	Anecdotal evidence from staff and visitors regarding student engagement with “Character Dares.”
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	All students will complete a pre- and post- survey. The survey will be comprised of SEL questions from the Grizzly Survey and will also include Character Strong (our SEL Curriculum) competencies. The pretest has been administered and the postsurvey will be administered at the end of the school year. We will also be utilizing intermittent informal assessment via feedback from Grizzly Time teachers.	

Priority #4

Priority Area	High Levels of Family and Community Involvement	
Focus Area	Increasing and improving our engagement with parents and our larger community.	
Focus Grade Level(s)	6 th – 8 th Grades	
Desired Outcome	We will increase the percentage of staff that report “Agree or Strongly Agree” that we have high levels of community and family engagement from 67% to 75% on the 2019-2020 Nine Characteristics Survey.	
Alignment with District Strategic Initiatives	Culturally Responsive Family Engagement	
Data and Rationale Supporting Focus Area	When reviewing our 2018-2019 Nine Characteristics Survey, we identified High Levels of Family and Community Involvement as an area where the least amount of staff identified this as a strength of our school.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Better inform staff and community about events and engagement activities.	More frequent “Greetings Grizzlies” with events announced in advance.
	Continue with community outreach events (Family Dinner, Supply Night, etc.).	Monitor attendance at events.
	Survey community about what ways the school can better engage.	Ensure that we have event representation of all families in the survey respondents.
	Partner with the RMS PTSA on family education nights.	Survey families in attendance about value of events and gather feedback for future events.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	We will monitor attendance at community events (Open House, Family Education Nights, Athletic and Music events, etc.) to see if more families are in attendance. We will also periodically seek feedback from teachers on their perception of family and community engagement throughout the year.	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

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. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was not met for ELA and not met for mathematics.

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.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.⁸ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Survey families for priority focus areas in partnership with PTSA.	Completion Fall 2019
	Share results from previous CIP at Coffee with the Principal event.	Completion Fall 2019
	Share draft SIP at General PTSA meeting.	Completion Fall 2019
	Invite parents to join our building equity team to further refine SIP.	Completion Fall 2019
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Post completed SIP on RMS website.	November 2019
	Maintain hardcopies of SIP in RMS offices.	November 2019
	Update parents at Coffee with the Principal event regarding SIP progress.	Winter 2020
	Share ongoing efforts at General PTSA meeting.	Winter 2020
Share results at Coffee with the Principal event.	Spring 2020	

⁸ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>