



Redmond Middle School

School Improvement Plan

Annual Update: 2020-21

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 on the top of Education Hill. Redmond Middle School hosts a section of Lake Washington School District’s highly-capable Quest program. The feeder elementary schools are Einstein, Barton, Mann, Redmond, and Rockwell. Redmond Middle School is proud to serve a large, diverse student body and strive to offer a variety of classes, clubs, and programs to ensure that each student in our school is welcomed, supported, and challenged.

Four years ago, Redmond Middle School adopted the “Grizzly Way” – we are Kind, Honest, and Proud. Through our Positive Behavior Intervention and Support (PBIS) program, the school works with students, staff, and community members to define expectations for students and staff and intentionally teach and reward good behavior. This year, Redmond Middle School has redefined what the Grizzly Way looks like in the remote learning environment. Homeroom, “Grizzly Time,” is a space for students to connect with a supportive adult, learn through the Character Strong Social Emotional Learning (SEL) curriculum, and access academic interventions. The student body has a strong voice in the remote learning environment through elected representatives and imaginative school events and activities.

Redmond Middle School continues to offer the Advancement Via Individual Determination (AVID) program. AVID is a nationwide program designed to promote best instructional practices throughout the school while ensuring that students who are in the academic middle are ready for college.

The Redmond Middle School PTSA continues to support students in the remote setting and has provided additional assistance to students in need. This year, the school plans to inaugurate a partnership with Communities in Schools (CIS) to bring additional academic and non-academic resources to Redmond Middle School students. Now, in its 40th year, CIS’s mission is to surround students with a community of support, empowering them to stay in school and achieve in life. CIS will help Redmond Middle School (RMS) staff identify challenges students face in class or at home and coordinate with community partners to bring outside resources inside schools to help all students achieve success.

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	2019-20	
Student Enrollment (count)	993	1042	1057	1006	
Racial Diversity (%)	American Indian/Alaskan Native	0.1	0.0	0.1	0.1
	Asian	25.4	30.4	35.3	39.2
	Black/African American	1.8	2.3	2.0	2.5
	Hispanic/Latino of any race(s)	14.0	13.8	13.2	11.9
	Native Hawaiian/Other Pacific Islander	0.2	0.3	0.0	0.0
	Two or more races	8.9	9.5	9.7	8.6
	White	49.6	43.7	39.7	37.7
Students Eligible for Free/Reduced Price Meals (%)	17.3	17.0	15.1	13.7	
Students Receiving Special Education Services (%)	12.1	11.7	11.2	9.3	
English Language Learners (%)	5.7	6.5	5.6	6.6	
Students with a First Language Other Than English (%)	32.7	33.4	37.3	40.5	

¹Enrollment and racial diversity based on annual October 1 headcount. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

**ACADEMIC PERFORMANCE DATA:
LITERACY**

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
6 th Grade	75	79	80	n/a
7 th Grade	81	81	84	n/a
8 th Grade	75	80	81	n/a

ELA: By Group/Program, Smarter Balanced Assessment²

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	88	92	93	n/a
Black/African American	42	41	42	n/a
Hispanic/Latino	45	52	49	n/a
Two or more races	76	76	85	n/a
White	83	85	83	n/a
English Learner	13	18	19	n/a
Low Income	38	39	41	n/a
Special Education	26	28	28	n/a

**ACADEMIC PERFORMANCE DATA:
SCIENCE**

SCIENCE: By Grade Level, WCAS³

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
8 th Grade	n/a	74	75	n/a

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	n/a	85	84	n/a
Black/African American	n/a	50	-	n/a
Hispanic/Latino	n/a	47	44	n/a
Two or more races	n/a	81	68	n/a
White	n/a	77	82	n/a
English Learner	n/a	14	24	n/a
Low Income	n/a	32	37	n/a
Special Education	n/a	28	17	n/a

↘ = Cohort Track
n/a = not available

ATTENDANCE DATA

**ACADEMIC PERFORMANCE DATA:
MATH**

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
6 th Grade	74	75	74	n/a
7 th Grade	79	77	82	n/a
8 th Grade	66	75	77	n/a

MATH: By Group/Program, Smarter Balanced Assessment³

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	88	90	93	n/a
Black/African American	33	34	32	n/a
Hispanic/Latino	39	45	44	n/a
Two or more races	71	76	79	n/a
White	78	79	76	n/a
English Learner	28	25	29	n/a
Low Income	31	29	31	n/a
Special Education	19	23	20	n/a

² 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.

³ WCAS = Washington Comprehensive Assessment of Science. Given only to 8th grade at the middle school level. Assessment first given in 2017-18.

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
6 th Grade	93	92	90	n/a
7 th Grade	91	91	90	n/a
8 th Grade	92	87	88	n/a

ATTENDANCE: By Group/Program⁴

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	95	93	93	n/a
Black/African American	80	79	84	n/a
Hispanic/Latino	86	86	83	n/a
Two or more races	92	90	91	n/a
White	92	90	88	n/a
English Learner	86	76	81	n/a
Low Income	79	74	74	n/a
Special Education	88	82	80	n/a

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁵

	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	91	45	49	81	85	14	42	28
Math Proficiency Rate (%)	77	91	34	43	78	79	23	32	22
ELA Median Student Growth Percentile ⁶	51	59	36	39	54.5	51	39	37	35.5
Math Median Student Growth Percentile	63	73	51	51	63	60	50	50	50
EL Progress Rate (%)	52	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	91	94	78	85	89	91	83	78	81

↘ = Cohort Track
n/a = not available

⁴ Grades 6-8 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁵ Washington School Improvement Framework measures compile data across three years (2017-2019) 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.

⁶ 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	Mathematic proficiency for students who qualify for English Language Learner (ELL) services.										
Focus Grade Level(s)	8 th grade										
Desired Outcome	Seventy-seven percent of Redmond Middle School's 8 th grade students (including 33% of those who qualify for ELL services) will meet or exceed standard as demonstrated on either the Fastbridge Math Assessment or the 2021 Math Smarter Balanced Assessment (SBA).										
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)										
Data and Rationale Supporting Focus Area	There is a persistent gap in reaching standard (as illustrated by the Math SBA scores) between students who receive ELL services and those who do not. In 2019, 74% of all 7 th graders met or exceeded standard on the Math SBA, however, only 30% of students receiving ELL services met or exceeded standard on the same assessment.										
Strategy to Address Priority	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center; padding: 5px;">Action</th> <th style="width: 50%; text-align: center; padding: 5px;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Math placement: Students receiving ELL services will be placed in the appropriate math course (General Education; co-taught with a Safety Net or Special Education Teacher).</td> <td style="padding: 5px;">Analyze placement data to determine the level of support appropriate for each student.</td> </tr> <tr> <td style="padding: 5px;">Pedagogy: Teachers will use SIOP strategies and classroom-based interventions to best support students receiving ELL services.</td> <td style="padding: 5px;">Administrators observe use of SIOP and other strategies and during classroom visits and surveys.</td> </tr> <tr> <td style="padding: 5px;">Interventions: Students receiving ELL services who are not at standard will utilize Intervention Time for Tier 2 (small group/individualized) interventions.</td> <td style="padding: 5px;">Utilize Flexisched or other monitoring system to track interventions for students receiving ELL services who are not at standard.</td> </tr> <tr> <td style="padding: 5px;">Summative Assessments.</td> <td style="padding: 5px;">Administrators and teachers will assess Math Fastbridge data to ascertain progress toward proficiency.</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Math placement: Students receiving ELL services will be placed in the appropriate math course (General Education; co-taught with a Safety Net or Special Education Teacher).	Analyze placement data to determine the level of support appropriate for each student.	Pedagogy: Teachers will use SIOP strategies and classroom-based interventions to best support students receiving ELL services.	Administrators observe use of SIOP and other strategies and during classroom visits and surveys.	Interventions: Students receiving ELL services who are not at standard will utilize Intervention Time for Tier 2 (small group/individualized) interventions.	Utilize Flexisched or other monitoring system to track interventions for students receiving ELL services who are not at standard.	Summative Assessments.	Administrators and teachers will assess Math Fastbridge data to ascertain progress toward proficiency.
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Interventions: Students receiving ELL services who are not at standard will utilize Intervention Time for Tier 2 (small group/individualized) interventions.	Utilize Flexisched or other monitoring system to track interventions for students receiving ELL services who are not at standard.										
Summative Assessments.	Administrators and teachers will assess Math Fastbridge data to ascertain progress toward proficiency.										
Timeline for Focus	Fall, 2020 - Spring, 2021										
Method(s) to Monitor Progress	Teachers will administer formative and summative assessments throughout the time period (also SBA Interim and Summative assessments as available).										

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	Expository writing (specifically developing a topic with relevant facts and quotations) for 6 th graders (CCSSW2).	
Focus Grade Level(s)	6 th grade	
Desired Outcome	All 6th grade students' expository writing will achieve or exceed proficiency by their 8 th grade year as demonstrated on the 2023 ELA SBA.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	Historically, of the three types of writing tested by the ELA SBA, RMS students have scored the lowest on the expository writing assessment. On the 2019 ELA SBA, the average score for expository writing was 6.48, while argumentative writing was 6.95 and narrative writing was 7.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will use graphic organizers to help students develop effective writing strategies.	Observed by administrators and teachers during classroom visits and surveys.
	Teachers will utilize quarterly progress monitoring for each student as part of their PGE work.	Analyze teacher PGE data collection to ascertain student progress toward standard on expository writing.
	Teachers will model and share short stories highlighting effective use of text to explain a theme.	Observed by administrators and teachers during classroom visits and surveys.
	Teachers will utilize SIOP strategies to support students receiving ELL services.	Observed by administrators and teachers during classroom visits and surveys.
Timeline for Focus	Fall, 2020 - Spring, 2023	
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 cares about and connects with students	
Focus Grade Level(s)	6 th – 8 th Grades	
Desired Outcome	Utilizing a subset of questions asked on the 2020-21 Panorama Back to School Survey, RMS will see a 10% increase in the number of students who report that they are connected to adults, friends, and their learning at RMS from Fall 2020 to Spring 2021.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	A review of data from the 2020-21 Panorama School Survey, Grizzly Survey Data and bi-annual Healthy Youth Survey found that not all students felt safe, welcomed, and connected to RMS every day. Only 45% of students reported that the culture and community at RMS was frequently kind and positive as reported on the 2018-19 Grizzly Survey.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Schoolwide implementation of Character Strong Social-Emotional Learning curriculum.	Observation of Grizzly Time classes to assess teacher implementation of Character Strong lessons.
	Continued focus on PBIS (and development of remote setting application).	Design qualitative and quantitative measures of effectiveness of expectations, reminders, and incentives for positive behavior.
	Qualitative measurement of implementation of SEL program.	Surveys and SEL standing item on staff meeting agendas.
	Utilize “Character Dares” from the Character Strong SEL curriculum.	Anecdotal evidence from staff and students regarding student engagement with “Character Dares.”
Timeline for Focus	Fall, 2020 - Spring, 2021	
Method(s) to Monitor Progress	All students will complete the Panorama Back to School Survey as well as a Panorama post-survey utilizing questions focused on relationships. We will utilize 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 families and our greater community as a whole.	
Focus Grade Level(s)	6 th – 8 th Grades	
Desired Outcome	Increase the percentage of staff that report “Agree or Strongly Agree” that RMS has high levels of community and family engagement from 74% to 80% on the 2020-21 Nine Characteristics Survey.	
Alignment with District Strategic Initiatives	Culturally Responsive Family Engagement	
Data and Rationale Supporting Focus Area	When reviewing our 2018-19 and 2019-20 Nine Characteristics Survey, we prioritized High Level of Family and Community Involvement as an area that some staff identified as requiring attention.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Improve communication: Increase frequency and quality of information sent to staff and families regarding RMS events and activities.	Implement bi-weekly Grizzly Gram to RMS families. Implement weekly Glad to be a Grizzly Newsletter to staff Utilize reader board for events and activities (and also public service information – weather and time).
	Community Services at RMS: Initial implementation of partnership with Communities in Schools (CIS).	Communities in Schools staff will implement surveys and additional quantitative measures to help staff determine type of services needed at RMS.
	Community engagement: Survey community to determine types of events and activities would be helpful to families as they navigate middle school.	Partnership with CIS and PTSA to survey community.
	Family Education Nights (surveys cited above will help inform selection of topics).	Survey audience about utility of event; future events.
Timeline for Focus	Fall, 2020 - Spring, 2021	
Method(s) to Monitor Progress	RMS will partner with CIS to survey community to determine types of events and activities desired by community and monitor attendance at community events (Open House, Family Education Nights, additional remote activities). Midyear, RMS will 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
- Teaching digital learning in both traditional and remote learning settings

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 2019. During that year, the participation rate was met.

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.⁷ 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
	Share results from previous CIP (discussion of Spring remote learning) at PTSA Board Meeting and Community Chat with the Principal event.	Completion Fall 2020
	Share draft SIP at PTSA Board Meeting and Community Chat with Principal event.	Completion Fall 2020
	Share draft SIP at RMS Equity Team meeting for community members to review.	Completion Fall 2020
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Place SIP (final) on RMS website.	December 2020
	Retain copies of SIP in RMS offices.	December 2020
	Share update on SIP progress with PTSA Board Meeting and Community Chat with Principal event.	Winter 2021-Spring 2021
	Partner with CIS staff to review elements of SIP and create surveys to ascertain progress toward goals.	Winter 2021-Spring 2021

⁷ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>