

School Improvement Plan 2020-21

The School Improvement Plan

1. Is developed according to the Washington Administrative Code 180-16-220
2. Shows evidence of annual school board approval
3. Includes information that staff certification requirements were met
4. Evidence the plan is based on self-review and participation of required participants.
5. Considers a collection of data over time that is analyzed to determine the focus of the plan
6. Promotes continuous improvement in student achievement in state learning standards
7. Recognition of non-academic student learning, what, and how.
8. Addresses the characteristics of highly successful schools
9. Is led by the principal and the building’s Leadership Team
10. Requires collaboration with the school staff and district administration
11. Addresses equity (e.g. gender, race, ethnicity, culture, language and physical/mental ability)
12. Action plans are based on best practice as identified by quality research
13. Is a continuous process that requires ongoing monitoring and adjustment
14. Addresses the use of technology to facilitate instruction
15. Addresses parent, family and community involvement

Process

Date SIP was completed by SIP Leadership Team	1/28/2021
Date SIP was presented to staff	2/3/2021
Date SIP was reviewed by Site Council	2/25/2021
Date SIP will be presented to School Board	New date 2/25/2021

School Information

Principal	Stacy Cho
SIP Leadership Team	Marilee Bosshart Assistant Principal Lane Helgeson Dean of Students Rashi Eisenberg, Counselor Rachel Auffant, Counselor Kat Antes-Tadros, Counselor Karen Harmon, PBSES Coach
Link to OSPI Report Card	https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/101477

Success Indicators

What are some of the ways your school is encouraging and monitoring active, productive engagement of students in learning and the school community? *Please address academic engagement, social-emotional supports and use / access to technology. Please be sure to address how you are reaching out to students who are furthest from educational justice &/or supporting equity.*

Student engagement at Beaver Lake Middle School has been the topic of conversation since the beginning of the year and continues to be at the forefront of all conversations every time we meet together as a whole staff, in grade level teams, departments, team teachers, tier 2 team, guidance teams, 504 meetings, IEP meetings and within our admin team. With the shift to online learning, we have had to be creative and responsive to the many unique needs of our students and I am so impressed with the flexibility of staff and the willingness to try new things to continue to try to reach *one more student* as we progress through the year.

We have developed systems at Beaver Lake that are currently meeting the needs of the majority of our students to be active and engaged in their learning. According to the ISD Engagement Survey, 74% shared that the live, synchronous instruction had the most positive impact on their feelings of connectedness to school and their peers. Other areas the majority of our students shared where the small group live instruction and the opportunity to collaborate with their peers.

Focusing professional development at the start of the year to help our staff develop their canvas pages as well as understand the features of zoom, helped set the foundation for an engaging experience. As our staff learned of new software, new programs, new strategies, we created a space for sharing and learning together. We created a Beaver Lake Staff Canvas page to model for staff how to set up modules, upload files, and create fun images as hyperlinked buttons. As a staff we agreed to some common elements that were a part of each Canvas homepage to make it easier for students to access information and zoom links, to try to eliminate a barrier for engagement. An additional program that

we purchased was Nearpod for our entire school which allows a very engaging, interactive experience for students while providing valuable information and feedback for the teacher. Incorporating games, breakout rooms, virtual simulations and other teaching tools also helped keep the students engaged as we shifted to a two-hour block class.

We wanted to try to continue with as many traditions and school community events as we could as we shifted to the online world. Our ASB students continue to produce a weekly broadcast that is shared each week with students highlighting celebrations, student birthdays, cultural holidays, student interviews, staff interviews, as well as technology tips. We created a Virtual Commons as well on Canvas where these weekly ASB videos are posted, as well as school spirit Padlets where students and staff could upload their pictures participating in the spirit day. The Virtual Commons also has links for technology support, a link to our library, our counseling website, as well as a variety of other resources. We wanted to create a space where students could come for information about the school and what was happening. This is where our clubs post announcements. We have a Math Club, a Rubik's Cube Club as well as a Book Club that students can participate in. Our ASB students have also created fun events for our students during our SEL/Advisory time where students could choose a breakout room and meet together to socialize, learn a new skill or just have fun together. Our ASB student leaders lead each group with a few staff there to support if needed. We had an art room, a Kahoot room, and game room, a movie room, a hang out room, a music room, etc and students were able to sign up and have an experience that build community. We had over 550 students participate. Students and staff reported what a wonderful experience that was and our ASB students are planning more of these days to come.

To continue with the sense of community, we continued with our WEB program this year as well, where our 8th grade student leaders help mentor our incoming 6th grade students. We had to shift this experience to an online format this year. Our WEB leaders sent postcards to each of our new 6th graders and established those relationships and engaged in a virtual orientation. We are looking forward to creating additional WEB events this year to keep our students connected virtually.

The Issaquah School's Foundation purchased the Character Strong program for our middle schools that really helped develop and promote a sense of community and engagement with our students. These virtual lessons were delivered once a week during our SEL/Advisory Time and were a wonderful bridge to support the social and emotional well-being of our students, while Second Step lessons were being developed. Students and staff were able to get to know each other and build relationships from the start of the school year.

We have continued with our student recognition programs and have virtually sent out our Most Valuable Bulldog Awards as well as our Virtual Buddy Barks to students. The parent and student response has been so positive and uplifting that we are continue our traditions even in the virtual setting.

Our counselors have done an amazing job reaching out to our students and focusing on overcoming the barriers to engagement at our school. They were able to schedule individual online meetings with each student to check in and get to know them. Over the months of November and December, our counselors held 220 individual student meetings to support academic and social emotional needs. We also have served 178 students through small groups this year (i.e. mindfulness mornings, lunch bunches, perfectionism group, skill building, etc.) Each of our counselors have a google voice number and have opportunities for students to drop in to talk or arrange a time to connect. They have shared so many

stories of working with families, getting them connected with technology, helping families develop plans and structure for how to set up spaces in their home to support online learning. Our counselors are able to listen to the families and help address some of the barriers that existed that were preventing students from engaging. For example, one family had five children trying to all do online school, and our counselor was able to get them all headphones so that they could focus on their lesson, rather than the noise around them. With another family, we have a staff member that is calling every morning to wake the grandmother up so that she can help our student wake up and attend classes.

Our counselors are also working with families that may need Power Packs provided by the Issaquah Food Bank. We have partnered with Dave Montalvo to do home visits and help drop off supplies to our families and have partnered with local police and CPS to help support our students in crisis. Our school team was also able to reach out and connect with students that were high internalizers as indicated on our SDQ survey. Reaching out to have conversations with students, parents, and share resources has been a focus this year when thinking about our student's mental health. Our counselors also gave a needs assessment and have been responding to the trends they have observed. Students are sharing they are impacted by academic stress and find it hard to stay focused during class and stay motivated. We recognize that basic needs to be met first before we can engage in conversations about completing school work. One celebration to share from the needs assessment is that out of 702 students surveyed, 93% of students feel very connected or somewhat connected to someone at the school (teachers/ staff).

Through a grant from the Issaquah School's Foundation, we offer our students an opportunity to come after school on Thursdays for a zoom room help session. We are there to meet with students and help with whatever they need. We also have our paraprofessionals working with students on Wednesdays in small groups and one-on-one as needed or identified by our tier 2 team. We have staff that have set up office hours or work time to meet with individual and small groups on Wednesday's as well.

To help with engagement of our students and families, we have trained our staff on a variety of resources to help with communication. We have shared information and resources about google voice, using the Alboom translation service, as well as partnering with Wenli, our Family Partnership Liaison. We continue to find ways to engage with our parents and our counselors have hosted a Family Night Zoom call to share resources and they will be hosting a book club for parents on supporting anxiety in their children.

We have created a school wide resource pick up event so that students could have access to textbooks, whiteboards, novels and packets for their classes. We realized that it is better to work with individual teachers to distribute materials as needed, so we partner with our custodians to help us place materials outside our school for families to pick up at their convenience. We are also able to distribute library books and kits for our CTE/STEM courses to provide hands on experiences for our students during this time. Our music teachers have been available to help tune instruments as they safely maintain a social distance outside. I am so impressed with the work our staff is doing to help all students engage in their learning this year.

Through our tier 2 team we are able to monitor grades, attendance, risk indicators from Homeroom, as well as teacher feedback of students of concern to continue to monitor our students who might need some additional interventions. We are tracking this data on a form to indicate our intervention as well as progress monitor and a communication log.

What strategies is the school using to monitor academic progress in essential learnings and ensuring students will be prepared for future learning? *Please reflect on trends you are noticing in learning outcomes. This is an area you may speak to staff development related to increasing academic outcomes.*

At the end of last year and the beginning of this year, our staff engaged in professional dialogue with our teaching and learning department to identify what the essential learning targets were going to be in each course. Recognizing that a shift to virtual teaching was going to alter the way that we were delivering instruction, we pushed pause and really encouraged our staff to slow down, meet students where they were, and recognize that they were not going to be able to cover all of the content and experience that they normally covered in a typical year.

We spent some professional development time at the beginning of the year talking about how to teach in a block class. We shared research and strategies for how to break apart that time, allow for brain and stretch breaks, and how to incorporate different instructional strategies. Our staff engaged in professional development on how to set up their Canvas Site, create assignments and assessments and how to link that to their Skyward Gradebook. Teachers, parents and students continue to work together to monitor progress, identify missing assignments, and advocate for support creating plans to complete work. There is a balance that our staff had to figure out with our parents about how to work together to motivate and monitor student participation.

Our staff at Beaver Lake continue to use best practices to monitor academic progress such as formative and summative assessments. This year, they have utilized exit slips, quizzes on Canvas, and curriculum based assessments. Many assessments have been altered to support the diverse needs of our students. Staff are monitoring progress by allowing students to turn in written examples of their work, pictures of their work, or recordings of spoken work. Some teachers have allowed students to remain on a zoom call and were able to have a conversation or had their student share their screen so that they could observe their work and give feedback to monitor progress. Many of our teachers were trained on new software this year to help monitor progress, such as ALEKS with all of our math students. Our Special Education staff continue to use Star 360 and Easy CBM to monitor progress.

We purchased Nearpod for all of our teachers to use this year which is an interactive software where students can collaborate, take quizzes, and engage in dynamic online lessons. The web-based program is interactive and students are really enjoying it. Teachers can monitor students annotating their own screens, even if they choose to keep their cameras off. This is a way to see student work and assess their understanding in real time during the lesson. One of our health teachers used Nearpod to survey her students about stress and she was able to share the information with our counseling/administrative team. Students shared with her that they handle stress the best by talking to friends, sleeping, eating, or reading.

Students are asked to remain on the zoom call in class to get guided support and to have check ins with teachers. Our staff realized that they need to focus on the two hours that they have with their students

and support them while they are online, rather than being available in an open zoom call later. We found more success scheduling students to meet during certain days and times. Our staff are available on Wednesday as well for individual or group meetings to offer support. We have assigned our paraprofessionals to work with individual or groups of students as well on Wednesdays as an additional resource to support and monitor student progress. Our paraprofessionals have been a wonderful resource and adult connection for checking in with students and helping them navigate this online learning environment.

Staff continue to give students multiple opportunities to show their understanding. Deadlines are extended and partnerships are formed to provide as many opportunities for students to show what they have learned.

Our counselors have partnered with teachers and families to have continued conversation about alternate grading when appropriate as documented in our academic support plan. This allowed students to focus on key assignments rather than feeling overwhelmed and unable to work their way out of an overwhelming number of missing assignments. Our purpose statement for the Academic Support Plan is as follows: "A BLMS Academic Support Plan is designed to help provide relief for a student so they can successfully access their education. A Plan may be implemented by meeting criteria of extenuating circumstances (examples include, but are not limited to temporary homelessness, in-patient medical care, death of a parent, COVID-related), temporary in nature, and with a time boundary. An ASP is NOT intended to provide relief from a failing grade and should be considered in advance of final grade posting, and by consideration of a team, as described below. S/U grading does not impact a student's transcript or promotion in middle school."

At the first mid-tri grading period, we were able to look at our students with Ds and Fs and spoke to the teachers to understand what was going on and how we could support. This led to great conversations and a change in practice for some of our staff. For example, one teacher believed that giving the Fs was a scare tactic that might inspire students to want to engage, because they knew he was serious. What a wonderful opportunity I had to coach and talk to that teacher about the social and emotional impact that could have on a student and we brainstormed other ways to intervene and communicate early on when he noticed a lack in engagement. He was able to partner with his students and give feedback and create plans to show students they could be successful by the end of the trimester.

At the mid-trimester and trimester grading period, our counselors and administrative team look at that data to identify trends or possible areas we need to address. We collaborate with the teachers, parents and students to contact those on the list to understand what is happening and ask how we can support. No student goes unnoticed and we are able to understand the story behind the report. We are happy to share that the number of students on our D/F report at the end of trimester 1 was significantly lower than those students that appeared on the mid-trimester 1 report.

Mid – Trimester 1 (Fall 2020)	Trimester 1 (December 2020)
8th grade	8th grade
D's = 39	D's = 19
F's = 44	F's = 13
	U's = 2
7th grade	7th grade
D's = 37	D's = 20

F's = 36	F's = 6
I's = 2	U's = 7
6th grade	6th grade
D's = 50	D's = 31
F's = 57	F's = 16
	U's = 5

We were also able to identify those 6th graders that needed some additional support with executive functioning, or navigating the online environment, that did not qualify for an IEP, and we placed them in our elective course that shifted to include more of these skills for our students. Originally that elective course was an introduction to leadership, and has morphed into an elective that builds student advocacy skills, focusing on navigating canvas, and incorporates executive functioning skills. Students were randomly placed in this elective, but we were able to create space to intentionally place students in this course for trimester 2 and trimester 3 based on need as identified by our Tier 2 team. This conversation has led us to develop a new trimester elective next year as an option for our students where they can get this support along with time to engage with ALEKs math, or iReady Reading, executive functioning support, to help our students thrive.

[Family and Student Survey \[Report Attached\]](#)

What have you learned from the ISD family and student survey in the fall of 2020? How did your school team respond to family and student feedback?

Based on the parent feedback, they are sharing that there is an increase in need for having their student's social and emotional needs supported by the school. I noticed that there wasn't a question on the student survey asking how they felt. Their questions were more geared towards to learning and accessing help from teachers. Our counselors were able to survey our students through a needs assessment and were able to identify trends. The parent feedback highlights the need for us to be more transparent with how we are addressing the social and emotional needs of our students. I will begin highlighting more stories and examples when I am meeting with our PTSA board, during general meetings, and will plan future zoom calls where we will have Chats with Cho so that I can highlight the great work happening at our school. At the beginning of the year, I created many videos and posted that on our website and through Enews, and recognize that this is an area that I could improve on to more frequently have opportunities where I highlight the positives about what is going on in our school.

We are also realizing that Parents need resources for how to address the emotional responses our students are exhibiting. Parents might feel more isolated, but we are still here to support and collaborate and provide resources and safety plans. The monitoring falls on the parents during this time and that might be stressful during the time. We have seen an increase in the number of suicide ideations, CPS referrals and eating disorders. I understand why this question's data result was higher in the "seldom true" and "almost never true" based on the personal experiences some of our parents have had this year during our remote learning.

We also understand and recognize that some students are struggling in this remote setting. 26% of the parents indicated a concern about their students learning in the remote setting. However, during our conversations with parents during IEP and 504 meetings, some of our students that struggled in the brick and mortar building are thriving in the remote setting. I think there will always be a percentage of students that need additional support with whatever environment we are in, but it's interesting to note that it's not always the same student we are talking about.

What we are celebrating from the survey is that 97% of our students report that they know how to get help from their teacher and know how to find feedback on their assignments and know where to look to see how they are doing at school. 92% of our students report that they are learning well during remote learning when you look at the sometimes to almost always true range. Overall, our students are resilient and are reporting positive feedback about their experience. There are some teachers and some classes that are not meeting their needs, but I would share with you that we would probably get similar results if we had been in the building the entire year during a typical school year.

We found the student feedback about how students access their teacher for help interesting. Developmentally there might be a factor in how comfortable students feel asking for help. According to our survey, our students are aware of how to get help, but may not always advocate for themselves. This is developmentally what we see in person as well, so this isn't a surprise. Our teachers work on this skill consistently and our hope is by the time they leave Beaver Lake Middle School, our students will have strategies and skills for sharing with teachers if they have a question, if they do not understand, or if they need additional support. There are multiple modes of asking for help. According to the survey, our students feel more comfortable asking for help through email or canvas, however that form of communication is more difficult to assess student understanding and give feedback on error analysis. Attending office hours or getting help in small groups that 22% of our students have indicated that they did, allows a more personal connection, a back and forth dialogue and a chance for students to share their screen to get guidance or clarification. Similar to the advice we give our teachers, once you have emailed back and forth two times, we suggest setting up a meeting to talk in a breakout room or set up a zoom call.

71.2% of our students report that using canvas has helped their learning and I hope that is a platform we continue to use even when we return to our buildings for live instruction. Having consistent websites and all of the notes and modules in one location has really helped our students. We are looking forward to continuing the conversation with staff to have a more consistent canvas experience for our students. At the beginning of the year, we had PD for staff, but there was still a range of comfort level and creativity when creating their sites. Once we began engaging in a staff conversation, the teachers were overwhelmed and did not want to change what they had already established. Students had learned the system and we did not want to make big changes. Moving forward, we are looking forward to coming up with shared commitments and agreements that will be consistent across all canvas websites such as the use of the calendar, how to order modules, and how to utilize assignments within the canvas sites. We have learned a lot this year and have examples now of what is working well and what is not, to set us up for success next year.