



Lake Washington

School District

School Improvement Plans

HIGH SCHOOLS

2019-2020

- Eastlake High School
- Emerson High School
- Futures School
- International Community School
- Juanita High School
- Lake Washington High School
- Redmond High School
- Tesla STEM High School

Eastlake High 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: Eastlake High School (EHS) resides in an upper-middle class community in Sammamish, Washington. The Sammamish Plateau encompasses two large school districts, Issaquah and Lake Washington. The north side of the Sammamish Plateau arose out of Redmond and the south side out of Issaquah, and the City of Sammamish was incorporated in 1999. Eastlake is one of four comprehensive high schools in the Lake Washington School District (LWSD), a suburban school district that spans the Eastside of King County from Sammamish to Kirkland. It has more than 50 schools and 30,000 students. Eastlake opened in 1993 and currently serves over 2,000 students. It opened as a member of the Coalition of Essential Schools, an organization whose Common Principles centered on personalization, student-centered instruction, integration and critical thinking. Eastlake also spent years implementing Professional Learning Communities (PLCs), which focuses on collaboration to improve student learning, and the use of data to inform and improve instruction. Eastlake strives to provide dynamic and engaging instruction in every class, every day. Teachers challenge students to learn, while supporting them in this process through a positive, personalized and inspiring culture. Eastlake believes that students need to develop the intellectual strength and character necessary for success now and in the future, as captured by our mission and motto Wolf Strong, Pack Strong (WSPS).

Mission Statement: Developing the character and intellectual strengths for individual and shared success.

Demographics:¹

		2016-17	2017-18	2018-19
Student Enrollment (count)		1784	1875	1996
Racial Diversity (%)	American Indian/Alaskan Native	0.3	0.0	0.2
	Asian	14.7	18.4	22.2
	Black/African American	1.0	0.9	0.8
	Hispanic/Latino of any race(s)	7.3	7.6	8.1
	Native Hawaiian/Other Pacific Islander	0.2	0.0	0.1
	Two or more races	6.7	6.6	6.5
	White	69.8	66.2	62.1
Students Eligible for Free/Reduced Price Meals (%)		4.0	3.9	3.9
Students Receiving Special Education Services (%)		11.5	10.8	10.8
English Language Learners (%)		1.0	1.6	1.9
Students with a First Language Other Than English (%)		9.3	12.0	14.8
Mobility Rate (%) ²		5.7	6.5	5.8

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

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	93	93	92

ELA: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	95	90	92
Black/African American	-	-	-
Hispanic/Latino	89	89	79
Two or more races	87	94	95
White	94	94	93
English Learner	-	-	20
Low Income	71	53	63
Special Education	63	71	64

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	n/a	78	79

MATH: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	86	88
Black/African American	n/a	-	-
Hispanic/Latino	n/a	65	62
Two or more races	n/a	84	90
White	n/a	76	76
English Learner	n/a	-	50
Low Income	n/a	21	32
Special Education	n/a	29	36

ACADEMIC PERFORMANCE DATA: CREDITS EARNED

6 OR MORE CREDITS, 9th Grade

Grade	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
9 th Grade (6+ credits)	93	94	95

6 OR MORE CREDITS, 9th Grade, By Group/Program

Group/Program	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
Asian	96	96	96
Black/African American	-	-	-
Hispanic/Latino	86	83	84
Two or more races	89	94	95
White	93	94	96
English Learner	-	-	-
Low Income	50	56	75
Special Education	80	77	93

ATTENDANCE DATA

ACADEMIC PERFORMANCE DATA: DUAL CREDIT PARTICIPATION

DUAL CREDIT PARTICIPATION, By Grade Level

Grade	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
11 th Grade	83	88	91
12 th Grade	91	96	94

DUAL CREDIT PARTICIPATION, By Group/Program⁵

Group/Program	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
Asian	92	96	95
Black/African American	-	92	-
Hispanic/Latino	86	92	91
Two or more races	95	89	96
White	85	91	92
English Learner	-	-	-
Low Income	75	78	76
Special Education	64	73	69

GRADUATION RATE DATA

³ The Smarter Balanced Mathematics assessment was given to all 10th graders beginning in spring, 2018.

⁴ 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.

⁵ Grades 11-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

ATTENDANCE: By Group/Program

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
9 th Grade	93	96	94
10 th Grade	86	91	91
11 th Grade	86	85	88
12 th Grade	82	80	86

GRADUATION RATE

Grade	Class of			
	2016	2017	2018	2019
Graduating in 4 years	93.6	97.7	94.7	92.5
Graduating in 5 years	96.1	97.7	96.7	n/a
Graduating in 6 years	96.7	98.0	n/a	n/a
Graduating in 7 years	97.4	n/a	n/a	n/a

ATTENDANCE: By Group/Program⁶

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	93	91	95
Black/African American	89	78	75
Hispanic/Latino	84	84	86
Two or more races	86	88	88
White	86	89	89
English Learner	78	66	84
Low Income	59	63	63
Special Education	80	81	83

GRADUATING IN 4 YEARS, By Group/Program

Group/Program	Class of			
	2016	2017	2018	2019
Asian	95.0	100.0	96.3	96.9
Black/African American	100.0	83.3	50.0	100.0
Hispanic/Latino	100.0	93.1	93.5	80.0
Two or more races	100.0	96.4	100.0	77.8
White	92.3	98.3	94.6	94.3
English Learner	-	-	-	87.5
Low Income	80.0	93.9	81.3	67.9
Special Education	83.0	97.6	77.4	64.2

 = Cohort Track
WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA**MOST RECENT WSIF 3-YEAR SUMMARY⁷**

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate	98	95	-	95	-	98	-	79	80
Math Proficiency Rate	33	50	-	28	36	29	-	7	19
Graduation Rate	95	-	-	96	-	95	-	85	85
EL Progress Rate	70	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate	91	94	84	86	91	91	75	73	82
Ninth Grade On Track Rate	94	97	-	80	90	95	-	63	82
Dual Credit Rate	65	67	60	62	62	65	49	57	47

⁶ Grades 9-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁷ 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.

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	Science	
Focus Area	Biology	
Focus Grade Level(s)	Grade 9	
Desired Outcome	More than 98% of students earn credit	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	Research shows that earning all credits in Grade 9 dramatically increases the likelihood of high school graduation. Last year, the percentage of students who did not earn credit in Grade 9 mirrored our graduation rate from the previous year. So, if we focus on students in Grade 9 passing all classes, it should make an impact on the graduation rate for the Class of 2023.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	SIJ	Percent of Students in jeopardy (SIJ) who pass Biology.
	AVID	Overall percentage of Grade 9 students who pass Biology.
	EMR	Percent of EMR students who pass Biology.
	Science Lab	Overall percentage of Grade 9 students who pass Biology.
	Wolf Time	Percentage of SIJ requested for WT
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	<p>Eastlake has established school systems that personalize education and address the needs of all students. To provide students with the necessary time and support to learn, Eastlake offers student interventions during the school day in Biology. Eastlake also offers a flexible time (Wolf Time) in our schedule to meet the various needs of all our students. Wolf Time allows students to access extra support from their teachers during the school day, as well as make up missed labs, assignments or tests. Wolf Time can also mitigate stress and help students balance their busy lives by providing academic work time during the school day.</p> <p>All Grade 9 teachers are participating in a University of Washington study called Project Relate. They received professional development on how to establish, maintain, and restore relationships with students. They will also participate in monthly professional learning communities to discuss the effectiveness of these relational strategies. The study will measure the</p>	

impact of this learning on student achievement.

We will also continue to implement an AVID elective for 9th graders, as well as WICOR instructional strategies for all students in Grade 9. More specifically, teachers will focus on goal setting, organization, focused notes, and communication. This should help students become more independent learners and result in a higher percentage of all 9th graders earning seven credits.

We have also established a list of students at risk of not graduating based on credits. For 9th graders, this would include any student who received an F in their second semester of middle school. We will then revise the list based on first semester grades. Each student on this list will be assigned an advocate, either a 504 monitor, IEP provider, Counselor, or an Administrator. Advocates will help motivate a student to perform by monitoring student progress on a weekly basis, supporting the development of collaborative goals and specific plans, serving as a connector to relevant staff and family, orchestrating the Eastlake interventions of a SIJ and developing a personal connection with a SIJ every two weeks to offer encouragement or to reassess plans.

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	World Literature I	
Focus Grade Level(s)	Grade 9	
Desired Outcome	More than 98% of students earn credit	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	Research shows that earning all credits in Grade 9 dramatically increases the likelihood of high school graduation. Last year, the percentage of students who did not earn credit in Grade 9 mirrored our graduation rate from the previous year. So, if we focus on students in Grade 9 passing all classes, it should make an impact on the graduation rate for the Class of 2023.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	SIJ	Percent of SIJ who pass English 9.
	AVID	Overall percentage of Grade 9 students who pass English 9.
	EMR	Percent of EMR students who pass English 9.
	Literacy Lab	Overall percentage of Grade 9 students who pass English 9.
	Wolf Time	Percentage of SIJ requested for WT
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	<p>Eastlake has established school systems that personalize education and address the needs of all students. To provide students with the necessary time and support to learn, Eastlake offers student interventions during the school day in Humanities. Eastlake also offers a flexible time (Wolf Time) in our schedule to meet the various needs of all our students. Wolf Time allows students to access extra support from their teachers during the school day, as well as make up missed labs, assignments, or tests. Wolf Time can also mitigate stress and help students balance their busy lives by providing academic work time during the school day.</p> <p>All Grade 9 teachers are participating in a University of Washington study called Project Relate. They received professional development on how to establish, maintain and restore relationships with students. They will also participate in monthly professional learning communities to discuss the effectiveness of these relational strategies. The study will measure the impact of this learning on student achievement.</p> <p>We will also continue to implement an AVID elective for 9th graders as well as WICOR instructional strategies for all students in Grade 9. More specifically, teachers will focus on goal setting, organization, focused notes, and communication. This should help students become more independent</p>	

learners and result in a higher percentage of all 9th graders earning seven credits.

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Priority #3

Priority Area	Attendance
Focus Area	Unexcused Absences
Focus Grade Level(s)	Grades 9-12 Students in Jeopardy
Desired Outcome	Reduce the number of unexcused absences by 20% from the 2018-19 school year for students identified as in jeopardy of not graduating.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	<p>Eastlake has high standards and expectations across the school with the goal of more than 95% graduation rate. Students are identified as in jeopardy of not graduating with the following markers:</p> <ul style="list-style-type: none"> • Grade 9 - S2 F in MS, S1 F in Grade 9 • Grade 10 - Six or fewer credits • Grade 11 - Twelve or fewer credits • Grade 12 - Eighteen or fewer credits <p>Principals, Intervention Coordinators, Becca Specialist, Counselors, and Attendance Secretaries are responsible for the attendance goal and the development of systems and strategies to reach it.</p> <p>Attendance is a key factor in student success. Studies show the benefits of schools both monitoring student attendance and intervening when appropriate. This is due to the close connection between regular attendance and students' academic performance. Additionally, chronic absenteeism is an indicator for potential dropouts.</p> <p>Students in Jeopardy in Grades 10-12 had an average of 3.1 unexcused absences in 2018 Quarter 1 compared to .91 for the entire student population. Likewise, 40% of SIJ in Grades 10-12 had at least one unexcused absence during Quarter 1 compared to 23% for the entire student population.</p> <p>We are creating systems that can help us identify the unique needs of each student and develop plans to serve their social, emotional, behavioral or environmental barriers to success.</p> <p>One high leverage strategy for increasing attendance is having positive relationships and a welcoming school environment. Eastlake works to provide a positive, personalized and inspiring culture. Staff learns strategies for consistently showing up positive and enthusiastic and quickly recovering this mindset when they become stressed or frustrated. They also take intentional actions to establish, maintain, and restore relationships. Finally, teachers understand the power of expectations and how to build self-efficacy in students and help them become more independent learners.</p>

	Much of the professional development this year focuses on Restorative Practices, Social Emotional Learning, and Culturally Responsive teaching, which all connect to a positive classroom culture.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Follow-up on next steps for Students in Jeopardy and track response to partial day unexcused absences. Next steps could include e-mail communication to students and families, a conference and assignment of school service or a family meeting with Principals, Dean of Students, and BECCA Coordinator to discuss barriers and goals.	Update progress and share data weekly with appropriate Staff. Weekly meeting with Dean of Students and BECCA Coordinator to review lists, update tracking document, plan conferences and review data on progress of goal.
	Create a positive, personalized and inspiring culture.	Focus on small intentional actions like standing at the doors to welcome students prior to class, smiling, asking students questions about their lives and honestly listening to the answers, as well as using names when calling on students in class. It's all these little things that allow big things to happen. That's how Eastlake tries to make every student feel like school is just an extension of home.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Review of data (number of unexcused absences) for SIJ monitored quarterly and compared with last year.	

Priority #4

Priority Area	Discipline	
Focus Area	Discipline Recidivism and Communication	
Focus Grade Level(s)	Grade 9-12	
Desired Outcome	Reduce the number of students who have repeated discipline issues from 30% to 20% through restorative practices. Increase the number of teachers who feel that discipline issues are managed well from 38% to 60% through clear communication and transparency between Administration and teachers.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	<p>In 2018-19, there was a total of 484 recorded discipline issues. There was a total of 288 students who met with an Administrator for discipline issues. Of the 288 students, 86 (30%) of them were repeat offenders. Intentionally instituting a system of restorative practices through restorative conferences and restorative circles to address discipline issues will reduce the number of students with discipline recidivism.</p> <p>In the Spring of 2019, The Nine Characteristics survey was given to staff. In the survey, only 38% of teachers said that they feel that student discipline issues are managed well. Creating more transparency and better systems for communication will increase the number of staff who feel that discipline issues are managed well.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Students will participate in restorative conferences and restorative circles.	Track data of student offenses and analyze the number of times a student is having discipline issues.
	When teachers participate in restorative conferences and restorative circles with students, which will give them an opportunity to be a part of the restoration and share how they were affected by the action, they will be able to discuss what consequences should be for the student.	Administration will follow up with teachers regarding the student's behavior following the restorative practices.
	Email or speak with teachers within 24-hours to follow up on any discipline issues brought to Administration's attention.	Check in with teachers to ensure that they understand the process and the rationale for student consequences.
	Staff meeting to inform staff of the discipline processes and policies.	Opportunity for staff questions and input.
Timeline for Focus	Fall, 2019 - Spring, 2020	

Method(s) to Monitor Progress	Review of data for students who have recidivism and Nine Characteristics survey at the end of the year.
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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 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
	Biology Friday Flashback	2019-2020
	Grade 9 Parent Newsletter	2019-2020
	PTSA Presentations	2019-2020
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Weekly Wolf Update	2019-2020
	Attendance E-mails	2019-2020
	Parent Presentations	2019-2020
	Parent Wolf Chats	2019-2020

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

Emerson High 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: Emerson High School is a choice school. It is unique in the district for its small size and educational focus. The school accepts a maximum of 135 students in grades 9 to 12. This size allows Emerson to emphasize individual student learning styles and tailor educational opportunities to specific student goals. Emerson provides a unique educational program that helps students be the best people they can be academically, emotionally and socially. Emerson High School starts with the student and builds his or her ability to perform academically while shaping a positive and accountable view of self.

Students apply to Emerson High School. They attend because they want to be there. With the school's smaller size, teachers can provide high levels of individually guided and personalized instruction. Thus, students are able to pick up missed credits or accelerate their education.

Emerson H.S. is a place where students are cared about and known. Teachers set high standards for academic achievement, personal conduct and job competence, while providing opportunities for students to assume responsibility and serve others.

Our students and staff work to sustain a cohesive learning community and enrich experiences. Students develop the kind of positive perceptions of self, learning and life that are the foundation for continued success.

Emerson High School's School Improvement Plan continues to focus on improving standards-based teaching, learning, and assessing to improve student achievement. Because Emerson High School is an alternative school, students enroll at various times throughout the year from other high schools, which makes collecting cohort data difficult. Our small size does, however, allow us to focus on individual student needs – and be responsive with interventions and/or accelerations as needed.

Our goals are always grounded in a standards-based instructional model where teachers worked to develop formative and summative assessment strategies to better plan for and prepare students for success. This year, we'll continue to focus on improving student success by differentiating our standards-based curriculum to reach students at all levels. Additionally, Common Core State Standards (CCSS) are the foundation of all our standards-based work (English/Language Arts & Math) and NGSS science standards are the foundation of our science work.

Our increased focus on implementing standards-based teaching and assessing has paid off. Our test scores continue to grow each year, as do our retention rates for students.

Mission Statement: Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

Demographics:¹

		2016-17	2017-18	2018-19
Student Enrollment (count)		51	54	51
Racial Diversity (%)	American Indian/Alaskan Native	3.9	0.0	0.0
	Asian	3.9	5.6	5.9
	Black/African American	0.0	0.0	0.0
	Hispanic/Latino of any race(s)	17.7	16.7	13.7
	Native Hawaiian/Other Pacific Islander	2.0	0.0	0.0
	Two or more races	3.9	3.7	2.0
	White	68.6	70.4	78.4
Students Eligible for Free/Reduced Price Meals (%)		27.9	20.0	18.2
Students Receiving Special Education Services (%)		36.8	41.5	45.5
English Language Learners (%)		0.0	0.0	0.0
Students with a First Language Other Than English (%)		8.8	10.8	14.5
Mobility Rate (%) ²		86.3	61.1	70.6

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

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	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	73	-	36
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ACADEMIC PERFORMANCE DATA: MATH

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Grade	Percent at or above standard		
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10 th Grade	n/a	18	7

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Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	-	9
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

ACADEMIC PERFORMANCE DATA: CREDITS EARNED

6 OR MORE CREDITS, 9th Grade

Grade	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
9 th Grade (6+ credits)	-	-	-

6 OR MORE CREDITS, 9th Grade, By Group/Program

Group/Program	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	-	-	-
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ACADEMIC PERFORMANCE DATA: DUAL CREDIT PARTICIPATION

DUAL CREDIT PARTICIPATION, By Grade Level

Grade	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
11 th Grade	87	86	86
12 th Grade	76	77	100

DUAL CREDIT PARTICIPATION, By Group/Program⁵

Group/Program	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	77	-	-
Two or more races	-	-	-
White	80	79	91
English Learner	-	-	-
Low Income	82	-	-
Special Education	69	76	100

ATTENDANCE DATA

GRADUATION RATE DATA

³ The Smarter Balanced Mathematics assessment was given to all 10th graders beginning in spring, 2018.

⁴ 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.

⁵ Grades 11-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

ATTENDANCE: By Group/Program

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
9 th Grade	-	30	-
10 th Grade	57	27	25
11 th Grade	26	36	31
12 th Grade	8	17	19

GRADUATION RATE

Grade	Class of			
	2016	2017	2018	2019
Graduating in 4 years	54.3	77.8	50.0	61.5
Graduating in 5 years	71.0	78.9	77.8	n/a
Graduating in 6 years	71.0	83.3	n/a	n/a
Graduating in 7 years	71.0	n/a	n/a	n/a

ATTENDANCE: By Group/Program⁶

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	25	17	-
Two or more races	-	-	-
White	31	30	30
English Learner	-	-	-
Low Income	5	8	10
Special Education	36	26	36

GRADUATING IN 4 YEARS, By Group/Program

Group/Program	Class of			
	2016	2017	2018	2019
Asian	-	-	-	100.0
Black/African American	-	-	100.0	-
Hispanic/Latino	33.3	83.3	57.1	-
Two or more races	50.0	100.0	-	-
White	62.5	66.7	47.6	77.8
English Learner	-	-	-	-
Low Income	46.7	81.8	63.6	50.0
Special Education	80.0	100.0	43.8	60.0

 = Cohort Track
WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA**MOST RECENT WSIF 3-YEAR SUMMARY⁷**

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate	85	-	-	-	-	-	-	-	-
Math Proficiency Rate	-	-	-	-	-	-	-	-	-
Graduation Rate	58	-	-	-	-	57	-	62	63
EL Progress Rate	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate	24	-	-	26	-	27	-	7	28
Ninth Grade On Track Rate	-	-	-	-	-	-	-	-	-
Dual Credit Rate	64	-	-	55	-	64	-	58	61

⁶ Grades 9-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁷ 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.

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	English Language Arts/Literacy	
Focus Area	Explanatory Writing	
Focus Grade Level(s)	Grades 10 & 11 (students participating in SBA testing)	
Desired Outcome	Increase explanatory writing scores from an average of 2.88 to an average of 3.88.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	SBA data indicates Emerson HS students score lower on explanatory writing than on other standards measured as part of the ELA test.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Interdisciplinary focus on explanatory writing.	Teacher session (unit) and lesson plans, summative assessments.
	Frequent opportunities for students to engage in SBA-like prompts as part of formative and summative assessments.	Teacher session (unit) and lesson plans, summative assessments.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	PGE team meeting logs, student performance on summative assessments, Spring 2020 SBA scores.	

Priority #2

Priority Area	Mathematics	
Focus Area	Representing Equations and Inequalities Graphically	
Focus Grade Level(s)	Grades 10 & 11 (students participating in SBA testing)	
Desired Outcome	Students will improve performance on Content Target J by an average of one proficiency level.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	Historical data shows that scores in this target area are consistently lower than other areas. And, if students can represent equations and inequalities with proficiency, they will also be able to solve them (Target I).	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Frequent opportunities for students to engage in SBA-like practice during math classes.	Teacher session (unit) and lesson plans, summative assessments.
	Department PGE (student growth goals) focused on equations and inequalities.	Teacher session (unit) and lesson plans, summative assessments.
Timeline for Focus	Fall, 2019 - Spring, 2021	
Method(s) to Monitor Progress	Classroom based assessments, PGE team meeting logs, SBA practice, and Spring SBA scores in 2020 and 2021.	

Priority #3

Priority Area	Attendance	
Focus Area	Increase attendance for students who are chronically absent/tardy	
Focus Grade Level(s)	Multiple	
Desired Outcome	Reduce absenteeism by 10% among students with chronic attendance issues.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	15-20% of Emerson HS students are chronically late or absent. These students earn less credit than regularly attending peers, are more likely to be credit deficient, and less likely to graduate on-time. More than 50% of those who are chronically absent are students with identified disabilities (IEP or 504) and are unable to access necessary academic and social/emotional/behavioral supports when they are not at school.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Each certificated staff member will focus on connecting to and building a relationship with an identified student (at least weekly contact).	Contact tracker on Team Site. Monthly alignment via staff meetings & professional learning.
	Continue work with MTSS and trauma specialist David Lewis to prioritize student growth in the following areas: advocacy, stamina, stopping & thinking, collaborative learning, accountability, takes on challenges.	CORE lessons developed and implemented by six CORE teachers informed by professional learning. Build and sustain our school-wide Tier 1 and Tier 2 interventions
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Credit manager (in-house credit tracking tool), climate survey results, transcripts, attendance records.	

Priority #4

Priority Area	Focused Professional Development	
Focus Area	Building Capacity for Culturally Responsive Practice	
Focus Grade Level(s)	Whole School	
Desired Outcome	Teaching and counseling staff will engage in year-long study of educational neuroscience or an examination of whiteness via guided book-study.	
Alignment with District Strategic Initiatives	Professional Learning	
Data and Rationale Supporting Focus Area	While Nine Characteristics survey data is overwhelmingly positive, we wish to deliberately connect our professional development to research informed practice that better equips staff to support all students.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All certificated staff required to participate in one of three book studies: <i>White Fragility</i> , <i>Neuroscience for Teachers</i> , or <i>Secrets of the Teenage Brain</i> (Classified staff are encouraged, but not required, to participate).	LEAP time designated for guided book-study discussions, monthly progress checks, and final sharing.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Monthly meeting summaries, staff meeting updates, teacher survey, and spring presentations.	

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 met for ELA and 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
	Updates in session newsletters	Ongoing each session
	Direct communication via intake conferences	Ongoing each session
	Annual survey	February 2020 (estimated)
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	SIP posted on website	November 2019
	Updates in session newsletters	Ongoing each session

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

Futures 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: Futures School, located at Juanita High School, is a choice program that provides juniors and seniors with the opportunity for credit recovery. The school is focused on the principles of educational equity, good citizenship, and provides students with a rigorous and relevant curriculum. The schedule provides flexibility for students as well as the opportunity to gain additional credits. The teachers and staff work closely with students to develop a sense of community and pride in Futures School. In order to be successful, students are expected to be prepared and show respect to others at all times.

Mission Statement: Futures School's mission is to provide a positive alternative learning environment where students become inquisitive, engaged, and self-confident individuals striving toward excellence in their future.

Demographics:¹

		2016-17	2017-18	2018-19
Student Enrollment (count)		46	26	33
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	8.7	3.9	6.1
	Black/African American	2.2	7.7	6.1
	Hispanic/Latino of any race(s)	26.1	11.5	27.3
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	6.5	7.7	6.1
	White	56.5	69.2	54.6
Students Eligible for Free/Reduced Price Meals (%)		36.7	29.0	35.7
Students Receiving Special Education Services (%)		28.6	26.3	17.9
English Language Learners (%)		8.2	2.6	1.8
Students with a First Language Other Than English (%)		22.0	15.8	14.3
Mobility Rate (%) ²		54.3	100.0	72.7

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

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	-	-	-

ELA: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	-	-	-
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment³

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

MATH: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	-	-
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

ACADEMIC PERFORMANCE DATA: CREDITS EARNED

6 OR MORE CREDITS, 9th Grade

Grade	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
9 th Grade (6+ credits)	-	-	-

6 OR MORE CREDITS, 9th Grade, By Group/Program

Group/Program	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	-	-	-
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ACADEMIC PERFORMANCE DATA: DUAL CREDIT PARTICIPATION

DUAL CREDIT PARTICIPATION, By Grade Level

Grade	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
11 th Grade	50	56	-
12 th Grade	64	54	53

DUAL CREDIT PARTICIPATION, By Group/Program⁵

Group/Program	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	39	-	40
Two or more races	-	-	-
White	64	52	57
English Learner	-	-	-
Low Income	53	46	53
Special Education	57	50	20

³ The Smarter Balanced Mathematics assessment was given to all 10th graders beginning in spring, 2018.

⁴ 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.

⁵ Grades 11-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

ATTENDANCE DATA

ATTENDANCE: By Group/Program

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
9 th Grade	-	-	-
10 th Grade	-	-	-
11 th Grade	71	56	-
12 th Grade	76	85	57

ATTENDANCE: By Group/Program⁶

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	-	-	-
Black/African American	-	-	-
Hispanic/Latino	92	-	69
Two or more races	-	-	-
White	79	71	67
English Learner	-	-	-
Low Income	67	45	39
Special Education	73	80	60

GRADUATION RATE DATA

GRADUATION RATE

Grade	Class of			
	2016	2017	2018	2019
Graduating in 4 years	86.1	89.3	86.7	90.0
Graduating in 5 years	97.3	92.6	100.0	n/a
Graduating in 6 years	97.3	92.6	n/a	n/a
Graduating in 7 years	97.3	n/a	n/a	n/a

GRADUATING IN 4 YEARS, By Group/Program

Group/Program	Class of			
	2016	2017	2018	2019
Asian	66.7	66.7	-	100.0
Black/African American	100.0	100.0	100.0	100.0
Hispanic/Latino	66.7	100.0	50.0	81.8
Two or more races	100.0	-	100.0	100.0
White	95.0	93.8	90.0	90.0
English Learner	-	-	-	-
Low Income	73.3	80.0	71.4	93.3
Special Education	-	90.9	-	100.0

↘ = Cohort Track

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁷

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate	75	-	-	-	-	-	-	-	-
Math Proficiency Rate	-	-	-	-	-	-	-	-	-
Graduation Rate	87	-	-	-	-	-	-	76	-
EL Progress Rate	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate	86	-	-	80	-	88	-	78	-
Ninth Grade On Track Rate	-	-	-	-	-	-	-	-	-
Dual Credit Rate	11	-	-	13	-	10	-	-	11

⁶ Grades 9-12 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

⁷ 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.

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	Career, Technical, and College Pathways	
Focus Area	On-time Graduation	
Focus Grade Level(s)	11 th graders	
Desired Outcome	All of our Futures students will graduate during their expected graduation year.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	<ul style="list-style-type: none"> In 2019, 90% of students graduated with their class. <p>We believe, that with the right support, we can increase the percentage.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement consistent and transparent responses to attendance issues.	Teachers are communicating with students and families directly. We have evidence of Tier 2 and 3 interventions for students who need it.
	Implement evidence-based instructional strategies such as SIOP.	Teachers are using these strategies in classrooms.
	Use strategies learned through EMR pilot (Establish, Maintain and Restore) designed to improve relationship between teachers and students.	Teachers are implementing in classrooms.
	On some of our professional learning days, all teachers will be learning how to implement “Focused Note Taking” in their classrooms.	Students are taking notes in all their classes to reinforce the effective use.
Timeline for Focus	Fall, 2019 - Spring, 2021	
Method(s) to Monitor Progress	Grades, review of progress by Futures staff.	

Priority #2

Priority Area	Career, Technical, and College Pathways	
Focus Area	Pathways	
Focus Grade Level(s)	11 th and 12 th graders	
Desired Outcome	Students will have chosen a pathway for their futures beyond high school.	
Alignment with District Strategic Initiatives	Career, Technical and College Pathways	
Data and Rationale Supporting Focus Area	This supports our on-time graduation goals.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Students will receive support to ensure they are completing their High School and Beyond plan.	Students are meeting deadlines for completion.
	Students will receive invitations to various events happening in our College and Career Center.	Students attend events.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Work with CCR Specialist to see what students have attended events. The HSB Coordinator will provide frequent updates to the Futures Staff and Principal about student progress on the plan.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	PBIS	
Focus Grade Level(s)	11 th and 12 th Grade	
Desired Outcome	Implement evidenced-based strategies that supports students' social-emotional and behavioral well-being.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	This is the same goal as Juanita High School, as we are all part of the same campus. We believe that the development of a strong PBIS system will help improve the climate in our school.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement school-wide PBIS	Development and implementation of a matrix for school-wide common expectations.
	Professional learning developed and delivered by school psychologist and other JHS staff around best practices for interventions.	Staff are using best practices on a regular basis as evidenced by data seen in Skyward and/or referrals, and we see an increase in direct student and parent communication by teachers.
	Implementing restorative practices.	Administrators and teachers are having restorative conferences with students.
	Using our Equity Team give guidance around our PBIS efforts.	The Equity Team reviews our school practices and data to give guidance around our PBIS efforts.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Review of Skyward data, Student Intervention Team data, teacher lesson plans, exclusionary discipline data, student grades attendance.	

Priority #4

Priority Area	Supportive Learning Environment	
Focus Area	School Discipline	
Focus Grade Level(s)	All	
Desired Outcome	We will increase the percentage of respondents on the Nine Characteristics Survey who believe school discipline is managed well from 25% to 75%. This would be an increase of 20 people to 67 people.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	Our Nine Characteristics Data showed that only 25% of respondents agreed completely or mostly that school discipline was managed well.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement school-wide PBIS.	Development and implementation of a matrix for school-wide common expectations.
	Professional learning developed and delivered by school psych and other JHS staff around best practices for interventions.	Staff are using best practices on a regular basis as evidenced by data seen in Skyward and/or referrals, and we see an increase in direct student and parent communication by teachers.
	Professional learning for teachers about how to enter interventions and information into Skyward.	We see that there is information about students being entered in Skyward, and it includes interventions and is objective.
	Implementing restorative practices.	Administrators and teachers are having restorative conferences with students.
	Get feedback from building leaders about progress toward goal at the end of first semester.	We have collected feedback.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Review of Skyward data, Student Intervention Team data, exclusionary discipline data, and Nine Characteristics Results.	

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 met for ELA and 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.
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COMMUNITY ENGAGEMENT PLAN

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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
	The Principal will review plan with our PTSA president and then parents at a PTSA meeting.	Meet with President and PTSA during November.
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Notify families of where to find our SIP online and what the purpose is.	Principal will send information out in December as well as quarterly updates about our progress toward meeting goals.

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

International Community 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:

International Community School is a choice school, serving students in grades 6-12 from the Lake Washington School District. The school's focus is on six core integrated content areas with an emphasis on depth of understanding and interconnected learning. ICS is a Blue-Ribbon School and a Level 2 King County Green School.

Mission Statement:

International Community School cultivates integrity, curiosity, complex reasoning, problem solving, and global awareness in every student with a rigorous, signature program of arts and sciences.

Demographics:¹

		2016-17	2017-18	2018-19
Student Enrollment (count)		441.0	438.0	432.0
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.0	0.0
	Asian	45.4	50.7	53.2
	Black/African American	0.2	0.2	0.5
	Hispanic/Latino of any race(s)	4.5	4.3	3.9
	Native Hawaiian/Other Pacific Islander	0.2	0.0	0.5
	Two or more races	5.0	5.0	5.3
	White	44.4	39.5	36.6
Students Eligible for Free/Reduced Price Meals (%)		2.1	1.9	1.7
Students Receiving Special Education Services (%)		2.8	3.5	3.8
English Language Learners (%)		0.5	0.7	0.5
Students with a First Language Other Than English (%)		28.3	31.4	35.7
Mobility Rate (%) ²		1.1	0.5	2.1

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

²Mobility 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

ELA: By Grade Level, Smarter Balanced Assessment			
Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6 th Grade	95	>97	93
7 th Grade	94	>97	96
8 th Grade	89	93	>97
10 th Grade	96	95	>97

ELA: By Group/Program, Smarter Balanced Assessment ³			
Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	96	>97	>97
Black/African American	-	-	-
Hispanic/Latino	86	-	83
Two or more races	92	>97	93
White	91	92	96
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	60

ACADEMIC PERFORMANCE DATA SCIENCE

SCIENCE: By Grade Level, WCAS			
Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8 th Grade	n/a	91	96

SCIENCE: By Group/Program, WCAS			
Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	94	95
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	86	97
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

ACADEMIC PERFORMANCE DATA MATH

MATH: By Grade Level, Smarter Balanced Assessment			
Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6 th Grade	95	94	95
7 th Grade	92	96	95
8 th Grade	88	87	93
10 th Grade	n/a	92	>97

MATH: By Group/Program, Smarter Balanced Assessment ³			
	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	97	96	>97
Black/African American	-	-	-
Hispanic/Latino	93	-	83
Two or more races	92	93	93
White	87	88	94
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	70

↘ = Cohort Track

³ Grades 6-8 and 10 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.

**ACADEMIC PERFORMANCE DATA:
CREDITS EARNED**

6 OR MORE CREDITS, 9th Grade

Grade	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
9 th Grade (6+ credits)	86	100	91

**6 OR MORE CREDITS, 9th Grade, By
Group/Program**

Group/Program	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
Asian	94	100	91
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	78	100	88
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

**ACADEMIC PERFORMANCE DATA:
DUAL CREDIT PARTICIPATION**

**DUAL CREDIT PARTICIPATION, By Grade
Level**

Grade	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
11 th Grade	93	100	87
12 th Grade	96	97	97

**DUAL CREDIT PARTICIPATION, By
Group/Program⁴**

Group/Program	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
Asian	94	100	97
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	93	95	86
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ATTENDANCE DATA

ATTENDANCE: By Grade Level

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
6 th Grade	100	99	99
7 th Grade	98	99	95
8 th Grade	99	98	100
9 th Grade	96	100	98
10 th Grade	96	97	100
11 th Grade	99	95	94
12 th Grade	75	81	74

ATTENDANCE: By Group/Program⁵

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	97	96	96
Black/African American	-	-	-
Hispanic/Latino	96	94	88
Two or more races	100	100	100

GRADUATION RATE DATA

GRADUATION RATE

Grade	Class of			
	2016	2017	2018	2019
Graduating in 4 years	95.7	100.0	100.0	97.4
Graduating in 5 years	97.8	100.0	100.0	n/a
Graduating in 6 years	97.8	100.0	n/a	n/a
Graduating in 7 years	97.8	n/a	n/a	n/a

GRADUATING IN 4 YEARS, By Group/Program

Group/Program	Class of			
	2016	2017	2018	2019
Asian	94.1	100.0	100.0	94.1
Black/African American	-	-	100.0	-
Hispanic/Latino	100.0	100.0	100.0	100.0
Two or more races	100.0	100.0	100.0	100.0

⁴ Grades 11-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁵ Grades 6-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

White	93	94	95
English Learner	-	-	-
Low Income	-	-	-
Special Education	90	87	94

White	95.5	100.0	100.0	100.0
English Learner	-	-	-	-
Low Income	-	100.0	100.0	-
Special Education	-	100.0	-	100.0

↖ = Cohort Track

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA									
MOST RECENT WSIF 3-YEAR SUMMARY ⁶									
	All Students	Asian	Black/ African American	Hispanic / Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	97	99	-	-	-	96	-	88	-
Math Proficiency Rate (%)	90	96	-	-	89	83	-	79	-
ELA Median Student Growth Percentile ⁷	55	57	-	69.5	37	55	-	-	-
Math Median Student Growth Percentile	51	53	-	47	57	50	-	-	-
EL Progress Rate (%)	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	95	97	-	94	-	93	-	-	-

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	Increase achievement as measured by smarter-balanced assessment.	
Focus Grade Level(s)	Grade 6-10 (students receiving Special Education services)	
Desired Outcome	90% of students receiving Special Services be at or above standard.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	Greater than 97% of ICS students meet or exceed standard in mathematics as measured by the smarter-balanced assessment in grade 10, yet only 70% of students that receive services through Special Education meet or exceed standard. Our focus on mathematics aims to close that gap in achievement.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Use formative and summative assessment data to measure student levels and growth, and to inform targeted instruction.	Teacher record of formative and summative assessments.
	Review each IEP for alignment between the student's qualifying condition(s) and the identified accommodations, modifications, related services, and specialized academic instruction.	School Psychologist and Special Education Teacher will document when a review of each IEP has been completed.
	Make recommendations to IEP teams when research-based accommodations, modifications, related services, and specialized academic instruction may be warranted.	School Psychologist and Special Education Teacher will document what, if any, recommendations have been made for any IEP meeting.
	Ensure teachers are aware of and effectively implementing accommodations, modifications, related services, and specialized academic instruction with fidelity.	Record any specialized professional development provided teachers related to implementing IEPs effectively. Teachers track accommodations and modifications for students on IEPs.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Percentage of students that receive services through Special Education that meet or exceed standard in mathematics as measured by the smarter-balanced assessments.	

Priority 2		
Priority Area	English Language Arts/Literacy	
Focus Area	Increase achievement as measured by smarter-balanced assessment.	
Focus Grade Level(s)	Grade 6-10 (students receiving Special Education services)	
Desired Outcome	90% of students receiving Special Services be at or above standard.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	Greater than 97% of ICS students meet or exceed standard in ELA, as measured by the smarter-balanced assessment, yet only 60% of students that receive services through Special Education meet or exceed standard. Our focus on ELA aims to close that gap in achievement.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Use formative and summative assessment data to measure student levels and growth and to inform targeted instruction.	Teacher record of formative and summative assessments.
	Review each IEP for alignment between the student's qualifying condition(s) and the identified accommodations, modifications, related services, and specialized academic instruction.	School Psychologist and Special Education Teacher will document when a review IEP has been completed.
	Make recommendations to IEP teams when research-based accommodations, modifications, related services, and specialized academic instruction may be warranted.	School Psychologist and special education teacher will document what, if any, recommendations have been made for any IEP meeting.
	Ensure teachers are aware of and effectively implementing accommodations, modifications, related services, and specialized academic instruction with fidelity.	Record any specialized professional development provided teachers related to implementing IEPs effectively. Teachers track accommodations and modifications for students on IEPs.
	Use formative and summative assessment data to measure student levels and growth and to inform targeted instruction.	Teacher record of formative and summative assessments.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Percentage of students that receive services through Special Education that meet or exceed standard in ELA as measured by the smarter-balanced assessments.	

Priority 3		
Priority Area	Attendance	
Focus Area	Absences	
Focus Grade Level(s)	Grade 12	
Desired Outcome	Increase the percentage of students that avoid chronic absenteeism in grade 12 from 77% to 97%.	
Alignment with District Strategic Initiatives	Culturally Responsive Family Engagement	
Data and Rationale Supporting Focus Area	From 2016-2019, an average of 97% of ICS students in grades 6-11 avoided chronic absenteeism. In comparison, only 77% of students in grade 12 avoided chronic absenteeism in the same years.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Monitor attendance weekly and address identified issues in a timely manner.	Record of weekly attendance reports and student meetings.
	Communicate with parents whenever a pattern of absenteeism emerges.	Record of parent contacts related to absenteeism.
Timeline for Focus	Winter, 2019 - Spring, 2020	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Attendance data. • Parent contacts. • Student contacts. 	

Priority 4		
Priority Area	High Levels of Collaboration and Communication	
Focus Area	Teacher collaboration	
Focus Grade Level(s)	Grade 6-12	
Desired Outcome	Teachers will regularly collaborate to integrate curriculum, planning, teaching, and student assessments.	
Alignment with District Strategic Initiatives	Innovative Learning Opportunities	
Data and Rationale Supporting Focus Area	As measured by student survey data, only 8% of ICS 7 th grade students could articulate more than one connection among the learning in their classes. ICS students estimate an average of eight hours spent on classroom projects/homework each week. Teacher collaboration has been shown to effectively impact student understanding of concepts and materials.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will meet in self-selected teams to review curriculum for possible alignment of content and/or concepts.	Teacher reports.
	Cross-curricular teacher teams will plan one or more lessons collaboratively.	Teacher reports.
	Teacher teams will collaboratively teach one or more lessons.	Teacher reports.
	Teacher teams will assess student learning with an integrated project/assignment at least once during the school year.	Teacher reports.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> Student survey data related to connections among the learning in their classes. Student survey data related to number of hours outside of school spent on classroom projects/homework. Teacher survey data related to percentage of instruction connected to collaborative work with teachers in other content areas. 	

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 Fall 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 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
	Data review with teaching staff.	September 2019
	Data review with student focus group.	October 2019
	Data review with parent focus group.	October 2019
	Draft SIP review with teaching staff.	November 2019
	Draft SIP review with parent focus group.	November 2019
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Publication of SIP and supporting documents in school newsletter.	December 2019
	Review of SIP and supporting documents with parent focus group.	December 2019
	Publication of SIP progress in school newsletter.	June 2020, January 2021, June 2021, January 2022, June 2022

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

Juanita High 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: Juanita High School is a diverse comprehensive high school located in Kirkland, Washington, and is part of the Lake Washington School District. Two middle schools and seven elementary schools feed into Juanita High School. Juanita first opened in 1971, and it has maintained a strong sense of community and tradition through the years. Juanita offers multiple pathways to ensure our students are future ready, including advanced placement and honors options: Cambridge, a STEM Signature program, Futures School, and a variety of elective choices to interest students.

Mission Statement: Students, staff, parents, and community working together will provide our students the opportunity to learn and use their minds well and develop the skills, knowledge, and attitudes needed to become life-long learners, responsible citizens, informed decision-makers, and competitive workers in the global economy.

Demographics:¹

		2016-17	2017-18	2018-19
Student Enrollment (count)		1509	1504	1485
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.5	0.3
	Asian	15.8	17.3	18.2
	Black/African American	3.1	2.7	2.5
	Hispanic/Latino of any race(s)	15.6	15.1	15.7
	Native Hawaiian/Other Pacific Islander	0.4	0.5	0.4
	Two or more races	8.9	8.3	8.6
	White	56.2	55.9	54.3
Students Eligible for Free/Reduced Price Meals (%)		23.1	20.5	24.2
Students Receiving Special Education Services (%)		12.6	11.3	11.4
English Language Learners (%)		4.8	5.2	6.7
Students with a First Language Other Than English (%)		23.5	25.1	27.6
Mobility Rate (%) ²		11.7	11.1	14.3

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

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	83	83	81

ELA: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	81	80	78
Black/African American	80	62	40
Hispanic/Latino	70	61	76
Two or more races	88	87	79
White	87	90	86
English Learner	29	27	17
Low Income	66	62	63
Special Education	39	26	33

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	n/a	59	54

MATH: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	68	57
Black/African American	n/a	31	10
Hispanic/Latino	n/a	34	33
Two or more races	n/a	61	46
White	n/a	64	63
English Learner	n/a	7	4
Low Income	n/a	31	24
Special Education	n/a	7	10

ACADEMIC PERFORMANCE DATA: CREDITS EARNED

6 OR MORE CREDITS, 9th Grade

Grade	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
9 th Grade (6+ credits)	83	82	90

6 OR MORE CREDITS, 9th Grade, By Group/Program

Group/Program	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
Asian	89	86	84
Black/African American	53	-	-
Hispanic/Latino	72	68	85
Two or more races	86	74	89
White	86	87	93
English Learner	50	74	33
Low Income	69	67	75
Special Education	71	61	72

ACADEMIC PERFORMANCE DATA: DUAL CREDIT PARTICIPATION

DUAL CREDIT PARTICIPATION, By Grade Level

Grade	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
11 th Grade	79	88	92
12 th Grade	94	94	91

DUAL CREDIT PARTICIPATION, By Group/Program⁵

Group/Program	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
Asian	87	97	92
Black/African American	67	82	80
Hispanic/Latino	75	82	87
Two or more races	86	95	96
White	89	91	91
English Learner	45	74	46
Low Income	73	88	82
Special Education	49	63	62

³ The Smarter Balanced Mathematics assessment was given to all 10th graders beginning in spring, 2018.

⁴ 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.

⁵ Grades 11-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

ATTENDANCE DATA

ATTENDANCE: By Group/Program

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
9 th Grade	88	85	89
10 th Grade	85	82	82
11 th Grade	82	79	80
12 th Grade	81	78	84

ATTENDANCE: By Group/Program⁶

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	92	89	86
Black/African American	62	59	64
Hispanic/Latino	76	64	68
Two or more races	81	79	81
White	85	85	90
English Learner	61	63	61
Low Income	70	65	65
Special Education	70	66	68

GRADUATION RATE DATA

GRADUATION RATE

Grade	Class of			
	2016	2017	2018	2019
Graduating in 4 years	87.5	90.6	91.8	91.5
Graduating in 5 years	92.3	94.4	92.8	n/a
Graduating in 6 years	93.6	94.4	n/a	n/a
Graduating in 7 years	95.9	n/a	n/a	n/a

GRADUATING IN 4 YEARS, By Group/Program

Group/Program	Class of			
	2016	2017	2018	2019
Asian	88.1	90.7	98.0	98.5
Black/African American	80.0	71.4	80.0	66.7
Hispanic/Latino	79.5	82.2	76.2	84.0
Two or more races	93.3	96.0	89.7	96.0
White	89.1	92.8	95.2	92.0
English Learner	47.1	47.1	62.5	50.0
Low Income	77.2	83.2	85.2	83.0
Special Education	64.2	71.0	74.4	84.2

↘ = Cohort Track

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁷

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate	89	88	-	70	92	95	21	69	36
Math Proficiency Rate	36	43	-	19	43	39	-	19	6
Graduation Rate	90	93	-	79	93	92	52	82	69
EL Progress Rate	49	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate	90	95	79	84	89	91	79	81	79
Ninth Grade On Track Rate	84	90	-	70	83	86	65	70	70
Dual Credit Rate	66	70	54	52	67	70	27	51	37

⁶ Grades 9-12 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

⁷ 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.

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	Algebra and geometry	
Focus Grade Level(s)	9 th grade	
Desired Outcome	We will reduce the percentage of 9 th graders who failed their math courses at the end of the second semester in 2019 from 12.7% to less than 10% in 2020.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	<ul style="list-style-type: none"> Forty-nine 9th grade students failed their math class at the end of second semester, 2019. Only 54% of our sophomores were at or above standard on the Mathematics SBA, 2019. Data collected shows an achievement gap between Special Education and our low-income students when compared to other student groups. Of the students who are at or above standard only 10% of Special Education students and 24% of our low-income students performed at or above standard on the SBA. <p>We believe that focus on our 9th graders now will allow for more success in their future math classes as well as other content areas.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Use strategies learned through EMR pilot (Establish, Maintain and Restore) designed to improve relationship between teachers and students.	Pilot teachers are all implementing in classes. Algebra and geometry teachers are implementing EMR strategies.
	Use evidence-based instructional strategies learned from AVID.	Algebra and geometry teachers are implementing strategies in their classrooms.
	On some of our professional learning days, all teachers will be learning how to implement "Focused Note Taking" in their classrooms.	Students are taking notes in all their classes to reinforce the effective use.
	Implement Student Intervention Team Process.	The process is used when our students are struggling.
	Implement strategies for teaching persistence and how to get "unstuck."	We see students trying strategies in classrooms.

Timeline for Focus	Fall, 2019 - Spring, 2021
Method(s) to Monitor Progress	We will use progress reports, semester grades, SIT meeting minutes, assessment data from math teachers, EMR survey information, and SBA results.

Priority #2

Priority Area	Career, Technical, and College Pathways	
Focus Area	On-time graduation rate, starting with our 9 th graders.	
Focus Grade Level(s)	9 th grade	
Desired Outcome	Improve the percentage of 9 th graders who earn six or more credits from 90% to 95% by the end of the 2019-20 school year.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	<ul style="list-style-type: none"> At the end of the second semester, 2019, there were 154 failing grades by 9th graders. There were 51 students who failed these classes. 90% of our 9th graders had six or more credits. Our current four-year graduation rate is 91.7 overall. Only 50% of EL, 83% of low-income and 84% of our Special Education students are graduating in four years. <p>We believe that a focus on 9th grade will help improve the number of classes that all students pass, which will help improve our graduation rate.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement consistent and transparent responses to attendance issues.	Teachers are communicating with students and families directly. We have evidence of Tier 2 and 3 interventions for students who need it.
	Develop a process to engage students when they are struggling.	Teachers are communicating with students and families directly.
	Implement evidence-based instructional strategies, such as SIOP.	Teachers are using these strategies in classrooms.
	Use strategies learned through EMR pilot (Establish, Maintain and Restore) designed to improve relationship between teachers and students.	Teachers are implementing in classrooms.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	We will use progress reports, semester grades, SIT meeting minutes, EMR survey information, and attendance reports.	

Priority #3

Priority Area	Social and Emotional													
Focus Area	PBIS													
Focus Grade Level(s)	All Grades													
Desired Outcome	Implement evidenced-based strategies that supports students’ social-emotional and behavioral well-being.													
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)													
Data and Rationale Supporting Focus Area	<ul style="list-style-type: none">• The number of exclusionary discipline events last year was 92, with 60 different students (4.12% of our school).• Our percentage of students who are chronically absent for grades 9-12, starting with 9th grade is: 11%, 18%, 20% and 16%.• There is a gap between our white students and other subgroups in discipline, attendance and achievement. <p>We believe that the development of a strong PBIS system will help reduce discipline, decrease the percentage of chronically absent students and increase achievement.</p>													
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Implement school-wide PBIS.</td><td>Development and implementation of a matrix for school-wide common expectations.</td></tr><tr><td>Professional learning developed and delivered by school psychologist and other JHS staff around best practices for interventions.</td><td>Staff are using best practices on a regular basis, as evidenced by data seen in Skyward and/or referrals, and we see an increase in direct student and parent communication by teachers</td></tr><tr><td>Continued professional learning in the area of Culturally Responsive Teaching and Learning.</td><td>Teachers are implementing strategies into lesson plans on a regular basis in order to keep all students engaged in their learning.</td></tr><tr><td>Implementing restorative practices.</td><td>Administrators and teachers are having restorative conferences with students.</td></tr><tr><td>Using our Equity Team give guidance around our PBIS efforts.</td><td>The Equity Team reviews our school practices and data to give guidance around our PBIS efforts.</td></tr></table>		Action	Measure of Fidelity of Implementation	Implement school-wide PBIS.	Development and implementation of a matrix for school-wide common expectations.	Professional learning developed and delivered by school psychologist and other JHS staff around best practices for interventions.	Staff are using best practices on a regular basis, as evidenced by data seen in Skyward and/or referrals, and we see an increase in direct student and parent communication by teachers	Continued professional learning in the area of Culturally Responsive Teaching and Learning.	Teachers are implementing strategies into lesson plans on a regular basis in order to keep all students engaged in their learning.	Implementing restorative practices.	Administrators and teachers are having restorative conferences with students.	Using our Equity Team give guidance around our PBIS efforts.	The Equity Team reviews our school practices and data to give guidance around our PBIS efforts.
Action	Measure of Fidelity of Implementation													
Implement school-wide PBIS.	Development and implementation of a matrix for school-wide common expectations.													
Professional learning developed and delivered by school psychologist and other JHS staff around best practices for interventions.	Staff are using best practices on a regular basis, as evidenced by data seen in Skyward and/or referrals, and we see an increase in direct student and parent communication by teachers													
Continued professional learning in the area of Culturally Responsive Teaching and Learning.	Teachers are implementing strategies into lesson plans on a regular basis in order to keep all students engaged in their learning.													
Implementing restorative practices.	Administrators and teachers are having restorative conferences with students.													
Using our Equity Team give guidance around our PBIS efforts.	The Equity Team reviews our school practices and data to give guidance around our PBIS efforts.													
Timeline for Focus	Fall, 2019 - Spring, 2020													
Method(s) to Monitor Progress	Review of Skyward data, Student Intervention Team data, teacher lesson plans, exclusionary discipline data, student grades attendance.													

Priority #4

Priority Area	Supportive Learning Environment	
Focus Area	School Discipline	
Focus Grade Level(s)	All grades	
Desired Outcome	We will increase the percentage of respondents on the Nine Characteristics Survey who believe school discipline is managed well from 25% to 75%. This would be an increase of from 20 people to 67 people.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	Our Nine Characteristics Data showed that only 25% of respondents agreed completely or mostly that school discipline was managed well.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement school-wide PBIS.	Development and implementation of matrix for school-wide common expectations.
	Professional learning developed and delivered by school psychologist and other JHS staff around best practices for interventions.	Staff are using best practices on a regular basis, as evidenced by data seen in Skyward and/or referrals, and we see an increase in direct student and parent communication by teachers.
	Professional learning for teachers about how to enter interventions and information into Skyward.	We see that there is information about students being entered in Skyward, and it includes interventions and is objective.
	Implementing restorative practices.	Administrators and teachers are having restorative conferences with students.
	Get feedback from building leaders about progress toward goal at the end of first semester.	We have collected feedback.
Timeline for Focus	Fall, 2019 - Fall, 2020	
Method(s) to Monitor Progress	Review of Skyward data, Student Intervention Team data, exclusionary discipline data, and Nine Characteristics Results.	

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 Fall 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
	The Principal will review plan with our PTSA president and then parents at a PTSA meeting.	Meet with President and PTSA during November.
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Notify families of where to find our SIP online and what the purpose is.	Principal will send information out in December as well as quarterly updates about our progress toward meeting goals.

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

Lake Washington High 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: Lake Washington High School is located in Kirkland and was first established in 1922. In almost 100 years of history, it continues to grow and develop to ensure graduates are prepared to face their future. Lake Washington High School's feeder schools are Kirkland Middle School and Rose Hill Middle School. This year, Lake Washington High School will graduate its first cohort of our AP Capstone diploma candidates. This program provides an advanced diploma option for those interested. We are the first high school in the district to offer the program. Additionally, Lake Washington High School continually strives to meet the needs of all learners. We are in the third year of our AVID program, which serves our underserved population in preparing for college by taking and being supported in advanced classes. Our Robotics program implements First Robotics and students prepare for yearly competitions. The program works year-round to advance Robotics education by reaching out to the community through a variety of forums. Another unique program is our Urban Gardening Course. This course received an innovation grant for its start-up but has continued to grow every year. Currently, they are partnering with Engineering to create a Solar water pump in the garden. The goal is to use solar to water the crops.

Mission Statement: Lake Washington High School students will graduate as lifelong learners demonstrating resilience, respect, integrity and compassion.

Demographics:¹

		2016-17	2017-18	2018-19
Student Enrollment (count)		1644	1713	1733
Racial Diversity (%)	American Indian/Alaskan Native	0.3	0.2	0.2
	Asian	10.6	10.8	12.0
	Black/African American	2.0	2.5	2.0
	Hispanic/Latino of any race(s)	11.4	11.4	11.9
	Native Hawaiian/Other Pacific Islander	0.2	0.0	0.0
	Two or more races	6.9	7.5	7.7
White		68.7	67.7	66.1
Students Eligible for Free/Reduced Price Meals (%)		13.6	11.9	13.8
Students Receiving Special Education Services (%)		11.0	10.0	9.9
English Language Learners (%)		3.7	3.7	4.8
Students with a First Language Other Than English (%)		18.8	19.9	21.9
Mobility Rate (%) ²		7.2	8.7	8.3

ACADEMIC PERFORMANCE DATA: LITERACY

ACADEMIC PERFORMANCE DATA: MATH

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.

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	90	89	90

MATH: By Grade Level, Smarter Balanced Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	n/a	67	66

ELA: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	89	94
Black/African American	64	-	-
Hispanic/Latino	75	76	73
Two or more races	87	94	95
White	94	91	93
English Learner	27	-	43
Low Income	74	67	71
Special Education	50	58	39

MATH: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	76	83
Black/African American	n/a	-	-
Hispanic/Latino	n/a	38	47
Two or more races	n/a	72	76
White	n/a	71	66
English Learner	n/a	-	27
Low Income	n/a	32	38
Special Education	n/a	18	10

**ACADEMIC PERFORMANCE DATA:
CREDITS EARNED****6 OR MORE CREDITS, 9th Grade**

Grade	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
9 th Grade (6+ credits)	87	88	94

**ACADEMIC PERFORMANCE DATA:
DUAL CREDIT PARTICIPATION****DUAL CREDIT PARTICIPATION, By Grade Level**

Grade	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
11 th Grade	90	89	92
12 th Grade	97	92	93

6 OR MORE CREDITS, 9th Grade, By Group/Program

Group/Program	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
Asian	90	98	92
Black/African American	-	-	-
Hispanic/Latino	71	72	89
Two or more races	86	87	88
White	90	89	96
English Learner	73	65	90
Low Income	77	65	74
Special Education	82	63	87

DUAL CREDIT PARTICIPATION, By Group/Program⁵

Group/Program	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
Asian	85	91	93
Black/African American	83	91	100
Hispanic/Latino	95	84	87
Two or more races	94	90	89
White	95	91	93
English Learner	55	65	-
Low Income	94	84	91
Special Education	78	69	63

ATTENDANCE DATA**GRADUATION RATE DATA**

³ The Smarter Balanced Mathematics assessment was given to all 10th graders beginning in spring, 2018.

⁴ 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.

⁵ Grades 11-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

ATTENDANCE: By Group/Program

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
9 th Grade	87	89	87
10 th Grade	82	81	85
11 th Grade	82	77	85
12 th Grade	73	71	76

GRADUATION RATE

Grade	Class of			
	2016	2017	2018	2019
Graduating in 4 years	90.6	91.1	91.9	92.4
Graduating in 5 years	91.4	93.3	93.4	n/a
Graduating in 6 years	92.8	94.8	n/a	n/a
Graduating in 7 years	93.9	n/a	n/a	n/a

ATTENDANCE: By Group/Program⁶

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	88	87	91
Black/African American	88	82	80
Hispanic/Latino	69	67	69
Two or more races	85	82	87
White	81	81	84
English Learner	64	66	62
Low Income	67	68	66
Special Education	72	69	75

GRADUATING IN 4 YEARS, By Group/Program

Group/Program	Class of			
	2016	2017	2018	2019
Asian	89.5	90.2	87.2	93.0
Black/African American	80.0	75.0	87.5	90.9
Hispanic/Latino	89.1	90.9	92.5	76.1
Two or more races	95.8	95.5	80.8	100.0
White	90.7	91.1	93.9	94.6
English Learner	86.7	81.3	62.5	50.0
Low Income	82.7	91.8	88.3	76.4
Special Education	76.4	71.4	73.0	59.0

↘ = Cohort Track

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁷

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate	92	82	-	80	93	96	-	75	46
Math Proficiency Rate	40	41	-	17	50	43	-	21	15
Graduation Rate	91	89	-	91	90	92	-	87	74
EL Progress Rate	61	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate	86	91	-	78	90	86	75	74	77
Ninth Grade On Track Rate	89	93	-	75	88	91	73	76	78
Dual Credit Rate	80	81	-	70	79	82	49	72	51

⁶ Grades 9-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁷ 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.

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	Improve student SBA scores in mathematics	
Focus Grade Level(s)	Grade 9 and 10	
Desired Outcome	Improve math SBA scores for all students from 66% to 70%.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	Currently, all students are not performing as well as the district on the SBA math. Specifically, in concepts and procedures.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement mini quizzes and student reflection (Algebra 1).	Increase student levels of proficiency by one level for all students.
	Use of SIOP strategies of writing, listening, reading, and speaking (Geometry).	Increase student levels of proficiency by one level for all students.
	Implement AVID strategies specifically in reading, writing, inquiry, and collaboration.	Increase student levels of proficiency by one level for all students.
Timeline for Focus	Fall, 2019 – Fall, 2020	
Method(s) to Monitor Progress	Classroom Assessments and SIP updates using Data.	

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	Improve reading for ELL students, Special Education students, and Hispanic students.	
Focus Grade Level(s)	Grade 9 and 10	
Desired Outcome	Improve scores on SBA Reading from 88% to 92%.	
Alignment with District Strategic Initiatives	Culturally Responsive Teaching	
Data and Rationale Supporting Focus Area	Hispanic students, ELL students, and Special Education students are performing well below our other students.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implementing SIOP strategies across curricular areas to improve reading.	By the end of the year, students in subgroups will improve by one level on the four-point scale.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Classroom assessments as aligned to Content team SIP goals and yearly SBA tests.	

Priority #3		
Priority Area	Social and Emotional	
Focus Area	Begin Implementation of PBIS	
Focus Grade Level(s)	All	
Desired Outcome	Decrease incidents of behavior referrals from classrooms from 43 incidents to 20 incidents.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	We have a lot of low-level discipline outside of drugs/alcohol that has students being referred by classroom teachers.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Identify beliefs, actions, outcomes	100% of completion from 0
	Create matrix	100% completion from 0
Timeline for Focus	Fall, 2019 - Fall, 2022	
Method(s) to Monitor Progress	Create ongoing data system using PBIS by training a school team and working with district to monitor.	

Priority #4

Priority Area	Effective School Leadership	
Focus Area	Create the culture that staff feel cared about	
Focus Grade Level(s)	Staff	
Desired Outcome	Increase staff who respond agree mostly or completely to Nine Characteristics Survey from 65% to 80%.	
Alignment with District Strategic Initiatives	Recruitment and Retention	
Data and Rationale Supporting Focus Area	65% of staff from Nine Characteristics Survey indicate they agree completely or mostly that School leadership cares about them. We want to improve that.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Hold regular sessions to hear concerns and address issues.	The data will improve on the Nine Characteristics Survey.
	Building leadership will design surveys that specifically identify the look-fors and define “cares” about me.	Staff will use as a measure for improvement.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Ongoing perception surveys and data from sessions.	

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 Fall 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

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
	Sharing current data with parents in multiple venues.	October/November 2019
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Upload document to website, review data at key points in the year.	Winter, 2020

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

Redmond High 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 High School is located in a northeastern suburb of Seattle, Washington and is one of four comprehensive high schools in the Lake Washington School District, encompassing suburbs of Redmond, Kirkland, and Sammamish. One of the fastest growing areas in the state, Redmond is largely a middle to upper class community, formerly an agricultural and timber area, but now associated with rapidly expanding tech development. Redmond High School is a four-year high school with an approximate total enrollment of 2,100 students. A class size limit of 32 exists for most class sections. Students have a number of courses from which to choose. Students can take advantage of Honors courses, Advanced Placement courses, Tech Prep (where students earn community college credit while enrolled in classes they take at Redmond High School), full or part-time enrollment in Running Start (a dual enrollment program where college courses are taken at local community colleges), college in the high school, and WANIC classes (both inside and outside of Lake Washington School District).

Mission Statement: The mission of Redmond High School is to cultivate the potential and celebrate the strengths in each student, to help every student welcome challenges and use them as a catalyst for growth, and to prepare all students to embrace their role as members of their local and global community.

Demographics:¹

		2016-17	2017-18	2018-19
Student Enrollment (count)		1915	1913	2027
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.4	0.2
	Asian	20.3	21.7	23.9
	Black/African American	2.0	2.3	2.7
	Hispanic/Latino of any race(s)	11.0	10.7	12.0
	Native Hawaiian/Other Pacific Islander	0.2	0.0	0.3
	Two or more races	8.1	7.7	7.9
	White	58.2	57.2	53.0
Students Eligible for Free/Reduced Price Meals (%)		11.3	11.2	12.4
Students Receiving Special Education Services (%)		10.8	10.2	10.0
English Language Learners (%)		3.1	4.0	4.8
Students with a First Language Other Than English (%)		22.5	24.5	26.1
Mobility Rate (%) ²		7.0	6.6	7.5

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

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	92	89	88

ELA: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	97	95	95
Black/African American	40	>97	50
Hispanic/Latino	80	72	64
Two or more races	90	92	>97
White	94	89	90
English Learner	27	48	27
Low Income	66	63	54
Special Education	53	49	36

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	n/a	77	74

MATH: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	94	88
Black/African American	n/a	55	<5
Hispanic/Latino	n/a	51	38
Two or more races	n/a	73	81
White	n/a	76	79
English Learner	n/a	52	29
Low Income	n/a	39	34
Special Education	n/a	17	10

ACADEMIC PERFORMANCE DATA: CREDITS EARNED

6 OR MORE CREDITS, 9th Grade

Grade	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
9 th Grade (6+ credits)	89	84	89

6 OR MORE CREDITS, 9th Grade, By Group/Program

Group/Program	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
Asian	95	93	92
Black/African American	73	42	-
Hispanic/Latino	68	63	81
Two or more races	90	78	97
White	92	88	90
English Learner	64	73	73
Low Income	60	52	69
Special Education	73	63	79

ACADEMIC PERFORMANCE DATA: DUAL CREDIT PARTICIPATION

DUAL CREDIT PARTICIPATION, By Grade Level

Grade	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
11 th Grade	84	92	95
12 th Grade	92	92	91

DUAL CREDIT PARTICIPATION, By Group/Program⁵

Group/Program	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
Asian	93	92	96
Black/African American	67	83	72
Hispanic/Latino	81	92	86
Two or more races	94	93	96
White	88	92	94
English Learner	59	73	53
Low Income	80	88	86
Special Education	68	72	74

³ The Smarter Balanced Mathematics assessment was given to all 10th graders beginning in spring, 2018.

⁴ 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.

⁵ Grades 11-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

ATTENDANCE DATA

ATTENDANCE: By Group/Program

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
9 th Grade	90	88	83
10 th Grade	87	86	82
11 th Grade	81	81	81
12 th Grade	77	70	70

ATTENDANCE: By Group/Program⁶

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	90	89	88
Black/African American	70	68	75
Hispanic/Latino	69	71	65
Two or more races	84	82	79
White	86	81	79
English Learner	74	66	67
Low Income	61	62	57
Special Education	74	62	62

GRADUATION RATE DATA

GRADUATION RATE

Grade	Class of			
	2016	2017	2018	2019
Graduating in 4 years	94.3	91.6	96.3	92.9
Graduating in 5 years	95.6	95.0	96.0	n/a
Graduating in 6 years	95.9	95.8	n/a	n/a
Graduating in 7 years	96.3	n/a	n/a	n/a

GRADUATING IN 4 YEARS, By Group/Program

Group/Program	Class of			
	2016	2017	2018	2019
Asian	97.2	96.6	98.7	95.9
Black/African American	75.0	80.0	100.0	83.3
Hispanic/Latino	86.4	90.0	94.1	88.9
Two or more races	96.2	92.7	100.0	93.0
White	95.2	90.6	95.7	93.3
English Learner	75.0	72.7	90.0	68.8
Low Income	84.3	76.5	91.1	81.9
Special Education	83.6	62.9	81.0	62.0

↘ = Cohort Track

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁷

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate	91	94	-	72	95	94	37	62	40
Math Proficiency Rate	42	59	-	20	43	41	26	19	7
Graduation Rate	94	98	-	90	96	94	80	83	75
EL Progress Rate	60	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate	88	93	72	77	90	89	72	72	77
Ninth Grade On Track Rate	88	94	-	70	89	91	57	59	66
Dual Credit Rate	70	72	67	64	68	71	48	59	53

⁶ Grades 9-12 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

⁷ 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.

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	English Language Arts/Literacy	
Focus Area	Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., development of individuals, ideas or events; author's point of view/purpose/author's differing points of view; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the author's premises and specific claims) and use supporting evidence as justification/explanation.	
Focus Grade Level(s)	Grades 9-10	
Desired Outcome	Improved SBA outcomes to equal to or greater than achievement in other areas of the test.	
Alignment with District Strategic Initiatives	Culturally Responsive Teaching	
Data and Rationale Supporting Focus Area	This is an area where students performed less well than the rest of the SBA ELA sections.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	PGE Team Work Aligned with Goal	Team Goal Reporting
	SIOP implementation	Documentation of degree of implementation via lesson plans for formal observations.
	CRT implementation	Documentation of degree of implementation via formal observations.
Timeline for Focus	Winter, 2020 - Summer, 2022	
Method(s) to Monitor Progress	SBA Results for Spring 2020 SBA Results for Spring 2021 SBA Results for Spring 2022	

Priority #2

Priority Area	Mathematics	
Focus Area	Understand solving equations as a process of reasoning and explain the reasoning.	
Focus Grade Level(s)	Grades 9-10	
Desired Outcome	Improved SBA outcomes to equal to or greater than achievement in other areas of the test.	
Alignment with District Strategic Initiatives	Culturally Responsive Teaching	
Data and Rationale Supporting Focus Area	SBA results show that this is an area where students perform less well than other parts of the test.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	PGE Team Work Aligned with Goal	Team Goal Reporting
	SIOP Implementation	Documentation of degree of implementation via lesson plans for formal observations
	CRT Implementation	Documentation of degree of implementation via formal observations
Timeline for Focus	Fall, 2019 - Summer, 2022	
Method(s) to Monitor Progress	SBA Results for Spring 2020 SBA Results for Spring 2021 SBA Results for Spring 2022	

Priority #3

Priority Area	Behavior	
Focus Area	We are focusing on behavior as it applies to our schoolwide PBIS implementation “The Redmond Way,” and our staff feedback around school discipline.	
Focus Grade Level(s)	Grades 9-12	
Desired Outcome	By intentionally teaching and implementing “The Redmond Way,” we will increase staff use of the discipline form and reporting system, reduce discipline for willful disobedience and cell phone use by at least 10% and improve staff perception about the effectiveness of how discipline is handled by building admin by 35%.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	Nine Characteristics Survey (staff perception of discipline issue at RHS) Discipline referral data from Skyward.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	PBIS Team meetings to develop/refine implementation.	Meeting minutes
	Survey Staff	Schedule dates to survey staff. Use results to refine work going forward.
	Work with PBIS team to develop trainings and deliver on Professional Learning LEAP Wednesdays.	Agendas and training materials from LEAP Wednesdays.
	Continue work with LWSD and the SWIFT Center on growing capacity in our ability to provide tiered behavioral supports. Pilot MTSS-B	Collection of resources for tiered behavioral supports.
	Track number of referrals and categorize to confirm that process is being used appropriately.	Discipline Referral Process
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Discipline Tracker, Skyward discipline data, Nine Characteristics Survey.	

Priority #4

Priority Area	Supportive Learning Environment	
Focus Area	The sub-question in this area, “student discipline problems are managed well,” showed that 25% of staff “don’t agree at all” and 35% “agree slightly.”	
Focus Grade Level(s)	Grade 9-12	
Desired Outcome	We will improve our staff perception of the way discipline problems are handled by administration from 25% “don’t agree at all” to 10% “don’t agree at all,” and from 35% “agree slightly” to 15% “agree slightly”. This will be a change from 60% negative perception to 25% negative perception during the 2019-2020 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	Nine Characteristics Survey shows low score in this area. Historically, this has been an area of concern for staff.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Nine Characteristics Survey-- Administer to all staff during dedicated meeting time to ensure participation.	Survey completed, August 2019 End-of-year survey administered June 2020.
	Identify and track issues that are raised as staff concerns.	LMM items of concern.
	Admin team discipline tracker.	Monthly check in on trends.
	PBIS team.	Meeting minutes.
	Work with PBIS team to develop trainings and deliver on Professional Learning LEAP Wednesdays.	Agendas and training materials from LEAP Wednesdays.
	Review data from LWSB and SWIFT Center on growing capacity in our ability to provide tiered behavioral supports.	MTSS-B pilot study.
	Survey Staff.	Staff surveyed on “student discipline problems are managed well” during school year.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Classroom Observation Tracker. Nine Characteristics Survey—check in on this specific question throughout the year. Survey of staff who have written discipline referrals.	

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	
	Student Cabinet Meetings		October 2019-June 2020	
	Parent Survey		April 2020	
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action		Timeline	
	Report to PTSA		November 13, 2019	
	Post to RHS website		November 15, 2019	
	Parent Newsletter Item		November 15, 2019	

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

Tesla STEM High 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: Tesla STEM High School is a science, technology, engineering, and mathematics high school that uses problem-based learning to prepare students for future STEM professions. Students conduct research in STEM Lab Concentrations, investigate real world problems, and bring research and debate into the equation while working towards viable resolutions. Students enroll in, on average, six science courses and four math courses for the duration of their high school years. Engineering, entrepreneurship, and technology are integrated into grade level classes throughout a student's four years at Tesla STEM. During the first two years of a student's experience at STEM, students are immersed in an integrated Science, Engineering, and Humanities sequence where the focus is on the students' development of multiple skills, including conducting authentic research, working with primary source documents, developing scientific investigations, understanding and applying the engineering design process, collaboratively working in the Problem-Based Learning environment, developing digital literacy, and expanding critical thinking skills. As a critical component in STEM education, students work in a STEM Lab Concentration and/or STEM Pathway in their Junior and Senior years, conducting inquiry and research, exploring questions of their own, and championing their own ideas to the level of publication and/or production. The STEM Lab Concentrations and STEM Pathways continue to address the goals of the *Grand Challenges for Engineering* to support a bright and sustainable future on a global scale.

Mission Statement: Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

Demographics:¹

		2016-17	2017-18	2018-19
Student Enrollment (count)		580	609	601
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.0	0.0
	Asian	43.8	48.8	53.1
	Black/African American	0.5	0.5	0.5
	Hispanic/Latino of any race(s)	4.7	4.3	4.2
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.2
	Two or more races	6.9	6.2	5.0
	White	44.0	40.1	37.1
Students Eligible for Free/Reduced Price Meals (%)		1.8	1.3	2.8
Students Receiving Special Education Services (%)		4.8	4.5	3.7
English Language Learners (%)		0.2	0.2	0.3
Students with a First Language Other Than English (%)		23.5	24.2	27.3
Mobility Rate (%) ²		2.1	1.1	1.7

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

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	>97	94	97

ELA: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	94	>97
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	>97	-
White	>97	92	>97
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	n/a	89	94

MATH: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	90	95
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	91	-
White	n/a	87	96
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

ACADEMIC PERFORMANCE DATA: CREDITS EARNED

6 OR MORE CREDITS, 9th Grade

Grade	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
9 th Grade (6+ credits)	96	94	97

6 OR MORE CREDITS, 9th Grade, By Group/Program

Group/Program	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
Asian	99	98	99
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	95	92	95
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ATTENDANCE DATA

ACADEMIC PERFORMANCE DATA: DUAL CREDIT PARTICIPATION

DUAL CREDIT PARTICIPATION, By Grade Level

Grade	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
11 th Grade	100	100	99
12 th Grade	100	100	98

DUAL CREDIT PARTICIPATION, By Group/Program⁵

Group/Program	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
Asian	100	100	98
Black/African American	-	-	-
Hispanic/Latino	100	100	-
Two or more races	100	100	100
White	100	100	99
English Learner	-	-	-
Low Income	-	-	-
Special Education	100	100	-

GRADUATION RATE DATA

³ The Smarter Balanced Mathematics assessment was given to all 10th graders beginning in spring, 2018.

⁴ 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.

⁵ Grades 11-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

ATTENDANCE: By Group/Program

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
9 th Grade	98	98	97
10 th Grade	97	95	97
11 th Grade	98	96	97
12 th Grade	86	90	89

GRADUATION RATE

Grade	Class of			
	2016	2017	2018	2019
Graduating in 4 years	97.7	99.2	100.0	99.2
Graduating in 5 years	98.5	99.2	100.0	n/a
Graduating in 6 years	98.5	99.2	n/a	n/a
Graduating in 7 years	98.5	n/a	n/a	n/a

ATTENDANCE: By Group/Program⁶

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	94	97	97
Black/African American	-	-	-
Hispanic/Latino	89	88	88
Two or more races	95	86	87
White	97	94	95
English Learner	-	-	-
Low Income	90	-	94
Special Education	93	96	95

GRADUATING IN 4 YEARS, By Group/Program

Group/Program	Class of			
	2016	2017	2018	2019
Asian	96.4	100.0	100.0	100.0
Black/African American	-	-	100.0	-
Hispanic/Latino	100.0	100.0	100.0	100.0
Two or more races	100.0	100.0	100.0	100.0
White	98.5	98.1	100.0	98.3
English Learner	-	-	-	-
Low Income	-	100.0	100.0	100.0
Special Education	-	100.0	90.0	100.0

 = Cohort Track
WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA**MOST RECENT WSIF 3-YEAR SUMMARY⁷**

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate	-	-	-	-	-	-	-	-	-
Math Proficiency Rate	67	69	-	-	67	65	-	-	52
Graduation Rate	99	-	-	-	-	-	-	-	-
EL Progress Rate	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate	95	96	-	-	96	95	-	88	92
Ninth Grade On Track Rate	-	-	-	-	-	-	-	-	-
Dual Credit Rate	-	-	-	-	-	99	-	-	-

⁶ Grades 9-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁷ 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.

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	Science	
Focus Area	Narrowing the achievement gap between the average male and female assessment scores, including AP test scores.	
Focus Grade Level(s)	Grades 9-12	
Desired Outcome	Over the next three years, we will narrow the gap between average scores on the AP Physics test and class assessments by 0.2 test points each year based on an average gap of 0.6 over the last five years.	
Alignment with District Strategic Initiatives	School Equity Teams	
Data and Rationale Supporting Focus Area	After analyzing the last five years of data, we identified that there is a gender inequality in the average test scores comparing male and female test takers. We identified that, on average, male students scored 0.5 to 1.0 points higher than female students on the AP Physics exam and on some class assessments.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Survey Data	Percent of male and female students who self-identify as proficient or above in math, science, writing, problem solving, etc.
	Assessments	Analyzing student data to look at average female and male test scores as well as identifying minimum and maximum test scores looking for outliers that need extra support.
	Research best instructional practices for male and female students and implementing those practices.	Track students' assessment results and success rates with instructional best practices.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	For these three years, the team will gather data from class assessments and AP tests to monitor progress toward narrowing the gap in average test scores.	

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	Narrowing the achievement gap between the average female and male assessment scores including AP test scores.	
Focus Grade Level(s)	Grades 9-12	
Desired Outcome	Over the next three years, we will narrow the gap between average scores on the AP English Language and Composition test and classroom assessments by 0.1 test points each year based on an average gap of 0.2 over the last five years.	
Alignment with District Strategic Initiatives	School Equity Teams	
Data and Rationale Supporting Focus Area	After analyzing the last five years of data, we identified that there is a gender inequality in the average test scores comparing male and female test takers. We identified that, on average, female students scored 0.1 to 0.4 points higher than male students on the AP exam and on some class assessments.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Survey Data	Percent of male and female students who self-identify as proficient or above in math, science, writing, problem solving, etc.
	Assessments	Analyzing student data to look at average female and male test scores as well as identifying minimum and maximum test scores looking for outliers that need extra support.
	Research best instructional practices for male and female students and implementing those practices	Track students' assessment results and success rates with instructional best practices.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	For these three years, the team will gather data from class assessments and AP tests to monitor progress toward narrowing the gap in average test scores.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	PERC (Peer Enabled Restructured Classroom)	
Focus Grade Level(s)	Grades 9-11	
Desired Outcome	Over the next three years, we will level the gap between our level 1 and 2 students' assessment performance commensurate with our level 3 and 4 student assessment performance as shown on Smarter Balance Tests.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	After analyzing the last five years of data, we identified that in our Algebra 1 and 2 classes, each year there is a self-identified, math-adverse student group in need of more targeted and focused instruction and support structures to build up content knowledge and application skills.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Compare test scores of our PERC classes with previous non-PERC Algebra 1 and 2 scores.	Review of average assessment scores from year-to-year
	Training and expanding our PERC Program.	Ongoing and targeted further implementation of the PERC Program.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	We will gather student data from assessments and progress reports to measure impact of implementing PERC in our Algebra 1 and 2 classes. This may also lead to expansion into other courses.	

Priority #4

Priority Area	Effective School Leadership	
Focus Area	Improve teacher leadership	
Focus Grade Level(s)	Grades 9-12	
Desired Outcome	By June 2020, 100% of returning faculty will take on a leadership role within the school.	
Alignment with District Strategic Initiatives	Professional Learning	
Data and Rationale Supporting Focus Area	After reviewing the staff Nine Characteristics Survey data from 2018, we found that many staff did not feel they had an opportunity to have a leadership role within the school. We started our work to ensure that staff had the opportunity to hold leadership roles within Tesla STEM and have had good success with getting 95% of returning staff involved in leadership roles. However, we also have had significant changes to our staffing and programs. Therefore, we felt it necessary to continue our focus on building staff leadership.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Use regular staff meetings to discuss the work of our school and how staff can support.	Percent of staff who have a leadership role within the school.
	PCC meetings.	Percent of staff who have an instructional leadership role within the school.
	Professional Development Opportunities.	Percent of staff who have an instructional leadership role within content teams, PGE teams, PCC teams.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Progress will be monitored throughout the year by administrator check-ins and leadership meetings.	

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 Fall 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

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
	PTSA Co-Chair/Leadership Meetings	Monthly
	Internship/Business Partner meetings	Monthly
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	PTSA General Meetings	Every quarter of the academic year
	PTSA News Letter	Every week of the academic year
	PTSA Co-Chair/Leadership Meetings	Every first quarter and more frequently when needed
	Principal’s Message	Frequency is eight times per quarter with parent review

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