

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**

**ACADEMIC PERFORMANCE DATA:
MATH**

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 |

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 |

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 |

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**

**ACADEMIC PERFORMANCE DATA:
DUAL CREDIT PARTICIPATION**

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 |

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 |

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 |

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 |

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 |

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 |

GRADUATING IN 4 YEARS, By Group/Program⁶

| 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 LWSD 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>