

# Lake Washington High

## School Improvement Plan

### Annual Update: 2021-22

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

#### 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 for post-secondary success. Lake Washington High School's feeder schools are Kirkland Middle School and Rose Hill Middle School. This year, Lake Washington High School opened a new gymnasium building, completing the additions to our campus. The gym space, in addition to our 22-classroom north wing that opened in the fall of the 2022-21 school year, was added to accommodate our growing student population. Our enrollment is 1,980 students, about 300 of whom are enrolled in Running Start or other off-site programming.

**Mission Statement:** *Each student, every day, connected and belonging in our community.*

#### Demographics:<sup>2</sup>

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		1710	1730	1783	1905
Racial Diversity (%)	American Indian/Alaskan Native	0.1%	0.2%	0.1%	0.2%
	Asian	10.8%	12.0%	12.4%	14.9%
	Black/African American	2.5%	2.0%	2.5%	2.6%
	Hispanic/Latino of any race(s)	11.4%	12.1%	12.7%	13.3%
	Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.0%	0.1%
	Two or more races	7.7%	7.9%	8.6%	8.9%
	White	67.5%	65.8%	63.8%	60.1%
Students Eligible for Free/Reduced Price Meals (%)		15.1%	14.4%	14.1%	12.8%
Students Receiving Special Education Services (%)		11.0%	10.3%	9.5%	10.4%
English Language Learners (%)		3.6%	5.0%	4.5%	5.0%

<sup>1</sup> LWSD School Board Approval on <insert date>

<sup>2</sup> Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

## 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		
<b>Priority Area</b>	Science	
<b>Focus Area</b>	Alignment to NGSS Standards	
<b>Focus Grade Level(s)</b>	9-12	
<b>Desired Outcome</b>	Improved outcomes on the Washington Comprehensive Assessment of Science.	
<b>Alignment with District Strategic Initiatives</b>	Equity	
<b>Alignment with Characteristics of Effective Schools</b>	High Standards and Expectations for All Students	
<b>Data and Rationale Supporting Focus Area</b>	Approximately 15% of our students met standard on the WCAS in 2020. This number is relatively consistent across demographic groups, with slightly lower results for our Hispanic population.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Examine alignment of classes (vertical).	Content leads and department head will work to align courses so that they are ready for the 2021-22 course catalog.
	Focus on common assessments and collaborative practices.	Content leads work with gradebook data and reflect on common practices, monitoring and adjusting as needed.
	Support English Language Learners.	Implementation of best practices for EL students.
	Address barriers to enrollment in advanced courses.	Content leads will work with department head and administrator to examine data on enrollment.
<b>Timeline for Focus</b>	Fall, 2021 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	Data is collected by our teachers and collaboration is facilitated by content leads. An administrator oversees the department and reports back.	

**Priority #2**

<b>Priority Area</b>	Career, Technical, and College Pathways	
<b>Focus Area</b>	Course sequencing to maximize opportunities for students	
<b>Focus Grade Level(s)</b>	9-12	
<b>Desired Outcome</b>	Students will have access to a full sequence of courses in each pathway.	
<b>Alignment with District Strategic Initiatives</b>	Equity	
<b>Alignment with Characteristics of Effective Schools</b>	Curriculum, Instruction and Assessment Alignment	
<b>Data and Rationale Supporting Focus Area</b>	<p>An analysis of our course offerings shows that students do not have the same access to Career and Technical Education Pathways at LWHS that they do in other secondary schools.</p> <p>For many students, CTE Pathways provide a route to graduation as well as a foundation on which to build a career. CTE Pathways also expose students to post-secondary options they might not otherwise have had access to. In planning for the 2022-23 school year, we are adding courses to remedy this issue.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Work with our Director of Career and Technical Education to align our classes.	Meeting minutes and master schedule/course catalog.
	Adjust and expand course offerings as needed.	Master schedule/course catalog will reflect new course offerings.
	Advertise newly available steps in our current pathways.	Counselors will advertise and our student registration numbers will reflect student interest in expanded pathways.
<b>Timeline for Focus</b>	Fall, 2021 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	Administration and Resource Center staff will collaborate to ensure that deadlines are met.	

### Priority #3

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	Student Data on Belonging in School	
<b>Focus Grade Level(s)</b>	9-12, focus on students in our BIPOC Community	
<b>Desired Outcome</b>	The goal is for all students to feel connected and belonging in our community.	
<b>Alignment with District Strategic Initiatives</b>	Inclusion	
<b>Alignment with Characteristics of Effective Schools</b>	Supportive Learning Environment	
<b>Data and Rationale Supporting Focus Area</b>	Our Panorama Data shows that thirty percent of our students feel like they belong in our school. We know that relationships and belonging are foundational to student success and are focusing our resources in this area as a result.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Support affinity groups	Membership in affinity groups will increase, as will our overall number of groups.
	Student Voice Student Advisory Groups	In all decision making in our building, we will consider student voice. All students will have the opportunity to provide feedback directly to administration.
	MTSS	Our Multi-tiered Systems of Support Team will use results from our FIA assessment to direct our next steps in providing for effective intervention.
	Restorative Practices	Our building will focus on restorative practices in order to bring students closer to our community, rather than push them away.
	Staff Teams	Our Racial Equity Team and Diversity Action Team will continue to direct our professional learning so that it focuses on equity and inclusion.
<b>Timeline for Focus</b>	Fall, 2021 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	Our Panorama Survey gives us feedback directly from students in the area of connectedness and belonging.	

## 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 instruction.  
*Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.*
2. Utilizing digital tools to enhance the learning process and ensure access to content.
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) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

Based on Fall Technology Integration staff survey data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- ☐ Digital Citizenship
- ☐ Integrating core instructional technologies within instruction
- ☒ Utilizing digital tools to enhance learning and ensure student access to content
- ☐ Applying Ed Tech Learning Standards across content areas

## STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2019. During that year, the participation rate was not met.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school's date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

## COMMUNITY ENGAGEMENT PLAN

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

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

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.<sup>3</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Consult Parents	Summer 2021-Fall 2021
	Work with BLT	Fall 2021
	Utilize Data	Summer 2021-Fall 2021
	Administrative Planning	Summer 2021
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Inform BLT	Fall 2021
	Inform Staff	Fall 2021
	Inform Parents	Fall 2021-Winter 2021-22

<sup>3</sup> LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>