

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
	Asian	10.6	10.8
	Black/African American	2.0	2.5
	Hispanic/Latino of any race(s)	11.4	11.4
	Native Hawaiian/Other Pacific Islander	0.2	0.0
	Two or more races	6.9	7.5
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	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Action</th> <th style="text-align: center;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Implement mini quizzes and student reflection (Algebra 1).</td> <td>Increase student levels of proficiency by one level for all students.</td> </tr> <tr> <td>Use of SIOP strategies of writing, listening, reading, and speaking (Geometry).</td> <td>Increase student levels of proficiency by one level for all students.</td> </tr> <tr> <td>Implement AVID strategies specifically in reading, writing, inquiry, and collaboration.</td> <td>Increase student levels of proficiency by one level for all students.</td> </tr> </tbody> </table>	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.
	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>