



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 Assessment³			
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
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 Assessment³			
	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

**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	-	-

↘ = 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 SUMMARY⁶

	All Students	Asian	Black/ African American	Hispanic / Latino	Two or more races	White	English Languag e Learners	Low income	Students with disabiliti es
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	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Action</th> <th style="width: 50%;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Use formative and summative assessment data to measure student levels and growth, and to inform targeted instruction.</td> <td>Teacher record of formative and summative assessments.</td> </tr> <tr> <td>Review each IEP for alignment between the student's qualifying condition(s) and the identified accommodations, modifications, related services, and specialized academic instruction.</td> <td>School Psychologist and Special Education Teacher will document when a review of each IEP has been completed.</td> </tr> <tr> <td>Make recommendations to IEP teams when research-based accommodations, modifications, related services, and specialized academic instruction may be warranted.</td> <td>School Psychologist and Special Education Teacher will document what, if any, recommendations have been made for any IEP meeting.</td> </tr> <tr> <td>Ensure teachers are aware of and effectively implementing accommodations, modifications, related services, and specialized academic instruction with fidelity.</td> <td>Record any specialized professional development provided teachers related to implementing IEPs effectively. Teachers track accommodations and modifications for students on IEPs.</td> </tr> </tbody> </table>	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.
	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.									
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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>