

Redmond High School

School Improvement Plan

Annual Update: 2020-21

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 in 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	2019-20
Student Enrollment (count)		1921	1917	2026	2095
Racial Diversity (%)	American Indian/Alaskan Native	0.2	0.2	0.1	0.1
	Asian	20.2	21.8	23.8	26.5
	Black/African American	2.0	2.2	2.6	2.7
	Hispanic/Latino of any race(s)	10.9	11.0	12.1	12.2
	Native Hawaiian/Other Pacific Islander	0.2	0.2	0.3	0.1
	Two or more races	8.2	7.8	8.2	8.0
	White	58.2	56.9	52.8	50.5
Students Eligible for Free/Reduced Price Meals (%)		13.0	12.8	13.2	13.2
Students Receiving Special Education Services (%)		12.0	11.2	10.8	9.7
English Language Learners (%)		3.0	4.0	4.5	4.6
Students with a First Language Other Than English (%)		22.5	24.5	26.1	29.3

¹Enrollment and racial diversity based on annual October 1 headcount. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

**ACADEMIC PERFORMANCE DATA:
LITERACY**

**ACADEMIC PERFORMANCE DATA:
MATH**

ELA: By Grade Level, Smarter Balanced Assessment

MATH: By Grade Level, Smarter Balanced Assessment²

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
10 th Grade	92	89	88	n/a

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
10 th Grade	n/a	77	74	n/a

ELA: By Group/Program, Smarter Balanced Assessment³

MATH: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	97	95	95	n/a
Black/African American	40	100	50	n/a
Hispanic/Latino	80	72	64	n/a
Two or more races	90	92	100	n/a
White	94	89	90	n/a
English Learner	27	48	27	n/a
Low Income	66	63	54	n/a
Special Education	53	49	36	n/a

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	n/a	94	88	n/a
Black/African American	n/a	55	0	n/a
Hispanic/Latino	n/a	51	38	n/a
Two or more races	n/a	73	81	n/a
White	n/a	76	79	n/a
English Learner	n/a	52	29	n/a
Low Income	n/a	39	34	n/a
Special Education	n/a	17	10	n/a

**ACADEMIC PERFORMANCE DATA:
CREDITS EARNED**

**ACADEMIC PERFORMANCE DATA:
DUAL CREDIT COMPLETION**

EARNING CREDIT FOR ALL COURSES, 9th Grade

DUAL CREDIT COMPLETION, By Grad Year

Grade	Percent 9 th graders earning credit for all courses attempted			
	2016-17	2017-18	2018-19	2019-20
9 th Grade	91	86	84	87

	Percent of graduates completing at least one dual credit course with a B or higher			
	Class of 2017	Class of 2018	Class of 2019	Class of 2020
All Graduates	93	94	95	98

EARNING CREDIT FOR ALL COURSES, By Group/Program

DUAL CREDIT PARTICIPATION, By Group/Program⁴

Group/Program	Percent 9 th graders earning credit for all courses attempted			
	2016-17	2017-18	2018-19	2019-20
Asian	95	91	97	95
Black/African American	77	50	73	62
Hispanic/Latino	73	62	60	73
Two or more races	93	86	84	86
White	93	90	83	88
English Learner	65	45	73	57
Low Income	64	48	54	59
Special Education	72	64	65	73

Group/Program	Percent of graduates completing at least one dual credit course with a B or higher			
	2017	2018	2019	2020
Asian	97	95	97	>99
Black/African American	75	80	80	>90
Hispanic/Latino	80	88	85	96
Two or more races	95	86	93	98
White	95	97	98	98
English Learner	81	82	82	94
Low Income	77	78	81	95
Special Education	72	82	81	81

ATTENDANCE DATA

GRADUATION RATE DATA

² The Smarter Balanced Mathematics assessment was given to all 10th graders beginning in spring, 2018.

³ 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.

⁴ 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	2019-20
9 th Grade	90	88	83	n/a
10 th Grade	87	86	82	n/a
11 th Grade	81	81	81	n/a
12 th Grade	77	70	70	n/a

GRADUATION RATE

Grad Type	Class of				
	2016	2017	2018	2019	2020
Graduating in 4 years	94.3	91.6	96.3	93.1	94.7
Graduating in 5 years	95.6	95.0	96.3	94.6	n/a
Graduating in 6 years	95.9	95.8	96.0	n/a	n/a
Graduating in 7 years	96.3	96.0	n/a	n/a	n/a

ATTENDANCE: By Group/Program⁵

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	90	89	88	n/a
Black/African American	70	68	75	n/a
Hispanic/Latino	69	71	65	n/a
Two or more races	84	82	79	n/a
White	86	81	79	n/a
English Learner	74	66	67	n/a
Low Income	61	62	57	n/a
Special Education	74	62	62	n/a

GRADUATING IN 4 YEARS, By Group/Program

Group/Program	Class of				
	2016	2017	2018	2019	2020
Asian	97.2	96.6	98.7	95.9	99.1
Black/African American	75.0	80.0	100.0	83.3	84.6
Hispanic/Latino	86.4	90.0	94.1	88.9	85.5
Two or more races	96.2	92.7	100.0	93.0	93.6
White	95.2	90.6	95.7	93.7	95.4
English Learner	75.0	72.7	90.0	70.6	73.9
Low Income	84.3	76.5	91.1	81.6	79.7
Special Education	83.6	62.9	81.0	66.0	80.0

↘ = Cohort Track
n/a = not available

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 Language Learners	Low income	Students with disabilities
ELA Proficiency Rate	92	95	76	68	95	94	32	61	40
Math Proficiency Rate	67	87	28	34	70	67	30	32	10
Graduation Rate	94	97	85	91	95	93	79	82	68
EL Progress Rate	52	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate	84	91	70	72	85	85	68	63	69
Ninth Grade On Track Rate	87	95	67	64	88	89	63	55	67
Dual Credit Rate	76	78	74	68	75	77	54	63	56

⁵ Grades 9-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁶ Washington School Improvement Framework measures compile data across three years (2017-2019) 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)	9-10								
Desired Outcome	Improved SBA outcome 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	<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>CRT Implementation</td> <td>Documentation of degree of implementation via formal observations.</td> </tr> <tr> <td>SIOP Implementation</td> <td>Documentation of degree of implementation via lesson plans for formal observations.</td> </tr> <tr> <td>PGE Team Work Aligned with Goal</td> <td>Team Goal Reporting.</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	CRT Implementation	Documentation of degree of implementation via formal observations.	SIOP Implementation	Documentation of degree of implementation via lesson plans for formal observations.	PGE Team Work Aligned with Goal	Team Goal Reporting.
Action	Measure of Fidelity of Implementation								
CRT Implementation	Documentation of degree of implementation via formal observations.								
SIOP Implementation	Documentation of degree of implementation via lesson plans for formal observations.								
PGE Team Work Aligned with Goal	Team Goal Reporting.								
Timeline for Focus	Winter, 2020 - Summer, 2023								
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • 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)	9-10	
Desired Outcome	Improved SBA outcome 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, 2023	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • SBA Results for Spring 2021 • SBA Results for Spring 2022 	

Priority #3

Priority Area	Behavior	
Focus Area	Redmond High School is focusing on behavior as it applies to schoolwide PBIS implementation “The Redmond Way,” and staff feedback around school discipline.	
Focus Grade Level(s)	9-12	
Desired Outcome	By intentionally teaching and implementing The Redmond Way, Redmond High School 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, 2021	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • 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)	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; End-of-year survey administered June 2021.
	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, 2021	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • 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
- Teaching digital literacy in both traditional and remote learning settings

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.⁷ 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
	Padres Unidos Meetings	Fall 2020
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Report to PTSA	November 2020
	Post to website	November 2020
	Parent Newsletter Item	November 2020

⁷ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>