

Lake Washington High School

School Improvement Plan

Annual Update: 2022-23

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

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 2020-21 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 will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society*

2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	ML Learners	9-12	Increase success rates in math for multi-lingual learners by reducing percentage of ML failures in math from 17% to 6%.
2	Intervention in Safety Net	9-12	Increase success rate of ELA SBA passing rates from 81% to 85%, and from 55% to 70% as measured on the Math SBA
3	Students who identify as Black/African American or Hispanic/Latino	9-12	Increase feelings of belonging for students who identify as Black/African American or Hispanic/Latino as measured on the Panorama survey. The goal is to increase overall feelings of belonging from 6% to 50% for these groups of students.

¹ LWSD School Board Approval on <insert date>

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	ML Learners	
Focus Grade Level(s) and/or Student Group(s)	9-12, students who are multilingual learners	
Desired Outcome	Increased success rates in math for students who are multilingual learners	
Alignment with District Strategic Initiatives	Inclusion	
Data and Rationale Supporting Focus Area	Analysis of student grade data from S1 of the 2021-2022 school year shows that ML students have a higher percentage of incomplete grades and courses in Math compared to their non-ML peers. The non-ML population fail rate is 6% compared to the ML population fail rate of 17%, a difference of nearly 11%.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Partner with ML Network	Meeting minutes
	Provide professional development	Staff sign-in sheets, increased use of strategies
	Focus on sharing ML practices schoolwide	Newsletters, classroom walkthroughs and student outcomes
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	SBA Math testing, course success/completion rates, Panorama Survey data	

Priority #2

Priority Area	English Language Arts/Literacy											
Focus Area	Students who qualify for Safety Net Classes											
Focus Grade Level(s) and/or Student Group(s)	9-12, those identified as needing extra support in math or English/Language Arts											
Desired Outcome	<p>2022</p> <ul style="list-style-type: none"> ● Test Subject ELA ● ELA 80.99% ● Number of Students 505 ● Test Subject Math ● Math 54.35% ● Number of Students 506 ● Test Subject Science ● Science 33.68% ● Number of Students 475 <p>Based on our 2022 data (spring SBA/WCAS) we can identify that 19% of students did not meet standard in ELA, 45% of students did not meet standard in math, and 66% did not meet standard in science. Our Safety Net Staffing is spent on ELA (co-taught) and Math (interventionist push-in support). This year, our goal is to reduce the numbers of students not meeting standard to 15% in ELA and 30% in math. We will measure this growth through our SBA scores in the spring of 2023.</p>											
Alignment with District Strategic Initiatives	MTSS											
Data and Rationale Supporting Focus Area	Students are rostered in classes that receive Safety Net support based on their SBA scores, along with other factors (IEPs in other areas, grade history). Measuring the success of these interventions is key to the success of our student body as a whole.											
Strategy to Address Priority	<table border="1"> <thead> <tr> <th align="center">Action</th> <th align="center">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Provide release time for collaboration</td> <td>Release time provided, staff participation</td> </tr> <tr> <td>Create master schedule for 2022-23 that aligns planning periods for SN teachers</td> <td>Master Schedule</td> </tr> <tr> <td>Collaborate with staff and district support staff to determine necessary professional development</td> <td>Participation in professional development opportunities</td> </tr> <tr> <td>Aligning practices, focusing on correctly identifying students and providing for common planning are components of our plan. We will continue to meet with and support</td> <td>Evidence will come from our master schedule, rosters, and conversations with our safety net teachers.</td> </tr> </tbody> </table>		Action	Measure of Fidelity of Implementation	Provide release time for collaboration	Release time provided, staff participation	Create master schedule for 2022-23 that aligns planning periods for SN teachers	Master Schedule	Collaborate with staff and district support staff to determine necessary professional development	Participation in professional development opportunities	Aligning practices, focusing on correctly identifying students and providing for common planning are components of our plan. We will continue to meet with and support	Evidence will come from our master schedule, rosters, and conversations with our safety net teachers.
Action	Measure of Fidelity of Implementation											
Provide release time for collaboration	Release time provided, staff participation											
Create master schedule for 2022-23 that aligns planning periods for SN teachers	Master Schedule											
Collaborate with staff and district support staff to determine necessary professional development	Participation in professional development opportunities											
Aligning practices, focusing on correctly identifying students and providing for common planning are components of our plan. We will continue to meet with and support	Evidence will come from our master schedule, rosters, and conversations with our safety net teachers.											

	these staff and the students they serve.	
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	Teacher/student schedules, survey and/or staff input on success of measures taken, course success rates and SBA scores.	

Priority #3

Priority Area	Social and Emotional
Focus Area	Increased outcomes for our students who identify as Black/African American or Hispanic/Latino
Focus Grade Level(s) and/or Student Group(s)	9-12 Students who identify as Black/African American or Hispanic/Latino
Desired Outcome	Increase feelings of belonging for students who identify as Black/African American or Hispanic/Latino as measured on the Panorama survey. The goal is to increase overall feelings of belonging from 6% to 50% for these groups of students.
Alignment with District Strategic Initiatives	Equity
Data and Rationale Supporting Focus Area	<p>Our goal is to reduce the number of students failing (D/N/F grades), and our students of color, to show a more equitable outcome at the end of the semester/year. The focus this year is on students who identify as Black/African American or Hispanic/Latino</p> <p>An area of focus is on increasing feelings of belonging:</p> <p>Panorama data in the fall of 2021 showed that 4% of our students strongly agreed that they felt a sense of belonging in school. In the spring the data showed 6%. Our goal for this year is to show that by spring of 2023 50% of these groups of students strongly feel a sense of belonging</p> <p>Course failure (N/F/D grade) rates for 2021-22 SY:</p> <p>Black/African American (63 students total):</p> <ul style="list-style-type: none">7.56 percent of grades earned were N/F grades12.28 percent of grades earned were D grades <p>Hispanic/Latino (267 students total):</p> <ul style="list-style-type: none">10.58 percent of grades earned were N/F grades10.82 percent of grades earned were D grades <p>Our goal is to have both groups of students with 5% or lower percentages N/F/D grades by the end of April 2023.</p> <p>Specifically, the goal for LWHS for this year is to drop our rates of N/F/D for Hispanic/Latino and Black/African American to the rate of our white students, which was at 4.6% D and 2.9% F/N last year.</p>

Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th> <th>Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>One strategy we are using is supporting affinity groups, engaging in professional development around support and belonging, and working with counselors to monitor students throughout the year.</td> <td>Professional development calendars, as well as quantitative data gained from surveys and qualitative data gained from conversations with affinity groups</td> </tr> <tr> <td>We will also focus on achievement and improvement on the Smarter Balanced Assessments and the Washington Comprehensive Assessment of Science.</td> <td>Results from the SBA in math and English/language arts Results from the Washington Comprehensive Assessment of Science</td> </tr> <tr> <td>Parent involvement, multicultural family nights and professional development for staff are crucial to our improvement in this goal area.</td> <td>Involvement data as well as feedback from families</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	One strategy we are using is supporting affinity groups, engaging in professional development around support and belonging, and working with counselors to monitor students throughout the year.	Professional development calendars, as well as quantitative data gained from surveys and qualitative data gained from conversations with affinity groups	We will also focus on achievement and improvement on the Smarter Balanced Assessments and the Washington Comprehensive Assessment of Science.	Results from the SBA in math and English/language arts Results from the Washington Comprehensive Assessment of Science	Parent involvement, multicultural family nights and professional development for staff are crucial to our improvement in this goal area.	Involvement data as well as feedback from families
	Action	Measure of Fidelity of Implementation							
	One strategy we are using is supporting affinity groups, engaging in professional development around support and belonging, and working with counselors to monitor students throughout the year.	Professional development calendars, as well as quantitative data gained from surveys and qualitative data gained from conversations with affinity groups							
	We will also focus on achievement and improvement on the Smarter Balanced Assessments and the Washington Comprehensive Assessment of Science.	Results from the SBA in math and English/language arts Results from the Washington Comprehensive Assessment of Science							
Parent involvement, multicultural family nights and professional development for staff are crucial to our improvement in this goal area.	Involvement data as well as feedback from families								
Timeline for Focus	Fall, 2022 - Spring, 2023								
Method(s) to Monitor Progress	Surveys, conversations with students and families, course grades, state assessments								

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.

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.² 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
	Utilize staff from Equity department	Fall 2022-Spring 2023
	Family/Learning Community Multicultural Night	Fall 2022
	Latinx Family Night	Winter 2022
	Black/African American Family Night	Spring 2023
	Utilize affinity groups to engage students and families in our school community/gather feedback	Fall 2022-Spring 2023
	Coffee with Christine and PTSA meetings are ways in which we engage parents in two-way dialog. School and PTSA newsletters also share our goals with our community.	Fall 2022-Spring 2023
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Staff Meeting	October, 2022
	Parent Newsletter	November, 2022
	School Website	Fall 2022
	District Website	Fall 2022
	Coffee with Christine	November 2022

² LWSD's policy is found at: <https://www.lwisd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>