

# International Community School

## School Improvement Plan

### Annual Update: 2023-24

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

#### 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. Global Awareness: Having the capacity to incorporate the attitude, knowledge, and skills necessary to feel empathy for the human condition all over the world while acknowledging our perspective as one among many, realizing how we impact and are impacted by larger systems.

**Mission Statement:** *International Community School cultivates integrity, curiosity, complex reasoning, problem solving, and global awareness in every student.*

#### 2023-24 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Mathematics	Grade 10 students receiving special services	Eighty percent of grade 10 students receiving special services (IEP or 504) will meet or exceed standard as measured by the 2024 Grade 10 SBA Math assessment.
2	ELA	7, 8, 10	All students in grades 7, 8, and 10 will meet or exceed standard as measured by the 2024 SBA ELA assessments.
3	SEL	6-12	Students will indicate they feel connected to an adult at school as measured by an average of sixty percent positive responses to questions related to connectedness on the Spring 2024 Panorama Survey and the ICS Needs Assessment.

<sup>1</sup> 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.

<b>Priority #1</b>															
<b>Priority Area</b>	Mathematics														
<b>Focus Area</b>	Special Services														
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Students in Grade 10 receiving special services														
<b>Desired Outcome</b>	Eighty percent of grade 10 students receiving special services will meet or exceed standard as measured by the 2024 Grade 10 SBA Math assessment.														
<b>Alignment with District Strategic Initiatives</b>	MTSS														
<b>Data and Rationale Supporting Focus Area</b>	From the SBA data set: greater than 91% 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														
<b>Strategy to Address Priority</b>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;"><b>Action</b></th> <th style="width: 50%;"><b>Measure of Fidelity of Implementation</b></th> </tr> </thead> <tbody> <tr> <td>Metacognition (Science) - formative assessments that support students in understanding their progress toward learning goals; return tasks to students with targeted feedback</td> <td>Metacognitive tasks given to students at least twice per unit and as needed; increase frequency as needed or requested by students</td> </tr> <tr> <td>Measurement (Art) - formative assessments that include support for use of measurement.</td> <td>Measurement (Art) - for appropriate units, include instruction on use of measurement tools.</td> </tr> <tr> <td>Building Background (Math): Support students' ability to jump from topic to topic and see the interconnectedness of mathematics strands</td> <td>Building Background (Math): Initiate weekly check-ins (warmups, exit tickets) for all students to foster these mathematical connections; increase frequency as needed</td> </tr> <tr> <td>Inform (Special Ed): Continue to inform teachers about student accommodations and how to implement them in class with fidelity.</td> <td>Inform (Special Ed): Track student use of accommodations as well as teachers offering these accommodations.</td> </tr> <tr> <td>Specially Designed Instruction (Special Ed): Continue delivering math to students who are eligible to special ed services in math/study skills related areas</td> <td>Specially Designed Instruction (Special Ed): Track minutes of service across weeks and progress on IEP goals.</td> </tr> <tr> <td>Communication (Counselling Dept): Continue to communicate</td> <td>Communication (Counselling Dept):</td> </tr> </tbody> </table>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>	Metacognition (Science) - formative assessments that support students in understanding their progress toward learning goals; return tasks to students with targeted feedback	Metacognitive tasks given to students at least twice per unit and as needed; increase frequency as needed or requested by students	Measurement (Art) - formative assessments that include support for use of measurement.	Measurement (Art) - for appropriate units, include instruction on use of measurement tools.	Building Background (Math): Support students' ability to jump from topic to topic and see the interconnectedness of mathematics strands	Building Background (Math): Initiate weekly check-ins (warmups, exit tickets) for all students to foster these mathematical connections; increase frequency as needed	Inform (Special Ed): Continue to inform teachers about student accommodations and how to implement them in class with fidelity.	Inform (Special Ed): Track student use of accommodations as well as teachers offering these accommodations.	Specially Designed Instruction (Special Ed): Continue delivering math to students who are eligible to special ed services in math/study skills related areas	Specially Designed Instruction (Special Ed): Track minutes of service across weeks and progress on IEP goals.	Communication (Counselling Dept): Continue to communicate	Communication (Counselling Dept):
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	<p>with students, families and staff members around supporting special services for students.</p> <ul style="list-style-type: none"> <li>• Continue to support Special Ed staff and students to achieve these goals</li> <li>• Participate in IEP, Guidance Team, and staff meetings.</li> </ul>
<b>Timeline for Focus</b>	Winter, 2023 - Spring, 2024
<b>Method(s) to Monitor Progress</b>	SBA Data

**Priority #2**

<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>		
<b>Focus Grade Level(s) and/or Student Group(s)</b>	7, 8, 10	
<b>Desired Outcome</b>	All students in grades 7, 8, and 10 will meet or exceed standard as measured by the 2024 SBA ELA assessments.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	96% of last year's (2023) 7th and 8th graders were proficient on the SBA and 92% of sophomores were proficient.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	IS: Increase number of assignments in which academic texts are provided at multiple reading levels	IS: complete curriculum inventory of assignments with scaffolded reading levels for content in March/April. Then, decide how much of an increase supports development of reading skills in grades 7, 8, 10.
	IS: Increase number of opportunities where students are asked to practice listening comprehension and demonstrate their ability to listen to and analyze different types of content.	IS: ALL I.S. classes will have a minimum of 6 opportunities to practice and demonstrate listening comprehension ahead of the Spring 2024 SBA
<b>Timeline for Focus</b>	Winter, 2023 - Spring, 2024	
<b>Method(s) to Monitor Progress</b>	2024 ELA SBA	

**Priority #3**

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	Building Student-Staff Connections	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All students 6-12	
<b>Desired Outcome</b>	Students will indicate they feel connected to an adult at school as measured by an average of sixty percent positive responses to questions related to connectedness on the Spring 2024 Panorama Survey and the ICS Needs Assessment.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	<p>Panorama:            How connected do you feel to the adults at your school? 34%            If you walk into a class upset, how many teachers would be concerned? 56%            Overall, how much do you feel like you belong? 61%</p> <p>ICS Needs Assessment:            I feel comfortable talking to an adult on campus about personal concerns?            HS-47.1% strongly agree/agree, MS-49.3% strongly agree/agree</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Science Dept: Dedicate classroom time to connect with students (sharing, etc.) and check in with all students 1:1 once per quarter	Track student check-ins, prioritize students who may need more teacher support and communicate with counselors
	Art Department: Continue to provide many opportunities for students to feel supported and connected.	Art Department: Intentionally check-in with students (groups and individuals as needed) during studio time.
	Math Department: Dedicate classroom time for individual student conferences, go over work and increase general connections.	Math Department: Students will not feel stigmatized if called into a conference, as all students are called into conferences periodically; this increases students' confidence in approaching the teacher / connection with teacher
	Build Relationships (Special Ed): Continue building relationships with students and families and support ICS staff in doing so.	Build Relationships (Special Ed): <ul style="list-style-type: none"> <li>• Meetings and regular communication with families about students</li> <li>• monitoring student's SEL goal progress</li> <li>• Staff trainings in de-escalation</li> </ul>
	Collaboration (Counselling Dept): Collaborate as a team to determine execution of Panorama and Needs Assessment in the spring of 2024.	Collaboration (Counselling Dept): <ul style="list-style-type: none"> <li>• Once determined, communicate with necessary staff.</li> </ul>

		<ul style="list-style-type: none"> <li>Once survey has been administered, review to assess connectedness within the school community.</li> </ul>
	Support (Counselling Dept.): Support Staff	Support (Counselling Dept.): Provide resources and support for staff to help enable them to connect with students.
	Support and Inform (Library): Meet information needs of students and staff who come to the library or reach out to librarian.	Support and Inform (Library): Greet every person who enters the library and seek to assess, define, and meet information needs in the library and/or connect them with other faculty who may be better able to meet needs.
	IS: we will prioritize engaging with students through discussion of non-academic topics during any nonstructured Homeroom time.	IS: journal our interactions with students and celebrate them at department meetings.
	De-escalation training hosted on January 3 and 24 by Ardath Miller from the district Sped Department. Focus to provide better skills to support students under anxiety and elevated behaviors.	Follow up training later in semester two for participating teachers to share experiences utilizing newly learned skills,
	ASB Student Feedback gathered to identify ways to increase staff/student connections. Feedback shared with faculty.	Feb-March 2024
<b>Timeline for Focus</b>	Winter, 2023 - Spring, 2024	
<b>Method(s) to Monitor Progress</b>	Spring 2024 Panorama data, ICS Needs Assessment	

### 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.<sup>2</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>
	Met with PTSA board to develop priorities for SIP goal #3. Feedback from parents was to prioritize a Social Emotional Learning Goal.	October 2023
	Utilize ASB leaders to develop further ideas to develop meaningful connections between staff and students	Feb-Mar 2024
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Inform parent community that SIP goal development will take place with the PTSA Executive Board	October 2023
	PTSA Board informed that their suggestion of an SEL goal was approved for implementation	December 2023
	SIP Goals shared with Parent Community through weekly principal update	February 2, 2024

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