

Lake Washington High School

School Improvement Plan

Annual Update: 2023-24

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

SCHOOL OVERVIEW

Description: Lake Washington High School is located in Kirkland and was first established in 1922. With over 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. Our schoolwide focus is on our Kang Commitments: Respect, Responsibility, Integrity, Relationships and Safety. Our enrollment is 1,980 students, about 300 of whom are enrolled in Running Start or other off-site programming. Information about clubs, athletics and other opportunities for students can be found on our school website.

Mission Statement: *Each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society*

2023-24 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	English/ Language Arts	9-10	Increase passing rate on the ELA SBA from 68.8% to 88.8% overall, and for students identified as Hispanic/Latino from 56.9% to 76.9%.
2	Intervention in Safety Net Math	9-10	Increase success rate on Math SBA from 27% proficiency to 37% proficiency overall for our population of Multilingual learners (Hispanic/Latino). This builds on gains made in the 22-23 SY.
3	MTSS/Staff and Student Safety	9-12	Multi-Tiered Systems of Support: Instructional Staff Safety: Increase favorable rate from 14% to 25% as measured on the Panorama Survey Rules for students that facilitate their learning: Increase favorable rate from 3% to 25% as measured on the Panorama Survey. Students reported a 72% positive rate for school safety. The goal is to increase this to 75% overall by responding to the rates presented by staff.

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	English Language Arts/Literacy	
Focus Area	Grades 9-10	
Focus Grade Level(s) and/or Student Group(s)	All students, grades 9-10 Students identified as Hispanic/Latino, grades 9-10	
Desired Outcome	Increase success rates in English Language Arts for all students from 68.8% to 88.8%, and for Hispanic/Latino students from 56.9% to 76.9%	
Alignment with District Strategic Initiatives	Equity	
Data and Rationale Supporting Focus Area	Analysis of student success rates on the 2022 SBA show that our students scored 68.8% proficient overall. It also shows that our Hispanic/Latino students scored the lowest overall, at 56.9%. The success rate for our Hispanic/Latino students is the lowest of all our subgroups.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Instructional Leadership Team and Admin student focus groups will focus on this area of improvement	Staff meeting minutes PLC documentation ILT meeting minutes
	Provide professional development around ML strategies	Staff sign-in sheets, increased use of strategies
	Focus on sharing instructional practices schoolwide using the LWSD Instructional Playbook	Newsletters, classroom walkthroughs and student outcomes
	Utilize available Safety Net and ML staffing to support students in an inclusive setting, to provide the same access to rigorous content. Provide specialist support for teachers and students.	Data collected from ML specialists about caseloads and student support Actual enrollment in more restrictive classes
Timeline for Focus	Fall, 2023 - Spring, 2024	
Method(s) to Monitor Progress	SBA ELA testing, course success/completion rates	

Priority #2

Priority Area	Mathematics	
Focus Area	All students	
Focus Grade Level(s) and/or Student Group(s)	All students, grades 9-10 Students identified as Multilingual, grades 9-10	
Desired Outcome	Increase success rate of Math SBA by 10% overall, with a focus on our students identified as Hispanic/Latino. The goal for our focus population is an increase from 27% (middle school data) to 37%. This projected growth exceeds the 9% growth we saw in our multilingual students in the 2022-23 SY.	
Alignment with District Strategic Initiatives	Equity	
Data and Rationale Supporting Focus Area	All students scored 50.7% proficient. Our Hispanic/Latino students scored the lowest, at 23.8%.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Collaborate with staff and district support staff to determine necessary professional development. Use the LWSD Instructional Playbook in partnership with the Instructional Leadership Team.	Build on practices developed in partnership with the ML Network in the 2022-23 SY Work with current practices and adopted curriculum to define gaps and address areas of deficiency
	Use of Instructional Playbook and multilingual strategies, as measured in learning walks and through informal meetings with teachers/ML teachers	Develop opportunities for student voice in the process
	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 these staff and the students they serve.	Student semester grades, SBA scores. Racial Equity Team members are focused on feelings of belonging and on improving interactions between students and other members of our learning communities
Timeline for Focus	Fall, 2023 - Spring, 2024	
Method(s) to Monitor Progress	Staff input on success of measures taken, course success rates and SBA scores will all be methods of monitoring success. The Panorama survey is also a measure of success.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	<p>Multi-Tiered Systems of Support: Staff Safety: Increase favorable rate from 14% to 25% as measured on the Panorama Survey</p> <p>Rules for students that facilitate their learning: Increase favorable rate from 3% to 25% as measured on the Panorama Survey.</p> <p>Students reported a 72% positive rate for school safety. The goal is to increase this to 75% overall by responding to the rates presented by staff.</p>	
Focus Grade Level(s) and/or Student Group(s)	<p>9-12</p> <p>All students</p>	
Desired Outcome	Increase feelings safety and development/clarity of rules for students that facilitate their learning.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>Our goal is to increase the percentage of favorable responses for instructional staff reporting that they feel safe and that there are rules in place to facilitate student learning. The rate was at 3% in 2022-23 and our goal is to use our MTSS team and other collaborative team structures to add opportunities for students and staff voice in our common expectations to support learning for all students.</p> <p>Level I MTSS support and data tracking is a focus for the 2023-24 school year:</p> <p>Panorama data in the spring of 2023 showed that 14% of our instructional staff agreed that they felt a sense of safety in school. Our goal for this year is to show that by spring of 2024, 25% of instructional staff report a strong sense of safety.</p> <p>Students reported a 72% positive rate for school safety on the Panorama survey from the fall of 2023. The goal is to increase this to 75% overall by responding to the rates presented by staff.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Our MTSS team collects data on referrals by type as well as the number of staff submitting them	Data is tracked weekly and monthly.
	Our MTSS team shares data on the type of information entered into staff safety chats. They also share out response times.	Chats are monitored and we set goals to improve response times.

	Our MTSS team facilitates a “Reset” mid-year, to reinforce expectations for students. Data on actions taken (detentions, etc.) is also collected and trends are shared with staff.	Staff meetings/Kang Student News/emails to families and staff. Number of referrals by type is tracked, as is discipline data.
	Student voice is gathered through focus groups and our student leadership classes.	Documented communication/team minutes will reflect these conversations These conversations will lead to a change in rules and rule enforcement, in collaboration with our instructional staff.
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	Surveys, conversations with students and families, course grades, state assessments, numbers and types of referrals and safety chat offenses reported	

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 2023-Spring 2024
	Family/Learning Community Multicultural Night	Fall 2023
	Latinx Family Night	Winter 2023
	Utilize affinity groups to engage students and families in our school community/gather feedback	Fall 2023-Spring 2024
	Coffee with Christine and PTSA meetings are ways we engage parents in two-way dialog. School and PTSA newsletters also share our goals with our community.	Fall 2023-Spring 2024
	Admin-led student focus groups	Fall 2023-Spring 2024
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Staff Meeting	October 2023 + Check-in meetings
	Parent Newsletter	Monthly
	School Website	2023-24
	District Website	Winter 2023
Coffee with Christine	Monthly	

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