



School Improvement Plan International School 2023-24



Bellevue School District Vision

To affirm and inspire each and every student to learn and thrive as creators of their future world.



What is unique about International?

- 6th -12th grade choice school with lottery selection with approximately 90 students in each grade level.
- Students take 7 core subjects for 7 years to promote depth of learning.
- Students complete a Senior Project in which students select a project and connect with a mentor in the field.
- International School continually strives to capitalize on being a small school community by creating and maintaining a strong culture of community.



Inside:

- Student Voice and Agency
- Educational Excellence
- Equity Commitments
- School Profile

See Appendix for School Profile

Student Voice and Agency

Each student holds the power to shape their own future and have a positive impact on the world they inhabit. In recent years, we have observed an increase in student involvement at all levels, including Board meetings. Students have come forward to discuss crucial issues impacting their well-being and academic success. They have proudly celebrated their successes and courageously drawn attention to systemic inequities and barriers to student achievement. In this School Improvement Plan (SIP), we will prioritize student voice and agency as a key initiative to transform students' learning experiences.

Goal: Elevate student voice and agency to cultivate well-being and joy while transforming learning experiences in the classroom and school community.

Measures and Levels of Evidence

Map-Level Data: *Panorama Student Survey*

Student Voice & Agency (Select questions from Panorama surveys) *				
Average % favorable responses, grades 9-12				
<i>See Appendix 1 for question-level detail</i>				
Student Groups	Spring 2022	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	67%	68%	72%	
Asian	67%	69%	73%	
Black	67%	48%	52%	
Hispanic	73%	69%	73%	
Multi-ethnic	65%	67%	71%	
White	69%	68%	72%	
Students w/IEPs	70%	60%	64%	
English Learners	66%	60%	64%	
Low Income	63%	62%	66%	

*** Questions include:**

"How sure are you that you can complete all the work that is assigned in your class?"

"How much do you feel like you belong at your school?"

"Are there opportunities for you to participate in this class?"

"Does this teacher invite students' culture and experiences into the classroom?"

"How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?"

Street-Level Data: *Listening Sessions & Student Shadowing*

The monitoring of student progress for student voice and agency will include the following street-level data strategies:

- Leadership teams at the school will conduct listening sessions with groups of students to learn more about their sense of belonging, agency, and experiences within the school. These listening sessions in small groups began in the 2022-23 school year and will continue. Particular attention will be on elevating the experiences of Black and Hispanic students as well as students who receive IEP and MLL services. Focused listening sessions will be implemented after students complete the fall Panorama climate survey to learn more from some of our

marginalized students at the school. The IS REI Team will analyze this information to provide leadership on system-wide shifts that need to occur.

- Members of leadership teams will engage in a student shadowing experience to observe and gather data on the student voice and agency levels within classrooms from a student's perspective over multiple classes utilizing a student shadow protocol developed by Stanford's d.school.

Summary of Evidence

- Generally speaking, the data points representing student voice and agency for various subgroups were all within a relatively narrow range (60% - 69%). The exception to this was the response of students who identify as Black (48%).
- Students who identify as Hispanic students generally report the highest level of student voice and agency over the past two years.

Equity Challenges

- Middle school students who identify as Black or who are Multi-Language Learners respond less favorably regarding how the teacher invites students' culture and experiences into the classroom.
- Middle school students who identify as Black respond less favorably regarding how teachers want them to use thinking skills and not just memorize content.
- Middle school Multi-Language Learners and High School students who qualify for Free and Reduced Lunch generally report lower levels of belonging at the school.

Educational Excellence

Academic success, as one aspect of educational excellence, remains a “mission-critical” component of the Bellevue School District. Strong literacy and math skills are critical to preparing students for rigorous high school courses and post-secondary learning.

Goal #1—Literacy: Increase the percentage of students meeting or exceeding proficiency standards in **reading** by the end of Grade 8.

Measures and Levels of Evidence

Satellite-Level Data:

Smarter Balanced English Language Arts Proficiency – Grades 6-8			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	86.7%	91%	
Asian	89.7%	94%	
Black	**	**	
Hispanic	68.8%	73%	
Multi-ethnic	80.7%	85%	
White	86.4%	90%	
Students w/IEPs	53.3%	57%	
English Learners	**	**	
Low Income	60%	64%	

**Subgroups with fewer than 10 students are not shown to maintain student confidentiality.

Summary of Evidence

- While students who identify as Asian, White, and Multi-Ethnic performed relatively similarly, there remains discrepancies in the performances of other demographic groups (Hispanic, Special Education, and Low Income students).

Equity Challenges

- There remains a significant gap in Reading academic achievement for students who receive Special Education services (57% proficiency), Low Income students (64% proficiency), and Hispanic students (73% proficiency).

❖ **Goal #2—Math:** Increase the percentage of students meeting or exceeding proficiency standards in **math** by the end of Grade 8 and 10.

❖ Measures and Levels of Evidence

Satellite-Level Data:

Smarter Balanced Math Proficiency – Grades 6-8			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	86.0%	90%	
Asian	92.3%	96%	

Black	**	**	
Hispanic	68.8%	73%	
Multi-ethnic	83.9%	88%	
White	75.8%	80%	
Students w/IEPs	40.0%	44%	
English Learners	**	**	
Low Income	80.0%	84%	

**Subgroups with fewer than 10 students are not shown to maintain student confidentiality.

Smarter Balanced Math Proficiency – Grade 10*			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	72.4%	76%	
Asian	73.7%	78%	
Black	Na		
Hispanic	**	**	
Multi-ethnic	**	**	
White	72.0%	76%	
Students w/IEPs	**	**	
English Learners	na		
Low Income	**	**	

*Proficiency rates are based on those who participated in the test, and may vary slightly from OSPI's Report Card site.

**Subgroups with fewer than 10 students are not shown to maintain student confidentiality.

Summary of Evidence

- Proficiency levels for middle school students is generally stronger than high school students at International School (85% compared to 72%).
- At the middle school level, the highest performing demographic groups were students who identify as Asian (96%), Multi-Ethnic (88%), and Low Income (84%). The next highest-performing sub-group was students who identify as White (80%).

Equity Challenges

- At the middle school level, the sub-group with the largest performance gap were students who receive Special Education services (44% compared to the school average of 90% proficiency) and students who identify as (73% proficiency).

Goal #3—Future Ready: Increase equitable access to Seal of Biliteracy.

Measures and Levels of Evidence

Map-Level Data: Seal of Biliteracy

Future-Ready: Seal of Biliteracy (on transcript)					
Student Groups	Class of 2023			Class of 2024	
	Class of 2023 Enrollment by Subgroup	Students with Seal of Biliteracy	% of Biliteracy Seals Earned by Subgroup	Class of 2024 Target	
				Enrollment	Target
All Students	73 (approx Class of 2023 count)	29	40%	69	31 (45%)

Asian	37 (51%)	18	62%	38 (55%)	17 (55%)
Black	**	**	**	**	**
Hispanic	**	**	**	**	**
Multi-ethnic	**	**	**	**	**
White	19 (26%)	5	17%	21 (30%)	9 (30%)
Students w/IEPs	**	**	**	**	**
English Learners	**	**	**	**	**
Low Income	10 (14%)	4	14%	**	**

**Subgroups with fewer than 10 students are not shown to maintain student confidentiality.

Summary of Evidence

- 40% of students in the class of 2023 earned a Seal of Biliteracy.
- Students who identify as Asian from the class of 2023 earned 62% of the Seals of Biliteracy.

Equity Challenges

- Students who identify as Asian and White in the class of 2023 and students from low income backgrounds earned a mostly proportionate number of the Seals of Biliteracy as compared to their sub-group representation overall.

Equity Commitments

All students have an inherent right to an equitable, accessible, inclusive, and culturally-responsive learning environment. Our Racial Equity and Inclusion Team (REI Team), in collaboration and coordination with our staff, has selected the equity commitment identified below as a key improvement priority in this year’s School Improvement Plan (SIP).

Goal/Equity Commitment:

Equitable Access to High Quality Instruction: Provide concerted universal instructional efforts and extensive and varied intervention opportunities to support all students, including those who face barriers and inequities, to meet key milestones for student growth and achievement, and their own personal growth and learning goals.

Measures and Levels of Evidence

Map-Level Data: Panorama Student Survey

Intellectual Engagement (Select questions from Panorama surveys) * Average % favorable responses, grades 6-8			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	62%	66%	
Asian	62%	66%	
Black	33%	41%	
Hispanic	69%	73%	
Multi-ethnic	58%	62%	
White	64%	68%	
Students w/IEPs	54%	62%	
English Learners	44%	52%	

Intellectual Engagement (Select questions from Panorama surveys) * Average % favorable responses, grades 9-12			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	61%	65%	
Asian	61%	65%	
Black & Hispanic**	46%	54%	
Multi-ethnic	56%	60%	
White	65%	69%	
Students w/IEPs	64%	68%	
English Learners	79%	83%	

**Panorama combined these two subgroups due to the small size to maintain student confidentiality.

*** Questions include:**

“How often does your teacher help you think through a problem instead of just telling you the answer?”

“How often does this teacher have you explain your thinking?”

“Are activities in this class intellectually engaging?”

Street-Level Data: Equity Participation Tracker & Student Shadowing

The monitoring of student progress for student voice and agency will include the following street-level data strategies:

- Members of leadership teams will conduct **Equity Participation Trackers** to ensure that all students enrolled in the rigorous AP classes that are essential to the International School educational program are equally being asked to participate and engage in the lessons. Engagement levels are critical to ensuring that students are able to fully benefit from the access they have. This data will be utilized to inform staff professional development to ensure equitable engagement to high quality instruction.
- Members of leadership teams will engage in a **student shadowing experience** to observe and gather data on student engagement levels within classes utilizing a student shadow protocol developed by Stanford's d.school.

Summary of Evidence

- At the middle school level, students who identify as Asian, Hispanic, Multi-Ethnic, and White reported relatively similar levels of intellectual engagement within classes. Students who identify as Hispanic reported the highest level of intellectual engagement.
- At the high school level, students who identify as Asian, Multi-Ethnic, White, Special Education, and MLL reported relatively similar levels of intellectual engagement within classes. Students receiving Special Education and MLL services both reported intellectual engagement levels that were higher than the school average, with MLL students being the overall highest subgroup (79%).

Equity Challenges

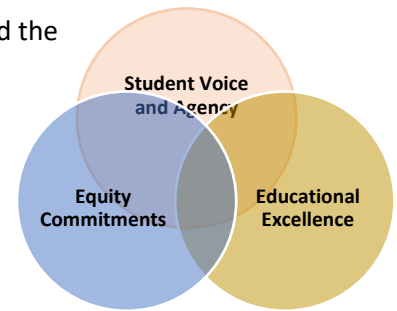
- Middle school students who identify as Black as well as students receiving Special Education and MLL services report lower levels of overall intellectual engagement within classes.
- High school students who identify as Black and Hispanic report lower levels of overall intellectual engagement within classes.

Key Improvement Strategies

Continuous school improvement requires ongoing learning, reflection, collaboration, and the implementation of evidence-based best-practices. The strategies identified below represent our key improvement strategies to achieve our goals this year.

Student Voice and Agency

We will utilize student listening circles that will provide ongoing opportunities for student voice to be elevated and for students to have agency in the direction of the school to address their needs. These groups will provide the foundation for school-wide lessons to address student needs.



Academic Excellence

We will cultivate innovative instructional strategies tailored to the **new district math curriculum** (Algebra 1, Algebra 2, and Geometry), drawing on resources such as the District Directed Professional Development (DDPD) and *Building Thinking Classroom*. Implementing these supports serves as a Tier 1 strategy that will serve the largest number of students given the new curriculum. Additionally, the Math Department Professional Learning Community is working on implementing student intervention cycles to quickly identify gaps in student understanding and working to close those gaps.

Working with our high school counselor, MLL facilitator, and French Language department, we will work to ensure that all students are aware of the value of the **World Language Competency Credit (WLCC)** for post-secondary options. Making sure all students are properly informed of test dates, procedures, and the benefits of exploring these options will **increase future-ready opportunities**. One part of our goal is for this to be an opportunity for more students to receive recognition for their heritage languages. Given that all students take French for at least six years, the other part of this goal is to ensure that our academic program is working toward this designation—particularly our French Literature course.

Equity Commitment

Due to the program structure at International School, there is not a gap in *access* to advanced classes for students. However, student voice on the Panorama survey does reveal that students experience the learning environments differently, with some groups of students self-reporting overall lower levels of engagement. As a way to ensure that all students experience the full benefit of high-quality instruction, we will utilize classroom observation protocols, walkthrough data, and student listening sessions to identify professional development opportunities for staff.

Appendix 1: Student Voice and Agency Detail

SPRING 2022:

School Level	Question	All Students	Asian	Black	Hispanic	Multi-ethnic	White	MLL	F/R	IEP
Grades 6-8	Are there opportunities for you to participate in this class?	83	83	67	100	85	80	83	86	86
Grades 9-12	Are there opportunities for you to participate in this class?	78	74			83	87		76	79
Grades 6-8	Does this teacher invite students' culture and experiences into the classroom?	59	55	67	57	60	66	39	45	64
Grades 9-12	Does this teacher invite students' culture and experiences into the classroom?	50	46			54	60		49	77
Grades 6-12	How confident are you that you can complete all the work that is assigned in your class?	70	76		54	57	68	64	57	63
Grades 6-8	How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?	66	66	67	81	63	65	83	90	64
Grades 9-12	How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?	72	69			73	77		86	86
Grades 6-8	Overall, how much do you feel like you belong at your school?	64	66			58	61	63	60	57
Grades 9-12	Overall, how much do you feel like you belong at your school?	62	68			55	58		22	57

SPRING 2023:

School Level	Question	All Students	Asian	Black	Hispanic	Multi-ethnic	White	MLL	F/R	IEP
Grades 6-8	Are there opportunities for you to participate in this class?	84	83	67	90	81	86	50	73	60
Grades 9-12	Are there opportunities for you to participate in this class?	80	81			76	85	88	85	69
Grades 6-8	Does this teacher invite students' culture and experiences into the classroom?	62	60	33	62	64	69	33	64	47
Grades 9-12	Does this teacher invite students' culture and experiences into the classroom?	53	48			67	60	88	59	54
Grades 6-12	How confident are you that you can complete all the work that is assigned in your class?	73	77	60	56	76	67	40	64	67
Grades 6-8	How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?	65	68	33	67	52	65	58	55	60
Grades 9-12	How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?	66	68			67	69	88	68	69
Grades 6-8	Overall, how much do you feel like you belong at your school?	65	69			58	61	33	55	50
Grades 9-12	Overall, how much do you feel like you belong at your school?	60	65			59	54		31	63

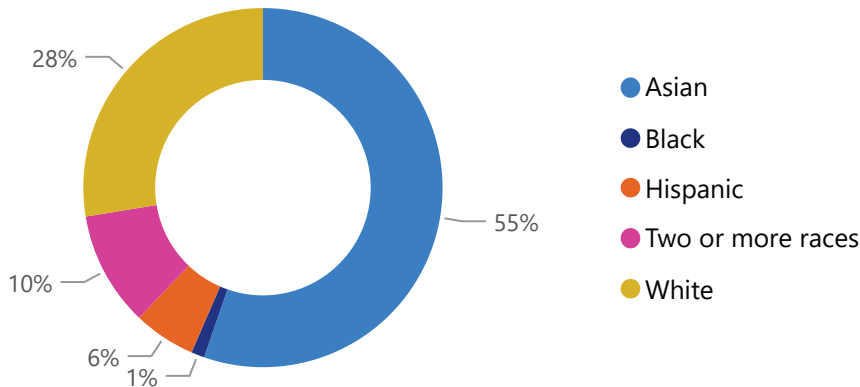
School Overview

International is a choice school for grades 6-12, emphasizing global citizenship with a rigorous program that is housed in a supportive, nurturing environment. Student are prepared intellectually, socially, creatively, physically, and emotionally, so that they are inspired to become lifelong learners and realize their dreams in the world at large.

445 128th Ave SE
Bellevue, WA 98005

<http://www.bsd405.org/international>
425-456-6500
Russell White

Racial Diversity



School & Student Characteristics ¹

	International School	District HS Average	District MS Average ²
Enrollment (10/3/2022)	592	1479	776
Average Attendance Rate	95%	88%	92%
Eligible for Free/Reduced Price Meals	8%	21%	22%
Receiving Special Education Services	4%	8%	10%
English Language Learners	2%	11%	13%
First Language Other Than English	41%	40%	43%
Mobility Rate ³	2%	11%	10%

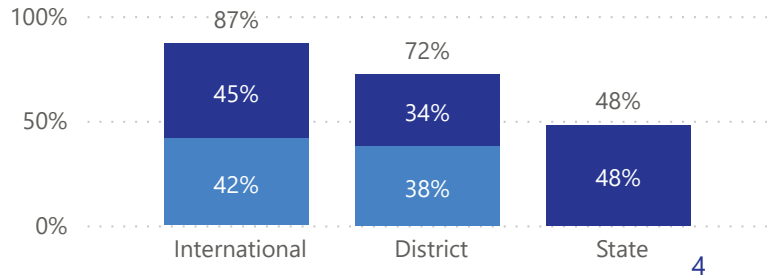
Summary of Student Achievement

State Assessment Results for Grades 6-8 (Spring 2023)

Percentage of Students Meeting / Exceeding Standards

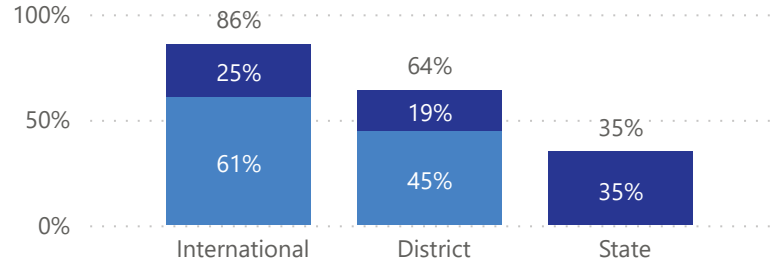
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



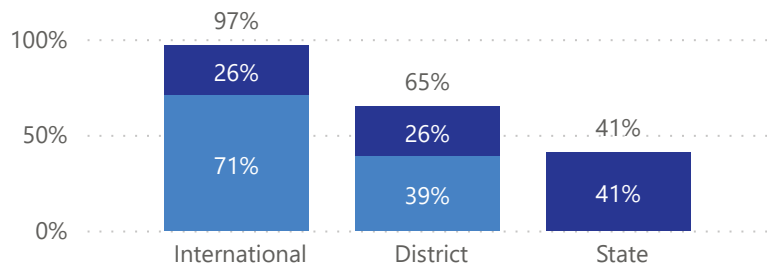
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

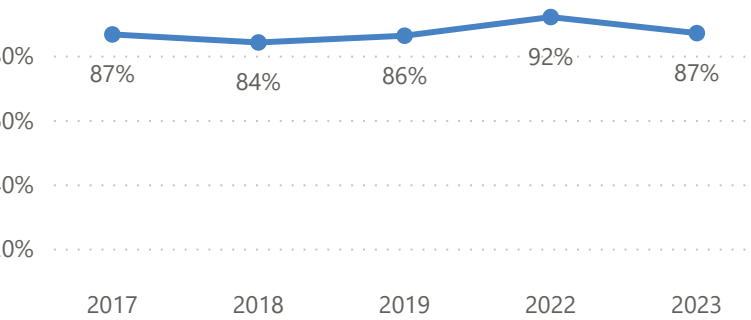
● Exceeds Standards ● Meets Standards



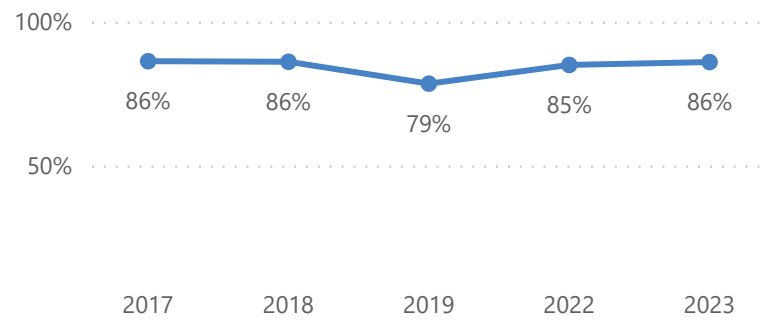
International State Assessment Results for Grades 6-8

Percentage of Students Meeting Standards

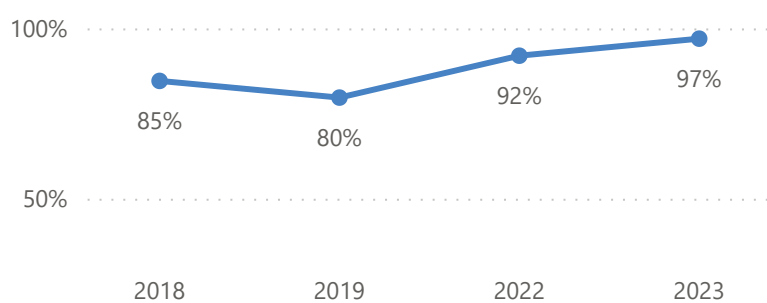
SBA: English Language Arts



SBA: Math



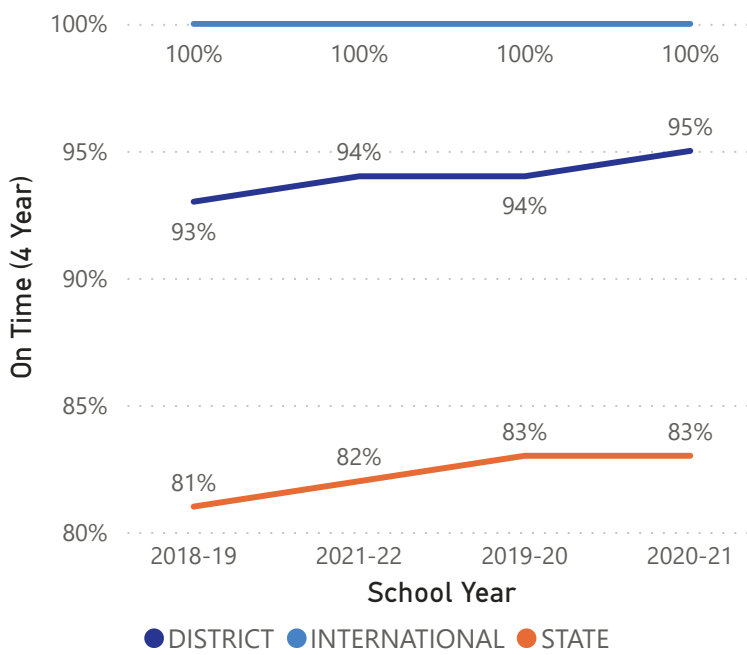
WCAS: Science



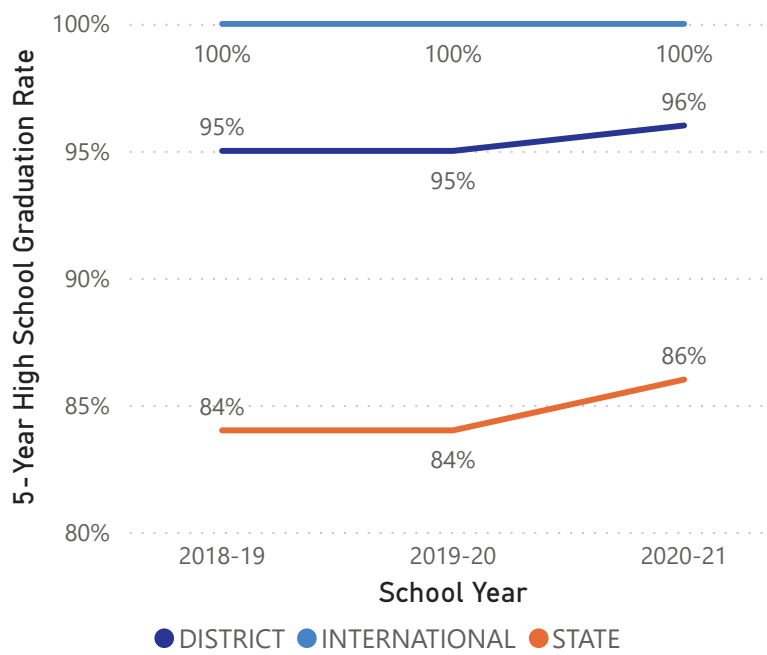
College and Career Readiness

On Time Graduation

On Time (4 year) Graduation Rate

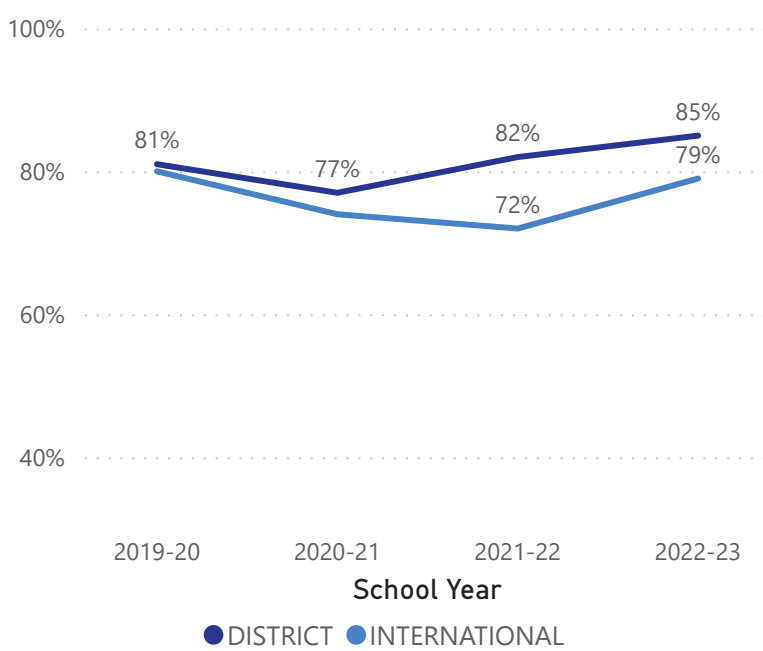


5 year Graduation Rate

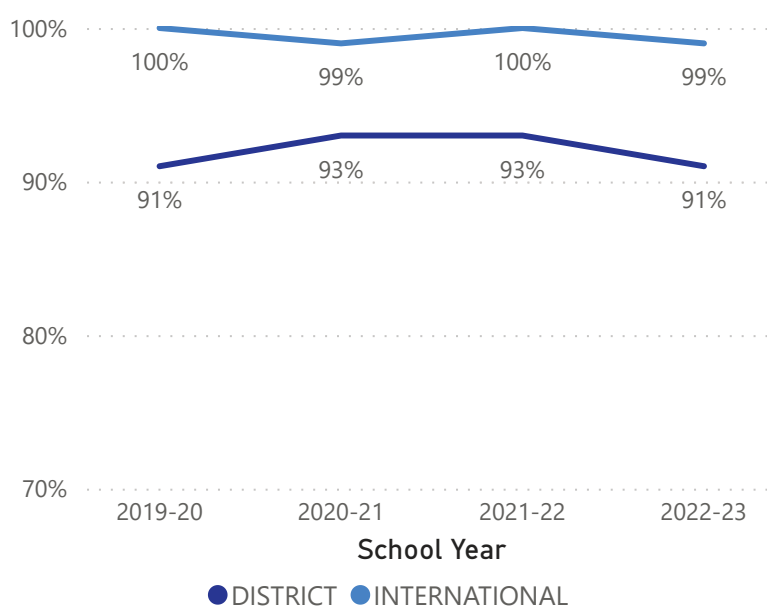


AP & IB

AP Exam Pass Rate



Students with at least one AP/IB Course by Graduation



AP & IB

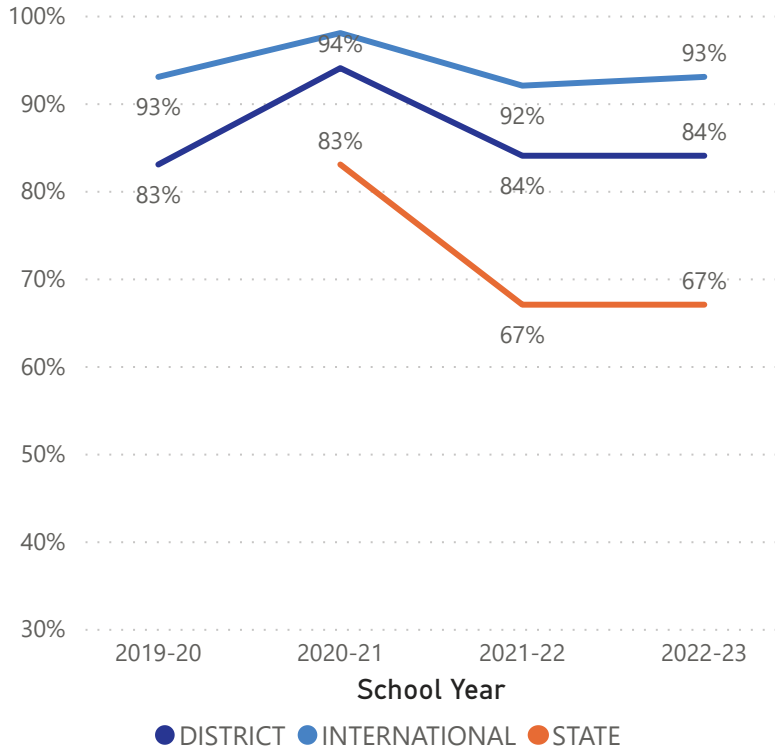
School Name	DISTRICT				INTERNATIONAL			
	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23
AP Exam Pass Rate	81%	77%	82%	85%	80%	74%	72%	79%
Students Taking At Least One AP/IB Course by the Time They Graduate	91%	93%	93%	91%	100%	99%	100%	99%
Average Number of AP and IB Credits Earned by Graduates	6.9	7.4	7.4	7.4	8.4	8.6	8.8	9.2

SAT & ACT

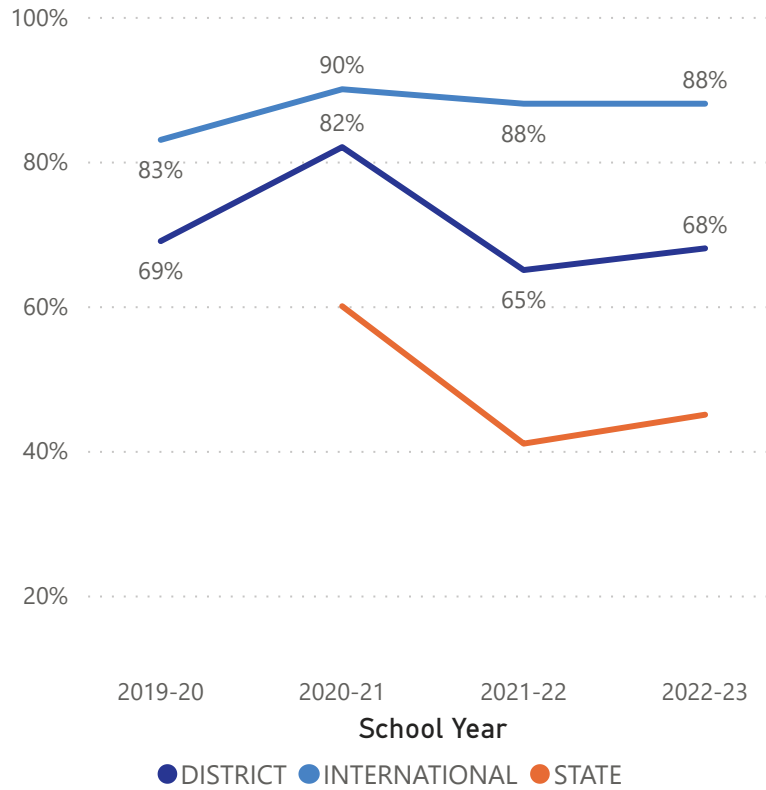
School Name	DISTRICT				INTERNATIONAL				STATE		
	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22
Average SAT Composite Score	1271	1358	1263	1213	1337	1297	1300	1315	1073	1072	
Average ACT Composite Score	27.8	29.5	29.4	30.2	30.4	28.7	28.5	31	22.9	23.6	22.9

Additional College Readiness Measures

11th Graders Meeting PSAT Benchmarks: Reading/Writing



11th Graders Meeting PSAT Benchmarks: Math



Note: Significantly fewer students participated in college testing (PSAT, SAT, ACT) in 2020-21 due to COVID, so these scores do not necessarily reflect the general student population and may not be comparable with prior years.

Glossary

ACT

The ACT is a college admissions test with four subjects (English, math, reading, and science) scored on a scale from 1-36. The Composite ACT score is the average of the four subject test scores.

AP

Advanced Placement (AP) courses are college-level courses offered in high school. These courses culminate in an AP exam that is given by the College Board. Many college grant course credit to students receiving passing scores. AP tests are scored on a scale from 1-5, with 3 or higher considered passing.

IB

The International Baccalaureate (IB) program is a rigorous college-preparatory program offered at selected schools in many countries around the world. Students who pass a challenging set of IB exams at the end of selected courses earn an internationally-recognized IB diploma. IB exams are scored on a scale from 1-7, with 4 or higher considered passing.

PSAT College and Career Readiness Benchmark

All BSD students take the PSAT test in 11th grade, as preparation for the SAT and the college application process. The PSAT benchmark is one indicator of whether students are on track to be ready for college. Students who score at or above the benchmark level have a 75% chance of earning at least a C in first-year core college courses.

SAT

The SAT is a college admissions test which was substantially revised in 2017. The new SAT includes two subject areas (ERW - evidence-based reading and writing, and math). The previous SAT had three subject areas (critical reading, writing, and math). Each subject is still scored on a scale from 200-800; however, the combined score on the new test is now 1600, instead of the previous combined score of 2400.

Science Assessments - WCAS

WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced

Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Special Education Services

Neighborhood schools provide a continuum of special education services. We provide specialty centers as well:

- * **Cascade** program for students who benefit from behavioral supports due to emotional stressors.
- * **Evergreen** program to serve young adults (ages 18-21) with disabilities.
- * **Olympic** program to support students on the autism spectrum.
- * **Pacific** program for students with significant developmental and intellectual disabilities.
- * **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

1 School and Student Characteristics

Data are from October 3, 2022 unless otherwise specified.

2 District Average

The district averages displayed here are the averages for district high schools.

3 Mobility Rate

The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.