



School Improvement Plan Interlake High 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 Interlake High School?



- Special Programs: Advanced Learning, International Baccalaureate, Pacific
- Career and Technical Education programs for Welding Technology, Nursery and Greenhouse Operations, and Core Plus Construction.
- 46% of students speak a first language other than English, including 55 different home languages
- Most National Merit Semifinalists in the state of Washington

Inside:

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

See Appendix for School Profile



Student Voice and Agency

At Interlake, we believe 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 (questions from Panorama surveys) * Average % favorable responses, grades 9-12 See Appendix 1 for question-level detail				
Student Groups	Spring 2022	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	66%	69%	72%	
Asian	69%	71%	74%	
Black	71%	*	74%	
Hispanic	62%	64%	67%	
Multi-ethnic	61%	66%	69%	
White	63%	67%	70%	
Students w/IEPs	61%	57%	63%	
English Learners	59%	63%	66%	
Low Income	62%	63%	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:

Interlake's Racial Equity and Inclusion Team will facilitate a listening campaign with a cohort of BIPOC students. The cohort includes students who have traditionally faced marginalization or experienced disproportionate achievement within the Interlake community based on attendance, grades, credits, and conduct data. Students selected also represented program groups such as AVID, Black Student Union (BSU), MLL, Gay Straight Alliance, (GSA), Latinos Unidos (LU) and included students with IEPs. Five listening sessions are planned, each with a focus theme, for the following dates:

- November 29th: Sense of Belonging in School. Relationships with students, staff and family.
- January 17th: Academic Inclusion
- February 28th: Mental Health
- March 20th: Race and Equity
- May 15th: Discipline Practices

The topics above were chosen because they correspond closely with our SIP's Equity Goal of enhancing High-Quality Instruction. As these student data are collected, our plan is share it with the whole staff at various intervals to shape future professional development opportunities and improvement initiatives.

Summary of Evidence

All sub-groups, with exception of students with IEPs, reported higher favorable responses for student voice and agency between spring 2022 and spring 2023.

Equity Challenges

Students who identify as black didn't have a high enough response rate to report their spring 2023 results. A strategic effort will be made to ensure all of our sub-groups are given multiple opportunities to fully participate in the survey.

Educational Excellence

Academic success, as one aspect of educational excellence, remains a “mission-critical” component of the Bellevue School District. Strong academic skills and access to rigorous coursework and programs are critical to preparing students for their post-secondary futures in college or career pathway.

Goal #1—Math: Math language routines will be implemented with fidelity in our math classes to increase our 10th grade students’ math proficiency scores by 3% across all sub-groups on the SBA in the 2023-24 school year.

Measures and Levels of Evidence

Satellite-Level Data: Smarter Balanced Assessment (SBA) 10th Grade Math Results

Smarter Balanced Math Proficiency – Grade 10*			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	73.4%	76.4%	
Asian	94.2%	97.2%	
Black	33.3%	36.3%	
Hispanic	23.5%	26.5%	
Multi-ethnic	70.4%	73.4%	
White	71.4%	74.4%	
Students w/IEPs	6.7%	9.7%	
English Learners	25.8%	28.8%	
Low Income	28.6%	31.6%	

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

Street-Level Data:

Algebra, Geometry, and Algebra II (AGA) Walkthroughs: Walkthrough observations with administrators, ITCL’s, certificated staff, and curriculum developers will be conducted for the purpose of collecting data related to Math Language Routines and the extent to which these routines are observable in AGA classes. These walkthroughs will be conducted with the use of a standard walkthrough tool, which collects data from individual classrooms to address the following questions:

- To what extent are students engaging with math language routines across all AGA math courses?
- To what extent is the use of these routines resulting in improved student performance?

Summary of Evidence

Among 10th grade students who completed the exam:

- Almost three-fourths of “All Students” demonstrated proficiency on the Math SBA.
- 33.3% of students who identify as black demonstrated proficiency on the SBA.
- 6.7% of students who are served through an IEP demonstrated proficiency on the SBA.
- 94.2% of students who identify as Asian demonstrated proficiency in Math compared to 73.4% percent of “All Students.”

Equity Challenges

- There are significant gaps in academic achievement based on race.
 - There is a gap in academic achievement based on type of services received at school.
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Goal #2—Future Ready: Increase equitable access to college credits through AP/IB course enrollment.

Measures and Levels of Evidence

Map-Level Data: Course Enrollment (AP/IB Courses)

Future-Ready: AP/IB Courses 2022-23				
	AP/IB Course Enrollments	Overall School Enrollment by Subgroup	Average Number of AP/IB Course Enrollment by Subgroup (rounded to nearest tenth)	Average Number of AP/IB Course Enrollment by Subgroup for 2024-25 Target
All Students	4,477	1621 (100%)	2.8	3.0
Asian	2,810	726 (45%)	3.9	3.9
Black	105	64 (4%)	1.6	2.1
Hispanic	336	325 (20%)	1	1.5
Multi-ethnic	323	114 (7%)	2.8	3
White	899	386 (24%)	2.3	2.5
Students w/IEPs	88	128 (8%)	0.7	1.2
English Learners	210	264 (16%)	0.8	1.3
Low Income	547	457 (28%)	1.2	1.7

Summary of Evidence

- On average, Interlake High School students enrolled in 2.8 AP/IB courses in 2022-23.
- Black and Hispanic students enrolled in fewer AP/IP classes when compared with their peers, averaging 1.6 and 1.0 courses enrolled respectively.
- Students receiving Special Education Services and those learning English enrolled in fewer AP/IB classes when compared with their peers, averaging 0.7 and 0.8 courses enrolled respectively.

Equity Challenges

- Student who identify as Black and Hispanic are disproportionately under-represented in AP/IB courses.
- Students who are Multilanguage Learners and/or served with and IEP are disproportionately under-represented in AP/IB courses.

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, students, and families 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 Staff Survey

Staff Survey – Quality Professional Development (Percentage Responding Favorably)			
Staff	Winter 2023	Winter 2024 Target	Winter 2024 Actual
Certificated Staff	40%	60%	

Street-Level Data:

Progress toward high-quality professional development will be monitored based on feedback from the Building Leadership Team (BLT) and staff surveys after each professional learning session.

Summary of Evidence

The percentage of certificated staff (40%) who responded favorably to questions about the quality of professional development is below the district average (55%). We believe that is partly due to the episodic approach of our professional development model that we have used in years past that did not provide a coherent focus for professional learning.

Equity Challenges

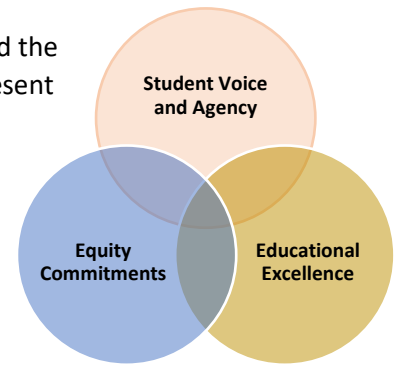
Our equity challenge is to provide meaningful, high-quality professional development that meets the differentiated needs of our staff in service of equitable learning for our diverse students.

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.

Improving Student Engagement, Voice, and Agency

All students will benefit from changes to perspective and approach for classroom instruction. Specifically, we aim to adopt the following 'Ways of Being' or 'six simple rules' by Shane Safir (see below). Classroom teachers will receive professional learning opportunities about these 'Ways of Being' during Building Professional Development meetings. These instructional moves are important in ALL classrooms; their implementation will support shifting the cognitive load to our students, creating a greater sense of ownership in the learning.



- **Talk less, smile more.**
 - Limit the duration of direct instruction to no more than 10-15 minutes at a time, pausing for information processing, and shifting the cognitive load to students.
- **Prioritize questions over answers.**
 - Create conditions for deeper learning by developing intriguing and rich questions and encouraging students to pose questions in class to motivate their learning.
- **Ritualize reflection and revision.**
 - Explicitly teach the skills of reflection and revision to students. Utilize reflection protocols at the start and end of the week. Coach students to give constructive feedback to each other.
- **Make learning public.**
 - Culminate exhibitions or performance-based assessments where students demonstrate their understanding for an audience; for example, portfolios of student work, oral defenses by students to a committee of teachers, peers, and/or community members.
- **Circle up.**
 - Restructure the physical layout of the classroom to a circle to encourage student engagement, voice, and agency. Conducting Socratic seminars, fishbowl discussions, and/or restorative circles in class.
- **Favor feedback over grades.**
 - Make time for narrative feedback and student conferencing whenever possible.

Utilizing Collaborative Practices to Build Thinking Classrooms

To increase the percentage of students meeting or exceeding proficiency standards in **math** by the end of Grade 10, our Algebra, Geometry, and Algebra 2 teachers will implement practices from Building Thinking Classrooms by Peter Liljedahl. These are best practices that focus on impacting student engagement, collaboration and productive struggle while working with challenging content. Our students will be more prepared to struggle and persist in more challenging courses, such as IB and AP, and our staff will have a model for quality instruction to be implemented in other departments.

- **'Defront' the classroom:** To induce student thinking, students' desks will be arranged such that students are facing each other. The classroom teacher delivers instruction from different locations within the classroom.
- **Students stand and work at vertical non-permanent surfaces (i.e. whiteboards):** To foster equitable participation, make thinking visible, and valuing errors as part of the learning process, students will complete their class assignments on a vertical whiteboard.
- **Form visibly random student work groups:** To shift students' mindsets, to breakdown social barriers within the classroom, and to increase collaboration and student engagement, random student groupings will be determined frequently and visibly.

Appendix 1: Student Voice and Agency Detail

SPRING 2022:

Question	All Students	Asian	Black	Hispanic	Multi-ethnic	White	MLL	F/R	IEP
Are there opportunities for you to participate in this class?	80	82	80	76	79	79	67	76	70
Does this teacher invite students' culture and experiences into the classroom?	60	59	60	55	61	64	54	59	59
How confident are you that you can complete all the work that is assigned in your class?	60	66	68	50	43	58	47	52	52
How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?	72	75	75	71	71	67	66	70	66
Overall, how much do you feel like you belong at your school?	57	62		59	51	49	62	54	60

SPRING 2023:

Question	All Students	Asian	Black	Hispanic	Multi-ethnic	White	MLL	F/R	IEP
Are there opportunities for you to participate in this class?	79	80		78	77	79	73	78	72
Does this teacher invite students' culture and experiences into the classroom?	64	64		58	65	65	57	59	58
How confident are you that you can complete all the work that is assigned in your class?	67	73		49	59	67	53	51	43
How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?	73	73		76	69	72	75	75	69
Overall, how much do you feel like you belong at your school?	60	64		59	60	52	59	54	45

School Overview

Interlake High School is proud to offer the International Baccalaureate Diploma Program designed to prepare students for a wide variety of life options, especially success in college. In addition to IB courses, students can choose Advanced Placement and Career and Technical Education (CTE) coursework to match their college and career plans. Beginning in 9th grade, we strive to prepare all students for their future success in college, career and life.

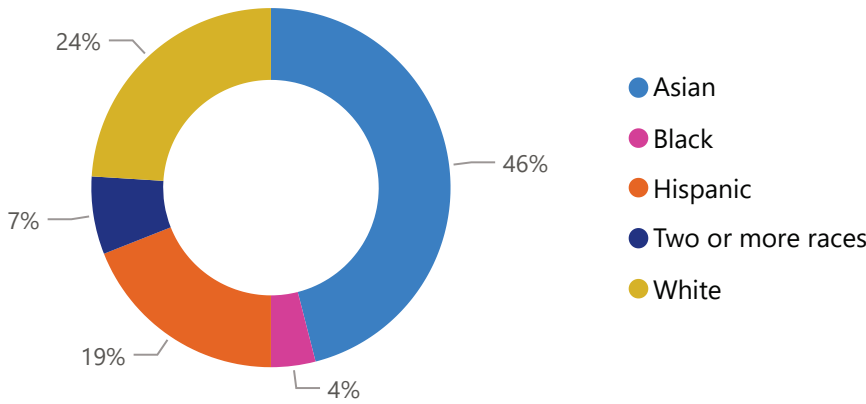
16245 NE 24th St
Bellevue, WA 98008

<http://www.bsd405.org/interlake>
425-456-7200
Bret Cochrun

Programs Offered

International Baccalaureate; Advanced Learning; Pacific (special education); Evergreen Transition Program (special education)

Racial Diversity



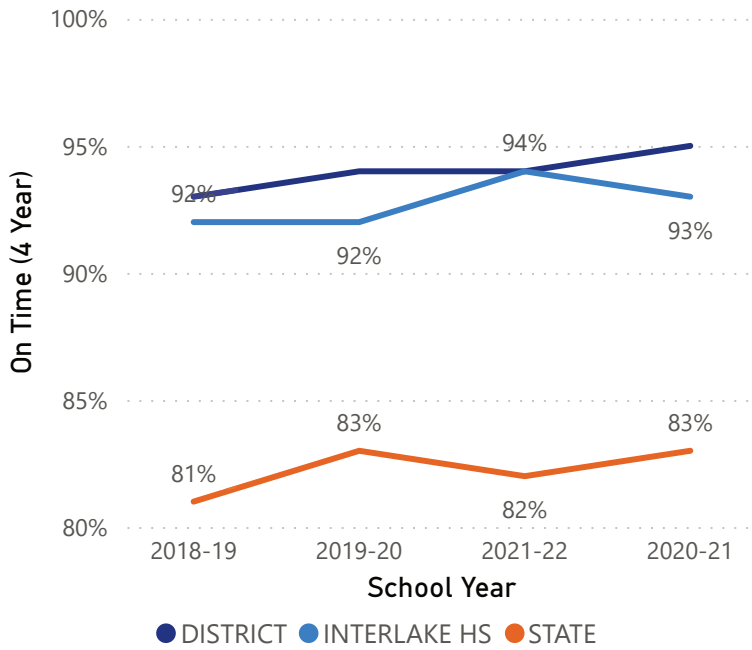
School & Student Characteristics ¹

	Interlake High School	District HS Average ²
Enrollment (10/3/2022)	1494	1479
Average Attendance Rate	87%	88%
Eligible for Free/Reduced Price Meals	26%	21%
Receiving Special Education Services	8%	8%
English Language Learners	15%	11%
First Language Other Than English	47%	40%
Mobility Rate ³	13%	11%

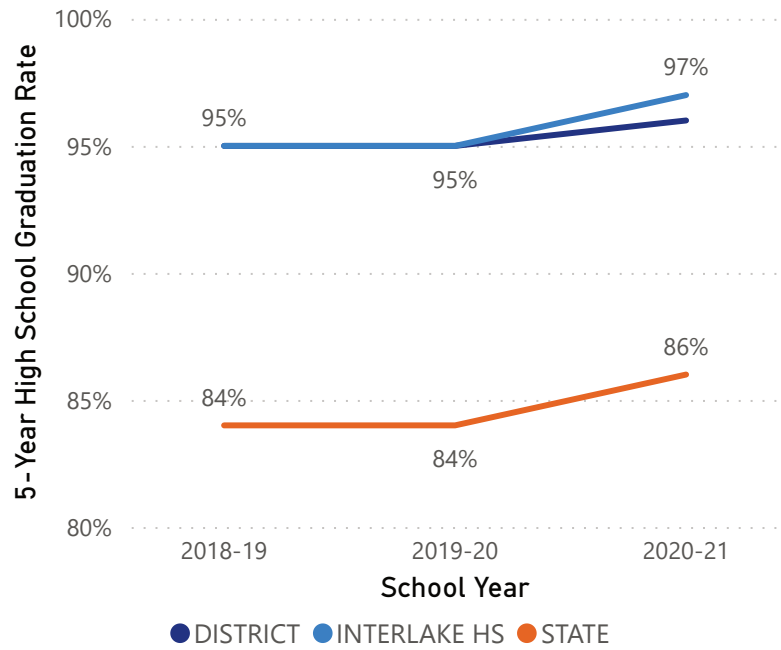
College and Career Readiness

On Time Graduation

On Time (4 year) Graduation Rate

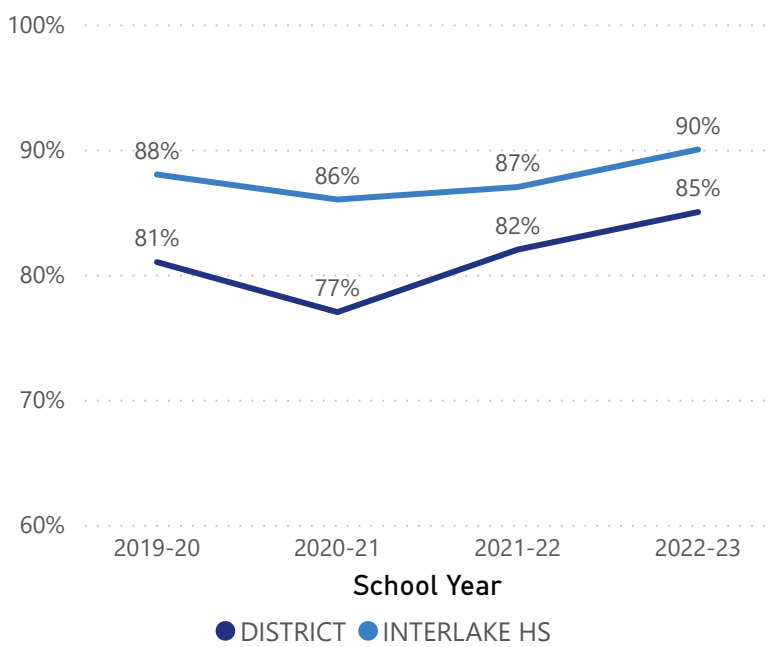


5 year Graduation Rate

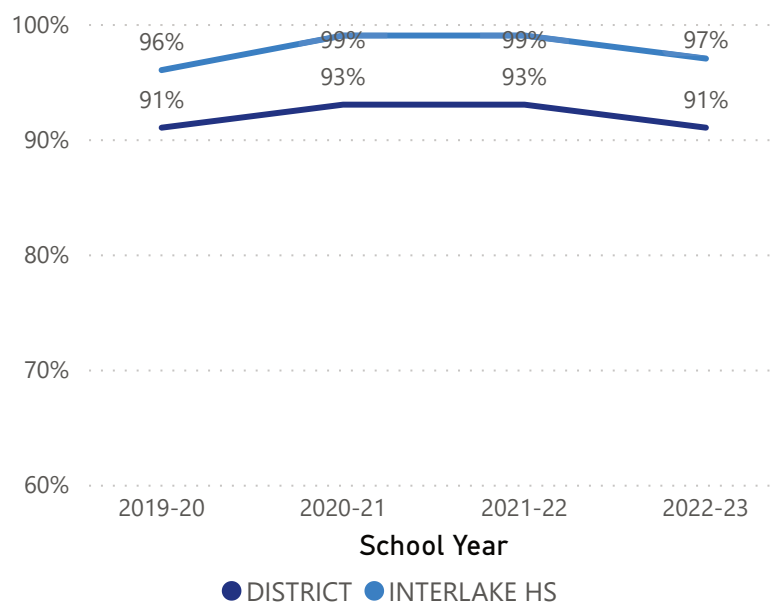


AP & IB

AP Exam Pass Rate



Students with at least one AP/IB Course by Graduation



AP & IB

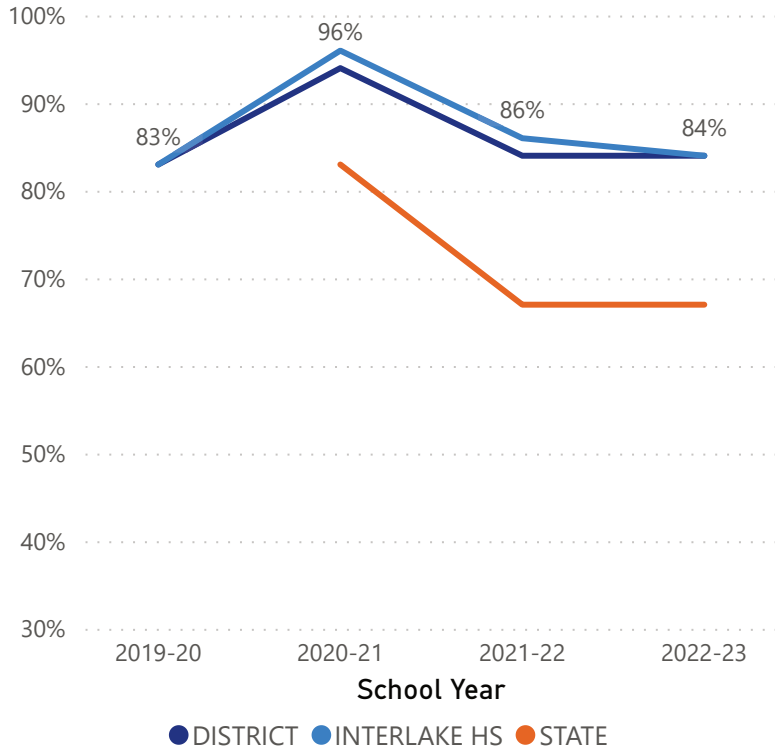
School Name	DISTRICT				INTERLAKE HS			
	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23
AP Exam Pass Rate	81%	77%	82%	85%	88%	86%	87%	90%
Students Taking At Least One AP/IB Course by the Time They Graduate	91%	93%	93%	91%	96%	99%	99%	97%
Average Number of AP and IB Credits Earned by Graduates	6.9	7.4	7.4	7.4	10.0	10.2	11.1	11.4

SAT & ACT

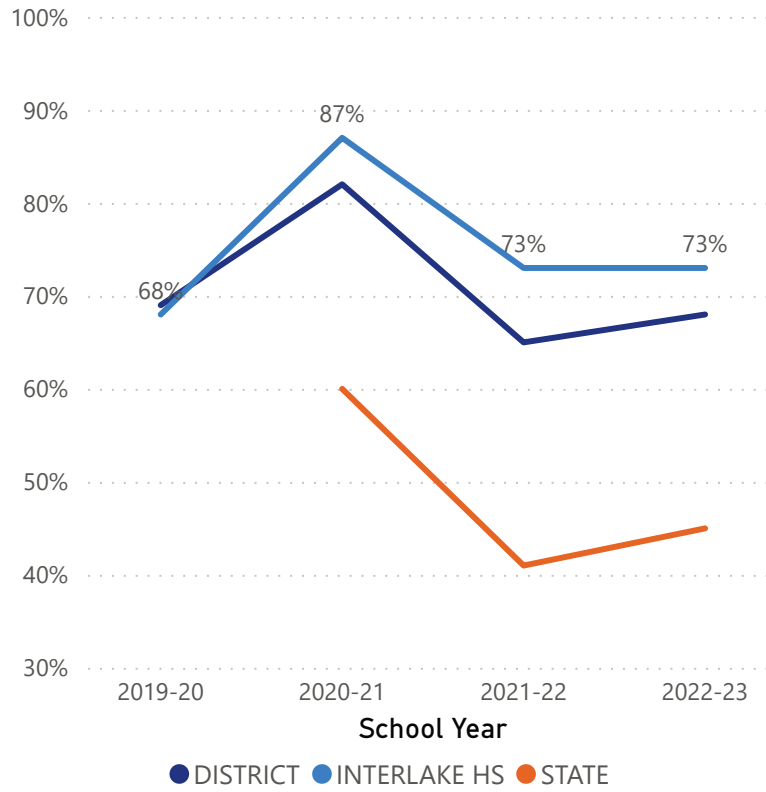
School Name	DISTRICT				INTERLAKE HS				STATE		
	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22
Average SAT Composite Score	1271	1358	1263	1213	1269	1424	1323	1320	1073	1072	
Average ACT Composite Score	27.8	29.5	29.4	30.2	29	31.6	31.9	31.4	22.9	23.6	22.9

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.