

International Community School

School Improvement Plan

Annual Update: 2024-25

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

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.*

2024-25 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 2025 Grade 10 SBA Math assessment
2	Humanities	7, 8, 10	All students in grades 7, 8, and 10 will meet or exceed standard as measured by the 2025 SBA ELA assessments.
3	Social & Emotional	All students 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 2025 Panorama Survey and the Fall ICS Needs Assessment.

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			
Focus Grade Level(s) and/or Student Group(s)	7, 8, 10		
Desired Outcome	All students in grades 7, 8, and 10 will meet or exceed standard as measured by the 2024 SBA ELA assessments.		
Alignment with District Strategic Initiatives	MTSS		
Data and Rationale Supporting Focus Area	96% of 2023 7th and 8th graders were proficient on the SBA and 92% of sophomores were proficient.		
Strategy to Address Priority	Dept	Action	Measure of Fidelity of Implementation
	Hum	7-8 Regular short readings with deep-dive discussion and written responses (CDCM focus) and continuous focus on selecting evidence to support points about a text (discussion, writing to think, formal writing assessments)	All Hum classes will participate in at least four opportunities to discuss and write CDCM paragraphs or write literary analysis and persuasive essays
	Hum	Guided peer revision process	Three opportunities for students to participate in peer revision
	Hum	Individualized feedback on writing & opportunities to rewrite	Use written comments and/or rubrics to give specific feedback on summative writing; offer of conferencing writing (Phoenix Time/office hours)
	IS	Reading for identification of claims, evidence, and commentary within sources.	Each grade level will give a summative assessment which explicitly measures these skills.
Span	Frequent in-class reading aloud with SIOP strategies. Teacher models proper pronunciation	Student reading aloud corrected for pronunciation by teacher	

		and prosody. Transitions from volunteer to obligatory readers. Leveled texts read multiple times with comprehension questions.	asking kid to repeat. A decrease shown in number of times kid is asked to stop and repeat with concomitant increase in comprehension scores.
	St Serv	Academic core curriculum on time management, organization, test preparation. Quarterly check-ins with students on D/N list. Collaboration with teachers on students' progress.	Pre and post surveys after academic core curriculum. Monitoring and tracking D/N list for improvement.
Timeline for Focus	Spring, 2025 - Choose an item., Choose an item.		
Method(s) to Monitor Progress	SBA Data		

Priority #2

Priority Area	Mathematics		
Focus Area	Special Services		
Focus Grade Level(s) and/or Student Group(s)	Students in Grade 10 receiving special services (Sped & 504)		
Desired Outcome	Eighty percent of grade 10 students receiving special services will meet or exceed standard as measured by the 2025 Grade 10 SBA Math assessment.		
Alignment with District Strategic Initiatives	MTSS		
Data and Rationale Supporting Focus Area	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		
Strategy to Address Priority	Dept	Action	Measure of Fidelity of Implementation
	Art/Music	Special supportive attention will be paid to guiding the use of relevant mathematics concepts (such as measurement or timing) that are connected with what they are learning in art/music for students in Grade 10 who are receiving Special Services.	Students will demonstrate better understanding of those connected concepts at the end of the unit of instruction than they prior to that unit of instruction.
	Math	Building Background: Support students' ability to jump from topic to topic and see the interconnectedness of mathematics strands	Initiate weekly check-ins (warmups, exit tickets) for all students to foster these mathematical connections; increase frequency as needed
	Science	Relate mathematical concepts to science applications (APES, Chem) - includes data calculations (diversity index, growth rates, chemical equations, stoichiometry, limiting reagent) and reasoning about math applications to real world science data and situations	Check-ins with students on progress applying mathematical skills and analyses to science-based situations; also includes review of appropriate applications and extension to real-world situations
Timeline for Focus	Winter, 2024 - Spring, 2025		
Method(s) to Monitor Progress	SBA data		

Priority #3

Priority Area	Social and Emotional		
Focus Area	Building Staff/Student Connections		
Focus Grade Level(s) and/or Student Group(s)	All students 6-12		
Desired Outcome	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.		
Alignment with District Strategic Initiatives	Inclusion		
Data and Rationale Supporting Focus Area	<p>Panorama:</p> <ul style="list-style-type: none"> • 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>ICS Needs Assessment:</p> <p>I feel comfortable talking to an adult on campus about personal concerns.</p> <ul style="list-style-type: none"> • HS-47.1% strongly agree/agree • MS-49.3% strongly agree/agree 		
Strategy to Address Priority	Department	Action(s)	Measure of Fidelity of Implementation
	Art/Music	<ul style="list-style-type: none"> • Participate and lead activities for homeroom • Participate and lead groups for focus week • Continue to use measurement (relevant math concepts) in appropriate assignments 	share relevant information between grade levels as student's transition
	Humanities	<ul style="list-style-type: none"> • Work with students in extra-curricular clubs • Participate and lead activities for ICS camp • Participate and lead activities for homeroom • Participate and lead groups for focus week • Introductory Letters with personal responses (and sometimes follow-up) 	Utilize surveys and share results with students and staff
	International Studies	<ul style="list-style-type: none"> • Gather student feedback about instructional choices and their assessment experiences 	Share this feedback with the class and implement changes; also, share the feedback between grade levels as student's transition

	Math	<ul style="list-style-type: none"> Dedicate classroom time for individual student conferences, go over work and increase general connections. 	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
	Span/Health	<ul style="list-style-type: none"> Recognition of Student Athletes – Posting photos and celebratory posters of our students. Purposeful greeting of kids at classroom door in a personal not generic, way as in check in. Encouraging to communicate questions to teachers. <p>Phone calls to check in with students' families.</p>	<ul style="list-style-type: none"> Seeing more student athletic celebrations in halls. Students reporting more positive connections on next Panorama. Teachers have countable increase in student initiated emails. Parents respond more positively on their surveys re teacher care and concern.
	St Serv	<ul style="list-style-type: none"> Gather student qualitative and quantitative data to provide staff with progress updates 	Panorama, needs assessments, senior survey, classroom SEL lessons around connections
	Science	<ul style="list-style-type: none"> Call students by name After camp, check in with students about club activity and getting to know their advisors Gather information from families about the students to get to know more about them/connect Paying attention to personal details shared, taking interest in students and their activities outside of school (check-ins) Intentionally connecting with students who are quiet or don't openly share 	Panorama, needs assessment, monitoring how much students are approaching us (personal/social, academic)
Timeline for Focus	Fall, 2024 - Spring, 2025		
Method(s) to Monitor Progress	Panorama data		

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
	Work with PTSA board to establish goal #3	October 2024
	Focus groups with students to identify ways to improve staff/student connections	April/May 2024
	Work with students to identify high leverage staff/student connection practices	Fall 2024
Strategy to Inform Students, Families, Parents and Community	Action	Timeline
	Share SIP goals with community via principal’s update	January 2025

² LWSD’s policy is found at: <https://go.boarddocs.com/wa/lwsd/Board.nsf/goto?open&id=BSCTAP76757A>

Members of the SIP	Update students through Homeroom	Spring 2025