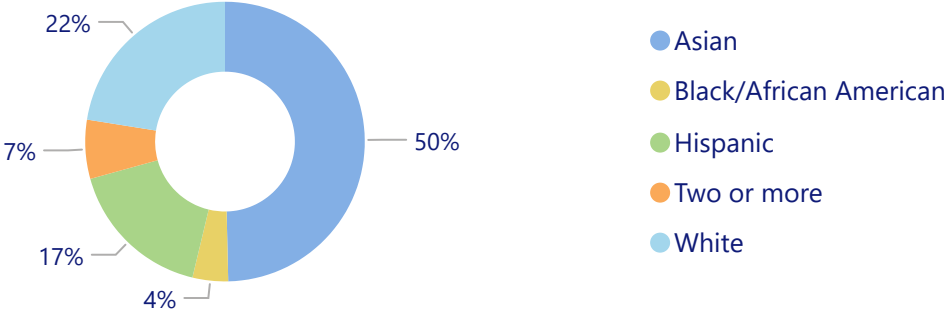


Interlake High School

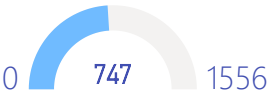
Racial Diversity



Enrollment: 9-12

1556

First Language Other Than English



Eligible for Free/Reduced Price Meals



English Language Learners

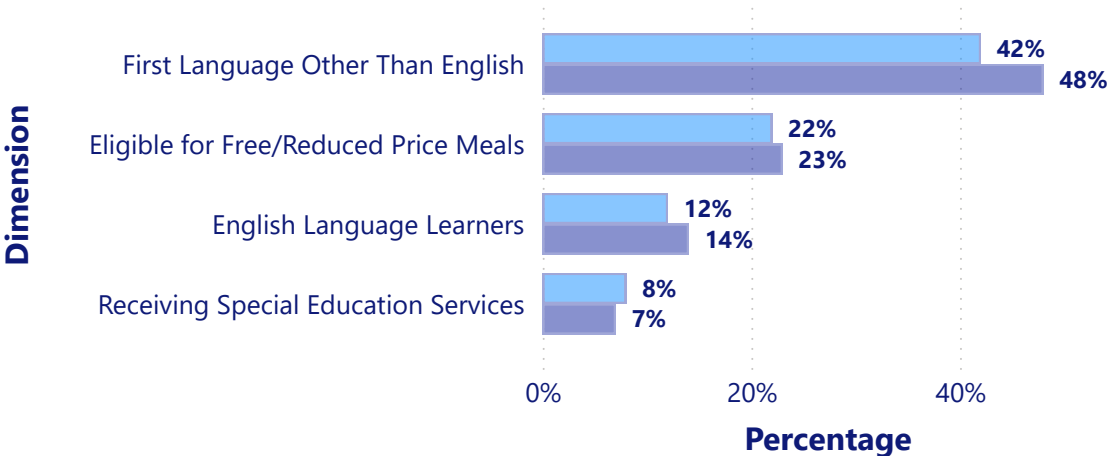


Receiving Special Education Services



School vs. District Student Metrics

District High School Average Interlake High School



Interlake High School

School Improvement Plan 2024-25

Belong · **Learn** · **Lead**



School Overview

Interlake is one of four comprehensive high schools in the Bellevue School District. The school district serves around 19,400 students across grades K-12. Interlake serves 1,556 students that represent economic, cultural, and linguistic diversity, including 58 home languages spoken other than English.

The International Baccalaureate program is a cornerstone of Interlake. Each year, approximately 350 students are in the 2-year diploma program that requires rigorous academic coursework, an extended essay, and a community service project. In addition, the Advanced Learning program, serving 619 students, receives unique cohorted programming that culminates with an internship in the senior year. This academic excellence is showcased by Interlake having the most National Merit Semifinalists in the state of Washington for the previous four years.

Interlake's school improvement plan is aligned to the Bellevue School District's Strategic Plan, which focuses on three priorities: We Belong, We Learn, We Lead. Each priority represents a commitment to fostering an inclusive, vibrant community where connections thrive, learning is dynamic and engaging, and leadership is shared and celebrated.



School Improvement Plan Priorities

Belong · Learn · Lead

School Improvement Plan Priorities

Our School Improvement Plan is aligned with the 2024-2029 Bellevue School District Strategic Plan and Sustainability Plan with a particular focus on student learning and engagement. Human-centered systems and collective leadership are foundational to our efforts to improve students' learning experiences.

Bellevue School District **Strategic Plan** Priorities:

Cultivating Student Engagement and Learning

We've ignited a passion for learning by putting student voice and agency at the heart of everything we do. With active, engaging learning experiences in every classroom, students are prepared to navigate and lead in the complex and ever-changing world.

Building Human-Centered Systems and Relationships

We envision a school and district community where every student, staff, and family member experience a genuine sense of belonging. Our beloved community is thriving when the richness of diversity here is honored, valued, and integral to our learning. Together, we foster a more inclusive and connected environment.

Strengthening Collective Leadership for People and Planet

Together, we lead with inclusivity and equity! By aligning through shared principles and vision, we're ensuring coherence and collective ownership of our goals. Students, staff, and families co-create innovative solutions and implement sustainable plans for the future. We inspire each other to collectively lead the way for people and the planet.





Student Engagement and Learning

Belong · Learn · Lead



Learning is joyful, innovative, and built upon student strengths. Passion for learning is ignited by placing student voice and agency at the heart of teaching and learning. With active, engaging, and culturally sustaining learning experiences, students learn to navigate and lead in the complex and ever-changing world.

Priority: Provide engaging, relevant learning experiences that center on student voice and agency

CURRENT LANDSCAPE

Satellite-Level Data



Our satellite data highlights substantial gaps in both attendance and academic performance, particularly for Hispanic and Multilingual Learner (ML) students. Attendance rates, defined by students attending more than 90% of school days, have notably declined among Hispanic students, dropping from 37% in 2018-2019 to 26% in 2023-2024, which is now the lowest attendance rate among all subgroups. Similarly, MLL students' attendance slightly decreased from 38% to 36% over the same period.

Academic performance data further underscores these disparities. Hispanic 10th graders meeting or exceeding English Language Arts (ELA) standards fell from 56% in 2019 to 38% in 2024, while their math proficiency also declined from 23% to 13%. Although MLL students improved in ELA proficiency, rising from 17% to 26%, math scores declined, with proficiency rates dropping from 26% in 2019 to 15% in 2024. These trends reveal pressing equity challenges, indicating a need for targeted support to improve attendance and academic outcomes for underrepresented student groups.

Map-Level Data



The spring 2024 Panorama survey reveals that 69% of our students responded positively on the Student Voice and Index measure. Among highlighted subgroups, 65% of Hispanic students and 64% of Multilingual Learners reported feeling empowered to influence their school experience. These figures are close to the overall school average, indicating a generally equitable perception of voice across student demographics. Among the eight subgroups measured, there is consistency in perceived voice and agency, suggesting that efforts to foster inclusivity are



resonating across diverse student groups. While there is slight variation among subgroups, the narrow range suggests we have cultivated a balanced environment in terms of student voice and engagement. Maintaining this consistency and further enhancing agency, especially for underrepresented groups, will strengthen our inclusivity and empowerment efforts.

Street-Level Data



In the 2023-2024 school year, the Racial Equity and Inclusion team held five meetings with a diverse student group composed of largely underrepresented and often marginalized student groups. During these listening sessions, students reported not feeling connected to some of their classes, teachers, and peers. For some students, this impacted their attendance in those particular courses and periods. Students also provided strategies for teachers that would create a more inclusive and welcoming environment. This included, but was not limited to, teachers knowing student's backgrounds and stories, having teachers share personal stories and details about their life (personal over private), heterogeneous seating charts, and consistent accountability.

Student Engagement and Learning Equity Imperative

We believe that it is imperative for all students at Interlake High School to benefit from high level, authentically-engaging learning experiences. We commit to ensuring that all Hispanic MLL students, who have been served in the Bellevue School District since 6th grade, consistently demonstrate an increase in participation and engagement in the service of strengthening their sense of belonging and academic achievement in a reciprocal relationship. To this end, we will identify a cohort of 30 students who meet this criterion. Historically, students under this criterion have experienced disproportionate rates of chronic absenteeism, tardiness, and credit deficiency.



Key Improvement Strategies

To address our equity imperative, we will leverage the Danielson *Framework for Teaching* to cultivate respectful, affirming environments, foster a culture of learning, support positive behavior, and actively engage students in learning. During each monthly Building Professional Development (BPD) session, departments at Interlake will collaboratively design and deliver a 30-minute lesson focused on strategies that align with Framework Teaching Domains. The goal is to equip teachers with practical, actionable approaches to cultivate positive classroom environments and foster student engagement.

Cultivating Respectful, Affirming Environments (Danielson 2a)

We will create respectful, affirming environments by providing teachers with training in culturally responsive teaching. This will help educators incorporate diverse backgrounds and experiences into the classroom. Teachers and students will collaborate to set clear, inclusive classroom norms that foster mutual respect. By celebrating students' identities and encouraging open communication, we aim to build a sense of belonging, safety, and empowerment. This approach enhances both social-emotional well-being and academic engagement by creating a space where all students feel valued and respected.

Fostering a Culture of Learning (Danielson 2b)

We will foster a culture of learning by promoting a growth mindset and setting high academic expectations for all students. Teachers will emphasize effort, resilience, and progress, helping students view challenges as opportunities. Instruction will be differentiated to meet diverse needs, and formative assessments will provide feedback to guide learning. Collaborative activities will encourage students to take ownership of their education, building their confidence and a sense of responsibility. This approach ensures that every student feels motivated and supported in achieving their full potential.



Supporting Positive Behavior (Danielson 2d)

We will implement restorative practices to support positive behavior and address conflicts constructively. Restorative practices will help students resolve issues, express feelings, and repair relationships. Teachers and staff will receive training on restorative methods to ensure consistency in managing behavior. Data tracking will monitor disciplinary actions to prevent disproportionality. Positive behavior will be reinforced through acknowledgment, fostering a school culture focused on empathy, accountability, and community, rather than punitive measures.

Actively Engaging Students in Learning (Danielson 3c)

To engage students, we will prioritize active learning through group projects, discussions, and hands-on activities. Lessons will be connected to real-world issues and students’ interests to make learning more meaningful and relevant. Technology will be used to personalize learning, allowing students to progress at their own pace. This approach encourages collaboration and critical thinking, empowering students to take an active role in their education.

Monitoring and Measuring Success

MONITORING SUCCESS	
<div><p>Satellite-Level Data</p><p>To monitor progress toward addressing our equity imperative, we will use satellite-level data, which includes key attendance and academic metrics, to assess the effectiveness of its improvement strategies:</p><ul style="list-style-type: none">• Attendance Rates: Attendance will be monitored closely to identify patterns and target interventions for improving student engagement and achievement.• Chronic Absenteeism: The 24.63% chronic absenteeism rate will be tracked to assess and reduce absences, improving student engagement and performance.• Chronic Tardiness: Chronic tardiness will be monitored to identify engagement issues, ensuring students have full access to instruction and participation.• Academic Performance (Ds and Fs): The percentage of students with 2+ Ds or Fs will be tracked to identify and support at-risk students for academic success.</div>	
<div><p>Map-Level Data</p><p>The Panorama Student Survey will be used as map-level data to monitor progress toward the equity imperative by providing valuable insights into students' perceptions of their ability to influence their school experience. The survey’s Student Voice and Agency Index indicates that</p></div>	

69% of students report feeling empowered, with only slight variations among subgroups, such as 65% of Hispanic students and 64% of Multilingual Learners.

By tracking these results over time, we can assess the effectiveness of our improvement strategies in fostering a culture of learning and engagement. Monitoring these responses will help identify whether specific subgroups, particularly underrepresented students, feel increasingly empowered and involved. While the consistency across subgroups in perceived voice and agency is promising, we aim to maintain and further enhance these perceptions.

Street-Level Data

The following indicators will be used as street data to monitor progress toward the equity imperative by assessing how they contribute to an inclusive, supportive, and engaging environment for students and staff. These strategies are directly related to fostering a sense of belonging, agency, and respect for diverse identities:

- Greet Students at the Door: Welcomes all students, fostering positive relationships and school climate through consistent, engaging greetings.
- Learn Student's Names by End of Week 1: Builds respect and connection by learning students' names to promote belonging and individualized attention.
- Share Personal Stories: Fosters relationship-building and vulnerability, encouraging open communication between students and teachers.
- Integrated Seating Charts: Ensures equitable classroom interactions by thoughtfully grouping students to promote collaboration and inclusion.
- Cell Phone Accountability (Pocket Charts): Reduces distractions and promotes focus by holding students accountable for their cell phones during class.
- Building Deeper Connections through Personal Stories: Strengthens staff-student relationships by encouraging vulnerability and connection through shared personal stories in PD.
- Creating Space and Time for Staff-Wide Games and Activities: Promotes team-building and collaboration through staff games, fostering a positive, inclusive school culture.

By consistently monitoring these strategies and collecting qualitative and quantitative data (such as surveys, feedback, and observational assessments), we can track the effectiveness of our improvement strategies.





Priority: Engage students and stakeholders in the design and implementation of an environmental sustainability plan.

Goal: The Interlake Horticulture program will supply BSD schools with produce, beginning with lettuce, by using Flex Farms (vertical hydroponic units).

Scalability:

1-2 Year Goal: During the 24/25 and 25/26 school year, Interlake students will grow and supply enough lettuce so that no lettuce needs to be outsourced for Interlake's nutritional needs. During the 2024-2025 school year, lettuce will be produced for the Interlake kitchen. During the 2025-2026 school year, Interlake students will supply lettuce for the Interlake kitchen and the Sherwood Forest kitchen.

3+ Year Goal: During the 2026-2027 school year and beyond, Interlake students will continue to grow and supply the Interlake and Sherwood Forest kitchens with lettuce and expand into additional vegetables. The Interlake students will produce enough produce so no lettuce needs to be outsourced for Bellevue School District kitchens.

Actions:

Background & Context:

The Interlake Horticulture program currently owns and operates five hydroponic units that are currently, and exclusively, growing lettuce. The units were purchased from Fork Farms, a supplier from Wisconsin, which provides a support team and integrated software.

Students maintain the Flex Farms end-to-end process: from seeding to harvesting. Students enrolled in Environmental Sustainability, a yearlong course, will have the primary responsibility of maintaining the units and produce, though students enrolled in other courses and clubs will provide assistance.

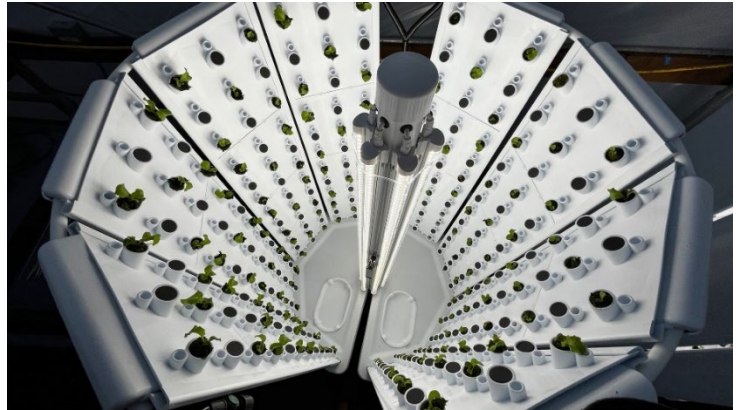
Monitoring and Measuring Success:

Measuring success will include but not be limited to:

- Each Flex Farm has 288 plant spaces. Optimal growing conditions indicate that 160 spaces be utilized for the production of lettuce. Ideal conditions allow for a head of lettuce to be harvested every 42 days. Three of twelve units are planted each week resulting in the opportunity for 480 heads of lettuce each week. If the program can continuously yield lettuce at this scale in each of the 12 Flex Farms, it will be enough to supply Interlake's food service needs. (1-2 year goal).



- Interlake and BSD would like to partner with Microsoft to build a climate-controlled building, also known as a controlled environment agriculture (CEA) facility – structures that use technology to create optimal growing conditions for vertical farms. Should this structure be constructed Interlake would move to a Flex Acre system with 46 units resulting in the capacity to produce over 2000 heads of lettuce a week. Then, Interlake could exponentially expand its yields and crop varieties to sustain enough produce for all schools in the Bellevue School District (3- year goal).



A Note About Data

A variety of data sources are utilized to measure learning and success on goals. District leaders have worked with renowned educator, consultant, and author Shane Safir, on various sources for measuring learning and educational goals. In her work on educational equity and data-informed decision making, the terms "Street data," "Satellite data," and "Map data" refer to different types of information that provide varying perspectives on student learning and school improvement.

Street Data

"Street data" refers to qualitative, ground-level information that is gathered from direct interactions with students, families, and educators. This type of data is rich in context and personal experiences, often collected through empathy interviews, focus groups, observations, and other narrative methods. Street data captures the lived experiences, voices, and stories of those within the school community, offering deep insights into the nuances of school culture, student engagement, and individual learning journeys. It emphasizes the importance of understanding the human side of education and using this understanding to drive meaningful change.

Satellite Data

"Satellite data" represents quantitative, high-level information that provides a broad overview of school or district performance. This type of data includes standardized test scores, graduation rates, attendance figures, and other traditional metrics commonly used to assess academic achievement and operational efficiency. Satellite data offers a macro perspective, allowing educators and policymakers to identify trends, compare performance across different schools or districts, and make data-driven decisions at a systemic level. However, it often lacks the contextual depth needed to understand the underlying causes of these trends.

Map Data

"Map data" bridges the gap between street data and satellite data by providing a middle layer of information that combines both qualitative and quantitative elements. This type of data includes school climate surveys, formative assessments, student work samples, and other tools that offer a more detailed and contextualized view of student learning and school environments. Map data helps educators and leaders to connect the broad patterns observed in satellite data with the specific insights gained from street data, facilitating a more holistic and nuanced approach to school improvement and student support.

By integrating street data, satellite data, and map data, educators can develop a comprehensive understanding of their schools and communities, leading to more effective and equitable educational practices.



Satellite Data: Student Well-Being

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Student Well-Being

	Student Voice & Agency Index (Secondary)	
Student Groups	Spring 2024	Spring 2025
All Students	69%	
Asian	70%	
Black/African American	69%	
Hispanic	65%	
Multi-ethnic	68%	
Native American	*	
Pacific Islander	*	
White	67%	
Students with Disabilities	61%	
English Learners	64%	
Low Income	64%	



Satellite Data: Literacy and Math

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The Smarter Balanced Assessment (SBA) is a state-required test used to measure students' proficiency in English Language Arts (ELA) and mathematics. The SBA assesses critical thinking, problem-solving, and analytical skills aligned with the Common Core State Standards and is one measure of college and career readiness.

Grade 10: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 10	80%	88%	83%	83%	
Asian	88%	98%	94%	94%	
Black	44%	73%	50%	75%	
Hispanic	56%	59%	42%	38%	
Multi-Ethnic	83%	88%	92%	94%	
Native American	*	n/a	n/a	n/a	
Pacific Islander	n/a	*	n/a	*	
White	85%	89%	91%	89%	
Low Income	49%	62%	48%	52%	
English Learners	17%	29%	19%	26%	
Students with Disabilities	23%	31%	29%	33%	



Grade 10: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 10	66%	73%	72%	68%	
Asian	85%	92%	92%	89%	
Black	28%	*	33%	29%	
Hispanic	23%	29%	23%	13%	
Multi-Ethnic	71%	72%	73%	84%	
Native American	*	n/a	n/a	n/a	
Pacific Islander	n/a	*	n/a	*	
White	68%	64%	70%	60%	
Low Income	23%	30%	29%	14%	
English Learners	26%	10%	22%	15%	
Students with Disabilities	11%	19%	7%	6%	



Satellite Data: Future Ready

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Preparing high school students to be "future ready" means encouraging them to take rigorous coursework that challenges and inspires them. Engaging in advanced classes not only deepens their knowledge but also hones critical thinking, problem-solving, and time-management skills, which are essential for college and career success.

Advanced Placement (AP) and International Baccalaureate (IB)

Graduates Passing AP/IB Courses			
Student Groups	2023	2024	2025
All	97%	97%	
Asian	99%	98%	
Black	100%	100%	
Hispanic	90%	92%	
Multi-Ethnic	97%	100%	
Native American	n/a	n/a	
Pacific Islander	*	*	
White	96%	96%	
Low Income	92%	94%	
English Learners	81%	90%	
Students with Disabilities	78%	92%	

Industry Recognized Certifications (IRC)

Courses: Automotive Technology, Building Industry Technology, Cisco CCNA, Culinary Arts, Health Sciences, Welding/Design/Fabrication							
Student Groups	Grade 9-12 Demographics 2024-25	% of Total Enrollment in These Courses		% Students Taking an IRC		% Pass Rate of Students Taking an IRC	
		2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
All Students	100%	100%		93%		93%	
Asian	50%	26%		*		*	
Black	4%	4%		*		*	
Hispanic	16%	26%		*		*	
Multi-ethnic	7%	7%		*		*	
Native American	0%	0%		n/a		n/a	
Pacific Islander	.3%	0%		n/a		n/a	
White	23%	37%		100%		100%	
English Learners	14%	15%		*		*	
Students with Disabilities	7%	7%		*		*	
Low Income	24%	30%		*		*	
Female	47%	26%		*		*	
Male	52%	74%		91%		91%	
Non-binary	.5%	0%		n/a		n/a	

College in the High School (CiHS) Dual Credit Coursework

College-in-the-High-School (CiHS) Dual Credit Course Enrollments Grade 9-12							
Student Groups	2023-24 Grade 9-12 Demographics		# CiHS Course Enrollments 2023-24 #	CiHS Subgroup % of Course Enrollments 2023-24	2024-25 Grade 9-12 Demographics		CiHS Subgroup % of Course Enrollments 2024-25
	2023-24	100%			2024-25	100%	
All Students	1,666	100%	726	100%			
Asian	789	47%	280	39%			
Black	71	4%	44	6%			
Hispanic	315	19%	152	21%			
Multi-ethnic	117	7%	49	7%			
Native American	0	0%	0	0%			
Pacific Islander	5	.3%	2	0%			
White	369	22%	199	27%			
Students with Disabilities	131	8%	42	6%			
English Learners	264	16%	131	18%			
Low Income	439	26%	231	32%			

*Example: Approx. 41% of Gr 9-12 students were Asian. 49% of CiHS course enrollments were Asian students.

Running Start Enrollment

Student Groups	Grade 11-12 Demographics 2023-24	Running Start Subgroup # 2023-24	Running Start Subgroup % 2023-24	Grade 11-12 Demographics 2024-25	Running Start Subgroup # 2024-25	Running Start Subgroup % 2024-25
Asian	45%	53	41%			
Black	5%	8	6%			
Hispanic	18%	10	8%			
Multi-ethnic	8%	11	8%			
Native American	0%	n/a	n/a			
Pacific Islander	.1%	0	0%			

White	24%	49	37%			
Students with Disabilities	8%	1	.8%			
English Learners	14%	7	5%			
Low Income	27%	31	24%			

Seal of Biliteracy Earned

Student Groups	2023 Graduates Earning Seal %	2024 Graduates Earning Seal %	2025 Graduate Demographic	2025 Graduates Earning Seal %
All students	53%	54%		
Asian	79%	73%		
Black	20%	7%		
Hispanic	20%	31%		
Multi-ethnic	34%	59%		
Native American	n/a	n/a		
Pacific Islander	*	*		
White	34%	37%		
Students with Disabilities	0%	5%		
English Learners	18%	30%		
Low Income	27%	18%		

Satellite Data: Attendance **Belong · Learn · Lead**

Regular school attendance is essential for high school students' success and future opportunities. Consistent attendance is linked to better academic performance, higher graduation rates, and greater career prospects, making it a critical component of a successful high school experience.

Attendance- % of Students Attending School Regularly (at school 90% of the time)

Student Groups	18-19 School Year (pre-pandemic)	23-24 School Year	2024-25 School Year
All students	62%	62%	
Asian	69%	77%	
Black	57%	42%	
Hispanic	37%	26%	
Multi-ethnic	71%	69%	
Native American	*	n/a	
Pacific Islander	*	*	
White	66%	63%	
Students with Disabilities	48%	45%	
English Learners	38%	36%	
Low Income	42%	35%	