International Community School

School Improvement Plan

Annual Update: 2025-26

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.

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	7-10	The number of students achieving proficiency in use of evidence and reasoning to support a claim will increase by 10% based on classroom assessments from the beginning of the year to the end of the year.
2	Mathematics	7-9	The number of students achieving proficiency in the math standards attending precision and perseverance will increase by 10% based on classroom assessments from the beginning of the year to the end of the year.
3	Social Emotional Learning	6-12	Students will indicate they feel connected to an adult at school as measured by an average of 70% positive responses to questions related to teacher-student relationships on the Spring 2026 Panorama Survey. Reduce the number of "not favorable" (scores of 1 and 2) by 50% related to the questions that compile the overall teacher-student relationship scores.

[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	**Literacy**	
Focus Grade Level(s) and/or Student Group(s)	Grades 7-10	
Focus Area	Using effective evidence and reasoning to support a claim/thesis	
Desired Outcome	The number of students achieving proficiency in use of evidence and reasoning to support a claim will increase by 10% based on classroom assessments from the beginning of the year to the end of the year.	
Current Data Supporting Focus Area	Humanities teachers will collect evidence (to determine baseline percentage of proficiency) from classroom assessments given during first quarter.	
Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	Science: teaching claim-evidence-reasoning and assessing it.	Middle school science students are learning how to write claims and design investigations that provide evidence they use to evaluate their claims (evidence is collected and analyzed to determine if it supports their claim). High school students are extending CER skills by focusing on reasoning around claims and evidence, incorporating more complex scientific laws and principles to illustrate how evidence does or does not support a claim.
	International Studies: emphasize research products that gather evidence and provide reasoning to make your point.	The IS department consistently uses project-based learning and assessment of research skills scaffolded in formative work. These final products are then evaluated on student ability to separate evidence from reasoning through the use of citations or credit.
	Art/Music: instruct on the use of specific details in analysis to communicate interpretations of visual art or music.	The Art Department supports ELA goals by integrating literacy into visual projects, encouraging students to articulate artistic choices through written reflections and critiques. Students practice reading, writing, and verbal communication skills as they analyze artworks and connect them to broader cultural and historical contexts.

	Math: Using Proofs to increase use of evidence and reasoning skills	The math department will show students how proofs are similar to making a claim, giving evidence and explaining why the evidence proves the claim. Use terms like "reasoning" for proof and "claim" for answer.
	Humanities: teaching CDCM essay format, asking students to provide text evidence during discussion to support their points and explain why the evidence supports the point they made, student evaluation of model papers.	Students are introduced to CDCM in 7th grade, a method that teaches them to balance fact and quote from the text along with commentary. The format is reviewed and practiced in 8th grade and again in 9th grade, where they learn strategies to depart from the rigid structure. Students write several CDCM paragraphs in 7th and 8th grades, along with longer essays in 8th and 9th grades. This process is used along with peer revision and an examination of model papers.
	Spanish: encourage elaboration or giving examples on simple sentence as "reasoning." Or, use terms like "claim," "evidence," and "reasoning" when applicable.	Circling back at the end of every quarter to do a written, "exit ticket" style check-in (hojita de salida) which kids are asked to briefly discuss a claim (tesis o teoría) that was discussed in a class and the evidence (evidencia) that they have learnt for and against (a favor, que apoya / en contra, que contradice)
Strategy to Engage Students, Families, Parents and Community Members	Ask families to stop encouraging students to use AI so they can learn to do their own reasoning and find their own evidence. Encourage families to have discussions on current topics emphasizing evidence and multiple viewpoints. A Principal Update that communicates the SIP and some of the asks from the school for family engagement.	
Timeline for Focus	Fall 2025 to Spring 2026	
Method(s) to Monitor Progress	Classroom assessments	

Priority #2		
Priority Area		**Mathematics**
Focus Grade Level(s) and/or Student Group(s)		**7-9**
Focus Area		Increase students' ability to make sense of problems and persevere in solving them and attend to precision (Common Core Math Standards)
Desired Outcome		The number of students achieving proficiency in the math standards attending precision and perseverance will increase by 10% based on classroom assessments from the beginning of the year to the end of the year.
Current Data Supporting Focus Area		Mathematics teachers will collect evidence (to determine baseline percentage of proficiency) from classroom assessments given during first quarter.
Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	Science: Emphasis on precision with units / complete work leads to correct conclusions	Students have been designing and conducting investigations and experiments, with focus on selecting appropriate scientific tools for measurement of variables (e.g., light meters to measure lux, scales to measure mass in grams, thermometers to measure temperature in Celsius). Students are instructed on how to appropriately use measurement tools to get precise measurements and data, which allows them to draw conclusions with confidence. Mistakes are used as learning opportunities to identify how measurement/precision errors can lead to inaccurate conclusions (e.g., placing a light meter at the incorrect angle affects the reading and thus results). Data are often shared with the whole class to all have practice working with, calculating, and evaluating data.
	International Studies: Emphasis on precision in work with knowing accurate dates / locations is important to not make incorrect inferences	The IS department consistently instructs on accuracy of maps at all levels for both analyzing details to make conclusions and using scale and other metrics of precision to communicate accurate information.
	Art/Music: Emphasis on perseverance – practice is a form of working though different issues	The Art Department supports Math goals by reinforcing concepts such as geometry, measurement, proportion, and spatial reasoning through artistic design. Students apply mathematical thinking when creating visual compositions, using symmetry, scale, and pattern to strengthen their problem-solving and analytical skills.
	Math: Increase emphasis on clearly laying out work / persisting with errors if they happen	The math department will emphasize to students how that being exact with work / struggling through challenges increases deductive reasoning skills by implementing strategies as finding the incorrect pathways, or “looking for the error” in sample

	Humanities: Emphasis on correct language, how even a slight change of tone changes the overall message (how this is an example of attending to precision) **Spanish**: encourage students to be persevere in language acquisition – even if it takes longer to explain something with the known vocabulary, can still, with determination, get one's ideas across	exercises (and how if the work is not clear, how very hard that is to follow
Strategy to Engage Students, Families, Parents and Community Members		Ask families to encourage grit and perseverance when working through challenging math problems (not just jump right ahead to Khan Academy or AI – emphasis on the struggle is the learning). Encourage their students to be precise in their work / not jump ahead too quickly in their work, show work clearly (parents should be able to follow each step) A Principal Update that communicates the SIP and some of the asks from the school for family engagement.
Timeline for Focus		Fall 2025 to Spring 2026
Method(s) to Monitor Progress		Classroom Assessments

<table>
<tr><th colspan="3">Priority #3</th></tr>
<tr><td>Priority Area</td><td colspan="2">Social Emotional Learning</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td colspan="2">All 6-12 grade students
Students</td></tr>
<tr><td>Focus Area</td><td colspan="2">Strengthening teacher-student relationships</td></tr>
<tr><td>Desired Outcome</td><td colspan="2">Students will indicate they feel connected to an adult at school as measured by an average of seventy percent positive responses to questions related to teacher-student relationships on the Spring 2026 Panorama Survey.

Reduce the number of “not favorable” (scores of 1 and 2) by 50% related to the questions that compile the overall teacher-student relationship scores.</td></tr>
<tr><td>Current Data Supporting Focus Area</td><td colspan="2">Panorama, listening session, and school-created survey data.</td></tr>
<tr><td rowspan="6">Strategy to Address Priority</td><td>Action</td><td>Measure of Fidelity of Implementation</td></tr>
<tr><td>Use student listening sessions to identify what Panorama teacher-student relationship questions mean in student terms.

• Students define the term “respect” in the context of student-teacher relationships.
• Students develop examples of how teachers genuinely demonstrate concern about student well-being.
• Students generate examples of how staff demonstrate genuine interest in students’ responses to the question, “How are you?”

Admin share student definitions and examples with staff to foster further understanding of student perspectives.</td><td>Notes from student listening sessions.</td></tr>
<tr><td>Admin share student definitions and examples with staff to foster further understanding of student perspectives.</td><td>Use faculty meeting time to share definitions and for teachers to develop commitments to adjusting practice.</td></tr>
<tr><td>Staff training on adult response to student emotional dysregulation.</td><td>Notes, presentations</td></tr>
<tr><td>Creation of student surveys to monitor progress on our work in strengthening relationships.</td><td>Survey template creation and data collection & analysis.</td></tr>
<tr><td>Create space during class time to occasionally have non-curricular activities that focus on inclusiveness and belonging.</td><td></td></tr>
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	Continue to leverage homeroom as a place to strengthen belonging and relationships.	
Strategy to Engage Students, Families, Parents and Community Members	• Sharing of the SIP goal with community through ParentSquare and website. • Student listening sessions throughout the year. • Sharing of goal progress through Principal Update.	
Timeline for Focus	Winter, 2025 - Spring, 2026	
Method(s) to Monitor Progress	Comparison of fall and spring Panorama data, student listening sessions, school created surveys used systematically to gauge progress throughout the year.	

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.