

Lake Washington High School

Elevating Excellence

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: Lake Washington High School is located in Kirkland and was first established in 1922. With over 100 years of history, it continues to grow and develop to ensure graduates are prepared for post-secondary success. Lake Washington High School's feeder schools are Kirkland Middle School and Rose Hill Middle School. Our schoolwide focus is on our Kang Commitments: Respect, Responsibility, Integrity, Relationships and Safety. Our enrollment is 2,208 students, 167 of whom are enrolled in Running Start or other off-site programming. Eighty-four percent of our graduates enroll in a 4-year university. Information about clubs, athletics, and other opportunities for students can be found on our school website.

Mission Statement: Each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society.

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	9th grade credits (accrue 6+ credits)	Students identified in Q1	All students will successfully earn at least six credits by the end of their freshman year.
2	All LWSD students graduate	Students in their junior year who are not on-track for on-time graduation	Each student will earn at least 18 credits by the end of their junior year.
3	Social Emotional Learning	All students (Tier 1)	Increase students' sense of belonging and social-emotional well-being to support engagement and academic success.

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	9th grade credits (<i>accrue 6+ credits</i>)	
Focus Grade Level(s) and/or Student Group(s)	All students in grade 9	
Focus Area	Focus on students who have demonstrated complex learning needs and those who are classified as multilingual.	
Desired Outcome	All students will successfully earn at least six credits by the end of their freshman year.	
Current Data Supporting Focus Area	Data as of 10/20/2025 shows that of the 12 9 th graders who are served in both multilingual and special education services, 8 of them have one or more failing (N) grades.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	AVID Program engages students in building study skills and community.	Enrollment in AVID Elective classes
	Counselor 9 th Grade Focus	Individual student pull-out meetings will occur at the end of October
	Ninth Grade Parent Orientation, including opportunity to meet administrative team and attend pull-out sessions on sports and clubs, academic and attendance supports, AP courses, ML and AVID programs, and technology access.	Offered to all 9 th grade parents on LINK day in August. 300+ parents attended.
	Connections Lunch: AVID, ML, and students with 2 or more N's in 8 th grade or attendance concerns in 8 th grade were invited to a connections lunch after the 9 th grade parent orientation in August. School supplies were purchased through a LWSF grant and provided.	Family Connections Specialist individually connected with students, and followed up with them once school started. Students were also invited by phone call to attend Curriculum Night in September.
	Run N List at end of each quarter. Facilitate counselor one-on-one meeting as needed.	Reviewing the list each quarter.
	Counselors will meet with each freshman one-on-one during 1 st quarter.	Built, trusted relationships with counselors.


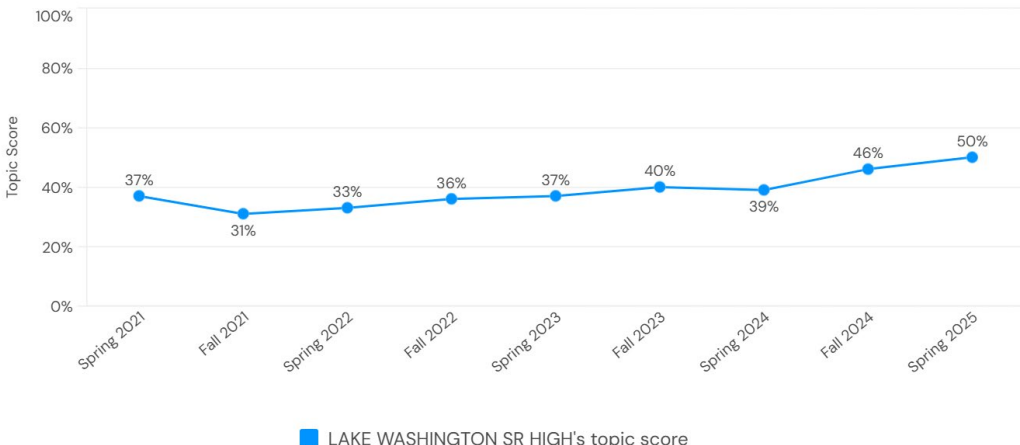
	<p>Transition meetings held with middle school SPED, counselors, and Admin teams.</p>	<p>List of focus students identified; ongoing monitoring of focus groups is happening.</p>
	<p>Attendance Specialist held individual check-ins with freshmen to check on attendance.</p>	<p>Shared spreadsheet provides anchor for weekly monitoring by counselors, admin and attendance specialist.</p>
<p>Strategy to Engage Students, Families, Parents and Community Members</p>	<p>National Honor Society Students are going to build short videos that will help 9th graders develop skills for success in collaboration with ILT.</p> <p>ILT will offer brief coaching to teachers around positive behavior interventions for 9th grade students, as well as coaching for PLCs. This support will be offered to teachers via the Behavior Support Form.</p> <p>Ninth Grade Parent Orientation was provided for parents of all 9th grade students in August. A transcript of the presentation was provided for those who could not attend in person. Parents met the administrative team and heard from leadership students about how students can get engaged. Small group choice sessions were offered on AP coursework, AVID and ML support, attendance and behavior support, technology access, clubs and sports.</p> <p>Families of students pre-identified as needing support for academics and attendance were invited to a Connections lunch before school started, and also received a direct invitation to Curriculum Night. School supplies were provided for students and distributed by the Family Engagement specialist.</p> <p>Engagement in activities/athletics is a focus for our activities sub-group and their student growth goal (Dean/AD/ASB Advisor).</p> <p>Focus on dual-qualified student groups for ongoing administrative support.</p> <p>Grade level teams, instructional minutes in staff meetings and agendas from each of our MTSS teams provides ongoing focus on this work.</p>	
<p>Timeline for Focus</p>	<p>Winter, 2025 - Spring, 2026</p>	
<p>Method(s) to Monitor Progress</p>	<p>Grade Checks Monitoring of intervention list in weekly Counseling Department and Attendance Team meetings. Stronger data connection between behavior support form and various MTSS teams (i.e., offer of ILT coaching; link to Tier 3 referral, etc.). Including teacher requests for support to the various MTSS teams and providing a feedback channel for teachers is a focus allows for ongoing monitoring.</p>	

Priority #2

Priority Area	All LWS D students graduate	
Focus Grade Level(s) and/or Student Group(s)	Focus on students in 11th grade who are not on-track to earn 18 credits by end of year	
Focus Area	Students in grade 11 with less than 12 credits	
Desired Outcome	On time graduation next year.	
Current Data Supporting Focus Area	52 juniors currently have less than 12 credits, putting them off-track for on-time graduation	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Email/Parent Square to students and families on a continual basis.	Email/Parent Square records
	Counselors will push into the RISE program to assist students on a rotational basis. Counselors will float around the classroom to help students. 4 th period Thursday, 5 th period on Monday, 6 th period Tuesday. On a Bi-Weekly basis.	Counselors are scheduled to attend RISE classes. They meet with students in the classroom, thereby saving time and allowing them to be a part of the classroom community.
	Counselors will host summer school sign up sessions and Open Doors (HOP Sessions) in RISE Program.	Calendar/Agendas
	Every nine weeks counselors send a “junior at-risk letter” and track the data.	Email/Parent Square records
	Junior at Risk list list used to monitor credit recovery progress to ensure graduation date. Shared with counselors and administrative team.	Regular monitoring of list will show progression of this work.
Strategy to Engage Students, Families, Parents and Community Members	<p>Leverage PLC trained teachers to support the work. ILT has two teachers engaged in district PD on PLC support (year 1) and one teacher on year 2 of the training. These teachers will then offer PLC support to content teams to assist them in improving student success outcomes.</p> <p>ILT is offering coaching to teachers around PBIS using a five-minute protocol.</p> <p>LWHS is working with Dr. Karen Mapp as a site for the Advancing Family Engagement Pilot</p>	

	<p>LWHS will host focus groups. ILT also plans to conduct student and teacher focus groups around classroom strategies of engagement and connection.</p> <p>Tier III Team focuses on three different areas: Attendance, academics and SEL. Each of these teams uses data to identify interventions and celebrate success.</p>
Timeline for Focus	Winter, 2026 - Spring, 2026
Method(s) to Monitor Progress	<p>Counselors will document efforts and share updates monthly during counselor/admin meetings.</p> <p>ILT will share feedback from focus groups, as well as behavior support requests for support from teachers.</p>

Priority #3

<p>Priority Area</p>	<p>Social Emotional Learning (<i>attendance, referrals, sense of belonging</i>)</p>																					
<p>Focus Grade Level(s) and/or Student Group(s)</p>	<p>Increase students’ sense of belonging and social-emotional well-being to support engagement and academic success.</p>																					
<p>Focus Area</p>	<p>Sense of Belonging</p>																					
<p>Desired Outcome</p>	<p>Fall 2024: Student Sense of Belonging was at 46 percent Spring 2025: Student Sense of Belonging was at 50 percent</p> <p>Goal for Spring of 2026: Student Sense of Belonging will be at 70 percent (Students will test in fall of 2025 as well as in spring of 2026)</p> <p> Change over time</p>  <table border="1" data-bbox="488 688 1502 1129"> <caption>Topic Score Data</caption> <thead> <tr> <th>Year</th> <th>Topic Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2021</td> <td>37%</td> </tr> <tr> <td>Fall 2021</td> <td>31%</td> </tr> <tr> <td>Spring 2022</td> <td>33%</td> </tr> <tr> <td>Fall 2022</td> <td>36%</td> </tr> <tr> <td>Spring 2023</td> <td>37%</td> </tr> <tr> <td>Fall 2023</td> <td>40%</td> </tr> <tr> <td>Spring 2024</td> <td>39%</td> </tr> <tr> <td>Fall 2024</td> <td>46%</td> </tr> <tr> <td>Spring 2025</td> <td>50%</td> </tr> </tbody> </table> <p align="center">■ LAKE WASHINGTON SR HIGH's topic score</p>		Year	Topic Score	Spring 2021	37%	Fall 2021	31%	Spring 2022	33%	Fall 2022	36%	Spring 2023	37%	Fall 2023	40%	Spring 2024	39%	Fall 2024	46%	Spring 2025	50%
Year	Topic Score																					
Spring 2021	37%																					
Fall 2021	31%																					
Spring 2022	33%																					
Fall 2022	36%																					
Spring 2023	37%																					
Fall 2023	40%																					
Spring 2024	39%																					
Fall 2024	46%																					
Spring 2025	50%																					
<p>Current Data Supporting Focus Area</p>	<p>Panorama Data shows that Sense of Belonging is the category that is consistently lowest rated by students, despite year over year growth</p>																					
<p>Strategy to Address Priority</p>	<p align="center">Action</p> <p>Focus on the work of aligning our instructional framework with equitable practices</p> <p>Launch a “Connect Before Content” initiative encouraging staff to begin each class with a brief relationship-building activity or check-in.</p> <p>Review and respond quarterly to SEL and climate data to adjust supports as needed</p> <p>Expand student leadership and peer mentoring programs to foster cross-grade relationships.</p>	<p align="center">Measure of Fidelity of Implementation</p> <p>MTSS, Counseling and Admin teams will continue to work with our teachers to provide opportunities to focus on equity and highlight practical moves</p> <p>The Instructional Leadership Team, in working on a PLC-focused initiative this year, will continue to provide professional development to staff.</p> <p>The LWHS Building Leadership Team will help guide efforts to elevate excellence throughout our school community</p> <p>Opportunities for students to provide input on initiatives will be present through student</p>																				

representation on our leadership teams, as well as through check-ins such as “Donuts with Dr. Bell”

When you are at school, how much do you feel like you belong?

Group	Classification	Count	Score	Compared to all
Student Race	Native Hawaiian or Other Pacific Islander	Confidential	Confidential	Confidential
Student Gender	X	13	38%	-16%
Student Race	Black or African American	32	38%	-16%
Student Race	Hispanic/Latino	141	40%	-14%
Student Special Education Status	Y	73	41%	-13%
Student Race	Two or More Races	130	45%	-9%

How well do people at your school understand the kind of person you are?

Group	Classification	Count	Score	Compared to all
Student Race	Native Hawaiian or Other Pacific Islander	Confidential	Confidential	Confidential
Student Special Education Status	Y	73	25%	-15%
Student Race	Black or African American	32	25%	-15%
Student Race	Hispanic/Latino	141	26%	-14%
Student Gender	X	13	31%	-9%

Strategy to Engage Students, Families, Parents and Community Members

Leverage PLC trained teachers to support the work. ILT is working to offer PLC support.

Admin-led student focus groups will provide qualitative data. Kang Coffee Hour and targeted outreach will also help us engage our families.

The RISE Program, new to LW this year, will pull students closer to the community; building connections and a sense of place. The RISE program serves students who are credit-deficient.

	Black Muse/Legacy Program: This program aims to engage students from marginalized groups in after school technology-based learning.
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	Panorama survey data Attendance data Data related to SIP goal areas #1 and 2.

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.