Redmond High 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: Redmond High School is located in a northeastern suburb of Seattle, Washington and is one of four comprehensive high schools in the Lake Washington School District, encompassing suburbs of Redmond, Kirkland, and Sammamish. One of the fastest growing areas in the state, Redmond is largely a middle to upper class community, formerly an agricultural and timber area, but now associated with rapidly expanding tech development. Redmond High School is a four-year high school with an approximate total enrollment of 2,375 students. A class size limit of 32 exists for most class sections. Students have a number of courses from which to choose. Students can take advantage of Honors courses, Advanced Placement courses, UW in the High School (where students earn college credit while enrolled in classes they take at Redmond High School), full or part-time enrollment in Running Start (a dual enrollment program where college courses are taken at local community colleges), and WANIC classes (both in and outside of Lake Washington School District).

Mission Statement: *The mission of Redmond High School is to cultivate the potential and celebrate the strengths in each student, to help every student welcome challenges and use them as a catalyst for growth, and to prepare all students to embrace their role as members of their local and global community.*

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)*	**9th grade students c/o 2029 cohort**	**Percentage of students who earn credit in all enrolled classes will increase from 78.7% to 100% by June 2026.**
2	**All LWSD students graduate** *(focus on subgroup that is not graduating at high rate)*	**12th grade students c/o 2026**	**Percentage of students graduating at the end of their 12th grade year will increase from 94.3% (c/o 2025) to 100% (c/o 2026).**
3	**Social Emotional Learning** *(attendance, referrals, sense of belonging)*	**All RHS students – grades 9, 10, 11, 12**	**Percentage of students responding favorably in the Sense of Belonging category of the Panorama student perception survey will increase from 45% favorable to 65% favorable by Spring 2027.**

[1] LWSD School Board Approval on <insert date>

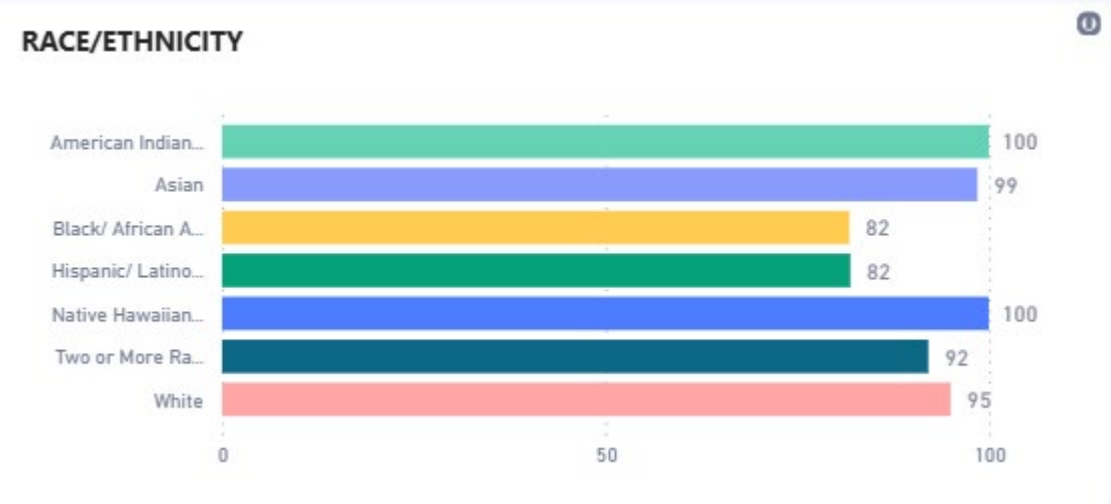
CONTINUOUS IMPROVEMENT PRIORITIES

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.

<table>
<tr><th colspan="2">Priority #1</th></tr>
<tr><td>Priority Area</td><td>9th grade credits (accrue 6+ credits)</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>9th grade students; c/o 2029</td></tr>
<tr><td>Focus Area</td><td>Schoolwide Academic Achievement</td></tr>
<tr><td>Desired Outcome</td><td>Percentage of students earning credit in all enrolled classes will increase to 100% in June 2026.</td></tr>
<tr><td>Current Data Supporting Focus Area</td><td>9th grade students on track:
2022-23: 83.55%
2023-24: 84.69%
2024-25: 86.73%
2025-26: 88.62%</td></tr>
<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>9th grade only homerooms – peer and adult connections</td><td>Per Skyward schedule</td></tr>
<tr><td>Best Year program in 9th grade homerooms</td><td>Program purchased and pilot proposal submitted.
Sessions are scheduled into 9th grade homerooms by homeroom coordinator and admin.</td></tr>
<tr><td>Co-taught English, Math, BITES, and Lifetime Wellness will provide Safety Net, specially-designed instruction, and ML support for 9th grade students (as appropriate), while lowering the student-teacher ratio for all students in these classes.</td><td>Many teacher SGG goals and admin focus group goals centered on students enrolled in these classes.
SGG and focus group work includes providing additional student support, family contact/communication, student focus groups.</td></tr>
<tr><td>Link Crew orientation and yearly connections</td><td>9th grade homerooms
Meetings and events throughout the year.</td></tr>
<tr><td>Monitoring attendance and grade data</td><td>Completed by dean of students, teachers, counselors, and administrators.
Data collection for progress monitoring each quarter.</td></tr>
<tr><td>MTSS Academic team using a Skyward “watchlist” to monitor student achievement and provide support.</td><td>MTSS team meets twice monthly (once/month for Academic; once/month for Behavior)</td></tr>
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Strategy to Engage Students, Families, Parents and Community Members	• Dedicated staff meeting time for school/home communication. • Weekly Bulletin messages providing strategies for supporting students in passing all classes. • Messages to 9th grade families sharing information about *Best Year* program and how they can discuss with students. • Teacher messaging to families about class content and assignments including "ask your student about…" conversation starters related to class material. • Present SIP and progress monitoring to PTSA during Board and General Membership meetings. • Connect with families during GT, IEP, and 504 meetings to continue building supportive relationships. • "Mustang Extravaganza" open house event to welcome future freshmen and families each spring. • Curriculum Night – families visit RHS and travel their student's schedule to meet teachers and learn about classes. • ML Tech Nights – evening events geared towards families of non-English home languages (ie. Spanish or Russian/Ukranian), where native speakers support families in learning about the RHS program and logging in to different tech platforms.
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	Grade checks and attendance checks at Q1, S1, Q3, S2 for 2025-26 school year.

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<tr><th colspan="2">Priority #2</th></tr>
<tr><td>Priority Area</td><td>All LWSD students graduate (focus on subgroup that is not graduating at high rate)</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>All students, focus on seniors</td></tr>
<tr><td>Focus Area</td><td>Schoolwide Achievement</td></tr>
<tr><td>Desired Outcome</td><td>That graduation rate will consistently increase for all student groups, from 94.3% to 100% graduation rate in June 2026.

June 2026 graduation rate: still being calculated pending summer school results, etc.</td></tr>
<tr><td>Current Data Supporting Focus Area</td><td>June 2025 graduation data demonstrates that students in particular racial/ethnic groups are graduating at lower rates than their peers.

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<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>Credit Recovery options – Apex, summer school, etc.</td><td>Available to students through coordination w/ counselors.</td></tr>
<tr><td>PLC collaboration and culturally responsive instruction</td><td>PLC training in August, dedicated PLC time during building LEAP days, admin and staff learning walks, informal and formal observations and feedback, SGG goal setting and progress monitoring.</td></tr>
<tr><td>Dual credit and personalized pathway opportunities (Running Start, WANIC)</td><td>Available to students through consultation w/ counselors.</td></tr>
<tr><td>Multi-lingual Family nights for tech support and community building</td><td>Planned and hosted by ML department and CIS site manager in collaboration with LWSD Equity department.</td></tr>
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		Currently hosting Spanish speaker family night and Russian/Ukrainian speaker family night.
	Communities in Schools program on site	Meet annually with site manager and supervisor to review and approve plan for CIS + RHS Meet monthly with site manager to discuss student caseload and supports. Direct collaboration between APs, Dean of Students, and site manager. CIS site manager maintains a student caseload and works directly with families to provide support with resources and with accessing school programs.
	Increase tracking of students who transfer out to confirm their current placement	Working with counselors and registrar to follow up on unconfirmed transfer students to determine post-RHS placement.
	Reduction in exclusionary discipline	Training and implementation of restorative practices in lieu of suspension.
	MTSS Academic team using a Skyward "watchlist" to monitor student achievement and provide support.	MTSS team meets twice monthly (once/month for Academic; once/month for Behavior)
Strategy to Engage Students, Families, Parents and Community Members	• Dedicated staff meeting time for school/home communication. • Invite ML families to school meetings, and secure interpreters or native speakers for support. • Communicate with families about alternative pathways (WANIC, Running Start, etc) to ensure they are aware of options available for their student. • Present SIP and progress monitoring during PTSA Board meetings and General Membership meetings. • Connect with families during GT, IEP, and 504 meetings to continue building supportive relationships. • Curriculum Night – families visit RHS and travel their student's schedule to meet teachers and learn about classes. • ML Tech Nights – evening events geared towards families of non-English home languages (ie. Spanish or Russian/Ukranian), where native speakers support families in learning about the RHS program and logging in to different tech platforms.	
Timeline for Focus	Fall, 2025 - Spring, 2026	
Method(s) to Monitor Progress	Monitor credit accrual for all grade levels. Monitor on-track for graduation for all grade levels.	

	Support of 12th grade students "on the bubble" to develop plans to help them achieve an on-time graduation.

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<tr><th colspan="2">Priority #3</th></tr>
<tr><td>Priority Area</td><td>Social Emotional Learning (attendance, referrals, sense of belonging)</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>All Students – grades 9, 10, 11, 12</td></tr>
<tr><td>Focus Area</td><td>SEL: Sense of Belonging</td></tr>
<tr><td>Desired Outcome</td><td>Increase the percentage of students who respond favorably to the overall Sense of Belonging questions in the Panorama Student Survey.</td></tr>
<tr><td>Current Data Supporting Focus Area</td><td>Panorama student survey data for Spring 2025 and Fall 2025:

<u>Spring 2025</u>:
Sense of Belonging overall: 45% favorable
Q4. When you are at school, how much do you feel like you belong? 50%

<u>Fall 2025</u>:
Sense of Belonging overall: 51% favorable
Q4. When you are at school, how much do you feel like you belong? 56%

<u>Spring 2026</u>:
Sense of Belonging overall: 54% favorable
Q4. When you are at school, how much do you feel like you belong? 59%</td></tr>
<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>Homeroom as a time for small-group and schoolwide connection (YaHerd biweekly videos), connection activities</td><td>Shared homeroom calendar between homeroom coordinator, admin overseeing homeroom, activity coordinator, etc. Activities planned collaboratively.</td></tr>
<tr><td>Link Crew program to welcome 9th graders to RHS</td><td>Supported by 9th grade admin and Link Coordinator/Activity Coordinator. Also 3 staff Link Coordinators helping to execute activities, train Link Leaders, and support 9th graders.</td></tr>
<tr><td>Classroom cell phone policy as a lever to increase interpersonal connections and engagement between students.</td><td>Policy shared with all staff, students, and families. Includes common expectations for classroom implementation. All classrooms using the same procedures and resources (ie. Calculator pouches). Admin spot check during classroom visits.</td></tr>
<tr><td>Providing student recognition – Mustang of the Month</td><td>Staff submit nominations and each month, a different student is recognized and honored with a celebration including student, parent(s), and staff invited by student.</td></tr>
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<tr><td>Student extracurricular clubs and affinity groups create spaces for students to connect with peers around common language, culture, and identity.</td><td>Latinos Unidos
AWARE (special needs awareness)
Black Student Union
Fellowship of Christian Athletes
Indian Student Association
SAGA (Sexuality and Gender Alliance)</td></tr>
<tr><td>Student focus groups to create opportunities to share how students are experiencing school.</td><td>Meet with groups of students representing different aspects of overall RHS student body. Combination of free form conversation and scripted questions to gather qualitative data regarding their RHS school experience.</td></tr>
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<tr><td>Strategy to Engage Students, Families, Parents and Community Members</td><td>Engage parents as volunteers, as boosters, as PTSA members to work collaboratively on behalf of students.
Share Panorama data with students and families to elicit ideas for how best to address some low-scoring areas.
Communicate with families regarding policy and practice (ie. Cell Phone Policy, Best Year program, etc) to create awareness and opportunity for feedback.
Equity team work to develop community mentor project for student engagement.</td></tr>
<tr><td>Timeline for Focus</td><td>Fall, 2025 - Spring, 2027</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>Panorama Fall and Spring student data, 2025-26 and 2026-27 school years.</td></tr>
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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.