



Continuous Improvement Process Plan 2018-2019

Lake Washington High School

12033 NE 80th St

Kirkland, WA 98033

<http://www.lwsd.org/school/lwhs>

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I. Description of School

Lake Washington High School is a high-performing school located in the Rose Hill neighborhood in Kirkland, WA. Rose Hill Middle School and Kirkland Middle School feed into Lake Washington High School. We currently have 1,723 ninth through twelfth grade students enrolled. Last year, 91.9% of LWHS students graduated on-time of whom approximately 90% graduated with college credit in at least one course.

We are very proud of our students, staff and community, especially in the achievement and success of our students, That being said, an achievement and opportunity gap continues to be an area of concern and focus as we work to ensure that all students, regardless of race, ethnicity, socio-economic status or disability are provided the opportunities and support for academic success and for reaching their full potential.

We are in our second year of our implementation of the Advancement Via Individual Determination (AVID) program and beginning the process of implementing school-wide strategies in addition to the AVID classes offered to students. AVID supports our vision for every student being prepared for college, prepared for the global workplace and prepared for personal success.

Beginning this year, our students will have the opportunity to earn an advanced diploma through our AP Capstone diploma program. The program requires students take and pass AP tests in four areas and pass the AP Seminar and AP Research courses.

As a staff, we are continuing the work of aligning curriculum and developing common formative and summative assessments at each content team. We are continuing to implement an examining student work protocol to better inform teachers of student learning.

We have adjusted our schedule to incorporate an intervention period during the school day twice a week to meet the needs of our learners. Our teachers send for students each week to receive extra time and support. Students may also request to attend study sessions and enrichment opportunities.

Again, this year we will continue to focus on Equity. The staff has received training regarding race and equity over the past couple of years and this work will continue. In response to student, staff and community concerns we have also created a Diversity Forum made up of interested students and staff to identify issues, problem-solve and develop further educational opportunities for all students. We have an Equity team established which meets monthly. This year's focus is on developing knowledge and awareness.

Our community/families are invited to quarterly coffees with the principal to ask questions and hear about school programs. Parents are also invited to various educational opportunities by PTSA and our counselors regarding information about student achievement and college placement.

Demographics:

Enrollment 1723

Gender

- Female 46%
- Male 54%

Race/Ethnicity

- White 66%
- Asian 12%
- Hispanic/Latino 12%
- Two or More Races 8%
- Black/African American 2%

Special Programs

- English Language Learners 4.6%
- Low Income 10.2%
- Special Education 10%
- Section 504 9% (17-18)

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance 2017-18	Target Performance 2018
		District	District	District
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84% 2012	87.5%	95%
	% of 10 th graders accumulating 12.0 credits	74% 2012	81.4%	95%
	% of 10 th graders meeting or exceeding state standards in Literacy		88.8%	95%
	% of 11 th graders meeting or exceeding state standards in Literacy			95%
	% of 10 th graders meeting or exceeding state standards in Math		72.3%	95%
	% of 11 th graders meeting or exceeding state standards in Math*			95%
	% of 10 th graders meeting or exceeding state standards in Biology	79.4% 2012		95%
	% of 11 th graders meeting or exceeding state standards in Science		31.3% 79.6% for those that took test	95%
High School Students	% on-time graduation rate	88.6% class of 2013	93.3% class of 2018	100% class of 2018

Graduating Future Ready	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	83.2% <i>2014</i>	91.5%	95% <i>class of 2018</i>
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	82.5% <i>class of 2016</i>	95% <i>class of 2018</i>

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by National Clearinghouse data
- ** DSS will provide add/data when available from OSPI

Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84.8%	89.6%	85.9%	88.5%			
	% of 10 th graders accumulating 12.0 credits	69.8%	70%	80.9%	76.3 %			
	% of 11 th graders meeting or exceeding state standards in Literacy	19.9%	88.3%	85.8%				
	% of 10 th graders meeting or exceeding state standards in Literacy	86.9%	87.5%	89.9%	89%			
	% of 11 th graders meeting or exceeding state standards in Math	88.7%	93.7%	93.5%				

	% of 10 th graders meeting or exceeding state standards in Math				67.4			
	% of 10 th graders meeting or exceeding state standards in Biology	82.5%	78.3%	82.2%				
	% of 11 th graders meeting or exceeding state standards in Science				44.5% 88.8% <i>for those that took test</i>			
High School Students Graduating Future Ready	% graduation rate	93%	90.6%	91.1%	91.9%			
	% of 11 th and 12 th graders enrolled in a dual credit college-level course	88.1%	89.9%	93.3%	90.3%			
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81%	80%	80.3%	Not yet available			

- Credits earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard. Starting Spring 2018, ELA is measured in Grade 10.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database. Starting Spring 2018, Math is measured in Grade 10.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Starting Spring 2018, HS Science is measured in Grade 11 (WCAS.)
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by National Clearinghouse data.

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to evaluate Outcomes and develop Narrative Reflection:

Each content team is responsible for developing a SMART Goal aligned to their content area and our testing data. Teams monitor these goals quarterly and have a year-end reflection based on their results. This ensures that each team is vested in improving student achievement as it relates to their specific content areas. Content teams use a cycle of inquiry for their assessments as well as collaboratively developing common formative and summative assessments.

2017-2018 Goal <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy Goal: 93% of students will meet literacy standard as measured by SBA and EOC.	Outcome: 89% of students met standard on the SBA (10 th grade).

Narrative Reflection: The students who struggle the most are in our sub group categories particularly our Black/African American students. We are implementing more culturally responsive instructional strategies as well as looking at individual students to determine our next steps.	
Math Goal: 95% of students will meet math standard as measured by SBA or EOC.	Outcome: 94.8 % of our 11 th grade has passed the EOC or the SBA.
Narrative Reflection: Our scores on the SBA have been low due to the substantial number of students who have passed the EOC (and not taken the SBA). This year will determine how well our math students do on the SBA as it is now the required test.	
Science Goal: Decrease number of students failing physical science and biology from 15 students to 5 students.	Outcome: In physical science 2 students failed both semesters. In Biology, 8 students failed both semesters. In total, 10 students failed.
Narrative Reflection: We are in the process of moving to NGSS. We have implemented a Biology in the Earth Systems this year. We will be adding Chemistry and Physics next year. This is a huge undertaking for staff and requires high levels of support from buildings and district. It is a significant shift in practice and getting all teachers on board is time intensive.	
Achievement Gap Goal: 83% of 10 th grade Hispanic students will meet Literacy standard as measured by SBA.	Outcome: 76.4% of 10 th grade Hispanic students met standard on the Literacy SBA in 2018.
Narrative Reflection: We did not meet our goal. However, the data indicates increased proficiency each year: 2015 (70.2%); 2016 (71.6%); 2017 (74.5 %); 2018 (76.4%). While some of these students are also Special education students or ELL that does not account for nor excuse the achievement gap and highlights the significant work to be done meeting the needs of these students (92.3% of non-sped Hispanic students met standard and 81.2% of non-ELL met standard).	
95% of all freshman will earn 6.0 credits at the end of their freshman year.	Outcome: 88.5% of freshman earned 6.0 credits at the end of their freshman year.
Narrative Reflection: We continue to work to provide intervention time to students. We are working to engage counselors to meet with freshman after first quarter to do check ins with students who are failing and help establish connections and support.	
95% of juniors will complete all levels of Career Cruising activities.	Outcome: 85.4% of juniors completed activities.

<p>Narrative Reflection: The majority of students who didn't complete were Running Start students who did not have structured time to complete tasks.</p>	
<p>School Effectiveness Goal: Improve perception of school has a clear sense of purpose from 86% agree to 95% agree</p>	<p>Outcome: 81% of staff agree.</p>
<p>Narrative Reflection: The survey was taken this year as a baseline as last year's data got lost. We had a lot of new teachers who participated. Since we are in our accreditation year, this will hopefully be reflected at the end of the year when we do the survey for 18-19.</p>	
<p>Decrease moderate chronic unexcused absence rates from 14.8 % to 10%.</p>	<p>Outcome: 14.2 % were moderate Chronic absences in 2018. 5.67 % of students were Severe Chronic Absences in 2018.</p>
<p>Narrative Reflection: Our Hispanic students have the highest level of severe chronic absences (10.7% vs 5.67 % for all students). We need to do a better job of engaging the students within this population and are also looking at the Natural Leader Program to improve our outreach to this parent population.</p>	
<p>Discipline Goal: Increase restorative justice practices to decrease suspensions</p>	<p>Outcome: We had 44 in-school suspensions in 17-18 (up from 38 in 16-17).</p>
<p>Narrative Reflection: We are still developing a system of restorative practice. There needs to be more training of administrators and staff to ensure it is implemented equitably. Students also need to be informed of how it works. Most discipline is the result of drug/alcohol violations, vaping and disruptive behavior. Currently students are given the opportunity to shorten suspensions through community service.</p>	

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:
We regularly communicate through our PTSA process of General meetings as well as the Coffee with Christina. We share the data and the processes we use to develop the strategies and goals.

Reflection on Outcome:

Participation at the Coffee with Christina which occur five times a year have grown in popularity. More parents attend these than the evening PTSA meetings. We feel we reach more parents offering options for meeting. The Coffees are all about addressing parent concerns and there is no other agenda, so families bring issues to us to discuss options as a whole group.

2017-18 Strategies to inform parents, families and the community in the CIP process:
We regularly communicate through our PTSA process of General meetings as well as the Coffee with Christina. We share the data and the processes we use to develop the strategies and goals.

Reflection on Outcome: Participation at the Coffee with Christina which occur five times a year have grown in popularity. More parents attend these than the evening PTSA meetings. We feel we reach more parents offering options for meeting. The Coffees are all about addressing parent concerns and there is no other agenda so families bring issues to us to discuss options as a whole group.

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources

Literacy SMART Goal:
93% of 10th grade students will meet the literacy standard as measured by the SBA.

Process used to determine goal:
Data from the 17-18 SBA results.

Responsible individual or team:
English, SS and Elective teams.

Strategy/ies that will be implemented to support goal:

Most teams will be focusing on using details to support claims. Staff create individual CIP goals by teams to address the outcome of our data. A variety of strategies are implemented including the intentional focus on AVID and SIOP strategies.

How challenge and rigor will be ensured for all students:

Students are expected to move up one point on 4-point proficiency scale as measured by formative assessments. Staff have received Professional development specific to increasing Rigor in all classes. Staff has also been working with Webb's Depth of Knowledge and creating questions for assessments and individual lessons that align to all aspects.

How necessary interventions will be determined:

Interventions will be determined by content teams through the cycle of inquiry. Teachers may use intervention time to help individual students.

Any professional learning needed:

Some teams are working with instructional coaches to improve practice around differentiation and rigor.

Any resources needed and plans to obtain them: Providing release time for teachers to plan, reflect.

Timelines and Progress Monitoring Plans:

Goals are monitored quarterly by each content team/ department for the CIP process. Teams use data to determine additional steps that may need to be taken.

Math SMART Goal:

95% of students will meet math standard as measured by SBA.

Process used to determine goal:

Data from the 17-18 SBA results and individual team discussions around student weaknesses. Students have difficulty transferring problems into real world problems to be solved. Students are working on Mathematical discourse and explaining their thinking.

Responsible individual or team:

Math department.

Strategy/ies that will be implemented to support goal:

Math is working on problem solving strategies as well as implementing AVID strategies. We are working toward more discourse in math to aide understanding.

How challenge and rigor will be ensured for all students:

Students are expected to move up one point on 4-point proficiency scale as measured by formative assessments. Students currently proficient at a level 3 will move to a level 4 based on each student showing one level of improvement. Staff has received training around Rigor which will continue.

How necessary interventions will be determined:

Interventions will be determined by content teams through the cycle of inquiry. We are focusing on AVID and SIOP strategy implementation in each content area.

Any professional learning needed:

Some teams are working with instructional coaches to improve practice as well as professional development around use of AVID and SIOP. Some members of the math department attended the National Conference for Teachers of Mathematics and are working on implementing strategies they learned.

Any resources needed and plans to obtain them:

Providing release time for teachers to plan, reflect.

Timelines and Progress Monitoring Plans:

Goals are monitored quarterly by each content team/ department. The CIP documents align to PGE goals in most departments. Content teams will intentionally implement an AVID strategy or a SIOP strategy to determine any increases in performance.

Science SMART Goal:

80% of students will demonstrate proficiency on the new Science SBA.

Process used to determine goal: Since the test is still in pilot stage, the staff determined this would be a doable goal. The teams are working on teaching students how to use Modeling as part of the NGSS standards.

Responsible individual or team:

Science team.

Strategy/ies that will be implemented to support goal:

Continued alignment to NGSS standards. The science department is focusing on modeling. The team is implementing Ambitious Science teaching strategies throughout.

How challenge and rigor will be ensured for all students:

Students are expected to move up one point on 4-point scale as measured by formative assessments. Biology is implementing a blended honors program which allows for more students to access and demonstrate learning at a high level. Students create an Honors Portfolio to demonstrate their learning. Most students in Biology are taking advantage of this option.

How necessary interventions will be determined:

Interventions will be determined by content teams through the cycle of inquiry. In Biology, they provide quizzes which provide feedback and allow teachers to provide differentiated learning opportunities based on student results.

Any professional learning needed:

Some teams are working with instructional coaches to improve practice as well as training on Rigor using Webb's Depth of Knowledge.

Any resources needed and plans to obtain them:
Providing release time for teachers to plan, reflect.

Timelines and Progress Monitoring Plans:
Goals are monitored quarterly by each content team/ department. The goals align to their PGE goals as well so there is attention paid to various subgroups.

Achievement Gap SMART Goal:
Improve 9th grade Black/ African American students who are on track with credits from 55.6% to 65%.

Process used to determine goal:
Data from Power BI.

Responsible individual or team:
All teachers of 9th grade as well as Counselors.

Strategy/ies that will be implemented to support goal:
Implementation of AVID strategies and SIOP strategies throughout the year.
Additionally, counselors will meet with students and develop an action plan for each student.

How challenge and rigor will be ensured for all students:
Individually by course of study.

How necessary interventions will be determined:
Students not earning passing grades at quarter.

Any professional learning needed:
Culturally responsive teaching, Special education strategies, Differentiation.

Any resources needed and plans to obtain them:
Professional development Leap time.

Timelines and Progress Monitoring Plans:
Quarterly grade reports.

On-Track Credits SMART Goal:
Increase all students 9th and 10th grade on track credits from 88.5 (9th) 76% (10th) to 90% for 9th grade and 85% for 10th grade.

Process used to determine goal:
Data from Power BI.

Responsible individual or team:
9th and 10th grade teachers.

Strategy/ies that will be implemented to support goal:
Implementation of AVID strategies and SIIOP strategies throughout the year.
Counselors will be meeting with students to determine an action plan for each student.

How challenge and rigor will be ensured for all students: Individually students have opportunities for reaching for level 4 questions on quizzes and exams.

How necessary interventions will be determined:
Teachers will identify students not earning passing grades at quarter.

Any professional learning needed:
AVID strategies school wide, SIOP training, CRT training.

Any resources needed and plans to obtain them:
Professional development time.

Timelines and Progress Monitoring Plans:
Quarterly grade reports.

College and Career Readiness SMART Goal:
Increase the number of Black/African American students enrolled in Dual Credit classes in 11/12 grades from 58.3% to 73%.

Process used to determine goal:
Power BI data.

Responsible individual or team:
Counselors.

Strategy/ies that will be implemented to support goal:
Intentionally seeking out Black/African American students to encourage /support enrollment in Dual Credit classes and/or AP classes.

How challenge and rigor will be ensured for all students:
N/A.

How necessary interventions will be determined:
Use of AVID or SIOP strategies.

Any professional learning needed:
AVID and SIOP strategies. Teacher leaders who are trained in AVID and SIOP will be presenting to teachers during PD Leap days.

Any resources needed and plans to obtain them:

None.

Timelines and Progress Monitoring Plans:

Data from counselors quarterly of contact with Black/African American Students.

School Effectiveness SMART Goal:

95% of staff will agree mostly they have a clear understanding of what the school is trying to achieve.

Process used to determine goal:

Nine characteristics survey data.

Responsible individual or team:

Admin and teachers.

Strategy/ies that will be implemented to support goal:

Accreditation process for establishing clear mission and vision. Staff have supported the development of a new mission. Departments are reviewing a vision statement and developing commitment statements that will ultimately achieve the mission/vision.

How challenge and rigor will be ensured for all students:

Does not apply.

How necessary interventions will be determined:

Does not apply.

Any professional learning needed:

Does not apply.

Any resources needed and plans to obtain them:

Does not apply.

Timelines and Progress Monitoring Plans:

Completed by April 2019.

Attendance SMART Goal:

Decrease students at risk from 23.72% to less than 10%.

Process used to determine goal:

Power BI attendance data.

Responsible individual or team:

Admin team/ Counselors.

Strategy/ies that will be implemented to support goal:

Meet with students who are at risk to develop individual plans.

How challenge and rigor will be ensured for all students:
Does not apply.

How necessary interventions will be determined:
Based on individual student rationales.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
No.

Timelines and Progress Monitoring Plans:
Data examined each quarter.

Discipline SMART Goal:
Decrease the number of students who receive exclusionary discipline from 52 incidents to 40 incidents.

Process used to determine goal: Exclusionary Discipline. Discipline indicates that 17 /38 incidents involved Marijuana this was 16 of the 38 students receiving discipline. 7/52 incidents were illicit drugs other than marijuana and 7/52 incidents involved tobacco and vaping.

Responsible individual or team:
Admin team.

Strategy/ies that will be implemented to support goal:
Use of Restorative practices to impact discipline. Students will be provided opportunities to mitigate some of the exclusion by offering opportunities for community service.

How challenge and rigor will be ensured for all students:
Does not apply.

How necessary interventions will be determined:
Individual incidents.

Any professional learning needed:
More training on implementing Restorative practice school wide.

Any resources needed and plans to obtain them:
None.

Timelines and Progress Monitoring Plans:
Quarterly data.

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process:
Use of parent survey from Accreditation process which will align with the 9 characteristics data we collect from staff. This will help us identify any discrepancies or perceptions that exist. Students will also be surveyed with a similar survey.
Share CIP and survey results with PTSA.

Timelines and Progress Monitoring Plans:
Accreditation survey will be completed prior to May.

2018-19 Strategies to inform parents, families and the community in the CIP process:
CIP will be uploaded to webpage for folks to view.
We regularly communicate through our PTSA process of General meetings as well as the Coffee with Christina. We share the data and the processes we use to develop the strategies and goals.

Timelines and Progress Monitoring Plans:
December.