

# Continuous Improvement Process Plan

## Lake Washington High School

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

2017 -  
2018



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Lake Washington School District  
2017 - 2018

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## DESCRIPTION OF SCHOOL

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Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Lake Washington High School is a high-performing school. Eighty-eight percent of our students graduated on time last year. We have received four Washington Achievement Awards over the years. Our Advanced Placement scores continue to exceed the state average. Our Low Income gap has been closing recently with 93% of our non- low income earning credits and 82.7 of our low income students earning credits.

Our Race/Ethnicity Gap is also closing however, African American/Black students are performing lower than our Hispanic or White students. Our Black/African American population makes up 1.9% of our total population (2016) whereas our Hispanic students make up 11.4% of our total population (2016)

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.

This year we are focusing on Diversity and Equity. The staff has received some training regarding Race and Equity. In response to student concerns we have also created a Diversity Forum made up of interested students and staff to identify issues and develop further educational opportunities for students. This is ongoing work.

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.

<b>Student Demographics</b>		
<b>Enrollment</b>		
October 2016 Student Count		1,642
May 2017 Student Count		1,602
<b>Gender (October 2016)</b>		
Male	853	51.9%
Female	789	48.1%
<b>Race/Ethnicity (October 2016)</b>		
Hispanic / Latino of any race(s)	188	11.4%
American Indian / Alaskan Native	5	0.3%
Asian	174	10.6%
Black / African American	32	1.9%
Native Hawaiian / Other Pacific Islander	1	0.1%
White	1,126	68.6%
Two or More Races	116	7.1%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2017)	218	13.6%
Special Education (May 2017)	176	11.0%
Transitional Bilingual (May 2017)	59	3.7%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	126	7.9%
Foster Care (May 2017)	N<10	
<b>Other Information (<a href="#">more info</a>)</b>		
Adjusted 4-Year Cohort Graduation Rate (Class of 2016)	351	90.6%
Adjusted 5-year Cohort Graduation Rate (Class of 2015)	306	95.1%

## DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance 2016-17	Target Performance 2018
		District	District	District
High School Students on Track for Graduation	% of 9 <sup>th</sup> graders earning 6.0 credits	84% 2012	88.4%	92%
	% of 10 <sup>th</sup> graders accumulating 12.0 credits	74% 2012	83.6%	90%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy		87.1%	97%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Math*		94.5%	87%
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology	79.4% 2012	85.5%	90%
High School Students Graduating Future Ready	% on-time graduation rate	88.6% <i>class of 2013</i>	91.7%	100% <i>class of 2018</i>
	% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in a dual credit college-level course	83.2% 2014	TBA	95% <i>class of 2018</i>
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	80% <i>class of 2015</i>	88% <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 the Education Research Data Center (<http://ERDC.wa.gov>)

### 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.

## SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>High School Students on Track for Graduation</b>	% of 9 <sup>th</sup> graders earning 6.0 credits	83%	90%	86.7%				
	% of 10 <sup>th</sup> graders accumulating 12.0 credits	78%	74.4%	84.2%				
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy	19.9%	88.3%	85.8%				
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Math*	88.7%	93.7%	93.5				
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology	82.5%	83.6%	87.5%				
<b>High School Students Graduating Future Ready</b>	% graduation rate	77%	90%	92.6				
	% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in a dual credit college-level course	80.57	81.9	84.6				
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81%	80%	Enter Score				

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The following steps have been taken to achieve a 95% participation rate for state assessments:

- Common language on the importance of state testing is used by all schools in the district with links to the main district website. Links on the website provide access to the ReadyWA documents.
- Late start schedules have been developed to ensure students that are testing are not missing other courses.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association. The language of “refusal” is being used instead of “opt out.”

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

*Data*

	<b>Goal</b>	<b>Achievement</b>
<b>Literacy:</b>	93% of students will meet literacy standard as measured by SBA	<b>87.11 % of students met standard in ELA</b>
<b>Math:</b>	95% of students will meet math standard as measured by SBA or EOC	<b>95.28 % of students met standard</b>
<b>Science:</b>	85% of students will pass the Biology End of Course.	<b>85.64% of students met standard</b>
<b>Achievement Gap:</b>	83% of Hispanic students will meet Literacy standard as measured by SBA	<b>70% of Hispanic students met standard.</b>
<b>On-Track Credits:</b>	95% of all freshman will earn 6.0 credits at the end of their freshman year	<b>88% of Freshman are on track</b>
<b>College and Career Readiness:</b>	95% of freshmen and sophomores will complete all career cruising activities	<b>97.7% of class of 2020 had completed HSBP and 95.2% of of the class of 2019 were on track.</b>
<b>School Effectiveness:</b>	The school uses a system to obtain a variety of perspectives when making decisions from 90%-95% agreement	<b>95% of staff agree there is a system for obtaining a variety of decisions.</b>
<b>Attendance and Discipline:</b>	Implement restorative justice practices to decrease suspensions	<b>Suspension rates dropped from 95 to 53 incidents.</b>

*Narrative Reflection:*

<b>Narrative Reflection</b>	
<b>Process:</b>	Each content team and department created CIP goals for their area as it related to the overall school data. These goals were reviewed three times during the year with updates and then a summary was written at the end of the year. Most content areas demonstrated growth on their group focus goals.
<b>Literacy:</b>	The focus was on writing throughout the grade bands. Weekly common formative assessments were used in 9 <sup>th</sup> grade with a focus on explanatory and argumentative writing. 9 <sup>th</sup> graders also focused on close reading during the 3 <sup>rd</sup> quarter. This is still an area of need. In 11 <sup>th</sup> grade 95% of of students achieved the goal of increasing one level in assessment of analytical thesis statements. For the 10 <sup>th</sup> grade 88% of students were proficient or advanced in their ability to cite strong and thorough textual evidence to support inferences made or conclusions drawn.
<b>Math:</b>	In Alg 2 the focus was on students finding patterns in the structures of equations and expressions. 82.86% of students showed clear growth on this goal. Students in Alg 1 had students focusing on their ability to communicate and justify their reasoning. 61% of of students were proficient at the end of the year.
<b>Science:</b>	Students were to correctly interpret models and develop their own models when given criteria. While the goal of 80% of each student demonstrating one level of growth was not met, more students were able to move up to level 4 than the baseline.
<b>Achievement Gap:</b>	The achievement gap for Hispanic students is decreasing. Graduation rates are now at 89.1% compared to our white students at 92.9%. In addition graduation rates for low income are also on the rise. Our low income student graduation rate is 83.5% compared to 95% for non low income.
<b>On-Track Credits:</b>	The on track credits for last year's 9 <sup>th</sup> graders dipped slightly to 88.72% being on track. Sophomore students demonstrated an increase to 85.23% from the previous year of 81.72% on track.
<b>College and Career Readiness:</b>	Our dual credit classes are also demonstrating increases to 84.76% last year from 81.9% in 2015.
<b>School Effectiveness:</b>	The school building leadership worked on a system for communicating the decision making model and increasing communication through the use of One Note.
<b>Attendance and Discipline</b>	Students with chronic absences are greatest at the twelfth grade level. We have implemented a process to touchbase with students with chronic absences at 3 and 5 days.

ANNUAL SCHOOL GOALS

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2017-18 Annual School Goals:

SMART Goals	
<b>Literacy:</b>	93% of students will meet literacy standard as measured by SBA
<b>Math:</b>	95% of students will meet math standard as measured by SBA or EOC
<b>Science:</b>	Decrease number of students failing physical science and biology from 15 students to 5 students
<b>Achievement Gap</b>	83% of Hispanic students will meet Literacy standard as measured by SBA
<b>On-Track Credits:</b>	95% of all freshman will earn 6.0 credits at the end of their freshman year
<b>College and Career Readiness</b>	95% of juniors will complete all levels of Career Cruising activities
<b>School Effectiveness:</b>	Improve perception of school has a clear sense of purpose from 86% agree to 95% agree
<b>Attendance:</b>	Decrease chronic unexcused absence rates from 14.51% to 10%
<b>Discipline:</b>	Implement restorative justice practices to decrease suspensions

### Annual School Goals: Academic

Our academic achievement goals were based on our SBA results. While we have done well in math and science our ELA scores are not as high. The goals for science are based on grades, due to no assessment data for two years with the end of the Biology EOC. Math is now an 11<sup>th</sup> grade test so we will have a better indicator of how students do overall without using EOC data. We have an embedded intervention period which we are still trying to get implemented consistently across classrooms.

### Annual School Goals: Achievement Gap

Our Hispanic students are showing progress but we have not yet closed the achievement gap so our focus remains on them as they make up our largest sub group. We are monitoring the subgroup through content team data as part of the inquiry process.

### Annual School Goals: On-Track Credits

We are continuing to focus on freshmen as the transition year is often the hardest and sets the stage for future academic success. We have implemented a student mentor program this year through leadership which we hope will increase connection at school as well as provide academic support.

### Annual School Goals: College and Career Readiness

We are continuing to implement the Career Cruising as a means to increase student understanding of Post Secondary options. Once we have completed a cycle we will be more prepared to analyze what students utilize and how to embed this into meaningful work.

### Annual School Goals: School Effectiveness

We have selected a shared purpose for this year as we are in the process of revisiting our mission and vision through the accreditation process. Our hope is to have a mission and vision that the current staff can support.

### Annual School Goals: Attendance

We are implementing the district and state attendance policies. We have created systems for identifying students when they are absent through a postcard delivered to classrooms and parent contact and subsequent meetings. We hope to see a decrease in our chronic absenteeism.

### Annual School Goals: Discipline

With in-school suspension our out of school suspension has decreased significantly. We are also utilizing a restorative justice model to have students own their decisions. This is still a work in progress as it needs to be rolled out to teachers to be the most effective.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<b>Goal Area</b>	<b>Science</b>
<i>Strategy to support goals</i>	Align the classes to the NGSS standards. All Science classes are currently focusing on modeling as a starting point.
<i>Professional Learning needed</i>	Teachers have been provided Pogil training and are signed up to receive Ambitious science teaching training.
<i>Resources needed</i>	Teachers will need ongoing release to ensure they have the time to align units and implement strategies.
<i>Responsible individual or team</i>	Science content leaders and principal

<b>Goal Area</b>	<b>School Effectiveness</b>
<i>Strategy to support goals</i>	We are using the Accreditation system to develop a new mission and vision statement that aligns to current work.
<i>Professional Learning needed</i>	None
<i>Resources needed</i>	None
<i>Responsible individual or team</i>	Building Leadership team and admin team

<b>Goal Area</b>	<b>Attendance</b>
<i>Strategy to support goals</i>	Implementing new state and district guidelines with visibility notices and contact with parents.
<i>Professional Learning needed</i>	Effective processes that will maximize time limitations.
<i>Resources needed</i>	Need trained staff to be able to implement effectively and timely.
<i>Responsible individual or team</i>	Admin team, BECCA secretary, Attendance Secretary

<b>Goal Area</b>	<b>Math</b>
<i>Strategy to support goals</i>	Implement new textbooks to ensure alignment with Common Core. Since students will be taking the SBA for the first time in math, we are working to prepare them for the formatting of the test and also piloting the interim assessments.
<i>Professional Learning needed</i>	More training on interim assessments and how they can be embedded into the curriculum to give timely feedback.
<i>Resources needed</i>	Release time for training
<i>Responsible individual or team</i>	Math content team leaders and admin

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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Strategies to involve parents, families, and the community in the Continuous Improvement Process

**We regularly communicate through our PTSA process of General meetings, CIP website presence, as well as the Coffee with Christina. We share the data and the processes we use to develop the strategies and goals.**

Strategies to inform parents, families, and the community about the Continuous Improvement Process

**We regularly communicate through our PTSA process of General meetings, CIP website presence, as well as the Coffee with Christina. We share the data and the processes we use to develop the strategies and goals.**