



## Eastlake 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.<sup>1</sup>*

#### SCHOOL OVERVIEW

**Description:** Eastlake High School is in an upper middle-class community in Sammamish, Washington. Eastlake opened in 1993 and serves 2500 students. We are one of four comprehensive high schools in the Lake Washington School District, a suburban school district on the Eastside of King County that includes Sammamish, Redmond, and Kirkland. Our District has more than 55 schools and 30,000 students. Eastlake has spent years implementing Professional Learning Communities (PLCs) which focus on collaboration to improve student learning, and the use of data to inform and improve instruction. Eastlake strives to provide dynamic and engaging instruction in every class, every day. Teachers challenge students to learn, while supporting them in this process through a positive, personalized, and empowering culture. We believe students need to develop the intellectual strength and character necessary for success now and in the future, as captured by our mission and motto Wolf Strong, Pack Strong (WSPS). We offer a wide range of courses including Advanced Placement (AP), Career and Technical Education (CTE), Honors, and College in the High School. Our students can also participate in Running Start (attend a local college and receive both high school and college credit) and WANIC (an advanced CTE consortium of eight local school districts).

**Mission Statement:** *Developing the character and intellectual strengths for individual and shared success.*

#### 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome

<sup>1</sup> LWSD School Board Approval on <insert date>

<b>1</b>	<b>9th grade credits (accrue 6+ credits)</b>	<b>9<sup>th</sup> grade</b>	<b>All 9<sup>th</sup> grade students with an IEP will earn 6+ credits.</b>
<b>2</b>	<b>All LWSD students graduate (focus on subgroup that is not graduating at high rate)</b>	<b>ML students</b>	<b>ML students will graduate at the same rate as our overall graduation rate, with the goal of 100% of all students graduating.</b>
<b>3</b>	<b>Social Emotional Learning (attendance, referrals, sense of belonging)</b>	<b>Attendance for all students in grades 9-12</b>	<b>The total number of tardies and unexcused absences for our school will decrease, and the number of students with many tardies and/or chronic unexcused absences will decrease.</b>

## 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.

<b>Priority #1</b>											
<b>Priority Area</b>	<b>9th grade credits (accrue 6+ credits)</b>										
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All students in 9 <sup>th</sup> grade who have an IEP.										
<b>Focus Area</b>	9 <sup>th</sup> grade students with an IEP earning 6+ credits.										
<b>Desired Outcome</b>	All 9 <sup>th</sup> grade students will earn 6+ credits, including students with an IEP.										
<b>Current Data Supporting Focus Area</b>	<ul style="list-style-type: none"> <li>- Our school and district changed from a 7-credit schedule to a 6-credit schedule; students no longer have a large buffer of 'extra' credits. A student who fails courses in 9<sup>th</sup> grade is at greater risk now of not graduating on time.</li> <li>- Eastlake has 44 freshmen who have an IEP (7% of freshmen). Of these 44 students, more than half of them (24 of the 44) have at least one D or N at the end of 1<sup>st</sup> quarter. These 24 students are in danger of not passing their classes and earning full credit.</li> </ul>										
<b>Strategy to Address Priority</b>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><b>Action</b></th><th style="text-align: center;"><b>Measure of Fidelity of Implementation</b></th></tr> </thead> <tbody> <tr> <td>Link Crew teams for all freshmen</td><td>LC Leaders recruited and trained. Incoming freshmen orientation before 1<sup>st</sup> day of school. Ongoing LC activities during year</td></tr> <tr> <td>Homeroom activities for freshmen</td><td>Freshman HR Coordinator Freshman-only activities planned</td></tr> <tr> <td>Counselors and administrators identify, monitor, and connect with freshmen in their alpha who are on the D/N list.</td><td>Spreadsheets maintained that show freshmen from the D/N list, whether there is a case manager, information known, and what has been tried and what is next.</td></tr> <tr> <td>Almost all freshmen with IEPs are in co-taught English</td><td>Teachers complete Cornerstone PD for co-</td></tr> </tbody> </table>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>	Link Crew teams for all freshmen	LC Leaders recruited and trained. Incoming freshmen orientation before 1 <sup>st</sup> day of school. Ongoing LC activities during year	Homeroom activities for freshmen	Freshman HR Coordinator Freshman-only activities planned	Counselors and administrators identify, monitor, and connect with freshmen in their alpha who are on the D/N list.	Spreadsheets maintained that show freshmen from the D/N list, whether there is a case manager, information known, and what has been tried and what is next.	Almost all freshmen with IEPs are in co-taught English	Teachers complete Cornerstone PD for co-
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	<p>and/or math. We will ensure all co-taught teachers receive training for co-taught instructional strategies.</p>	<p>teachers. Teachers attend Eastlake PD on 'how to co-teach' instructional strategies, and discuss what works and what does not.</p>
	<p>After 1<sup>st</sup> semester encourage teachers to timesheet additional work with students to improve any N grade to passing grade.</p>	<p>Teachers submit grade change request forms.</p>
	<p>Counselors will develop graduation plan for any freshman with 1<sup>st</sup> semester N grade, such as Credit Recovery class for 2<sup>nd</sup> semester or Summer School.</p>	<p>Freshmen with 1<sup>st</sup> semester N grades have individual graduation plan.</p>
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Incoming Freshman Parent Night in Spring.            Incoming Freshman invited in during Wolf Strong Week in Spring.            Registration support in Spring for incoming freshmen.            New flexibility to change from Honors to On-level English or social studies with no penalty.            Freshman Parent Night during LEAP week.            Message to families at the end of 1<sup>st</sup> quarter: explain how and why to check grades in Skyward.            Administrators will attend professional development by Dr. Karen Mapp to learn additional family engagement strategies, and we plan to apply to be a focus school to continue this work throughout the year.</p>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<p>Counselors and alpha admins monitor D/N grades for freshmen. Admin team discusses format/agendas of admin/counselor meetings where they discuss their alpha list every week. Develop individual graduation plans for each freshman with an N grade for 1<sup>st</sup> quarter.            At the end of each quarter compare D/N numbers to last year's numbers.            At the end of 1<sup>st</sup> semester collect grade change request forms from teachers who continue to work with freshmen who received an N grade, and schedule counselor/admin meeting to discuss schedule changes into credit recovery class.</p>	

Priority #2		
<b>Priority Area</b>	<b>All LWSD students graduate</b> ( <i>focus on subgroup that is not graduating at high rate</i> )	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	ML students	
<b>Focus Area</b>	ML students have been graduating at a lower rate than our overall school's graduation rate.	
<b>Desired Outcome</b>	ML students will graduate at the same rate as our school's overall graduation rate, with the goal of 100% of all students graduating.	
<b>Current Data Supporting Focus Area</b>	For the graduating class of 2024, 66.7% of ML students graduated on time, compared to our overall graduation rate of 97.68%. The graduating class of 2025 had only ten ML seniors: Five (50%) graduated on time, one (10%) did not, and four (40%) have IEPs and are continuing their high school education at our district's Transition Academy.	
<b>Strategy to Address Priority</b>	Action	Measure of Fidelity of Implementation
	Biweekly D/N list sent to all counselors, case managers, ML teachers, and administrators.	Biweekly emails are sent to this team.
	ML case managers and administrators identify, monitor, and connect with ML students who are on the D/N list. Counselors determine whether grad requirement or elective.	Spreadsheets maintained that show ML students from the D/N list, IEP/504 status, information known, what has been tried and what is next. Communication logs.
	Street data from ML students. How are they doing? What are their challenges? What are we doing that supports them? What else should we do? What should we learn?	Notes from student discussions. Discuss notes at admin/counselor pulse meeting for possible next steps.
	ML teachers regularly include ML instructional tips and strategies in our school's staff newsletter.	Tips and strategies are included in the newsletter.
	Instructional strategies that support ML students are regularly highlighted in our Classrooms of the Week.	Classrooms of the Week articles

	<p>Message sent to all teachers at end of 1<sup>st</sup> and 3<sup>rd</sup> quarter, emphasizing the challenges of ML students passing at the end of the semester if they are failing at the mid-point.</p> <p>After 1<sup>st</sup> semester encourage teachers to timesheet additional work with students to improve any N grade to passing. Also consider schedule changes into Credit Recovery class for 2<sup>nd</sup> semester.</p>	<p>Messages sent to all teachers that describe this challenge and emphasize its importance.</p> <p>Teachers submit grade change request forms. Counselors process schedule changes.</p>
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Street data from parents at our International Parent Night. Invitations sent to all parents of ML and exited ML students. What do they think about our school's support for their students? What do they appreciate? What can our school do better? What should we know?</p>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<p>Monitor ML students who are on our D/N list. Regularly ask ML teachers to show how they track the status and next steps for students who are failing one or more classes.</p>	

Priority #3									
<b>Priority Area</b>	<b>Social Emotional Learning</b> ( <i>attendance, referrals, sense of belonging</i> )								
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All students in all grades 9-12.								
<b>Focus Area</b>	Tardies (T and L) and unexcused absences (U and W)								
<b>Desired Outcome</b>	The number of tardies (T and L) and unexcused absences (U and W) will decrease this year when compared to last year: <ul style="list-style-type: none"> <li>- The total number of T/L for our school will decrease.</li> <li>- The number of students with 20+ T/L will decrease.</li> <li>- The total number of U/W for our school will decrease.</li> <li>- The number of students with 20+ U/W will decrease.</li> </ul>								
<b>Current Data Supporting Focus Area</b>	Last year our students were Tardy or Late 11,892 times for their academic classes (does not include Wolf Time). This is an undercount; some teachers started recording their attendance several minutes into the class period because so many students were chronically late.  Last year 130 students were marked T/L 20+ times.  Last year 2194 students had at least one unexcused absence (U or W), and 711 students had at least 20.								
<b>Strategy to Address Priority</b>	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>Explain to students and families the importance of regular punctual attendance.</td><td>Messages included in newsletters.</td></tr> <tr> <td>Assigned academic intervention teachers to develop and implement interventions for tardies and for unexcused absences.</td><td>0.6 FTE for unexcused absences intervention. 0.4 FTE for tardies intervention.</td></tr> <tr> <td>Interventions developed for different thresholds of T/L and U/W, with increasing consequences for increasing levels. (see below)</td><td>Spreadsheets maintained to show students at different levels of intervention.</td></tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Explain to students and families the importance of regular punctual attendance.	Messages included in newsletters.	Assigned academic intervention teachers to develop and implement interventions for tardies and for unexcused absences.	0.6 FTE for unexcused absences intervention. 0.4 FTE for tardies intervention.	Interventions developed for different thresholds of T/L and U/W, with increasing consequences for increasing levels. (see below)	Spreadsheets maintained to show students at different levels of intervention.
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Interventions developed for different thresholds of T/L and U/W, with increasing consequences for increasing levels. (see below)	Spreadsheets maintained to show students at different levels of intervention.								
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Interventions for both tardies and for unexcused absences: <ul style="list-style-type: none"> <li>- Level 1: Email sent to students and parents, informing them of the problem and why this is important.</li> <li>- Level 2: Meet with student, start learning about student, assign detention, inform parents.</li> </ul>								

	<ul style="list-style-type: none"> <li>- Level 3: In person meeting with parents, learn story of each student, discuss with Engagement Specialist (Becca) and counselor. Connect with teachers when appropriate (Is this only 1<sup>st</sup> period? Only homeroom? Only recently? Only math?).</li> <li>- Level 4: Consider 2-week loss of privileges such as parking permit, participation in clubs or sports, off campus privileges during lunch.</li> </ul>
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026
<b>Method(s) to Monitor Progress</b>	<p>Principal regularly meets with academic intervention teachers for tardies and for unexcused absences to discuss numbers of students at each level, what is working well, what are the challenges, and any possible changes.</p> <p>Share monthly data with staff and community.</p>

## **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.



# Emerson 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.<sup>2</sup>*

#### SCHOOL OVERVIEW

**Description:** Emerson High School (EmHS) is an application-based choice school. It is unique in the Lake Washington School District for its small size and educational focus. The school accepts 70-130 students in grades 9 to 12. That size allows us to emphasize individual student learning styles and tailor educational opportunities to specific student goals. We provide a unique educational program that helps students be the best people they can be academically, emotionally, and socially. Emerson High School starts with the student and builds their ability to perform academically while shaping a positive and accountable view of self.

Students apply to EmHS because they want to be at the school. With the school's smaller size, teachers can provide high levels of individually guided and personalized instruction. Thus, students are able to pick up missed credits or accelerate their education. EmHS is a place where students are cared about and known. Teachers set high standards for academic achievement, personal conduct, and job competence, while providing opportunities for students to assume personal responsibility and life skills.

Our students and staff work to sustain a cohesive learning community and rich learning experiences. Students develop the kind of positive perceptions of self, learning, and life that are the foundation for continued success.

Emerson High School's School Improvement Plan continues to focus on improving standards-based teaching, learning, and assessing academic achievement as well as supporting student social/emotional development. Combined, success in these areas will result in EmHS graduates being prepared for future success. Because Emerson High School is an alternative school, students enroll at various times throughout the year from other high schools, which makes collecting cohort data difficult. Adding to that challenge are recent shifts to Washington State Graduation

<sup>2</sup> LWSD School Board Approval on <insert date>

Pathways that no longer require Smarter Balanced Assessments in Math and Literacy and WCAS (science assessment). As a result, we do not have meaningful assessment scores for the last several years. Once these State testing rules changed, most EmHS students opt out as they no longer need to meet proficiency on those assessments to meet graduation requirements; instead, most pursue the Career and Technical Education (CTE) course pathway as an alternative to meet requirements. Our small size does, however, allow us to focus on individual student needs – and be responsive with interventions and/or accelerations as needed.

Our goals are always grounded in a standards-based instructional model where teachers work to develop formative and summative assessment strategies to better plan for and prepare students for success. This year, we'll continue to focus on improving student success by differentiating our standards-based curriculum to reach students at all levels. Additionally, Common Core State Standards (CCSS) are the foundation of all our standards-based work (English/Language Arts & Math) and NGSS science standards are the foundation of our science work. Our focus on implementing standards-based teaching and assessing has paid off. Our retention and graduation rates continue to grow.

**Mission Statement:** Each student will graduate prepared to lead a rewarding, 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	<b>9<sup>th</sup> grade credits</b>	All 9 <sup>th</sup> graders at Emerson High School	<b>Increase the percentage of 9<sup>th</sup> graders who earn 0.75 credits in each session by Spring 2026.</b>
2	<b>All LWSD students graduate</b>	10 <sup>th</sup> graders that enroll at Emerson High School who are not on-track to graduate	All students who enroll at Emerson High School as credit deficient 10 <sup>th</sup> graders will make up needed credits and graduate on-time by Spring 2028.
3	<b>Social Emotional Learning</b>	All students at Emerson High School	<b>Increase the percentage of students responding favorably in the Sense of Belonging category of the Panorama student perception survey will increase from 69%</b>

			<b>favorable to 75% favorable by Spring 2026.</b>
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## 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													
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All 9 <sup>th</sup> graders													
<b>Focus Area</b>	Academic achievement													
<b>Desired Outcome</b>	<b>Increase the percentage of 9<sup>th</sup> graders who earn 0.75 credits in each session by Spring 2026.</b>													
<b>Current Data Supporting Focus Area</b>	SY 25-26 Session 1: 86% of our 9 <sup>th</sup> graders earned credit in all 6 of their classes (0.75 credits total)													
<b>Strategy to Address Priority</b>	<table border="1"> <thead> <tr> <th>Action</th> <th>Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Independent course work completion</td> <td>Skyward data</td> </tr> <tr> <td>Learning Center model for credit retrieval</td> <td>Skyward data</td> </tr> <tr> <td>Intervention class for 9<sup>th</sup> graders</td> <td>Skyward schedule</td> </tr> <tr> <td>MTSS team monthly meetings</td> <td>Monthly referral data and meeting notes</td> </tr> <tr> <td>Bi-weekly team meetings to discuss student progress academically and social-emotionally</td> <td>Meeting notes</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Independent course work completion	Skyward data	Learning Center model for credit retrieval	Skyward data	Intervention class for 9 <sup>th</sup> graders	Skyward schedule	MTSS team monthly meetings	Monthly referral data and meeting notes	Bi-weekly team meetings to discuss student progress academically and social-emotionally	Meeting notes	
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<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>- Admin conduct intake meetings with all students and families before students enroll at Emerson High School</li> <li>- All students participate in Intervention class and have the opportunity to get extra help completing credit requirements</li> <li>- Open House event in September – all families have the opportunity to meet individually with their students' teachers</li> <li>- Students and families receive mid-session progress reports</li> <li>- ParentSquare communication between families and teachers</li> <li>- ParentSquare posts for students and families</li> </ul>													
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026													

<b>Method(s) to Monitor Progress</b>	Credit Manager Summative grades and credit completion each session
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<b>Priority Area</b>	<b>All LWSD students graduate</b> ( <i>focus on subgroup that is not graduating at high rate</i> )													
<b>Focus Grade Level(s) and/or Student Group(s)</b>	<b>10<sup>th</sup> graders that enroll at Emerson High School who are not on-track to graduate</b>													
<b>Focus Area</b>	Credit accrual													
<b>Desired Outcome</b>	<b>All students who enroll at Emerson High School as credit deficient 10<sup>th</sup> graders will make up needed credits and graduate on-time by Spring 2028.</b>													
<b>Current Data Supporting Focus Area</b>	100% of the new 10 <sup>th</sup> graders enrolled with fewer than 7 credits from their 9 <sup>th</sup> grade year.													
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<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026													
<b>Method(s) to Monitor Progress</b>	Summative grade checks at each session, attendance, MTSS monthly meeting updates, credit manager													



Priority #3														
<b>Priority Area</b>	<b>Social Emotional Learning</b> ( <i>attendance, referrals, sense of belonging</i> )													
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All Emerson High School students													
<b>Focus Area</b>	SEL Sense of Belonging													
<b>Desired Outcome</b>	<b>Increase the percentage of students responding favorably in the Sense of Belonging category of the Panorama student perception survey will increase from 69% favorable to 75% favorable by Spring 2026.</b>													
<b>Current Data Supporting Focus Area</b>	See Panorama data for Spring 2025 and Fall 2025													
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<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>-Communicate with families regarding the cell phone policy and individual follow-up as needed for violations</li> <li>-Homeroom feedback surveys</li> <li>-Individual student meetings with admin about how they are experiencing school</li> </ul>													
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026													

<b>Method(s) to Monitor Progress</b>	Panorama Fall and Spring student data
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## **STATE ASSESSMENT PARTICIPATION**

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- 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.



## 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.<sup>3</sup>*

#### 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

<sup>3</sup> LWSD School Board Approval on <insert date>

			<p>relationships on the Spring 2026 Panorama Survey.</p> <p>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.</p>
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## 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.

<b>Priority #1</b>										
<b>Priority Area</b>	<b>Literacy</b>									
<b>Focus Grade</b> <b>Level(s) and/or Student Group(s)</b>	Grades 7-10									
<b>Focus Area</b>	Using effective evidence and reasoning to support a claim/thesis									
<b>Desired Outcome</b>	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.									
<b>Current Data Supporting Focus Area</b>	Humanities teachers will collect evidence (to determine baseline percentage of proficiency) from classroom assessments given during first quarter.									
<b>Strategy to Address Priority</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><b>Action</b></th><th style="text-align: center;"><b>Measure of Fidelity of Implementation</b></th></tr> </thead> <tbody> <tr> <td><b>Science:</b> teaching claim-evidence-reasoning and assessing it.</td><td>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.</td></tr> <tr> <td><b>International Studies:</b> emphasize research products that gather evidence and provide reasoning to make your point.</td><td>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.</td></tr> <tr> <td><b>Art/Music:</b> instruct on the use of specific details in analysis to</td><td>The Art Department supports ELA goals by integrating literacy into</td></tr> </tbody> </table>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>	<b>Science:</b> 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.	<b>International Studies:</b> 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.	<b>Art/Music:</b> instruct on the use of specific details in analysis to	The Art Department supports ELA goals by integrating literacy into	
<b>Action</b>	<b>Measure of Fidelity of Implementation</b>									
<b>Science:</b> 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.									
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<b>Art/Music:</b> instruct on the use of specific details in analysis to	The Art Department supports ELA goals by integrating literacy into									

	<p>communicate interpretations of visual art or music.</p>	<p>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.</p>
	<p><b>Math:</b> Using Proofs to increase use of evidence and reasoning skills</p>	<p>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.</p>
	<p><b>Humanities:</b> 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.</p>	<p>Students are introduced to CDCM in 7<sup>th</sup> grade, a method that teaches them to balance fact and quote from the text along with commentary. The format is reviewed and practiced in 8<sup>th</sup> grade and again in 9<sup>th</sup> grade, where they learn strategies to depart from the rigid structure. Students write several CDCM paragraphs <u>in 7<sup>th</sup> and 8<sup>th</sup> grades</u>, along with longer essays in 8<sup>th</sup> and 9<sup>th</sup> grades. This process is used along with peer revision and an examination of model papers.</p>
	<p><b>Spanish:</b> encourage elaboration or giving examples on simple sentence as “reasoning.” Or, use terms like “claim,” “evidence,” and “reasoning” when applicable.</p>	<p>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)</p>
<b>Strategy to Engage Students, Families, Parents</b>	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	

<b>and Community Members</b>	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.
<b>Timeline for Focus</b>	Fall 2025 to Spring 2026
<b>Method(s) to Monitor Progress</b>	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
	<b>Science:</b> 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.
	<b>International Studies:</b> 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.
	<b>Art/Music:</b> Emphasis on perseverance – practice	The Art Department supports Math goals by reinforcing concepts such as geometry, measurement,

	<p>is a form of working through different issues</p>	<p>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.</p>
	<p><b>Math:</b> Increase emphasis on clearly laying out work / persisting with errors if they happen</p> <p><b>Humanities:</b> Emphasis on correct language, how even a slight change of tone changes the overall message (how this is an example of attending to precision)</p> <p><b>Spanish:</b> 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</p>	<p>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 exercises (and how if the work is not clear, how very hard that is to follow</p>
<p><b>Strategy to Engage Students, Families, Parents and Community Members</b></p>		<p>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)</p> <p>A Principal Update that communicates the SIP and some of the asks from the school for family engagement.</p>
<p><b>Timeline for Focus</b></p>		Fall 2025 to Spring 2026
<p><b>Method(s) to Monitor Progress</b></p>		Classroom Assessments



Priority #3		
<b>Priority Area</b>	<b>Social Emotional Learning</b>	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All 6-12 grade students Students	
<b>Focus Area</b>	Strengthening teacher-student relationships	
<b>Desired Outcome</b>	<p>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.</p> <p>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.</p>	
<b>Current Data Supporting Focus Area</b>	Panorama, listening session, and school-created survey data.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	<p>Use student listening sessions to identify what Panorama teacher-student relationship questions mean in student terms.</p> <ul style="list-style-type: none"> <li>• Students define the term “respect” in the context of student-teacher relationships.</li> <li>• Students develop examples of how teachers genuinely demonstrate concern about student well-being.</li> <li>• Students generate examples of how staff demonstrate genuine interest in students’ responses to the question, “How are you?”</li> </ul> <p>Admin share student definitions and examples with staff to foster further understanding of student perspectives.</p>	Notes from student listening sessions.
	Admin share student definitions and examples with staff to foster further understanding of student perspectives.	Use faculty meeting time to share definitions and for teachers to develop commitments to adjusting practice.

	Staff training on adult response to student emotional dysregulation.	Notes, presentations
	Creation of student surveys to monitor progress on our work in strengthening relationships.	Survey template creation and data collection & analysis.
	Create space during class time to occasionally have non-curricular activities that focus on inclusiveness and belonging.	
	Continue to leverage homeroom as a place to strengthen belonging and relationships.	
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>Sharing of the SIP goal with community through ParentSquare and website.</li> <li>Student listening sessions throughout the year.</li> <li>Sharing of goal progress through Principal Update.</li> </ul>	
<b>Timeline for Focus</b>	Winter, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	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.



## Juanita 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.<sup>4</sup>*

#### SCHOOL OVERVIEW

**Description:** Juanita High School is a diverse comprehensive high school located in Kirkland, Washington, and is part of the Lake Washington School District. We have two middle schools and seven elementary schools that feed into our high school. Juanita offers multiple pathways to ensure our students are future ready, including advanced placement and honors options; AVID; credit retrieval; and a variety of elective choices to interest students. We also house the Cambridge choice program.

**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	<b>9th grade credits (accrue 6+ credits)</b>	ML and Hispanic 9 <sup>th</sup> and 10 <sup>th</sup> graders	Increase the total number of ML and Hispanic students on track for graduation in 9 <sup>th</sup> (6+ credits) and 10 <sup>th</sup> (12+ credits) grades
2	All LWSD students graduate ( <i>focus on subgroup that is not graduating at high rate</i> )	ML Students, Hispanic Students	Increase the % of ML (65% to 80%) and Hispanic (80% to 90%) students graduating on time.
3	<b>Social Emotional Learning (attendance,</b>	Grades 9-12: All Students	Increase the % of students regularly attending school by 5%

<sup>4</sup> LWSD School Board Approval on <insert date>

	<i>referrals, sense of belonging)</i>		
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## 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.

<b>Priority #1</b>							
<b>Priority Area</b>	<b>9th grade credits (accrue 6+ credits)</b>						
<b>Focus Grade Level(s) and/or Student Group(s)</b>	9 <sup>th</sup> grade ML Students 9 <sup>th</sup> grade Hispanic Students 9 <sup>th</sup> graders not on track (failing one or more classes at quarter and semester; chronically absent)						
<b>Focus Area</b>	<ul style="list-style-type: none"> <li>• Parent/Guardian Involvement and Home Communication with these subgroups</li> <li>• 9<sup>th</sup> graders at-risk for not earning 6+ credits</li> <li>• 9<sup>th</sup> graders at-risk for chronic absenteeism</li> </ul>						
<b>Desired Outcome</b>	<ul style="list-style-type: none"> <li>• Decrease the number of N grades earned at S1 and S2 within these subgroups</li> <li>• Parents/guardians possess skills and tools to support students' attendance and success</li> </ul>						
<b>Current Data Supporting Focus Area</b>	<ul style="list-style-type: none"> <li>• Subgroup grades, attendance, SBA scores have historically lagged behind their peers.</li> <li>• Historically, distribution of grades show that 9% of Hispanic students' grades are "N" as compared to 2% of "N" grades for white students.</li> </ul>						
<b>Strategy to Address Priority</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><b>Action</b></th><th style="text-align: center;"><b>Measure of Fidelity of Implementation</b></th></tr> </thead> <tbody> <tr> <td>Regular check-ins with counselor:</td><td>Spreadsheet record of meetings</td></tr> <tr> <td>Begin planning phase for 9<sup>th</sup> Grade Freshmen "House" for 2026-27 School Year           <ul style="list-style-type: none"> <li>• Create student teams in which student houses have the same 4 core teachers in 26-27</li> <li>• Hold student intervention meetings for at-risk students</li> <li>• Utilize team-teaching model for four core classes: ELA, math, SS, science</li> </ul> </td><td> <ul style="list-style-type: none"> <li>• Student meeting minutes</li> <li>• Quarterly grade and attendance data</li> <li>• Student and parent subgroup Panorama data</li> </ul> </td></tr> </tbody> </table>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>	Regular check-ins with counselor:	Spreadsheet record of meetings	Begin planning phase for 9 <sup>th</sup> Grade Freshmen "House" for 2026-27 School Year <ul style="list-style-type: none"> <li>• Create student teams in which student houses have the same 4 core teachers in 26-27</li> <li>• Hold student intervention meetings for at-risk students</li> <li>• Utilize team-teaching model for four core classes: ELA, math, SS, science</li> </ul>	<ul style="list-style-type: none"> <li>• Student meeting minutes</li> <li>• Quarterly grade and attendance data</li> <li>• Student and parent subgroup Panorama data</li> </ul>
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	<ul style="list-style-type: none"> <li>Continuing safety net classes</li> <li>Mentoring in Affinity Homerooms</li> </ul>	
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>9<sup>th</sup> grade Family Nights (Rising Ravens, 9<sup>th</sup> Grade Registration)</li> <li>Counselors will conduct winter registration visits to the two feeder middle schools</li> <li>Student Listening Sessions specifically for 9<sup>th</sup> grade identified subgroups</li> <li>Individualized connections in the Family Resource Center. Introduce students/staff/parents to Spanish, Portuguese, and Russian speaking staff</li> <li>Transition conferences with feeder middle schools</li> <li>Hold registration and Parent Square sign-ups at designated apartment complexes</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 – Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Skyward, SCARIF, Panorama, FRC logs	

<b>Priority #2</b>	
<b>Priority Area</b>	<b>All LWSD students graduate</b> ( <i>focus on subgroup that is not graduating at high rate</i> )
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Hispanic and ML students in all grades
<b>Focus Area</b>	Required course credits
<b>Desired Outcome</b>	Close the graduation gap between these subgroups and their peers
<b>Current Data Supporting Focus Area</b>	<p>Currently, 80% of Hispanic and 65% of ML students graduate as compared to 92% of students overall.</p> <p>Current SBA scores from previous school years show a persistent achievement gap. Most recent SY24-25 data shows:</p> <ul style="list-style-type: none"> <li>Math overall (53%); Hispanic (30%); ML (34%)</li> <li>ELA overall (82%); Hispanic (62%); ML (61%)</li> <li>Science overall (84%); Hispanic (72%); ML (71%)</li> </ul> <p>25.26 Quarter one grades also show that although ML students comprise 11% of our population, they earned 1/3 of the Ds and Ns.</p>

<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Continue credit recovery and FLEX Academy	Number of students completing credits towards graduation each month
	Continue safety net classes for 9 <sup>th</sup> and 10 <sup>th</sup> grade core classes	Quarterly and semester grades; "N" grades at end of school year
	Continue team-taught ML classes	Quarterly grades for ML and Hispanic students in identified courses
	Student Listening Sessions	Qualitative-meeting minutes for each administrator's listening sessions
	Summer Credit Recovery	Number of students earning credits during summer classes
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Provide ML and Hispanic parent/guardian nights (with translators) to explain high school credits., review grade-level requirements, meet families, and sign parents up for Parent Square and Skyward.</li> <li>• Provide individualized connections in Family Resource Center</li> <li>• Introduce students/staff/parents to Spanish, Portuguese, building and district-speaking staff</li> <li>• Hold registration and Parent Square sign-ups at designated apartment complexes. Continue phone calls and emails to FLEX parents/guardians regarding student progress</li> <li>• Develop informational videos with the ML department and ML students to provide future students and parents information about Juanita HS (graduation requirements, basic Juanita High info, etc.)</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Skyward, SCARIF, Panorama	

Priority #3								
<b>Priority Area</b>	<b>Social Emotional Learning</b> ( <i>attendance, referrals, sense of belonging</i> )							
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All grades, with targeted support for 9 <sup>th</sup> graders, ML, and Hispanic students							
<b>Focus Area</b>	Attendance and tardies; Sense of Belonging							
<b>Desired Outcome</b>	Decrease chronic absenteeism and increase percent of students attending school regularly Increase Panorama Sense of Belonging sub-measure							
<b>Current Data Supporting Focus Area</b>	<p>2024-25 data:</p> <ul style="list-style-type: none"> <li>• 9<sup>th</sup> grade Hispanic not chronically absent (61%);</li> <li>• Overall (76%)</li> <li>• Schoolwide all grades Hispanic (56%); overall (72%)</li> <li>• Only 42% of students school wide (665 respondents) felt a positive Sense of Belonging on the Spring 2025 Panorama</li> </ul>							
<b>Strategy to Address Priority</b>	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>Continue Tiered supports for attendance and tardies           <ul style="list-style-type: none"> <li>• Raven Reset Room</li> <li>• Weekly Attendance Meetings</li> <li>• 9<sup>th</sup> grade</li> </ul> </td><td>Bi-monthly attendance and tardy data Raven Reset detention data Panorama fall and spring student SEL surveys</td></tr> <tr> <td>Create 9<sup>th</sup> grade student focus groups to examine students' experiences in courses, attendance, and sense of belonging</td><td>Qualitative student focus group data; decrease in % of chronically absent and tardy students; Panorama student SEL data</td></tr> </tbody> </table>		Action	Measure of Fidelity of Implementation	Continue Tiered supports for attendance and tardies <ul style="list-style-type: none"> <li>• Raven Reset Room</li> <li>• Weekly Attendance Meetings</li> <li>• 9<sup>th</sup> grade</li> </ul>	Bi-monthly attendance and tardy data Raven Reset detention data Panorama fall and spring student SEL surveys	Create 9 <sup>th</sup> grade student focus groups to examine students' experiences in courses, attendance, and sense of belonging	Qualitative student focus group data; decrease in % of chronically absent and tardy students; Panorama student SEL data
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Create 9 <sup>th</sup> grade student focus groups to examine students' experiences in courses, attendance, and sense of belonging	Qualitative student focus group data; decrease in % of chronically absent and tardy students; Panorama student SEL data							
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Continue to hold Spanish-speaking and Portuguese-speaking parent tech nights; continue to hold multicultural night celebrations and Affinity Homerooms; continue heritage assemblies for BIPOC subgroups</p> <p>Participate in the LWSD Innovation Lab Site Cohort for Family Engagement</p>							
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026							
<b>Method(s) to Monitor Progress</b>	Skyward, SCARIF, Panorama, qualitative data from student focus groups							



## **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.

# 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.<sup>5</sup>*

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

<sup>5</sup> 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.

<b>Priority #1</b>		
<b>Priority Area</b>	<b>9th grade credits (accrue 6+ credits)</b>	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All students in grade 9	
<b>Focus Area</b>	Focus on students who have demonstrated complex learning needs and those who are classified as multilingual.	
<b>Desired Outcome</b>	All students will successfully earn at least six credits by the end of their freshman year.	
<b>Current Data Supporting Focus Area</b>	Data as of 10/20/2025 shows that of the 12 9 <sup>th</sup> graders who are served in both multilingual and special education services, 8 of them have one or more failing (N) grades.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	AVID Program engages students in building study skills and community.	Enrollment in AVID Elective classes
	Counselor 9 <sup>th</sup> 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 <sup>th</sup> grade parents on LINK day in August. 300+ parents attended.
	Connections Lunch: AVID, ML, and students with 2 or more N's in 8 <sup>th</sup> grade or attendance concerns in 8 <sup>th</sup> grade were invited to a connections lunch after the 9 <sup>th</sup>	Family Connections Specialist individually connected with students, and followed up with them once school started. Students were also invited by phone call to attend

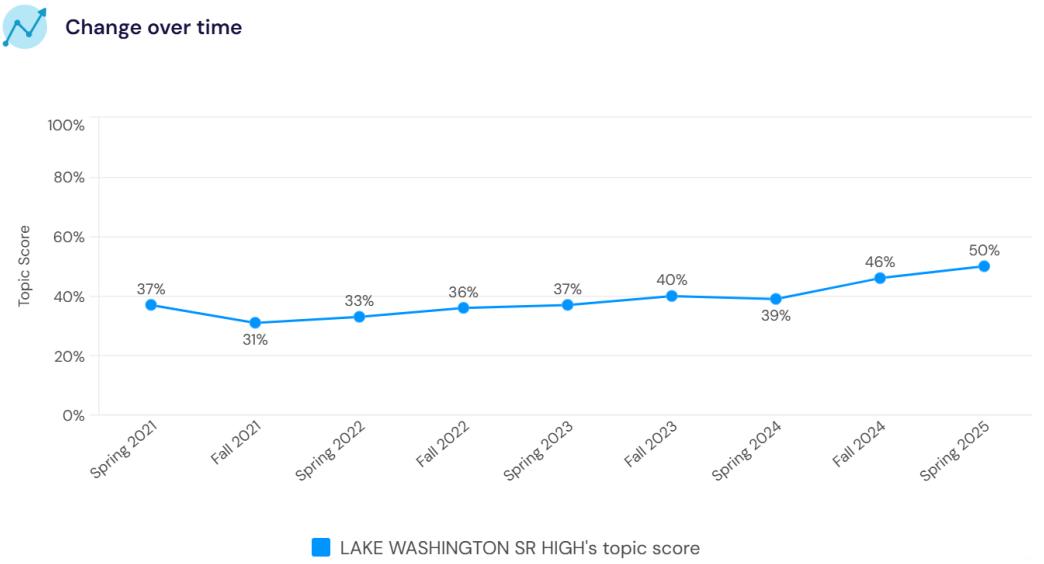
	<p>grade parent orientation in August. School supplies were purchased through a LWSF grant and provided.</p>	Curriculum Night in September.
	Prioritize Tier I instructional strategies	Look for opportunities to leverage instructional strategies and provide multiple opportunities to demonstrate proficiency in classes
	Run N List at end of each quarter. Facilitate counselor one-on-one meeting as needed.	Review the list prior to the start each quarter.
	Counselors will meet with each freshman one-on-one during 1 <sup>st</sup> quarter.	Built, trusted relationships with counselors.
	Transition meetings held with middle school SPED, counselors, and Admin teams.	List of focus students identified; ongoing monitoring of focus groups is happening.
	Attendance Specialist held individual check-ins with freshmen to check on attendance.	Shared spreadsheet provides anchor for weekly monitoring by counselors, admin and attendance specialist.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>National Honor Society Students are going to build short videos that will help 9<sup>th</sup> graders develop skills for success in collaboration with ILT.</p> <p>ILT will offer brief coaching to teachers around positive behavior interventions for 9<sup>th</sup> 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 9<sup>th</sup> 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, connecting with families, and holding meetings 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>	
<b>Timeline for Focus</b>	Winter, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	<p>Grade Checks</p> <p>Monitoring of intervention list in weekly Counseling Department and Attendance Team meetings.</p> <p>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 that allows for ongoing monitoring.</p>	
<b>Priority #2</b>		
<b>Priority Area</b>	<b>All LWSD students graduate</b>	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	<b>Focus on students in 11<sup>th</sup> grade who are not on-track to earn 18 credits by end of year, while maintaining systems of support for students in the 12<sup>th</sup> grade.</b>	
<b>Focus Area</b>	Students in grade 11 with less than 12 credits	
<b>Desired Outcome</b>	On time graduation next year.	
<b>Current Data Supporting Focus Area</b>	52 juniors currently have less than 12 credits, putting them off-track for on-time graduation	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Counselors send Email/Parent Square messages 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 <sup>th</sup> period Thursday, 5 <sup>th</sup> period on Monday, 6 <sup>th</sup>	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.

	<p>period Tuesday. On a Bi-Weekly basis.</p>	
	<p>Counselors will host summer school sign up sessions and Open Doors (HOP Sessions) in RISE Program.</p>	Calendar/Agendas
	<p>Identify juniors and seniors who have not met WA State Graduation Requirement and connect them with an adult to monitor Canvas class.</p>	<p>There are 61 seniors in need of this support. Our goal is to get each of them through the Canvas course requirement before the end of the third quarter, allowing time and capacity to address 11<sup>th</sup> graders in need of this support.</p>
	<p>Every nine weeks counselors send a “junior at-risk letter” and track the data.</p>	Email/Parent Square records
	<p>Junior at Risk list used to monitor credit recovery progress to ensure graduation date. Shared with counselors and administrative team.</p>	Regular monitoring of list will show progression of this work.
	<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 using a five-minute protocol.</p> <p>LWHS is working with Dr. Karen Mapp as a site for the Advancing Family Engagement Pilot</p>	Meeting agendas, newsletters and MTSS team notes.

<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<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. Parents will be integral to the success of this work, as we engage them in understanding the supports that are in place so that they can take advantage of them.</p>
<b>Timeline for Focus</b>	Winter, 2025 - Spring, 2026
<b>Method(s) to Monitor Progress</b>	<p>Counselors will document efforts and share updates monthly during counselor/admin meetings.</p> <p>Quarterly credit checks, enrollment in our Rise Program, and number of credits recovered.</p> <p>ILT will share feedback from focus groups, as well as behavior support requests for support from teachers.</p>

### Priority #3

<b>Priority Area</b>	<b>Social Emotional Learning</b> ( <i>attendance, referrals, sense of belonging</i> )																				
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Increase students' sense of belonging and social-emotional well-being to support engagement and academic success.																				
<b>Focus Area</b>	Sense of Belonging																				
<b>Desired Outcome</b>	<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>  <table border="1"> <thead> <tr> <th>Date</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>LAKE WASHINGTON SR HIGH's topic score</p>	Date	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%
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<b>Current Data Supporting Focus Area</b>	Panorama Data shows that Sense of Belonging is the category that is consistently lowest rated by students, despite year over year growth																				
<b>Strategy to Address Priority</b>	<table border="1"> <thead> <tr> <th>Action</th> <th>Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Focus on the work of aligning our instructional framework with equitable practices</td> <td>MTSS, Counseling and Admin teams will continue to work with our teachers to provide opportunities to focus on equity and highlight practical moves</td> </tr> <tr> <td>Launch a “Connect Before Content” initiative encouraging staff to begin each class with a brief relationship-building activity or check-in.</td> <td>The Instructional Leadership Team, in working on a PLC-focused initiative this year, will continue to provide professional development to staff.</td> </tr> <tr> <td>Review and respond quarterly to SEL and climate data to adjust supports as needed</td> <td>The LWHS Building Leadership Team will help guide efforts to</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Focus on the work of aligning our instructional framework with equitable practices	MTSS, Counseling and Admin teams will continue to work with our teachers to provide opportunities to focus on equity and highlight practical moves	Launch a “Connect Before Content” initiative encouraging staff to begin each class with a brief relationship-building activity or check-in.	The Instructional Leadership Team, in working on a PLC-focused initiative this year, will continue to provide professional development to staff.	Review and respond quarterly to SEL and climate data to adjust supports as needed	The LWHS Building Leadership Team will help guide efforts to												
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	elevate excellence throughout our school community
Expand student leadership and peer mentoring programs to foster cross-grade relationships.	Opportunities for students to provide input on initiatives will be present through student representation on our leadership teams, as well as through check-ins such as “Donuts with Dr. Bell”
Leverage PLC trained teachers to support the work. ILT is working to offer PLC support.	PLC leaders will offer training during staff development time.

### 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%	
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Admin-led student focus groups will provide qualitative data. Kang Coffee Hour and targeted outreach will also help us engage our families.</p> <p>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.</p> <p>Black Muse/Legacy Program: This program aims to engage students from marginalized groups in after school technology-based learning.</p>				
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026				
<b>Method(s) to Monitor Progress</b>	Panorama survey data Focus group/PPLC feedback from students 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.



# 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.<sup>6</sup>*

#### 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)	9 <sup>th</sup> 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.

<sup>6</sup> LWSD School Board Approval on <insert date>

2	All LWSD students graduate ( <i>focus on subgroup that is not graduating at high rate</i> )	12 <sup>th</sup> grade students c/o 2026	Percentage of students graduating at the end of their 12 <sup>th</sup> grade year will increase from 94.3% (c/o 2025) to 100% (c/o 2026).
3	Social Emotional Learning ( <i>attendance, referrals, sense of belonging</i> )	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.

### 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	<b>9th grade credits (accrue 6+ credits)</b>	
Focus Grade Level(s) and/or Student Group(s)	9 <sup>th</sup> grade students; c/o 2029	
Focus Area	Schoolwide Academic Achievement	
Desired Outcome	Percentage of students earning credit in all enrolled classes will increase from 78.7% to 100% in June 2026.	
Current Data Supporting Focus Area	October 17, 2025: <ul style="list-style-type: none"> <li>• 14% (78) 9<sup>th</sup> graders have a grade of F/N/I</li> <li>• 65.4% of 9<sup>th</sup> graders are missing 1+ assignments</li> </ul> ***will remeasure when Q1 grades are finalized.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	9 <sup>th</sup> grade only homerooms – peer and adult connections	Per Skyward schedule
	Best Year program in 9 <sup>th</sup> grade homerooms	Program purchased and pilot proposal submitted.

		Sessions are scheduled into 9 <sup>th</sup> grade homerooms by homeroom coordinator and admin.
	Co-taught English, Math, BITES, and Lifetime Wellness will provide Safety Net, specially-designed instruction, and ML support for 9 <sup>th</sup> grade students (as appropriate), while lowering the student-teacher ratio for all students in these classes.	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.
	Link Crew orientation and yearly connections	9 <sup>th</sup> grade homerooms Meetings and events throughout the year.
	Monitoring attendance and grade data	Completed by dean of students, teachers, counselors, and administrators. Data collection for progress monitoring each quarter.
	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)
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Dedicated staff meeting time for school/home communication.</li> <li>• Weekly Bulletin messages providing strategies for supporting students in passing all classes.</li> <li>• Messages to 9<sup>th</sup> grade families sharing information about <i>Best Year</i> program and how they can discuss with students.</li> <li>• Teacher messaging to families about class content and assignments including “ask your student about...” conversation starters related to class material.</li> <li>• Present SIP and progress monitoring to PTSAs during Board and General Membership meetings.</li> <li>• Connect with families during GT, IEP, and 504 meetings to continue building supportive relationships.</li> <li>• “Mustang Extravaganza” open house event to welcome future freshmen and families each spring.</li> <li>• Curriculum Night – families visit RHS and travel their student’s schedule to meet teachers and learn about classes.</li> <li>• ML Tech Nights – evening events geared towards families of non-English home languages (ie. Spanish or</li> </ul>	

	Russian/Ukrainian), where native speakers support families in learning about the RHS program and logging in to different tech platforms.
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026
<b>Method(s) to Monitor Progress</b>	Grade checks and attendance checks at Q1, S1, Q3, S2 for 2025-26 school year.

Priority #2																	
<b>Priority Area</b>	All LWSD students graduate ( <i>focus on subgroup that is not graduating at high rate</i> )																
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All students, focus on seniors																
<b>Focus Area</b>	Schoolwide Achievement																
<b>Desired Outcome</b>	That graduation rate will consistently increase for all student groups, from 94.3% to 100% graduation rate in June 2026.																
<b>Current Data Supporting Focus Area</b>	<p>June 2025 graduation data demonstrates that students in particular racial/ethnic groups are graduating at lower rates than their peers.</p> <p><b>RACE/ETHNICITY</b></p> <table border="1"> <thead> <tr> <th>Race/Ethnicity</th> <th>Graduation Rate (%)</th> </tr> </thead> <tbody> <tr> <td>American Indian</td> <td>100</td> </tr> <tr> <td>Asian</td> <td>99</td> </tr> <tr> <td>Black/ African American</td> <td>82</td> </tr> <tr> <td>Hispanic/ Latino</td> <td>82</td> </tr> <tr> <td>Native Hawaiian</td> <td>100</td> </tr> <tr> <td>Two or More Races</td> <td>92</td> </tr> <tr> <td>White</td> <td>95</td> </tr> </tbody> </table>	Race/Ethnicity	Graduation Rate (%)	American Indian	100	Asian	99	Black/ African American	82	Hispanic/ Latino	82	Native Hawaiian	100	Two or More Races	92	White	95
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	<p>Multi-lingual Family nights for tech support and community building</p> <p>Communities in Schools program on site</p> <p>Increase tracking of students who transfer out to confirm their current placement</p> <p>Reduction in exclusionary discipline</p> <p>MTSS Academic team using a Skyward “watchlist” to monitor student achievement and provide support.</p>	<p>Planned and hosted by ML department and CIS site manager in collaboration with LWSD Equity department.</p> <p>Currently hosting Spanish speaker family night and Russian/Ukrainian speaker family night.</p> <p>Meet annually with site manager and supervisor to review and approve plan for CIS + RHS</p> <p>Meet monthly with site manager to discuss student caseload and supports.</p> <p>Direct collaboration between APs, Dean of Students, and site manager.</p> <p>CIS site manager maintains a student caseload and works directly with families to provide support with resources and with accessing school programs.</p> <p>Working with counselors and registrar to follow up on unconfirmed transfer students to determine post-RHS placement.</p> <p>Training and implementation of restorative practices in lieu of suspension.</p> <p>MTSS team meets twice monthly (once/month for Academic; once/month for Behavior)</p>
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Dedicated staff meeting time for school/home communication.</li> <li>• Invite ML families to school meetings, and secure interpreters or native speakers for support.</li> <li>• Communicate with families about alternative pathways (WANIC, Running Start, etc) to ensure they are aware of options available for their student.</li> <li>• Present SIP and progress monitoring during PTSA Board meetings and General Membership meetings.</li> <li>• Connect with families during GT, IEP, and 504 meetings to continue building supportive relationships.</li> <li>• Curriculum Night – families visit RHS and travel their student’s schedule to meet teachers and learn about classes.</li> </ul>	

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<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026
<b>Method(s) to Monitor Progress</b>	<p>Monitor credit accrual for all grade levels.</p> <p>Monitor on-track for graduation for all grade levels.</p> <p>Support of 12<sup>th</sup> grade students “on the bubble” to develop plans to help them achieve an on-time graduation.</p>

Priority #3										
<b>Priority Area</b>	<b>Social Emotional Learning</b> ( <i>attendance, referrals, sense of belonging</i> )									
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All Students – grades 9, 10, 11, 12									
<b>Focus Area</b>	SEL: Sense of Belonging									
<b>Desired Outcome</b>	Increase the percentage of students who respond favorably to the overall Sense of Belonging questions in the Panorama Student Survey.									
<b>Current Data Supporting Focus Area</b>	<p>Panorama student survey data for Spring 2025 and Fall 2025:</p> <p><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%</p> <p><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%</p>									
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Classroom cell phone policy as a lever to increase interpersonal connections and engagement between students.	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.
	Providing student recognition – Mustang of the Month	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.
	Student extracurricular clubs and affinity groups create spaces for students to connect with peers around common language, culture, and identity.	Latinos Unidos AWARE (special needs awareness) Black Student Union Fellowship of Christian Athletes Indian Student Association SAGA (Sexuality and Gender Alliance)
	Student focus groups to create opportunities to share how students are experiencing school.	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.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<ul style="list-style-type: none"> <li>• Engage parents as volunteers, as boosters, as PTSAs members to work collaboratively on behalf of students.</li> <li>• Share Panorama data with students and families to elicit ideas for how best to address some low-scoring areas.</li> <li>• Communicate with families regarding policy and practice (ie. Cell Phone Policy, <i>Best Year</i> program, etc) to create awareness and opportunity for feedback.</li> <li>• Equity team work to develop community mentor project for student engagement.</li> </ul>	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2027	
<b>Method(s) to Monitor Progress</b>	Panorama Fall and Spring student data, 2025-26 and 2026-27 school years.	

## **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.
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## School Improvement Plan

### Annual Update: 2025-26

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>7</sup>*

#### SCHOOL OVERVIEW

**Description:** Nikola Tesla STEM High School is a science, technology, engineering, and mathematics high school that uses problem-based learning to prepare students for future STEM professions. Students conduct research in STEM Lab Concentrations, investigate real world problems, and bring research and debate into the equation while working towards viable resolutions. Students enroll in, on average, six science courses and four math courses for the duration of their high school years. Engineering and Technology are integrated into all grade level classes throughout a student's four years at Tesla STEM. During the first two years of a student's experience at STEM, students are immersed in an integrated Science, Engineering, and Humanities sequence where the focus is on the students' development of multiple skills, including conducting authentic research, working with primary source documents, developing scientific investigations, understanding and applying the engineering design process, collaboratively working in the Problem-Based Learning environment, developing digital literacy, and expanding critical thinking skills. As a critical component in STEM education, students work in a STEM Lab Concentration and/or STEM Pathway in their junior and senior years, conducting inquiry and research, exploring questions of their own, and championing their own ideas to the level of publication and/or production. The STEM Lab Concentrations and STEM Pathways continue to address the United Nations Sustainable Development Goals to support a bright and sustainable future on a global scale.

#### Mission Statement:

Tesla STEM is a small, close-knit community. We embrace constructive struggle, push each other to innovate, and address the world's most compelling and crucial problems.

We develop curiosity, resilience, and perseverance by: pursuing rigor, discovering

<sup>7</sup> LWSD School Board Approval on <insert date>

the questions that have not already been asked, advocating for ourselves and for those who need our support, collaborating across disciplines and grade levels, fostering relationships that inspire emotional and intellectual fulfillment, and building communication through dynamic presentation and supportive critique, and embracing failure as part of the learning process.

Nicola Tesla STEM High School nurtures students' adaptability, intellectual resolve, and curiosity to inspire positive change from personal growth to global impact. Our students leave with the tools to excel in college and beyond.

Inspire. Educate. Innovate.

2025-26 PRIORITIES AT A GLANCE			
Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	<b>9th Grade Credits</b> ( <i>accrue 6+ credits</i> )	9 <sup>th</sup> grade students	Increase 9 <sup>th</sup> grade success of earning all credits by 2% from the 2024-25 to 2025-26 school year.
2	<b>All LWSD Students Graduate</b> ( <i>focus on subgroup that is not graduating at high rate</i> )	Focus group includes students not on track to graduate	Students supported with an IEP or a 504 will graduate at the same rate as students without; target is 100% on-time graduation.
3	<b>Social Emotional Learning; Attendance and Belonging</b>	3a. Attendance 3b. Belonging	3a. All students will show an increase in regular attendance (students attending 90% or more of school days). 3b. All students will show an increase in sense of belonging from 60% to 64% in Panorama data on the question, "When you're at school, how much do you feel like you belong?"

## 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.

<b>Priority #1</b>		
<b>Priority Area</b>	<b>9th Grade Credits (accrue 6+ credits)</b>	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	9 <sup>th</sup> grade students will earn all six credits during their 9 <sup>th</sup> grade year.	
<b>Focus Area</b>	Our focus group includes 9 <sup>th</sup> grade students who either have not completed Algebra 1 or show academic evidence of need in the first quarter.	
<b>Desired Outcome</b>	Increase the percentage of 9 <sup>th</sup> students earning all credits from baseline of 91.14% in 2024-25 to 93% in 2025-26.	
<b>Current Data Supporting Focus Area</b>	Data from previous years for students who start at Tesla STEM, but who have not successfully completed Algebra 1, show evidence of ongoing academic struggle. Academic data from 1 <sup>st</sup> quarter grades, specifically grades below 70% (D+, D and N grades) will be reviewed and used to track ongoing achievement.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Inform all teachers of which students have not yet completed Algebra 1 and make individual support plans for each student.	Monthly academic checks for students in the focus area.
	Administrators will analyze academic success data at each Skyward grade update period to identify any students who are falling below target.	Ensure that every student who is falling below passing scores has been brought forward on a student of concern conference or receives a Tier 2 support.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Tier 1: Administrators will communicate with all 9 <sup>th</sup> grade families of the importance of successfully earning all credits and the specific impacts of the move from a 7-period to a 6-period day. Tier 2: Counselors will engage in family meetings at the quarter if a student is not independently showing a trajectory of successfully earning all credits, including establishing an expected schedule to attend teacher office hours.	

<b>Timeline for Focus</b>	8 times a year (mid-quarter, quarter) review student achievement and respond according to the Tiered support plan.
<b>Method(s) to Monitor Progress</b>	Grade checks, attendance at office hours, end of semester 1 and 2 grades. If any student is credit deficient, create a written recovery plan.

Priority #2a – Increase Graduation Rates										
<b>Priority Area</b>	<b>All LWSD Students Graduate</b> ( <i>focus on subgroup that is not graduating at high rate</i> )									
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Students who are receiving special education or 504 support.									
<b>Focus Area</b>	Increase 4-year graduation rates as appropriate for students receiving special education services or 504 support.									
<b>Desired Outcome</b>	Students who receive special education or 504 supports will graduate at the same rate as their peers.									
<b>Current Data Supporting Focus Area</b>	The 2025 4-year graduation rate for all students was 97%. The number of students in the target group is suppressed for privacy. However, in 2025, there was a discrepancy between students with disabilities and students without on 4-year graduation rates.									
<b>Strategy to Address Priority</b>	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>Tier 1: Deliberate and persistent focus on earning all necessary graduation credits through all grades.</td><td>Semester grade reports indicate student success on earning all credits.</td></tr> <tr> <td>Tier 3: Individualized plans to graduation for every senior who is in danger of not graduating, including adjusted schedules, access to mental health support, safety plans, and regular check-ins.</td><td>Document regular meetings with students and families which include information about school and district resources for mental health support.</td></tr> <tr> <td>Engage with students and families through the IEP process to ensure the IEP fully supports the students' needs.</td><td>Ensure that every IEP is compliant and complete.</td></tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Tier 1: Deliberate and persistent focus on earning all necessary graduation credits through all grades.	Semester grade reports indicate student success on earning all credits.	Tier 3: Individualized plans to graduation for every senior who is in danger of not graduating, including adjusted schedules, access to mental health support, safety plans, and regular check-ins.	Document regular meetings with students and families which include information about school and district resources for mental health support.	Engage with students and families through the IEP process to ensure the IEP fully supports the students' needs.	Ensure that every IEP is compliant and complete.	
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Engage with students and families through the IEP process to ensure the IEP fully supports the students' needs.	Ensure that every IEP is compliant and complete.									
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Include graduation and credit discussion in IEP and 504 annual meetings to ensure that students and families are aware of credit status. Co-create and document the recovery plan.									
<b>Timeline for Focus</b>	2025-26 school year									
<b>Method(s) to Monitor Progress</b>	End of semester grades for juniors and seniors, followed by meeting with families to document the recovery plan.									



Priority #2b – English Language Arts										
<b>Priority Area</b>	<b>All LWSD Students Graduate</b> ( <i>focus on subgroup that is not graduating at high rate</i> )									
<b>Focus Grade Level(s) and/or Student Group(s)</b>	English Language Arts									
<b>Focus Area</b>	Students in grades 9 – 11 will synthesize from multiple texts to improve their synthesis writing.									
<b>Desired Outcome</b>	By the end of the 2025-26 school year, 11 <sup>th</sup> grade students will earn a mean score of 4.3 or higher on the AP exam Synthesis Essay. This ELA skill supports STEM courses and is a requirement for achieving STEM literacy.									
<b>Current Data Supporting Focus Area</b>	Student achievement on the AP Synthesis essay in 2025 was 4.24, representing a consistent participation of over 90% of 11 <sup>th</sup> grade students participating in the AP Language and Composition exam.									
<b>Strategy to Address Priority</b>	<table border="1"> <thead> <tr> <th>Action</th><th>Measure of Fidelity of Implementation</th></tr> </thead> <tbody> <tr> <td>Synthesis is taught several times in all ELA classes, building on skills from previous years.</td><td>Teacher alignment with expectations and common scoring of the synthesis essays to ensure fidelity across teachers.</td></tr> <tr> <td>Teachers will deliver explicit teaching on synthesis using exemplar essays.</td><td>Teacher pairs will intentionally and consistently deliver explicit teaching on synthesis; student achievement will show growth in their writing throughout the year.</td></tr> <tr> <td>Students will complete 5 practice essays in 11<sup>th</sup> grade.</td><td>In addition to teacher feedback, students will self-assess their writing through the portfolio review.</td></tr> </tbody> </table>		Action	Measure of Fidelity of Implementation	Synthesis is taught several times in all ELA classes, building on skills from previous years.	Teacher alignment with expectations and common scoring of the synthesis essays to ensure fidelity across teachers.	Teachers will deliver explicit teaching on synthesis using exemplar essays.	Teacher pairs will intentionally and consistently deliver explicit teaching on synthesis; student achievement will show growth in their writing throughout the year.	Students will complete 5 practice essays in 11 <sup>th</sup> grade.	In addition to teacher feedback, students will self-assess their writing through the portfolio review.
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Students will complete 5 practice essays in 11 <sup>th</sup> grade.	In addition to teacher feedback, students will self-assess their writing through the portfolio review.									
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Through the new learning management system, Canvas, families can see student progress and achievement, including teacher feedback on individual essays. Tier 2 strategy is to engage families directly when students are below the expected achievement, through teacher, counselor or administrator meetings.									
<b>Timeline for Focus</b>	2025-26 school year									
<b>Method(s) to Monitor Progress</b>	AP scores on the synthesis essay will help assess how effectively students learned to synthesize diverse sources into a coherent, articulate argument that addresses a given prompt									

<b>Priority #2c - Mathematics</b>		
<b>Priority Area</b>	<b>All LWSD Students Graduate</b> ( <i>focus on subgroup that is not graduating at high rate</i> )	
<b>Focus Grade Level(s)</b>	Grades 9 - 12	
<b>Focus Area</b>	Increase student skills in mathematical practice of justification, increasing students' use of explaining mathematical reasoning, and justifying claims with evidence.	
<b>Desired Outcome</b>	By the end of the 2025-26 school year, our students will earn a mean score of 4 or higher on AP style free response and multiple-choice justification problems. Approximately 50% of all students are currently registered for an AP mathematics exam.	
<b>Current Data Supporting Focus Area</b>	Student scores from 2024-25 AP mathematics exams and classroom assessments indicate that students will benefit from focused instruction in justification and communicating mathematical thinking with evidence. In 2025, the AP math scores in free response questions were 59% and the Justification scores were 69%.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Scoring free response questions with rubric	Each teacher will consistently include class discussions about the distinctions between different levels of proficiency when communicating reasoning and giving students opportunities to score their own and other student responses.
	Formative assessments	Increase opportunities for students to solve problems requiring justification and receive feedback, both from their teacher and peers, on the accuracy and completeness of their justification.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Teacher alignment of grading criteria	Teachers will work through their PLC meetings to align grading standards and address areas of need.
Communication with students and families using our new learning management system, Canvas. Initiate quarterly updates to students and families including current and future class activities.		

<b>Timeline for Focus</b>	2025-26 school year
<b>Method(s) to Monitor Progress</b>	Ongoing feedback to students on AP style free-response questions on justification and explaining reasoning with evidence, scored against the AP rubric. This skill will be practiced in all math classes.

**Priority #3a**

<b>Priority Area</b>	<b>Social Emotional Learning - Attendance</b>											
<b>Focus Grade Level(s)</b>	Grades 11 and 12											
<b>Focus Area</b>	Increase regular attendance											
<b>Desired Outcome</b>	Regular attendance will increase for all students by 2% and will increase for the target group by 3% in the 2025-26 school year.											
<b>Current Data Supporting Focus Area</b>	Tesla STEM students show strong attendance at 9 <sup>th</sup> and 10 <sup>th</sup> grades, with declining attendance at 11 <sup>th</sup> and 12 <sup>th</sup> grades. 2024-25 regular attendance for all students was 89.39%, with a measurable decline in grades 11 and 12. The current year's attendance data shows an indication of a similar pattern.											
<b>Strategy to Address Priority</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><b>Action</b></th> <th style="text-align: center;"><b>Measure of Fidelity of Implementation</b></th> </tr> </thead> <tbody> <tr> <td>Tier 1: Initiate consistent messages to students and families about the importance of regular attendance each quarter</td><td>Evaluate view rate of messages sent through Parent Square, text, and direct email.</td></tr> <tr> <td>Solicit student input on ideas about how to communicate the importance of regular attendance, implement 1-3 ideas generated from students</td><td>Student meetings, focus group feedback.</td></tr> <tr> <td>Teachers Share importance of regular attendance in their classes</td><td>During the first semester, all teachers will deliver a message about the importance of regular attendance in their class within a school-wide two-week window.</td></tr> <tr> <td>Tier 2: Ensure that attendance is considered as a function of social emotional wellness during student of concern meetings</td><td>Students of concern meeting notes will include consideration of attendance as a function of social-emotional wellness.</td></tr> </tbody> </table>		<b>Action</b>	<b>Measure of Fidelity of Implementation</b>	Tier 1: Initiate consistent messages to students and families about the importance of regular attendance each quarter	Evaluate view rate of messages sent through Parent Square, text, and direct email.	Solicit student input on ideas about how to communicate the importance of regular attendance, implement 1-3 ideas generated from students	Student meetings, focus group feedback.	Teachers Share importance of regular attendance in their classes	During the first semester, all teachers will deliver a message about the importance of regular attendance in their class within a school-wide two-week window.	Tier 2: Ensure that attendance is considered as a function of social emotional wellness during student of concern meetings	Students of concern meeting notes will include consideration of attendance as a function of social-emotional wellness.
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Tier 2: Ensure that attendance is considered as a function of social emotional wellness during student of concern meetings	Students of concern meeting notes will include consideration of attendance as a function of social-emotional wellness.											
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Seek root cause analysis of declining attendance from 9 <sup>th</sup> to 12 <sup>th</sup> grade with students and families through focus groups and direct feedback. Communicate regular attendance expectations through the handbook talks and individual student and family meetings.											
<b>Timeline for Focus</b>	Monthly review of attendance data											
<b>Method(s) to Monitor Progress</b>	Analysis of monthly attendance reports through administration and student of concern meetings, follow district and state guidelines supporting regular attendance.											

### Priority #3b

<b>Priority Area</b>	<b>Social Emotional Learning – Sense of Belonging</b>							
<b>Focus Grade Level(s)</b>	Grades 9-12							
<b>Focus Area</b>	Increase a sense of belonging for all students.							
<b>Desired Outcome</b>	Increase students' sense of belonging as reported on the Panorama survey by 3% at each grade level using the question, "When you are at school, how often do you feel you belong?" Spring 2025 data shows that 60% of students responded positively to this question.							
<b>Current Data Supporting Focus Area</b>	Panorama data, current and historic, on this question is consistent across gender, grade and race, indicating that it is an area of focus for our students. Additional data has been collected via focus groups to solicit student information on how students experience belonging while at school.							
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<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Vested partners, including students and families on the Equity Team and students in the focus groups will be crucial members of leading this work.							
<b>Timeline for Focus</b>	2025-2026 school years							
<b>Method(s) to Monitor Progress</b>	Panorama data, Fall 2025 and Spring 2026, ongoing and regular equity and focus group meetings with students, resulting in qualitative data about the impact of the actions.							

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## **Appendix: High School - School Improvement Plan Index (2025–26)**

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