

# Continuous Improvement Process Plan

## Lake Washington High School

12033 NE 80<sup>th</sup> Street  
Kirkland, WA 98033

425-936-1700

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

2016 -  
2017



Christina Thomas, Principal  
Lloyd Higgins, Associate Principal  
Kia duNann, Associate Principal  
Brian Story, Associate Principal  
Lake Washington School District  
2016 - 2017

TABLE OF CONTENTS

---

<u>Activity</u>	<u>Location</u>	<u>Due Date</u>
Description of School -----	Page 2	October 26
District Performance Targets -----	Page 3	October 26
School Performance Over Time -----	Page 4	October 26
CIP Reflection: Evaluate Outcomes -----	Page 5	October 26
Annual School Goals-----	Page 6	November 16
Strategies to Accomplish Goals -----	Page 9	November 16
Parent, Family, and Community Involvement -----	Page 11	November 16

## DESCRIPTION OF SCHOOL

---

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

Lake Washington High School is a high-performing school. Ninety-two percent of our students graduated on time last year. We have received four Washington Achievement Awards over the years. Our Advanced Placement scores continue to exceed the state average.

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

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

This year we have implemented a shared value of “Put the S in Kangs” This stands for Safety, Significant, Struggle and Strive. We believe that each student should feel safe at school and we have provided supports such as Safe School Ambassadors to assist with this work. We believe that each student is significant and therefore should be recognized in some way. We believe students will struggle with learning as learning is an act of struggling to know something or do something new. We want to acknowledge the struggle and assist students in dealing with struggle in a productive manner. Finally, we believe that each student and staff at LW should strive to be better than they are.

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

## DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	District Baseline Performance	District Current Performance 2015-16	District Target Performance 2018
High School Students on Track for Graduation	% of 9 <sup>th</sup> graders earning 6.0 credits	84% 2012	88%	92%
	% of 10 <sup>th</sup> graders accumulating 12.0 credits	74% 2012	81%	90%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy		90.7%	97%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Math*		95.3%	87%
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology	79% 2012	87.0%	90%
High School Students Graduating Future Ready	% on-time graduation rate	89% <i>class of 2013</i>	91.0%	100% <i>class of 2018</i>
	% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in a dual credit college-level course	91% 2014	85.2%	95% <i>class of 2018</i>
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	80% <i>class of 2014</i>	88% <i>class of 2018</i>

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

### Process to determine District Performance Targets:

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

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>High School Students on Track for Graduation</b>	% of 9 <sup>th</sup> graders earning 6.0 credits	83%	90%					
	% of 10 <sup>th</sup> graders accumulating 12.0 credits	74%	73%					
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy	19.9%	88.3%					
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Math*	88.7%	93.7%					
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology	82.5%	83.6%					
<b>High School Students Graduating Future Ready</b>	% graduation rate	77%	90%					
	% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in a dual credit college-level course	85.1%	85.2%					
	% of graduates enrolled in post-secondary institution within 2 years of graduation	84% <i>class of 2013</i>	88% <i>class of 2014</i>					

SOURCE OF THE DATA

Credits Earned determined by credit totals for 9th/10th grade in Skyward.

Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.

Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.

Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).

On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.

Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.

Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)

## CIP REFLECTION: EVALUATE OUTCOMES

### 2015-16 CIP Goals and 2016 Outcomes:

*Data*

	Goal	Achievement
<b>Literacy:</b>	95% of 11 <sup>th</sup> graders will be proficient	<b>88.3% met goal</b>
<b>Math:</b>	95% of all students will meet math grad requirement through SBA or EOC	<b>93.7% met goal</b>
<b>Science:</b>	85% of students will be proficient	<b>83.6% met goal</b>
<b>Achievement Gap:</b>	Reduce number of Hispanic students from 28% not meeting standard to 10%	<b>80% met standard in 10<sup>th</sup> grade ELA, 28/42 had previously passed in 10<sup>th</sup> grade for 11<sup>th</sup></b>
<b>On-Track Credits:</b>	100% of 9 <sup>th</sup> grade students will be on track	<b>90% met standard</b>
<b>College and Career Readiness:</b>	100% of 9 <sup>th</sup> grade students will complete activities in Career Cruising.	<b>78% of freshman completed their career cruising activities</b>
<b>School Effectiveness:</b>	The school uses a system to obtain a variety of perspectives when making decisions from 90%-95% agreement	<b>There was a lack of participation in the 9 characteristics survey.</b>
<b>Attendance and Discipline:</b>	Improve attendance of 9 <sup>th</sup> grade students from 29% at risk to 20%	Click here to enter text.

*Narrative Reflection:*

Narrative Reflection	
<b>Process:</b>	All content teams reflected in writing on their CIP goals from the previous year after a whole staff presentation on outcomes. Lake Washington School District has a history of high student participation on all state and local assessments. A significant cause of low participation at the secondary level is due to students previously meeting their state assessment graduation requirements. Regardless, to ensure that all students understand their obligation for participating in state assessments, the district and schools communicate with students and families regarding the importance of the assessments and

	the assessment calendar. The district website provides links to state assessment information.
<b>Literacy:</b>	The ELA and SS teams have developed progressive goals starting in 9 <sup>th</sup> grade to teach students how to use evidence in writing. The goal increases in complexity as students move from grade to grade.
<b>Math:</b>	Math improved from previous year but did not meet their goal. Providing students with scoring rubrics and giving practice problems were successful strategies as well as providing numerous formative assessments
<b>Science:</b>	The science team was close to their goal but did not attain it. It is difficult as the test is not aligned to the new NGSS standards which are the curricular focus.
<b>Achievement Gap:</b>	Our Hispanic students are showing improvement. We are continuing to devise strategies to assist them.
<b>On-Track Credits:</b>	We have implemented an intervention period for students to receive just in time support. This has led to an improvement of students receiving credit.
<b>College and Career Readiness:</b>	We have provided opportunities for students to complete High School and Beyond Planning several times throughout the year. In addition, we have identified staff who work with individual students who fall behind.
<b>School Effectiveness:</b>	While there was not enough data to show improvement. We are developing specific strategies to try and improve this perception.
<b>Attendance and Discipline</b>	Our attendance and discipline data was not replicable. We have developed new systems for tracking these for this year.

## ANNUAL SCHOOL GOALS

---

### 2016-17 Annual School Goals:

SMART Goals	
<b>Literacy:</b>	93% of students will meet literacy standard as measured by SBA
<b>Math:</b>	95% of students will meet math standard as measured by SBA or EOC
<b>Science:</b>	85% of students will pass the Biology End of Course.
<b>Achievement Gap</b>	83% of Hispanic students will meet Literacy standard as measured by SBA.

<b>On-Track Credits:</b>	95% of all freshman will earn 6.0 credits at the end of their freshman year.
<b>College and Career Readiness</b>	95% of freshmen and sophomores will complete all career cruising activities.
<b>School Effectiveness:</b>	The school uses a system to obtain a variety of perspectives when making decisions from 90%-95% agreement
<b>Attendance:</b>	Improve the number of students missing in excess of 18 days through personal contact.
<b>Discipline:</b>	Implement restorative justice practices to decrease suspensions.

### Annual School Goals: Academic

93% of students will meet literacy standard as measured by SBA, 95% of students will meet math standard as measured by SBA or EOC, 85% of students will pass the Biology End of Course. These goals were selected in order to meet 100% graduation rate. We have an intervention period built into the school schedule to provide extra time and support. This period is also used to provide challenge and rigor for students. Each content team monitors their SMART goals three times a year, providing specific work the team is doing. This is in addition to the PGE goals which are also aligned around academic achievement.

### Annual School Goals: On-Track Credits

95% of all freshman will earn 6.0 credits at the end of their freshman year. Students need 24 credits to graduate and only have 24 credits opportunities within the school day. Besides our intervention periods, we have credit retrieval courses after school for core subjects to help students stay on track for graduation.

### Annual School Goals: College and Career Readiness

95% of freshmen and sophomores will complete all career cruising activities. With the new Career Cruising application, the challenge is currently ensuring that students are completing the activities to inform their choices. We have identified staff to work directly with students who do not complete the activities or assist with questions.

### Annual School Goals: School Effectiveness

The school uses a system to obtain a variety of perspectives when making decisions from 90%-95% agreement. This goal was selected because it came up in a previous survey. Building leadership believes that the perception that staff have voice in decisions needed to be more clearly articulated.

### Annual School Goals: Attendance



Improve the number of students missing in excess of 18 days through personal contact. After reviewing research on how to improve attendance, admin developed a process of making personal contacts with students and proactively meeting with parents to try to develop better relationships to encourage students to attend school more regularly.

### Annual School Goals: Discipline

Implement restorative justice practices to decrease suspensions. We selected this goal as an alternative to having students miss class time. We developed some processes where students wrote out their intent to seek restorative justice and follow through.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

---

<b>Goal Area</b>	<b>Science</b>
<i>Strategy to support goals</i>	Implement formative and summative assessments to measure student's ability to interpret a scientific model with 90% accuracy
<i>Professional Learning needed</i>	Staff has previously attended Pogil training
<i>Resources needed</i>	Time to develop assessments
<i>Responsible individual or team</i>	Physical science and Biology teams

<b>Goal Area</b>	<b>Literacy</b>
<i>Strategy to support goals</i>	Students will improve their ability to write full persuasive pieces. Statement workshops, peer feedback, self-reflection
<i>Professional Learning needed</i>	Time to create support materials and analyze data
<i>Resources needed</i>	Potential release days
<i>Responsible individual or team</i>	Primarily 11 <sup>th</sup> grade team with supports from 9 <sup>th</sup> and 10 <sup>th</sup> grade English.

<b>Goal Area</b>	<b>Attendance</b>
<i>Strategy to support goals</i>	Use a system of postcards and parent contacts to decrease the number of unexcused absences.
<i>Professional Learning needed</i>	None
<i>Resources needed</i>	None
<i>Responsible individual or team</i>	Admin team

<b>Goal Area</b>	<b>Math</b>
<i>Strategy to support goals</i>	Intentional teaching of looking for similarities and differences in expressions, Modeling,
<i>Professional Learning needed</i>	None at this time.
<i>Resources needed</i>	Time to develop assessments and re-teaching
<i>Responsible individual or team</i>	Alg 2 team as well as supports from Alg 1 and Geometry.

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

---

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

**We are working to develop parent and student surveys to determine perception and feedback from parents and students on our current practices.**

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

**Parents will be informed of the CIP process through a presentation at PTSA meetings and PTSA newsletter with Link on the website to the document. Parents are invited into the school quarterly for coffees to ask questions and hear about a variety of programs. These are in addition to the PTSA meetings.**