



# International Community School

## School Improvement Plan

### Annual Update: 2021-22

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</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.*

#### Demographics:<sup>2</sup>

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		439	434	420	414
Racial Diversity (%)	American Indian/Alaskan Native	0.0%	0.0%	0.0%	0.0%
	Asian	50.3%	53.5%	54.0%	54.3%
	Black/African American	0.2%	0.5%	0.2%	0.7%
	Hispanic/Latino of any race(s)	4.6%	3.9%	3.6%	4.3%
	Native Hawaiian/Other Pacific Islander	0.2%	0.2%	0.2%	0.2%
	Two or more races	5.2%	5.5%	6.2%	6.3%
	White	39.4%	36.4%	35.7%	34.1%
Students Eligible for Free/Reduced Price Meals (%)		2.7%	1.6%	2.4%	3.1%
Students Receiving Special Education Services (%)		3.4%	4.1%	3.6%	3.9%
English Language Learners (%)		0.7%	0.5%	0.5%	0.5%

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

<sup>2</sup> Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

## 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	Mathematics	
Focus Area	Increase achievement as measured by smarter-balanced assessment.	
Focus Grade Level(s)	Grade 6 – 10 students scoring below standard on the Fall 2021 SBA.	
Desired Outcome	100 % of students at or above standard on the Spring 2022 SBA.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	High Standards and Expectations for All Students	
Data and Rationale Supporting Focus Area	11.9% of our students are below standard as measured by SBA, Fall 2021. With 88.1% of students at or above standard we need to be intentional about support the 38 students in need.	
Strategy to Address Priority	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Use formative and summative assessment data to measure student levels and growth, and to inform targeted instruction.	Teacher record of formative and summative assessments.
	Ensure teachers are aware of and effectively implementing accommodations, modifications, related services, and specialized academic instruction with fidelity.	Record any specialized professional development provided teachers related to implementing IEPs effectively. Teachers track accommodations and modifications for students on IEPs.
	Teachers will incorporate universal systems of support -supports which are good for all students.	Review lesson plans, anecdotal data from teachers. Close monitoring of classroom performance.
Timeline for Focus	Fall, 2021 - Spring, 2022	
Method(s) to Monitor Progress	Percentage of student who score at or above standard as measured by the SBA, spring 2022. Use PCC's to review grade data and FastBridge results multiple times during the year.	

<b>Priority #2</b>		
<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	Increase achievement as measured by smarter-balanced assessment.	
<b>Focus Grade Level(s)</b>	Grades 6 – 10 students below standard as measured by the fall 2021 SBA.	
<b>Desired Outcome</b>	100% of students at or above standard.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Alignment with Characteristics of Effective Schools</b>	High Standards and Expectations for All Students	
<b>Data and Rationale Supporting Focus Area</b>	5.8% of our students performed below standard on the fall SBA. Although this sounds like a low number, it's 20 students in a school without Safety Net support, or formal targeted intervention.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Use formative and summative assessment data to measure student levels and growth and to inform targeted instruction.	Use formative and summative assessment data to measure student levels and growth and to inform targeted instruction.
	ac Ensure teachers are aware of and effectively implementing accommodations, modifications, related services, and specialized academic instruction with fidelity instruction.	Record any specialized professional development provided teachers related to implementing IEPs effectively. Teachers track accommodations and modifications for students on IEPs.
	Teachers will incorporate universal systems of support -supports which are good for all students.	Review lesson plans, anecdotal data from teachers. Close monitoring of classroom performance.
<b>Timeline for Focus</b>	Fall, 2021 - Fall, 2022	
<b>Method(s) to Monitor Progress</b>	End of the year needs assessment, Spring 2022. Data review, Fall 2022.	

<b>Priority #4</b>		
<b>Priority Area</b>	High Levels of Collaboration and Communication	
<b>Focus Area</b>	Teacher collaboration	
<b>Focus Grade Level(s)</b>	Grades 6 - 12	
<b>Desired Outcome</b>	Teachers will regularly collaborate to integrate curriculum, share lesson plans, review data, and create professional and personal relationships.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Alignment with Characteristics of Effective Schools</b>	High Levels of Collaboration and Communication	
<b>Data and Rationale Supporting Focus Area</b>	Teacher collaboration has been shown to effectively impact student understanding of concepts and materials. Feelings of belonging and having supportive relationships with colleagues has been shown to improve teacher job satisfaction, effectively impacting student performance.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Teachers will meet in self-selected teams to review curriculum for possible alignment of content and/or concepts.	<ul style="list-style-type: none"> <li>• Teacher reports</li> <li>• Student data</li> <li>• Evaluation process</li> </ul>
	Teacher teams will assess student learning with an integrated project/assignment at least once during the school year.	<ul style="list-style-type: none"> <li>• Teacher reports</li> <li>• Student data</li> <li>• PGE work</li> </ul>
<b>Timeline for Focus</b>	Fall, 2021 - Fall, 2022	
<b>Method(s) to Monitor Progress</b>	PGE student growth data review. Classroom performance and grade data. Anecdotal data, and confidential teacher survey data.	

Priority 4		
Priority Area	Social Emotional Learning	
Focus Area	Student connection to an adult at school	
Focus Grade Level(s)	Grade 6-8	
Desired Outcome	Teachers will regularly collaborate to integrate curriculum, planning, teaching, and student assessments.	
Alignment with District Strategic Initiatives	Supportive Learning Environment	
Data and Rationale Supporting Focus Area	When asked if they feel comfortable speaking with an adult at school to seek help with a personal concern, 31% of middle school students said no, strongly disagree -as measured by student survey/needs assessment, October 2021.	
Strategy to Address Priority	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Counselors will provide classroom lessons on SEL.	<ul style="list-style-type: none"> <li>Needs assessments</li> </ul>
	Homeroom classes twice per week with a consistent adult and student group.	<ul style="list-style-type: none"> <li>Weekly events</li> <li>Community building</li> </ul>
	STAMP – A student mentoring program will implement peer lead lesson in homeroom classes.	<ul style="list-style-type: none"> <li>Adult advisor</li> <li>Lessons planned in homeroom</li> </ul>
	Each middle school student will have a leadership elective which includes SEL lessons.	<ul style="list-style-type: none"> <li>Teacher reports</li> </ul>
	Professional Development: MTSS, UDI.	<ul style="list-style-type: none"> <li>Examples of new strategies in lesson plans.</li> <li>Lesson plan review</li> </ul>
Timeline for Focus	Fall, 2021 – Fall, 2022	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> <li>End of year Needs Assessment Survey</li> <li>Student interviews regarding homeroom and leadership</li> <li>Teacher Survey</li> <li>Parent Survey</li> </ul>	

## TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within instruction.  
*Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.*
2. Utilizing digital tools to enhance the learning process and ensure access to content.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

Based on Spring Technology Integration staff survey data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- ☐ Digital Citizenship
- ☒ Integrating core instructional technologies within instruction
- ☐ Utilizing digital tools to enhance learning and ensure student access to content
- ☐ Applying Ed Tech Learning Standards across content areas

## 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. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2019. During that year, the participation rate was met.

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.

## COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.<sup>3</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Monthly meetings with PTSA’s VP of Curriculum.	School year 2021-2022
	Student Needs Assessment Survey.	Fall 2021
	Nine-Characteristics Survey.	Review Fall 2021
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Publication of SIP and supporting documents in school newsletter and on website.	School year
	Review of SIP and supporting documents with parent focus group.	Winter 2022

<sup>3</sup> LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>