



School Improvement Plan

Interlake High School

2022-23

Bellevue School District Vision

To affirm and inspire each and every student to learn and thrive as creators of their future world.



What is unique about Interlake High School?

- Advanced Learning Program
- Career and Technical Education programs for Welding Technology and Nursery and Greenhouse Operations
- International Baccalaureate Diploma Program
- Pacific Program
- Most National Merit Semifinalists in the state of Washington (2 years in a row)

Inside:

- School Profile
- Affirm and Inspire
- Learn and Thrive
- Family Engagement



See Appendix for School Profile

Affirm and Inspire

Student Well-Being

Strategic Plan Student Well-Being Goal: Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Student Well-Being Priority: Sense of Belonging

Providing school and classroom environments where all students feel a sense of belonging can increase academic success and well-being. Schools have increased students' sense of belonging by engaging students in the conversation and in the creation and leading of strategies and improvements.

Sense of Belonging Measures and Targets

Increase percentage of students reporting a sense of belonging on the Panorama student survey from Spring 2022 to Spring 2023, with a reduction in subgroup disparities.

Panorama Survey School Climate Domain - Sense of Belonging Percent Favorable (Grades 9-12)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	61% (1,364)	61% (1,347)	65% (1,273)	65% (1,131)			
Asian	59% (417)	62% (628)	67% (644)	68%			
Black	49% (26)	44% (32)	58% (37)	*			
Hispanic	55% (156)	56% (176)	65% (166)	62%			
Multi-ethnic	67% (85)	62% (103)	63% (101)	64%			
White	67% (315)	63% (389)	64% (321)	60%			
Students with Disabilities	51% (94)	59% (52)	55% (66)	57%			
English Learners	56% (91)	60% (93)	67% (98)	60%			
Low Income	54% (279)	57% (205)	61% (245)	59%			

*Data suppressed due to small group size, to protect student privacy.

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.

Data Reflection

Historically, spring panorama data around sense of belonging is usually statistically significantly lower than fall surveys. However, during the 2021-2022 school year, our overall sense of belonging remained constant. Given that, many of our subgroups did report a slight drop in favorable responses – including our low income, students identifying as white and Hispanic, and English Learners. Over time from fall 2017 to fall 2021, students reported a favorable increase in sense of belonging by 4%.

The overall increase of 4% from fall 2017 to fall 2021 could be contributed to the Friday Special Schedule that was implemented in the 2021-2022 school year. Considerable effort was made to introduce a robust special schedule where topics related to sense of belonging were discussed and presented.

Key Strategies / Adjustments

- In its second year of implementation, the Culture Team will continue developing a responsive and robust “Special Friday Schedule” to build culture and community with our students and staff. Activities and topics

will include, though are not limited to, assemblies, sense of belonging, community time, conflict resolution, sexual assault/consent, global competency, LGBTQ, etc.
<ul style="list-style-type: none"> • In an effort to create more school-wide activities around sense of belonging, our ASB coordinator was released for one period a day. This creates capacity for more school-wide events to be planned where students can spend time in community.
<ul style="list-style-type: none"> • IHS created a “You Belong Here” theme for the 22.23 SY that will include shirts, banners, Friday Special Schedule classroom discussions, and a series of video announcements that incorporate the theme.

Student Well-Being Priority: Social-Emotional Learning

There was much joy in the return to in-person learning last year. At the same time, the learning environment was not the same and required many health measures, such as masking and distancing to prevent the spread of COVID. Social-emotional learning has taken front stage in terms of student needs and will continue to be a high priority this year. Most evident is the need for embedded SEL in all classrooms, while also providing specific time and space for SEL lessons. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.

Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2022 to Spring 2023.

Grades 9-12: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020 (n=1348)	Spring 2021 (n=1104)	Fall 2021 (n=1214)	Spring 2022 (n=1,153)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	78%	74%	77%	76%			
Social Awareness	72%	74%	74%	74%			
Self-Efficacy	45%	48%	46%	50%			

Data Reflection

- From fall 2020 to spring 2022, social awareness increased two percentage points and self-management decreased by two percentage points, both of which are statistically insignificant changes. Self-efficacy had the largest increase of 5 percentage points during that time. Though Self-efficacy had the largest percentage increase, it is still significantly lower when compared to self-management and self-awareness.
- Coming out of the pandemic and virtual learning, it's possible that self-efficacy had the lowest favorable percentage given students had to reintegrate themselves back into the school milieu and reorient themselves with classroom expectations and school-wide expectations.

Key Strategies / Adjustment

- Continue to cultivate and activate our student affinity groups around broader school-wide activities and leadership opportunities.
- Diversify our three recognition assemblies to be more inclusive and expansive, beyond athletic accomplishments. Recognize students for their classroom achievements, club activities, and unique talents.
- Develop staff capacity through professional development and explore classroom strategies to improve student self-efficacy.

Learn and Thrive

Academic Success

Strategic Plan Academic Success Goal: Students achieve high levels of academic success and outcomes are not predicted by race or income.

Academic Success Priority: College and Career Ready

Graduation Success Measure

Increase the percentage of students in each grade level who earn sufficient credits by the end of the year to be on track to graduate (given their expected timeline since some students have a 5+ year plan).

Percentage of Students Earning Sufficient Credits to be On-Track to Graduate (Active students, 2021-22 as of July 2022)				
Group	Grade 9 (7 or more credits)	Grade 10 (12 or more credits)	Grade 11 (18 or more credits)	Grade 12 (24 or more to graduate)
All Students	80%	91%	89%	
Asian	100%	99%	96%	
Black	86%	87%	91%	
Hispanic	42%	75%	76%	
Multi-ethnic	95%	91%	90%	
White	91%	92%	94%	
Students with Disabilities	78%	72%	63%	
English Learners	41%	58%	72%	
Low Income	54%	73%	78%	

Data Reflection

- Freshmen year has the lowest “on-track” percentage for all students at 80%. For the subgroups within freshmen year, students identified as Hispanic and those who qualify as English Learners and Low Income are performing well below other subgroups. Part of this could be contributed to our influx of students arriving with interrupted education.
- Most subgroups have increased their percentage of “on-track” graduation status as they progress through high school. Our MTSS process, early warning indicators, and other interventions could contribute to their continued success.
- Though the threshold for being considered “on-track” is lowered in the 10th and 11th grade, our students with disabilities is the one subgroup with substantial decline between the 9th and 11th grade. A wondering is if students who receive accommodations and modifications were disproportionately impacted either during COVID and online learning or afterwards.

Key Strategies

- Focusing on Geometry and Algebra II, the math team (two admin, the Instructional Technology and Curriculum Leader, 2 math teachers, and district staff) will conduct monthly walkthroughs using the 5x8 card

as a tool to assess the frequency of math language routines in the classroom. The math team will meet monthly to discuss outcomes of walkthroughs and potential shifts in practice.
<ul style="list-style-type: none"> Ensure fidelity of administering and utilizing interim assessments and analysis of data to inform shifts in our instructional practice in both Geometry and Algebra II.
<ul style="list-style-type: none"> Utilizing D & F grade reports, IHS will hold two days of academic support during winter break. This will incorporate all grade levels and include teachers from core academic disciplines. Historically, seniors have benefitted from one-on-one or small group instruction during Super Wednesday and this is an opportunity to expand that support to additional grade levels.
<ul style="list-style-type: none"> During Building Designated Professional Development staff will be trained in the science of reading to improve students' literacy across all content areas. Department chairs will be tier 1 literacy instructional leaders and their development will be strengthened during monthly department chair meetings. Monthly literacy team walkthroughs will be the primary measure of school-wide implementation. Subsequent department chair meetings will be spent on analyzing walkthrough data, usage of complex text, highlighting effective practices, and making shifts in instruction.

Family Engagement

Strategic Plan Family Engagement Goal: Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Family Engagement Priority: Inform, Support, and Empower

Family and Community Engagement will continue to center on three priority objectives:

- Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information and obtain academic, health and wellness services.
- Supported:** A BSD family is supported when they can utilize the systems within the district to serve their student's unique needs, strengths, and circumstances.
- Empowered:** A BSD family is empowered when they can use their individual or their community's collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

Priority Family Engagement Measures and Targets

Increase percent of families reporting they feel informed, supported, and empowered to contribute to their student's success.

Family Subgroups	Percentage of Favorable Responses on Family Engagement Survey								
	Informed			Supported			Empowered		
	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	53% (596)	61% (418)		46% (596)	57% (418)		39% (595)	47% (418)	
Asian	55% (247)	62% (175)		46% (245)	55% (174)		39% (246)	44% (172)	
Black	*	39% (7)		*	51% (7)		*	38% (7)	
Hispanic	70% (87)	73% (95)		74% (87)	74% (95)		62% (87)	68% (95)	

Multi-ethnic	37% (67)	40% (31)		27% (67)	48% (31)		26% (67)	27% (31)	
White	46% (189)	54% (110)		36% (189)	46% (110)		30% (188)	34% (109)	
Students with Disabilities	60% (34)	63% (33)		60% (34)	63% (33)		55% (34)	56% (33)	
English Learners	64% (40)	67% (44)		75% (40)	75% (44)		70% (40)	70% (44)	
Low Income	60% (85)	68% (93)		68% (85)	72% (93)		59% (85)	63% (93)	

*Data suppressed due to small group size, to protect student privacy.

Data Reflection

- All families reported a statistically significant increase in feeling informed, supported, and empowered between spring 2021 and spring 2022. Understanding that the majority of students were in an online learning environment most of the year and only a few subgroups came back to the building in the spring (wave 1.0 and wave 1.5), it's probable that families felt more informed, supported, and empowered by spring 2022 when all students were back in the building.
- Students identified as Hispanic and those who qualify as English Learners reported the highest favorable responses of feeling informed, supported, and empowered. This could be contributed to one of our family Latino nights we had in the spring or our supportive measures to assist students arriving with disrupted education.

Key Strategies / Adjustment

- For families to feel informed, supported, and empowered, IHS will host a variety of targeted family nights throughout the year. This includes, but is not limited to, a Newcomer BBQ night, PTSA sponsored multi-cultural night, mental health awareness night, etc.
- After surveying families, monthly Principal Coffees will now be thematic and include school and community guest speakers. Some of the topics discussed will include college financing, time/stress management, fentanyl and cyber-bullying, IB Program, and club and sport involvement.

Creators of Their Future World

Strategic Plan Goal: Students effectively problem solve and lead for positive local and global change by developing global awareness and cultural competency, and learn advanced skills in processing and applying information through the effective use of technology and engineering.

PreK-12 education in the Bellevue School District will prepare each and every student to be a creator of their future world. The creator of their future world will think critically, problem solve collaboratively, communicate effectively, and take action for positive change of local and global issues.

The entry point or lever into this effort will be global competency. Global competence as defined by the Global Competence Task Force¹, is *the capacity and disposition to understand and act on issues of global significance*. These four domains further define global competency:

¹ Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning.

Global Competencies

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives, others' and their own**, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural differences.
4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.

[Mansilla 2012](#)

Priority Global Competency Targets

Shared Vision: Develop a shared vision and understanding of global competency with stakeholders

Key Strategies / Adjustment

- Deepen staff awareness and understanding of the 4 Domains of Global Competency and the 17 UN Sustainable Development Goals. After our initial staff global competency training during our Professional Learning Days, staff will broaden their understanding of “Investigate the World” during the state-wide professional development day on October 14th. This training will incorporate activities and can-do descriptors to demonstrate competency.
- As an International Baccalaureate World School, IHS staff will explore the intersections between IB and Global Competency. The IB Learner Profile identifies ten attributes to “develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and peaceful world.”
- Incorporate IB components (learner profile) into 9th and 10th grade courses so students have exposure to elements of global competency before they begin the IB program.

School Overview

Interlake High School is proud to offer the International Baccalaureate Diploma Program designed to prepare students for a wide variety of life options, especially success in college. In addition to IB courses, students can choose Advanced Placement and Career and Technical Education (CTE) coursework to match their college and career plans. Beginning in 9th grade, we strive to prepare all students for their future success in college, career and life.

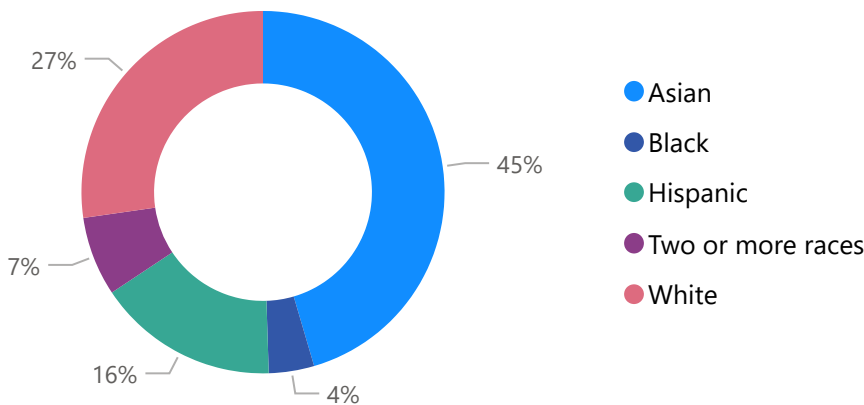
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Bellevue, WA 98008

<http://www.bsd405.org/interlake>
425-456-7200
Bret Cochrun

Programs Offered

International Baccalaureate; Advanced Learning; Pacific (special education); Evergreen Transition Program (special education)

Racial Diversity



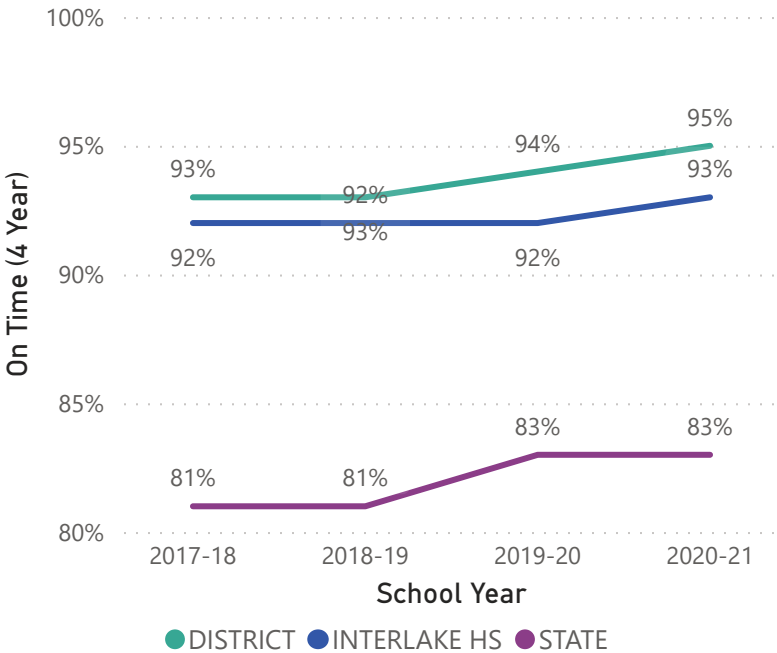
School & Student Characteristics ¹

	Interlake High School	District HS Average ²
Enrollment (10/1/2021)	1485	1054
Average Attendance Rate	88%	89%
Eligible for Free/Reduced Price Meals	23%	18%
Receiving Special Education Services	7%	8%
English Language Learners	10%	9%
First Language Other Than English	46%	38%
Mobility Rate ³	13%	9%

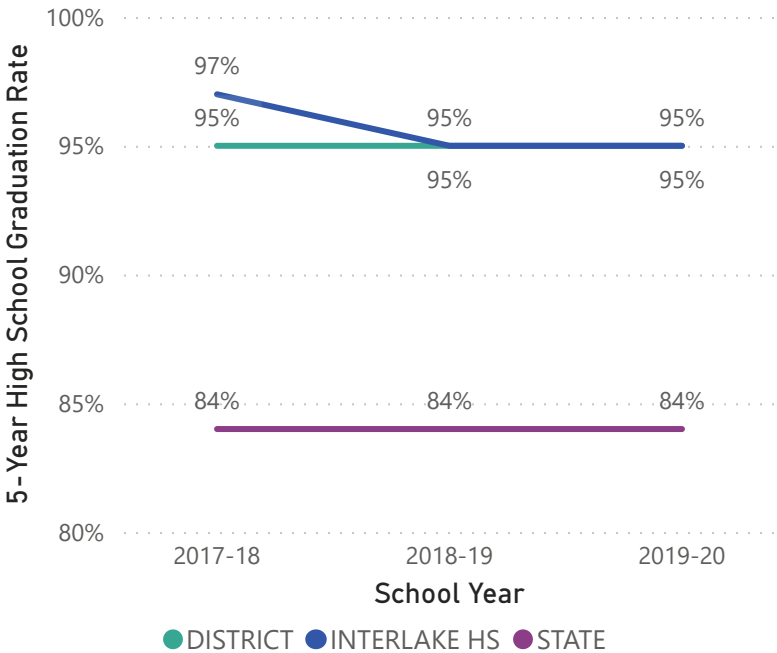
College and Career Readiness

On Time Graduation

On Time (4 year) Graduation Rate

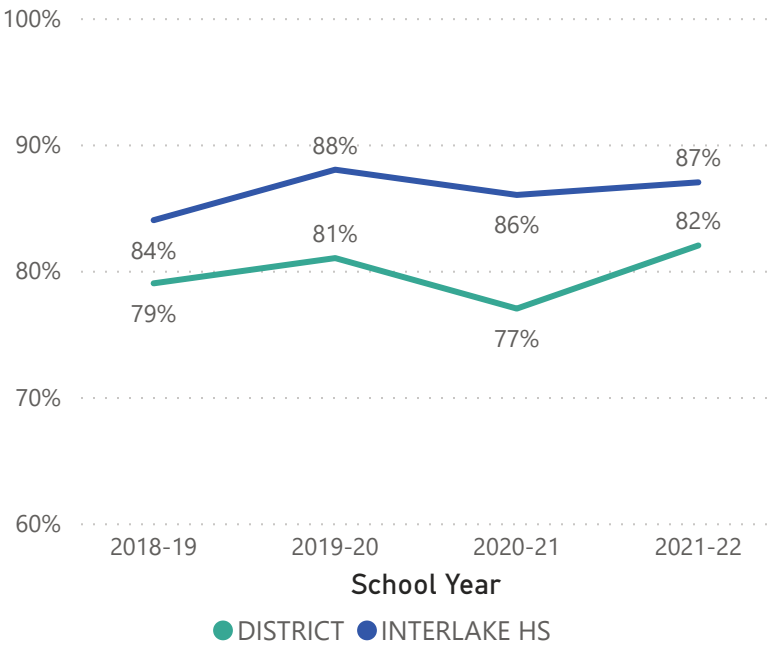


5 year Graduation Rate

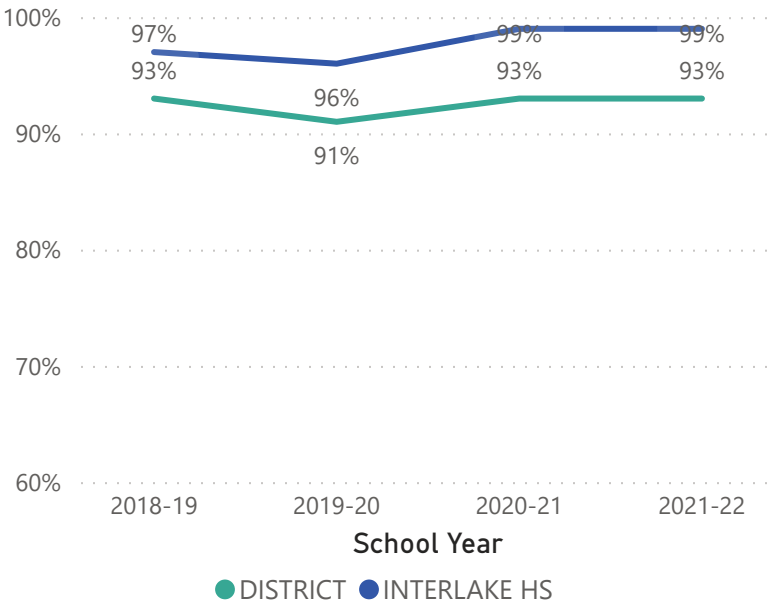


AP & IB

AP Exam Pass Rate



Students with at least one AP/IB Course by Graduation



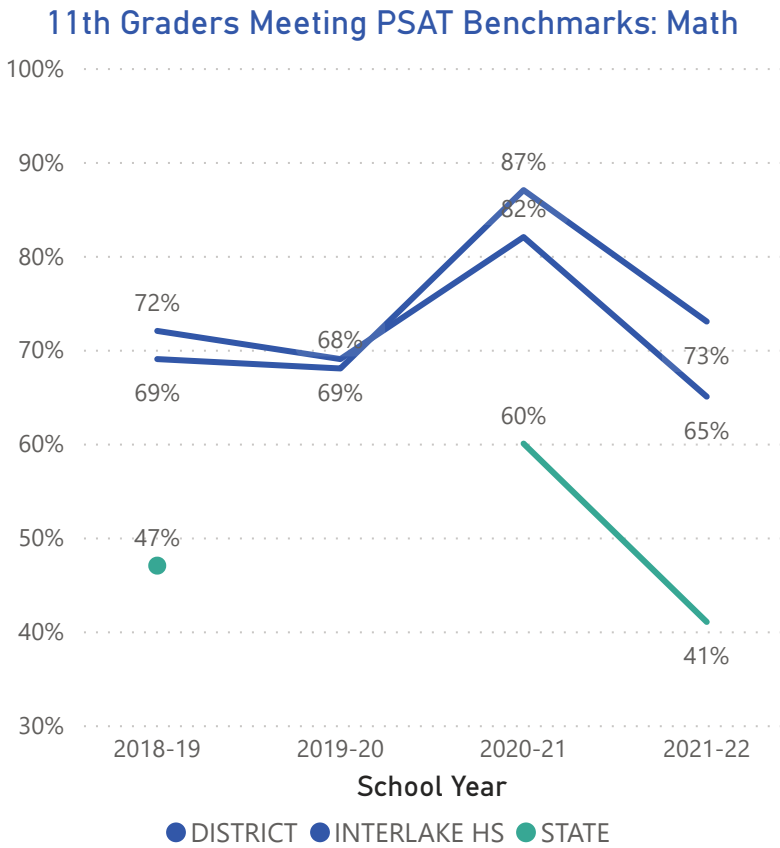
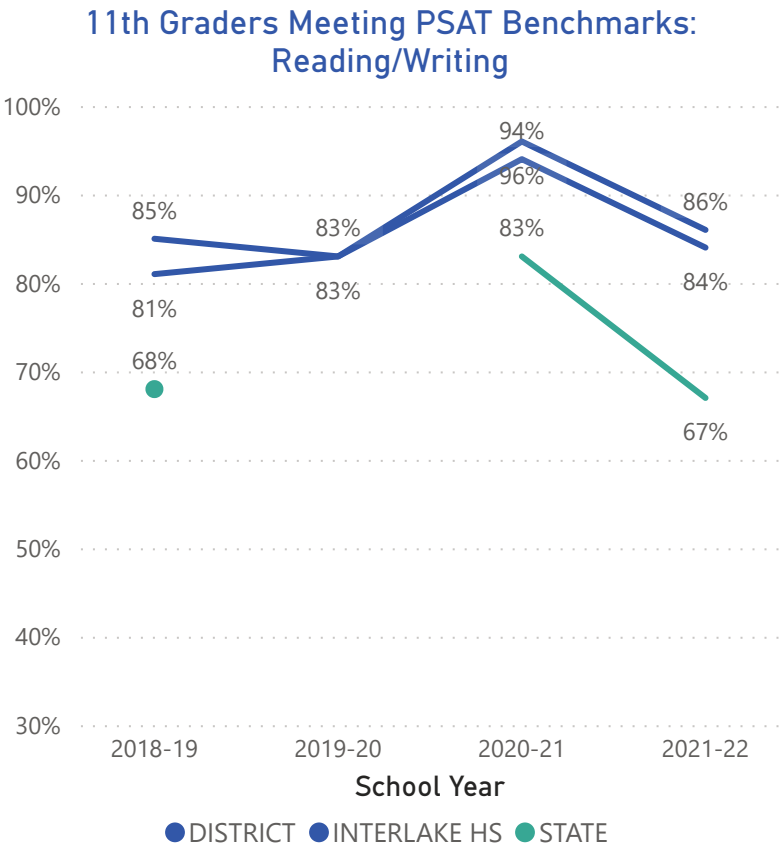
AP & IB

School Name	DISTRICT				INTERLAKE HS			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
AP Exam Pass Rate	79%	81%	77%	82%	84%	88%	86%	87%
Students Taking At Least One AP/IB Course by the Time They Graduate	93%	91%	93%	93%	97%	96%	99%	99%
Average Number of AP and IB Credits Earned by Graduates	6.8	6.9	7.4	7.4	10.2	10.0	10.2	11.1

SAT & ACT

School Name	DISTRICT				INTERLAKE HS				STATE			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
Average SAT Composite Score	1273	1271	1358	1263		1269	1424	1323	1074	1073	1072	
Average ACT Composite Score	27.1	27.8	29.5	29.4	28	29	31.6	31.9	22.1	22.9	23.6	22.9

Additional College Readiness Measures



Note: Significantly fewer students participated in college testing (PSAT, SAT, ACT) in 2020-21 due to COVID, so these scores do not necessarily reflect the general student population and may not be comparable with prior years.

Glossary

ACT

The ACT is a college admissions test with four subjects (English, math, reading, and science) scored on a scale from 1-36. The Composite ACT score is the average of the four subject test scores.

AP

Advanced Placement (AP) courses are college-level courses offered in high school. These courses culminate in an AP exam that is given by the College Board. Many college grant course credit to students receiving passing scores. AP tests are scored on a scale from 1-5, with 3 or higher considered passing.

IB

The International Baccalaureate (IB) program is a rigorous college-preparatory program offered at selected schools in many countries around the world. Students who pass a challenging set of IB exams at the end of selected courses earn an internationally-recognized IB diploma. IB exams are scored on a scale from 1-7, with 4 or higher considered passing.

PSAT College and Career Readiness Benchmark

All BSD students take the PSAT test in 11th grade, as preparation for the SAT and the college application process. The PSAT benchmark is one indicator of whether students are on track to be ready for college. Students who score at or above the benchmark level have a 75% chance of earning at least a C in first-year core college courses.

SAT

The SAT is a college admissions test which was substantially revised in 2017. The new SAT includes two subject areas (ERW - evidence-based reading and writing, and math). The previous SAT had three subject areas (critical reading, writing, and math). Each subject is still scored on a scale from 200-800; however, the combined score on the new test is now 1600, instead of the previous combined score of 2400.

Science Assessments - WCAS

WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced

Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Special Education Services

Neighborhood schools provide a continuum of special education services. We provide specialty centers as well:

- * **Cascade** program for students who benefit from behavioral supports due to emotional stressors.
- * **Evergreen** program to serve young adults (ages 18-21) with disabilities.
- * **Olympic** program to support students on the autism spectrum.
- * **Pacific** program for students with significant developmental and intellectual disabilities.
- * **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

1 School and Student Characteristics

Data are from October 1, 2021 unless otherwise specified.

2 District Average

The district averages displayed here are the averages for district elementary schools.

3 Mobility Rate

The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.