

Interlake High

SCHOOL IMPROVEMENT PLAN



2019-2020

SCHOOL PRINCIPAL:

Maria Frieboes-Gee

The mission of the Bellevue School District is to serve each and every student academically, socially and emotionally through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.



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

Interlake High School

2019-2020 School Improvement Plan

In 2005, Interlake High School adopted the core values of Integrity, Humanity and Scholarship. The core values were revisited and revised by Interlake Staff and parents in the spring of 2013. These core values, which incorporate elements of the International Baccalaureate (IB) Learner Profile, serve as guiding principles for the Interlake community. These core values are periodically reintroduced and reinforced to Interlake students at school-wide assemblies and in all school lessons on expectations.

Our work in serving every student, every day, in every classroom is grounded in a process of continuous improvement. Working with the Office of the Superintendent of Public Instruction, we use nine characteristics of successful schools to guide our work.

THE NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

- 1 · Developing a clear and shared focus · 2 · Maintaining high standards and expectations for all students
- 3 · Using effective school leadership · 4 · Engaging in high levels of collaboration and communication · 5
- Providing curriculum, instruction and assessments aligned with state standards · 6 · Ensuring frequent monitoring of learning and teaching · 7 · Delivering focused professional development · 8 · Maintaining a supportive learning environment · 9 · Promoting high levels of family and community involvement

Included in this school improvement plan are details of the current focus at Interlake, as well as an outline of our strengths and opportunities for the year ahead. In addition to promoting continuous improvement of student achievement of the state learning goals, we recognize that nonacademic student learning and growth are key elements of student well-being and success. This plan is based on a comprehensive needs assessment of our school and programs, and included active participation and input from building staff, students, families, parents and community members.

Instructional Program Overview.....	Page 3
Profile	Page 4
Achievement & Growth	Page 6
School Goals & Key Performance Indicators	Page 8

“All members of the Interlake community treat others as they would like to be treated. Students and staff inspire each other through selfless actions, empathy, compassion, and kindness. Students and staff remain focused on developing into caring, balanced, and open-minded global citizens.”

SCHOOL BACKGROUND

Instructional Program Overview

Interlake High School is a comprehensive four-year public high school, serving 1675 students in grades nine through twelve. Interlake is home to several academic programs: International Baccalaureate (IB), Advanced Placement (AP), the Advanced Learning (Gifted) Program, as well as the PACIFIC Program and Evergreen Transitions Program (ETP). In addition, Interlake offers a wide range of Career and Technical Education courses that offer students college credit.

Interlake is the only IB School in the Bellevue School District. Beginning in 9th grade, Interlake students may choose to take AP coursework. The IB Diploma is offered for students in grades 11 and 12, though IB coursework begins in 9th grade if students are enrolled in World Language courses. When appropriate, AP and IB course syllabi are combined into a hybridized IB/AP course. Students can opt to take an AP exam, an IB exam, or both. Advanced Placement and IB coursework is offered in all subject areas including Music, Theater and Art. Recent IB program additions include IB Design Technology, IB Film and IB Language and Literature. Recent AP additions include AP Human Geography for 9th grade students. As of the 2016-17 school year, all 9th grade students enroll in AP Human Geography (unless a student opts for a one semester Social Studies elective), and all 11th grade students enroll in an IB English class.

In the Advanced Learning (Gifted) Program, students of exceptionally high academic and intellectual ability are grouped in a cohort in the core areas of English, history, science and math. In grades 10 and 11, students enroll in the IB Program with the goal that they complete the IB diploma at the end of the 11th grade. The 12th grade curriculum includes internships, independent studies, research projects and college classes. The program was formed with the intention of providing a four-year high school experience that allows students with exceptionally high academic ability to be appropriately challenged while maintaining a balanced extra-curricular life. Advanced Learning students participate in all aspects of high school life including sports, music and Associated Student Body (ASB) leadership.

Students are increasingly earning college credit in Career Technical Education (CTE) coursework. Interlake offers coursework in Computer Science, Business and Marketing, Retail Management as well as web design, Computer Graphics and Microsoft Office. Unique to Interlake are two college credit bearing CTE programs - Welding and Horticulture. New for the 2016-17 school year was Construction Management.

Interlake offers a complete music program including Band, Jazz Band, Orchestra, Choir and Jazz Choir. Interlake musicians consistently receive recognition for their performance at festivals, parades and competitions.

Interlake is home to two unique special education programs, PACIFIC and Evergreen Transitions (ETP). The PACIFIC program is designed to meet the educational needs of students who have significant developmental and intellectual disabilities. Interlake students can enroll to become PACIFIC Program Peer tutors, a popular option that enriches the experience of both students in the PACIFIC program and peer tutors, and facilitates an inclusive school culture.

The ETP is a community-based program serving young adults with disabilities, ages 18-21. This program helps students gain supported employment upon graduation. The program is located on Interlake High School campus.



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.

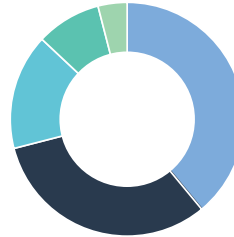
Programs Offered

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

School & Student Characteristics ¹

	SCHOOL	DISTRICT ²
Enrollment	1,671	1,085
National Board Certified Teachers	30%	31%
Eligible for Free/Reduced Price Meals	24%	18%
Receiving Special Education Services	8%	8%
English Language Learners	10%	8%
First Language Other Than English	43%	35%
Mobility Rate ³	8%	7%

Racial Diversity



39%	Asian
4%	Black
16%	Hispanic
9%	Two or more races
32%	White
N/A	Native American
N/A	Pacific Islander

Attendance & Discipline

	SCHOOL	DISTRICT
Average Attendance Rate	93%	92%
Students with < 10 Absences Per Year	66%	75%
Students with 18+ Absences Per Year	17%	8%
Suspension Rate ⁴	2.0%	1.6%

College & Career Readiness

GRADUATION RATES	SCHOOL				DISTRICT 2017-18	STATE 2017-18
	2014-15	2015-16	2016-17	2017-18		
On-Time High School Graduation Rate (Within 4 Years)	88%	87%	91%	92%	93%	81%
5-Year High School Graduation Rate	94%	94%	96%	N/A	N/A	N/A

AP & IB	SCHOOL				DISTRICT
	2015-16	2016-17	2017-18	2018-19	
AP Exam Pass Rate	78%	81%	84%	84%	79%
Average Number of AP and IB Credits Earned by Graduates	8.7	9.4	10.2	10.2	6.8
Students Taking At Least One AP/IB Course by the Time They Graduate	92%	97%	98%	97%	93%

SAT & ACT

	SCHOOL				DISTRICT
	2015-16	2016-17	2017-18	2018-19	
High School Seniors Taking the SAT or ACT	86%	86%	89%	N/A	N/A
Average SAT Composite Score	1827	1283	N/A	N/A	1273
Average ACT Composite Score	28.4	26.9	27.4	N/A	N/A

ADDITIONAL COLLEGE READINESS MEASURES

	SCHOOL				DISTRICT
	2015-16	2016-17	2017-18	2018-19	
English Language Arts: 10th Grade Smarter Balanced Met Diploma Standard	86%	87%	80%	86%	87%
English Language Arts: 11th Graders Met PSAT College & Career Readiness Benchmarks	90%	79%	78%	81%	85%
Math: 10th Grade Smarter Balanced Met Diploma Standard			70%	69%	70%
Math: 11th Graders Meeting PSAT College & Career Readiness Benchmark	69%	73%	63%	69%	72%

Glossary

PSAT College & 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 test 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.

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 colleges 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 education 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.

National Board Certified Teachers

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

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 high school. These computer-based exams are aligned to the state's Common Core learning standards. In 2016 and 2017, the high school reported scores are for grade 11. In 2018, the reported scores are for grade 10, to comply with the change in the state's accountability year. 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 who benefit from support in organization, executive functioning, and social competency.
- * **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 ..

End Notes

- 1 **School and Student Characteristics**
Data are from October 1, 2018 unless otherwise specified.
- 2 **District Average**
The district averages displayed here are the averages for district high schools. District average enrollment is the average size of the comprehensive high 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.
- 4 **Suspension Rate**
The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.

SCHOOL GOALS FOR THE WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK MEASURES

Below are the goals we have set for proficiency rates on the state exams, as well as for graduation rates.

English Language Arts: SBA Proficiency Rates and Goals: Grade 10*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	82%	83%	91%	92%
Asian	90%	91%	95%	96%
Black	60%	63%	57%	61%
Hispanic	47%	52%	81%	82%
Two or More Races	83%	84%	90%	91%
White	90%	91%	95%	96%
Eligible for Free/Reduced Price Meals	51%	55%	71%	73%
Students with Disabilities	34%	40%	63%	66%
English Language Learners	11%	20%	43%	49%

Math: SBA Proficiency Rates and Goals: Grade 10*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	70%	72%	74%	76%
Asian	88%	89%	90%	91%
Black	33%	39%	21%	30%
Hispanic	23%	30%	31%	38%
Two or More Races	73%	75%	78%	80%
White	72%	74%	76%	78%
Eligible for Free/Reduced Price Meals	33%	39%	31%	38%
Students with Disabilities	13%	22%	27%	35%
English Language Learners	6%	15%	24%	32%

*Grade 10 Actuals are not cohort data but based on students in grade 10 of each year

Graduation Rate

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	92%	93%	92%	93%
Asian	97%	98%	96%	97%
Black	92%	93%	84%	85%
Hispanic	86%	87%	82%	83%
Two or More Races	89%	90%	92%	93%
White	91%	92%	94%	95%
Eligible for Free/Reduced Price Meals	84%	85%	84%	85%
Students with Disabilities	64%	67%	66%	69%
English Language Learners	77%	78%	70%	73%

9th Grade on Track

Group	2018	2019		2020
	Actual	Target	Actual*	Target
All Students	91%	N/A	90%	N/A
Asian	99%	N/A	96%	N/A
Black	64%	N/A	88%	N/A
Hispanic	67%	N/A	65%	N/A
Two or More Races	95%	N/A	91%	N/A
White	94%	N/A	93%	N/A
Eligible for Free/Reduced Price Meals	69%	N/A	73%	N/A
Students with Disabilities	78%	N/A	81%	N/A
English Language Learners	70%	N/A	69%	N/A

*District Preliminary Numbers

WELL-ROUNDED EDUCATION

High Quality Instruction

MATH SMART Goals Long-Term:

100% of students in Algebra 2 will pass the class with a 'C' grade or higher.

MATH SMART goals for 2019-2020 school year:

The percent of students in Algebra 2 passing both semesters with a C or higher will increase by 5 percentage points, from 76% in the 2018-19 school year to 81% in the 2019-20 school year (230 of 303 students).

The percent of students receiving special education services will increase proficiency on the Math Smarter Balanced Assessment (SBA) in 10th grade, aligned to the WSIF targets, from 12% in 2019 to 22% in 2020.

The percent of students who self-identify as Black will increase proficiency on the Math SBA in 10th grade, aligned to WSIF targets, from 21% in 2019 to 30% in 2020.

Strengths:

Academic Progress: In 2018-2019, 234 of 308 (74%) students in Algebra 2 earned a C or higher 1st semester and 267 of 319 (84%) students in Algebra 2 earned a C or higher 2nd semester.

Data Team: Building leaders are working closely with teachers of Algebra 2 to review student data and improve instructional strategies.

Professional Development: Interlake's Equity and Inclusion (EI) team has been focused on building capacity of Interlake staff as it relates to culturally relevant and responsive teaching and learning strategies and developing greater racial consciousness.

Key Performance Indicators:

Course Grades: Review course grades/performance at progress reporting, quarter, and semester intervals.

Interim Assessments: Review and analyze interim assessment data, adjusting instruction, as warranted.

Strategies:

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

Data-driven Instruction: Implement cycles of continuous improvement to monitor and assess effectiveness of instruction and intervention strategies.

Math Discourse Professional Development: Implement math discourse strategies through targeted professional development.

Assessments: Regular review of assessment data to provide direction for shifts in Tier 1 instructional practices.

Differentiated Instruction: Support for staff to strengthen and implement differentiation strategies within the classroom to meet the needs of individuals and small groups.

Professional Development: Ongoing professional development of building staff on culturally relevant and responsive teaching and learning strategies.

English Language Arts (ELA) SMART Goals Long-Term:

100% of students in Honors Sophomore Composition will pass the class with a C or higher.

ELA SMART goals for 2019-2020 school year:

The percent of students in Honors Sophomore Composition passing both semesters of the course with a C or higher will increase by 5 percentage points, from 89% in the 2018-19 school year to 94% in the 2019-20 school year (249 of 279 students).

The percent of students receiving special education and English Language Learner (ELL) services will increase proficiency on the ELA SBA in 10th grade, aligned to the WSIF targets, from 25% in 2019 to 33% and from 26% in 2019 to 34% respectively.

Strengths:

Academic Progress: In 2018-2019, 92% earned a C or higher in first semester of Honors Sophomore English and 95% earned a C or higher in second semester.

Curricular Materials: A teacher in the English Language Arts department has a .20 district-wide release to focus on development and piloting of interim assessments in ELA. This leadership position will support successful implementation of interim assessments.

Co-teaching: Utilizing co-taught classes in ELA to support inclusion of student served in special education and/or English Language Learner (ELL) program.

Key Performance Indicators:

Course Grades: Review course grades/performance at progress reporting, quarter, and semester reporting intervals.

Interim Assessment Data: Review and analyze interim assessment data during the ELA curricular pilot phase.

Strategies:

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

Data-driven Instruction: Cycles of continuous improvement will be used to monitor and assess effectiveness of instruction and intervention strategies.

Collaborative Teams: ELA and special education teachers are active members and participants on the Multi-Tiered Systems of Support (MTSS) teams.

Co-teaching: Ongoing commitment to and expansion of the co-teaching courses in English Language Arts, with two co-taught sections in each grade level.

Specialists: Focused ELL Facilitator support in planning and implementation of lessons in the general education courses.

Differentiated Instruction: Support for staff to develop and implement differentiation strategies to allow for more effective instruction and targeted 1:1 or small group instruction.

Student Well-Being

SMART Goal Long-Term: Each student at Interlake will develop a sense of belonging to the Interlake community, as measured by Panorama student perception survey data.

SMART Goal for 2019-2020 School Year:

Overall 'Sense of Belonging' favorable response percentage will increase by 5% from Fall 2018 to Fall 2019 survey administration, from 60% in 2018 to 64% in 2019.

Strengths:

Panorama: Spring 2018-Spring 2019 increased by 4 points from 56% favorable to 60% favorable in overall 'Sense of Belonging'.

Student Groups: Building leaders are working closely with varied affinity and leadership groups to understand their needs and facilitate access and opportunity.

Key Performance Indicators:

Student Survey: Student survey data will be collected after SEL lessons 3 and 4

Student Focus Groups: Student focus group data will be collected on the effectiveness of the SEL lessons.

Strategies:

To support student well-being, our school community will:

Student Voice: Increase opportunities for student voice through the implementation of a Student Senate, monthly lunch chats with administrators, open to all interested students, and assigning an Administrator liaison to student clubs (GOVAA, SOAR, Latinos Unidos, MSU, BSU) to maintain an open line of communication.

Student-Centered Activities: Strengthen students' sense of community by holding a Welcome lunch for new to Interlake students, inviting club reps and class officers to connect with new students, Staff support for Parade of Nations Assembly and Student (club) driven community activities such as the Latinos Unidos sponsored dance and Diwali celebration, a robust LINK Crew 'Interaction Plan' for support of 9th grade students.

Data Teams: Increase Supportive Relationships and Classroom Environment by strengthening Tier 1 systems (MTSS), grade-level meetings and grade-level MTSS teams, grade-level focus and goals on how to support students, and clearly articulated common classroom expectations (ACHIEVE charts, Cell phone expectations).

Social Emotional Learning and Prohibition of Harassment, Intimidation and Bullying (HIB) lessons: Interlake high school students participate in a common lesson teaching the Social Emotional Learning (SEL) Standards and Benchmarks and learning about prohibition of Harassment, Intimidation, and Bullying (HIB), how to recognize HIB, and how to report related allegations. Lesson delivery occurred in the beginning of the school year.

Social Emotional Learning Lessons: Interlake high school students will participate in three pro-social common lessons to develop and grow social emotional learning competencies (self-awareness, self-management, self-efficacy, social awareness, social management, social engagement) through the remainder of the year.

Professional Development: Interlake high school students will participate in all four of these lessons (regardless of whether they are delivering the lessons to students) to ensure common understanding and to deepen learning of the SEL Standards and Benchmarks, pro-social behavior, and prevention strategies to reduce and/or eliminate HIB.

Student-Centered Social Emotional Learning Activities: Additional SEL-focused activities and learning opportunities will be determined. These include, though are not limited to, Unity Day, Mix It Up Lunch, Day of Silence, and Kindness Day.

Student Activities: A list of Awareness Weeks/Months will be provided to the Associated Student Body (ASB) leadership and Athletics/Activities Director. As student groups complete club charters, they will be encouraged to sign up to sponsor an awareness week/month or event that aligns with the purpose of their club.

SMART Goal for the 2019-2020 school year:

Family engagement will be measured by 20% participation by subgroup in the Family Satisfaction survey (survey to be developed district-wide with baseline data by June of 2020).

Strengths:

Parent Communication: Host regular parent coffees.

Parent Workshops: Host informational nights for parents of students receiving ELL and/or Special Education services.

Access: Ensure regular access to interpreters for use by our students and/or families, as needed.

PTSA Relationship and Communication: Engage in regular meetings with the PTSA for joint planning and problem solving.

Key Performance Indicators:

Surveys: Increase parent and student response rates to the seasonal athletic surveys.

Surveys: Pilot the family engagement survey with deliberate efforts to solicit and engage our families from our diverse community.

Strategies:

Surveys: Administer survey at key parent events at the school and throughout the school community.

Interpreter Services: Ensure survey is translated in multiple language and utilize the district's newly adopted Language Line Solutions to increase engagement and agency of families speaking a first language other than language, thus increasing access.

Communication: Reach out to families through varied avenues (email, phone calls, community activities, events, etc.), encouraging completion of the survey.

Parent Engagement: Invite and engage parent(s)/guardian(s) representatives from racially diverse groups within our school community to serve on Interlake's Positive Behavioral Interventions and Supports (PBIS) school-wide team to authentically engage parents/guardian in the planning and implementation phases of school-wide improvement versus seeking their insights and feedback during and/or post-implementation.

Home Visits: Facilitate home visits for students and families for varied purposes (social emotional support, attendance intervention, etc.) to increase access and improve sense of belonging.