

INTERNATIONAL SCHOOL IMPROVEMENT PLAN



2018-2019

**SCHOOL PRINCIPAL:
TARA GRAY**



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.

International School

2018-2019 School Improvement Plan

Our work in serving every student, every day, in every classroom is grounded in the idea of continuous improvement. Working with the Office of the Superintendent of Public Instruction, we use the 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 International School, as well as an outline of our strengths and opportunities for the year ahead. In addition to promoting continuous improvement in student achievement of the state learning goals, we recognize that nonacademic 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 its programs that included active participation and input from building staff, students, families, parents and community members.

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The International School offers an outstanding educational experience to all students, focused on preparing them intellectually, socially, creatively, physically, and emotionally, so that they are inspired to become lifelong learners and to realize their dreams in the larger world.

SCHOOL BACKGROUND

Instructional Program Overview

International School (IS) is a choice school in the Bellevue School District, serving 578 students in grades 6-12. IS was founded as part of the Washington Schools for the 21st Century program to be a small laboratory school with an international focus, where a combination of excellent educational practices could be developed in a climate supporting innovation and experimentation. Students attend classes in a block schedule, with seven subjects spanning their seven years; this promotes a deep and sustained focus on core learning. IS graduates earn college credit by taking an average of seven Advanced Placement courses, as well as through college-level math, computer science, and technology courses. Students complete a capstone senior project, which involves deep learning in an area of student choice, an internship, community service, and an assessment by an expert panel. The International School has a 1:1 laptop program (initiated in January 2015), allowing for pervasive and effective classroom integration of technology. Each spring students participate in Focus Week, designed as an exploratory elective focused on career and technology education.

An area of strength and focus for the International School is the development and maintenance of a vibrant school community. All students are engaged in social emotional learning, and organization skills are supported to develop positive academic behavior and scholarship. In an effort to foster whole-school, inter-grade connections, high school students partner with incoming sixth graders to be “big buddies” for the entire year. High school students also participate in an off-campus overnight retreat at the beginning of each school year, during which they participate in workshops and activities and interact to build a strong sense of community. In addition, several classes in humanities and in international studies “loop,” meaning two grade levels are combined to learn a two-year curriculum. This allows students to not only achieve greater depth of knowledge in a discipline, but also to build relationships among grade levels and to mentor and learn from one another. In addition, our International School Parent-Teacher-Student Association (PTSA) supports the school in myriad ways, partnering to ensure a collaborative environment with families and school staff. Parents are also deeply engaged in the school community, and parent volunteers are a daily presence on campus.

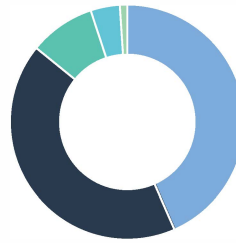
International School partners with professional education organizations and other business entities to ensure staff and students develop an understanding of the 21st Century Skills needed to be successful in their post-secondary school lives. Teachers intentionally work to integrate communication, collaboration, creativity, and critical thinking into lessons. Many IS teachers are also course leaders and support teachers across the district in their professional development. The staff and students at IS have engaged in professional learning and collaboration with Microsoft Partners in Learning, Microsoft OneNote, the Gates Foundation, the University of Washington, and several other national and international schools and organizations. For the third year, International has been designated a Microsoft Showcase School because of the innovation in learning and integration of technology.



School Overview

International is a choice school for grades 6-12, emphasizing global citizenship with a rigorous program that is housed in a supportive, nurturing environment. Student are prepared intellectually, socially, creatively, physically, and emotionally, so that they are inspired to become lifelong learners and realize their dreams in the world at large.

Racial Diversity



- 43% Asian
- 1% Black
- 4% Hispanic
- 9% Two or more races
- 42% White
- N/A Native American
- N/A Pacific Islander

School & Student Characteristics ¹

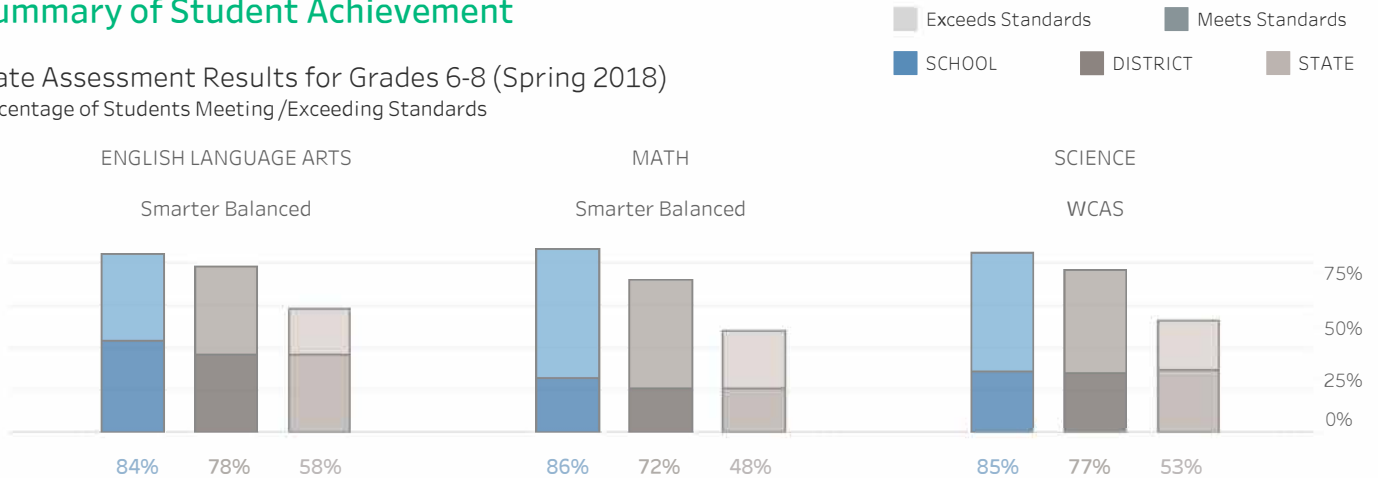
	SCHOOL	DISTRICT ²
Enrollment	266	676
National Board Certified Teachers	43%	27%
Eligible for Free/Reduced Price Meals	9%	17%
Receiving Special Education Services	5%	7%
English Language Learners	2%	8%
First Language Other Than English	29%	33%
Mobility Rate ³	2%	8%

Attendance & Discipline

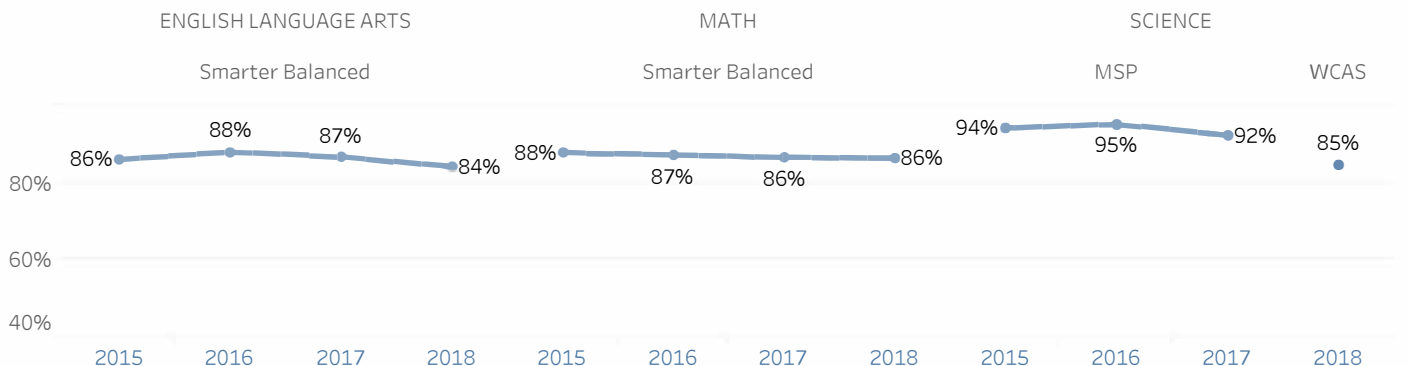
	SCHOOL	DISTRICT
Average Attendance Rate	97%	95%
Students with < 10 Absences Per Year	81%	70%
Students with 18+ Absences Per Year	2%	10%
Suspension Rate ⁴	0.0%	2.9%

Summary of Student Achievement

State Assessment Results for Grades 6-8 (Spring 2018)
Percentage of Students Meeting /Exceeding Standards



State Assessment Results for Grades 6-8 in the Last Four Years
Percentage of Students Meeting Standards



Glossary

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.

Science Assessments - WCAS/MSP

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 replaces the WA State MSP science assessment. 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 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 (ages 3-5), together with typically developing peers.

End Notes

1

School and Student Characteristics

Data are from October 1, 2017 unless otherwise specified.

2

District Average

The district averages displayed here are the averages for district middle 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

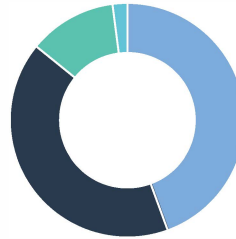
The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.



School Overview

International is a choice school for grades 6-12, emphasizing global citizenship with a rigorous program that is housed in a supportive, nurturing environment. Student are prepared intellectually, socially, creatively, physically, and emotionally, so that they are inspired to become lifelong learners and realize their dreams in the world at large.

Racial Diversity



44%	Asian
0%	Black
2%	Hispanic
12%	Two or more races
41%	White
N/A	Native American
N/A	Pacific Islander

School & Student Characteristics ¹

	SCHOOL	DISTRICT ²
Enrollment	312	1,488
National Board Certified Teachers	43%	31%
Eligible for Free/Reduced Price Meals	4%	19%
Receiving Special Education Services	5%	9%
English Language Learners	2%	8%
First Language Other Than English	26%	34%
Mobility Rate ³	2%	8%

Attendance & Discipline

	SCHOOL	DISTRICT
Average Attendance Rate	90%	88%
Students with < 10 Absences Per Year	34%	48%
Students with 18+ Absences Per Year	25%	26%
Suspension Rate ⁴	1.0%	1.7%

College & Career Readiness

GRADUATION RATES	SCHOOL				DISTRICT 2016-17	STATE 2016-17
	2013-14	2014-15	2015-16	2016-17		
On-Time High School Graduation Rate (Within 4 Years)	97%	99%	100%	100%	91%	79%
5-Year High School Graduation Rate	100%	100%	100%	N/A	N/A	N/A

AP & IB	SCHOOL				DISTRICT
	2014-15	2015-16	2016-17	2017-18	
AP Exam Pass Rate	71%	70%	72%	80%	78%
Average Number of AP and IB Credits Earned by Graduates	7.4	7.7	7.8	7.7	6.9
Students Taking At Least One AP/IB Course by the Time They Graduate	100%	100%	100%	100%	93%

SAT & ACT

	SCHOOL				DISTRICT
	2014-15	2015-16	2016-17	2017-18	
High School Seniors Taking the SAT or ACT	100%	100%	100%	N/A	N/A
Average SAT Composite Score	1876	1899	1335	N/A	N/A
Average ACT Composite Score	27.8	28.8	29.5	N/A	N/A

ADDITIONAL COLLEGE READINESS MEASURES

	SCHOOL				DISTRICT
	2014-15	2015-16	2016-17	2017-18	
English Language Arts: 10th Grade Smarter Balanced Met Diploma Standard	97%	96%	99%	95%	83%
English Language Arts: 11th Graders Met PSAT College & Career Readiness Benchmarks	N/A	100%	96%	99%	85%
Math: 10th Grade Smarter Balanced Met Diploma Standard				91%	75%
Math: 11th Graders Meeting PSAT College & Career Readiness Benchmark	N/A	96%	92%	92%	71%

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, 2017 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 BACKGROUND

Achievement & Growth

The Washington School Improvement Framework (WSIF) includes each student group individually, creating a holistic vision of a school through two lenses: the performance of the all students group and that of their student group populations. The all students group includes all students in the school, where each student group shows the performance of students by race/ethnicity and program enrollment. Effectively, all student groups are held to the same standard.

Measures by Student Group

	All Students			Asian			Black			Hispanic			Two or More			White			English Learners			Low Income			Students with Disabilities		
	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal	Base	2018 Actual	2019 Goal
ELA Proficiency Rate	88.6%	86.5%	88.9%	94.0%	90.9%	93.2%				48.4%	53.8%	56.7%	89.1%	84.4%	89.3%	86.8%	85.8%	87.4%				62.7%	67.9%	68.2%	52.8%	41.2%	60.2%
Math Proficiency Rate	84.9%	87.1%	90.0%	92.4%	94.4%	94.4%				36.7%	53.8%	54.0%	88.9%	90.6%	91.0%	81.5%	83.0%	83.2%				47.8%	64.3%	65.0%	41.7%	23.5%	51.4%
ELA Median SGP	49			59						47			44			47						40					
Math Median SGP	54			61						42			50			50						43					
Graduation Rate	99.5%			100.0%												100.0%											
EL Progress Rate																											
Regular Attendance Rate	99.5%			100.0%						100.0%			98.4%			99.4%						100.0%			98.6%		
9th Grade on Track Rate	87.6%			95.2%									90.0%			81.5%											
Dual Credit Rate	71.0%			68.5%						66.7%			71.8%			72.5%						72.4%			65.1%		

These measures include results on state standardized test (*proficiency*), student growth over multiple test periods (*median student growth percentiles*), graduation, English learner progress towards language attainment and School Quality and Student Success measures of attendance. Base scores are based on 2015-2017 data. To protect student privacy, a minimum number of students is required so no one student can be identified. If the space is white and blank, that means the student group was too small to report out publicly, to protect the student privacy. Proficiency rate data includes scores from sixth, seventh, eighth, and tenth grades.

WELL-ROUNDED EDUCATION

School Goals & Key Strategies

International School provides opportunities for every student to develop essential knowledge and skills:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; the arts; and health and fitness.
- Think analytically, logically, and creatively, and integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems.
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Educators at International provide the foundation for our academic program and conditions for student learning. With the use of instructional coaches, we support all teachers to provide high quality and culturally relevant instructional practices. Additional program support is provided to those students who need assistance. Student services are available for students experiencing homelessness or living in foster care. We offer additional academic assistance and staff professional development through our office of multilingual services and special education. Focusing on our key priority areas, we have set the following growth and improvement goals in partnership with our parents, students and staff.

High Quality Instruction

- SMART GOAL: (this year only)

By the end of the 2018-19 school year:

Implementation Goals

- All math teachers will utilize math discourse instructional strategies as evidenced by observational learning walk data.
- All IS administrators and instructional coaches will be able to communicate math strengths and next steps included in this school improvement plan
- Administer SWIFT Rubrics 3.1 and 3.3 (these rubrics outline the structures that are needed for successful Multi-Tiered Systems of Support MTSS)
- Schedule course-level team meetings, using data protocols to process assessment data using AVID and Algebra 1 as a focus course.

Student Outcome Goals

- All International students will exceed the WSIF accountability goal for the math proficiency rate of 85.9% and will reach 90% proficiency overall as well as the goals indicated in the table above for each student group.
 - Student Math Achievement Data – 100% of students in AVID and Algebra 1 will pass Algebra 1 and 70% of students will show growth on STAR.
- Our strengths in the goal area: International teachers are active participants in professional learning opportunities for math.
 - Key performance Indicators for the 2018-19 School Year include: Smarter Balanced, STAR, and semester grades.
 - 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:

Structural Components and Multi-Tiered Systems of Support (MTSS):

- Coaching visits and classroom learning walks to analyze the implementation of the *Discovery Math Techbook* tools
- Utilize a course-level data team meeting structure to support data-based instructional decision making, scheduled for each of the four benchmark assessment dates using AVID and Algebra 1 as a focus course.
- Monitor and support individual teachers in the analysis of the four benchmark assessments in math.

Student Well-Being

- SMART GOAL:
 - By June 2019:
 - All International students will participate in a common lesson teaching the Social Emotional Learning Standards and Benchmarks; they will learn about HIB (Harassment, Intimidation and Bullying), including how to recognize behaviors and how to report. Lesson delivery will be in the beginning of the year.
 - All International 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.
 - International staff will participate in all four of these common lessons regardless if they are delivering the lessons to students, to not only be informed but also learn the Social Emotional Learning Standards and Benchmarks, pro-social behavior, and prevention strategies to minimize Harassment, Intimidation and Bullying (HIB).
 - International students will have a voice in the PBIS process. This year International has implemented a student Community group to support the PBIS work. This group meets weekly for half an hour.
- Our strengths in the goal area: The strong team structure at International has supported the implementation of our student well-being goal. The Equity and Inclusion Team, in collaboration with the Positive Behavior Interventions and Supports Team, determined how to deliver lessons to both students and staff. The student participation on the PBIS work was facilitated by our school's scheduled Community time each week.
- Key performance Indicators for the 2018-19 School Year include: Student feedback from PBIS Community and staff survey results following presentation of lessons.

Climate & Culture

- SMART GOAL: by June 2019, the International School Equity and Inclusion Team will be at the sustaining level as measured by the SWIFT Fidelity Integrity Assessment (SWIFT-FIA) 1.1 (this section of the FIA supports the implementation of the school leadership team, and "sustaining" is the highest level on the rubric)
- Our strengths in the goal area: Our Equity and Inclusion Team, representing varied stakeholders, meets twice monthly to review data, plan, and monitor effectiveness.
- Key performance Indicators for the 2018-19 School Year include: FIA 1.1 and Readiness and Foundations SWIFT document
- 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: work with student support teams, including MTSS and PBIS.

APPENDIX A: Glossary

ELA	Percent of students meeting or exceeding state standards on the third grade English Language Arts test. Third grade is a critical juncture in reading because after that, students need to read fluently in order to keep up with all their other subjects. Research has shown that students who are not reading at grade level by the end of third grade tend to struggle academically in later years.
Math	Percent of students meeting or exceeding state standards on the fifth grade math test. Mastering fifth grade math provides students with a solid foundation for starting higher-level math in middle school.
SGP	Student Growth Percentile is a metric that looks at the growth of individual students over time. SGP's compare growth of students across the state with similar test score histories and require

two test scores to determine how many scale points a student grew compared to how their peers grew.

EL English Language Learner refers to the percent of students meeting or exceeding state standards with regards to the length of time they qualify for services from the District's English Language/Multilingual Department

WSIF Washington School Improvement Framework includes each student group individually, creating a holistic vision of a school through two lenses: the performance of the All Students group and that of their student group populations.

'SMART' Goal SMART stands for: Specific, Measurable, Attainable, Realistic and Time-Based. In other words, when setting a goal you ensure that it meets each of these criteria.
