

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Tara Lorene Gray

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name International School

(As it should appear in the official records)

School Mailing Address 445 128th Avenue SE

(If address is P.O. Box, also include street address.)

Bellevue WA 98005-3617
City State Zip Code+4 (9 digits total)

County King

Telephone (425) 456-6500

Fax (425) 456-6565

Web site/URL https://bsd405.org/international/

E-mail grayt@bsd405.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Ivan Duran

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail durani@bsd405.org

District Name Bellevue School District Tel. (425) 456-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. Christine Chew

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 18 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 4 High schools
 - 2 K-12 schools
- 29 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	45	45	90
7	45	46	91
8	41	48	89
9	39	48	87
10	35	45	80
11	28	37	65
12 or higher	37	29	66
Total Students	270	298	568

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 47 % Asian
 - 1 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 38 % White
 - 9 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 2%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2017	578
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 0%
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Amharic, Arabic, Bosnian, Cantonese, Mandarin, Taiwanese, Farsi, Finnish, French, German, Gujarati, Hindi, Japanese, Kannada, Korean, Lithuanian, Marathi, Nepali, Punjabi, Romanian, Russian, Serbian, Spanish, Tamil, Telugu, Turkish, Ukrainian, Vietnamese

7. Students eligible for free/reduced-priced meals: 8%
Total number students who qualify: 46

8. Students receiving special education services: 5 %
26 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>12</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	95%	96%	95%	97%	97%
High school graduation rate	100%	100%	100%	99%	97%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	72
Enrolled in a 4-year college or university	97%
Enrolled in a community college	4%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2004

15. In a couple of sentences, provide the school's mission or vision statement.

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

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Each winter, fifth grade students in the district can apply for one of the approximately 85 sixth grade openings. Students who have siblings attending the school are placed at the top of the list. We fill the remaining spots through a lottery process. There are no requirements for admission aside from living in the district (no assessments, interviews, etc.). Over 700 fifth graders apply each year for the 90 places, and students are added from the wait list if families move or decide to change schools over the years.

PART III – SUMMARY

The Bellevue Community

The fifth largest city in Washington (population of 140,700), Bellevue is the high-tech and retail center of the Eastside, with more than 150,000 jobs and a downtown skyline of gleaming high-rises. Bellevue is known for top schools, growing economy, and often makes the lists of best mid-sized cities. Downtown Bellevue is filled with skyscrapers while most of the city is comprised of neighborhoods with a suburban feel.

Bellevue's population is growing and becoming more diverse and this diversity is evident in our schools. Starting in 2015, U.S. Census data showed our population as evenly split between non-Hispanic whites and people of color, making the city one of the most diverse in Washington (information from the City of Bellevue).

The Bellevue School District serves most of the city of Bellevue and the smaller surrounding communities of Clyde Hill, Medina, Hunts Point, Yarrow Point, and Beaux Arts. We also serve portions of Issaquah, Kirkland, Newcastle, Redmond, and unincorporated King County.

Our schools include: 16 elementary schools, 1 Spanish Immersion elementary school, 1 Mandarin dual language elementary school, 5 comprehensive middle schools, 4 comprehensive high schools and 2 choice schools (grades 6-12). International School is one of the two choice school options for families in the district.

We have an incredibly diverse district. More than 80 languages are spoken in the Bellevue School District, with over 36% of students speaking a first language other than English. About one in five students receives free or reduced-price meals. The International School is similar in demographics to the district, but a couple of differences stand out. We have fewer students who identify as Hispanic and fewer students who receive free or reduced-price meals applying for our school.

International School Program Overview

International School is a choice lottery school in the Bellevue School District that serves 568 students in grades 6-12. International was founded as part of the state Schools for the 21st Century program to be a small laboratory/demonstration school with an international focus in the Bellevue School District, where a combination of excellent educational practices may be developed in a climate that supports innovation and experimentation. Students attend classes in a block schedule, with seven subjects throughout their seven years in attendance, promoting a deep and sustained focus on core learning. This allows students to be challenged and develop their full potential academically, emotionally, physically, socially, and culturally. International graduates take an average of seven Advanced Placement courses and students can earn college credit in math, computer science, and technology. Students complete an extensive capstone Senior Project, which involves deep learning in an area of student choice, internships, community service, and assessment by an expert panel. The International School has a one to one laptop program (since January of 2015) and the integration of technology for learning is pervasive and effective. Each spring students participate in a week-long Focus Week, which acts as an in-depth career exploration elective. Technology and career education are embedded in the overall program, with a focus on learning in application, to mirror what students will have to do in a college and workplace setting.

An area of strength for the International School is the development and maintenance of a strong school community. All students are engaged in learning social and emotional and organization skills and are supported to develop positive academic behaviors. High school students are partnered with incoming sixth grade students to be their "big buddies" for the entire year. All high school students participate in camp at the beginning of each year to learn about international issues and different cultures and to develop a strong sense of community. Several classes in Humanities and in International Studies "loop," which means that two grade levels are combined to learn curriculum that stretches over two years. This serves to allow students to get to depth in a class, to get to know other grade levels, and to mentor/learn from other grade

levels. Parents are also deeply engaged in the school, and parent volunteers are present in classes and in other areas of the school on a daily basis.

Since last being awarded the Blue Ribbon Schools Program award in 2004, our school has continued to build on our success. We have been recognized multiple years by US News and World Report in their top national high school rankings (currently ranked 18th nationally) and have maintained stellar graduation rates. In order to maintain our success through changing times, the International School has implemented technology through professional learning for staff and one to one laptop computers provided free of cost for all students. We have been recognized by Microsoft as a Showcase school for our commitment to innovative instruction and collaborative practices. There is a strong interest from families in our district to enroll their students in our program.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The International School commits to a rigorous, diverse, and globally focused Humanities/English-Language Arts program that is vertically aligned and planned in a one-to-one, individualized environment, from grades six through 12. Literacy, collaboration, communication, and technology utilization are essential components in all courses. The summer reading program provides all students with a common text with which to build a diverse and inclusive intellectual community.

Sixth graders begin their secondary education by establishing strong academic skills in reading comprehension, writing, communication, collaboration, and technology. In seventh and eighth grade, students learn in blended grade level groups to explore the humanities. Students use mythology, dystopian and science fiction, short stories, drama, and literary fiction to explore a variety of relevant themes including societal rules and organization, and social, racial, generational, and familial identities.

The Humanities 9/10 course is another two-year program that takes a global focus, which parallels and supports themes and skills learned the Advanced Placement (AP) World History course. Students utilize diverse, global literary fiction, short story, poetry, philosophy, and drama to explore, in depth, the societal roles, individuality, and cultural conflict in Asia and Africa.

The eleventh and twelfth grade AP Humanities courses are rigorous, skill-based learning opportunities in which students develop critical analysis and writing skills. In AP Language and Literature, students analyze literature, rhetoric, poetry, and drama, through a variety of formats including writing, discussion, debate, and drama. These courses are the culmination of foundational skills established in sixth grade and developed throughout middle and high school.

1b. Mathematics:

The core math curriculum is aligned to the Common Core State Standards in Mathematics (CCSSM) in grades six through 11, and the Advanced Placement learning components in grade 12. Courses are rigorous and fast-paced. In addition to the learning targets of each course, International School emphasizes study skills, critical thinking, social-emotional skills, and the use of technology. These standards were chosen because they prepare students for college-level math and emphasize depth over breadth.

The course sequence is: Pre-algebra in sixth and seventh grade, Algebra-Geometry-Algebra in eighth, ninth, and tenth grade, Pre-Calculus in eleventh grade, and AP Calculus in twelfth grade. Students take Algebra I by eighth grade; students who accelerate one or two years can take courses for college credit after Calculus (Advanced Calculus and Mathematical Modeling).

Classroom instruction is a combination of group investigation, explicit instruction, and individualized practice. Lessons focus on building and applying deep understanding. Students practice modeling, explaining their reasoning, and demonstrating skill proficiency. Technology helps to differentiate instruction. All sixth graders use an online adaptive program to bridge skill gaps and extend knowledge. The online curriculum for Algebra I, Geometry, and Algebra II provides resources for additional practice, instruction, remediation, and extension. After-school tutorial periods allow for one-on-one instruction and are considered part of the school day for all students. A math-focused Advancement Via Individual Determination (AVID) class is for eighth grade students who struggle with Algebra I based on data from seventh grade.

A standards-based grading system is used in all classes. Learning targets are explicitly defined. Students can continue working on a target until they have mastered it. In middle school, students can retake assessments. At the high school level, students gradually transition to the more high-stakes testing model they will see in

college. Learning targets are still explicit. Students can earn points back by making test corrections. We want students to learn how to prepare for a test and want students to continue working on all learning targets.

1c. Science:

The science program at the International School is designed to meet the Next Generation Science Standards (NGSS) which were adopted by Washington State in 2013. The program comprises eight practices of science and engineering, such as: asking questions and defining problems; developing and using models; analyzing and interpreting data; and constructing explanations and designing solutions.

The middle school program integrates life science, physical science, earth science, and space exploration. The three-year curriculum is vertically aligned and integrates technology.

High school science begins in ninth grade with organic and inorganic Chemistry. Students design and carry out investigations to explore chemical principles of atomic structure, bonding theory, states of matter, and thermodynamics. Integrated into the course is a focus on the chemistry of climate change and ocean acidification. In tenth grade Biology, students explore atmospheric science; human physiology and cellular respiration demands; bacteriology; anatomy and physiology; and plant physiology and photosynthesis. The course integrates technology and provides a project-based approach to biological concepts. Students develop habitat models using architectural design programs; explore bacterial resistance by investigating the development of Methicillin-resistant *Staphylococcus aureus* (MRSA); investigate phytoremediation of environmental toxins; and explore anatomy through fetal pig dissection. Students are assessed through a variety of measures, including lab analysis and reporting, design projects, presentations, peer evaluation, and collection of pre- and post-assessment data.

The eleventh and twelfth grade years give students options for Advanced Placement sciences: AP Biology, Chemistry, Environmental Science, Physics 1, and Physics 2 are offered on a rotating basis. These courses are project-based and include an array of experiences: application of current technologies; engineering design; and research into current environmental, medical, and technological challenges. These courses are designed to prepare students to take the AP Exams, which award college credit for successful completion.

1d. Social studies/history/civic learning and engagement

A thriving social studies curriculum prepares students for lifelong learning, citizenship, and career success. At the International School, students gain a rich understanding of geography, history, government, and current world affairs and are empowered to act as global citizens.

Middle school students study patterns and processes of interaction between people and place in Human Geography. In addition, they examine the people and ideas that have shaped the Pacific Northwest and the United States. From ninth to eleventh grade, students study AP World History, Current World Affairs, and AP U.S. History. Students investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 C.E. to the present, from a global and national approach. In Current World Affairs, students research human rights abuses and develop solutions. During twelfth grade, U.S. Government and Politics provides a nonpartisan introduction to key concepts, institutions, and policies that characterize our nation's government and political culture. Senior Project is a culmination of a student's education – a self-directed project for which they design their own learning and achievement, requiring risk-taking, independence, and community evaluation.

Academic skills, critical thinking, technology use, and collaboration are key elements of success in college and career; they are essential course components. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Additionally, students develop and use skills and practices employed by geographers and historians: analyzing primary and secondary sources; interpreting data; comparative analysis; utilizing contextualization and causation; analyzing change over time; and developing evidence-based arguments.

Diverse pedagogies support deep learning in authentic contexts, collaboration, and student innovation, including problem-based learning, seminar and debate, simulations, student-designed inquiry, peer-coaching, self-reflection, and goal setting, all while leveraging one-to-one technology. Students and teachers use a variety of assessment data to evaluate learning, plan intervention, and design future learning.

1e. For secondary schools:

International School students are prepared for college and career through their extensive coursework, preparation, and resulting high test scores on the ACT and SAT exams. Students complete a year-long senior project that requires students to work with a mentor in the community to complete a service project. Seniors have the opportunity each August to take part in a “college boot camp” to help them prepare for the college application process. Throughout the fall, representatives from colleges visit our school to share information about their programs. Our students are highly sought out by many prestigious institutions.

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

The Arts

Students are required to engage deeply with music or the visual arts during the seven years of International School courses. Students begin with foundational skills, such as musical phrasing and melodic patterns, or elements and principles of artistic design. Assessment is based on performance and the ability to meet the benchmarks of the national standards in art and music. Learning is differentiated through flexibility in the arrangement of musical groups or the ability to bring choice to a wide range of art projects. As students learn about how to perform or create art, they simultaneously study the music and art of professionals, learning the vocabulary necessary to understanding and speaking about the arts. Throughout the seven years of arts education, teachers provide multiple opportunities for student growth through application of real-life experiences, such as design competitions, art shows, and professional performances.

Physical Education

Physical Education is part of the core curriculum at International School; as such, students are enrolled in a PE class from sixth through twelfth grade. Health is integrated into the middle-school PE curriculum and is taught again as part of the sophomore-year health/PE course. International School follows the Physical Education National Standards. Students’ regular participation in PE supports physical and psychological health and contributes to success in academics. The program integrates traditional and innovative approaches to overall health, such as badminton, volleyball, soccer, track and field, basketball, archery, pickleball, dance, and cup-stacking (among other approaches to building agility and dexterity). Many students compete athletically at the local, state, and even national level in addition to their participation in the rigorous PE-Health program at the International School. Many students also receive the Presidential Fitness Award given in late spring.

French

French is the only world language taught at International School. As part of the core curriculum, every student from sixth grade through eleventh grade is enrolled in a French class. During senior year, students can choose between a seventh year of French or Computer Science. The French department follows American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines wherein students enter the program at Novice Low and finish at either Advanced Low or Advanced Mid-levels. The junior year prepares students to take the AP French Language and Culture exam. Curriculum is created around a blend of the ACTFL World Language Standards and school-adopted standards: collaboration, communication, creativity, citizenship, critical thinking, and character. These standards are further enforced through an annual French Exchange program and participation in an academic exchange, called Passepartout. In the French Exchange, half the sophomore class is paired with students at our sister school in Nantes. Each student group spends three weeks exploring the language and culture of the host country while living with a host family. The Passepartout program is a longer cultural and academic program requiring

participants to spend three months living with a host family and attending school in the host country. In the fall, the International School welcomes three French students to the community; then, in the spring, three International School students finish the academic year in France.

Computer Science

Beginning in junior year, students may pursue up to two years of Computer Science course work by opting out of one course per year that exceeds state graduation requirements. The second year of computer science prepares students to take the AP Computer Science exams. This option prepares students for enrollment in competitive university programs that demand prior knowledge of coding and programming. Approximately two-thirds of International students take at least one computer science course in their junior or senior year.

Other

Our commitment to broaden learning for our students is extended through our Focus Week. During Focus Week, students engage in learning outside of the classrooms to explore career and technical education, with topics from video production, cooking, to immersing in the French culture through an exchange program. International School partners with organizations such as Coyote Central and local filmmakers to make Focus Week possible for all students.

At International School there are numerous clubs and community service activities that expose students to international, political, and societal activities, such as various honors societies, Robotics, Future Business Leaders of America, the Junior Statesmen of America, and Model United Nations. The clubs have teacher-advisors and are maintained largely by the student community itself.

3. Special Populations:

International meets the needs of special populations through our program of strong tier one instruction, targeted interventions, and individualized focus for students in need. School resources and leadership are directed to ensure the school meets our vision of preparing all students intellectually, socially, creatively, physically, and emotionally.

Based on state assessment data, three subgroups of our population demonstrate a proficiency gap for English Language Arts and for Mathematics. Overall scores for English Language Arts are at 86.5% and Mathematics at 87.1%. Our Hispanic population scored an average of 53.8% on both content tests. Our students who qualify for free or reduced-price lunch scored an average of 67.9% in English Language Arts and 64.3% in Mathematics. Our students who qualify for Special Education services scored 52.8% in English Language Arts and 41.7% in Mathematics. These concerning data points have guided our school decision making process and have helped us allocate resources where needed.

The International School program includes many supports that allow for differentiation to support the needs of both advanced learners and students who are not yet meeting expectations. Technology has served to both expand opportunities and provide tools for students to access and demonstrate learning. International students all have tablet style laptops with Microsoft suite tools including dictation, immersive reading, font spacing, syllabification, compression, and translation among others.

Our school Multi-Tiered Systems of Support (MTSS) team meets twice monthly to review student data and progress and to discuss interventions. We are working with an outside consultant to expand this system beyond the overview of the school to include in-depth analysis of multiple measures to understand individual student's needs. This work, described in the book *Measuring Human Return* by Joanne McEachen and Matthew Kane, has helped determine additional structures (such as required tutorial schedules) and interventions (for example, one-on-one tutoring) that identified students need to be successful.

To support students in being able to show what they know, we have established a testing center at the school with a coordinator who specializes in communicating with teachers and implementing accommodations for students. The testing coordinator supports students who need individualized or small group testing and those who need additional time or accommodations.

To serve the needs of our special education students, International has implemented co-teaching. This inclusive way of serving students has been helpful in increased progress toward goals. In our model, two teachers work together to serve a classroom wherein a cluster of students have Individualized Education Plans (IEPs) in a common service area. Both teachers serve all students in the classes which are kept at an average class size despite having two teachers.

To support English Language Learner (ELL) needs, International uses a facilitator model. One part-time specialist works with all International School teachers two half-days per week to support implementation of strategies that can help speed the progression of English language learning. This teacher/facilitator also supports assessment and tracking of ELL student progress.

For students performing above grade level, teachers sometimes recommend course acceleration and provide opportunities for independent projects. One student this year for example took on the creation of a makers' space at the school. This individual project required research, grant writing, extensive communication, and collaboration.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Students, families, and staff greatly value the community that our small school setting creates. Students form deep friendships and staff often teach students more than once throughout their journey from sixth grade to twelfth grade. The investment students, families, and teachers make to one another is deep and lasting. To support the maintenance of a positive school climate, International School has implemented lessons and structures to guide systems throughout the school.

With our state’s adoption of Social Emotional Learning (SEL) standards, our district has implemented common Social Emotional lessons for all students. International School building administrators and teacher leaders have further developed/adapted these lessons to meet the needs of our learners at each individual grade level. Changes to these lessons have included video resources on relationship building, communication, and anti-bullying as well as activities that draw on student experience specifically. All staff, even those not teaching the lessons, have received training facilitated by school-based administrators and teacher leaders on the content of the lessons and the connected SEL standards.

Building on a foundation of a strong, positive school culture, International School continuously seeks new ways to provide a nurturing, safe environment for students to grow their academic, social emotional, and leadership skills. Each Wednesday, all students take part in a 35 minute “Community” period. Recognizing the critical importance of student voice, this year’s Community groupings were collaboratively determined between staff and students. Several new student leadership teams were created that partner with existing staff leadership teams to evolve school culture and safety practices.

One student Community group partners with our staff Positive Behavior Interventions and Supports (PBIS) team (including teachers, a counselor, and an administrator). The staff team analyzed school-wide data related to school well-being and identified the need for additional data and student voice in the development of PBIS systems. Having students involved in school decisions aligns with our New Pedagogies for Deep Learning work on student partnerships. Together with the staff PBIS team, the student PBIS Community group analyzes data (including student perception data), identifies PBIS practices that will positively impact our school, develops, plans, and implements interventions. Some of their first work was reviewing core values (akin to PBIS school-wide expectations) and engaging all staff and families to take part in the discussion of values. These values, the PBIS data, and the student voice guide the way in which we define expectations throughout the school (the cafeteria, hallways, bathrooms). They also guide our work as we create solutions to student-identified problems.

2. Engaging Families and Community:

International School is committed to our families and community. We partner with families and professional organizations to create a robust and successful academic environment for our students. Through close partnerships, we build community, develop an understanding of the 21st century skills needed to be successful in their post-secondary lives, and extend learning outside of the classroom walls.

International School Parent Teacher Student Association (PTSA) is supportive of the school in many ways, partnering to ensure a collaborative environment with families and school staff and create pathways of communication between our families and school leaders. At each PTSA meeting, the International School principal and a teacher liaison are present to provide updates and receive feedback about the school. This communication loop is integral to the success of our students as it keeps each member of our community accountable for our overall student success. PTSA supports many programs at International School from providing funding to increase our mental health support in the school to sponsoring school activities such as Computer Club and Middle School Career Day. In addition to leading the school together, we open our school to parent/guardian volunteers with opportunities such as helping at the Front Office and being involved with our Associated Student Body (ASB) events.

International School provides learning opportunities for families about different parts of their children's educational journey. Families may attend any of our Parent Nights. These topics range from communicating with your teenager, to substance abuse, and college admissions process. During these nights, we also bring in relevant speakers who are experts in their field. We have partnered with organizations such as Youth Eastside Services and City of Bellevue Conflict Resolution Center. In addition to our Parent Nights, monthly newsletters are sent out to families either by e-mail or Naviance, a comprehensive web-based program on self, academic, and career exploration made possible by Bellevue Schools Foundation. Families are also encouraged to reach any staff member and meet with them to discuss their educational experience, struggles, and achievements. We are committed to a collaborative relationship to ensure our students' well-being and success.

International School staff intentionally work to integrate communication, collaboration, creativity, and critical thinking into content area lessons. Many of the teachers are course leaders and support teachers across the district with professional learning. Staff and students at International School have engaged in professional learning and collaboration with Microsoft Partners in Learning, Microsoft OneNote, the Gates Foundation, the University of Washington, and 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 technology present in the classrooms.

3. Professional Development:

The two main kinds of professional development at the International School are evaluative feedback and staff learning sessions. Our thorough observation feedback process serves as a type of individualized professional development, and the professional development staff meetings (including both in-school and external opportunities) are the more traditional staff learning opportunities.

The observation process in our district provides a minimum of two formal observations per year for each teacher (newer teachers and those needing support receive more). This process provides teachers with at least one planned observation (including pre-conference and post conference meetings) and additional unscheduled observations. Principals provide teachers with feedback and teachers have the opportunity to reflect on their practice and ask questions to continue growth as an educator. In addition to these formal opportunities, administrators regularly take part in informal classroom walk-throughs that support a wholistic understanding of the teaching and classroom environment.

School-level professional development is structured to maintain focus on the building goals. The staff meets regularly throughout the year (approximately twice per month). The focus of our work together has been building our skills to deliver instruction that promotes deep learning. We have utilized tools from New Pedagogies for Deep Learning (NPDL) to practice these skills. Our Equity and Inclusion team plans and implements these professional development sessions, making adjustments each month based on feedback and assessment (teachers self-assess using a NPDL teaching dimensions checklist, and departments assess school readiness and progress using a NPDL school conditions rubric).

Teachers also have the opportunity to take part in professional development outside of the whole-staff opportunities. The Bellevue School District provides optional staff professional development on a variety of topics from technology to racial equity. Most staff members take advantage of these free opportunities.

We have allocated additional professional development funds to support targeted training in two areas: first, education to support meeting the needs of our underperforming subgroups of students (Hispanic students, English language learners, students in poverty, and students with disabilities), and second, to support the continued growth of teachers in their content areas (with needs determined as a department).

4. School Leadership:

At International, our school leadership team is named the Equity and Inclusion team for its commitment to equitable and inclusive practices. Though we are a very successful school, we know that there are some students in our school who don't experience the same success as others.

The goal of the Equity and Inclusion team is to ensure that the International School is on track to meet our mission, to offer an outstanding educational experience to all students, one which is focused on preparing them intellectually, socially, creatively, physically, and emotionally, so that they are inspired to become lifelong learners and realize their dreams in the world at large.

This team serves as the “umbrella” team for the school, with representatives from the Equity and Inclusion team serving on all other school teams. This connectivity ensures that the work of the school is unified, and that an eye for equitable practices is part of all teams. It is important that we are focused on our school goal, not being pulled in many directions.

The work of the Equity and Inclusion team is threefold: school conditions work, quality instruction design, and monitor and assess outcomes. School conditions includes the work of determining steps to establish conditions necessary for growth, review school practices, plan resource allocation, and support communication structures. Quality instruction is the focus our school has for building capacity for deep learning through developing student partnerships and leveraging digital. To support this, we design, implement, review, and reflect on professional development for staff. The work of monitoring and assessing outcomes includes our efforts to gather and review both quantitative and qualitative data to ensure we are on track to meet our school improvement plan goals.

Under the Equity and Inclusion team are sub-teams that focus work in specific areas. The PBIS team as described in the climate and culture section focuses their work on the building of a positive school climate. The Safety team works in collaboration with the student Safety Community group in leading preparation and practice for school safety. The MTSS team as described in the special populations section is focused on student success. The school’s Department Heads team supports operational decisions. International teachers are committed to school success and spend significant time engaged in working together to solve problems and improve our school.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The one component of the International School model that is most key to our success is the structure of being a small, seven-year school. The opportunity to know each student well, and the luxury of time to find ways to reach each student has contributed to our 100% graduation and 100% college admittance rates. Over their seven years with us, students grow in their skills and understanding of the seven core content areas. By limiting the program options to these seven core areas, students experience deep learning that builds on itself year to year. Furthermore, when students struggle in an area, instead of choosing another option, students must stick with these core areas and find ways to be successful (with staff support). In addition to students developing their perseverance, teaching staff are able to build strong relationships with students and their families. Most teachers have students in their classes over multiple years, and often have had siblings and thus already have relationships with parents. These relationships are fostered not only within the classroom, but through many community events and volunteer opportunities which allow for what already is a small community to connect on a deeper level culturally and socially. That level of familiarity between staff, students, and family allows them to work effectively as a team and ensure that all parties feel seen and heard within that dynamic. We have found that with some students it takes multiple years to implement interventions that are effective for the individual, but due to the small nature of our school lending itself to connectivity and information sharing between both staff members and the community, we are able to engage in a continual, evolving support structure for the students who need that additional support. Once showing growth, students need time to catch up, which can be achieved in a more streamlined manner due again to the deep familiarity all staff have with each student. No student can pass through our building for seven years and be entirely unknown to any staff member who has been here that entire time, so all staff feel deeply responsible for the success of all students – they are all “our kids”.