



Continuous Improvement Process Plan 2018-2019

Eastlake High School
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I. Description of School

Eastlake High School (EHS) resides in an upper middle class community in Sammamish, Washington. The Sammamish Plateau encompasses two large school districts, Issaquah and Lake Washington. The north side of the Sammamish Plateau arose out of Redmond and the south side out of Issaquah, and the City of Sammamish incorporated in 1999.

Eastlake is one of four comprehensive high schools in the Lake Washington School District (LWSD), a suburban school district that spans the Eastside of King County from Sammamish to Kirkland. It has 54 schools and almost 30,000 students. Students at Inglewood and Evergreen Middle Schools matriculate to Eastlake High School. In addition, the Eastlake Learning Community (ELC) is comprised of 7 elementary schools: Alcott, Blackwell, Carson, Dickinson, Mead, McAuliffe, and Smith.

Eastlake opened in 1993 and currently serves over 2000 students. It opened as a member of the Coalition of Essential Schools, an organization whose Common Principles centered on personalization, student-centered instruction, integration and critical thinking. Eastlake also spent years implementing Professional Learning Communities (PLCs), which focuses on collaboration to improve student learning, and the use of data to inform and improve instruction.

The student demographics of Eastlake breakdown as follows: 62 percent White, 22 percent Asian, 8 percent Hispanic/Latino, 7 percent of two or more races, and 1 percent Black/African American. 84 percent of students learned English as their first language and 4.1 percent of the population qualify as Low Income.

Eastlake High School strives to provide dynamic and engaging instruction in every class, every day. Teachers challenge students to learn, while supporting them in this process through a personalized and compassionate culture. Eastlake also believes that students need to develop the intellectual strength and character necessary for success now and in the future, as captured by our mission and motto *Wolf Strong, Pack Strong (WSPS)*.

Eastlake Mission

Developing the character and intellectual strengths for individual and shared success.

Eastlake Values

- Intellectual strengths such as curiosity, creativity and effective communication
- Personal attributes such as integrity, responsibility and reflection
- Interpersonal attributes such as empathy, teamwork and service
- Compassion and appreciation for authenticity and diversity
- Growth through initiative, work ethic and perseverance
- Balancing competition and ambition with gratitude and wellness

Wolf Strong, Pack Strong

Eastlake High School continues to excel in student achievement as noted by our graduation rates and standardized test scores. Furthermore, a high percentage of graduates leave

Eastlake to continue their education at universities and technical schools.

Eastlake has consistently received the Washington Achievement Award for Overall Excellence. Building on past success, Eastlake will continue to provide an incredible learning experience for students both inside and outside of the classroom.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance 2017-18	Target Performance 2018
		District	District	District
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84% <i>2012</i>	TBD**	95%
	% of 10 th graders accumulating 12.0 credits	74% <i>2012</i>	TBD**	95%
	% of 10 th graders meeting or exceeding state standards in Literacy		88.8%	95%
	% of 11 th graders meeting or exceeding state standards in Literacy			95%
	% of 10 th graders meeting or exceeding state standards in Math		72.3%	95%
	% of 11 th graders meeting or exceeding state standards in Math*			95%
	% of 10 th graders meeting or exceeding state standards in Biology	79.4% <i>2012</i>		95%
	% of 11 th graders meeting or exceeding state standards in Science		31.3% <i>79.6% for those that took test</i>	95%
High School Students Graduating Future Ready	% on-time graduation rate	88.6% <i>class of 2013</i>	93.3% <i>class of 2018</i>	100% <i>class of 2018</i>
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	83.2% <i>2014</i>	TBD**	95% <i>class of 2018</i>
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	82.5% <i>class of 2016</i>	95% <i>class of 2018</i>

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by National Clearinghouse data
- ** DSS will provide add/data when available from OSPI

Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	91.5%	91.4%	93.1%	93.7%			
	% of 10 th graders accumulating 12.0 credits	82.2%	86.5%	84.4%	87.9%			
	% of 11 th graders meeting or exceeding state standards in Literacy	<5%	92.8%	90.6%				
	% of 10 th graders meeting or exceeding state standards in Literacy				92.6%			
	% of 11 th graders meeting or exceeding state standards in Math	97.2%	96.3%	95.9%				
	% of 10 th graders meeting or exceeding state standards in Math				77.6%			
	% of 10 th graders meeting or exceeding state standards in Biology	93.5%	91%	90.9%				
	% of 11 th graders meeting or exceeding state standards in Science				29.8%			
High School Students Graduating Future Ready	% graduation rate	95.5%	93.6%	97.7%	94.7%			
	% of 11 th and 12 th graders enrolled in a dual credit college-level course	88.6%	88%	89.1%	91.8%			
	% of graduates enrolled in post-secondary institution within 2 years of graduation	84% for Class of 2012	88% for Class of 2013	80% for Class of 2014	89% for Class of 2016			

- Credits earned determined by credit totals for 9th/10th grade in Skyward.

- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard. Starting Spring 2018, ELA is measured in Grade 10.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database. Starting Spring 2018, Math is measured in Grade 10.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Starting Spring 2018, HS Science is measured in Grade 11 (WCAS.)
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by National Clearinghouse data.

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Besides the safety and security of students, the top priority remains implementing high quality instruction in every class, every day. We break down our instructional improvement plan into three components. First, principals work with individual teachers to provide consistent and clear feedback in order to challenge and engage students in well-designed instruction.

Second, teams of teachers work together in the collaborative planning, implementation and assessment of high quality instruction. To support our Professional Communities of Collaboration (PCCs), which encompasses Criteria 8 of the Danielson Framework by Washington State Criteria, we have spent time understanding and implementing strategies for smarter, more effective teaming.

Finally, our instructional improvement plan aligns timely, job-embedded professional development to the individual needs of teachers. We offer learning coaches, teacher learning walks, student shadows and professional learning classes to support our individual and collective improvement. This year, each teacher also chose an instructional area of focus to conduct action research through a cycle of inquiry. The first step in this cycle of inquiry had teachers look at data and self-assess. Prior to the start of school, they looked at a lot of Eastlake data, PCC data and their individual classroom data. Afterwards, they analyzed their 2017-2018 evaluation and then self-assessed using the Danielson Framework for Teaching. Step 2 of the cycle of inquiry asked them to choose an area of focus and then during the first PGE LEAP in August they developed a plan for professional development and data collection.

We also stay focused on our common goals.

Eastlake Common Goals

- Support students through a positive, personalized and inspiring culture
- Engage and challenge students through well-designed instruction
- Support students in their development of character and citizenship
- Provide students the time and support to meet our high expectations
- Provide students with the knowledge and skills to make thoughtful decisions in high school and beyond (post-secondary plan)

Support students through a positive, personalized and inspiring culture

Our focus on school culture and “Servant Leadership” ensures students feel valued and connected. Our leadership students work to build school spirit and a sense of community that resonates throughout the school. They also incorporated their credo in all their actions and activities.

Student Credo

"Here at Eastlake, through intentional actions, we can create an environment where students and staff can safely fail, feel appreciated and feel loved. This is Eastlake. This is home. This is family. WSPS."

In addition to the efforts of our leadership students, our coaches remain committed to providing an incredible experience for students in the pool, on the course or between the lines on the court. Our club advisors also commit themselves to providing an amazing experience for students, allowing them to learn while pursuing their passions. These activities also educate, teaching life lessons about effort, teamwork and perseverance, important concepts in our Eastlake Values.

Teachers also make an intentional effort to create a positive, personalized and inspiring culture. We work as a staff to consistently show up with a positive demeanor. We learn strategies for developing quality student relationships and how to establish a classroom belief in growth mindset, where students understand that intelligence is fluid not fixed, where they believe that with practice and perseverance they can learn to draw or be good at math.

Teachers also understand that quality relationships improve student learning. That's why they stand at their doors to welcome students prior to class. That's why they smile, ask students questions about their lives and honestly listen to the answers. That's why they use names when they call on students in class.

It's all these little things that allow big things to happen. That's how we try to make every student feel like school is just an extension of home.

Engage and challenge students through effective instruction

The Eastlake Mission outlines our efforts to develop both the intellectual strengths and character in students. We want students to know the quadratic formula and understand the lessons of history, but we also want them to learn how to think critically, creatively and independently. To translate our mission into action, we challenge and engage students in well-designed instruction. We want students to transcend strategic compliance and become authentically engaged, where they perceive their schoolwork as interesting, important and relevant. Where they don't just go through the motions and play school, but rather get fired up about issues and fascinated by the complexities of our world around them.

We also want to challenge students in the right way, where we focus on depth and complexity and not just content coverage and factual regurgitation. Where we differentiate

appropriately to push students past their comfort zone, but not overwhelm them to the point of exhaustion or frustration.

Finally, we want to design lessons that align to how students learn. Our teachers create a student-centered environment through instructional strategies such as Problem Based Learning and Socratic Seminars.

Our teachers understand that incorporating movement into instruction helps students learn. Our teachers understand the brain science of attention spans and use this knowledge to inform their lesson pacing and transitions.

At Eastlake, we have a relentless focus on the culture of school and the quality of instruction inside the classroom.

Support students in their development of character and citizenship

Eastlake has a holistic perspective on education, where we not only teach students to think but to act and interact in a healthy and helpful manner. We want to help students conduct themselves responsibly and with integrity. We want students to understand the importance of personal wellness, where ambition and competition are not at the expense of each other, or one's own mental health. We want to not only put students in groups to learn but teach them to learn as a group.

Research suggests that performance character such as work ethic and the ability to persevere through challenge are more predictive of long term success than GPA and SAT, so we help students form habits, that will then form them for the rest of their lives. In Grade 9, we leverage the AVID WICOR strategies to teach skills such as organization and note-taking. These students also learn time-management and the importance of goal setting, progress monitoring and reflection, because we know that sometimes it's about working smarter, and not just harder.

Through classroom content and instruction, students learn the importance of civic engagement and social justice. Students also learn about the biology of the teenage brain and how it connects to learning and decision making.

We make plans and take intentional steps to help students become better people and more productive citizens.

Provide students the time and support to meet our high expectations

Eastlake has also established school systems that personalize education and address the needs of all students. To provide students with the necessary time and support to learn, Eastlake offers student interventions during the school day in Math, Science, Literacy and World Language. Eastlake also offers a flexible time (Wolf Time) in our schedule to meet the various needs of all our students. Wolf Time allows students to access extra support from their teachers during the school day, as well as make up missed labs, assignments or tests. Wolf Time can also mitigate stress and help students balance their busy lives by providing academic work time during the school day.

Provide students with the knowledge and skills to make thoughtful decisions in high school and beyond

Through our High School and Beyond Plan, we provide a lot of guidance and resources that help students become future ready. In Grade 9, students become more self-aware through personality, learning style and interest inventories. Throughout high school they then have an opportunity to update this information and use it in their college or career exploration.

We use a program called Xello to support this work. We hope all of this helps students make thoughtful decisions as they choose classes and begin to determine their future ambitions. This also provides Eastlake staff with valuable information that we can utilize to determine college visits, career speakers, and even course offerings here at Eastlake.

This CIP is an extension of the authentic work that we do at Eastlake High School. In response to Core 24, we have implemented a 7-period schedule. However, the current Class of 2019 will only have 25 opportunities to earn 24 credits, and each graduating class in the subsequent three years will only have one more opportunity until the Class of 2022, which will have 28 opportunities for 24 credits. Therefore, we have focused on providing all students the time and support to achieve, and the opportunity to retrieve credits if necessary. Last year we started an AVID class and began the process of implementing WICOR strategies across the 9th grade. These learning strategies, along with our focus on interventions through Wolf Time and our learning labs, will result in more 9th graders passing all their classes.

At Eastlake, we consistently collaborate in the planning and implementation of effective, research-based instruction to improve learning and develop a more guaranteed and viable curriculum. During our PCC team time, teachers also develop common formative assessments and subsequently analyze the resulting data to improve and inform instruction, as well as intervene with struggling students. Goal-setting around state testing is difficult because the tests in Science, Math and English Language Arts have not existed long enough to establish baseline data assess trends. Furthermore, when students are passing at such a high rate, improvements of non-cohort data may not be informative

2017-2018 Goal	Achievement Outcome
<p>Literacy Goal: The Humanities Department will focus on the implementation of AVID WICOR strategies and the improvement of the Literacy Lab for students in Grade 9. This will help increase the percentage of 9th graders earning 6 credits to 95 percent.</p> <p>The Humanities Department will also work to finalize the Grade 9 and 10 World Studies Scope and Sequence and</p>	<p>Outcome: 93 percent of 9th graders earned six credits.</p> <p>2017-2018 was the second year implementing a new 9-10 scope and sequence. 9th grade refined and revised existing curriculum as it was their second year focusing on literature and history of Latin America, Sub Saharan Africa, and East Asia. 10th grade had their first year with the new scope and sequence, focusing</p>

<p>implement more culturally diverse literature in Grades 9-11.</p> <p>Finally, more than 96 percent of students will pass the ELA SBA.</p>	<p>on Europe, Middle East, Northern Africa, and South East Asia.</p> <p>Grade 9 Humanities has implemented more diverse literature, including novels from the Dominican Republic, Sierra Leone, China. Specific novel titles include: <i>A Long Way Gone</i>; <i>In the Time of Butterflies</i>; <i>Balzac and the Little Chinese Seamstress</i>; and <i>Romeo & Juliet</i>. Grade 10 includes titles such as: <i>Kite Runner</i>; <i>Persepolis</i>; <i>Night</i>; <i>The Odyssey</i>; and <i>Macbeth</i></p> <p>92.6% of students taking the Spring 2018 ELA SBA met or exceeded standard.</p>
<p>Narrative Reflection: The Literacy Lab has made improvements in identifying and intervening with at-risk students. This improvement, in addition to the implementation of AVID WICOR strategies for all students, should increase the percentage of 9th graders passing English.</p>	
<p>Math Goal: The Math Department will continue to improve the Math Lab to help increase the percentage of students passing Algebra 2.</p> <p>The Math Department will work to implement the new curriculum that aligns to the CCSS. More than 95 percent of the students will pass the Math SBA.</p>	<p>Outcome:</p> <p>90 percent of all students taking Honors Algebra 2 and Algebra 2 passed. This is a slight decline from the previous year when 95 percent of students taking Algebra 2 passed.</p> <p>77.6 percent of students met or exceeded standard on the Spring 2018 SBA.</p>
<p>Narrative Reflection: The continued focus on PCCs, along with improvements of interventions such as Wolf Time and the Math Lab, will increase the percentage of students passing Algebra 2. Algebra is a graduation requirement.</p>	
<p>Science Goal: The Science Department will focus on the implementation of AVID WICOR strategies and the improvement of the Science Lab for students in Grade 9. This will help increase the percentage of 9th graders earning 6 credits to 95 percent.</p> <p>The Science Department will continue to align both their classes and the Science pathway to the NGSS standards in</p>	<p>Outcome:</p> <p>93 percent of 9th graders earned six credits</p> <p>The Science Department continued developing a scope and sequence for Biology, Chemistry, and Physics aligned to the NGSS Standards</p>

<p>preparation for the new Science assessment. Eastlake cannot develop a goal on this assessment because it does not have a baseline measurement.</p>	
<p>Narrative Reflection: The Science Lab has started shifting their focus to Grade 9 because of the change in the science state assessment to the WCAS. Last year, they started implementing AVID WICOR strategies for all 9th graders, primarily goal-setting and focused notes. This will increase the percentage of 9th graders passing Science.</p>	
<p>Achievement Gap Goal: During the 2017-2018 school year, we will decrease the percentage of failing grades for students on free/reduced lunch from 15.43 percent (2016-2017) to less than 12 percent. We will increase the percentage of grades that are A's from 22.57 percent (2016-2017) to 30 percent.</p>	<p>Outcome: Eastlake did not meet this goal as only 18 percent of grades earned were A's.</p> <p>Eastlake did not meet this goal as 13.6 percent of students on free/reduced lunch failed one or more classes.</p>
<p>Narrative Reflection: Eastlake did reduce the number of students who earned one or more Fs by 2 percent, but we fell short of its goal. Eastlake will continue improving a system of interventions to support low-income students.</p>	
<p>On-Track Credits Goal: Through intentional interventions and supports, we will increase the number of 9th graders earning at least 6 credits from 93.1 percent in the 2016-2017 school year to 95 percent in the 2017-2018 school year, and the percent of 10th graders earning at least 12 credits from 86 percent in the 2016-2017 school year to 90 percent in the 2017-2018 school year.</p>	<p>Outcome:</p> <p>93.7 percent of 9th graders earned 6 credits and are on track to graduate.</p> <p>86 percent of Sophomores earned 12 credits and are on track to graduate.</p>
<p>Narrative Reflection: Eastlake slightly increased the pass rate but did not reach its goal.</p>	
<p>College and Career Readiness Goal: Eastlake wants to increase enrollment in college in the high school courses for three targeted student groups. Our goal for Low-Income students is 74.2 percent, Hispanic/Latino 77.3 percent and Black/African American students to 77.1 percent.</p>	<p>Outcome: We did not meet our goal as only 52 percent of Low Income, 50 percent of Black/African American, and 39 percent of Hispanic/Latino students enrolled in an AP/UW class.</p>

<p>Narrative Reflection: Every Black/African American or Hispanic/Latino 12th grader who qualified for UW Composition was personally invited to attend a Wolf Time session about the course and was asked by the teacher to take this course. Eastlake also held registration sessions around different dual-credit course offerings. Unfortunately, Eastlake did not meet the goal and needs to reexamine the approach and how to better prepare and encourage more minority populations to enroll in dual-credit courses. Eastlake also wants more AVID students to take Honors/AP classes.</p>	
<p>School Effectiveness Goal: Increase the percentage who agree mostly or completely with the statement that “Teachers use effective strategies to help low-performing students meet high academic standards” from 77.1 percent to 85 percent</p>	<p>Outcome: In response to the statement that “Teachers use effective strategies to help low-performing students meet high academic standard,” 76.5 percent of Staff agreed mostly or completely.</p>
<p>Narrative Reflection: Despite strategic efforts, this survey still had a low response rate. We will embed this 2018-2019 survey into a Staff Meeting to maximize the response rate and validity of the data.</p>	
<p>Attendance Goal: We have two attendance goals for this year. The first is to decrease the per capita rate of student absences by 10 percent from 1.88 in 2016-2017 to less than 1.69 in 2017-2018. The second is a 15 percent reduction in the percent of students with three or more days of unexcused absence from 20.3 percent of our students to fewer than 17 percent of our students (last year 384 out of 1888 students had at least three days of unexcused absences).</p>	<p>Outcome: The total number of absences did decrease while our student count increased. The per capita rate of student absences decreased by 5.7 percent.</p> <p>Eastlake achieved the second attendance goal with a 42 percent reduction in the percent of students with 3 or more days of unexcused absences. The goal was 15 percent. The number of unexcused absences decreased from 4119 to 2848. 384 students had 3+ unexcused absences in 2016-17, and Eastlake reduced this last year to 233 students.</p>
<p>Narrative Reflection: Eastlake made significant progress in reducing unexcused absences, but not enough with excused absences.</p>	
<p>Discipline Goal: For the Eastlake students who are suspended during the 2017-2018 school year, the percentage of students that do not stay at Eastlake and graduate after a suspension will decrease from 27.3 percent (2016-2017) to less than 22 percent (2017-2018).</p>	<p>Outcome: Fourteen percent of students (12 out of 84) suspended or emergency expelled in 2017-18 did not graduate from Eastlake or did not remain with Eastlake after the end of the school year. This is a reduction from 2016-17, when 27 percent of suspended students left our school.</p>

Narrative Reflection: Eastlake met the goal and supported more students through restorative practices. Most of the twelve withdrawn students transferred to other nearby schools and would be welcome back if they chose to return.

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process: Eastlake prides itself on creating a vibrant school through clear communication and a willingness to listen and learn. We try to solicit input from all stakeholders and involve them in the process of continuous improvement. Eastlake appreciates the support of our community, and the parent partnerships we have developed to support all students. The school worked to improve communication with the community through social media, our website and the Principal Newsletter, the Weekly Wolf Update.

Reflection on Outcome: The Mission and Values captures what it means to be Wolf Strong and Pack Strong. It outlines intellectual strengths such as creativity, performance character like work ethic, teamwork and perseverance and the moral character of empathy and compassion. They serve as a platform to promote challenging and engaging curriculum and instruction that emphasizes interdisciplinary skills and attributes. After implementing Wolf Strong, Pack Strong over the last six years, the school culture and classroom instruction has continued to improve, as evidenced by both qualitative and quantitative data.

2017-18 Strategies to inform parents, families and the community in the CIP process: Eastlake has posted the 2017-2018 CIP on the website. In addition, Eastlake has posted the Common Goals, with a narrative describing efforts we implement to reach these Common Goals. We also frequently share this information in the Weekly Wolf Update and at PTSA Board Meetings.

Reflection on Outcome: We have significantly improved our communication with the community. As a next step, we want to increase our collaboration with the community, particularly around our equity efforts.

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources

Literacy SMART Goal:

The Eastlake Humanities department will decrease the SBA ELA achievement gap for three specific demographic groups. Eastlake's overall ELA pass rate was 92.4 percent, but three student groups have significantly lower success rates. Here are our targets for this year:

Special Education: Increase from 71 to 76 percent

Low Income: Increase from 52 to 60 percent

ELL: Increase from 37 to 50 percent

Note: Our school's overall ELA pass rate was 92.4 percent.

Note: We did not include Hispanic/Latino because they do not have a significant achievement gap at Eastlake, and we did not include Black/African American because our sample size was too small (two students).

Process used to determine goal:

During August LEAP, PCCs analyzed Eastlake data by answering a series of prompts. They discussed the distribution of grades amongst their PCCs and answered the following question: "When analyzing your PCC grade comparison, what are some of the strengths of our students?" They then analyzed the Math SBA scores and their previous Student Growth Goal, answering the following questions: "What are some of the challenges for Eastlake students and staff? When analyzing other achievement data (SBA/EOC), what are some of the strengths of our students? What are some of the challenges for Eastlake students and staff? When analyzing your 2017-2018 Student Growth Goal data, what are some of the strengths of our students? What are some of the challenges for Eastlake students and staff? In reviewing all this data, are there specific groups of students who may struggle more than others? (think about demographics, race, gender, special ed, etc...)."

Responsible individual or team:

Humanities Department Co-Chairs and their assigned Associate Principal.

Strategy/ies that will be implemented to support goal:

In September, teachers analyzed the data for their individual students, using the following set for this data review: "We intentionally build relationships with students to push them to learn and grow and support them in the process. We also strive to challenge and engage all students in effective instruction. This requires us to know students individually, and then differentiate our student interactions and classroom instruction to meet their various needs. An equitable classroom provides all students what they need. It does not lower the standards, rather it increases the scaffolding so that all students can meet our high-expectations. During this Professional Learning LEAP, you will analyze the attached data to complete Template C - 2018-2019 Individual Student Data. You can find your students information on your department's spreadsheet with your individual name on a tab at the bottom of the spreadsheet. You will have from 1:00-2:30 to complete

this, please be prepared to debrief during our 2:30 staff meeting. This should help your efforts to create a more equitable classroom.”

Teachers then answered the following questions about the past performance of their students: “Which students have had a history of inconsistent attendance? Are you noticing a pattern with these students being absent this year? Which students have a history of low or failing grades? Based on the data, to what degree do absences correlate with D and F grades? Does a correlation exist between standardized tests (state tests, PSAT, etc.) and low grades? How do other factors (race, gender or English Learners) correlate to absences, low grades and standardized tests? Teachers then answering some questions to help them determine the learning needs for their students: What strategies are you implementing, or could you implement, to support attendance for ‘at risk’ students? What are you currently doing to implement instruction that engages all students, regardless of gender, race or socio-economic status? What else could you do? What are you currently doing to create a classroom culture that connects with all students, regardless of gender, race or socio-economic status? What else could you do? How will the analysis you completed today impact your lesson planning for the remainder of the semester? For Comprehensive teachers, how could you use this information to inform your Student Growth Goal 3.1?”

How challenge and rigor will be ensured for all students:

Over the years, Eastlake has had a very clear definition of challenge, clarifying that it requires a focus on depth and complexity and not necessarily content coverage or quantity or work. In the past we have had professional learning around Bloom’s Taxonomy and Depth of Knowledge to support the work around challenge and rigor. This year, we will continue this work by expanding our focus in AP/UWHS classes from just achievement to access, experience and achievement. Furthermore, we will spend more time discussing rigor and differentiating it from difficulty.

How necessary interventions will be determined:

Eastlake will continue to use Wolf Time and our Literacy Coaches to provide all students with the time and support to meet our high-expectations. Eastlake will also continue to develop, implement and analyze common formative assessment aligned to essential standards, and create timely and targeted interventions for students who do not meet these standards.

This year we have also built out a more systemic approach to our Multi-Tiered System of Support (MTSS). We have used data to determine students in jeopardy of not graduating and students of concern, who have significant challenges that have not yet manifested in failing grades. Furthermore, we have ensured students on these lists have both a staff mentor and appropriate interventions.

Equity is the central point of our Eastlake Humanities Department goal. We will work to incorporate current best practices regarding equity in grading, equitable practices regarding late work, and engaging in collaborative readings and reflective discussions. Teachers will also revisit common agreements for integrated versus split grading, late work procedures and grading, and academic honesty.

Any professional learning needed:

Humanities teachers have been teaching specific focused note-taking strategies this year. This has been a focus of our Humanities department and also the subject of a whole-school workshop. Humanities teachers have taught note-taking skills, have encouraged and monitored and corrected students as they practice, and have prompted students to write reflections on the benefits of their note-taking.

We will also incorporate SIOP strategies into our Humanities lessons. SIOP strategies are designed specifically to support English Language Learners (EL students) but it is widely accepted that these strategies help all students to succeed. SIOP training is the focus of our all-school professional development this year. Three of our teachers attended a summer SIOP train-the-trainer workshop, and they are scheduled to teach four SIOP lessons to all of our teachers this year.

Any resources needed and plans to obtain them:

Our three SIOP teacher volunteers have already attended their train-the-trainer workshop. Our four SIOP training sessions have been scheduled. Last year we “started with the why” and explained to our teachers the need to include SIOP strategies in all classrooms.

Our Humanities teachers have already learned several focused note-taking strategies, have planned how to teach them, and have normed their expectations for students. They have also taught these strategies to their students and have incorporated focused note-taking into each lesson. Also, a teacher leader taught a note-taking lesson to our whole-staff that included brain research and practical classroom strategies.

Humanities Department Co-Chairs will use *Grading Practices That Work* as a resource as they plan their department meetings and as PCCs norm their practices. This work was started last year and will continue this year.

Timelines and Progress Monitoring Plans:

Eastlake will continue to monitor progress throughout the year. After Semester 1, PCCs will once again discuss their comparative grades to ensure a guaranteed and viable curriculum. Furthermore, Eastlake will continue to track grades in order to ensure all students pass. After receiving the results of the ELA SBA, we will break down the scores and strategize for the 2019-2020 school year.

Math SMART Goal:

1. More than 95 percent of students will pass Algebra 2.
2. More than 85 percent of students will pass the Math SBA in the Spring of 2019.

Process used to determine goal:

During August LEAP, PCCs analyzed Eastlake data by answering a series of prompts. They discussed the distribution of grades amongst their PCCs and answered the following question: “When analyzing your PCC grade comparison, what are some of the strengths of our students?” They then analyzed the Math SBA scores and their previous Student Growth Goal, answering the following questions: “What are some of the

challenges for Eastlake students and staff? When analyzing other achievement data (SBA/EOC), what are some of the strengths of our students? What are some of the challenges for Eastlake students and staff? When analyzing your 2017-2018 Student Growth Goal data, what are some of the strengths of our students? What are some of the challenges for Eastlake students and staff? In reviewing all this data, are there specific groups of students who may struggle more than others? (think about demographics, race, gender, special ed, etc...)."

Responsible individual or team:
Math Department Chair and Principal.

Strategy/ies that will be implemented to support goal:
In September, teachers analyzed the data for their individual students, using the following set for this data review: "We intentionally build relationships with students to push them to learn and grow and support them in the process. We also strive to challenge and engage all students in effective instruction. This requires us to know students individually, and then differentiate our student interactions and classroom instruction to meet their various needs. An equitable classroom provides all students what they need. It does not lower the standards, rather it increases the scaffolding so that all students can meet our high-expectations. During this Professional Learning LEAP, you will analyze the attached data to complete Template C - 2018-2019 Individual Student Data. You can find your students information on your department's spreadsheet with your individual name on a tab at the bottom of the spreadsheet. You will have from 1:00-2:30 to complete this, please be prepared to debrief during our 2:30 staff meeting. This should help your efforts to create a more equitable classroom."

Teachers then answered the following questions about the past performance of their students: "Which students have had a history of inconsistent attendance? Are you noticing a pattern with these students being absent this year? Which students have a history of low or failing grades? Based on the data, to what degree do absences correlate with D and F grades? Does a correlation exist between standardized tests (state tests, PSAT, etc.) and low grades? How do other factors (race, gender or English Learners) correlate to absences, low grades and standardized tests? Teachers then answered some questions to help them determine the learning needs for their students: What strategies are you implementing, or could you implement, to support attendance for 'at risk' students? What are you currently doing to implement instruction that engages all students, regardless of gender, race or socio-economic status? What else could you do? What are you currently doing to create a classroom culture that connects with all students, regardless of gender, race or socio-economic status? What else could you do? How will the analysis you completed today impact your lesson planning for the remainder of the semester? For Comprehensive teachers, how could you use this information to inform your Student Growth Goal 3.1?"

How challenge and rigor will be ensured for all students:
Over the years, Eastlake has had a very clear definition of challenge, clarifying that it requires a focus on depth and complexity and not necessarily content coverage or quantity or work. In the past we have had professional learning around Bloom's Taxonomy and Depth of Knowledge to support the work around challenge and rigor. This

year, we will continue this work by expanding our focus in AP/UWHS classes from just achievement to access, experience and achievement. Furthermore, we will spend more time discussing rigor and differentiating it from difficulty.

How necessary interventions will be determined:

Eastlake will continue to use Wolf Time and the Math Lab to provide all students with the time and support to meet our high-expectations. Eastlake will also continue to develop, implement and analyze common formative assessment aligned to essential standards, and create timely and targeted interventions for students who do not meet these standards.

This year we have also build out a more systemic approach to our Multi-Tiered System of Support (MTSS). We have used data to determine students in jeopardy of not graduating and students of concern, who have significant challenges that have not yet manifested in failing grades. Furthermore, we have ensured students on these lists have both a staff mentor and appropriate interventions.

Any professional learning needed:

The Eastlake Math Department will continue to make Math both challenging and engaging. Teachers have focused on varying their instructional approaches to the different components of a lesson so that Math classes become more active and interactive. For example, some teachers have started using AVID Tutorials to review homework, instead of the more traditional method of a teacher standing at the board and showing students how to complete certain problems. Many PCCs have also implemented strategies to help students become more meta-cognitive and strategic about their learning. Teachers have required students to self-assess and monitor their own progress through pre-assessments and after instruction and formative assessments. Likewise, they have had students analyze their performance in relation to their self-assessment and then make plans to either continue to implement successful learning strategies or incorporate new strategies if they underperformed.

Any resources needed and plans to obtain them:

Time for teachers to collaborate remains the most significant resource for professional learning. Eastlake collaboratively plans to work smarter not just harder, to mine the experiences and expertise of all staff and to ensure a guaranteed and viable curriculum. Eastlake also collaborates to improve classroom instruction and student learning, answering the four critical questions of a PLC: What do we expect students to learn? How will we know when students have learned it? How will we respond when students already know it? How will we respond when students don't learn it, both in the classroom and as a system? Last year, Eastlake provided PCCs with 41.5 hours of team time, while the LWSU only required 18 hours of collaborative time. This year, we will continue to provide a lot of additional collaborative time. With all this additional time, we expect teams to continue progressing on the continuum of highly effective PCCs.

Timelines and Progress Monitoring Plans:

Eastlake will continue to monitor progress throughout the year. After Semester 1, PCCs will once again discuss their comparative grades to ensure a guaranteed and viable curriculum. Furthermore, Eastlake will continue to track grades in Algebra 2 to ensure

all students pass. After receiving the results of the Math SBA, we will break down the scores and strategize for the 2019-20120 school year.

Science SMART Goal:

In the Spring of 2018, 163/435 students (37%) took the WCAS. Eighty percent (130/163) of those who took the exam passed. Our goal is to increase the WCAS pass rate from 80 to 85 percent.

In 2017-2018, students in Grade 9 could take either Integrated Physical Science (IPS) or Honors Chemistry/Physiology (HC/P). The pass rate was 95 percent for IPS and 97 percent for HC/P. In 2018-2019, all 9th graders are taking Biology or Honors Biology. The goal is for 98 percent of all 9th graders to pass Biology or Honors Biology.

Process used to determine goal:

During August LEAP, PCCs analyzed Eastlake data by answering a series of prompts. They discussed the distribution of grades amongst their PCCs and answered the following question: "When analyzing your PCC grade comparison, what are some of the strengths of our students?" They then analyzed the Science WCAS scores and their previous Student Growth Goal, answering the following questions: "What are some of the challenges for Eastlake students and staff? When analyzing other achievement data (SBA/EOC), what are some of the strengths of our students? What are some of the challenges for Eastlake students and staff? When analyzing your 2017-2018 Student Growth Goal data, what are some of the strengths of our students? What are some of the challenges for Eastlake students and staff? In reviewing all this data, are there specific groups of students who may struggle more than others? (think about demographics, race, gender, special ed, etc...)."

Responsible individual or team:

Science Department Chair, Science Teachers, and Associate Principal.

Strategy/ies that will be implemented to support goal:

In September, teachers analyzed the data for their individual students, using the following set for this data review: "We intentionally build relationships with students to push them to learn and grow and support them in the process. We also strive to challenge and engage all students in effective instruction. This requires us to know students individually, and then differentiate our student interactions and classroom instruction to meet their various needs. An equitable classroom provides all students what they need. It does not lower the standards, rather it increases the scaffolding so that all students can meet our high-expectations. During this Professional Learning LEAP, you will analyze the attached data to complete Template C - 2018-2019 Individual Student Data. You can find your students information on your department's spreadsheet with your individual name on a tab at the bottom of the spreadsheet. You will have from 1:00-2:30 to complete this, please be prepared to debrief during our 2:30 staff meeting. This should help your efforts to create a more equitable classroom."

How challenge and rigor will be ensured for all students:

In both Biology and Honors Biology, depth and complexity will be emphasized more than

breadth and content coverage. Teachers will create extension opportunities as well for students. In the past we have had professional learning around Bloom's Taxonomy and Depth of Knowledge to support the work around challenge and rigor.

How necessary interventions will be determined:

Eastlake will continue to use Wolf Time and the Science Lab to provide all students with the time and support to meet our high-expectations. Eastlake will also continue to develop, implement and analyze common formative assessment aligned to essential standards, and create timely and targeted interventions for students who do not meet these standards.

This year we have also built out a more systemic approach to our Multi-Tiered System of Support (MTSS). We have used data to determine students in jeopardy of not graduating and students of concern, who have significant challenges that have not yet manifested in failing grades. Furthermore, we have ensured students on these lists have both a staff mentor and appropriate interventions.

Any professional learning needed:

9th grade Humanities teachers have been teaching specific focused note-taking strategies this year. These strategies are then being utilized by 9th graders in their Biology and Honors Biology classes. The cross-curricular approach has taught note-taking skills, has encouraged and monitored and corrected students as they practice, and has prompted students to write reflections on the benefits of their note-taking. Science teachers will continue to understand and utilize the Focused Note Taking approach.

We will also incorporate SIOP strategies into our Science lessons. SIOP strategies are designed specifically to support English Language Learners (EL students) but it is widely accepted that these strategies help all students to succeed. SIOP training is one of the foci of our all-school professional development this year. Three of our teachers attended a summer SIOP train-the-trainer workshop, and they are scheduled to teach four SIOP lessons to all of our teachers this year.

Any resources needed and plans to obtain them:

Time for teachers to collaborate remains the most significant resource for professional learning. Eastlake collaboratively plans to work smarter not just harder, to mine the experiences and expertise of all staff and to ensure a guaranteed and viable curriculum. Eastlake also collaborates to improve classroom instruction and student learning, answering the four critical questions of a PLC: What do we expect students to learn? How will we know when students have learned it? How will we respond when students already know it? How will we respond when students don't learn it, both in the classroom and as a system? Last year, Eastlake provided PCCs with 41.5 hours of team time, while the LWSD only required 18 hours of collaborative time. This year, we will continue to provide a lot of additional collaborative time. With all this additional time, we expect teams to continue progressing on the continuum of highly effective PCCs.

Timelines and Progress Monitoring Plans:

Eastlake will continue to monitor progress throughout the year. After Semester 1, PCCs will once again discuss their comparative grades to ensure a guaranteed and viable

curriculum. Furthermore, Eastlake will continue to track grades in Biology and Honors Biology to ensure all students pass. After receiving the results of the Science WCAS, we will break down the scores and strategize for the 2019-2020 school year.

Achievement Gap SMART Goal:

In 2017-2018, 192 students received one or more Fs on their transcript. This represented 11 percent of the total EHS population. There are 147 sophomores, juniors, or seniors, who because they failed one or more classes, are not on track to graduate. Those students represent 8% of the EHS population. The Achievement Gap goal is to reduce the number of Fs for all students from 192 (11%) to 131 (7.5%) and for students on the Students in Jeopardy list from 147 (8%) to 125 (7%)

There are 83 students on the Free/Reduced Lunch (FRL) list. In 2017-2018, 25 students (30%) earned one or more Fs. The goal is to reduce the number of Fs for students on FRL from 30 to 20 percent.

Process used to determine goal:

We analyzed credit data and determined which students were on track to graduate based on number of credits earned and number of opportunities remaining. We identified three different levels of concern and categorized students based on the amount of support they need. We identified Students in Jeopardy for those who have failed multiple classes and are currently failing one or more classes. We refer students to our Student Intervention Team who are currently failing one or more classes but do not have a history of failure. And we've identified Students of Concern for those who have a current life crisis that may lead to a drop in academic performance. We've then created tiered levels of support and identified academic mentors to guide and get or keep these students on track to graduate.

Responsible individual or team:

Counselors, High School and Beyond Coordinator, Academic Mentors, and Administrators

Strategy/ies that will be implemented to support goal:

Administrators will meet with counselors weekly to review the three lists and corresponding academic support plans. Academic Mentors will also meet with students on their caseload. Depending on urgency and severity, they will determine the frequency for meeting dates.

How challenge and rigor will be ensured for all students:

Our emphasis will be to help students pass their current classes which have extensive depth and complexity, rigor and challenge, while also helping them retrieve the necessary credits to graduate.

How necessary interventions will be determined:

Students will still access the same interventions available to all EHS students, including before and after school tutorials with teachers, Wolf Time, and Academic Labs, in addition to meeting with their Academic Mentor. Appropriate levels of support will be available to students based on urgency (grad year) and severity (number of Fs).

Any professional learning needed:

Academic Mentors will be trained in Skyward data systems and helping underperforming students.

Any resources needed and plans to obtain them:

Time and space to meet with students.

Timelines and Progress Monitoring Plans:

Students in Jeopardy and Student Intervention Team data will be pulled weekly.

Administrators will meet with corresponding alpha counselor weekly to discuss Students of Concern as well as Students in Jeopardy and the Student Intervention list. Skyward grades will be monitored at the Quarter and the Semester.

On-Track Credits SMART Goal:

More than 95 percent of students in Grade 9 will earn seven credits. This year, Eastlake has continued to improve its MTSS. 58 students had either a D or F in Middle School. 25 failed one or more classes (5 percent). 31 do not have an IEP.

Process used to determine goal:

This year, Eastlake has continued to improve its MTSS. Eastlake has developed a list called Students in Jeopardy, comprised of the following criteria:

- Students in Grade 9 with a one of more Ds or Fs in Middle School
- Students in Grade 10 with one of more Fs in High School (>6 credits)
- Students in Grade 11 with one of more Fs in High School (>12 credits)
- Students in Grade 12 with one of more Fs in High School (>18 credits)

Eastlake has 58 students that had either a D or F in Middle School. Twenty-five of those 58 failed one or more classes (5 percent). If 95 percent of current 9th graders failed one or more classes in 8th grade, then it's an ambitious goal for 95 percent of students in Grade 9 to pass all classes, considering they are in High School and balancing one more classes than they did in Middle School.

Responsible individual or team:

Principals, Counselors and College and Career Readiness Specialist.

Strategy/ies that will be implemented to support goal:

Eastlake has implemented AVID WICOR strategies across Grade 9. More specifically, Grade 9 teachers require students to take Focused Notes and set goals for both their personal development and academic success. They have also implemented lessons that help students improve their organization in terms of workload, workflow and prioritization.

How challenge and rigor will be ensured for all students:

Eastlake will continue with the AVID Elective, expanding it to Grade 10 in 2018-2019. This program supports capable students in accessing challenging courses.

How necessary interventions will be determined:

Eastlake will continue to use data to ensure students have a staff mentor and receive the appropriate interventions. Of the 58 9th graders who received one or more D or F in 8th grade, 31 of them have an IEP or 504. The mentor for those students will be either the Case Manager or 504 Coordinator, each of who have clearly defied responsibilities. Eastlake will also assign a mentor to the remaining 27 students.

Eastlake will also use our Math Lab, Literacy Lab, World Language Lab and Science Lab to provide targeted interventions to students in Grade 9. More specifically, the Literacy Lab and the Science Lab focus exclusively on Grade 9. The Math Lab focuses on Algebra 2 and the World Language Lab focuses on Spanish and French 1, both of which have 9th graders in the classes.

Any professional learning needed: NA

Any resources needed and plans to obtain them: NA

Timelines and Progress Monitoring Plans:

Eastlake will continue to monitor progress throughout the year. After Quarter 1, 29 students in Grade 9 had one or more Fs in a class (5 percent).

College and Career Readiness SMART Goal:

1. We will increase enrollment for Low-Income students from 52 to 57 percent.
2. We will increase enrollment for Hispanic/Latino students from 39 to 44 percent.
3. We will increase enrollment of Black/African American students from 50 to 55 percent.

Note: Each of these targets is 5 percent higher than this year's participation rates.

Note: Our goals are based on students in grades 10-12 only; few freshmen qualify for AP or UWHS courses.

Process used to determine goal:

Last year our district and our school formed Equity Teams to examine our practices and our processes. The goal is to reduce and then eliminate the persistent achievement gaps experienced by several marginalized populations. At Eastlake we are focusing on 'equity of access' as part of this overall effort. This includes increasing the rate that students in several marginalized populations register for AP and UWHS courses. We analyzed our demographic data from our AP/UWHS courses and identified gaps in our equity of access.

Responsible individual or team:

Teachers of AP/UWHS courses, Counselors, Eastlake's Principal and Associate Principals.

Strategy/ies that will be implemented to support goal:

In September, teachers analyzed the data for their individual students, using the following set for this data review: "We intentionally build relationships with students to

push them to learn and grow and support them in the process. We also strive to challenge and engage all students in effective instruction. This requires us to know students individually, and then differentiate our student interactions and classroom instruction to meet their various needs. An equitable classroom provides all students what they need. It does not lower the standards, rather it increases the scaffolding so that all students can meet our high-expectations. During this Professional Learning LEAP, you will analyze the attached data to complete Template C - 2018-2019 Individual Student Data. You can find your students information on your department's spreadsheet with your individual name on a tab at the bottom of the spreadsheet. You will have from 1:00-2:30 to complete this, please be prepared to debrief during our 2:30 staff meeting. This should help your efforts to create a more equitable classroom.”

Teachers then answered the following questions about the past performance of their students: “Which students have had a history of inconsistent attendance? Are you noticing a pattern with these students being absent this year? Which students have a history of low or failing grades? Based on the data, to what degree do absences correlate with D and F grades? Does a correlation exist between standardized tests (state tests, PSAT, etc.) and low grades? How do other factors (race, gender or English Learners) correlate to absences, low grades and standardized tests? Teachers then answered some questions to help them determine the learning needs for their students: What strategies are you implementing, or could you implement, to support attendance for ‘at risk’ students? What are you currently doing to implement instruction that engages all students, regardless of gender, race or socio-economic status? What else could you do? What are you currently doing to create a classroom culture that connects with all students, regardless of gender, race or socio-economic status? What else could you do? How will the analysis you completed today impact your lesson planning for the remainder of the semester? For Comprehensive teachers, how could you use this information to inform your Student Growth Goal 3.1?”

How challenge and rigor will be ensured for all students:

We are asking our AP/UWHS teachers to reflect on how well the demographics of their classrooms match the demographics of our school. Over the years, Eastlake has had a very clear definition of challenge, clarifying that it requires a focus on depth and complexity and not necessarily content coverage or quantity or work. In the past we have had professional learning around Bloom's Taxonomy and Depth of Knowledge to support the work around challenge and rigor. This year, we will continue this work by expanding our focus in AP/UWHS classes from just achievement to access, experience and achievement.

All of our AP/UWHS courses offer challenge and rigor. We want every capable student to register for a rigorous course, and this includes our AP/UWHS courses. Eastlake offers a wide variety of AP/UWHS courses, but some demographic groups suffer from a lack of equity of access.

How necessary interventions will be determined:

In addition to asking teachers to reflect on their own classroom practices, we will also encourage teachers to reach out to students in selected demographic groups. Last year every incoming Black/African American or Hispanic/Latino senior who qualified for UW

Composition was personally invited to attend an information session and was asked by the teacher to take this course. We will do this again, and we will add information about other AP/UW courses to these conversations.

Counselors will meet individually with every low-income student. Counselors will create and discuss a list of financial supports we offer to students including reduced fees and fee waivers for AP exams and for the SAT.

This year we have two grade-level sections of AVID students. We will encourage every AVID student to register for an Honors, AP, or UW course next year.

We will inform and encourage students in our new ASB club Black Student Union to register for an Honors, AP, or UW course next year.

Any professional learning needed:

We will meet with teachers of AP/UWHS courses and explain equity of achievement and equity of access as it relates to their courses.

Any resources needed and plans to obtain them:

Our data processor creates reports and we analyze the necessary data. Time is needed for counselors to meet with targeted students. Time is needed for AP/UWHS teacher(s) to meet with targeted students.

Timelines and Progress Monitoring Plans:

Eastlake will continue to monitor progress throughout the year. During the registration process teachers will have the opportunity to meet with targeted demographic groups, and counselors will meet individually with every low-income student.

School Effectiveness SMART Goal:

1. More than 90 percent of teachers will take the Nine Characteristics of Highly Effective Schools survey.
2. More than 85 percent of teachers will agree mostly or completely with the following statement: "Teachers use effective strategies to help low-performing students meet high academic standard."

Process used to determine goal:

By increasing the response rate for the survey, we will improve the reliability and validity of the data. The second goal is a continuation from 2017-2018. To align with our emphasis on the Achievement Gap, Eastlake has once again set a goal on effective instructional strategies that will not only support struggling students, but all students.

Responsible individual or team: Principal and Associate Principal.

Strategy/ies that will be implemented to support goal:

Professional development for AVID, SIOP, CRT and IEPs.

How challenge and rigor will be ensured for all students: NA

How necessary interventions will be determined: NA

Any professional learning needed:

This year, Eastlake will have professional learning around AVID classroom strategies, SIOP and Culturally Responsive Teaching. Furthermore, Eastlake will have professional learning around successful strategies for students on an IEP.

Any resources needed and plans to obtain them: NA

Timelines and Progress Monitoring Plans:

Eastlake will assess the success of this goal at the end of the 2018-2019 school year.

Attendance SMART Goal:

We will reduce the rate of students being at-risk for attendance from 6.12 percent last year to fewer than 5 percent this year.

We will reduce the rate of low income students being at-risk for attendance from 7.54 percent last year to fewer than 5 percent this year.

*At Risk is a median absence rate of 12 days

Process used to determine goal:

In September and October we reviewed last year's attendance data. We continue to work to improve our attendance through the processes we implemented last year that led to a 40 percent reduction in our unexcused absences. Although our unexcused absences are down significantly, our excused absences and total absences did not change. This year we will focus on students with multiple total absences.

Responsible individual or team:

Dean of Students and Becca Coordinator.

Strategy/ies that will be implemented to support goal:

This year weekly meetings between the Dean and the Becca coordinator are resulting in a clear list of students to meet with regarding attendance. The attendance letters will continue to be mailed out, as well. Restorative practices with students who have attendance issues will also be used, when appropriate, instead of only the punitive measures that were used in the past. They will work to educate all students. They will communicate with these students' parents.

How challenge and rigor will be ensured for all students:

There is a correlation between chronic absences and a reduced graduation rate. Reducing the number of students with at least 12 absences will reduce the number of students at risk of not graduating. If students are absent less, and are present in their classrooms more, then their academic rigor and challenge will increase.

How necessary interventions will be determined:

The Dean of Students and Becca Coordinator will meet each week to review attendance data. They will identify students of concern and will meet with these students. The goal is to identify barriers students have that prevent them from attending school regularly, and then to overcome these barriers. Interventions will be targeted to students' specific barriers.

Any professional learning needed:

We have been learning about restorative practices through visits to other schools and from reading professional journals. Our Dean of Students will attend a one-week course on restorative justice.

Any resources needed and plans to obtain them:

Time for our Dean of Students and Becca Coordinator to identify students and to meet with them. Attendance is a primary responsibility of our new Dean of Students. He makes his weekly meetings with our Becca Coordinator a priority, and together they make it a priority to meet with students who trigger unexcused absences and total absence thresholds.

Timelines and Progress Monitoring Plans:

The Dean of Students and Becca Coordinator will meet each week to review attendance data. They will continually update their list of priority students. They will ensure scheduled interventions take place when the specified unexcused absence thresholds are met. They will develop restorative interventions for students when possible. They will educate students and parents of the impact from being at risk of not graduating from too many absences.

Discipline SMART Goal:

Eastlake will reduce the number of incidents that lead to short term suspension through the use of Restorative Practices. Last year we had 114 incidents involving 77 students. Our goal for this year is no more than 100 incidents of short term suspension, involving no more than 70 students. The goal is to reduce overall STS rates, while also decreasing recidivism.

Process used to determine goal:

Discipline data in Power BI was analyzed to look for outliers and trends. We learned that our students' rate of exclusionary discipline is higher than the rates at the other three comprehensive high schools in LWSD. Additionally, we learned that one-fourth of our incidents are for possessing or using vaping supplies and this is also greater than at the other three comprehensive high schools in LWSD.

Responsible individual or team:

Drug and Alcohol Intervention and Prevention Specialist, all three Associate Principals, Dean of Students, Counselors.

Strategy/ies that will be implemented to support goal:

We are starting to implement restorative justice practices. For example, we have

facilitated student-to-student conversations where a victim could explain the impact of another student's actions. Restorative justice practices can help to reduce the rate of exclusionary discipline by implementing different consequences. We can also be more intentional to educate our students on the impacts of their decisions, which can reduce the likelihood of the student repeating the same behavior in the future.

Another strategy to help achieve our goal is to implement our new Vaping Diversion training for students who use or possess vaping supplies at school. Last year vaping led to 32 suspensions involving 29 students. We are working to reduce vaping incidents this year. We will still suspend students who vape at school but we will also add two training sessions. The first is informative and includes a survey of student attitudes and experience, and during the second session our students create anti-vaping skits for younger students.

Some students whose behavior results in suspensions or expulsions often have challenges that result in failing grades in their classes. This year we are also building out a more systemic approach to our Multi-Tiered System of Support (MTSS). We have used data to determine students in jeopardy of not graduating and students of concern, who have significant challenges that have not yet manifested in failing grades. Furthermore, we have ensured students on these lists have both a staff mentor and appropriate interventions. The more we know and understand our students who struggle, the better we can identify and overcome their barriers to success.

How challenge and rigor will be ensured for all students:

As we reduce the number of students who are suspended and expelled we will reduce the number of days our students are removed from their classrooms. If students are suspended and expelled less, and are present in their classrooms more, then their academic rigor and challenge will increase.

How necessary interventions will be determined:

Counselors and Associate Principals will meet weekly to monitor lists of students in jeopardy and students of concern. They will communicate with the students' mentors to determine the best individual interventions. Associate Principals and our Dean of Students will implement restorative justice practices when possible. Restorative practices with students who have attendance issues will also be used, when appropriate, instead of only the punitive measures that were used in the past.

Any professional learning needed:

We have been learning about restorative practices through visits to other schools and from reading professional journals. Our Dean of Students will attend a one-week course on restorative justice and will share the best practices that he learns.

Any resources needed and plans to obtain them: NA

Timelines and Progress Monitoring Plans:

We have created a spreadsheet listing our students of jeopardy and students of concern. We have been developing definitions and processes for our expanded MTSS. We

will launch our new process, so counselors and administrators are better able to support our students.

VI. Parent, Family and Community Involvement Strategies for 2018-2019

2018-19 Strategies to involve parents, families and the community in the CIP process: Eastlake has a focus on equity. This year we established an Equity Team that had the following goals:

- Educating students through social justice pedagogy about race, gender and poverty
- Removing barriers for underprivileged and marginalized students
- Helping teachers develop skills around culturally responsive teaching
- Engaging and celebrating various cultures at Eastlake

For the goal to engage and celebrate various cultures at Eastlake, we have partnered with our PTSA. We plan to have a parent information night for international families who may not know the nuances of high schools in the United States, and Eastlake in particular. Furthermore, we want to establish parent ambassadors, who will reach out to families to help smooth the transition to Eastlake.

Timelines and Progress Monitoring Plans:

We will monitor our progress throughout the school year, and then decide on some manageable next steps for 2019-2020.

2018-19 Strategies to inform parents, families and the community in the CIP process: Eastlake will post the 2017-2018 CIP on the website. In addition, Eastlake will develop a Grade 9 newsletter to provide parents with not only updates on our efforts at Eastlake around social/emotional learning and WICOR learning strategies but provide specific ways in which parents can support these efforts at home.

Timelines and Progress Monitoring Plans:

We will monitor our progress throughout the school year, and then decide on some manageable next steps for 2019-2020.