

Eastlake High School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: 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 was 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 more than 50 schools and 30,000 students. Eastlake opened in 1993 and currently serves over 2,000 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. Eastlake 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 positive, personalized and inspiring culture. Eastlake 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).

Mission Statement: Developing the character and intellectual strengths for individual and shared success.

Demographics:¹

| | 2016-17 | 2017-18 | 2018-19 | |
|---|--|---------|---------|------|
| Student Enrollment (count) | 1784 | 1875 | 1996 | |
| Racial Diversity (%) | American Indian/Alaskan Native | 0.3 | 0.0 | 0.2 |
| | Asian | 14.7 | 18.4 | 22.2 |
| | Black/African American | 1.0 | 0.9 | 0.8 |
| | Hispanic/Latino of any race(s) | 7.3 | 7.6 | 8.1 |
| | Native Hawaiian/Other Pacific Islander | 0.2 | 0.0 | 0.1 |
| | Two or more races | 6.7 | 6.6 | 6.5 |
| | White | 69.8 | 66.2 | 62.1 |
| Students Eligible for Free/Reduced Price Meals (%) | 4.0 | 3.9 | 3.9 | |
| Students Receiving Special Education Services (%) | 11.5 | 10.8 | 10.8 | |
| English Language Learners (%) | 1.0 | 1.6 | 1.9 | |
| Students with a First Language Other Than English (%) | 9.3 | 12.0 | 14.8 | |
| Mobility Rate (%) ² | 5.7 | 6.5 | 5.8 | |

¹Enrollment and racial diversity based on annual October 1 headcount. Other demographic measures based on May headcount.

² Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

**ACADEMIC PERFORMANCE DATA:
LITERACY**

**ACADEMIC PERFORMANCE DATA:
MATH**

ELA: By Grade Level, Smarter Balanced Assessment

| Grade | Percent at or above standard | | |
|------------------------|------------------------------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 |
| 10 th Grade | 93 | 93 | 92 |

MATH: By Grade Level, Smarter Balanced Assessment³

| Grade | Percent at or above standard | | |
|------------------------|------------------------------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 |
| 10 th Grade | n/a | 78 | 79 |

ELA: By Group/Program, Smarter Balanced Assessment⁴

| Group/Program | Percent at or above standard | | |
|------------------------|------------------------------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 |
| Asian | 95 | 90 | 92 |
| Black/African American | - | - | - |
| Hispanic/Latino | 89 | 89 | 79 |
| Two or more races | 87 | 94 | 95 |
| White | 94 | 94 | 93 |
| English Learner | - | - | 20 |
| Low Income | 71 | 53 | 63 |
| Special Education | 63 | 71 | 64 |

MATH: By Group/Program, Smarter Balanced Assessment⁴

| Group/Program | Percent at or above standard | | |
|------------------------|------------------------------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 |
| Asian | n/a | 86 | 88 |
| Black/African American | n/a | - | - |
| Hispanic/Latino | n/a | 65 | 62 |
| Two or more races | n/a | 84 | 90 |
| White | n/a | 76 | 76 |
| English Learner | n/a | - | 50 |
| Low Income | n/a | 21 | 32 |
| Special Education | n/a | 29 | 36 |

**ACADEMIC PERFORMANCE DATA:
CREDITS EARNED**

**ACADEMIC PERFORMANCE DATA:
DUAL CREDIT PARTICIPATION**

6 OR MORE CREDITS, 9th Grade

| Grade | Percent with 6+ credits at end of 9 th grade | | |
|------------------------------------|---|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 |
| 9 th Grade (6+ credits) | 93 | 94 | 95 |

DUAL CREDIT PARTICIPATION, By Grade Level

| Grade | Percent enrolled in at least one dual credit course | | |
|------------------------|---|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 |
| 11 th Grade | 83 | 88 | 91 |
| 12 th Grade | 91 | 96 | 94 |

6 OR MORE CREDITS, 9th Grade, By Group/Program

| Group/Program | Percent with 6+ credits at end of 9 th grade | | |
|------------------------|---|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 |
| Asian | 96 | 96 | 96 |
| Black/African American | - | - | - |
| Hispanic/Latino | 86 | 83 | 84 |
| Two or more races | 89 | 94 | 95 |
| White | 93 | 94 | 96 |
| English Learner | - | - | - |
| Low Income | 50 | 56 | 75 |
| Special Education | 80 | 77 | 93 |

DUAL CREDIT PARTICIPATION, By Group/Program⁵

| Group/Program | Percent enrolled in at least one dual credit course | | |
|------------------------|---|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 |
| Asian | 92 | 96 | 95 |
| Black/African American | - | 92 | - |
| Hispanic/Latino | 86 | 92 | 91 |
| Two or more races | 95 | 89 | 96 |
| White | 85 | 91 | 92 |
| English Learner | - | - | - |
| Low Income | 75 | 78 | 76 |
| Special Education | 64 | 73 | 69 |

ATTENDANCE DATA

GRADUATION RATE DATA

³ The Smarter Balanced Mathematics assessment was given to all 10th graders beginning in spring, 2018.

⁴ Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

⁵ Grades 11-12 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

ATTENDANCE: By Group/Program

| Grade | Percent avoiding chronic absenteeism | | |
|------------------------|--------------------------------------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 |
| 9 th Grade | 93 | 96 | 94 |
| 10 th Grade | 86 | 91 | 91 |
| 11 th Grade | 86 | 85 | 88 |
| 12 th Grade | 82 | 80 | 86 |

GRADUATION RATE

| Grade | Class of | | | |
|-----------------------|----------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Graduating in 4 years | 93.6 | 97.7 | 94.7 | 92.5 |
| Graduating in 5 years | 96.1 | 97.7 | 96.7 | n/a |
| Graduating in 6 years | 96.7 | 98.0 | n/a | n/a |
| Graduating in 7 years | 97.4 | n/a | n/a | n/a |

ATTENDANCE: By Group/Program⁶

| Group/Program | Percent avoiding chronic absenteeism | | |
|------------------------|--------------------------------------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 |
| Asian | 93 | 91 | 95 |
| Black/African American | 89 | 78 | 75 |
| Hispanic/Latino | 84 | 84 | 86 |
| Two or more races | 86 | 88 | 88 |
| White | 86 | 89 | 89 |
| English Learner | 78 | 66 | 84 |
| Low Income | 59 | 63 | 63 |
| Special Education | 80 | 81 | 83 |

GRADUATING IN 4 YEARS, By Group/Program

| Group/Program | Class of | | | |
|------------------------|----------|-------|-------|-------|
| | 2016 | 2017 | 2018 | 2019 |
| Asian | 95.0 | 100.0 | 96.3 | 96.9 |
| Black/African American | 100.0 | 83.3 | 50.0 | 100.0 |
| Hispanic/Latino | 100.0 | 93.1 | 93.5 | 80.0 |
| Two or more races | 100.0 | 96.4 | 100.0 | 77.8 |
| White | 92.3 | 98.3 | 94.6 | 94.3 |
| English Learner | - | - | - | 87.5 |
| Low Income | 80.0 | 93.9 | 81.3 | 67.9 |
| Special Education | 83.0 | 97.6 | 77.4 | 64.2 |

↘ = Cohort Track

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁷

| | All Students | Asian | Black/African American | Hispanic/Latino | Two or more races | White | English Language Learners | Low income | Students with disabilities |
|---------------------------|--------------|-------|------------------------|-----------------|-------------------|-------|---------------------------|------------|----------------------------|
| ELA Proficiency Rate | 98 | 95 | - | 95 | - | 98 | - | 79 | 80 |
| Math Proficiency Rate | 33 | 50 | - | 28 | 36 | 29 | - | 7 | 19 |
| Graduation Rate | 95 | - | - | 96 | - | 95 | - | 85 | 85 |
| EL Progress Rate | 70 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Regular Attendance Rate | 91 | 94 | 84 | 86 | 91 | 91 | 75 | 73 | 82 |
| Ninth Grade On Track Rate | 94 | 97 | - | 80 | 90 | 95 | - | 63 | 82 |
| Dual Credit Rate | 65 | 67 | 60 | 62 | 62 | 65 | 49 | 57 | 47 |

⁶ Grades 9-12 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁷ Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as “-” and not displayed due to privacy reasons.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

| Priority #1 | | |
|--|--|--|
| Priority Area | Science | |
| Focus Area | Biology | |
| Focus Grade Level(s) | Grade 9 | |
| Desired Outcome | More than 98% of students earn credit | |
| Alignment with District Strategic Initiatives | Multi-Tiered Systems of Support - Academics (MTSS-A) | |
| Data and Rationale Supporting Focus Area | Research shows that earning all credits in Grade 9 dramatically increases the likelihood of high school graduation. Last year, the percentage of students who did not earn credit in Grade 9 mirrored our graduation rate from the previous year. So, if we focus on students in Grade 9 passing all classes, it should make an impact on the graduation rate for the Class of 2023. | |
| Strategy to Address Priority | Action | Measure of Fidelity of Implementation |
| | SIJ | Percent of Students in jeopardy (SIJ) who pass Biology. |
| | AVID | Overall percentage of Grade 9 students who pass Biology. |
| | EMR | Percent of EMR students who pass Biology. |
| | Science Lab | Overall percentage of Grade 9 students who pass Biology. |
| | Wolf Time | Percentage of SIJ requested for WT |
| Timeline for Focus | Fall, 2019 - Spring, 2020 | |
| Method(s) to Monitor Progress | <p>Eastlake has 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 Biology. 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.</p> <p>All Grade 9 teachers are participating in a University of Washington study called Project Relate. They received professional development on how to establish, maintain, and restore relationships with students. They will also participate in monthly professional learning communities to discuss the effectiveness of these relational strategies. The study will measure the</p> | |

impact of this learning on student achievement.

We will also continue to implement an AVID elective for 9th graders, as well as WICOR instructional strategies for all students in Grade 9. More specifically, teachers will focus on goal setting, organization, focused notes, and communication. This should help students become more independent learners and result in a higher percentage of all 9th graders earning seven credits.

We have also established a list of students at risk of not graduating based on credits. For 9th graders, this would include any student who received an F in their second semester of middle school. We will then revise the list based on first semester grades. Each student on this list will be assigned an advocate, either a 504 monitor, IEP provider, Counselor, or an Administrator. Advocates will help motivate a student to perform by monitoring student progress on a weekly basis, supporting the development of collaborative goals and specific plans, serving as a connector to relevant staff and family, orchestrating the Eastlake interventions of a SIJ and developing a personal connection with a SIJ every two weeks to offer encouragement or to reassess plans.

Priority #2

| | | |
|--|--|--|
| Priority Area | English Language Arts/Literacy | |
| Focus Area | World Literature I | |
| Focus Grade Level(s) | Grade 9 | |
| Desired Outcome | More than 98% of students earn credit | |
| Alignment with District Strategic Initiatives | Multi-Tiered Systems of Support - Academics (MTSS-A) | |
| Data and Rationale Supporting Focus Area | Research shows that earning all credits in Grade 9 dramatically increases the likelihood of high school graduation. Last year, the percentage of students who did not earn credit in Grade 9 mirrored our graduation rate from the previous year. So, if we focus on students in Grade 9 passing all classes, it should make an impact on the graduation rate for the Class of 2023. | |
| Strategy to Address Priority | Action | Measure of Fidelity of Implementation |
| | SIJ | Percent of SIJ who pass English 9. |
| | AVID | Overall percentage of Grade 9 students who pass English 9. |
| | EMR | Percent of EMR students who pass English 9. |
| | Literacy Lab | Overall percentage of Grade 9 students who pass English 9. |
| | Wolf Time | Percentage of SIJ requested for WT |
| Timeline for Focus | Fall, 2019 - Spring, 2020 | |
| Method(s) to Monitor Progress | <p>Eastlake has 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 Humanities. 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.</p> <p>All Grade 9 teachers are participating in a University of Washington study called Project Relate. They received professional development on how to establish, maintain and restore relationships with students. They will also participate in monthly professional learning communities to discuss the effectiveness of these relational strategies. The study will measure the impact of this learning on student achievement.</p> <p>We will also continue to implement an AVID elective for 9th graders as well as WICOR instructional strategies for all students in Grade 9. More specifically, teachers will focus on goal setting, organization, focused notes, and communication. This should help students become more independent</p> | |

learners and result in a higher percentage of all 9th graders earning seven credits.

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Priority #3

| | |
|--|--|
| Priority Area | Attendance |
| Focus Area | Unexcused Absences |
| Focus Grade Level(s) | Grades 9-12 Students in Jeopardy |
| Desired Outcome | Reduce the number of unexcused absences by 20% from the 2018-19 school year for students identified as in jeopardy of not graduating. |
| Alignment with District Strategic Initiatives | Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B) |
| Data and Rationale Supporting Focus Area | <p>Eastlake has high standards and expectations across the school with the goal of more than 95% graduation rate. Students are identified as in jeopardy of not graduating with the following markers:</p> <ul style="list-style-type: none">• Grade 9 - S2 F in MS, S1 F in Grade 9• Grade 10 - Six or fewer credits• Grade 11 - Twelve or fewer credits• Grade 12 - Eighteen or fewer credits <p>Principals, Intervention Coordinators, Becca Specialist, Counselors, and Attendance Secretaries are responsible for the attendance goal and the development of systems and strategies to reach it.</p> <p>Attendance is a key factor in student success. Studies show the benefits of schools both monitoring student attendance and intervening when appropriate. This is due to the close connection between regular attendance and students' academic performance. Additionally, chronic absenteeism is an indicator for potential dropouts.</p> <p>Students in Jeopardy in Grades 10-12 had an average of 3.1 unexcused absences in 2018 Quarter 1 compared to .91 for the entire student population. Likewise, 40% of SIJ in Grades 10-12 had at least one unexcused absence during Quarter 1 compared to 23% for the entire student population.</p> <p>We are creating systems that can help us identify the unique needs of each student and develop plans to serve their social, emotional, behavioral or environmental barriers to success.</p> <p>One high leverage strategy for increasing attendance is having positive relationships and a welcoming school environment. Eastlake works to provide a positive, personalized and inspiring culture. Staff learns strategies for consistently showing up positive and enthusiastic and quickly recovering this mindset when they become stressed or frustrated. They also take intentional actions to establish, maintain, and restore relationships. Finally, teachers understand the power of expectations and how to build self-efficacy in students and help them become more independent learners.</p> |

| | | |
|---|---|---|
| | <p>Much of the professional development this year focuses on Restorative Practices, Social Emotional Learning, and Culturally Responsive teaching, which all connect to a positive classroom culture.</p> | |
| <p>Strategy to Address Priority</p> | <p>Action</p> | <p>Measure of Fidelity of Implementation</p> |
| | <p>Follow-up on next steps for Students in Jeopardy and track response to partial day unexcused absences. Next steps could include e-mail communication to students and families, a conference and assignment of school service or a family meeting with Principals, Dean of Students, and BECCA Coordinator to discuss barriers and goals.</p> | <p>Update progress and share data weekly with appropriate Staff. Weekly meeting with Dean of Students and BECCA Coordinator to review lists, update tracking document, plan conferences and review data on progress of goal.</p> |
| | <p>Create a positive, personalized and inspiring culture.</p> | <p>Focus on small intentional actions like standing at the doors to welcome students prior to class, smiling, asking students questions about their lives and honestly listening to the answers, as well as using names when calling on students in class. It's all these little things that allow big things to happen. That's how Eastlake tries to make every student feel like school is just an extension of home.</p> |
| <p>Timeline for Focus</p> | <p>Fall, 2019 - Spring, 2020</p> | |
| <p>Method(s) to Monitor Progress</p> | <p>Review of data (number of unexcused absences) for SIJ monitored quarterly and compared with last year.</p> | |

Priority #4

| | | |
|--|--|---|
| Priority Area | Discipline | |
| Focus Area | Discipline Recidivism and Communication | |
| Focus Grade Level(s) | Grade 9-12 | |
| Desired Outcome | Reduce the number of students who have repeated discipline issues from 30% to 20% through restorative practices. Increase the number of teachers who feel that discipline issues are managed well from 38% to 60% through clear communication and transparency between Administration and teachers. | |
| Alignment with District Strategic Initiatives | Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B) | |
| Data and Rationale Supporting Focus Area | <p>In 2018-19, there was a total of 484 recorded discipline issues. There was a total of 288 students who met with an Administrator for discipline issues. Of the 288 students, 86 (30%) of them were repeat offenders. Intentionally instituting a system of restorative practices through restorative conferences and restorative circles to address discipline issues will reduce the number of students with discipline recidivism.</p> <p>In the Spring of 2019, The Nine Characteristics survey was given to staff. In the survey, only 38% of teachers said that they feel that student discipline issues are managed well. Creating more transparency and better systems for communication will increase the number of staff who feel that discipline issues are managed well.</p> | |
| Strategy to Address Priority | Action | Measure of Fidelity of Implementation |
| | Students will participate in restorative conferences and restorative circles. | Track data of student offenses and analyze the number of times a student is having discipline issues. |
| | When teachers participate in restorative conferences and restorative circles with students, which will give them an opportunity to be a part of the restoration and share how they were affected by the action, they will be able to discuss what consequences should be for the student. | Administration will follow up with teachers regarding the student's behavior following the restorative practices. |
| | Email or speak with teachers within 24-hours to follow up on any discipline issues brought to Administration's attention. | Check in with teachers to ensure that they understand the process and the rationale for student consequences. |
| | Staff meeting to inform staff of the discipline processes and policies. | Opportunity for staff questions and input. |
| Timeline for Focus | Fall, 2019 - Spring, 2020 | |

| | |
|--------------------------------------|---|
| Method(s) to Monitor Progress | Review of data for students who have recidivism and Nine Characteristics survey at the end of the year. |
|--------------------------------------|---|

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and not met for mathematics.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.⁸ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

| | | |
|---|---------------------------|-----------------|
| Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP | Action | Timeline |
| | Biology Friday Flashback | 2019-2020 |
| | Grade 9 Parent Newsletter | 2019-2020 |
| | PTSA Presentations | 2019-2020 |
| Strategy to Inform Students, Families, Parents and Community Members of the SIP | Action | Timeline |
| | Weekly Wolf Update | 2019-2020 |
| | Attendance E-mails | 2019-2020 |
| | Parent Presentations | 2019-2020 |
| | Parent Wolf Chats | 2019-2020 |

⁸ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>