Eastlake High School

School Improvement Plan

Annual Update: 2020-21

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 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 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).

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

Demographics:[1]

		2016-17	2017-18	2018-19	2019-20
Student Enrollment (count)		1784	1875	1996	2159
Racial Diversity (%)	American Indian/Alaskan Native	0.3	0.0	0.2	0.1
	Asian	14.7	18.4	22.2	25.8
	Black/African American	1.0	0.9	0.8	0.8
	Hispanic/Latino of any race(s)	7.3	7.6	8.1	7.8
	Native Hawaiian/Other Pacific Islander	0.2	0.0	0.1	0.0
	Two or more races	6.7	6.6	6.5	6.7
	White	69.8	66.2	62.1	58.8
Students Eligible for Free/Reduced Price Meals (%)		4.0	3.9	3.9	3.6
Students Receiving Special Education Services (%)		11.5	10.8	10.8	10.1
English Language Learners (%)		1.0	1.6	1.9	2.2
Students with a First Language Other Than English (%)		9.3	12.0	14.8	17.2

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[1]Enrollment and racial diversity based on annual October 1 headcount. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

ACADEMIC PERFORMANCE DATA: LITERACY

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
10th Grade	93	93	92	n/a

ELA: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	95	90	92	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	89	89	79	n/a
Two or more races	87	94	95	n/a
White	94	94	93	n/a
English Learner	-	-	20	n/a
Low Income	71	53	63	n/a
Special Education	63	71	64	n/a

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment[2]

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
10th Grade	n/a	78	79	n/a

MATH: By Group/Program, Smarter Balanced Assessment[4]

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	n/a	86	88	n/a
Black/African American	n/a	-	-	n/a
Hispanic/Latino	n/a	65	62	n/a
Two or more races	n/a	84	90	n/a
White	n/a	76	76	n/a
English Learner	n/a	-	50	n/a
Low Income	n/a	21	32	n/a
Special Education	n/a	29	36	n/a

ACADEMIC PERFORMANCE DATA: CREDITS EARNED

EARNING CREDIT FOR ALL COURSES, 9th Grade[4]

Grade	Percent 9th graders earning credit for all courses attempted			
	2016-17	2017-18	2018-19	2019-20
9th Grade	94	94	94	95

EARNING CREDIT FOR ALL COURSES, By Group/Program

Group/Program	Percent 9th graders earning credit for all courses attempted			
	2016-17	2017-18	2018-19	2019-20
Asian	96	98	97	98
Black/African American	-	-	-	-
Hispanic/Latino	88	84	83	91
Two or more races	94	92	83	95
White	95	95	94	94
English Learner	-	-	-	-
Low Income	63	60	46	74
Special Education	88	84	76	82

ACADEMIC PERFORMANCE DATA: DUAL CREDIT COMPLETION

DUAL CREDIT COMPLETION, By Grad Year

	Percent of graduates completing at least one dual credit course with a B or higher			
	Class of 2017	Class of 2018	Class of 2019	Class of 2020
All Graduates	94	94	98	99

DUAL CREDIT PARTICIPATION, By Group/Program[5]

Group/Program	Percent of graduates completing at least one dual credit course with a B or higher			
	2017	2018	2019	2020
Asian	88	96	100	98
Black/African American	-	-	-	-
Hispanic/Latino	89	97	100	100
Two or more races	100	89	95	100
White	95	94	98	99
English Learner	-	-	-	-
Low Income	84	77	95	100
Special Education	68	73	86	98

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

[3] 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.

[4] Students with incompletes during 2019-20 are considered as not earning credit for all courses attempted until the incomplete has been cleared.

[5] Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

ATTENDANCE DATA

ATTENDANCE: By Group/Program

Grade	*Percent avoiding chronic absenteeism*			
	2016-17	2017-18	2018-19	2019-20
9th Grade	93	96	94	n/a
10th Grade	86	91	91	n/a
11th Grade	86	85	88	n/a
12th Grade	82	80	86	n/a

ATTENDANCE: By Group/Program[6]

Group/Program	*Percent avoiding chronic absenteeism*			
	2016-17	2017-18	2018-19	2019-20
Asian	93	91	95	n/a
Black/African American	89	78	75	n/a
Hispanic/Latino	84	84	86	n/a
Two or more races	86	88	88	n/a
White	86	89	89	n/a
English Learner	78	66	84	n/a
Low Income	59	63	63	n/a
Special Education	80	81	83	n/a

GRADUATION RATE DATA

GRADUATION RATE

Grad Type	*Class of*				
	2016	2017	2018	2019	2020
Graduating in 4 years	93.6	97.7	94.7	93.4	96.2
Graduating in 5 years	96.1	97.7	96.7	94.2	n/a
Graduating in 6 years	96.7	98.0	97.2	n/a	n/a
Graduating in 7 years	97.7	97.0	n/a	n/a	n/a

GRADUATING IN 4 YEARS, By Group/Program

Group/Program	*Class of*				
	2016	2017	2018	2019	2020
Asian	95.0	100.0	96.3	96.9	95.2
Black/African American	100.0	83.3	50.0	100.0	100.0
Hispanic/Latino	100.0	93.1	93.5	84.8	92.3
Two or more races	100.0	96.4	100.0	80.8	100.0
White	92.3	98.3	94.6	94.6	96.6
English Learner	-	-	-	87.5	81.8
Low Income	80.0	93.9	81.3	63.3	91.3
Special Education	83.0	97.6	77.4	66.7	77.4

↘ = Cohort Track

n/a = not available

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[7]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate	96	94	-	91	-	97	-	78	75
Math Proficiency Rate	59	76	-	50	66	55	-	20	32
Graduation Rate	95	98	-	90	93	96	-	83	80
EL Progress Rate	68	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate	89	94	80	83	88	89	75	62	80
Ninth Grade On Track Rate	94	97	-	83	92	95	80	58	83
Dual Credit Rate	69	75	71	62	68	68	60	57	50

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[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 (2017-2019) 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.

<table>
<tr><td colspan="2" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td>Science</td></tr>
<tr><td>Focus Area</td><td>Biology</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grade 9</td></tr>
<tr><td>Desired Outcome</td><td>More than 98 percent of students earn credit.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>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 the graduation rate from the previous year; so, if the focus is on students in Grade 9 passing all classes, it should make an impact on the graduation rate for the Class of 2024.</td></tr>
<tr><td>Strategy to Address Priority</td><td>

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 (UW Project Relate – Establish, Maintain and Restore)	Relationship strategies translate to a remote environment.
Science Lab	Overall percentage of Grade 9 students who pass Biology.
Wolf Time	Percentage of SIJ requested for WT

</td></tr>
<tr><td>Timeline for Focus</td><td>Fall, 2020 - Spring, 2021</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>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.

Last year, all Grade 9 teachers participated in a University of Washington study called Project Relate. They received professional development on how to establish, maintain and restore relationships with students. They also participated in monthly professional learning communities to discuss the effectiveness of these relational strategies. The study measured the impact of this learning on student achievement.</td></tr>
</table>

EHS will also continue to implement an AVID elective for 9th graders as well as WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) 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.

Last year, Eastlake also established a list of students at risk of not graduating based on credits (Students in Jeopardy). For 9th graders, this would include any student who received an F in their second semester of middle school. We then revised the list based on first semester grades. Each student on this list will be assigned an Eastlake Advocate. 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 the student to offer encouragement or to reassess plans. This year, the new Eastlake Advocate process creates a better coordinated, systematic approach to how Eastlake delivers data to designated individuals so they can intervene with specific students in a timely manner. Eastlake has also clarified and improved the intervention process for all students with failing grades.

Transitioning to a remote school has exacerbated the achievement gap at Eastlake and made Tier 2 and 3 interventions even more important. Eastlake also knows that more students have struggled academically and personally during this time. The school has addressed this issue through an ongoing analysis of the pace and expectations of our curriculum, the implementation of effective grading practices and improvements in addition to our better coordinated, systematic approach to how we intervene with students.

<table>
<tr><td colspan="2" align="center">Priority #2</td></tr>
<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>World Literature I</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grade 9</td></tr>
<tr><td>Desired Outcome</td><td>More than 98 percent of students earn credit.</td></tr>
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<tr><td>Strategy to Address Priority</td><td>

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 (UW Project Relate – Establish, Maintain and Restore)	Relationship strategies translate to a remote environment.
Literacy Lab	Overall percentage of Grade 9 students who pass English 9.
Wolf Time	Percentage of SIJ requested for WT.

</td></tr>
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<table>
<tr><td colspan="2" align="center">Priority #3</td></tr>
<tr><td>Priority Area</td><td>Social and Emotional</td></tr>
<tr><td>Focus Area</td><td>Personalizing remote instruction</td></tr>
<tr><td>Focus Grade Level(s)</td><td>9-12</td></tr>
<tr><td>Desired Outcome</td><td>In a remote setting, students engage with their classmates more often in the learning process.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Innovative Learning Opportunities</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>Given the remote setting and changes to attendance policy, it does not make sense to continue with the 2019-2020 attendance goal.</td></tr>
<tr><td>Strategy to Address Priority</td><td>

Action	Measure of Fidelity of Implementation
Minimize the number of students who disengage from school in this remote setting.	Analyzed the 2020 Panorama survey and identified areas of need. Eastlake has also set up systems whereby counselors meet with all students in Grade 9 and 10, and counselor and Associate Principal teams monitor student data and intervene in a timely manner when students disengage.
Create a positive, personalized and inspiring culture.	Remote instruction is more inequitable and impersonable. Eastlake will work to make it more personable by encouraging teachers to find ways for students to engage with their classmates during synchronous instruction. Eastlake knows learning is social and this interaction is also good for student well-being. The onboarding of breakout rooms will help with this, as well as the plan to increase the number of students who turn their camera on during synchronous instruction, particularly during small group collaboration.

</td></tr>
<tr><td>Timeline for Focus</td><td>Fall, 2020 - Spring, 2021</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>Continue to implement and analyze student surveys at both the school and classroom level, as well as collect and share qualitative data through student focus groups.</td></tr>
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Priority #4	
Priority Area	Effective School Leadership
Focus Area	Equity
Focus Grade Level(s)	9-12
Desired Outcome	Continue the work of the Equity Student Advisory Board and implement professional learning led by the Eastlake Staff Equity Team.
Alignment with District Strategic Initiatives	School Equity Teams
Data and Rationale Supporting Focus Area	Remote school has exacerbated the achievement gap, and Eastlake qualitative data reveals that some students feel marginalized at Eastlake.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Continue Professional Learning led by the Eastlake Staff Equity Team.	Implement more department specific equity training and transition our learning to equity issues around gender to build on and continue our previous work on race.
	Continue to empower the ESAB to improve inclusion at Eastlake.	Implement a student survey and make strategic plans according to the results.
	Implement Professional Learning on effective secondary grading practices.	Assess the implementation of effective grading practices around zeroes, late work and multiple opportunities to show proficiency (retakes/rewrites).
	Establish PCC Equity Facilitators and equity curriculum audits.	Assess the frequency and quality of culturally responsive teaching and equity pedagogy, which includes curriculum that embeds issues of equity into the content.

Timeline for Focus	Fall, 2020 - Spring, 2021
Method(s) to Monitor Progress	Continue to collect and analyze student data about both the achievement gap and the student experience.

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.

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:

<table>
<tr><td rowspan="2">Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</td><td>Action</td><td>Timeline</td></tr>
<tr><td>Parent Wolf Chats
Parent Equity Team
PTSA Meetings</td><td>2020-2021
2020-2021
2020-2021</td></tr>
<tr><td rowspan="2">Strategy to Inform Students, Families, Parents and Community Members of the SIP</td><td>Action</td><td>Timeline</td></tr>
<tr><td>Weekly Wolf Update
Weekly Wolves Update – Senior Edition
Eastlake Parent Ambassadors
Teams Guardian Digest</td><td>2020-2021
2020-2021
2020-2021
2020-2021</td></tr>
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[8] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r