



Eastlake High School

School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

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 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. 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 empowering 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:²

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		1873	1996	2174	2241
Racial Diversity (%)	American Indian/Alaskan Native	0.2%	0.2%	0.1%	0.1%
	Asian	18.3%	22.2%	25.6%	28.2%
	Black/African American	0.9%	0.8%	0.8%	1.3%
	Hispanic/Latino of any race(s)	7.6%	8.1%	7.8%	7.6%
	Native Hawaiian/Other Pacific Islander	0.2%	0.1%	0.0%	0.0%
	Two or more races	6.7%	6.6%	6.7%	6.6%
	White	66.2%	62.1%	58.9%	56.2%
Students Eligible for Free/Reduced Price Meals (%)		4.7%	4.1%	3.7%	3.7%
Students Receiving Special Education Services (%)		11.9%	11.4%	10.1%	9.7%
English Language Learners (%)		1.5%	1.9%	2.2%	2.6%

¹ LWSD School Board Approval on <insert date>

² Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

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 percent of students earn credit.	
Alignment with District Strategic Initiatives	MTSS	
Alignment with Characteristics of Effective Schools	Frequent Monitoring of Learning and Teaching	
Data and Rationale Supporting Focus Area	Research shows that earning all credits in Grade 9 dramatically increases the likelihood of high school graduation. In the past, 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 2025.	
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	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.
Timeline for Focus	Fall, 2021 - Spring, 2023	
Method(s) to Monitor Progress	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.	

Previously, 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. We want to pair this learning with aspects of PBIS to establish more consistent and clear student expectations and bring more restorative practices to our school.

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.

Previously, we 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 more than one N in 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. The Eastlake Advocate process creates a better coordinated, systematic approach to how we deliver data to designated individuals so they can intervene with specific students in a timely manner. We have also clarified and improved the intervention process for all students with N grades.

Priority #2

Priority Area	English Language Arts/Literacy													
Focus Area	World Literature 1													
Focus Grade Level(s)	Grade 9													
Desired Outcome	More than 98 percent of students earn credit.													
Alignment with District Strategic Initiatives	MTSS													
Alignment with Characteristics of Effective Schools	Frequent Monitoring of Learning and Teaching													
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Priority #3

Priority Area	Behavior	
Focus Area	Universal Design for Learning	
Focus Grade Level(s)	Grades 9-12	
Desired Outcome	Professional Development around UDL	
Alignment with District Strategic Initiatives	Equity	
Alignment with Characteristics of Effective Schools	Supportive Learning Environment	
Data and Rationale Supporting Focus Area	Beginning the implementation of UDL will compliment our efforts on establishing more effective grading practices.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	LWSD Professional Learning	Teacher Observations, Individual Meetings, Team Meetings
	EHS Professional Learning	Teacher Observations, Individual Meetings, Team Meetings
Timeline for Focus	Fall, 2021 - Spring, 2023	
Method(s) to Monitor Progress	<p>Eastlake, along with the entire Lake Washington School District, continues to work on implementing more motivational, equitable grading practices. This is not new work, but the experiences over the past year expedited its implementation for many teachers. We want grades to reflect what students know and are able to do and not attitudes and behaviors.</p> <p>Universal Design for Learning can support the implementation of these grading practices. Eastlake has focused on three aspects of UDL and used the following guiding questions:</p> <ul style="list-style-type: none"> ✓ How can we focus not only what students learn, but how they learn? ✓ How can we support students becoming purposeful, resourceful, strategic, goal-orientated learners? ✓ How do we involve students in the iterative process of self-assessment, strategic planning, progress monitoring and reflection? ✓ How do we continue to use what we learn about students as people and learners to design our curriculum and instruction? ✓ How do we provide students multiple ways to show what they know? <p>Summative assessments that grade the learning outcome encompass a lot of different ways for students to show what they know, including graded discussions or explanations, presentations, projects, papers, labs, and tests...as well as multiple opportunities to show proficiency with rewrites, retakes, test corrections and reflections on what they have learned. Eastlake will work on connecting assessment to grades, providing various ways for students to demonstrate their learning.</p>	

Eastlake continues to focus on relationships where teachers learn about students both as learners and people. An important aspect of UDL takes this knowledge and uses it to plan and implement more effective instruction that serves the needs of all students.

We also realize that attitudes and behaviors are incredibly important. They are just the antecedents to success in school. Click [here](#) for a description of skills and attributes of a successful learner that all our teachers are fostering in students.

Pairing the implementation of more effective grading practices with these aspects of UDL will help all students learn.

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 instruction.
Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
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) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

Based on Fall Technology Integration staff survey data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies within instruction
- Utilizing digital tools to enhance learning and ensure student access to content
- Applying Ed Tech Learning Standards across content areas

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 2019. During that year, the participation rate was not met.

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.³ 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
	Parent Wolf Chats	2021-2022
	Parent Equity Team	2021-2022
	PTSA Meetings	2021-2022
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Weekly Wolf Update	2021-2022
	Website	2021-2022

³ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>