

Eastlake High School

School Improvement Plan

Annual Update: 2022-23

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

SCHOOL OVERVIEW

Description: Eastlake High School is in an upper middle-class community in Sammamish, Washington. Eastlake opened in 1993 and serves more than 2000 students. We are one of four comprehensive high schools in the Lake Washington School District, a suburban school district on the Eastside of King County that includes Sammamish, Redmond, and Kirkland. Our District has more than 55 schools and 30,000 students. Eastlake has spent years implementing Professional Learning Communities (PLCs) which focus 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. We believe 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). We offer a wide range of courses including Advanced Placement (AP), Career and Technical Education (CTE), Honors, and College in the High School. Our students can also participate in Running Start (attend a local college and receive both high school and college credit) and WANIC (an advanced CTE consortium of eight local school districts).

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

2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Science	Grade 9	More than 98% of students earn credit.
2	English	Grade 9	More than 98% of students earn credit.
3	Data-based decision making	Grades 9-12	More students will remain in their classrooms during class time, compared to last year. Our tardy rate will decrease, fewer students will leave their classroom, and bathroom/other breaks will be quicker.

¹ LWSD School Board Approval on <insert date>

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) and/or Student Group(s)	Grade 9	
Desired Outcome	More than 98% of students earn 1.0 credit.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Research shows that earning all credits in Grade 9 dramatically increases the likelihood of high school graduation. This was intended to be a two-year goal. Last year we did not meet our goal, with 612/630 freshmen earning 1.0 credit in Biology (97.1%). This year started off worse with 94.5% passing Biology in T1. We will continue this goal for 2022-2023.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Science Lab	Overall percentage of Grade 9 students who pass Biology
	Students in Jeopardy (SIJ)	Each student who does not pass Biology for T1 or S1 will be designated a SIJ for additional support
	AVID class	Overall percentage of Grade 9 students who pass Biology
	AVID strategies	Promoting rigor through WICOR: Writing, Inquiry, Collaboration, Organization, Reading
	Equitable Grading Practices	PCCs have made decisions for equitable grading practices for their courses
	Wolf Time	Students can select which course and teacher for additional support
	Universal Design for Learning	Staff PD; Formal and informal observations
	Equity Team analyzes student data	Are some students not passing at a higher rate than others?
Timeline for Focus	Fall, 2021 - Spring, 2023	
Method(s) to Monitor Progress	Eastlake has established 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.

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 we later 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 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.

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	English	
Focus Grade Level(s) and/or Student Group(s)	Grade 9	
Desired Outcome	More than 98% of students earn 1.0 credit.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Research shows that earning all credits in Grade 9 dramatically increases the likelihood of high school graduation. This was intended to be a two-year goal. Last year we met our goal, with 622/630 freshmen earning 1.0 credit in English (98.7%). However, we will continue this goal for 2022-2023 because this year started off worse with 94.7% passing English in T1.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Literacy Lab	Overall percentage of Grade 9 students who pass English
	Students in Jeopardy (SIJ)	Each student who does not pass English for T1 or S1 will be designated a SIJ for additional support
	AVID class	Overall percentage of Grade 9 students who pass English
	AVID strategies	Promoting rigor through WICOR: Writing, Inquiry, Collaboration, Organization, Reading
	Equitable Grading Practices	PCCs have made decisions for equitable grading practices for their courses
	Wolf Time	Students can select which course and teacher for additional support
	Universal Design for Learning	Staff PD; Formal and informal observations
	Equity Team analyzes student data	Are some students not passing at a higher rate than others?
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	Eastlake has established 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 English. 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.	

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.

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Priority #3

Priority Area	Attendance	
Focus Area	Data-based decision making	
Focus Grade Level(s) and/or Student Group(s)	Grades 9-12	
Desired Outcome	More students will remain in their classrooms during class time, compared to last year. Our tardy rate will decrease, fewer students will leave their classroom, and bathroom/other breaks will be quicker.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Our school has had challenges with students who come to school but do not remain in their classrooms.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Hall passes system implemented	Students carry hall passes, remain in their wing, and do not gather in groups during class time
	Tardy rates monitored	Weekly report generated and shared
	Positive and negative consequences based on tardies	Daily announcements, weekly newsletters, automated calls to families, pizza lunches
	Revised SSPS/Admin supervision plan	Visible supervision in hallways
	Increase accurate tardy attendance	Office staff responsible for entering attendance for students late to 7:30 start of school
	Learn reasons for tardies	Meeting notes
	Develop our MTSS Team to continue to develop our Tier 1 and Tier 2 interventions	Meeting notes
	Equity Team analyzes student data	Are some students tardy at a higher rate than others?
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	<p>We have implemented several strategies this year to decrease the number of students in the hallways during class time and we will continue to monitor tardies/skips and adjust our responses.</p> <ul style="list-style-type: none"> - We created durable hall passes that have classroom numbers and are color-coded for each wing. Students are expected to remain in their wing, carry a pass, and not gather in groups. - We revised our SSPS/Admin supervision plan so the high-traffic areas are monitored more closely and so our supervision is more visible to students and staff. - We are generating weekly tardy reports that show the number of daily tardies and the students with the most tardies. 	

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| | <ul style="list-style-type: none">- We are developing positive and negative responses based on our tardy reports. This includes a new automatic phone call to families for each tardy, messages in our family newsletter, information and appeals on our Pack News, tickets to pizza lunches by lottery for students who arrive on time, and lunch detention for students with the most tardies each week. We will continue to monitor our data and adjust when needed.- We will discuss tardies with students to learn their stories. Why are some students chronically tardy? Can we overcome some barriers?- We will periodically run reports to learn if some teachers are not reporting accurate attendance. If so, we will meet with them to discuss the need for accurate reporting.- We developed an ID card scanning system to quickly and accurately take attendance of students who come to school late. |
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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.

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.² 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
	Equity Team, and PTSA Diversity, Equity, and Inclusion reps	2022-2023
	Student Wolf Chats	2022-2023
	Feedback received by admin and counselors from students and families	2022-2023
	Consult Panorama data	Fall 2022

² LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Included in weekly family newsletter	2022-2023
	Posted to Eastlake website	2022-2023
	Shared with PTSA co-presidents and board meetings	2022-2023