

# EASTLAKE HIGH SCHOOL

## School Improvement Plan

### Annual Update: 2023-24

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

#### SCHOOL OVERVIEW

**Description:** Eastlake High School is in an upper middle-class community in Sammamish, Washington. Eastlake opened in 1993 and serves more than 2400 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.*

#### 2023-24 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	English Language Arts and all other subjects	9 – 12 grades, all subjects	By April 15 <sup>th</sup> , 2024 all teachers will implement at least two specific UDL instructional strategies that include all students with various needs in the general education curriculum and coursework.
2	Math and all other subjects	Multi-Lingual students in grades 9 – 12, all subjects	Our multilingual learners will fail fewer courses this year (2023-2024) than they did last year (2022-2023) as measured by the number of N grades at the end of first and second semester.
3	Social and Emotional	9 – 12 grades	By April 15 <sup>th</sup> , 2024, our school community will understand our multi-tiered system of supports. Students, parents, and staff will understand how to access our interventions, as measured by participation rates in selected programs, staff survey data, and feedback from student and parent focus groups.

<sup>1</sup> 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.

<b>Priority #1</b>		
<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	Universal Design for Learning (UDL)	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	9 – 12 grades, all subjects	
<b>Desired Outcome</b>	By April 15 <sup>th</sup> , 2024 all teachers will implement at least two specific UDL instructional strategies that include all students with various needs in the general education curriculum and coursework.	
<b>Alignment with District Strategic Initiatives</b>	Inclusion	
<b>Data and Rationale Supporting Focus Area</b>	Academic Instruction is component 3.2 in the Fidelity Integrity Assessment (FIA). During our FIA self-assessment this was one of our two lowest-rated components. Although we have many pockets of greatness, we cannot say we have consistent use of UDL strategies in every classroom for every lesson.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Teacher PD on Instructional Playbook	LEAP agenda for district and building professional development  District PD on Dec 7 for ML and inclusion differentiation strategies
	Teachers self-select into Instructional Playbook cohorts, more PD, and then commit to implementing a strategy from their theme	Roster of teacher cohorts List of strategies each teacher commits to trying
	Teachers in cohorts reflect and give/receive feedback on their strategies	LEAP agenda and teacher reflections
	Teachers commit to a second strategy from their theme	LEAP agenda and list of strategies that each teacher commits to trying, followed by teacher reflections
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2024	
<b>Method(s) to Monitor Progress</b>	We will ask teachers to share out the strategies they commit to trying in their classrooms. We will collect and share out the combined list.	

**Priority #2**

<b>Priority Area</b>	Mathematics	
<b>Focus Area</b>	Multi-Lingual students earning more credits	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Multi-Lingual students in grades 9 – 12, all subjects	
<b>Desired Outcome</b>	Our multilingual learners will fail fewer courses this year (2023-2024) than they did last year (2022-2023) as measured by the number of N grades at the end of first and second semester.	
<b>Alignment with District Strategic Initiatives</b>	Equity	
<b>Data and Rationale Supporting Focus Area</b>	Analysis of credits earned from S1 and S2 of the 2022-2023 school year show ML students have a lower rate of passing classes compared to their non-ML peers. Also, ML students who are not passing a class at the end of first quarter fail that class at the end of first semester at a higher rate than their non-ML peers who are failing at the end of first quarter. We are also seeing ML students having a higher number of missing assignments, on average, compared to non-ML students. Although this goal and these strategies apply to all subject areas, ML students earn more N grades (no credit) in math classes than in any other subject.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Provide PD to teachers in UDL strategies, using the Instructional Playbook	LEAP agenda List of strategies that each teacher commits to implementing District PD Dec 7 on differentiation strategies for ML students
	Provide frequent practical ML tips and strategies to teachers	Strategies included in weekly staff newsletter
	Pay teachers 2 <sup>nd</sup> and 4 <sup>th</sup> quarters to provide extra support to ML students who fail classes 1 <sup>st</sup> and 3 <sup>rd</sup> quarters.	Staff newsletter: offer to pay teachers the curriculum rate to provide extra support to ML students who are failing.
	Invite focus groups of ML students to at least two listening sessions to lean their attitudes, beliefs, supports, and barriers	Notes from meetings
	International Parent Night, for parents who did not attend high school in the US	Newsletter to invite parents PPT for this event
	Counselor/admin teams monitor bi-weekly D/N report for ML students, and provide targeted intervention	Meeting minutes
	Invite ML students to participate and be represented by our Student Equity Board	Student Equity Board roster

	Principal visits ML students biweekly to discuss coming events	Principal Outlook calendar and
	Equity Book Club for students and staff	Student and family newsletter information and updates
	Equity Team book study: We Got This	Meeting minutes
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2024	
<b>Method(s) to Monitor Progress</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester report cards for ML students	

**Priority #3**

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	MTSS	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	9 - 12 grades	
<b>Desired Outcome</b>	By April 15 <sup>th</sup> , 2024, our school community will understand our multi-tiered system of supports. Students, parents, and staff understand how to access our interventions and supports, as measured by participation rates in selected programs, staff survey data, and feedback from student and parent focus groups.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	Behavior/Social Emotional Instruction is component 4.2 in the Fidelity Integrity Assessment (FIA). During our FIA self-assessment this was one of our two lowest-rated components. Although we have established lessons and established interventions, our school community is not sufficiently aware of some components and does not have a shared understanding of our MTSS as a system that provides increasing levels of support to all students who need it.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Counselors target one theme each month (mental health, bullying, suicide awareness, etc) and communicate information and resources	Counseling section of student and family newsletters
	Counselors implement 'toilet talk' with informative flyers posted in bathroom stalls	Toilet talk flyers created and posted
	Principal introduction in staff and in student/family newsletters help promote awareness of our interventions and supports	Staff and student/family newsletters
	Quarterly MTSS meetings for counselors, health teachers, administrators, and selected specialists to discuss interventions and supports for different student challenges, with the goal being to better plan and deliver helpful information and support to our students and families	Meeting agendas  Improved alignment of information by our staff and programs
	We will assess awareness and understanding of our interventions and supports from staff, students, and families	Staff surveys  PTSA meeting agendas and notes  Student equity board agendas
<b>Timeline for Focus</b>	Fall, 2023 - Spring, 2024	

<b>Method(s) to Monitor Progress</b>	Quarterly MTSS meetings for counselors, health teachers, administrators, and selected specialists; counseling department monthly plans; health teachers unit plans; school newsletters
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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.<sup>2</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Staff meetings, department chair meetings, classified staff meeting	September – November 2023
	Student Equity Board discussion	October 2023
	PTSA general membership meeting; PTSA board meeting	October – November 2023
	Panorama participation	Spring 2023 and Fall 2023

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

<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Staff newsletter (the Howl)	Fall 2023
	Student and family newsletter (Wolves Weekly Update)	Fall 2023
	Posted to Eastlake website	2023 - 2024