

**SCHOOL NAME**  
**School Improvement Plan**  
**Annual Update: 2024-25**

*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.*

**2024-25 PRIORITIES AT A GLANCE**

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Math and all other subjects	9-12 grades, all subjects	Our multilingual learners (ML students) will earn credit in all of their classes.
2	English Language Arts	9-12 grades	All students will read at an approaching/at grade level standard as indicated by the Common Lit Close-Read Post-Assessment appropriate for their grade level.
3	Social and Emotional	9-12 grades	Our school community will understand our multi-tiered system of supports. Students, parents, and staff will understand how to access our interventions.

<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>	Mathematics	
<b>Focus Area</b>	ML students	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	ML students in grades 9-12.	
<b>Desired Outcome</b>	ML students will earn credit in all of their classes.	
<b>Alignment with District Strategic Initiatives</b>	Equity	
<b>Data and Rationale Supporting Focus Area</b>	Analysis of credits earned from the past two school years show ML students have a lower rate of passing classes and earning credit 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. We are also seeing ML students having a higher number of missing assignments, on average, than 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 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 learn 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
	Coordinate work with two counselors and three ML teachers; support their Student Growth Goals that support ML students.	Notes from monthly meetings
	Support our two ML co-taught Humanities blocks (ELA and SS)	Notes from meetings and drop in visits.

<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2025
<b>Method(s) to Monitor Progress</b>	Biweekly D/N list; 1 <sup>st</sup> and 2 <sup>nd</sup> semester report cards for ML students

**Priority #2**

<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	Building critical literacy skills and independent readers	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	9-12 grades, students enrolled in English Language Arts	
<b>Desired Outcome</b>	All students will read at an approaching/at grade level standard as indicated by the Common Lit Close-Read Post-Assessment appropriate for their grade level.	
<b>Alignment with District Strategic Initiatives</b>	Equity	
<b>Data and Rationale Supporting Focus Area</b>	10 <sup>th</sup> & 11 <sup>th</sup> grade students meeting ELA standard on the SBA is trending downwards from 94% in 2018 to 89% in spring of 2024. Because SBA no longer publishes skill strand data, teachers are left without adequate rationale for the decline nor are they able to identify target skills. To better understand student achievement as well as need in the areas of literacy, we are implementing two alternate assessments to identify literacy skills.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Provide staff training for Common Lit	October 2024 webinar for ELA teachers
	Administer Common Lit Pre, Mid, and Post Assessment to all students in 9-12 ELA	Common Lit data dashboard
	Implementation of numerous co-teach classes to support students with greatest need; 9 <sup>th</sup> grade gen-ed, multi-lingual, and SPED; 10 <sup>th</sup> grade multi-lingual and SPED; 11 <sup>th</sup> grade SPED; 12 <sup>th</sup> grade SPED	Co-taught classes shown on our master schedule
	Pilot Universal Screener for 9 <sup>th</sup> grade students (ROAR, Stanford); using data for continued skill identification/remediation	ROAR data dashboard, 9 <sup>th</sup> PLC team meetings with district team/Stanford
	Common Lit Data Dive with grade level PLCs to uncover target students and target skills	November-December; compiled data with data dive protocol, PLC meeting minutes
	Ongoing teacher professional development on teaching literacy skills in secondary classroom	-“It’s Never Too Late to Read” workshop with Dr. Anita Archer October 2024  -Literacy instructional practices during LEAP  -Literacy Cohort with Linda Christensen focusing on delivering routine skill practice in the classroom

<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2025
<b>Method(s) to Monitor Progress</b>	Administration of Common Lit Mid-Year Assessment in Winter 2025 and Post-Assessment in Spring 2025.

**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>	Our school community will understand our multi-tiered system of supports. Students, parents, and staff will 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 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, and 'toilet talk' flyers posted in each bathroom stall of each student and staff bathroom
	Mental Health audit with counselors, health teachers, admin, district staff, and LWSF. Discuss what we do now and determine whether to purchase and implement additional curriculum and/or interventions.	Meeting notes. Possible adoption and implementation of new intervention.
	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  FIA
<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2025	
<b>Method(s) to Monitor Progress</b>	Monthly pulse meetings for counselors and administrators; formal and informal observations of health teachers and their unit plans; school newsletters	

## 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>
	PTSA General Membership Meeting; PTSA Board Meeting	August – December 2024
	Staff meetings, department chair meetings, staff pulse meetings, classified staff meetings	September – December 2024
	Student Equity Advisory Board	Fall 2024
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	PTSA General Membership Meeting; PTSA Board Meeting	December 2024 and January 2025
	Staff newsletter (The Howl)	December 2024
	Student and family newsletter (Wolves Weekly Update)	December 2024

<sup>2</sup> LWSD’s policy is found at: <https://go.boarddocs.com/wa/lwsd/Board.nsf/goto?open&id=BSCTAP76757A>

	Posted to Eastlake website	2024 - 2025