

Eastlake High School

School Improvement Plan

Annual Update: 2025-26

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 2500 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.*

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	9th grade credits <i>(accrue 6+ credits)</i>	9th grade	All 9th grade students with an IEP will earn 6+ credits.
2	All LWSD students graduate <i>(focus on subgroup that is not graduating at high rate)</i>	ML students	ML students will graduate at the same rate as our overall graduation rate, with the goal of 100% of all students graduating.
3	Social Emotional Learning <i>(attendance, referrals, sense of belonging)</i>	Attendance for all students in grades 9-12	The total number of tardies and unexcused absences for our school will decrease, and the number of students with many tardies and/or chronic unexcused absences will decrease.

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	9th grade credits (<i>accrue 6+ credits</i>)	
Focus Grade Level(s) and/or Student Group(s)	All students in 9 th grade who have an IEP.	
Focus Area	9 th grade students with an IEP earning 6+ credits.	
Desired Outcome	All 9 th grade students will earn 6+ credits, including students with an IEP.	
Current Data Supporting Focus Area	- Our school and district changed from a 7-credit schedule to a 6-credit schedule; students no longer have a large buffer of 'extra' credits. A student who fails courses in 9th grade is at greater risk now of not graduating on time. - Eastlake has 44 freshmen who have an IEP (7% of freshmen). Of these 44 students, more than half of them (24 of the 44) have at least one D or N at the end of 1st quarter. These 24 students are in danger of not passing their classes and earning full credit.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Link Crew teams for all freshmen	LC Leaders recruited and trained. Incoming freshmen orientation before 1 st day of school. Ongoing LC activities during year
	Homeroom activities for freshmen	Freshman HR Coordinator Freshman-only activities planned
	Counselors and administrators identify, monitor, and connect with freshmen in their alpha who are on the D/N list.	Spreadsheets maintained that show freshmen from the D/N list, whether there is a case manager, information known, and what has been tried and what is next.
	Almost all freshmen with IEPs are in co-taught English and/or math. We will ensure all co-taught teachers receive training for co-taught instructional strategies.	Teachers complete Cornerstone PD for co-teachers. Teachers attend Eastlake PD on 'how to co-teach' instructional strategies, and discuss what works and what does not.
	After 1 st semester encourage teachers to timesheet additional work with students to improve any N grade to passing grade.	Teachers submit grade change request forms.
	Counselors will develop graduation plan for any freshman with 1 st semester N grade, such as Credit Recovery class for 2 nd semester or Summer School.	Freshmen with 1 st semester N grades have individual graduation plan.

Strategy to Engage Students, Families, Parents and Community Members	Incoming Freshman Parent Night in Spring. Incoming Freshman invited in during Wolf Strong Week in Spring. Registration support in Spring for incoming freshmen. New flexibility to change from Honors to On-level English or social studies with no penalty. Freshman Parent Night during LEAP week. Message to families at the end of 1st quarter: explain how and why to check grades in Skyward. Administrators will attend professional development by Dr. Karen Mapp to learn additional family engagement strategies, and we plan to apply to be a focus school to continue this work throughout the year.
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	Counselors and alpha admins monitor D/N grades for freshmen. Admin team discusses format/agendas of admin/counselor meetings where they discuss their alpha list every week. Develop individual graduation plans for each freshman with an N grade for 1st quarter. At the end of each quarter compare D/N numbers to last year's numbers. At the end of 1st semester collect grade change request forms from teachers who continue to work with freshmen who received an N grade, and schedule counselor/admin meeting to discuss schedule changes into credit recovery class.

Priority #2

Priority Area	All LWSD students graduate <i>(focus on subgroup that is not graduating at high rate)</i>	
Focus Grade Level(s) and/or Student Group(s)	ML students	
Focus Area	ML students have been graduating at a lower rate than our overall school's graduation rate.	
Desired Outcome	ML students will graduate at the same rate as our school's overall graduation rate, with the goal of 100% of all students graduating.	
Current Data Supporting Focus Area	For the graduating class of 2024, 66.7% of ML students graduated on time, compared to our overall graduation rate of 97.68%. The graduating class of 2025 had only ten ML seniors: Five (50%) graduated on time, one (10%) did not, and four (40%) have IEPs and are continuing their high school education at our district's Transition Academy.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Biweekly D/N list sent to all counselors, case managers, ML teachers, and administrators.	Biweekly emails are sent to this team.
	ML case managers and administrators identify, monitor, and connect with ML students who are on the D/N list. Counselors determine whether grad requirement or elective.	Spreadsheets maintained that show ML students from the D/N list, IEP/504 status, information known, what has been tried and what is next. Communication logs.
	Street data from ML students. How are they doing? What are their challenges? What are we doing that supports them? What else should we do? What should we learn?	Notes from student discussions. Discuss notes at admin/counselor pulse meeting for possible next steps.
	ML teachers regularly include ML instructional tips and strategies in our school's staff newsletter.	Tips and strategies are included in the newsletter.
	Instructional strategies that support ML students are regularly highlighted in our Classrooms of the Week.	Classrooms of the Week articles
	Message sent to all teachers at end of 1 st and 3 rd quarter, emphasizing the challenges of ML students passing at the end of the semester if they are failing at the mid-point.	Messages sent to all teachers that describe this challenge and emphasize its importance.
	After 1 st semester encourage teachers to timesheet additional work with students to improve any N grade to passing. Also consider	Teachers submit grade change request forms. Counselors process schedule changes.

	<table border="1"> <tr> <td>schedule changes into Credit Recovery class for 2nd semester.</td><td></td></tr> </table>	schedule changes into Credit Recovery class for 2 nd semester.	
schedule changes into Credit Recovery class for 2 nd semester.			
Strategy to Engage Students, Families, Parents and Community Members	Street data from parents at our International Parent Night. Invitations sent to all parents of ML and exited ML students. What do they think about our school's support for their students? What do they appreciate? What can our school do better? What should we know?		
Timeline for Focus	Fall, 2025 - Spring, 2026		
Method(s) to Monitor Progress	Monitor ML students who are on our D/N list. Regularly ask ML teachers to show how they track the status and next steps for students who are failing one or more classes.		

Priority #3

Priority Area	Social Emotional Learning (<i>attendance, referrals, sense of belonging</i>)	
Focus Grade Level(s) and/or Student Group(s)	All students in all grades 9-12.	
Focus Area	Tardies (T and L) and unexcused absences (U and W)	
Desired Outcome	The number of tardies (T and L) and unexcused absences (U and W) will decrease this year when compared to last year: - The total number of T/L for our school will decrease. - The number of students with 20+ T/L will decrease. - The total number of U/W for our school will decrease. - The number of students with 20+ U/W will decrease.	
Current Data Supporting Focus Area	Last year our students were Tardy or Late 11,892 times for their academic classes (does not include Wolf Time). This is an undercount; some teachers started recording their attendance several minutes into the class period because so many students were chronically late. Last year 130 students were marked T/L 20+ times. Last year 2194 students had at least one unexcused absence (U or W), and 711 students had at least 20.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Explain to students and families the importance of regular punctual attendance.	Messages included in newsletters.
	Assigned academic intervention teachers to develop and implement interventions for tardies and for unexcused absences.	0.6 FTE for unexcused absences intervention. 0.4 FTE for tardies intervention.
	Interventions developed for different thresholds of T/L and U/W, with increasing consequences for increasing levels. (see below)	Spreadsheets maintained to show students at different levels of intervention.
Strategy to Engage Students, Families, Parents and Community Members	Interventions for both tardies and for unexcused absences: - Level 1: Email sent to students and parents, informing them of the problem and why this is important. - Level 2: Meet with student, start learning about student, assign detention, inform parents. - Level 3: In person meeting with parents, learn story of each student, discuss with Engagement Specialist (Becca) and counselor. Connect with teachers when appropriate (Is this only 1st period? Only homeroom? Only recently? Only math?). - Level 4: Consider 2-week loss of privileges such as parking permit, participation in clubs or sports, off campus privileges during lunch.	
Timeline for Focus	Fall, 2025 - Spring, 2026	

Method(s) to Monitor Progress	Principal regularly meets with academic intervention teachers for tardies and for unexcused absences to discuss numbers of students at each level, what is working well, what are the challenges, and any possible changes. Share monthly data with staff and community.
--------------------------------------	--

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.