

Continuous Improvement Process Plan

Eastlake High School

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2017 -
2018



Lake Washington
School District

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Lake Washington School District

2017 - 2018

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Eastlake High School 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 personalized and compassionate culture.

Eastlake 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).

Eastlake Mission

Developing the character and intellectual strengths for individual and shared success

Eastlake Values

- Intellectual strengths such as curiosity, creativity and effective communication
- Personal attributes such as integrity, responsibility and reflection
- Interpersonal attributes such as empathy, teamwork and service
- Compassion and appreciation for authenticity and diversity
- Growth through initiative, work ethic and perseverance
- Balancing competition and ambition with gratitude and wellness

Wolf Strong, Pack Strong

Eastlake High School continues to excel in student achievement as noted by our graduation rates and standardized test scores. Furthermore, a high percentage of graduates leave Eastlake to continue their education at universities and technical schools.

Eastlake has consistently received the Washington Achievement Award for Overall Excellence. Building on past success, Eastlake will continue to provide an incredible learning experience for students both inside and outside of the classroom.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance 2016-17	Target Performance 2018
		District	District	District
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84% 2012	88.4%	92%
	% of 10 th graders accumulating 12.0 credits	74% 2012	83.6%	90%
	% of 11 th graders meeting or exceeding state standards in Literacy		87.1%	97%
	% of 11 th graders meeting or exceeding state standards in Math*		94.5%	87%
	% of 10 th graders meeting or exceeding state standards in Biology	79.4% 2012	85.5%	90%
High School Students Graduating Future Ready	% on-time graduation rate	88.6% <i>class of 2013</i>	91.7%	100% <i>class of 2018</i>
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	83.2% 2014	TBA	95% <i>class of 2018</i>
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	80% <i>class of 2015</i>	88% <i>class of 2018</i>

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)

Process to determine School Performance Targets:

The Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	89%	89%	93.2%				
	% of 10 th graders accumulating 12.0 credits	87%	88%	86%				
	% of 11 th graders meeting or exceeding state standards in Literacy	<5%	92.8%	90.6%				
	% of 11 th graders meeting or exceeding state standards in Math*	97.2%	96.3%	95.9%				
	% of 10 th graders meeting or exceeding state standards in Biology	93.5%	91%	90.9%				
High School Students Graduating Future Ready	% graduation rate	95.5%	93.6%	97.7%				
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	88.6%	88%	89.1%				
	% of graduates enrolled in post-secondary institution within 2 years of graduation	84% for Class of 2012	88% for Class of 2013	80%				

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
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- Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)

The following steps have been taken to achieve a 95% participation rate for state assessments:

- Common language on the importance of state testing is used by all schools in the district with links to the main district website. Links on the website provide access to the ReadyWA documents.
- Late start schedules have been developed to ensure students that are testing are not missing other courses.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association. The language of “refusal” is being used instead of “opt out.”

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data

	Goal	Achievement
Literacy:	The Humanities department will increase the overall SBA ELA score from 96 percent proficiency rate to 97 percent proficiency rate. Specifically, we would like to focus on Reading and Listening sections and ensure that we have zero or one percent below standard.	<p>During the 2016-2017 school year, four juniors didn't take the ELA SBA. Overall, 93.5% of students who took the SBA passed the ELA SBA.</p> <p>During the 2016-2017 school year, 98.1% of students who took the ELA SBA were at/near/above standard in the reading claims and 97.8% of students who took the ELA SBA were at/near/above standard in the listening claims.</p>
Math:	Through course embedded common core activities and having many more students taking the assessment, Eastlake will improve the percentage of students passing the SBA to greater than 80 percent.	In the 2016-2017 school year, Eastlake had 331 students, in Grades 9-11 take the Math SBA. Of those, 85.2% passed.
Science:	Through intentionally designed Science Lab, Homeroom Interventions and quality classroom instruction, we will increase our score on the Application strand of the EOC from 71.9 percent in 2016 to 77.0 percent in 2017. We will also need to continue the transition to the Next Generation Science Standards.	During the 2016-2017 school year, 83.9% of students who took the Bio EOC passed the Application Strand.

Achievement Gap:	For the 2016-2017 school year, the percentage of students with an IEP who earn an F in one or more classes will decrease from 15 percent during the 2015-2016 school year to fewer than 10 percent in the 2016-2017 school year.	7.3% of students with an IEP earned an F in one or more classes
On-Track Credits:	Through intentional interventions and supports, we will increase the number of 9 th graders earning at least six credits from 93.2 percent in the 2015-2016 school year to 95 percent in the 2016-2017 school year.	93.2% of 9 th graders earned at least six credits
College and Career Readiness:	During the first five weeks of the 2016-2017 school year Eastlake student schedule changes resulted in 60 drops from AP and UW courses, which was 5.0 percent of the starting student count. During the first five weeks of the 2017-2018 school year student drops from these courses will decrease to fewer than 4 percent of the starting student count.	6.8% of student schedule changes resulted in drops from AP and UW courses
School Effectiveness:	<p>Through both formal and informal observations, we will increase the percentage of teachers who agreed mostly or completely with the statement that “Teachers receive regular feedback on how they are doing” from 50.9 percent to greater than 70 percent as measured by the 2017 Nine Characteristics of Highly Effective Schools.</p> <p>Through both formal and informal observations, as well as professional development opportunities like Cycles of Inquiry, Teacher Learning Walks, Student Shadows,</p>	<p>Agree mostly or completely with the statement that “Teachers receive regular feedback on how they are doing” - 47.9%</p> <p>Agree mostly or completely with the statement that “Staff members get help in areas they need to improve” - 52.1%</p>

	Professional Learning Coaches and Professional Learning Classes, we will increase the percentage of teachers who agreed mostly or completely with the statement that “Staff members get help in areas they need to improve” from 56.4 percent to greater than 70 percent as measured by the 2017 Nine Characteristics of Highly Effective Schools	
Attendance:	For the 2016-2017 school year, overall absences will decrease by 10 percent from the 2015-2016 school year and students with 5 or more unexcused absences will decrease by 10 percent. Additionally, average absences overall for students with 5 or more unexcused absences will decrease to less than 20.	Overall absences increased during the 2017-2018 school year. However, this is in part due to the growing population of Eastlake students. If you look at average attendance per student, unexcused absences decreased from 2.37 to 1.88 unexcused absences per student. However, overall absences increased from 8.87 to 9.36 absences per student. Students with 5 or more unexcused absences remained stable.
Discipline:	For the Eastlake students who are suspended during the 2016-2017 school year, the percentage of students that will be able to maintain or increase their GPA during the semester in which they are suspended will increase from 46 percent (2015-2016) to 55 percent (2016-2017).	During the 2016-2017 school year, 53.6% of students who were suspended maintained or increase their GPA during the semester in which they were suspended.

Narrative Reflection

Narrative Reflection	
Process:	Besides the safety and security of students, our top priority remains implementing high quality instruction in every class, every day. We break down our instructional improvement plan into three components. First, principals work with individual

teachers to provide consistent and clear feedback in order challenge and engage students in well-designed instruction.

Second, teams of teachers work together in the collaborative planning, implementation and assessment of high quality instruction. To support our Professional Communities of Collaboration (PCCs), which encompasses Criteria 8 of the Danielson Framework by Washington State Criteria, we have spent time understanding and implementing strategies for smarter, more effective teaming.

Finally, our instructional improvement plan aligns timely, job-embedded professional development to the individual needs of teachers. We offer learning coaches, teacher learning walks, student shadows and professional learning classes to support our individual and collective improvement. This year, each teacher also chose an instructional area of focus to conduct action research through a cycle of inquiry. The first step in this cycle of inquiry had teachers look at data and self-assess. Prior to the start of school, they looked at a lot of Eastlake data, PCC data and their individual classroom data. Afterwards, they analyzed their 2016-2017 evaluation and then self-assessed using the Danielson Framework for Teaching. Step 2 of the cycle of inquiry asked them to choose an area of focus and then during the first PGE LEAP in August they developed a plan for professional development and data collection.

We also stay focused on our common goals.

Eastlake Common Goals

- Support students through a positive, personalized and inspiring culture
- Engage and challenge students through well-designed instruction
- Support students in their development of character and citizenship
- Provide students the time and support to meet our high expectations
- Provide students with the knowledge and skills to make thoughtful decisions in high school and beyond (post-secondary plan)

Support students through a positive, personalized and inspiring culture

Our focus on school culture and “Servant Leadership” ensures students feel valued and connected. Our leadership students work to build school spirit and a sense of community that resonates throughout the school. They also incorporated their credo in all their actions and activities.

Student Credo

“Here at Eastlake, through intentional actions, we can create an environment where students and staff can safely fail, feel appreciated and feel loved. This is Eastlake. This is home. This is family. WSPS.”

In addition to the efforts of our leadership students, our coaches remain committed to providing an incredible experience for students in the pool, on the course or between the lines on the court. Our club advisors also commit themselves to providing an amazing experience for students, allowing them to learn while pursuing their passions. These activities also educate, teaching life lessons about effort, teamwork and perseverance, important concepts in our Eastlake Values.

Teachers also make an intentional effort to create a positive, personalized and inspiring culture. We work as a staff to consistently show up with a positive demeanor. We learn strategies for developing quality student relationships and how to establish a classroom belief in growth mindset, where students understand that intelligence is fluid not fixed, where they believe that with practice and perseverance they can learn to draw or be good at math.

Teachers also understand that quality relationships improve student learning. That’s why they stand at their doors to welcome students prior to class. That’s why they smile, ask students questions about their lives and honestly listen to the answers. That’s why they use names when they call on students in class.

It’s all these little things that allow big things to happen. That’s how we try to make every student feel like school is just an extension of home.

Engage and challenge students through well-designed instruction

The Eastlake Mission outlines our efforts to develop both the intellectual strengths and character in students. We want students to know the quadratic formula and understand the lessons of history, but we also want them to learn how to think critically, creatively and independently. To translate our mission

into action, we challenge and engage students in well-designed instruction. We want students to transcend strategic compliance and become authentically engaged, where they perceive their schoolwork as interesting, important and relevant. Where they don't just go through the motions and play school, but rather get fired up about issues and fascinated by the complexities of our world around them.

We also want to challenge students in the right way, where we focus on depth and complexity and not just content coverage and factual regurgitation. Where we differentiate appropriately to push students past their comfort zone, but not overwhelm them to the point of exhaustion or frustration.

Finally, we want to design lessons that align to how students learn. Our teachers create a student-centered environment through instructional strategies such as Problem Based Learning and Socratic Seminars.

Our teachers understand that incorporating movement into instruction helps students learn. Our teachers understand the brain science of attention spans and use this knowledge to inform their lesson pacing and transitions.

At Eastlake, we have a relentless focus on the culture of school and the quality of instruction inside the classroom.

Support students in their development of character and citizenship

Eastlake has a holistic perspective on education, where we not only teach students to think but to act and interact in a healthy and helpful manner. We want to help students conduct themselves responsibly and with integrity. We want students to understand the importance of personal wellness, where ambition and competition are not at the expense of each other, or one's own mental health. We want to not only put students in groups to learn, but teach them to learn as a group.

Research suggests that performance character such as work ethic and the ability to persevere through challenge are more predictive of long term success than GPA and SAT, so we help students form habits, that will then form them for the rest of their lives. In Grade 9, we leverage the AVID WICOR strategies to teach skills such as organization and note-taking. These students also learn time-management and the importance of goal setting, progress monitoring and reflection, because we know that sometimes it's about working smarter, and not just harder.

Through classroom content and instruction, students learn the importance of civic engagement and social justice. Students also learn about the biology of the teenage brain and how it connects to learning and decision making.

We make a plan, and take intentional steps to help students become better people and more productive citizens.

Provide students the time and support to meet our high expectations

Eastlake has also 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 Math, Science, Literacy and World Language. 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.

Provide students with the knowledge and skills to make thoughtful decisions in high school and beyond

Through our High School and Beyond Plan, we provide a lot of guidance and resources that help students become future ready. In Grade 9, students become more self-aware through personality, learning style and interest inventories. Throughout high school they then have an opportunity to update this information and use it in their college or career exploration.

We use a program called Career Cruising to support this work. We hope all of this helps students make thoughtful decisions as they choose classes, and begin to determine their future ambitions. This also provides Eastlake staff with valuable information that we can utilize to determine college visits, career speakers, and even course offerings here at Eastlake.

This CIP reflects, in part, our overall quest at continuous improvement and the contributions from administrators, instructional leaders and all teachers. We have worked as an entire staff, and in teams, to reflect on both qualitative and quantitative data, including perception data, in order to inform the direction of our school and the instruction in our classes.

Literacy:	All the individual strands are higher than the overall percentage because the overall percentage counts students who did not take the assessment as not meeting standard on the assessment.
Math:	This year, the Math Department has implemented a new math curriculum that aligns to the Math CCSS. Hopefully, this new curriculum will result in a higher percentage of students passing the Math SBA.
Science:	Students continued to pass the Biology EOC above 90%. However, the Biology EOC has been discontinued. The new Science assessment, Washington Comprehensive Assessment in Science, will be given to 11 th graders in the Spring of 2018, but will not be a graduation requirement until the Class of 2021.
Achievement Gap:	Over the past years, the Special Education department has focused on supporting students in general education classes through helping teachers modify and accommodate assignments and assessments. Through this work, students in Special Education earning an F in a class decreased from 15% during the 2015-2016 school year to 7.3% during the 2016-2017 school year.
On-Track Credits:	Through targeted interventions and a revision of Student Intervention Teams, the percentage of 9 th graders earning at least six credits went up from 92 percent in 2014-2015 to 93.2 percent in 2015-2016. It stayed steady at 93.2% in 2016-2017. With Students in Grades 9-11 needing 24 credits to graduate, and only having 24 opportunities for credits, we need to continue our focus on getting all 9 th and 10 th graders at least 6 credits per year. We also need to focus on helping students retrieve credit.
College and Career Readiness:	Although our rate of course drops increased, our total number of course completions will increase by more than 250. This year, students registered for 1,415 AP and UW courses. This is almost 300 more students than last year. We have implemented systems to inform students and parents about their options, Overall, these systems are working well. Course drops from three of our 22 AP and UW courses resulted in 40% of the total number of drops. This year we will focus on the three courses that are outliers.
School Effectiveness:	We have implemented a lot of systems to provide feedback for teachers. Administrators spend a minimum of 2.5 hours a week on informal observations and provide feedback to at least three teachers. We also try to target our feedback to a teacher's chosen area of focus. We have implemented a lot of opportunities for professional development. When responding to the question, "I have enough opportunities to grow professionally", 79.2% agreed

	mostly or completely. It's interesting that this number drops significantly on a similar question when it asks about all teachers.
Attendance:	During the 2016-2017 school year, we focused our attention on students who had multiple unexcused absences, causing the number to go down by .5 unexcused absences on average. However, overall absences went up. For the 2017-2018 school year, we will focus on students overall absentee rates.
Discipline:	At Eastlake, we work to keep students who are suspended engaged in school through our In-School Suspension program. Students who are suspended work with an adult to keep up on assignments and stay engaged in school. Through this work, 53.6% of students suspended maintained or increased their GPA's during the semester in which they were suspended during the 2016-2017 school year. This is up from 46% in the 2015-2016 school year. Overall, 78.7% of our suspensions were kept as in-school suspensions.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy:	<p>The Humanities Department will focus on the implementation of AVID WICOR strategies and the improvement of the Literacy Lab for students in Grade 9. This will help increase the percentage of 9th graders earning 6 credits to 95%.</p> <p>The Humanities Department will also work to finalize the Grade 9 and 10 World Studies Scope and Sequence, and implement more culturally diverse literature in Grades 9-11.</p> <p>Finally, more than 96 percent of students will pass the ELA EOC.</p>
Math:	<p>The Math Department will continue to improve the Math Lab to help increase the percentage of 9th graders earning 6 credits to 95%.</p> <p>The Math Department will work to implement the new curriculum that aligns to the CCSS. More than 95% of the students will pass the Math SBA.</p>
Science:	<p>The Science Department will focus on the implementation of AVID WICOR strategies and the improvement of the Science Lab for students in Grade 9. This will help increase the percentage of 9th graders earning 6 credits to 95%.</p>

	The Science Department will continue to align both their classes and the Science pathway to the NGSS standards in preparation for the new Science assessment. We cannot develop a goal on this assessment because we do not have a baseline measurement.
Achievement Gap:	During the 2017-2018 school year, we will decrease the percentage of failing grades for students on free/reduced lunch from 15.43% (2016-2017) to less than 12%. We will increase the percentage of grades that are A's from 22.57% (2016-2017) to 30%.
On-Track Credits:	Through intentional interventions and supports, we will increase the number of 9th graders earning at least six credits from 93% in the 2016-2017 school year to 95% in the 2017-2018 school year, and the percent of 10th graders earning at least twelve credits from 86% in the 2016-2017 school year to 90% in the 2017-2018 school year.
College and Career Readiness:	Our goal for this year is to increase enrollment in dual-credit courses for three targeted student groups. Our goal for Low-Income students is 74.2%, Hispanic/Latina 77.3% and Black/African American students to 77.1%.
School Effectiveness:	Increase the percentage who agree mostly or completely with the statement that "Teachers use effective strategies to help low-performing students meet high academic standards" from 77.1% to 85%.
Attendance:	We have two attendance goals for this year. The first is to decrease the per capita rate of student absences by 10% from 1.88 in 2016-2017 to less than 1.69 in 2017-2018. The second is a 15% reduction in the percent of students with 3 or more days of unexcused absence from 20.3% of our students to fewer than 17% of our students (last year 384 out of 1888 students had at least three days of unexcused absences).
Discipline:	For the Eastlake students who are suspended during the 2017-2018 school year, the percentage of students that do not stay at Eastlake and graduate after a suspension will decrease from 27.3% (2016-2017) to less than 22% (2017-2018).

Annual School Goals: Academic

This CIP is an extension of the authentic work that we do at Eastlake High School. In response to Core 24, we are currently in the process of implementing a 7-period schedule. However, the current Class of 2019 will only have 25 opportunities to earn 24 credits, and each graduating class in the subsequent three years will only have one more opportunity until the Class of 2022, which will have 28 opportunities for 24 credits. Therefore, we have focused on providing all students the time and support to achieve, and the opportunity to retrieve credits if necessary. This year we have started an AVID class and began the process of implementing WICOR strategies across the 9th grade. These learning strategies, along with our focus on interventions through Wolf Time and our learning labs, will result in more 9th graders passing all their classes. At Eastlake, we consistently collaborate in the planning and implementation of effective, research-based instruction to improve learning and develop a more guaranteed and viable curriculum. Recently, we

shifted the focus of our PCC time to also include the development and implementation of common formative assessments, and the subsequent analysis of the data to improve and inform instruction, as well as intervene with struggling students. Goal-setting around state testing is difficult because the tests in Science, Math and English Language Arts either have changed, or will change this year. Furthermore, when you are passing at such a high rate, improvements of non-cohort data may not be informative.

The Literacy Lab has made improvements in identifying and intervening with at-risk students. This improvement, in addition to the implementation of AVID WICOR strategies for all students, should increase the percentage of 9th graders passing English.

The continued focus on PCCs, along with improvements of interventions such as Wolf Time and the Math Lab, will increase the percentage of students passing Algebra 2. Algebra 2 is a graduation requirement.

The Science Lab has started shifting their focus to Grade 9 because of the change in the science state assessment to the WCAS. They have also started implementing AVID WICOR strategies for all 9th graders, primarily goal-setting and Cornell Notes. This will increase the percentage of 9th graders passing Science.

Annual School Goals: Achievement Gap

As a result of the hard work done by the Special Education department, in conjunction with general education teachers, the percentage of students in special education earning an F has decreased significantly. This year, we will focus on students who qualify for free/reduced lunch. During the 2016-2017 school year, 15.43% of grades earned by students who are on free/reduced lunch were failing grades. This is in contrast between students who are not on free/reduced lunch, where only 2.05% of grades are failing grades. Additionally, only 22.57% of grades are A's for students on free/reduced lunch in contrast to 54.9% of grades are A's for students not on free/reduced lunch.

Through intentional work with lab teachers in Science, Math, English and Foreign Language, along with increasing the number of times students can access their teacher during the school day (Wolf Time), we will decrease the percentage of grades that are failing for students on free/reduced lunch from 15.43% to less than 12%. Additionally, we will increase the percentage of grades that are A's from 22.57% to 30% or more during the 2017-2018 school year.

Annual School Goals: On-Track Credits

Through targeted interventions and a revision of Student Intervention Teams, the percentage of 9th graders earning at least six credits went from 89 percent in 2015-2016 to 93 percent in 2016-2017. With Students in Grade 9 and 10 needing 24 credits to graduate, and only having 24 opportunities for credits, we need to continue our focus on getting all 9th and 10th graders at least 6 credits per year. From the 2016-2017 school year, 7 percent of current 9th graders and 14 percent of current 10th graders are credit deficient to start the year.

Annual School Goals: College and Career Readiness

In 2015-2016, our total rate of juniors and seniors enrolled in dual-credit courses was 84.8%. (data from 2016-2017 not available). The rates from our targeted groups were

69.2% for Low-Income, 72.3% for Black/African-American, and 72.1% for Hispanic/Latino. We will work to reduce this opportunity and achievement gap.

We will increase enrollment in dual credit courses by school-wide interventions during our Homeroom class, and targeted interventions to specific students during Wolf Time. We will also develop communication to parents of our targeted students to encourage them to attend our AP/UW Parent Night. We also have several professional development opportunities for teachers to build instructional skill around Culturally Responsive Teaching. For example, some teachers are enrolled in a book study on *Overcoming the Achievement Gap Trap*, and two groups of teachers participate in our Professional Learning Series workshops on Social Justice 1 and Social Justice 2. These teacher trainings, as well as other school-wide professional development, combine awareness with practical classroom application.

Annual School Goals: School Effectiveness

Our goal is to increase the percentage of teachers who agree mostly or completely with the statement that “Teachers use effective strategies to help low-performing students meet high academic standards” from 77.1% to 85%. We chose this goal because it relates to our continued focus on high quality teaching and timely and targeted interventions through Wolf Time and the various labs. In our PCCs, we have focused a lot on collaboratively planning to create a more guaranteed and viable curriculum. This year, we have shifted our focus to also include more common formative assessments and interventions for students who do not meet standard. We also have a Professional Learning Series class on Data Teams.

Annual School Goals: Attendance

We recognize the correlation between chronic absenteeism and a reduced graduation rate, so we are working to reduce our absence rate, especially for unexcused absences. Our strategies include automatic phone calls the same day of each absence, followed by individual phone calls the next day by our attendance secretary. After 48 hours, an associate principal has one-on-one conversations with students whose absences still have not been excused. As students accumulate more absences, we have thresholds that bring in our counselors and our Becca Coordinator. At these meetings, we stress the importance of consistent attendance and we try to identify and overcome any barriers. We also include progressive discipline. For our most chronically truant students, our Becca Coordinator follows all Becca processes and sometimes even goes to the students’ homes to bring them to school.

Annual School Goals: Discipline

During the 2016-2017 school year, 27.3% of students who were suspended are no longer at Eastlake and have not graduated. For the 2017-2018 CIP goal, we will work to re-engage students after they have been suspended. To do this, we will access our drug and alcohol counselor to follow-up on treatment recommendations and have our mental health provider work with students who have been suspended. If a student has been suspended multiple times, the student’s counselor, administrator and mental health provider will meet to determine how to best support the student. Through these supports, we will decrease the number of students who leave Eastlake without graduating after being suspended from 27.3% to below 22%.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Attendance
<i>Strategy to support goals</i>	Revised attendance practices to encourage consistent attendance. Better communication to families. A focus on building relationships with chronically absent students to identify root causes and develop viable plans.
<i>Professional Learning needed</i>	Collaboration between LWSD Associate Principals and KingCo Principals
<i>Resources needed</i>	More informative reports from Skyward
<i>Responsible individual or team</i>	Eastlake Administration

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Improvement of Wolf Time. Improvement of Math, Science, Literacy and World Language Labs. Better communication to parents and students. Professional development on engaging and challenging traditionally marginalized students.
<i>Professional Learning needed</i>	Culturally Responsive Teaching
<i>Resources needed</i>	NA
<i>Responsible individual or team</i>	Eastlake Administration

Goal Area	Discipline
<i>Strategy to support goals</i>	Better coordinated resources at Eastlake. Improve our plan to identify, understand and help disengaged students.
<i>Professional Learning needed</i>	The Achievement Gap Trap
<i>Resources needed</i>	Eastlake "Watch List"
<i>Responsible individual or team</i>	Eastlake Administration

Goal Area	Science
<i>Strategy to support goals</i>	Improve Science Lab and implement AVID WICOR strategies for all 9 th graders
<i>Professional Learning needed</i>	AVID Conference
<i>Resources needed</i>	AVID Materials
<i>Responsible individual or team</i>	Eastlake Administration

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

A strong design for improving instruction rests on a well-developed vision of good instructional practice that people find compelling. Eastlake had not revised the vision and beliefs since its inception in 1993. Eastlake 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. Over the last eight years, Eastlake has implemented Professional Learning Communities (PLCs). More recently, we implemented ideas around the concept of Wolf Strong, Pack Strong (WSPS). Although one goal of WSPS intended to improve our school culture through the creation of a clearer Eastlake identity, it also focused on improving classroom instruction and increasing student engagement.

A few years ago, we implemented an inclusive yet efficient process for revising the Eastlake vision and beliefs. We presented a draft of the new Mission and Values to the PTSA Board and Senate for feedback. This process culminated in the adoption of a new Eastlake mission and values that combines all the various influences on the EHS culture.

This new mission and these values capture what it means to be Wolf Strong and Pack Strong. They outline high levels of thinking such as creativity, performance character like work ethic, teamwork and perseverance and the moral character of empathy and compassion. They serve as a platform to promote engaging curriculum and instruction that emphasizes interdisciplinary skills and attributes.

Over the last few years, we have really focused on our mission in action, where we make intentional, systematic efforts to sustain our positive culture and ensure engaging and challenging instruction in every class, every day.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

Eastlake prides itself on creating a vibrant school through clear communication and a willingness to listen and learn. We try to solicit input from all stakeholders and involve them in the process of continuous improvement. We really appreciate the support of our community, and the parent partnerships we have developed to support all students. We have worked to improve both our communication and collaboration with the community.

We improved the website, the community newsletter called the Weekly Wolf Update. In the Principal's Message, we highlight programs and people at Eastlake, share insights into quality instruction, study skills, and the development of personal and interpersonal characteristics in our students.

We have initiated and consistently updated an Eastlake Facebook and Twitter account that communicates upcoming events and celebrates past successes. We created a Curriculum Night video that showcased the essence of Eastlake, and teacher spotlights that highlight our incredible staff. The CIP is uploaded to the Eastlake website.