

# Continuous Improvement Process Plan

## Eastlake High School

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<http://www.lwsd.org/school/ehs>

2016 -  
2017



Principal Chris Bede

Associate Principal Todd Apple

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Lake Washington School District

2016 - 2017

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## DESCRIPTION OF SCHOOL

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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 consistently receives 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. Our focus on school culture and “Servant Leadership” ensures students feel valued and connected. We consistently collaborate in the planning and implementation of effective, research-based instruction that teaches students interdisciplinary skills such as clear communication and critical thinking.

Eastlake has also established school systems that individualize education and address the needs of all students. Our integrated curriculum now extends beyond Language Arts and Social Studies to include STEM education and a Signature Program called Sammamish Start-Ups. 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. We also offer a variety of pathways, which include 16

Advanced Placement and six University of Washington in the High School courses, as well as an array of Career and Technical Education classes such as Computer Science, Engineering, Business and Biotechnology.

Eastlake also prides itself on creating a vibrant school through clear communication and a willingness to listen and learn. We solicit input from all stakeholders and involve them in the process of continuous improvement.

## DISTRICT PERFORMANCE TARGETS

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>District Baseline Performance</b>	<b>District Current Performance 2015-16</b>	<b>District Target Performance 2018</b>
<b>High School Students on Track for Graduation</b>	% of 9 <sup>th</sup> graders earning 6.0 credits	84% <i>2012</i>	88%	92%
	% of 10 <sup>th</sup> graders accumulating 12.0 credits	74% <i>2012</i>	81%	90%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy		90.7%	97%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Math*		95.3%	87%
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology	79% <i>2012</i>	87.0%	90%
<b>High School Students Graduating Future Ready</b>	% on-time graduation rate	89% <i>class of 2013</i>	91.3%	100% <i>class of 2018</i>
	% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in a dual credit college-level course	91% <i>2014</i>	85.2%	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 2014</i>	88% <i>class of 2018</i>

- Credits Earned determined by credit totals for 9<sup>th</sup>/10<sup>th</sup> 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 11<sup>th</sup> 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 11<sup>th</sup>/12<sup>th</sup> 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 District Performance Targets:

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
<b>High School Students on Track for Graduation</b>	% of 9 <sup>th</sup> graders earning 6.0 credits	89%	89%					
	% of 10 <sup>th</sup> graders accumulating 12.0 credits	87%	88%					
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy	<5%	92.8%					
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Math*	97.2%	96.3%					
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology	93.5%	91.0%					
<b>High School Students Graduating Future Ready</b>	% graduation rate	95.5%	93.6%					
	% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in a dual credit college-level course	88.6%	88.0%					
	% of graduates enrolled in post-secondary institution within 2 years of graduation	84% <i>class of 2013</i>	88% <i>class of 2014</i>					

- Credits Earned determined by credit totals for 9<sup>th</sup>/10<sup>th</sup> 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 11<sup>th</sup> 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](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 11<sup>th</sup>/12<sup>th</sup> grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)

**CIP REFLECTION: EVALUATE OUTCOMES**

**2015-16 CIP Goals and 2016 Outcomes:**

*Data*

	<b>Goal</b>	<b>Achievement</b>
<b>Literacy:</b>	>97 percent on ELA SBA >95 percent on Listening and Speaking Claim	96 percent passed the ELA SBA  98 percent met or exceeded standard on the Listening and Speaking Claim
<b>Math:</b>	>96 percent for Class of 2018 100 percent of Class of 2016	The Math EOC assessment for Geometry and Algebra have 100 percent of students on track. However, the Math SBA was only 3 percent because very few students took the assessment.
<b>Science:</b>	>95 percent for the Class of 2018	Of the students at EHS that took the Biology End of Course (EOC) Assessment, 96 percent passed at a Level 3 or higher.
<b>Achievement Gap:</b>	>90 percent of students on an IEP pass their co-taught class	94.4 percent of students on an IEP passed their co-taught class.
<b>On-Track Credits:</b>	>95 percent of Class of 2019 earning six or more credits	93.2 percent of our 2015-2016 9 <sup>th</sup> graders earned 6 or more credits.
<b>College and Career Readiness:</b>	<5 percent of drops from 15 AP and UW courses	5 percent
<b>School Effectiveness:</b>	>60 percent of teachers agreed mostly or completely with the statement that “Teachers receive regular feedback on how they are doing.”	50.9 percent of teachers agreed mostly or completely with the statement that “Teachers receive regular feedback on how they are doing.”
	>85 percent of teachers agreed mostly or completely with the statement that they “have enough opportunities to grow professionally.”	90.9 percent of teachers agreed mostly or completely with the statement that they “have enough opportunities to grow professionally.”
	>60 percent of teachers agreed mostly or completely with the	56.4 percent of teachers agreed mostly or completely with the

	<p>statement that “Staff members get help in the area they need to improve.”</p>	<p>statement that “Staff members get help in the area they need to improve.”</p>
<p><b>Attendance and Discipline:</b></p>	<p><b>Attendance</b> - During the 2015-2016 school year, EHS will reduce the number of students with 5 or more unexcused absences from 3.7 percent (2014-2015) of the student population to fewer than 3 percent of the student population. For the students who have 5 or more unexcused absences, we will decrease the average number of total absences from 21.2 (2014-2015) to fewer than 18.</p> <p><b>Discipline</b> - For the Eastlake students who are suspended during the 2015-2016 school year, the percentage who will be able to maintain/increase their GPA during the semester in which they are suspended will increase from 48 percent (2014-2015) to 55 percent (2015-2016).</p>	<p><b>Attendance</b> - From the 2014-2015 school year to 2015-2016, excused absences decreased by 8.6 percent and unexcused absences decreased by 8.9 percent. During the same time period, the number of students with five or more unexcused absences increased by 5 percent, with an average of 24.4 absences per student for this group of students.</p> <p><b>Discipline</b> - During the 2015-2016 school year, 24 students were suspended during the first semester. Eleven out of these 24 students (46 percent) experienced an increase in their GPA from first semester to second semester. Forty-four students were suspended during the second semester and completed the school year (2 students withdrew and a few students represented multiple suspensions). Ten of these students either maintained or increased their GPA after the suspension. This data supports the trends discussed in previous CIP documents where students suspended in first semester had a higher probability to improve their GPA during the next semester, and students suspended in the second semester showed a decreased GPA.</p>

*Narrative Reflection:*

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 to challenge and engage students in well-designed instruction. At Eastlake this year, each teacher chooses an instructional area of focus to conduct action research through a cycle of inquiry. For this work, we leverage the Professional Growth and Evaluation (PGE) system, supported by the Danielson Framework for Teaching.

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.

We have also clarified and grounded our collective commitments and common goals at Eastlake.

**Eastlake Collective Commitments**

- Collaborate to improve the learning of all students
- Collect and analyze data to inform and improve instruction
- Share leadership and personal practice
- Provide ongoing, job-embedded professional development

**Eastlake Common Goals**

- Support students through a safe, positive and personalized 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)

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.

**Narrative Reflection**

**Process:**

This year, each teacher 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 2015-2016 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 Wednesday, they developed a plan for professional development and data collection. For the reflection on the categorical goals in this CIP, each Department Chair, or Principal who oversees that aspect of the school, reflected on their data and progress from the 2015-2016 school year.

Lake Washington School District has a history of high student participation on all state and local assessments. A significant cause of low participation at the secondary level is due to students previously meeting their state assessment graduation requirements. Regardless, to ensure that all students understand their obligation for participating in state assessments, the district and schools communicate with students and families regarding the importance of the assessments and the assessment calendar. The district website provides links to state assessment information.

**Literacy:**

When we look at the Strand data, 98 percent of students met or exceeded standard in Reading, 99 percent met or exceeded standard in Writing, 98 percent met or exceeded standard in Listening and Speaking, and 100 percent met or exceeded standard in Research and Inquiry. All of these Strands are higher than the overall percentage because the overall percentage counts student who did not take the assessment as not meeting standard on the assessment. We exceeded our goal on the Listening and Speaking Strand. However, for Listening and Speaking it was our lowest percentage exceeding standard. We will again focus on our SBA listening preparation that we planned for in-class last year. We need to consistently stress the importance of listening in our classrooms in order to bring more students above standard. In Reading, Reasoning and Evidence is difficult for students in our classrooms and we are not surprised they did worse in this area than other areas of the test. We are surprised that students performed differently on the same evaluative measures in literary and informational text (ex. Figurative language). In Writing there were no real surprises or differences from what we would expect from our students. They struggled in areas on SBA that they consistently do in class. The concern is how effective the data is for Eastlake when 96 percent of our kids pass the SBA. We are only able to evaluate how our kids perform against themselves and other areas of the test. This does not give specific details about how much worse they did in

	those subset areas which makes it difficult for us to evaluate in depth and establish any meaningful information from the data
<b>Math:</b>	Although the SBA data seems extremely low, this is not unexpected as very few students actually took the assessment because it was not needed for graduation. This year we will focus on preparing students for the SBA because we expect to have a significantly higher number of students taking the assessment this year. Teachers are looking for ways to embed more Common Core practice into their classrooms. For our AP Calculus AB class, 100 percent of students earn a 3 or higher, with an average score of 4.8
<b>Science:</b>	Of the 4 percent that did not earn a Level 3 or higher, 2 percent have accommodations that allow a Level 2 to count as passing via their IEP. Therefore, 2 percent of students did not pass the EOC in the 2015-2016 school year. Science had a higher percentage of students achieve a Level 4 than initially anticipated. They also saw a fewer number of Special Education students not pass the Biology EOC than they originally anticipated with many students meeting and exceeding basic passing requirements. Science saw that our students did very well with passing the Biology EOC, and a very large number of those scores being a Level 4. We also noticed that our highest scoring topic was in Evolution, a concept that is traditionally quite difficult for students to grasp. Science noticed that Application is the weakest strand, and as it is a major component of the Biology EOC as well as the Next Generation Science Standards (NGSS), Application should be a major focus for our science classes in order to achieve overall school growth. While a focus on passing the Biology EOC is still of high level importance, Science noticed that Application is the weakest strand. Application is a major component of the Biology EOC as well as the Next Generation Science Standards (NGSS) and is a major focus for all science classes in order to achieve overall school growth.
<b>Achievement Gap:</b>	At Eastlake, 94.4 percent of students on an IEP passed their co-taught class. This is up from 86.5 percent in 2014-2015. Students on an IEP passed their co-taught classes 7.9 percent more often in 2015-2016 than in 2014-2015. This is in large part due to the collaboration between teachers around accommodating and modifying assignments and tests. During the same year, 98 percent of students not on an IEP passed the same co-taught classes. We will continue to focus on helping students on an IEP pass classes at the same rate as students not on an IEP. Furthermore, 30 percent of students on an IEP earned an A or B in their co-taught classes. This is in contrast to 86 percent of students not on an IEP earning an A or a B in the same classes. We need to continue to focus on helping all students, including those on an IEP, achieve at high levels.

<b>On-Track Credits:</b>	Through targeted interventions and a revision of Student Intervention Teams, the percentage of 9 <sup>th</sup> graders earning at least six credits went up from 92 percent in 2014-2015 to 93.2 percent in 2015-2016. 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 9 <sup>th</sup> and 10 <sup>th</sup> graders at least 6 credits per year. From the 2015-2016 school year, 6.8 percent of current 10 <sup>th</sup> graders are credit deficient to start the year.
<b>College and Career Readiness:</b>	Our goal was to reduce student drops from our AP and UW courses from last year's 7.9 percent of the starting student count to fewer than 5 percent this year. Our efforts were successful. We had a reduced rate of 5.0 percent of students dropping their AP and UW courses. Strategies included an AP/UW Parent Night, increased communication with parents, implementing new High School and Beyond student activities, and a registration agreement that students and parents signed.
<b>School Effectiveness:</b>	Last year we really focused on providing teachers with an array of professional development opportunities. In addition to our formal and informal feedback for teachers, teacher learning walks, student shadows and professional learning coaches, we offered five professional learning that occurred during staff meetings and followed the model of learn, apply and reflect. The Professional Learning Classes included Differentiation in a High School Classroom, Quality Questioning, Meaningful Student Work, Character through the Curriculum and Teaching with the Brain in Mind. We did not meet our other two goals, but hopefully the implementation of our action research and cycles of inquiry will help us reach that goal for this year.
<b>Attendance and Discipline</b>	<p><b>Attendance</b> - Overall, student absences are down from 2014-2015 to 2015-2016 in both unexcused and excused absences. For students who have the greatest attendance issues, both unexcused and excused absence rates went up. For the 2016-2017 school year, we will focus our attention on students who have multiple unexcused absences.</p> <p><b>Discipline</b> - We are now in our 3<sup>rd</sup> year of using an In-School-Suspension (ISS) model for much of our discipline. Our ISS coordinator has provided these students a reflective intake system, supported the student academically during the discipline time, and continued to monitor their progress after reintegration into the general classrooms. We are happy to see that almost half of our students that access our ISS system during the first semester are able to either maintain or improve their academic situation. In order to track the goal, we've split into students suspended during first semester and students suspended during second semester. For both groups we use first and second semester data to show change. In order to better track our impact, we will calculate the current GPA for students the day they enter ISS. We can then compare this to first semester GPA data for those students suspended during first semester, and second semester GPA data for those students suspended during second semester. This adjustment will reflect our impact.</p>

**ANNUAL SCHOOL GOALS**

**2016-17 Annual School Goals:**

<b>SMART Goals</b>	
<b>Literacy:</b>	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.
<b>Math:</b>	Through course imbedded common core activities and having many more students actually taking the assessment, Eastlake will improve the percentage of students passing the SBA to greater than 80 percent.
<b>Science:</b>	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.
<b>Achievement Gap</b>	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.
<b>On-Track Credits:</b>	Through intentional interventions and supports, we will increase the number of 9 <sup>th</sup> 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.
<b>College and Career Readiness</b>	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.
<b>School Effectiveness:</b>	<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, 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 2016 Nine Characteristics of Highly Effective Schools</p>
<b>Attendance:</b>	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.
<b>Discipline:</b>	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).

### Annual School Goals: Academic

In examining external measurements of success, such as grades and standardized test scores, a significant portion of Eastlake students achieve in school at a much higher rate than the state average. We far exceed the state average for rates of graduation and college acceptance, as well as standardized test scores like the EOC, SBA and SAT. However, success on these external measures such as grades and standardized tests does not necessarily mean we prepared students for their future and helped them develop the necessary interdisciplinary skills and attributes outlined in the Lake Washington School District Student Profile.

Therefore, we have developed a comprehensive instructional improvement plan that focuses on engaging and challenging students in well-designed instruction. We will implement this plan through our Professional Growth and Evaluation (PGE) system, where principals work with individual teachers, our Professional Community and Collaboration (PCC) system, where teams of teachers learn from their collective experience and expertise, and align it to our Professional Development, where teachers have an opportunity for relevant, job-embedded professional development. We will monitor our progress towards these goals through more engagement surveys.

### Annual School Goals: Achievement Gap

At Eastlake, students on an IEP remain the most significant subset of traditionally marginalized learners. For the 2015-2016 school year, Special Education students comprised 11.7 percent of our student population and 15 percent of students on an IEP earned an F in at least one class. Overall 4.9 percent of all Eastlake students earned an F in at least one class. To help students on an IEP succeed in classes, this year we expanded co-taught classes in Math and Humanities. We are also providing co-teach teachers with a co-teach coach, and are working to align SDI-Org classes. We have also improved our school-wide systemic interventions.

### Annual School Goals: On-Track Credits

We have developed a Master Schedule that more effectively uses FTE to help struggling students and allows for the implementation of timely and targeted interventions. We have Writing, Math, Science and World Language Labs to support struggling students during the day. We dedicate Tuesdays in Homeroom to academic support, and on Thursdays we have implemented a new program called Wolf Time that allows for students to access enrichment and remediation opportunities from their teachers.

We have also revised our Student Intervention Teams (SIT) and the manner in which we collect and use data to support struggling learners. All of these systems, in addition to a

continued focus on quality instruction and timely and targeted interventions, will increase the percentage of 9<sup>th</sup> graders earning at least six credits to 95 percent.

### Annual School Goals: College and Career Readiness

Our goal is to reduce student drops from our AP and UW courses from this year's 5.0 percent of the starting student count to fewer than 4 percent next year. Strategies will include an AP/UW Parent Night, planned communication with parents, and a registration agreement that students and parents will sign.

We are also implementing new High School and Beyond student activities to help students be more thoughtful in their course selections. Students take an interest inventory, match their interests to several careers, learn the educational and other requirements for the careers they chose, and then learn which Eastlake courses will help prepare students for their specific careers. We expect that this connection from registration choices to career choices will help students make informed decisions. This year's 9<sup>th</sup> and 10<sup>th</sup> grade students are doing these High School and Beyond activities. Benefits will increase as we add juniors and seniors over the next two years.

### Annual School Goals: School Effectiveness

We want to increase the percentage of teachers who received regular feedback on their performance. On the 2016 Nine Characteristics of Highly Effective Schools survey, only 50.9 percent of teachers agreed mostly or completely with the statement, "Teachers receive regular feedback on how they are doing." Furthermore, only 56.4 percent agreed mostly or completely with the statement, "Staff members get help in areas they need to improve." We have worked to implement better systems and processes to ensure we provide consistent, timely and informative feedback and professional development opportunities to teachers so that they receive help in the areas where they want or need to improve.

### Annual School Goals: Attendance

Students who are not frequently in school struggle academically and are at a greater risk of dropping out. Most students change their absenteeism through small reminders, but some need further follow-up. Through attendance supports such as attendance meetings and reminders, attendance has improved at Eastlake High School. From the 2014-2015 to the 2015-2016 school year, student excused absences decreased by 8.6 percent from 13,295 total excused absences to 12,152 and unexcused absences decreased by 8.9 percent from 3,413 total unexcused absences to 3,110. During the same time period, students with 5 or more unexcused absences increased by 5 percent with an average of 24.4 absences during the year.

To further improve attendance, the EHS Attendance secretary will run daily reports looking at unexcused absences. At 3 unexcused absences in one month, a letter will be sent home to parents. At 5 unexcused absences in one month, parents will be expected to participate in a conference where the importance of attending classes will be explained and students will sign an attendance contract. For students who continue to be absent, Administrators and the Becca coordinator will work together on how to support student attendance.

## Annual School Goals: Discipline

In order to track the goal, we've split our groups of suspended students into those students suspended during first semester and those students suspended during second semester. For both groups we use first and second semester data to show change. In order to better track our impact, we will calculate the current GPA for students the day they enter ISS. We can then compare this to first semester GPA data for those students suspended during first semester, and second semester GPA data for those students suspended during second semester. This adjustment in data will more accurately reflect our immediate impact. Now in our 3<sup>rd</sup> year of implementing ISS, our coordinator will continue to provide these students a reflective intake process and support them academically during the suspension as well as after the suspension is complete. The ISS coordinator will now calculate the current GPA of students that enter ISS and use that data to compare to later GPA.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

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<b>Goal Area</b>	<b>Science</b>
<i>Strategy to support goals</i>	The science department will utilize homeroom interventions and small group pull-out interventions in addition to classroom instruction in order to meet this goal.
<i>Professional Learning needed</i>	Biology teachers and ninth grade science teachers will need some additional resources on how to teach the process of application in class
<i>Resources needed</i>	Teachers need time as a PCC to develop and research techniques for teaching application. An intervention teacher available during each period as well as homeroom is also needed in order to provide those intervention times for extra content support.
<i>Responsible individual or team</i>	Krista Bjorge and the Biology PCC including Allison Snetselaar, Emily Borden, Kelly McClellan, Lara Hollingworth, Charles Cerveney, and Michelle Okroy.

<b>Goal Area</b>	<b>Math</b>
<i>Strategy to support goals</i>	Continue the transition from the EOC to the SBA
<i>Professional Learning needed</i>	We will need to learn more about the Math SBA, and not only align our curriculum to the CCSS but to this new assessment. We will also continue to work on implementing engagement strategies in Math that include the Math

	Practice Standards.
<i>Resources needed</i>	NA
<i>Responsible individual or team</i>	Principal, Associate Principal and Math Department Chair

<b>Goal Area</b>	<b>School Effectiveness</b>
<i>Strategy to support goals</i>	Professional Development
<i>Professional Learning needed</i>	<p>In order to provide opportunities for ongoing, job-embedded professional development, we have planned and implemented a series of four Professional Learning Classes. All teachers will opt into one of the following courses, but they will all follow a model of learn, apply and reflect.</p> <p><b><u>Professional Learning Classes:</u></b></p> <ul style="list-style-type: none"> <li>• Meaningful Work: How do you engage students in meaningful work?</li> <li>• Quality Questioning and Student-led Discussion</li> <li>• Character through the Curriculum</li> <li>• Teaching with the Brain in Mind</li> <li>• Social Justice Pedagogy</li> <li>• Growth Mindset: The Power of Perspective on Intelligence and Learning</li> </ul>
<i>Resources needed</i>	Each class has various resource needs.
<i>Responsible individual or team</i>	Principal and Associate Principals

<b>Goal Area</b>	<b>School Effectiveness</b>
<i>Strategy to support goals</i>	Teacher Feedback
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> <li>• Teacher Cycle of Inquiry</li> <li>• In-depth understanding of Danielson rubric</li> <li>• Professional learning around lesson design</li> </ul>
<i>Resources needed</i>	Administrators will dedicate a minimum of three hours a week to informal teacher observations, and subsequent feedback. We will then discuss this on a weekly basis to both hold each other accountable and learn from one another. A lot of this feedback will focus on an individual teachers chosen area of focus and on our building wide professional development around lesson design.
<i>Responsible individual or team</i>	Principal and Associate Principals

## 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.