Edmonds School Improvement Plan (SIP) (Grades K-6, K-8, 7-8, and 9-12) Three-Year Plan

Template Revised August 31, 2021

Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve *engagement, equity, and excellence* for our students. The plan states goals and why these goals were chosen. Our plan also outlines what staff will do to ensure students' experience belonging and are able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	2021-2022
Our School Name	Mountlake Terrace High School

Section 1. Our school

A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff (500 words or less, including a table of student demographics). Other data can be added if desired.

At Mountlake Terrace High School, our motto is, "To be, not to seem". We believe in teaching students to be truly ready for their post-high school aspirations— not students who seem ready. We believe we are the kind of school were all students learn at very high levels and students who need extra time, attention

and support are provided with the resources they need to learn. We believe in and honor the diversity of our students and staff and we seek to create a climate where all can find acceptance and belonging. We believe in creating a school community that is safe for all who come here.

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E$_3$ Vision)	**The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students**.
Our Mission	**With our students, staff, families and entire community, we strive to provide high quality teaching and learning to serve ALL kids. We strive to disrupt institutional bias based on race, ethnicity, cultural, linguistic background, or circumstances.**

Data and Stakeholder Engagement Summary

E₃ Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)? Data that are available for school improvement planning are below. ***Please ensure the data that you used to inform your SIP are listed and delete data sources that you did not use.***
Equity (such as student demographics)	● *All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities.* ● *District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups*
Engagement (such as school culture and climate)	● *Skyward: Student attendance (percent regular attenders),* ● *Exclusionary discipline (in-school, out-of--school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion (or office discipline referral?)* ● *Panorama student survey data*
Instructional Excellence (and student learning)	● *Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators* ● *Homeroom: Grades K-12 I-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)* ● *OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading ; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21)* ● *OSPI high school graduation rates, drop-out rates* ● *Classroom walkthrough tool focused on high-leverage Tier 1 strategies - conferring, small group learning, consistent use of guaranteed viable curriculum.*

Reflection questions (Please answer each question in one or two paragraphs.)
Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support and monitor our SIP?
- Staff members spent time in September discussion belonging and strategies to increase the students' sense of belonging
- Staff members spent time in departments creating agreements on what SEL strategies would look like.
- Parents were presented SIP goals at the curriculum night event on 10-7

Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?
COVID school closure/hybrid learning had a substantial impact on our current results. Many students received NC grades in one or multiple classes each semester, placing them off track to graduate. The SEL screener survey results from 20-21 were taken during school closure and negatively impacted how students reported their connectedness to school.
The return to in person school is viewed as a chance to engage students and intervene with students more easily should they fall behind. At the same time, it is understood that students have been away from in person learning for 18-months and may need some time academically and emotionally to prepare themselves for in person content learning.

What are the goals that our school will focus on this school year and why?
Increase on time graduation for senior students - following the challenges of COVID school closure, it is critical to have a plan for senior students to recover credit if necessary and to have a plan for meeting all graduation requirements on time.
Increase on track to graduate for students in grades 9-11 - with little wiggle room in earning credit to meet graduation requirements, it is critical that all students not on track to graduate on time have a known plan to recover credit and to meet all graduation requirements. At the same time, it is important that school staff analyze and examine the criteria for students to earn grades and earn credit. This will look like teachers looking at past grades for Terrace students and professional development around equitable grading practices.
Increase the percentage of students that report that they feel connected to school, other students and the adults in the school, by survey. in 20-21, during school closure, students responses showed that only 14% of students felt connected to their classmates and only 12% of students felt connected to an adult in the building. Student well-being remains as important as classroom content

Note: Goals and strategies describe where the team intends to go but do not describe how the team will get there. An example goal might be to improve graduation rates or that all students in ninth grade will be on-track to graduate.

Section 3. School Improvement Plan (SIP)

This section describes what our staff will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

- *K - 8 schools have a literacy goal, a math goal, and an engagement goal.*
- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

SIP Goal 1:

Compared to the on time graduation rate from the 2020-21 school year, MTHS senior students will increase the on time graduation rate as measured by the total percentage of students in the senior cohort meeting graduation requirements.

Theory of action *(Please use "If and then" statements to explain how your strategy or strategies* will achieve this goal)

If MTHS develops strategies to track senior students that in jeopardy of not graduating on time and to develop plans for those students to meet graduation requirements on time, then there will be an increase in the MTHS on time graduation rate. .

How will we get the work done?

Strategies we will complete this year (Please list *up to three* strategies to meet the needs of your students)	Person or team responsible
Strategy 1: Establish an MTHS Intervention Team that will monitor senior students not on track to graduate on time and build a plan for each student in that circumstance.	Intervention team: Administration Counselors Student Support staff
Strategy 2:	
Strategy 3:	

How will we know that the strategy is working?

Strategy 1: Senior students will know with certainty what their plan is for on-time graduation, steps that need to be completed.		

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes *(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?*		
30-day plan	*What does this look like in action?* Establish an MTHS Intervention Team that will monitor students not on track to graduate on time and build a plan for each student in that circumstance	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Students in jeopardy of not graduating on time - either credits, SBA or other requirements - plans are developed.
60-day plan	*What does this look like in action?* Ongoing MTHS Intervention Team that will monitor students not on track to graduate on time and build a plan for each student in that circumstance	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Students in jeopardy of not graduating on time - either credits, SBA or other requirements - plans are developed.
90-day plan	*What does this look like in action?* Ongoing MTHS Intervention Team that will monitor students not on track to graduate on time and build a plan for each student in that circumstance	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Students in jeopardy of not graduating on time - either credits, SBA or other requirements - plans are developed.

SIP Goal 2:

Compared to the on track to graduate rate from the end of the 2020-21 school year, MTHS students in grades 9-11 will increase the percentage of students on track to graduate on time as measured by the total percentage of students in each grade level cohort meeting credits earned and completing graduation requirements.

Theory of action *(Please use "If and then" statements to explain how your strategy or strategies* will achieve this goal)

If MTHS develops strategies to track students that are not on track to graduate on time and to develop plans for those students to return to on track graduation, then there will be an increase in students that are on track to graduate on time.

If MTHS classroom teachers dedicate time to analyze and examine grading practices within departments, then those grading practices are more likely to be uniform and equitable for students.

How will we get the work done?

Strategies we will complete this year (Please list **up to three** strategies to meet the needs of your students)	Person or team responsible
Strategy 1: Establish an MTHS Intervention Team that will monitor students not on track to graduate on time and build a plan for each student in that circumstance.	Principal Administration Counselors FRA

Strategy 2: Teachers will analyze and examine their grading practices both individually and by department	Administration Department Chairs Classroom teachers
Strategy 3:	

How will we know that the strategy is working?
Strategy 1: The MTHS Intervention Team gets established and meets regularly to identify students off track to graduate on time - and develops a plan for each student. **Strategy 2:** Individually and in departments, teachers are looking at grade data, analyzing and examining their grading practices. Teacher discussions center around opportunities for change in practices. Some grading practices do change in order to be more equitable.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes *(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?*		
30-day plan	What does this look like in action? ● Establish the MTHS Intervention Team that will meet monthly to monitor students in grades 9 - 11 to identify and develop a plan for students not on track to graduate.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Intervention team meets and has a plan for students not on track to graduate on time.
60-day plan	*What does this look like in action?* ● *On going MTHS Intervention Team meetings* ● *Teachers begin to examine grading practices in departments*	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Intervention team meets and has a plan for students not on track to graduate on time.

		Teacher reflections on grading practices identifies opportunities for change in practices.
90-day plan	*What does this look like in action?* ● On going MTHS Intervention Team meetings ● Teachers continue to examine grading practices in departments	*What evidence or data will we review? (e.g., implementation and/or outcome data)*

	● End of semester 1 equitable grading practices PD	Intervention team meets and has a plan for students not on track to graduate on time. Equitable grading practice PD helps teachers to examine their own grading practices and to identify practices that are inequitable for students.

Please complete the mid- and end-of-year reflect and revise summary using this link.

📄 *SIP Reflect and Revise Summary*

SIP Goal 3:

With student well-being and belonging in mind, compared to the SEL screener (Panorama) survey responses from the 2020-21 school year, MTHS students will report an increased level of connection to other students and connection to adults in the school as measured by the SEL screener responses from 21-22.

Theory of action (Please use "If and then" statements to explain how your strategy or strategies will achieve this goal)

If teachers and administrators learn about and implement explicit strategies for trauma informed instructional practices and strategies to increase students' sense of belonging to school, then students' will report an increase their own connectedness to other students and to the adults in the school, when surveyed.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: MTHS classroom teachers will commit to implementing the three Signature SEL practices into their lessons. By department, these strategies will look like:	Individual classroom teachers Departments MTHS Administrators - PD

[MTHS 3-Signature SEL Practices document](#)	
Strategy 2:	
Strategy 3:	

How will we know that the strategy is working?
Strategy 1: The 3-Signature SEL practices can help integrate SEL practices into any classroom or student activity to promote community-building and deeper engagement. If successful, student engagement and on-task participation will be observably increased.. Student surveys will demonstrate their connectedness to school, their classmates, and the adults in their day.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes *(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?*		
30-day plan	*What does this look like in action?* ● Provide staff with 3-Signature SEL practices resources. ● Department time to discuss and agree to how SEL practices will be implemented. ● Implement 3-Signature SEL practices	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Teachers will reflect and report on their consistency of use of the SEL practices. Teachers will note the level of engagement when the practices are implemented
60-day plan	*What does this look like in action?* ● Continued implementation of SEL practices ● Time provided for departments to connect and examine the strategy implementation. ● Initial survey of student SEL and connectedness to school.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Survey results Teacher/department reflection

		Observable use of the 3-signature SEL practices
90-day plan	*What does this look like in action?* PD on trauma informed instructional strategies PD on equitable grading practices	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Continued focus on student well-being along with content learning. Teachers' opportunity to analyze and examine their grading practices - which impacts a students sense of connection to school.

Please complete the mid- and end-of-year reflect and revise summary using this link.

📄 *SIP Reflect and Revise Summary*

Section 4. Who helped co-design our School Improvement Plan?

Name:	Role:
Greg Schellenberg	**Principal**
Dan Falk	**Assistant Principal**
Dr. Fabian Castilleja	**Assistant Principal**
	Department chairs

	All teachers in departments
	MTHS Equity Team members

Links to supporting documents
- [Reflect and revise plan (progress monitoring plan)](#)
- Strategic plan