

Mercer Island High School School Improvement Plan 2020 - 2021

Alignment: The 2020-21 MISD District Improvement Plan (DIP) goal states, "As a system, Mercer Island School District will identify and systematically remove barriers that impede students equitably accessing learning and growth opportunities." Our MIHS Improvement Plan (SIP) goal of, "All students will demonstrate proficiency on the essential learning objectives in each course", aligns with the DIP by providing all students with equitable and continued access to high-quality education and minimizing the learning loss during remote learning. This goal also aligns with MISD Focus Priorities because the identification of these essential learning objectives and elimination of barriers and inequities will be addressed through staff Professional Learning that utilizes best practices in support of quality teaching and learning for each student.

Resources:

1. Provide expert resources to teachers in order to revise or develop standards
2. Provide professional development time to revise, develop, and / or publish standards

Leadership: With the leadership and guidance of the campus administration, all teachers will work with department chairs to define essential learning objectives. With the coordination and support of campus administration, teachers will provide quality instruction, timely feedback to students. The campus administration and counselors will coordinate and support efforts to intervene with students at-risk of not demonstrating proficiency.

All students will demonstrate proficiency on the essential learning objectives in each course.

Priority Action Items:

1. Teachers will identify the essential core learning standards based upon previously developed standards.
2. Teachers will design learning to focus on these standards.
3. Teachers will identify and share the most essential standards with students.
4. Teachers will align major assessments to these standards.
5. Administration will collect relevant student performance data and meet with departments to discuss how this data impacts instructional plans.
6. Teachers will post Week-at-a-Glance documents in Schoology for student access to activities which support learning
7. Teachers will provide Office Hours for students who need additional support to achieve proficiency
8. The Science, World Language, English and Math Departments will develop and implement assessments to identify students who may have skill deficiencies at the start of the year to then develop appropriate interventions for
9. Administration will collect data to identify students who are of highest academic need then create and implement a plan for in-person academic supports
10. Administration will lead professional development activities which identify subgroups of students who are not passing classes and/or not engaging in learning activities and support outreach to students and families
11. Counselors and case managers will outreach to students and families identified as failing multiple academic classes.

Results:

1. In a virtual and / or blended learning environment, students will have the knowledge and skills necessary to matriculate in future coursework or career goals.
2. Our teachers and staff will be aware of any learning gaps that students have incurred during remote learning, so that we may address those gaps moving forward.

Information & Data

Analysis:

1. Grades on Teacher Developed Assessments
2. Exam grades
3. ACT / SAT / PSAT results
4. AP Scores
5. OSPI Developed Assessments

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Alignment: Our Mercer Island High School Improvement Plan (SIP) goal of, “*Students will identify a trusted adult at school*”, aligns with the DIP goal of eliminating barriers that impede student learning and growth opportunities in that students are more likely to be engaged at school and more motivated to succeed academically when they have a strong relationship with caring adults. This goal also aligns with MISD Focus Priorities because having a trusted adult at school is a Tier 1 support in our multi-tiered system of support for students and it addresses the academic as well as social/emotional challenges our students face.

Resources:

1. Repurposing some classified staff to outreach
2. Rights to a nationally norm referenced survey

Leadership: With the leadership and guidance of the campus administration, the Islander Hour PLC & Counseling Staff will lead efforts to implement strategies and collect data surrounding improvement on this measure.

Students will identify a trusted adult at school.

Priority Action Items:

1. Islander Hour classes will focus upon connecting students with their IH Advisor.
2. The Care Team will outreach to disengaged students.
3. The Administration will review and act upon data indicating student engagement and connection.
4. The Islander Hour Professional Learning Community will develop and implement lessons which promote positive relationships with students in an advisory role, including opportunities for one-on-one conferences with each student
5. The Administration will review data to identify students who would most benefit from in-person, small group learning and assign them to an adult responsible for bi-weekly connections and academic support
6. The Administration will promote athletics, extracurricular and co-curricular activities, providing additional opportunities for adult-student connection
7. The Counselors and R&R Counselors will promote the services they provide to students and families including how they can be accessed.

Results:

1. A minimum of (47% always + 31% often = 78%) 10% more students or 88% will identify a trusted adult at school.
2. Students will maintain or increase attendance percentages.
3. Students will maintain or increase average grades.
4. Students will demonstrate high levels of engagement.

Information & Data Analysis:

1. Grades
2. Attendance
3. Engagement Reports
4. National Norm Referenced Survey

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Alignment: Our MIHS Improvement Plan (SIP) goal of, *“Students will identify a peer group at school”*, aligns with the DIP goal of eliminating barriers that impede student learning and growth opportunities because research suggests that positive peer relationships are associated with better school engagement – including increased attendance and classroom participation - and can help build students’ sense of belonging at school. Ultimately, it can contribute to overall higher achievement. This goal also aligns with MISD Focus Priorities since identifying with a peer group at school contributes to an inclusive and equitable student-centered educational experience for each student.

Leadership: With the leadership and guidance of the campus administration, sports, arts, clubs, and interest groups will outreach to maintain or increase student participation in each respective organization.

Students will identify a peer group at school.

Priority Action Items:

1. Islander Hour Advisors will meet with students and work to identify at least one group to which the student belongs.
2. Directors, Sponsors, and Coaches will meet (virtually if necessary) with student groups a minimum of twice monthly.
3. Directors, Sponsors, and Coaches will intervene with students disengaging from the activity to ensure they are connected to at least one group.
4. Student leadership will promote clubs and club membership through a virtual club fair
5. The administration and student leadership will increase the number of clubs offered and require all clubs to include a statement of inclusivity in their applications/renewals
6. The administration will launch the No Place for Hate program, providing additional leadership opportunities for students and school-wide activities which promote honoring of individual differences
7. The administration will promote and support in-person athletics, extracurricular and co-curricular activities for students as health restrictions are lifted
8. Student leadership will create and implement grade-level activities
9. The Islander Hour Professional Learning Community will provide opportunities for student clubs to create lessons which reflect and celebrate the diversity of our student body.
10. Students will host a club fair and follow-up with new members.

Results:

1. We will increase the percentage of students by a minimum of 10% that state that they “belong to a group of friends” from 77% to 87%.
2. At least 90% of students will be involved in student clubs, co-curricular, and extracurricular activities

Resources:

1. Student leadership course time
2. Focused time from extra & co-curricular directors and student leadership

Information & Data

Analysis:

1. Student enrollment in related groups
2. Student survey