

# MIHS SCHOOL IMPROVEMENT PLAN 2018-19

## Fundamentals 3 and 7

October 25, 2018

*School Motto: Integrity, Inspiration and Innovation*

**Goal:** MIHS will foster a school community that celebrates diverse cultures and addresses issues of equity and inclusion. We will accomplish this through the following goals:

- All students and staff will feel welcome at MIHS as measured by the EES indicators.
- All students will have access to an equitable academic experience.

**Fundamental 7:** Foster diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

School: Mercer Island High School.

### **Context:**

Entering our fifth year of diversity and equity work We are proud of this work but see the need to continue this important work. We have successfully engaged our staff and students in discourse around diversity, equity and inclusion. This past year we learned strategies to help teachers move forward to engage students in “courageous conversations” in their classes. These strategies were intended to address both instructional practices and personal growth through self-awareness activities. Staff experienced the opportunity to self-reflect, which is an important early step, when examining these topics: diversity, equity and inclusion. We also began to look at our students social and emotional well-being. We feel that students’ social and emotional wellness, or lack thereof, can produce equity issues around support and/or access to the resources needed to address their well-being.

This year our Islander Equity Team (IET) will have new faces, but will be equally committed to our continued and ongoing work. As an IET, we look forward to building on our work around self-awareness to connecting instructional practices to equity and inclusion. We feel this will enhance our teachers’ pedagogy and increase students’ achievement and feeling of belonging to the MIHS community. We will also attempt to move beyond race and ethnicity to explore equity issues. We will also continue professional development with staff around having courageous conversations with students. This skill will equip our teachers to provide safe environments to have conversations with students about potentially emotionally charged subjects. As always, this work will be difficult and challenging, but it is worthy of the time and energy it will take to accomplish these goals. The MIHS staff and administration believe MIHS can be a leading school in the way it

looks at and addresses diversity, equity and inclusion. While we are still at the infancy of this work, our motivation and efforts will undoubtedly create an environment that is culturally responsive to all our stakeholders' needs.

**EES Improvement Indicators:**

Stakeholder	Indicator	2015-2016	2016-2017	2017-2018	2018-2019 Target
Staff	We have the opportunity to learn effective teaching strategies for the diversity represented in our school			50%	58%
Staff	The school addresses issues of diversity in a timely and effective manner	49%	41 %	46%	55%
Student	The school has activities to celebrate student differences	70%	64 %	44%	50%

All percentages represent an answer of almost always and often true

**Strategic Action Plan**

<b>Strategic Actions</b>	<b>Progress Indicators</b>	<b>Anticipated Artifacts and Evidence</b>
Staff will participate in professional development identifying best instructional practices using the theme of equity and Danielson Framework.	<ul style="list-style-type: none"> <li>● 4 professional development trainings</li> <li>● Full Circle Leadership PD cadre</li> <li>● PLC work</li> </ul>	<ul style="list-style-type: none"> <li>● Staff meeting agenda and feedback</li> <li>● PLC work</li> <li>● Learning walk feedback</li> <li>● Teacher survey-instructional practice</li> <li>● Lesson plans with embedded instructional strategies that promote inclusion and equity</li> <li>● Exit tickets from trainings</li> </ul>

<p>The school will use a collaborative problem-solving approach for addressing issues of equity in a timely and effective manner.</p>	<ul style="list-style-type: none"> <li>● Weekly administrative meetings that address school-wide issues</li> <li>● Student Senate meetings</li> <li>● Parent Advisory Council (PAC) meetings</li> <li>● Student Equity Advisory Group meetings</li> <li>● ASB Clubs (ex. QSA, Gender Equality)</li> </ul>	<ul style="list-style-type: none"> <li>● Correspondences relating to issues addressed</li> <li>● Meeting minutes</li> <li>● Staff input systems (survey, meetings, team meetings)</li> <li>● Student group meeting agendas and minutes</li> </ul>
<p>MIHS will recognize and celebrate differences through curriculum and classroom activities.</p>	<ul style="list-style-type: none"> <li>● English department continued work around introducing novels by authors of varied ethnicities, and gender</li> <li>● Celebrate National Monthly Themes of diversity (Black History Month, Disability Month, etc.)</li> <li>● Begin building relationship between MIHS and Garfield High School students</li> <li>● Bridges lesson</li> <li>● Margins Program (Week-long student immersion experience)</li> </ul>	<ul style="list-style-type: none"> <li>● Poster campaign</li> <li>● Newly introduced novels</li> <li>● Martin Luther King Assembly</li> <li>● Planning meeting minutes for the MIHS/GHS partnership</li> </ul>

On October 9, 2015, Ben Ibale from Washington Education Association addressed the Mercer Island School District’s Diversity Action Teams. In his presentation about Culturally Responsive Instructional Strategies he referenced the Cross-Cultural Competency Framework (Adapted from Sue & Sue). The pillars of the framework are: ***Awareness, Knowledge, Skills, and Advocacy***. This year Mercer Island High School will again use this framework to center our lenses as we continue to do this work. Over the last several years we have concentrated on the awareness and knowledge portion of the framework. Much of this year’s work with the staff will center around the skills portion of the framework. Our staff will unpack the themes of equity and high expectations in the Danielson Framework.

Through our work using the cultural competency framework, our goal is for staff and students to have a clearer understanding of themselves and their role in the world as it relates to diversity, equity and inclusion. We also want all students and staff to feel welcomed at MIHS and

for students to have an equitable academic experience. This work is important as it is one thing to engage in training with staff and students but yet another to be held accountable as individuals for changing practices.

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**MIHS School Improvement Plan  
2018-2019**

**School Vision: Integrity, Innovation and Inspiration**

**Fundamental 3 - “Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.”**

**Goal 1:** MIHS will reduce the number of students in grades 9-12 who were identified previously as having below 90% attendance from 22% to 12% by the end of the school year 2018-19. We will accomplish this through the following sub-goals:

1. By the end of the 2018-2019 school year we will have improved data through accurate attendance taken by teachers in each class period.
2. We will have increased communication to parents about the importance of attendance and send frequent grade and attendance notifications to parents via Skyward.
3. We will conduct weekly meetings of the Building Guidance Team to discuss regular attendance checks, home visits, and regular communication efforts made by high school staff.

Context: As per the feedback from our Mercer Island High School staff in June 2018, we believe it is imperative to focus on attendance as a means to improve student performance, academic success, and connection to school. We feel the need to create practices that are standardized and consistent, partner with parents by providing more communication, and commit to strengthening student attendance while supporting the whole child academically, socially and emotionally.

<b>Strategic Actions</b>	<b>Progress Indicators</b>	<b>Anticipated Artifacts and Evidence</b>
<ul style="list-style-type: none"> <li>● Staff will submit attendance each period, each day on time.</li> </ul>	<ul style="list-style-type: none"> <li>● By the end of September, we will create an initial baseline to inform</li> </ul>	<ul style="list-style-type: none"> <li>● Intervention tracking sheets for teachers and teacher attendance</li> </ul>

	administration and teachers in order to determine next steps.	reports that inform administration of the accuracy and frequency of taking attendance by class periods both daily and weekly.
<ul style="list-style-type: none"> <li>• The Attendance Secretary will provide weekly reports on Thursdays of students with 2 or more absences every week to be reviewed by BGT (Building Guidance Team) according to their students' alpha.</li> <li>• The Attendance/Truancy Coordinator will present and discuss the data provided by the Attendance Secretary to BGT weekly.</li> </ul>	<ul style="list-style-type: none"> <li>• At 3 absences informal meetings occur and Check and Connect Program is activated</li> <li>• At 5 absences possible attendance contract, WARNS assessment, and parent communication/meeting is implemented</li> <li>• At 7 absences, Community Truancy Board (CTB) meeting occurs, BGT recommendations and counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Notes and conversation logs as documented from the BGT, teachers, and administration. The Attendance/Truancy Coordinator will also provide documentation logs from student and parent contact following a student's second absence.</li> <li>• Restorative contract / conference</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers will send grade updates and attendance notifications to parents via Skyward every three weeks.</li> <li>• An automated message from Skyward will be delivered to all parents and guardians reminding them to check their child's grades and attendance every three weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselors, the attendance support staff, teachers, parents, MIYS and administrators can be included at these meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence will include automated emails, and any teacher/parent/admin. correspondence including building guidance (BGT) meetings.</li> <li>• Copy of BGT minutes to include and track attendance concerns and follow up actions including meetings/phone conferences, emails, and/or home visits with parents, student, counselor, administrator and Truancy Coordinator.</li> <li>• Communication logs including phone calls, emails, and home visits.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide Professional Development to teachers about relationship building, College and Career Readiness skills and Restorative</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development</li> <li>• Attendance data monitoring and review sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda and feedback from professional developments</li> <li>• Attendance Data Analysis</li> </ul>

<p>Practices pertaining to school attendance.</p>		
<ul style="list-style-type: none"> <li>● The MIHS team will use the WARNS (Washington Assessment of the Risks and Needs of Students) to support teams and develop interventions.</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment given between 5 and 7 absences of an individual student</li> <li>● Community Truancy Board meetings</li> <li>● Check and Connect Program at the Building level</li> </ul>	<ul style="list-style-type: none"> <li>● Completed WARNS Assessments</li> <li>● Attendance plans/intervention</li> <li>● Community Truancy Board report</li> </ul>