

MISD SCHOOL IMPROVEMENT PLAN 2015-2016

2020 Vision

Our students will thrive in the cognitive, digital, and global world while sustaining their passion and inspiration for learning.

Fundamental 5: Cultivate and foster thinking and process skills such as analytical and critical thinking, cross-discipline thinking, creativity, innovation, collaboration, communication, problem-solving, and information and technology literacy in curriculum design.

School: Mercer Island High School

Goal: MIHS will provide an equitable and accessible academic experience for all students, while maintaining a differentiated personalized learning environment.

Context:

2014-2015 EES Data

Staff: Our teachers engage in professional development activities to learn and apply new skills and strategies (74% answered almost always/often true)

Staff: I participate in a professional learning community focused on improving student learning (67% answered almost always/often true)

Staff: Appropriate data are used to guide building directed professional development (52% answered almost always/often true)

Targeted Danielson Domain

Summative data of MIHS staff on the TPEP comprehensive cycle in 2014-15 indicated that most MIHS teachers were at level 3 in Danielson Domain 1 and Danielson components 1a, 1b, 1c, 1e, and 1f.

3 Year Vision

We aspire to be a **highly reliable school** that provides (a):

- Safe and collaborative culture
- Effective teaching in every classroom
- Guaranteed and viable curriculum
- Standards-referenced reporting
- Competency-based education

We want to employ systems and structures within the school that are not centered solely on individuals, but instead are founded on our collective beliefs as a school community. We believe it's important for students to know that *what* they learn in each class is going to be consistent across classroom, which is consistent with component in OE-10: Ensure that comparable curricular and instructional expectations are applied within departments and/or grade levels without sacrificing freedom and autonomy. The *how* the teachers and students get there is not the conversation we are trying to have. We can have purposeful conversations as colleagues if we are teaching with a similar focus and plan.

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
Time, training, and support provided for staff to collaborate to create common course outlines for each course.	<ul style="list-style-type: none"> Faculty, department, and Principal’s Cabinet meetings to establish common course outlines 	<ul style="list-style-type: none"> Meeting agendas Common course outline for each course
Time, training, and support provided for staff to prioritize standards and establish scope and sequence for each course.	<ul style="list-style-type: none"> Faculty, department, and Principal’s Cabinet meetings to prioritize standards by course Review existing scope and sequence documents 	<ul style="list-style-type: none"> Meeting agendas List of prioritized standards for each course
Time, training, and support provided for prioritizing and embedding standards into the scope and sequence for each course.	<ul style="list-style-type: none"> Faculty training with Tammy Heflebower from Marzano (creating a highly reliable organization with a guaranteed and viable curriculum) Faculty, department, and Principal’s Cabinet meetings to create/modify scope and sequence documents and embed prioritized standards by course 	<ul style="list-style-type: none"> Meeting agendas Scope and sequence document with prioritized standards embedded for each course
Time, training, and support provided for creating two common assessments per course.	<ul style="list-style-type: none"> Faculty, department, and Principal’s Cabinet meetings to create two common assessments per course 	<ul style="list-style-type: none"> Meeting agendas Common assessments for each course

<u>Term</u>	<u>Working Definition</u>
Common course outline	Document outlining the essential learnings and texts for the course, irrespective of who teaches it
Prioritized standards	List of power standards for each course (CCSS, NGSS, CTE, etc.) in rank order
Scope and sequence	Document identifying approximate duration for each unit of study and prerequisite skills/relationships as necessary
Common assessment	Assessment given to all students within a particular course, irrespective of who teaches it

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Our students will thrive in the cognitive, digital, and global world while sustaining their passion and inspiration for learning.

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

School: Mercer Island High School

Goal: MIHS will foster a school community that celebrates diverse cultures and addresses issues of equity and inclusion so all students and staff feel welcome and all students have access to an equitable academic experience.

Context:

2014-2015 EES Data

Students: The school has activities to celebrate student differences (49% answered almost always/often true)

Staff: The school addresses issues of diversity in a timely and effective manner (45% answered almost always/often true)

Staff: This school has activities to celebrate the diversity of the community (49% answered almost always/often true)

Parents: My child learns about the cultures of our community at his/her school (37% answered almost always/often true)

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
<p>Sept/Oct - Assemble the Diversity Action Team. Establish meeting calendar, norms and goal development. Develop common operational definitions of equity and diversity.</p>	<ul style="list-style-type: none"> • Create a Mercer Island High School Diversity Action Team 	<ul style="list-style-type: none"> • Committee member applications • DAT meeting agendas • DAT meeting calendar • DAT definitions document
<p>Nov/Dec - Working subgroups will develop school-wide activities that promote equity and inclusion and choose research based instructional strategies to be piloted by classroom teachers. Introduce work plan to stakeholders (staff, students, PTSA executive board).</p>	<ul style="list-style-type: none"> • Develop and implement multiple school-wide activities that address equity and diversity • Develop and pilot classroom-based instructional strategies that promote inclusion and equity 	<ul style="list-style-type: none"> • DAT meeting minutes • DAT calendar of events/activities • Sample lesson plans/instructional strategies

<p>Jan/Feb/Mar - Implement activities created by Diversity Action Team; solicit feedback from staff and stakeholders.</p>	<ul style="list-style-type: none"> • Implement classroom-based instructional strategies that promote inclusion and equity 	<ul style="list-style-type: none"> • Lesson plans/instructional strategies • Feedback form for lesson plans/instructional strategies • Data collected from feedback form
<p>April/May - Feedback and evaluation of work from the 2015-16 school year; plan for 2016-17 school year.</p>	<ul style="list-style-type: none"> • Develop an action plan to continue promoting diversity, equity, and inclusion for the 2016-2017 school year 	<ul style="list-style-type: none"> • DAT meeting minutes • Data from school-wide activities (survey results) • DAT committee member reflections • 2016-2017 SIP Goal • 2015-2016 EES survey data