

MISD SCHOOL IMPROVEMENT PLAN 2014-2015

2020 Vision

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

School: Mercer Island High School

Goal: Staff will design and implement a variety of instructional strategies to promote student engagement.

Context:

- **20/20 Vision Fundamental # 1:** Create a more personalized learning environment where student-centered education is responsive to students' strengths and learning styles, interests and passions.
- **EES Survey Contextual data from the Educational Effectiveness**
- Students: Work I do in this school is useful and interesting to me (34% answered almost always/often true).
- Students: My teachers help me learn by challenging me with interesting activities in class (41% answered almost always/often true).
- Students: My teachers find other ways for me to learn things I find difficult (38% answered almost always/often true).
- Parents: Struggling students receive early intervention and additional help at this school (23% answered almost always/often true).
- Staff: Instruction is personalized to meet the needs of every student (36% answered almost always/often true).

Targeted Danielson Components

- Domain 1 (Planning and Preparation) 1c – Setting Instructional outcomes – value, sequence, and alignment, clarity, balance, and suitability for diverse learners
- Domain 3 (Instruction) 3c – Engaging students in learning {state criterion 1 (SC1)} – activities and assignments, grouping of students, instructional materials and resources, structure and pacing
- Domain 3 (Instruction) 3e – Demonstrating flexibility and responsiveness {state criterion 3 (SC3)} – Lesson adjustment, response to students, and persistence
- Domain 4 (Professional responsibilities) 4c – Communicating with families {state criterion 7 (SC7)} – information about the instructional program, information about individual students, engagement of families in the instructional program

Academic Achievement from 2013 Profile

- * Percent of 10th graders NOT meeting Reading Standard (6.2%)
- * Percent of 10th graders NOT meeting Writing Standard (5.9%)
- * Percent of Algebra students NOT meeting Standard EOC Algebra (1.9%)
- * Percent of Biology students NOT meeting EOC Biology Standard (2.6%)

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
1. Develop and implement instructional strategies to increase student engagement and rigor in our classrooms.	<p>Quarterly Department Debriefing to identify what strategies worked and what we will change for the next quarter</p> <p>Department Rubrics designed and implemented to provide feedback on progress relative to grade level standards</p> <p>Learning Walks to observe student centered instructional strategies</p> <p>Increased proficiency in use of technology skills</p>	<p>Department Meeting Notes with Debrief summary based on classroom assessment data, pre/post unit survey</p> <p>Samples of feedback provided for students with other data to show progress</p> <p>Exit Slips- level of engagement and ideas for improvement</p> <p>Data graphed monthly to display types of Instructional strategies observed in classes</p>
2. Evaluate the effectiveness of the BRIDGES program and implement changes as necessary to help facilitate an interactive student learning environment that promotes social and emotional well-being.	<p>Learning Walks (by teachers & administrators) during Bridges using continuum of instructional strategies show an increase in “student engagement” strategies being used.</p> <p>Student participation (attendance) in Bridges show consistency over time</p> <p>Roles of Bridges Advisor and Student Leader are clearly described and followed.</p>	<ul style="list-style-type: none"> - Monitoring data from Learning Walks - Monthly baseline attendance data from 2013-14 - Monthly attendance data from 2014-15 show increase in attendance - Bridges events/activities show clear roles for Advisor and Student Leader and how student group will participate and accomplish lesson goals

<p>3. Develop a Vision and procedures for a School Intervention Team to regularly monitor student progress, identify students' needs and develop Personalized Plans for students</p>	<p>Document developed to identify goals, roles and procedures for new school intervention team process</p> <p>Referral process developed and used by teachers to identify students in need of interventions</p> <p>Catalogue of consistent practices to address student needs</p> <p>Training provided for staff and parents to become familiar with procedures and increase effective communication</p>	<p>List of "target students" developed (using Risk Indicators and teacher observation)</p> <p>-Meeting Notes for Team</p> <p>-Students identified show improvement as measured by implementation of their</p> <p>-Agendas for training sessions for staff and parents</p>
---	--	---

*SMART Goals are **S**pecific and clearly stated, **M**easurable and based on formative and summative data, **A**ttainable and realistic, **R**elated to student achievement and performance, and **T**imely.

MISD SCHOOL IMPROVEMENT PLAN 2014-2015

2020 Vision

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

School: Mercer Island High School

Goal: Staff will work collaboratively to design and implement learning opportunities that engage students to use critical thinking and problem solving strategies/skills that celebrate diversity in our community.

Context:

20/20 Vision Fundamental 5: Develop 21st Century Thinking and Process Skills such as critical thinking, cross-discipline thinking, creativity, innovation, collaboration, communication, problem-solving, and information and technology literacy in curriculum design.

- **EES Survey Contextual data from the Educational Effectiveness**
- Staff: The school addresses issues of diversity in a timely and effective manner (35% answered almost/always/often true).
- Staff: This school has activities to celebrate the diversity of this community (43% answered almost always/often true).
- Staff: All teachers integrate interdisciplinary concepts into their teaching (33% answered almost always/often true).
- Parents: My child learns about the cultures of our community at his/her school (33% answered almost always/often true).
- **Targeted Danielson Components**
- Domain 1 (Planning and Preparation) 1c – Setting Instructional outcomes – value, sequence, and alignment, clarity, balance, and suitability for diverse learners
- Domain 2 (Classroom Environment) 2b – Establishing a culture for learning (State criterion 1) – importance of the content, expectations for learning and achievement, and student pride in work
- Domain 3 (Instruction) 3b – Using questioning and discussion techniques (State criterion 2) – quality of questions, discussion techniques, and student participation

Diversity 2013-14 Profile

Asian 20% represents 278 students
 Multiracial 2% represents 28 students
 African American 1% represents 14 students

Hispanic/Latino 1% represents 14 students
 Native Hawaiian/Pacific Islander 1% represents 14 students
 American Indian .05% represents 7 students

Total: 355 students

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
-------------------	---------------------	------------------------------------

1. Develop and implement a school wide focus on cultural competence and community involvement to support students' critical thinking and ability to address issues from a variety of perspectives.	<p>School wide events to increase awareness of cultures and community needs</p> <p>Cross Disciplinary projects to increase cultural awareness and build community in the classroom</p> <p>Students demonstrate ability to read and write from another's perspective</p> <p>Learning Walks using continuum of instructional strategies show an increase in cross disciplinary strategies</p>	<ul style="list-style-type: none"> - Bridges Agenda includes monthly cultural awareness or community need event - Events and Assemblies - Student participation in Bridges and ASB Outreach Projects that allows achievement of project goals - Staff training agendas - Exit slips show increased cultural awareness and critical thinking - Monitor data from Learning Walks
2. Plan and implement "real world" projects to allow students to be involved in solving community problems	<p>Identification of community problems/issues and develop methods for students to be involved in finding solutions</p>	<ul style="list-style-type: none"> - Schedule of events/activities/lessons for the year - Community Service hours data - Marketing and Meeting goals for community service projects
3. Design and implement cross disciplinary projects to increase cultural awareness and build a community in the classroom	<p>Students' ability to read and write from another's perspective</p> <p>Learning Walks (by teachers & administrators) using continuum of instructional strategies show an increase in cross disciplinary strategies being used</p>	<ul style="list-style-type: none"> - Exit slips to respond re: critical thinking or cultural awareness - Monitoring data from Learning Walks

*SMART Goals are **S**pecific and clearly stated, **M**easureable and based on formative and summative data, **A**ttainable and realistic, **R**elated to student achievement and performance, and **T**imely.