MIHS SCHOOL IMPROVEMENT PLAN 2016-2017
School Vision: Integrity, Inspiration and Innovation

Goal: MIHS will provide an equitable and accessible academic experience for all students across all content areas. We will accomplish this through the following sub-goals:

1. By the end of the 2015-2016 school year **100%** of the identified 37 core courses (per graduation requirements) will have common course outlines, prioritized standards, and at least two common assessments.
2. Our EES staff feedback scores will improve in the following areas which will inform our progress towards our goal:

    o *This school uses assessments aligned to standards and instruction* - We will **increase from 73% to 80%** of staff answering almost always/often true

    o *I participate in a professional learning community focused on improving student learning* - We will **increase from 71% to 80%** of staff answering almost always/often true

    o *The staff I work with collaborates to support improvement efforts* - We will **increase from 83% to 90%** of staff answering almost always/often true

    o *Common benchmark assessments are used to inform instruction* - We will **increase from 47% to 60%** of staff answering almost always/often true

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

Contextual Data:

3 Year Vision

We aspire to be a highly reliable school that provides:

- · a safe and collaborative culture;
- · effective teaching in every classroom; and
- · a guaranteed and viable curriculum.

We want to employ systems and structures within the school that are not centered solely on individual staff members, 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 classrooms, which is congruent with components of 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 direct. However, when we share a common goal for *what* students will learn can have purposeful conversations as

colleagues with a similar focus and plan. This work is supported by recommendations from the Diversity Action Committee that include: more teacher-to-teacher dialogue about student learning; more sharing of best practices; and providing an adaptable curriculum that gives teachers opportunities to make sure students are understanding (*MISD DAC minutes, May 2016*).

We based our plan on the best practices outlined by Rick DuFour's Professional Learning Communities. "Educators rename their traditional faculty or department meetings as PLC meetings, engage in book studies that result in no action, or devote collaborative time to topics that have no effect on student achievement – all in the name of the PLC process. These activities fail to embrace the central tenets of the PLC process and won't lead to higher levels of learning for students or adults." They list the characteristics of a true professional learning community:

- teacher team takes collective responsibility for students' learning;
- a guaranteed and viable curriculum is established, specifying the knowledge, skills, and dispositions students are expected to acquire, unit by unit;
- frequent, common, team-developed interim assessments measure students' mastery of the curriculum, which identify the students who need additional time and support and those students who would benefit from enriched or extended learning;
- teachers' individual strengths and weaknesses based on what their students learned; and
- a system of interventions which guarantees that struggling students get additional time and support in ways that don't remove them from new instruction.

All this flows from the four questions school staff are continuously asking themselves: What do we want students to learn? How will we know if they have learned it? What will we do if they haven't learned it? How will we provide extended learning opportunities for students who have mastered the content?" ("The Futility of PLC Lite" by Rick DuFour and Douglas Reeves in Phi Delta Kappan, March 2016 (Vol. 97, #6, p. 69-71).

Core Courses Alignment Data

Indicator	2015-2016 Data	Target for 2016-2017
Common course outlines are implemented	89% of identified core courses	100% of identified core courses
Prioritized standards are identified and embedded within the course	68% of identified core courses	100% of identified core courses
Two common assessments are created and ready to administer during 2016-2017	51% of identified core courses	100% of identified core courses

2015-2016 EES Data

Stakeholder	Indicator	2015-2016	2014-2015	2013-2014
Staff	This school uses assessments aligned to standards and instruction 73% almost always/often true	73% almost always/often true	69% almost always/often true	63% almost always/often true
Staff	I participate in a professional learning community focused on improving student learning	71% almost always/often true	72% almost always/often true	68% almost always/often true
Staff	The staff I work with collaborate to support improvement efforts	83% almost always/often true	78% almost always/often true	83% almost always/often true
Staff	Common benchmark assessments are used to inform instruction	47% almost always/often true	45% almost always/often true	35% almost always/often true

Goal 1 Strategic Plan:

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
Create common course outlines, prioritized standards, and at least two common assessments for each identified course with support and additional time from MIHS administrators	• All DD & BD meeting time is dedicated to completing this work. Department chairs are charged with leading their departmental PLCs through this work with support and guidance from their departmental administrative liaisons.	• Meeting agendas/minutes from departmental PLCs • Common course outlines created by departments for identified courses • Common assessments created by departments for identified courses

Goal 2 Strategic Plan:

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence

Engage Professional Learning Communities (PLCs) that focus on analyzing student achievement on the established common assessments using identified protocols for collaborative work	• Department Chairs will receive training and information about how to lead PLCs that focus on student achievement from administrators during Principal's Cabinet meetings • Building administration will provide research-based protocols specifically designed for teachers to use to analyze student work • Departments will meet in PLCs to analyze student achievement on established common assessments using protocols	• Meeting agendas/minutes • Student achievement results and reflections from at least two administered common assessments for identified courses
Identify, discuss, and implement interventions for students who are not meeting standards or making sufficient progress	• Faculty, DD, BD, BGT, department, and Principal's Cabinet meetings will be used to identify and discuss intervention strategies • Improved student achievement as a result of implemented interventions	• Meeting agendas/minutes • BGT minutes • Student achievement on common assessments demonstrating improvement based on implemented interventions

Term	Working Definition
Common assessment	Assessment given to all students within a particular course, irrespective of who teaches it
PLC	Professional learning community of educators working to ensure students learn through a culture of collaboration and a focus on results (DuFour)
Protocols	Processes that help groups achieve deep understanding through dialogue; structures for groups that allow them to explore ideas deeply through student work; guidelines for conversation based on norms that everyone agrees upon in order to make dialogue safe and effective (Easton)
DD, BD, BGT	District-directed time; Building-directed time; Building Guidance Team

MIHS SCHOOL IMPROVEMENT PLAN 2016-17

School Vision: 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.

EES Improvement Indicators:

Stakeholder	Indicator	Target
Staff	This school has activities to celebrate the diversity of this community	55% (+11%)
Staff	The school addresses issues of diversity in a timely and effective manner	60% (+11%)
Student	The school has activities to celebrate student differences	80% (+10%)
Parent	The school addresses issues of diversity in a timely and effective manner	66% (+10%)

Context:

Entering our third year of diversity work we have much to be proud. We have successfully engaged our staff and students in discourse around diversity, equity and inclusion. This past year we addressed concepts such a privilege, empathy and instructional supports for all types of learners. Staff and students experienced the opportunity to self-reflect, which is an important early step, when examining these topics: diversity, equity and inclusion.

This year our Diversity Action Team (DAT) is even more diverse and equally committed to this work. As a DAT, we look forward to continuing the discussion around self-awareness but also taking a closer look at structural barriers and systems of oppression. This will ground our staff and students in the "why" this work is so important. We will also attempt to move beyond race and ethnicity to explore the many faces of diversity. As always this work will be difficult and challenging but is worth the energy and emotion 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 issues. 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 stakeholder's needs.

Cultural Competence					
Stakeholder	Indicator	2013-2014	2014-2015	2015-2016	2016-2017 Target
Staff	This school has activities to celebrate the diversity of this community	32%	35%	44%	55%
Staff	The school addresses issues of diversity in a timely and effective manner	44%	43%	49%	60%
Student	The school has activities to celebrate student differences	39%	42%	70%	80%
Parent	The school addresses issues of diversity in a timely and effective manner	38%	41%	56%	66%

All percentages represent an answer of almost always or often true

Strategic Action Plan

Strategic Actions	Progress Indicators	Anticipated Artifacts And Evidence
Train staff and students in the **Awareness** domain of the Cultural Competency	• DAT meetings to discuss framework and develop common	• Meeting minutes • Staff survey

Framework Engage staff and students in the process of becoming aware of his/her assumptions about human behavior, biases, preconceived notions and personal limitations. Cross Cultural Competency Framework: **Awareness,** Knowledge, Skills, Advocacy	understanding of concepts and definitions relating to our work • Plan and execute bridges lessons • Begin to discuss and plan diversity/equity summit • Implicit bias activity for staff and students • Activity and lessons on privilege and power	• Bridges lessons • Student survey • Diversity Summit • Lunchtime speakers focusing on diversity and equity topics
Train staff and students in the **Knowledge** domain of the Cultural Competency Framework Develop staff and student understanding of the world view of culturally diverse students, staff families and communities (values, practices, communication styles group norms, biases experiences and perspectives) Cross Cultural Competency Framework: Awareness, **Knowledge**, Skills, Advocacy	• Meetings and trainings for DAT and staff around vocabulary and framework • Examine different aspects of diversity and build stakeholders knowledge and understanding of such diverse groups • Examine the structural and systemic pillars of oppressive policies. • Develop school-wide themes around diversity	• DAT meeting minutes • Staff meeting minutes • Staff survey • Student survey • Bridges lessons

Train staff and students in the **Skills** domain of the Cultural Competency Framework. Practice and strengthen appropriate, relevant and sensitive strategies and skills in working with diverse students, staff, families and communities. Cross Cultural Competency Framework: Awareness, Knowledge, **Skills**, Advocacy	• Research classroom-based instructional strategies that promote inclusion and equity and create database for teachers to access • Deliver staff PD on instruction practices • Development of student-led activities • Develop school-wide themes around diversity	• Lesson plans/instructional strategies • Feedback form lesson plans/instructional strategies • Data collected from feedback forms • Collection of instructional strategies that promote equity • Exit tickets • Post activity survey • Diversity week
Train staff and students in the **Advocacy** domain of the Cultural Competency Framework. Staff and students will advocate on behalf of the needs of the students, staff, families and communities they work with. Cross Cultural Competency Framework: Awareness, Knowledge, Skills, **Advocacy**	• Examining student access to all classes • Create student-led opportunities around diversity and equity • Celebrate diversity (especially the less recognized)	• DAT meeting minutes • Data from school-wide activities • DAT committee member reflections • Student driven equity campaign • Student survey • Proportionality reports for all class

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. 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. We have some exciting activities to engage staff and students in the work. Some activities include having a lunchtime speaker series that will engage students in discussions around different diversity topics; student driven equity campaigns, and teachers sharing of instructional strategies that promote equity.

Through our comprehensive training around the cultural competency framework we expect for 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 will have an equitable academic experience. This paragraph is important because it is one thing to train staff and students and another to hold them accountable for acting differently.