Edmonds School Improvement Plan (SIP) (Grades PreK, K-6, K-8, 7-8, and 9-12) Three-Year Plan

Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve engagement, equity, and excellence for our students. The plan states goals and why these goals were chosen. Our plan also outlines what staff will do to ensure every student experiences belonging and is able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	**2023 - 2024**
Our School Name	**Mountlake Terrace High School**

Section 1. Our school

> **A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff.**

Student Demographics:
   Mountlake Terrace had 1435 students enrolled in the fall of the 2023-24 school year. The following data sets show the demographic breakdown of MTHS students and the special program breakdown of MTHS:

Federal Race	# of Students; % of MTHS student body
White	877 62.77%
Asian	215 15.22%
Black / African American	185 13.09%
Hispanic / Latino of any race(s)	255 18.05%
American Indian / Native Alaskan	48 3.4%
Two or more races	61 4.32 %
Native Hawaiian / Pacific Islander	17 1.20%
504	161
Free / Reduced Lunch	Free 301 students; reduced 99 students
Count October 2023	Total enrollment 1470
	% free 20.48; % reduced 6.73; % free & reduced 27.21
Homeless	30
Special Education	195
Health Plan	73
Bilingual Education	165

STEM Education
MTHS offers students the opportunity to complete a STEM diploma or a STEM Honors Diploma, depending on their courses taken. Students enrolled in the STEM program select one of three pathways: Aerospace Engineering, Biotechnology, or Computer Science. MTHS is a registered Project Lead-the-Way School, which aims for students to experience STEM education and to compete in the skills they have learned.

Journalism
The MTHS student publication, the Hawkeye, is a nationally recognized student journalism program. Hawkeye is regularly awarded the Freedom of the Press award, as well as individual student editor awards. Students involved in Terrace journalism are a part of the yearbook (TEMPO) or the student-run newspaper: Hawkeye

Music
Mountlake Terrace High School is known for its music program.The upper-level concert band, Chamber Winds, is a regular attendee at music festivals such as the University of Washington Music Festival and Central Washington University's music festival. The school's upper jazz band, Jazz 1, has attended Jazz at Lincoln Center's Essentially Ellington Jazz Festival and Competition in New York many years.

MTHS Curriculum
All classes meet every day for eighteen weeks each semester and have a 180-day school calendar. 0.5 credit is awarded for each semester course successfully completed. MTHS offers Advanced Placement (AP), College in the High School (CHS) and rigorous Honors (H) classes. MTHS offers specific Honors (H) classes in: Algebra 2, Biology, English 9, & 10, Geometry, Pre-Calculus, and World History 9.
MTHS offers Advanced Placement (AP) courses in: American Government, Biology, Calculus, Statistics, Chemistry, Computer Science, English Language and Composition, European History, Psychology, Physics and US History. MTHS is taking this school year to explore offering AP Environmental Science in 2023-24.
MTHS College in the High School (CHS) is available within Honors Pre- Calculus, AP US History, AP Computer Science, AP European History, Introduction to Engineering Design and Spanish 1, 2 and 3.

The previous MTHS SIP goal remains critically relevant for Terrace staff to focus on. Students in learning support were more likely to receive an F or an NC in their semester grades than their school mates. Theory of Action (2022-23): If we commit time for general education teachers to connect frequently with special education case managers, and we provide professional development for students in learning support in the areas of literacy (reading and writing), organization and work completion and implement these strategies into practice, then we will see increased grades and a decreased failure rate for students in learning support.

A strategy from this previous goal has been implemented since, where all teachers are able to participate in an IEP round robin. This event gives classroom teachers the time to look through their students with IEPs and have IEP case managers available to ask questions and learn more about their students' needs and accommodations.

The Lifeskills (Intensive Academic Support) program at MTHS doubled in size from the previous school year, now offering two classrooms of program for students. The Lifeskills Program serves students at the secondary level who have mild to moderate disabilities. These students have significant delays in cognition.

The program provides an alternative curriculum that focuses on functional academics, community independence and vocational skills. Instruction is provided through classroom activities, community field experiences, and work experiences.

Mountlake Terrace has hired additional staff in our Multilingual program and in School Counseling.

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3 Vision)	**Equity, engagement, and excellence for each and every student.**
Our Mission	**Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.**

Data and Stakeholder Engagement Summary

E3 Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)? Data that are available for school improvement planning are below.	
Equity (such as student demographics)	☑	All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities.
	☑	District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups
	☑	Staff diversity
	☑	Staff professional development topics, and staff who attended
	☐	Please list other data sources used by your school to develop the SIP e.g., number and diversity of community partnerships, student/family focus groups, equity audit results
Engagement (such as school culture and climate)	☑	Skyward: Student attendance (percent regular attenders),
	☑	Exclusionary discipline (in-school, out-of-school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion (or office discipline referral?)
	☑	Panorama student survey data
	☐	Please list other data sources used by your school to develop the SIP e.g., family surveys, family partnership/volunteer opportunities; activities e.g., clubs, advisories, SEL instruction, and other
Instructional Excellence (and student learning)	☑	Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators
	☑	Homeroom: Grades K-12 i-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)
	☑	OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA

		or WA-AIM math and reading; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21)
	☑	OSPI high school graduation rates, drop-out rates
	☐	Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.
	☐	Please list other data sources used by your school to develop the SIP e.g., other formative assessments

Reflection questions
Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

During the 2022-23 school year, there was some thinking that students would "return to normalcy" by returning to in person learning. In fact, through a number of measures, MTHS students did not improve in their well-being and SEL - instead it remained the same or worsened. This informed the MTHS staff to be more deliberate in our planning to support Terrace students and to develop plans that elicit improvements and change.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support, and monitor our SIP?

- MTHS staff spent time in the Spring of 22-23 determining what the Professional Development focus would be for this school year (Trauma Informed Practices)
- Parents were presented SIP goals posting on Parent Square and Weekly Newsletter.
- MTHS staff were given an opportunity to review the existing SIP and provide feedback
- The current SIP, which includes updated strategies, was shared with the MTHS Steering Team, Department Chairs, and staff.

Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?

The return to in-person school is viewed as a chance to engage students and intervene with students more easily should they fall behind. At the same time, it is understood that students have been away from in-person learning for 18 months and may need some time academically and emotionally to prepare themselves for in-person content learning. Before returning to in-person learning, there was an assumption that all would be better and students would be automatically happier. That assumption has not shown up in the student SEL survey responses - or in what school staff observe from their students every day.

Some students who fell behind in their high school credits may still have some work to do to catch up on credits - either Graduation Alliance in CLIP, online courses, or summer school.

What goals will our school focus on this school year and why?

Compared to the preliminary on-time graduation rate from the 2021-22 school year (86.3%), 2022-2023 (OPSI Release # October of 2023), MTHS senior students will increase the on-time graduation rate to 90% as measured by the total percentage of students in the 22-23 senior cohort meeting graduation requirements. The class of 2024 currently has 127 students off track in credits at the beginning of the 23-24 school year and a total class size of 377.

Compared to the on-track-to-graduate rate of students that are credit deficient at the beginning of the 23-24 school year (10th grade =89 students credit deficient, 11th grade = 94 students credit deficient), the number of students credit deficient at each grade level will be reduced by 50% to 10th grade = 44 students and 11th grade = 47 students by the end.

With student well-being and belonging in mind, compared to the SEL screener (Panorama) survey responses from the 2022-23 school year, MTHS students will report an increased level of connection to other students and connection to adults in the school as measured by the SEL screener responses from 23-24.

Student well-being remains as important as classroom content.

Section 3. School Improvement Plan (SIP)

This section describes what our staff will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

SIP Goal 1:

Compared to the on-time graduation rate from the 2021-22 school year (86.3%), MTHS senior students will increase the on-time graduation rate to 90% as measured by the total percentage of students in the 2023-2024 senior cohort meeting graduation requirements.

Theory of action

If senior students are presented with an early graduation plan and are monitored throughout the year on the progress of their graduation plan, then we will see an increase in the number of senior students that graduate on time with their cohort.

How will we get the work done?	
Strategies we will complete this year	**Person or team responsible**
Strategy 1.1 (updated 10/1/2023): ● The MTHS Intervention Team, led by assistant principal, Rosemarie Burke, will continue to monitor 9th, 10th, and 11th grade students not on track to graduate on time through Homeroom. Data will include attendance, discipline/behavior, academic progress (grades and credits), and qualitative student voice. ● Counselors will work with students to develop an individual plan that provides each student an opportunity to earn deficient credits.	Intervention Team: ● Administration ● Counselors ● Student Support Team ● College /Career Specialist
Strategy 1.2: (updated 10/1/2023): ● Develop and deliver grade-level presentations that focus on graduation requirements and post-secondary pathways. ● Design and host targeted post-secondary pathway presentations that allow students to explore a variety of opportunities, including technical and two-year college, apprenticeships, military, industry certifications, and four-year college.	Counselors College/Career Specialist

How will we know that the strategy is working?		
Strategy 1.1 (updated 10/1/2023): The number of students on track for an on-time graduation will increase.		
What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?		
Mid-year Reflect and Revise plan	**What does this look like in action?** ● The Intervention Team meets monthly to monitor students not on track to graduate on time and to build a plan for each student.	**What evidence or data will we review? (e.g., implementation and/or outcome data)**

	• Homeroom is used to more closely monitor students based on race and program categories. • Any senior student who is credit deficient will have a plan developed that will describe how they can recover credits and work towards an on-time graduation	Students in jeopardy of not graduating on time - either credits, SBA or other requirements - plans are developed.
End-of-year Reflect and Revise plan	**What does this look like in action?** • Senior students have caught up, their plans have been actualized and they can graduate on time with their cohort	**What evidence or data will we review? (e.g., implementation and/or outcome data)** • Class of 2023 graduation rate. • High school and beyond plans. • Post-secondary enrollment data.

How will we know that the strategy is working?
Strategy 1.2 (updated 10/1/2023): • The number of students on track for an on-time graduation will increase. • The percentage of students enrolled in post-secondary education/training will increase.
What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

Mid-year Reflect and Revise plan	**What does this look like in action?** • Counselors and the College Career Specialist will develop and deliver presentations highlighting a variety of college and career pathways. • High School and Beyond plans will be used to inform	**What evidence or data will we review? (e.g., implementation and/or outcome data)** • High School and Beyond plan. • Post-secondary enrollment data.

End-of-year Reflect and Revise plan	**What does this look like in action?** Senior students have been exposed to a wide range of post-secondary opportunities via presentations, guest presenters, field trips. This information is available to all students. Barriers to enrollment have been identified and removed.	**What evidence or data will we review? (e.g., implementation and/or outcome data)** ● College/career center event calendar ● High School and Beyond plan. ● Post-secondary enrollment data.

SIP Goal 2:

Compared to the on track to graduate rate of students that are credit deficient at the beginning of the 22-23 school year (10th grade = 76 students credit deficient, 11th grade = 108 students credit deficient), the number of students credit deficient at each grade level will be reduced by 50% by the end of the school year. Credit deficient is defined as 0.5 or more credits behind the number of credits required to graduate, both overall and in specific subcategories.

Theory of action

If MTHS intervenes with students who are struggling at school early in the year, and provides a credit retrieval plan and ongoing monitoring of that plan, the number of students in grades 9 - 11 that are not on track to graduate will be reduced.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 2.1 (updated 10-1-2023): ● Counselors will work with students to develop an individual plan that provides each student an opportunity to earn deficient credits. This includes students identified as ML and Learning Support, as well as individual student success plans.	● Counselors ● CLIP teachers ● ML teachers ● Learning Support teachers
Strategy 2.2 (updated 10-1-2023): ● MTHS will establish an MTSS team. This team will replace the student support services team and focus on the	● MTSS team ● Classroom teachers ● Administrators

implementation of tiered interventions, starting with a schoolwide focus on classroom-based Tier 1 universal core instruction.	
Strategy 2.3 (updated 10-1-2023): ● Teachers will implement classroom-based SIOP strategies to support all learners.	● MTHS teaching staff ● Department chairs ● Administrators ● ML teachers

How will we know that the strategy is working?
Strategy 2.1 (updated 10/1/2023): The number of students who are credit deficient will decrease.
What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

Mid-year Reflect and Revise plan	What does this look like in action? ● 10th and 11th grade students that are credit deficient in grades meet with counselors to develop a plan to make up credits through summer school, eLearning, or CLIP. ● Counselors monitor and consult with 9th grade students in order to pass classes and earn credit. ● The Registrar will set up grade reports to run every three weeks. ● Teachers will review grade reports, and other data, then communicate with parents/guardians of students who may need extra support. Communication will be done via ParentSquare a minimum of once per month.	What evidence or data will we review? (e.g., implementation and/or outcome data) ● 9th-11th grade D/F lists. ● 9th-11th grade course failure rates ● CLIP enrollment ● ParentSquare communication
End-of-year Reflect and Revise plan	What does this look like in action? There is a comprehensive academic intervention system that supports students starting at the classroom level. Barriers to success are removed.	What evidence or data will we review? (e.g., implementation and/or outcome data)

	Students have multiple opportunities to recover credits	9th-11th grade D/F lists. 9th-11th grade course failure rates - CLIP enrollment - ParentSquare communication

How will we know that the strategy is working?

Strategy 2.2 (updated 10/1/2023):
- Evidence of Tier 1 universal core instruction exists for all students in all classrooms.
- The number of students who are credit deficient will decrease.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

Mid-year Reflect and Revise plan	**What does this look like in action?** - Two-way communication with families will increase. - Teachers are conducting progress monitoring and making instructional adjustments - High quality instruction using district-approved, evidence-based curriculum delivered in the classrooms to all students. - Classroom teacher differentiates instruction in response to student's needs	**What evidence or data will we review? (e.g., implementation and/or outcome data)** - ParentSquare communication - Progress monitoring data 9th-11th grade D/F lists. 9th-11th grade course failure rates
End-of-year Reflect and Revise plan	**What does this look like in action?** - Teachers have received training in Tier 1 strategies. - PLCs, departments, and grade level teams are engaged in cycles of inquiry - MTHS staff reflect on MTSS Tier 1 implementation, consider next steps, incorporate into the 24-25 SIP.	**What evidence or data will we review? (e.g., implementation and/or outcome data)** - ParentSquare communication - Progress monitoring data 9th-11th grade D/F lists.

		● 9th-11th grade course failure

How will we know that the strategy is working?

Strategy 2.3 (updated 10/1/2023):
- Evidence of SIOP implementation exists for all students in all classrooms including but not limited to: consistent use of scaffolding techniques, questions that include high-level thinking, written content objectives, adapted content, and emphasizing key vocabulary.
- The number of students identifying as multilingual who are failing classes will decrease.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

Mid-year Reflect and Revise plan	**What does this look like in action?** ● All teachers are incorporating SIOP in their lesson plans. ● The equity and ML teams will lead professional learning on SIOP strategies during all staff meetings ● The embedding of SIOP strategies in MTHS's SIP plan will remain a priority as we begin a new three-year cycle	**What evidence or data will we review? (e.g., implementation and/or outcome data)** ● Percentage of staff who have received SIOP training ● Percentage of staff who actively embed SIOP strategies in their lesson plans.
End-of-year Reflect and Revise plan	**What does this look like in action?** ● During our June building-directed early release, MTHS staff will reflect on classroom SIOP implementation.	**What evidence or data will we review? (e.g., implementation and/or outcome data)** ● Percentage of staff who have received SIOP training ● Percentage of staff who actively embed SIOP strategies in their lesson plans.

		• Percentage of students failing classes will decrease.

SIP Goal 3:
With student well-being and belonging in mind, compared to the SEL screener (Panorama) survey responses from the 2022-2023 school year, MTHS students will report an increased level of connection from 54% to 65% and an increase in sense of belonging from 34% to 45%.

Theory of action
If MTHS staff participate in professional development of trauma informed teaching practices and restorative practices and implement some of the aspects of the professional development trainings, then students will report an increased level of connection to adults and other students in the school compared to the SEL screener responses from 2022-2023.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 3.1 (updated 10/1/2023): • Implement restorative practices into Mountlake Terrace High School	• School administration • Equity team • Counseling team • Interested staff members (still in pilot phase)
Strategy 3.2 (updated 10/1/2023): • MTHS PLCs will engage in a Theory of Action design protocol to create Cycles of Inquiry that increase a sense of belonging for BIPOC students	• School administration • Equity team • MTHS PLCs

How will we know that the strategy is working?

Strategy 3.1 (updated 10/1/2023):
- The implementation of restorative practices in response to conflict resolution will increase.
- The rate of in/out of school suspension as a result of student-student and student-teacher conflict will drop.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?		
Mid-year Reflect and Revise plan	**What does this look like in action?** ● Administrators will model circle protocol during professional learning. ● Teachers will implement circle protocols as a Tier 1 strategy in their classroom. ● There will be evidence of restorative practices in repairing relationships after events and working with students/families to restore their relationship with the school.	**What evidence or data will we review? (e.g., implementation and/or outcome data)** ● Student discipline data ● Percentage of staff trained on restorative practices will increase.
End-of-year Reflect and Revise plan	**What does this look like in action?** ● Staff members implementing restorative practices will present their findings/experiences to the MTHS Steering Committee.	**What evidence or data will we review? (e.g., implementation and/or outcome data)** ● The percentage of students who have a favorable opinion of teacher-student relationships at MTHS will increase in the spring Panorama survey.

How will we know that the strategy is working?
Strategy 3.2 (updated 10/1/2023): ● PLCs will identify a Problem of Practice to guide their Theory of Action which will be supported and measured by specific data. ● PLCs will engage in a minimum of two cycles of inquiry. ● Outcomes will be actionable. ● Specific student subgroups will be identified. ● More students will report experiencing a sense of belonging and stronger student to teacher relationships.
What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

Mid-year Reflect and Revise plan	**What does this look like in action?** ● Administrators and the Equity Team will lead professional learning to coach PLC teams on the creation of a Theory of Action. ● PLCs will engage in two cycles of inquiry. ● PLCs will meet a minimum of one time per month.	**What evidence or data will we review? (e.g., implementation and/or outcome data)** ● Panorama data ● teacher referrals, specifically defiance, disruption, disrespect ● Discipline data ● Attendance ● Grades and grading practices ● Anecdotal/qualitative student voice
End-of-year Reflect and Revise plan	**What does this look like in action?** ● PLCs will present their Theory of Action results and next steps	**What evidence or data will we review? (e.g., implementation and/or outcome data)** ● Panorama data ● teacher referrals, specifically defiance, disruption, disrespect ● Discipline data ● Attendance ● Grades and grading practices ● Anecdotal/qualitative student voice data

Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
Crosby Carpenter	Principal
Dan Falk	Assistant Principal
Rosemarie Burke	Assistant Principal
	Equity Team
	MTSS Team
	MTHS PLCs

	MTHS Staff
	Student Advisory Team

Links to supporting documents
- [2021-26 Edmonds Strategic plan](#)
- [2023-24 Reflect and Revise Summary](#)