

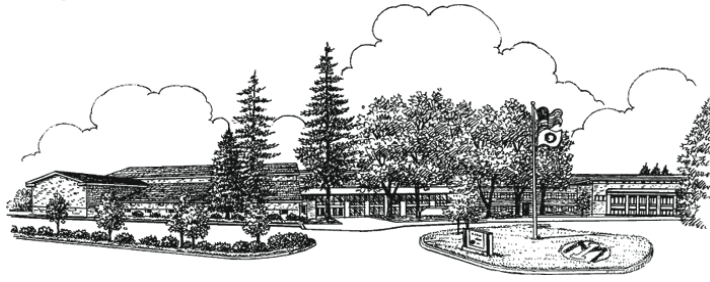
Mercer Island High School

9100 SE 42nd Street
Mercer Island, Washington 98040-4199
(206) 236-3345 • FAX (206) 236-3358

Nick Wold, Acting Principal

Lisa Deen, Associate Principal

Erica Hill, Associate Principal



[2022-23 MIHS SIP Reflection](#) (Click on the link to read the 2022-23 SIP Reflection document.)

2023-24 School Improvement Goal (Update base on a thorough 2022-23 SIP Reflection)

Through building authentic relationships with Hispanic/Latino, Black/African American students, as well as students receiving IEP & MLL services and 504 accommodations, MIHS will eliminate barriers and improve educational outcomes by June 2024 for these groups of students. It starts with understanding and supporting who our students are and who they want to become. By focusing on these marginalized student groups, we can improve the outcome for the entire student body.

These groups of students will have improved indicators for student/educational outcomes (ie. grades, attendance, EES, etc) that reverse the disproportionality data identified in our 22-23 SIP analysis and reflection.

Data and Collaborator Engagement Summary

The data we used to better understand our school improvement work and support our efforts in the 2023-24 school year can be found in the [2022-23 MIHS SIP Reflection document](#) and the [Quantitative Reflection PPT](#).

Action Items to Progress and Achieve Goal

1. Seek out marginalized voices and perspectives by reaching out to the leaders and organizations that represent and serve these groups, such as community-based groups, advocacy groups, or service providers. Students with marginalized voices include those who are LGBT+, people of color, people with disabilities, and many others whose voices differ from the major student groups. **(New)** (administrators)
2. Consider who is missing from our AP and honors courses and try to identify potential barriers blocking their access. compare how our AP and honors student population aligns with the rest of the building and identify any gaps (IEPs, 504s, Multilingual Language Learners (MLL), and students of color) **(New)** (administrators)
3. Provide culturally relevant curriculum or an educational environment that centers on students' culture identities and personal experiences. Provide choice and options for prompts and projects to increase engagement and help as many students as possible connect with their learning. **(New)** (faculty)
4. Continue to put a premium on relationships with students in order to remove barriers. **(New)** (all faculty)
5. Increase our understanding of MLL students, ELD curriculum, and effective approaches to instruction. **(New)** (administrators)
6. Provide Multilingual Learner (MLL)-focused PD opportunities for all teachers. **(New)** (administrators)
7. Provide time for general education teachers to collaborate with case managers. **(New)** (administrators)
8. Prioritize and learn about experiences and challenges of our students of color. **(New)** (all faculty)
9. Continue to look at how we as a building and faculty improve educational outcomes for students receiving 504, special ed, and MLL services, as well as students of color. **(New)** (administrators)
10. Begin engaging teams and our school in systemic changes and barriers that need to be eliminated to address inequities and barriers to student success. (counselors)
11. Connect our staff with resources and remove barriers to building authentic relationships with students. (counselors)
12. Connect our students with resources and remove barriers to building authentic relationships with staff (all staff)
13. Schedule data meetings to discuss student progress and how to remove barriers to learning for students during instruction (administration)
14. Monthly staff and DD meetings to review various data sources for these groups of students, and all MIHS students, such as:
 - Homeroom High School Risk Indicators
 - Student high risk absence rates (≥ 10)
 - Homeroom 9th grade F rates
 - 9th Grade on Track Rates
 - Overall Risk Indicators (counselors)
 - School Generated Student and Staff Survey Results
 - Student performance in AP / Honors courses and student enrollment demographics
 - EES Belonging and Identity and Supportive Learning Environment Data
 - Student Needs Data (Counseling Department Generated) - goal of identifying and supporting unmet needs
 - Athletics, Extracurricular and Co-Curricular Activity Data
15. Intentional feedback from evaluators to support and promote engagement of staff with instructional coaches to improve the instructional experience for students. (administrators)
16. Intentional PD throughout the year on Courageous Conversations as it relates directly to Diversity, Equity and Inclusion. (administrators)

17. Counseling Team Support: Cares Team list; Graduation Pathways; SBIRT, SST, D's and F's List, 8th grade Registration, Post-Secondary Counseling (counselors & administrators)
18. Continuing to develop structures that foster student-centered learning in which students can choose not only what to study, but also how and why, inclusive practices, and designing lessons with student empathy in mind (administrators and instructional learning coaches)

Collaborators Leading the School Improvement Goal

Members of the administration, counselors, instructional and non-instructional staff, and various student groups (for example, MIHS Equity Team, ASB, Senate, Voices for Change, Black Student Union, Education Coalition for Asian Representation (ECAAR), QSA (Queer Straight Alliance), No Place for Hate, Student Group on Race Relations, etc.)

Goal Alignment to the District Values and Fundamentals

Mercer Island School District Fundamental 5 is aligned and supports our 2023-24 School Improvement Plan:

- Fundamental 5, "Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student."

The Superintendent interprets Fundamental 5 as ensuring that each student receives what he or she needs to reach their full academic and social potential. Achieving equity in the Mercer Island School District means raising the achievement of all students while reducing and eliminating achievement gaps. All students, especially those not part of the majority race or ethnicity, need to be in learning environments that reinforce their sense of academic belonging and send constant signals that they are valued for all their assets and deserving of support, investment and rigor. If students feel supported, recognized, and welcomed in the learning environment, they are more likely to learn.

At Mercer Island High School, we strive to ensure equity, excellence, and engagement for all students. To ensure high quality teaching and learning for all students, we work closely with students, staff, families, and the entire school community. It is our goal to eliminate institutional bias regardless of race, ethnicity, culture, linguistic background, or circumstances.

Dismantling institutional bias begins with creating a welcoming, inclusive environment that fosters a sense of belonging among historically marginalized students. All students will be able to achieve success academically by being represented in and outside of the classroom and feeling proud of their ethnic and cultural backgrounds. Our goal is always to achieve this.

Student Focused Board Fundamentals 5 and District Values guide the school improvement goal. Embracing diversity, inclusivity, and equity is at the heart of Fundamental 5. We place a high priority on students in our district values. Providing a safe and welcoming environment for all students - especially those receiving special services, Multilingual language learning services, 504 accommodations, or students of color - is our school's commitment. We are dedicated to supporting the whole child, creating inclusive learning environments where different and diverse students learn side by side in the same classroom, and creating a safe and welcoming learning environment for every MIHS student.

Resources Needed to Accomplish Goal

District support for continuing learning about Student-Centered Learning, Inclusive Education, and Equity-Based School Practices that will help MIHS identify and interrupt inequitable practices, examine our unintended biases, and create an inclusive school environment for all students, their families, and staff. Also, connecting MIHS leadership to community-based organizations, advocacy groups, and service providers that serve these groups. Partnering with the larger community is essential!