

## THREE-YEAR PLAN

# Mountlake Terrace High School Improvement Plan (SIP) Grades 9–12

Template Revised 08/06/2024

## 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 outlines what staff members will do to ensure every student experiences belonging and is able to engage in their best learning. Our three-year SIP also includes ongoing student and family engagement as well as opportunities to reflect and revise to ensure we are making progress toward our goals.

**Our School Name:** Mountlake Terrace High School

**Current School Year** 2024-2025

## Section 1. Our School

A description of our school including (but not limited to) student demographics; school staff characteristics; strengths and successes; and new opportunities/instructional programs/supports for students, families, and staff members (500 words or less, including a table of student demographics). Other data can be added if desired.

### Demographics

Federal Race/Ethnicity or Program	# of Students; % of MTHS student body
Total Student Count (Oct. 2024)	1528
White	927; 60.67%

Asian	234; 15.31%
Black/African American	222; 14.53%
American Indian/Native Alaskan	38; 2.49%
Two or more races	87; 5.69%
Native Hawaiian/Pacific Islander	20; 1.31%
Hispanic/Latino of any race(s)	266; 17.41%
504	172; 11.26%
Low Income	550; 35.99%
Homeless	29; 1.89%
Special Education	219; 14.33%
Multilingual/English Language Learner	183; 11.98%
9th Grade "On-Track" (2023-2024)	73%
Graduation Rate (2023-2024)	90% (verify when final)
Students Attending 90%+ (2023-2024)	65%

### **Mountlake Terrace High School: A Community of Excellence**

Mountlake Terrace High School (MTHS) is a vibrant and diverse educational institution located in Mountlake Terrace, Washington. With a strong emphasis on academic achievement and extracurricular involvement, MTHS offers a comprehensive learning experience for its students.

#### **STEM Education**

MTHS is a leader in STEM education, providing students with the opportunity to pursue a STEM diploma or a STEM Honors Diploma. The school offers three distinct STEM pathways: Aerospace Engineering, Biotechnology, and Computer Science which equip students with practical skills and knowledge to excel in STEM fields.

#### **Arts and Humanities**

Beyond STEM, MTHS fosters a rich arts and humanities program. The MTHS student publication, the Hawkeye, is a nationally recognized journalism program, consistently receiving awards for its excellence. The school's music program is renowned, with the upper-level concert band and jazz band regularly performing at prestigious music festivals.

#### **Academic Rigor**

MTHS offers a rigorous academic curriculum, including Advanced Placement (AP) courses, College in the High School (CHS) programs, and Honors classes. Students have the opportunity to challenge themselves and prepare for higher education.

**Student Support**

MTHS is committed to providing comprehensive support for its students. The school offers a variety of resources, including learning support programs, multilingual services, and school counseling. The Lifeskills program, specifically designed for students with mild to moderate disabilities, provides individualized instruction and support.

**Community Involvement**

MTHS is deeply connected to its community. The school encourages students to participate in extracurricular activities, volunteer, and become engaged citizens. The supportive and inclusive environment at MTHS fosters a sense of belonging and prepares students for success.

## 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 School Community Engagement Summary

Below is a list of possible data sources to help plan our three-year SIP or our annual target and strategies. Please check the data sources the SIP team used to tell our school's story. These data sources could include (but are not limited to) assessments, surveys, listening sessions or focus groups, participation in events, human resources data, and other data.

#### ***Equity (such as student demographics, and listening sessions)***

- Student demographics
- Employee demographics
- Enrollment in advanced courses and specialized programs
- Opportunity gaps in academics, social-emotional learning, and discipline
- Least restrictive environment family surveys
- Other

#### ***Engagement (such as school culture and climate)***

- State data on students who are regular attenders
- District attendance data
- Exclusionary discipline data
- Student survey data
- Family survey data
- Family partnerships
- Participation in events and volunteer opportunities
- Other

### ***Instructional Excellence (and student learning)***

#### All Students

- State ELA assessment
- State math assessment
- WCAS and/or WA-AIM
- State student growth
- Grade level on-track indicators
- Acadience

- Classroom observation tool
- Other

#### Elementary

- State WaKIDS
- i-Ready reading
- i-Ready math
- Running Records
- Other

#### Secondary

- State graduation rates
- State dropout rates
- State ninth grade on-track
- District course completion
- District grades/GPA
- District i-Ready
- Other

### ***Reflection Questions (Please answer each question in 150 to 300 words.)***

1. Based on the data that our team reviewed, what strengths and specific needs were identified to inform the planning of our school's SIP for all students and specific student groups? How were disparities in student outcomes examined and brought forward in planning?
  - MTHS continues to lead the district in graduation rate in the majority of federal race/ethnicity and program subcategories.
    - Continuing to target graduation rate increases for students receiving special education services and those who identify as multilingual learners is a priority.
  - MTHS's 90% or better attendance rate dropped by three percent in 2023-2024.
  - MTHS's 9th grade on-track graduation rate is above the district average but down two points from 2021-2022 (data wasn't available for 2022-2023)
    - Addressing the 58% "on-track rate" for MTHS's students who identify as Hispanic/Latino is a priority.
  - MTHS staff reviewed a variety of data sets, including performance, demographic, student, and staff perception data during our spring SIP planning session. Staff provided a list of priorities.
  - MTHS staff reviewed SIP goal areas during our August professional learning day and identified classroom-based strategies and building-wide systems that would address priorities.

2. Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?
  - Graduation Rate: MTHS continues to lead the district in graduation rates for most federal race/ethnicity and program subcategories.
  - 9th Grade On-Track Graduation Rate: Although the 9th grade on-track graduation rate is down from previous years, it remains above the district average.
  - Climate/Culture: spring student survey data showed an increase in perceived climate and culture among students.
  - The school has identified specific student groups (e.g., students receiving special education services, and multilingual learners) that require additional support to achieve their goals. By focusing on these groups, MTHS can tailor its interventions to address their unique needs.
  - MTHS staff reviewed a variety of data sets during their SIP planning sessions, allowing them to identify areas of strength and weakness.
  - The classroom-based strategies and building-wide systems implemented by MTHS staff are likely contributing to student success. These interventions may include academic support, social-emotional learning programs, and positive behavioral interventions and supports.
  
3. Based on the data that our team reviewed, what areas are not achieving our school's goals and/or not making satisfactory progress? Why?
  - SBA scores in math, ELA, and science dropped in 2023-2024, with the most significant drops in math and ELA. The availability of multiple graduation pathways has reduced the need for students to choose the SBA as an option.
  - The percentage of students attending 90% of the time or better dropped by 3% in 2023-2024. Implementing consistent Family Resource Advocate support and regular attendance team meetings will help reduce absenteeism.
  
4. How did our team or school engage school community members (e.g., families, students, educators) in an ongoing way to help create, support, and monitor the SIP?
  - Students were engaged through a series of listening sessions that were facilitated by a guest speaker who specializes in amplifying student voice. The results of that data were shared in a report to MTHS staff.
  - The MTHS principal student advisory group identified priorities and provided feedback on draft SIP goals and strategies.
  - MTHS parents were updated on the SIP process through Parent Square and during 9th-grade parent night.

- MTHS staff played an integral role in reviewing data, identifying priorities, and designing classroom-based solutions.

## Section 3. School Improvement Plan (SIP)

This section describes what our staff members 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.

- **K–8 school goals should address a literacy goal, a math goal, and an engagement goal.**
- **High school goals should address an on-time graduation goal, a ninth-grade on-track for graduation goal, and an engagement goal.**

### Long-Term SIP Goal 1 (Three-Year SMARTIE Goal)

From **2024** to **2027**, graduation rates will increase from **90% to 96%** as measured by the OSPI report card. This includes the following subgroups:

- Students receiving special education services will increase from **79% to 86%**.
- Students identifying as Multilingual Learners will increase from **85% to 91%**.

### *Data Review to Identify Our Annual Target Goal*

#### **Reflection questions to consider when writing our annual target goal**

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

### *SIP Annual Target (One-Year SMARTIE Goal)*

During the **2024 – 2025** school year, graduation rates will increase from **90% to 93%** as measured by the OSPI report card. This includes the following subgroups:

- Students receiving special education services will increase from **79% to 82%**.
- Students identifying as Multilingual Learners will increase from **85% to 88%**.

**Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)**

**If** MTHS counseling and administrative staff track students who are credit-deficient before 12th grade **and** implement a flexible, intentional credit recovery process, **then** a higher percentage of students will graduate on time.

**Annual Strategies and Ongoing Work Plan**

**Reflection questions to consider when identifying our key strategy or strategies**

- *What solutions or strategies will we use to address the problem?*
- *Is the solution or strategy evidence-based?*
- *How will we make sure it is delivered with fidelity or as intended?*
- *What do families, staff members, and students think about the solution or strategy?*
- *What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?*

**Please list one to three key strategies**

- MTHS staff will develop a site-specific, standards-based credit recovery system, starting with MLL and Learning Support (LS) teams
- MTHS counseling and administrative teams will meet regularly to review student “on track” data and develop student-specific interventions.
- MTHS will implement an MTSS protocol for PASS (advisory) to target interventions for students who are at risk of failing classes.

**What will the strategy or strategies look like in action?**

- LS case managers and ML teachers will work with counselors to identify learning standards and units of study that students have failed to meet in classes where they did not earn credit. Case managers and teachers then design curriculum and assessments targeted to those units and standards, then provide instruction and assessments so that students can meet these standards and earn credit.
- Regularly scheduled meetings to review student data, identify students at risk of not meeting graduation requirements, and develop targeted interventions.
- Design a system that generates a weekly grade and attendance report. That report flags students who currently have a D/F or high rate of absenteeism and is disseminated to the students’ PASS teachers. PASS teachers will work with the student’s other teachers to provide additional support to students at risk of failing.

**Team or person responsible**

ML teachers, LS teachers, administrators, counselors, advisory teachers

## Progress Monitoring

### Reflection questions to consider when planning how we will monitor progress

- *What will staff and/or students know and be able to do after we implement the SIP?*
- *What data will be used to monitor progress?*
- *Are these data reliable?*
- *Is the collection of these data doable?*
- *How and when will we monitor progress?*

### Progress monitoring: What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

- D/F grade data run weekly, sorted by teacher and advisor
- 12th grade “not-on-track” list, reviewed twice per month by the counseling team
- Graduation rate data

## Long-Term SIP Goal 2 (Three-Year SMARTIE Goal)

From **2024** to **2027**, “on-track” rates for 9th-grade students who identify as Hispanic/Latino will increase from **55% to 70%** as measured by the OSPI report card and Qmlativ data.

## Data Review to Identify Our Annual Target Goal

### Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

## SIP Annual Target (One-Year SMARTIE Goal)

During the **2024 – 2025** school year, “on-track” rates for 9th-grade students who identify as Hispanic/Latino will increase from **55% to 60%** as measured by the OSPI report card and Qmlativ data.

***Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)***

**If** MTHS professional learning communities engage in a Theory of Action Protocol to identify a Problem of Practice specific to 9th-grade “on-track” rates while creating actionable next steps,

**then** the percentage of 9th-grade students “on track” who identify as Hispanic/Latino will increase from **55% to 70%**

***Annual Strategies and Ongoing Work Plan***

**Questions to consider when identifying our key strategy or strategies**

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

**Please list one to three key strategies**

PLCs will identify and implement classroom-based strategies that support this goal as part of their Theory of Action protocol. PLCs will work through two cycles of inquiry during the 24-25 school year. PCLs will regularly share progress and student-centered outcomes.

**What will the strategy or strategies look like in action?**

- Building-directed time during the spring of 2024 was dedicated to identifying schoolwide SIP priorities. This resulted in the realization that the current SIP strategies were not classroom-based in prior years.
- MTHS staff engaged in a design challenge during August professional learning to identify classroom-based strategies and building-wide systems that support draft SIP goals to strengthen core instruction.
- PLCs are formed by content area, grade level, or specific interest. PLCs identify a problem of practice and theory of action related to SIP goal(s).
- PLCs have dedicated building-directed time to focus on their theory of action implementation.
- PLCs work through two cycles of inquiry and present findings to the whole staff in January and June building-directed professional learning.

### **Team or person responsible**

MTHS staff, PLCs, teachers, admin. team

## **Progress Monitoring**

### **Questions to consider when planning how you will monitor progress**

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

### **What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)**

- D/F data run weekly, sorted by teacher and advisor
- 9th grade “not-on-track” list, reviewed twice per month by the counseling team
- Attendance data, including tardies
- Discipline data
- i-Ready data

## **Long-Term SIP Goal 3 (Three-Year SMARTIE Goal)**

From **2024** to **2027**, 9th through 12th-grade students at MTHS sense of belonging will increase from **69% to 85%** as measured by Edmonds School District Student Survey data.

## ***Data Review to Identify Our Annual Target Goal***

### **Reflection questions when writing our annual target goal**

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

## ***SIP Annual Target (One-Year SMARTIE Goal)***

During the 2024-2025 school year, 9th through 12th-grade students at MTHS sense of belonging will increase from **69% to 75%** as measured by Edmonds School District Student Survey data.

## ***Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)***

**If** MTHS students and staff engage in design thinking to establish common schoolwide norms, **then** students' sense of belonging, school climate, and positive teacher-student relationships, will increase.

## ***Annual Strategies and Ongoing Work Plan***

### **Questions to consider when planning our key strategy or strategies**

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

### **Please list one to three key strategies**

The MTHS equity team and student advisory council will collaborate to develop school-wide norms, which will be shared with MTHS staff and the student body for feedback before adoption.

### **What will the strategy or strategies look like in action?**

- MTHS equity team and the principal's student advisory council will collaborate on a draft of schoolwide norms that can be shared with students and staff for feedback.
- Feedback will be used to revise norms, which will be rolled out as a schoolwide initiative to support students and staff with a tool for having important conversations.
- Students and staff will feel empowered to express their feelings, needs, and ideas in a respectful, collaborative way.
- This will result in an increased sense of belonging and community at MTHS.

### **Team or person responsible**

- Equity team
- Principal Advisory Group
- MTHS students
- MTHS staff
- MTHS parents

## **Progress Monitoring**

### **Questions to consider when planning you will monitor progress**

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

### **What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)**

- Discipline data, specifically referrals for defiance, disrespect, insubordination
- (EDS Panorama replacement data).
- D/F data run weekly, sorted by teacher and advisor
- 9th grade “not-on-track” list, reviewed twice per month by the counseling team
- Attendance data, including tardies

# Section 4. Who Helped or Will Help Design Our SIP?

Name	Role
<ul style="list-style-type: none"><li>● MTHS certificated staff: Reviewed data, and identified priorities, and classroom-based strategies that support SIP goals</li><li>● MTHS admin team: Facilitated SIP process<ul style="list-style-type: none"><li>○ Crosby Carpenter, Dan Falk, Rosemarie Burke</li></ul></li><li>● MTHS students: Participated in a school-wide series of discussion groups focused on increasing student voice</li><li>● MTHS principal advisory group: identified priorities, and provided feedback on draft SIP goals, strategies, and systems.</li><li>● MTHS families: This is an area of focus. MTHS needs to provide a more authentic means to engage families in the SIP process.</li></ul>	

## Links to supporting documents

- [Edmonds School District 2021–2026 Strategic Plan](#)
- [Mid-year Reflect & Revise Template\\_24-25](#)
- [End of Year Reflect & Revise Template\\_24-25](#)