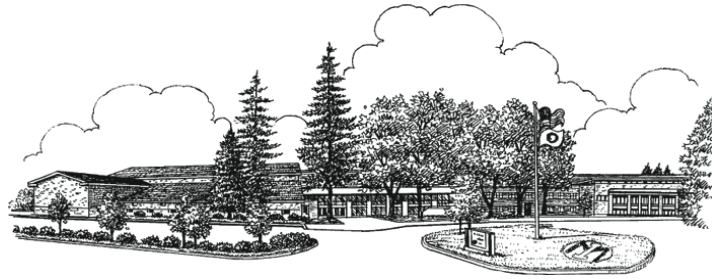


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[2023-24 MIHS SIP Reflection](#) (Click on the link to read the 2023-24 SIP Reflection document.)

2024-25 School Improvement Goal (Update based on a thorough 2023-24 SIP Reflection)

Our school improvement goal is to eliminate barriers and improve educational outcomes for our Hispanic/Latino, Black/African American students, and students receiving IEP & MLL services by June 2025. Through building authentic relationships and expressing a deep belief in their potential, we will ensure these students receive the support and opportunities they need to thrive.

Our goal is to reverse the disproportionality in F and NC grades for marginalized groups. Additionally, we aim to increase the percentage of students in these marginalized groups who respond "sometimes," "often," or "always true" to the EES survey questions: "There's at least one adult I can talk to if I have a problem" and "I enjoy coming to school".

The F and NC grades as well as attendance will be tracked and reviewed quarterly through Qmlativ quarterly reports, allowing us to assess progress and make data-driven adjustments. Due to the annual nature of the EES, we will develop quantitative Google surveys that will also be conducted quarterly to gather perception data on the EES questions "There is at least one adult I can talk to if I have a problem" and "I enjoy coming to school."

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 [2023-24 MIHS SIP Reflection document](#) and the [Quantitative Reflection PPT](#).

New Action Items in 2024-25 to Progress and Achieve Goal

- **Culturally Responsive Education:** Ten staff members completed a Residency with Dr. Yemi in Spring 2024, twenty more will participate in December, and those who have completed the Residency will join a Refresher in Spring 2025. Currently, twenty staff members are reading and discussing Dr. Yemi's book, *Culturally Responsive Education in the Classroom*. Culturally Responsive Education, as defined by Dr. Yemi, focuses on creating student-centered opportunities that align with the social, political, and economic context of the learning environment. *If we make learning more relevant, foster a sense of belonging, and provide tailored support, then culturally responsive education (CRE) will help marginalized students overcome key barriers to engagement, motivation, and understanding, ultimately leading to fewer F's and NC's and increase the percentage of students who enjoy coming to school (EES).*
- **MTSS Work:** By expanding our Multi-Tiered System of Supports (MTSS) model and educating staff on its operation, we can provide more targeted academic, behavioral, and social-emotional support to meet each student's unique needs. MTSS uses data-driven interventions and continuous progress monitoring to ensure students receive the appropriate level of assistance. Weekly grade and attendance reports will help us track student progress and adjust interventions as needed to prevent students from falling behind or receiving failing grades.

Through a fully developed MTSS model, we will ensure that students are not only academically supported, but also emotionally and socially nurtured. We will foster a stronger sense of connection between students and the school through this system of support. *If we implement our MTSS model and properly train staff, then marginalized students will face fewer academic challenges, leading to fewer F's and NC's. Additionally, more students will report enjoying their time at MIHS and having an adult they can talk to.*

- **MLL Support (Part of our MTSS work):** We have introduced a new curriculum, provided additional paraprofessional hours, and our MLL teacher is attending the Washington Association for Bilingual Education (WABE) Conference. There is also ongoing collaboration with the MIHS and IMS faculty members, as well as whole school MIHS staff training on best practices for supporting English language learners. These efforts align with our SIP goal to **reduce the number of F's and NC's** earned by multi-language learners, and support our efforts to ensure their success is proportionate to that of non-marginalized students.
- **Restorative Practices:** Using Restorative Justice as a framework for dealing with conflict and harm, restorative practices serve as a teaching and relationship-building moment. Restorative justice at MIHS is led by Kelly John-Lewis. The process focuses on understanding and addressing student behavior. In their Back-to-School

Professional Development days, staff were trained on Restorative Practices by Nicholas Bradford, founder of the National Center for Restorative Justice, and Bradford will host a community event in November to inform families about Restorative Justice practices.

Restorative practices directly support our school improvement goal of eliminating barriers and improving educational outcomes for Hispanic/Latino, Black/African American students, and students with IEPs and MLL services by fostering a supportive, inclusive environment centered on relationships and accountability. These practices prioritize building strong relationships, which is especially beneficial for marginalized student groups. *If we implement restorative practices that emphasize relationships and accountability, then we will eliminate barriers, reduce the number of F's and NC's earned by Hispanic/Latino, Black/African American students, and students with IEPs and MLL services, and increase the number of students who feel connected to school and have an adult they can talk to when facing challenges.*

Continuing work in 2024-25

Reduce the number of F's and NC's earned by students in our marginalized groups

- **Support Teacher Collaboration:** Provide time for general education teachers to collaborate with IEP and MLL case managers through shared prep periods and PD. (administrators)
- **Support Student-Centered Learning Opportunities:** Develop structures that foster student-centered learning, allowing students to choose what, how, and why they study, and promote inclusive practices with empathy in mind. (administrators and instructional coaches)
- **Promote Instructional Coaching:** Provide faculty with resources and feedback to promote their engagement with instructional coaches, focusing on improving instruction for marginalized students. (administrators)

Increase the number of students who have at least one adult they can talk to if they have a problem

- **Build Strong Relationships with Students:** Prioritize relationship-building with students to remove barriers to success. (all faculty)
- **Seek Marginalized Voices:** Continue reaching out to leaders and organizations representing marginalized groups, including people of color, and people with disabilities. (administrators)
- **Partner with BSU and other marginalized student groups:** Continue partnering with the Black Student Union (BSU), LatinX Club, and other student groups to enhance the learning experiences of these groups students (all faculty)

Increase the number of students who report they enjoy coming to school

- **Broadcast Student Voice and Feedback:** Continue to create opportunities for marginalized students to provide regular feedback on their school experience through clubs, surveys, focus groups, or a student advisory council. Seek opportunities to further engage students in school decision-making processes, allowing their input to shape changes that directly affect MIHS. (all faculty)
- **Provide Culturally Relevant Curriculum:** Provide professional development for faculty to expand culturally responsive curriculum and offer student choice in projects to increase engagement. (trained faculty)
- **Identify and Address Systemic Barriers:** Continue to engage teams and the school community in eliminating barriers to student success. (administrators)

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, Student 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 Improvement Plan, Values, and Fundamental

The SIP goal aligns with our belief that every learner has the potential to succeed when they feel seen, heard, and valued. In addition, we believe all students have limitless potential when they have strong connections to their school community, regardless of their background or circumstances. Developing authentic relationships with Hispanic/Latino, Black/African American, and students receiving 504 accommodations and/or MLL services allows us to understand and support them better. Ultimately, focusing on marginalized groups and understanding their challenges and needs will result in uplifting all student outcomes. By living out our SIP goal on a daily basis, our school community affirms its belief that all students can achieve academic, social, and personal success.

Goal # 1 of the Mercer Island School District Improvement Plan and Fundamental 5 also align and support our 2024-25 School Improvement Plan (SIP) goal.

- **Goal #1:** The district will close achievement gaps for students in historically marginalized populations to include, but is not limited to- students with disabilities, students of color, LBGTQIA+, gender disproportionality, etc.

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

The MIHS leadership team interprets Goal #1 and Fundamental 5 as ensuring that each student receives the individualized support they need to reach their full academic and social potential. Equity in the Mercer Island School District means raising the achievement of all students while reducing and eliminating achievement gaps. We believe all students, especially those who are historically marginalized, deserve 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. When students feel supported, recognized, and welcomed in the learning environment, they are more likely to thrive academically.

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

In order to achieve this goal, we must create a welcoming, inclusive environment for all students, but particularly historically marginalized students. We are committed to ensuring that all students are represented both in and outside the classroom and feel proud of their cultural and ethnic backgrounds. This is central to our mission of helping all students succeed academically.

Our school improvement goal is guided by Student Focused Board Fundamental 5 and District Values. Diversity, inclusivity, and equity are at the heart of Fundamental 5 and everything we do for our students. As a district and as a school, we place a high priority on students. The school is committed to providing a safe and welcoming environment for all students, especially those receiving special services, multilingual language learning, and 504 accommodations, as well as Black/African American and Hispanic/Latino students. Our goal is to create a learning environment where every MIHS student feels valued and empowered.

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!