

Mercer Island High School

2025-26 School Improvement Plan

School-wide Problems of Practice

Building on the findings from our 2024–25 School Improvement Plan Reflection, MIHS continues to focus on eliminating inequities in access, opportunity, and belonging. Last year's data revealed meaningful progress in student connectedness—particularly among students who are Black/African American, 89% of whom reported feeling positive about coming to school—but also highlighted inconsistent experiences for students receiving IEP and ELL services. The 2025–26 SIP directly responds to these findings by strengthening Tier 1 instructional coherence, aligning course expectations, and ensuring equitable, high-quality learning experiences across all classrooms.

*At Mercer Island High School, patterns of student performance continue to reveal inequities and inconsistencies that hinder learning and growth. **Students earning Ds and Fs remain disproportionately those receiving Tier 2 and Tier 3 supports**, underscoring the need for systemwide alignment and sustained attention to our most academically vulnerable learners. Variation in **standards alignment, late work policies, and assessment practices** across departments results in students experiencing differing expectations for mastery and perseverance. Inconsistent implementation of **Tier 1 instructional practices** further reduces the impact of targeted supports. Collectively, these conditions limit equity, belonging, and achievement—particularly for students requiring additional services. Addressing these challenges requires a **unified effort to ensure coherence between classroom practice and schoolwide expectations**, so that every student benefits from consistent, transparent, and supportive learning environments that foster both academic success and a sense of belonging.*

Connection to [Five Year Plan](#)

*The Problems of Practice at Mercer Island High School highlight inequities and inconsistencies that align directly with the district's strategic goals. First, the disproportionate number of Tier 2 and Tier 3 students earning Ds and Fs demonstrates the urgent need for **aligned tiered instruction across the K-12 continuum**. Without coherence in standards, late work policies, and assessment practices, students do not experience equitable access to learning, and those most in need of supports face uneven opportunities for success. Addressing this will require systemwide alignment that ensures consistent expectations and learning experiences for all.*

*Second, the lack of consistent instructional practices underscores the importance of **ongoing monitoring of student data**. Currently, inconsistent course expectations and grading policies make it difficult to identify patterns of need and to intervene effectively. By strengthening data monitoring processes and using them to inform instruction, schools can make timely adjustments to better support all learners, especially those most at risk of failure.*

*Finally, the variability in classroom expectations and instructional approaches impacts students' sense of safety, belonging, and fairness. To truly **foster learning spaces where all feel welcome and belong**, Mercer Island High School must establish coherent practices across all courses and classrooms. Consistency in standards, assessment, and instructional approaches not only raises*

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academic outcomes but also communicates to students that they are valued, supported, and capable of success regardless of their entry point.

SMART+ER Goals

*Develops a SMART+ER (e.g., **S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound + **E**valuated and frequently—a minimum of 4 times per year-**R**e-evaluated) goal statements aligned with the problems-of-practice. One of the 2-3 goals must be related to student achievement as identified within the District Improvement Plan.*

SMART+ER Goal #1

*By June 2026, **100% of Mercer Island High School certificated educators** will have completed the **Culturally Responsive Education 3-day intensive** workshop, developing the knowledge, mindset, and practical skills needed to create inclusive, equitable, and culturally responsive learning environments.*

SMART+ER Goal #2

*By June 2026, Mercer Island High School will ensure that **100% of common courses** have documented **alignment of course standards**, a **universal late work policy**, and established **rubrics for assessing student learning** of the identified prioritized standards.*

SMART+ER Goal #3

*By June 2026, Mercer Island High School will **reduce by 25%** the number of **Ds and Fs** earned by students who are also **receiving Tier 2 and Tier 3 supports**, through the implementation of **aligned intervention supports** that include research-based practices and **schoolwide High-Leverage Tier 1 Practices**.*

The Needed Knowledge, Skills, and Practices

Identify the knowledge, skills and practices students, teachers, school leaders, and families/community will need based on your identified problems-of-practice that increase the probability of achieving your stated goals in the table below:

What Knowledge and Skills Do These Groups Need?			
Students	Teachers	School Leaders	Families/Community
An understanding of:	An understanding of:	An understanding of:	An understanding of:
Supports and resources available	High-Leverage Tier 1	High-Leverage Tier 1	Supports and resources available for

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	Instructional Strategies & Supports	Instructional Strategies & Supports	students
Expectations of each course	Tier 2 & Tier 3 supports for students	Tier 2 & Tier 3 supports for students	Expectations of each course
	Culturally Responsive Education strategies	Culturally Responsive Education strategies	
What Practices Need To Become Routine?			
Students	Teachers	School Leaders	Families/Community
The effective implementation of:	The effective implementation of:	The effective implementation of:	The effective implementation of:
The MIHS Late Work Policy	High-Leverage Tier 1 Instructional Strategies & Supports	High-Leverage Tier 1 Instructional Strategies & Supports	The MIHS Late Work Policy
	Culturally Responsive Education strategies.	Culturally Responsive Education strategies.	
	Tier 2 & Tier 3 aligned support classes.	Tier 2 & Tier 3 support classes.	

Plan to Monitor, Re-evaluate, and Evaluate Improvement Efforts

In the table below, identify your SMART+ER Goals in the left-hand column. Next, in the middle column immediately to the right of each SMART+ER Goal statement, describe what you will do to know whether you are on track as you work to implement your SIP (Re-evaluation). Last, in the far right-hand column, identify how you will know you have achieved your goal at the end of the specified time-period (Evaluation):

SMART+ER Goal(s)	What will we do to know whether we are on track as we work to implement our SIP (Re-evaluation)?	How will we know we have achieved our goal at the end of the specified time-period (Evaluation)
By June 2026, 100% of Mercer Island High School certificated educators will have completed the Culturally Responsive Education 3-day intensive workshop.	Progress will be measured quarterly through staff attendance records for the CRE training workshops and through staff feedback surveys following Professional Development. Each quarter, leadership teams will analyze teacher reflections and feedback, as well as attendance at Professional Development opportunities, to assess fidelity of training. Based on evaluation findings, instructional coaching	We will have achieved this goal if 100% of our certificated educators have completed the CRE workshop by June 2026.

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	priorities and professional development focus areas will be adjusted to strengthen consistency and support teachers in meeting the June 2026 goal.	
By June 2026, Mercer Island High School will ensure that 100% of common courses have documented alignment of course standards , a universal late work policy , and established rubrics for assessing student learning of the identified prioritized standards.	Progress will be measured quarterly through administrative audits of materials submitted to the repository. Each quarter, school leaders and department chairs will analyze alignment documentation to determine the level of consistency across courses. Based on evaluation findings, departments will make targeted adjustments to ensure standards alignment, aiming for continuous improvement.	We will have achieved our goal if 100% of the courses' standards have been uploaded to the Standards Repository with prioritized standards identified and common rubrics developed to assess these standards. Additionally, we will have a published MIHS late work policy that applies to all classes.
By June 2026, Mercer Island High School will reduce by 25% the number of Ds and Fs earned by students who are also receiving Tier 2 and Tier 3 supports , through the implementation of aligned intervention supports that include research-based practices and schoolwide High-Leverage Tier 1 Practices .	Progress will be measured quarterly using grade distribution data disaggregated by student support tier. Progress will also be monitored through course-alignment audits for our Tier 2 and Tier 3 courses. At the end of each quarter, the leadership team will review grade distribution data to determine the effectiveness of aligned intervention supports. All of our all-staff professional	We will have achieved our goal by June 2026 if we have 25% fewer students earning Ds and Fs who received Tier 2 (Directed Studies, Math Lab, or ELL) or Tier 3 (Special Education Services) supports compared to those in the same demographics in June 2025. Additionally, MIHS will have agreed-upon High-Leverage Tier 1 Practices that are published and communicated to all students and families.

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	development time will be dedicated to High-Leverage Tier 1 Practices.	
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