

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

School Name: Meadowdale High School

Year: 2018-2019

School Theory of Action/Target Area

All teachers at MHS actively engage in the PLC process in order to support high levels of student learning. Through the PLC we will be focusing on engagement.

If, through the PLC process we use a cycle of inquiry stance:

- a. **PLAN:** Identify and unwrap standards, design unit assessments, use SMART goals, and write the assessments
- b. **DO:** pre-assess students, determine and use instructional strategies for best practice focusing on engagement, administer common formative assessments
- c. **STUDY:** Collaboratively examine the results of each assessment, looking for strengths and weaknesses in the instructional strategies, plan for how to respond for students who learned, and for those who need enrichment
- d. **ACT:** provide additional time and support, or enrichment to students who need it, monitor results with additional formative assessment
- e. all teachers will further develop strategies to intentionally build relationships with all students through culturally responsive practices and differentiation, then students will feel more connected and engaged in school and be more academically successful.

Then we will increase average GPA in grades 10, 11 and 12 over time and we will reduce the number of freshmen who fail one or more classes. These strategies should also impact and will decrease the number of Black and Hispanic/Latino males who fail one or more classes. It should also decrease the number of Learning Support Students who fail one or more classes.

Whole School Achievement Goal- As a result of this action:

GPA: Compared to the five year average number of GPA for grades 10, 11 and 12 in the years 2012 - 2017 , the GPA for each grade band will increase by (.10 Grade Point per grade level from previous year). The number of freshman students who fail one or more classes will decrease by (2% or more).

Attendance: Chronic Absenteeism is defined as attending school less than 90% of the time.

Roughly one-third of MDHS students have chronic absenteeism

2013-14: 64.67% of students meeting 90% threshold

2014-15: 66.74% of students meeting 90% threshold

2015-16: 66.29% of students meeting 90% threshold

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Creating engaging lessons, engaging parents, and taking attendance on routine basis are parts of the action plan to reduce absenteeism. In addition, MDHS staff and admin will review attendance policy, look at best practices around attendance and research schools that have high attendance rates.

Culture: Roughly two-thirds of MDHS students do not report participating in one or more extra-curricular activities.

2013-14: 33.10% of students reported participating in one or more extra-curricular activities.

2014-15: 33.01% of students reported participating in one or more extra-curricular activities.

2015-16: 33.67% of students reported participating in one or more extra-curricular activities.

2015-16: 84.16% of students reported feeling safe at school

2016-17: 81.70% of students reported feeling safe at school

MDHS will focus professional development on creating engaging lessons, differentiation, and culturally responsive teaching. We will continue to create a safe and respectful learning environment for all students while encouraging them to be active members of the MDHS community.

Opportunity/Achievement Gap:

- **Measurement/Assessment:** Hispanic/Latino and Black male students, and Learning Support students will reduce the number of failing grades by 5% respectively.

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
Comparison Group A Freshman Students S2 2016	80.2% (19.8% had 1 or more Fs) Met 15-16 Goal – increase from 78% to 80.2%	82% (18% or less with 1 or more Fs)
Comparison Group B Black and Hispanic/Latino Males	23 of 46 black male’s grade 9 – 11 had 1 or more Fs (15-16) 51 of 100 Latino males grade 9 – 11 had 1 or more Fs (15-16)	Reduce number of Fs by 5% for each group in comparison to other males at MHS.
Comparison Group C Learning Support Students	2016-17: 35% of Learning Support students had 1 or more Fs 2015-16: 37% of Learning Support students had 1 or more Fs 2014-15: 46% of Learning Support students had 1 or more Fs 2013-14: 52% of Learning Support	Reduce the number of Fs by 5%

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	students had 1 or more Fs	
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Commitment Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

- Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning
- Graduates Who Are Ready for Life

Specific Commitment Focus Key Performance Indicators:

- Students meeting or exceeding minimum standards in all classes and showing growth over time.
- Freshmen meeting or exceeding minimum standards and showing growth over time.
- Black and Hispanic/Latino males meeting or exceeding minimum standards and showing growth over time.

School Vision/Mission:

Meadowdale High School Vision Statement

Meadowdale High School prepares students for the challenges presented by a rapidly changing, complex interdependent world community. Students' interests, needs, and learning styles are considered as we assist them in the acquisition of knowledge and its application to real life situations. We encourage and recognize continual learning, personal achievement, and teamwork. We value diversity in thoughts, beliefs, and cultures.

Meadowdale High School Mission Statement

Meadowdale High School has developed a solid curriculum that provides essential knowledge to its students. From the accumulation of knowledge, students are given opportunities to utilize what they have learned as they make connections to real life situations. Our graduates have proven to be successful in continued education and areas of employment while society has become more demanding in its need for creativity and effective problem solving. Meadowdale High School continues to prepare its students well.

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School Demographics:

[Click here for additional information on the status of our Report Card redesign, and what is coming next](#)

Select Organization Type: Select Organization:

Students Meeting standard on the general state assessment in 2018			
	English Language Arts	Math	Science
10th	74.4%	50.3%	
11th			34.5%

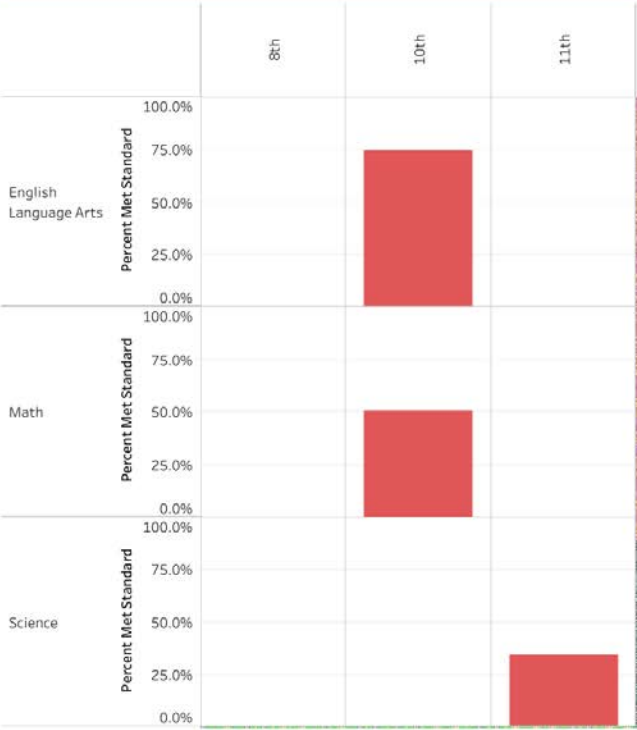
Student Enrollment Information

Enrollment	
October	1,622
May	1,562

Gender (Percent of October Enrollment)	
Female	46.9%
Male	53.1%

Race/Ethnicity (Percent of October Enrollment)	
American Indian / Alaskan Native	0.5%
Asian	14.5%
Black / African American	6.7%
Hispanic / Latino of any race(s)	20.3%
Native Hawaiian / Other Pacific Islander	0.9%
White	48.9%
Two or More Races	8.2%

Students meeting standard on the general assessment in 2016, 2017 and 2018



Special Programs (Percent of May)	
English Learners	8.9%
Low Income	29.4%
Students with Disabilities (Special Education)	9.1%
Migrant	0.0%
Section 504	7.4%

Other Measures	
Class of 2017, 4-Year Graduation Rate (%)	91.4%
Class of 2016, 5-Year Graduation Rate (%)	94.1%
Unexcused Absence Rate	

Educator and Finance Data will be released at a later date

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Parent, Family, and Community Involvement in this Plan:

We share this information with our Parent Resource Group and solicit feedback. Parts of this information are also shared in various formats at parent nights throughout the year and are available on our website.

Review and Analysis of Data:

Check all data reviewed and analyzed to determine your Commitment focus area(s) and school target.

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> SAT/ACT | <input type="checkbox"/> Discipline Data |
| <input checked="" type="checkbox"/> SSA Accountability Data | <input type="checkbox"/> AP/IB/CHS/Tech Prep | x <input type="checkbox"/> Staff Perceptual Data |
| x <input type="checkbox"/> District Assessments | <input type="checkbox"/> CTE Industry Certification | x <input type="checkbox"/> Student Perceptual Data |
| <input type="checkbox"/> School Assessments | x <input type="checkbox"/> Graduation Rate | <input type="checkbox"/> Parent Perceptual Data |
| x <input type="checkbox"/> Classroom Assessments | x <input type="checkbox"/> Attendance Data | <input type="checkbox"/> Other: |

Summary of strengths or greatest progress based on the data:

- | |
|--|
| ● Student failure rate has fallen since the implementation of Achievement Time |
| ● Staff are committed to the PLC model even with a large turnover in the last five years |
| ● Our graduation rate continues to be well above the state and district average |
| ● We mostly met our specified targets for the 15-16 school year |

Prioritized areas of opportunity or greatest challenge based on the data:

- | |
|---|
| 1. 1 in 5 freshman students fail one or more classes |
| 2. PLCs continue to evolve as we have a contingent of new staff each year and they are not all in the same place |
| 3. Many of our interventions to support struggling learners are broad, school-wide interventions. We are lacking many specific interventions for students with specific skill deficits. |
| 4. Our Hispanic and Black male students fail at a greater rate than other males in our school. |

State Participation Rate: 95% participation required

€ Area of Strength (95% or more participation)	€ Area of Opportunity (less than 95% participation)
If your participation rate is an area of opportunity , please describe your plan for increasing student participation during the school year: It is one year closer to being required for all students in ELA and math. There will be a concerted effort to inform students and families of the benefits of taking the test.	

Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

Grade Level/Department/Team: Music Department

Goal: Students will be able to accurately and comprehensively assess recordings of their own performances.

We will measure this Formatively by:

We will provide them with opportunities to listen to and create written assessments of their own performance recordings from the beginning of the school year. We will review their assessments to see what areas they assess accurately vs. what areas they need coaching in.

We will measure this Summatively by:

We will provide them with opportunities to listen to and create written assessments of their own performance recordings from the end of the school year. We will review their assessments to see where they have shown improvement, and where they still need work.

Action steps we will take to meet our goal:

We will facilitate classroom discussions about their performances and encourage them to think about their performances in both specific and comprehensive ways.

Technology-This is how we will utilize technology to meet our goal:

We will utilize technology to record and playback the performances. We will have students complete their individual assessments on their Chromebook and submit them online through Google Classroom or Canvas.

School Name: Meadowdale High School

Year: 2018-2019

Grade Level/Department/Team: Art Department

Goal: By the end of the semester, each student will be able to demonstrate the use of elements and principles of design in a created piece of artwork.

We will measure this Formatively by:

Observations, questioning, discussions, peer critiques, self-critiques

We will measure this Summatively by:

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Rubric with self-evaluation. Self-Grade/Teacher Grade

Action steps we will take to meet our goal:

We will learn the elements and principles of design throughout the semester. Students will learn to point them out in their own work and think about them during the creative process. Formative assessments will take place so the teacher and student will be able to point out when they need to change their work to make a more pleasing composition what includes the principles.

Technology-This is how we will utilize technology to meet our goal:

We will use Youtube videos for demonstrations, the document camera for demonstrations and presentations, Classroom blog, Instagram (@Meadowdale_Ceramics) to display work, PowerPoints, Internet for further research.

Name: **English Department** **18-19**

School(s): Meadowdale High School

Evaluator: Dave Shockley

Subject(s)/Grade(s)/Specialized Services: English 9, 10, 12 (No 11 PLT)

∅ **Choose an item.** : [CCSS.ELA-LITERACY.SL.11-12.5](#). This relates to the SIP by promoting high standards.

Goal:. Between October and May, using departmental collaboration and scaffolding at the PLT level, all Meadowdale English students will increase their ability to make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Multiple Measures and Action Steps: The English 9 PLT will meet in the collaborative time provided to create formative and summative assessments within the specified timeline in order to measure student progress toward the goal. Formative assessments will include informal "sharing" of responses, group projects, reflections on other projects while one possible summative will be memorized Shakespeare lines or individual presentations. The English 10 PLT will meet in the collaborative time provided to create formative and summative assessment within the specified timeline in order to measure student progress toward the specified goal. Specifically, students

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will select a focused research topic and, through formative assessments, will create an organized Pecha Kucha presentation, which will be the summative assessment. The English 12 PLT will meet in the collaborative time provided to create formative and summative assessment within the specified timeline in order to measure student progress toward the specified goal. Specifically, first semester we will be developing a common formative assessment around a photo essay assignment, which will provide data we will use to develop a summative assessment in the form of a PechaKucha presentation.

School Name: MHS

Year: 2018-2019

Grade Level/Department/Team: CTE

Goal: Attendance will be accurately entered every day in the first 10 minutes of class
Attendance correctly adjusted for students who are tardy or absent
This year (Or at least this semester) will be an information gathering time. We will meet again in second semester and at the end of the year to review attendance for First Semester and Second Semester and try to find any trends.

We will measure this Formatively by:

Checking if our name shows up on the attendance report.

We will measure this Summatively by:

Comparing the overall first semester attendance to overall second semester attendance

Action steps we will take to meet our goal:

Properly enter attendance in Skyward

Technology-This is how we will utilize technology to meet our goal: Skyward

School Name: Meadowdale High School

Year: 2018-19

Grade Level/Department/Team: English as a New Language (ENL/ELL)

Goal: Between September and May, all ENL students will demonstrate growth in determining a central idea of a level appropriate text, including fiction and non-fiction, as measured by oral discussion, debates, multiple choice questions, short answer written responses of 2 to 4 sentences, and 3 to 5 paragraph essays using support such as differentiated text, an oral reader,

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audio accompanying text, and scaffold frame including background information and videos. PLT will meet at least once a month throughout the year to examine student work and calibrate expectations. Informal advisory meetings occur throughout the week, but not with all members of the PLT. In addition, PLT meetings with other secondary ENL teachers across the district will occur regularly throughout the year.

We will measure this Formatively by:

Oral discussion, debates, multiple choice questions, summaries, short answer written responses of 2 to 4 sentences, or 3 to 5 paragraph essays using support such as differentiated text, an oral reader, audio accompanying text, or scaffold frame including background information and videos.

We will measure this Summatively by:

On-line and paper-based quizzes and exams employing the same measures outlined in the formative assessments.

Action steps we will take to meet our goal:

Regular PLT meetings discussing student progress and new tools/techniques useful in increasing student engagement and fulfilling objectives that lead to the accomplishment of the overall goal. We will continue to discuss new on-line technologies, assessments, and curricula.

Technology-This is how we will utilize technology to meet our goal:

Several on-line educational programs are employed, such as Rosetta Stone, Moby Max, NewsELA, Quizlet, Kahoot, and DotStorm; a hybrid program the ENL department uses is Scholastic. Classes are all presented on Canvas or Google Classroom.

School Name: MDHS

Year: 2018-19

Grade Level/Department/Team: Social Studies

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Goal: In our Professional Learning Teams, we will develop at least one common summative assessment at each grade level, with a goal toward developing common assessments for all common units of study. We will develop assessments that recognize differentiation of instruction and the different needs of our diverse student population.

We will measure this Formatively by:

Meeting regularly in our PLTs to collectively develop assessments.

We will measure this Summatively by:

We will utilize the assessments to determine the efficacy of teaching strategies, and collectively revising both strategies and assessments to ensure they are effective measurement tools and that students are learning targeted information and skill sets.

Action steps we will take to meet our goal:

We will meet regularly and work cooperatively to develop assessments and learning strategies.

Technology-This is how we will utilize technology to meet our goal:

We will utilize Canvas and other websites to both assess and provide learning opportunities for all of our students.

School Name: Meadowdale High School

Year: 2018 - 2019

Grade Level/Department/Team: 9 - 12 / Learning Support Department

Goal: Between November 2017 and April 2018 staff in LS and ILS sections will increase the number of family communication opportunities.

We will measure this Formatively by:

Using various methods of attempted family engagement opportunities.

We will measure this Summatively by:

Tracking student progress and grades in Skyward.

Action steps we will take to meet our goal:

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Examples of this include: Semi-Annual IEP reporting; Annual IEP meetings; and teacher-to-parent student-focused communiques. The LS/ILS PLT will meet every 2 weeks to discuss the types and volume of communication, as well as any communication replies from families. Evidential support will be provided by recorded reports of said communications.

Technology-This is how we will utilize technology to meet our goal:

Telephone, computer, USPS

School Name: Meadowdale High School

Year: 2018-2019

Grade Level/Department/Team: Mathematics Department

Goal: The math department will evaluate the number of students failing at quarter and decrease this by at least 10% by semester.

We will measure this Formatively by:

All the following will be supported by the PLC work done in smaller groups in the department. Formative measures will include focusing on increased participation by interactions with students in class. Increased home contact for these students will be used. Interventions using test corrections, AT time and afterschool tutoring will be personalized for each student.

We will measure this Summatively by:

Evaluating the number of students who had F's at semester compared to those with the F's at quarter.

Action steps we will take to meet our goal:

Commitment to directly talking about struggling students during each PLC meeting and find collaborative solutions to why students are struggling. Direct effort to make sure students take missing tests and turn in missing homework for each teacher will also be done.

School Name: Meadowdale HS

Year: 2018-2019

Grade Level/Department/Team: PE 9-12

Goal: Each member of our department will create and implement a diverse and culturally relevant unit in each of our PE classes by Spring Break in April.

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We will measure this Formatively by:

- By meeting bi-monthly (if needed) to go over progress of units
- Attend Professional Development Opportunities (Best West, National SHAPE)
- Meet with other PE professionals in and out of District

We will measure this Summatively by:

- Teaching our unit before April, receive feedback from students
- Presenting our units to each other by April
- Handout relevant materials, supplies and instructions

Action steps we will take to meet our goal:

- Feedback from bi- and/or monthly meetings
- Research games and activities, acquire any needed equipment
- Teach our unit before Spring Break in April
- Gain feedback from students, colleagues about unit

Technology-This is how we will utilize technology to meet our goal:

Will be dependent on activity chosen: potentially with assessment (either formatively or summatively) or an end of the unit survey

Make our units (and all related materials) available electronically for each other to access

Grade Level/Department/Team: 9-12 Science

Student Learning Goal:

Students are able to successfully state a claim, use data as evidence to support their claim, and justify their reasoning from evidence by doing CER (Claims, Evidence, Reasoning) activities three times per semester.

We will measure this Formatively by:

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Listening to discussions and providing feedback regarding strengths and weaknesses, as well as peer review. Reading written work and providing feedback, which includes sharing examples with the class that are poor to excellent. Students receive daily work points for this work.

We will measure this Summatively by:

Grading an individually written CER during second semester, grading for accuracy using a common scoring rubric decided upon by PLC’s. This work will be shared with the PLC, each teacher bringing a high, medium and low example.

Action steps we will take to meet our goal:

The first two initial CERs are done in teams of four students, with scaffolding provided regarding how to write the claim, and what is meant by justification. Students then complete two CER’s in pairs. Finally students write two CER’s individually, with no further scaffolding provided. The first one is peer-reviewed so they receive written feedback, and provide feedback to another student. The final individually written CER will be evaluated by the teacher using scoring rubric decided upon by each PLC.

Technology-This is how we will utilize technology to meet our goal:

Second semester, each student will write an individual CER in CANVAS. This will be a formative CER and will be peer reviewed before being submitted.

The final CER will be turned into CANVAS for teacher evaluation. A high, medium and low example will be shared with the PLC members.

Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
As part of progress monitoring, what are you doing to help students who are still struggling?	Building relationships with all students with intent. We are in the initial stages of discussing how to do this and measure it. Students are encouraged to attend Hazel Time after	Ongoing throughout the year

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	<p>school tutoring for further support.</p> <p>We also have a Student Care Team (SCT) that meets each Wednesday morning. Our SCT is comprised of counselors, administration, Dean of Students and Student Family Advocate. Students who are not making academic progress are referred to the SCT for review and assignment to interventions. Our school-wide interventions include Hazel Time, FST, and our Academic Intervention Room that is a pull out room for students who are behind and need to make up work and are excused by a teacher to spend time with a para educator providing guided assistance.</p>	<p>Hazel Time meets M, T, Th. After school in the library.</p> <p>Our Academic Intervention Room is staffed each day by a para educator.</p>
<p>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</p>	<p>We offer Honors, Advanced Placement, and College in the High School classes for students who meet or exceed standards. As part of their PLT work teachers discuss how to support these students in various ways.</p>	<p>These are ongoing throughout the year.</p>
<p>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</p>	<p>Our Student Care Team meets weekly to process students who are struggling with academic or emotional concerns.</p> <p>To support our 9th graders, we use the LINK Crew model which pairs 9th graders with 11th and 12th grade LINK Leaders in a mentoring model. These LINK Leaders follow their 9th graders throughout the whole school year.</p> <p>The school safety committee reviews and makes any needed revisions to the school's safety plan, including scheduling all drills through the year. We have a strong Counseling Team who is very effective in addressing social/emotional concerns for students who need support.</p> <p>Our Student/Family Advocate works closely with students and families in crisis and provides them with needed supports.</p>	<p>These are ongoing throughout the year.</p>

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
<p>Whole staff learning opportunities to support the focus</p>	<p>We are going to take a system wide approach on how to build relationships with all students with a</p>	<p>This will be ongoing throughout the year.</p>

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<p>and intentionality of this Goal.</p>	<p>focus on how best to connect with our Black and Hispanic male students, and Learning Support students.</p> <p>Through our PLC model, teachers will engage in setting department PLC goals that align with the school-wide theory of action. Teachers will receive training in developing classroom based assessments, using the data from those assessments to analyze effective instructional practices and to identify students who have specific needs for intervention. We will learn how to develop specific targeted interventions based on students' needs'</p> <p>There will also be continued training and time allotted to PLC work. District training/support from Teaching and Learning to enhance teacher's skill sets</p>	
<p>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</p>	<p>Staff will have some resources available for self-directed learning. This may include book study groups, building or district committee work or trainings, or through self-reflections/interest on be best instructional practices.</p>	<p>This will be ongoing throughout the year.</p>