



**Edmonds**  
SCHOOL DISTRICT

# School Improvement Plan

**School Name: Mountlake Terrace HS**

**Year: 19-20**

## Section I: School Mission, Vision, and Demographics:

**School Mission:** At Mountlake Terrace High School, our motto is, “To be, not to seem”. We believe in teaching students to be truly ready for their post-high school aspirations—not students who seem ready. We believe we are the kind of school where all students learn at very high levels and students who need extra time, attention and support are provided with the resources they need to learn. We believe in and honor the diversity of our students and staff and we seek to create a climate where all can find acceptance and belonging. We believe in creating a school community that is safe for all who come here.

**School Vision:**

**School Demographics:**

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	1318	NA	Two or More Races	159	12.06%

American Indian/Alaskan Native	5	0.38%	English Language Learners	76	5.77%
Asian	167	12.67%	Homeless/McKinney-Vento	20	1.52%
Black/African American	61	4.63%	Low Income	412	31.26%
Hispanic/Latino	214	16.24%	Section 504	134	10.17%
Native Hawaiian/Other Pacific Islander	11	0.83%	Students with Disabilities	148	11.23%
White	701	53.19%	Student Mobility	53	4.02%

**Student, Family and Community Involvement in Plan:**

## **Section II: Reflection & Evaluation of Prior Year's Progress**

**Describe the progress your school made toward the improvement goals in the 2018-19 SIP.**

<b>Goal (restate the goals, whole school and opportunity gap group goals)</b>	<b>Narrative Reflection: (Did your school hit the target, why or why not? Include achievement result in relation to the goal, e.g. we said we'd hit 88%, we only hit 81% and here's why we think we didn't meet the goal we'd set.)</b>
<p>Compared to all course grades earned in MTHS courses for the 2017-18 school year in, MTHS students will improve their course grades earned in all classes as measured by GPA and course failure rate data for students in all classes. Students will also be better prepared to achieve higher scores on the SBA exams in ELA and Math. Students will have better attendance, reducing the number of chronically absent students. Students will be better behaved, resulting in fewer school removals.</p>	<ul style="list-style-type: none"> <li>● <b>GPA did not increase - relatively stable from 3.01 GPA to 2.97 GPA (whole school)</b></li> <li>● <b>Schoolwide F-rate increased from 4.8% to 6.3%</b></li> <li>● <b>SBA Math decreased from 53.33% to 50.1%</b></li> <li>● <b>SBA ELA increased from 77.81% to 79.7%</b></li> <li>● <b>Attendance - students attending more than 90% decreased from 64.95% to 63.8%</b></li> <li>● <b>Total discipline referrals decreased by 19.4%</b></li> </ul>

**How has the progress described above informed your school's improvement planning for this school year?**

**Overall it was felt that the years focused on building student agency was positive by promoting the sense that "relationships matter". There are more strategies being implemented that allow for a personal response and fewer automatic academic or behavioral consequences.**

**At the same time, it is felt that there is good distance between the link of building agency and improvement in these multiple categories. Teachers are eager to focus on improvement**

where there is more of a direct link between their professional learning and achievement outcomes. This year's focus on students in LS is being widely embraced.

## Section III: Needs Assessment

A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school's Areas of Strength and Areas of Needed Growth (2-3 for each)?

### Areas of Strength

Learning support students GPA increased from 2.33 to 2.38

ELL F-rate decreased from 6.17% to 5.35%

Total referrals decreased by 19.4%

AP Participation rates for Hispanic students increased from 38.29% to 40.35%

### Areas of Needed Growth

Areas of identified growth include:

Schoolwide F-rate increased from 4.8% to 6.3%

Schoolwide attendance rate (# of students at 90% or higher attendance) decreased from 64.95% to 63.8%

Learning support students attendance rate decreased from 53.2% to 45.25%

Discipline: students w/o school suspension: Overall students = 98.56% compared to African American students = 94.26%

AP Participation for F/R lunch students decreased from 40.54% to 35.22%

B. Based on your analyses, what specific areas of needed growth will your school focus? What is your rationale for this focus; why this above others? What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?

Our analyses indicate needed improvement in grades and failure rate of students receiving learning support. As we examined this issue, we identified three potential causes for our current results: A. Lack of time for general education teachers and learning support case managers to meet about students B. Lack of teaching strategies to modify and adjust lessons to increase student access to learning C. Lack of classroom materials that would be appropriate for students with low reading levels. Our improvement focus will be to support our intermediate teaching staff's knowledge and skill development and to develop structures for more coordinated service to our students.

### C. Additional Data Required

**State Participation Rate: 95% participation required (These data will be provided in the fall. However, you can, to some degree predict the groups with participation**

rates below the threshold. Contact Assessment if you need more information or suggestions for strategies.)

<input type="checkbox"/> Area of Strength (95% or more participation)	<input type="checkbox"/> 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:	

## Section IV: Theory of Action

**Theory of Action** If we commit time for general education teachers to connect frequently with special education case managers, and we provide professional development for students in learning support in the areas of literacy (reading and writing), organization and work completion and implement these strategies into practice, then we will see increased grades and a decreased failure rate for students in learning support.

**Rationale** It is believed that if teachers know and understand the needs of their LS students better, the professional development strategies will have the context of how to support the learning of LS students in the classrooms. Time and training is believed to be the initial steps to better LS achievement in classes.

## Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)

- A. Whole School Achievement Goal(s)** - As a result of these actions, we want to see a 10% reduction in the F-rate of students receiving LS. Additionally, we hope to see a 0.2 increase in the GPA of students receiving LS.
- B. Opportunity Gap Goal(s):** Same as above - additionally we want to see a 10% increase in students in special education being present 90% or more for attendance.
- C. Connections to Blueprint 2025 Metrics** - Increased regular attendance for all students while focusing on students receiving learning support.

## Section VI: Action Plan

This section asks you to articulate your action plan and thinking about change over time. Our thinking is that you should have a clear and detailed plan for year one. For subsequent years, we expect you to have a general idea of the next steps you are likely to take.

**Plan for 2019-20 (Include those key actions you will take this year to reach your student outcome and adult practice goals.):**

Key Improvement Action	Description	Timeline
Increase general education knowledge of their students in Learning Support - their needs and accommodations	Building will commit to providing Building Time for general education teachers and IEP case managers to collaborate about students enrolled in their classes	August days and periodically throughout the school year.
Increase general education teachers' knowledge of what is on an IEP	It is reported that some teachers do not fully understand the components of and IEP and therefore are not sure how to best support students. Training will increase the classroom teachers' understanding of what is in an IEP and what is unique from student to student	August days. Some attention given at IEP meetings throughout the year.
Increase general education teachers' knowledge of accommodation strategies for literacy, organization and work completion	Teachers reported that they are not always sure how to accommodate for lower reading, writing levels. Teachers request training for strategies to help students be more organized and complete classroom work (with or without modification) as a greater rate	Each Building PD will be for this school year will be in response to what is prioritized from classroom teachers and case managers for what is most beneficial for the LS students in their classrooms.
Increase regular attendance of students receiving learning support	Students with IEPs are disproportionately absent from school than their non-IEP peers.	It is expected that the classroom changes will make their experience more positive and more likely to attend regularly. More, specific strategies will be implemented to intervene with students



		that are not attending.
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**Plan for Years 2 & 3 (Briefly explain the key improvement actions planned for the subsequent years of this plan — high level explanation of what you anticipate doing as part of continuous improvement):**

**2020-2021:**

- **Continued focus on increasing our capacity to support our students with IEPs. Our professional learning plan will focus on increasing our understanding and skills in using instructional strategies that support our ability to differentiate and provide accommodations and modifications to tasks to be more accessible for students below grade-level content.**

**2021-2022:**

**Section VII: Grade Level/Specialist/Department Goals**

**Grade Level/Department/Team:** Special Education Department

**Goal:** Between September 2019 and June 2020 the learning support department will provide 5-10 minute instructions introducing new techniques regarding IEP student accommodations. This will occur during professional development staff meetings throughout the year to support understanding of accommodations in general education classes.

**We will measure this formatively by:** feedback from teachers, conversations during IEP meetings, feedback from administration, feedback from students and parents

**We will measure this summatively by:** decreased failure rate of learning support students in general education classes.

**Action steps we will take to meet our goal** Identify common accommodations to discuss, collect data from general education teachers, collaborate with other general education departments to help identify goals to support accommodations and student achievement

**Technology- this is how we will use technology to support meeting our goal:** Google slides, google form, access to IEP at a glance and BIPs, Google read and write training

**Grade Level/Department Team:** ELL

**Goal:** Between September and May, the EL Department will focus on specific strategies to increase skills for our Dual Designated EL/IEP students. Students will “show what they know” by using the TEPAC graphic organizer which has been modified for different language levels. The ELL teams



(MTHS team and the district ELL level teams) will collaborate to review results from the assessments as measured by the claim/evidence/analysis rubric and determine appropriate interventions to meet the learning goal of a level 3 or better on the rubric, or individual learning goal in the IEP. **We will measure this formatively by:** Students will “show what they know” by using Read/Write Google APP. They will utilize talk and type, the read aloud feature and the highlighting tools to strengthen close reading skills. The teacher created, say/mean/matter graphic organizer and TEPAC rubric, which has been modified for different language levels, will be used to assess growth. The ELL teams (MTHS team and the district ELL level 3 team) will collaborate to review results.

**We will measure this summatively by** Multiple Measures: Writing Assessments, claim/evidence/analysis rubric, STAR, Edge Lexile test, Articles of the Week with citation questions and NEWSELA quarterly assessments.

**Action steps we will take to meet our goal / Technology- this is how we will use technology to support meeting our goal:** Students will take the STAR online assessment, Newsela questions online and type documents to answer SBA like questions. Students will utilize Canvas daily to access and submit assignments and the calendar feature. Students will also use different functions of Google Read Write, depending on IEP learning goals and English proficiency.

#### **Grade Level/Department Team: Science**

**Goal:** Students will be able to read, write, and speak grounded in evidence (E.5).

We will improve the ability of students to make and defend a claim based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge and student-generated evidence.

As a department we will improve our ability to use learning tools (e.g. Google Read and Write) to help students make a claim based on evidence as described above. We will learn about and share our experiences with different learning tools during PLCs. We will implement these learning tools with all students, though we will focus in particular on students with IEPs and historically low attendance.

Our expectation is that by focusing on these skills it will improve the performance of these students on the particular assignment as well as their overall semester grade.

**We will measure this formatively by:** Between September and March students will be assessed a minimum of two times on their ability to make a claim supported by evidence about the natural world or the effectiveness of a design solution that reflects the scientific knowledge and student-generated evidence.

Sample tasks: Students will collect data on an unknown chemical-both physical and chemical properties (smell, color, density, boiling point, freezing point, solubility, etc). They will use this evidence to determine and defend their choice. Alternatively, they may use this evidence to discuss the effectiveness of the lab itself and design changes to the lab to improve the accuracy

of the results. They will be encouraged/allowed to review each other's data and revise and reevaluate their conclusions.

Sample task: Students will collect data on the response of isopods to a chosen chemical. They will use this evidence to determine if isopods are repelled by, attracted to, or unaffected by the chemical. Alternatively they may use this evidence to discuss the effectiveness of the lab itself and design changes to the lab to improve the accuracy of the results. They will be encouraged/allowed to review each other's data and revise and reevaluate their conclusions.

**We will measure this summatively by** Some or all of the following

- 1) Including questions on the end of the unit summative assessment designed to see if they are using evidence to support their claims and that the evidence is being used appropriately and effectively.
- 2) Include questions on the unit assessment that require them to write conclusions based on evidence and questions that require them to evaluate the evidence itself and the collection of said evidence, with the goal of improving the experiment and clarifying their claims.
- 3) Submission of a final draft lab report with a complete conclusion containing references to evidence.
- 4) Question in the assessment that critique the effectiveness of a design solution based on evidence.

**Action steps we will take to meet our goal** Develop a list of tasks that fit the student goal

- 1) Implement a minimum of two of these tasks in our classrooms
- 2) Share the results of these tasks with colleagues in PLC
- 3) Revise the tasks based on PLC input
- 4) Work towards developing a common rubric for scoring the tasks

**Technology- this is how we will use technology to support meeting our goal** The students themselves may use multiple technologies to gather evidence-such as computers, probeware, google docs, google classroom, textbooks, spectrophotometers, etc.

Educators would use various technologies to communicate, revise and review material-computers, Chromebooks, google docs, etc.

**Grade Level/Department Team** **Math**

**Goal:** *Between October and May math students receiving learning support services will improve in their ability to understand and follow instructions in multi-part problems and/or word problems using a rubric, or grading system such as:*

4 -- entirely correct; the response demonstrates complete understanding

3 -- mostly correct; the response demonstrates understanding of the main concept

2 -- not correct but the response still demonstrates some basic understanding

1 -- response does not demonstrate understanding

**We will measure this formatively by:** Providing ongoing practice for students in multi-level problems using in-class work, warm-ups, exit tickets, homework, and/or quizzes.

**We will measure this summatively by** Providing opportunities for students to answer multi-level problems, or word problems on summative assessments.

**Action steps we will take to meet our goal**

Reading through multi-level and word problems as a class

- Reminding students to pre-read assessments prior to providing answers
- Practice grading exemplars, individually, in groups, and as a whole class
- Instruct students on test taking strategies involved in solving more complex problems.
- Sharing student responses, example problems, and strategies in PLC/Dept. Meetings
- Develop and implement a vertical alignment structure that stretches from Middle School/Algebra 1 to Calculus to clearly delineate where skills are taught so that all students receive high quality instruction

**Technology- this is how we will use technology to support meeting our goal** We will use tools such as WAMAP.org, Canvas, desmos, and graphing calculators to help students meet this goal.