Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Mountlake Terrace High School
Year: 2020-21

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 were 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)	1362	NA	Two or More Races	142	10.43%

American Indian/Alaskan Native	9	0.66%	English Language Learners	79	5.8%
Asian	172	12.63%	Homeless/ McKinney-Vento	22	1.62%
Black/African American	76	5.58%	Low Income	418	30.69%
Hispanic/Latino	238	17.47%	Section 504	142	10.43%
Native Hawaiian/Other Pacific Islander	13	0.95%	Students with Disabilities	158	11.6%
White	712	52.28%	Student Mobility	43	3.16%

Student, Family and Community Involvement in Plan:
To assist the development of the 2019-20 SIP, student focus groups were presented data on school attendance and gave feedback on MTHS attendance trends. Students did not review 19-20 school data due to COVID-19.
School Improvement Plan was shared with PTSA in September. The plan will be shared with Equity Team members at future meetings.

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

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

Goal (restate the goals, whole school and opportunity gap group goals)	2019-20 Restated MTHS school goals **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.

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.

Narrative Reflection: For the 2019, 2020 school year, we engaged in a wide variety of activities in order to improve student achievement, especially achievement for students with IEPs. The key factors of our First 45 Days focus included the following:

- Increased teacher time to learn about the needs of students with IEPs in their classes.
- Increased teacher involvement in evaluation information and IEP meetings.
- Conducted PD on strategies with students receiving learning support.

From these broad categories, we completed the following focused professional development:
- A focus on IEP literacy: Specifically, administration led teachers through an IEP literacy training during to assure teachers knew how to read an IEP.
- IEP round table: During pre-service days, and on two additional occasions, all general education teachers met with IEP Case Managers in IEP Round Table discussions. Case managers and general education teachers discussed student barriers and accommodations.
- We renewed focus on General Education teachers attending IEP meetings by tracking general education teacher attendance and recognizing general education teachers who attended meetings.
- We conducted professional development in support of students with IEPs. Specifically, we provided training in the use of Google Read Write.

Data collection for the year proved to be problematic as distance learning became the norm and guidance from the state altered

	our normal grading practices. Additionally, as we moved to distance learning, the focus of our work shifted from a focus on students with learning disabilities to providing instruction in general.
	Complications from COVID-19: Continuous Learning 1.0 showed us that students were engaged about of the time with completing optional work. Learning support students were disproportionately non-engaged by reports from LS teachers and general teachers. Looking to 20-21, with the continuation of remote learning, MTHS aims to focus SIP attention on student engagement, student attendance, and student achievement (grades), while maintaining our focus on students with IEPs.

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

As a school, we were able to complete our initial steps to increasing the academic performance of students with IEPs. Teachers reported through surveys that they had an increased understanding of the goals and accommodation needs of their IEP students. They reported that they were aware of tools that could support literacy and engagement while improving access to material for students in their course. An increase in IEP meeting participation was noted.
Early closure due to COVID-19 prevented our staff from reviewing academic and attendance performance data from semesters one and two from 19-20.

Section III: Needs Assessment
<mark>Your school team engaged in a thorough needs assessment prior to developing your improvement plan. Review the claims made and revise or update if needed. The premise here is that you likely deepened your understanding of your school's strengths and growth areas.</mark>

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
1. *Narrative Data: from 2019-20, teachers reported that they had a better understanding of each of their students with an IEP strengths, needs, and accommodations. Teachers reported improved understanding of tools and strategies that support IEP students' literacy needs and student engagement.*

Areas of Needed Growth
1. *Student engagement during Continuous Learning was around 60% for the Spring of 19-20. The number of students that received an "I" grade for semester 2 due to COVID-19 was slightly less than the number of "F" grades from semester 2 in 2018-19 - however this is thought to be due from senior students not receiving I grades or F grades due to state-approved waivers.*

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?

1. Our experience from Continuous Learning 1.0 informed us that we will focus on student attendance and engagement during Continuous Learning 2.0. Teachers will be implementing SEL strategies in their instruction in order to invite students to attend and to elicit engagement and participation from students learning remotely.
2. While we look to improve engagement from all MTHS students, we look to continue the initial steps of our work with LS students from 2019-20. 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

❏ **Area of Strength (95% or more participation)** **2018-19 Target met for SBA ELA** **2018-19 Target met for SBA Math**	❏ **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

Continued SIP work from 2019-20

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.

Continuous Learning 2.0

Theory of Action: If we are successful at implementing SEL strategies in our classroom instruction and programs, we will see increased attendance and participation each term of the 2020-21 school year. Baseline data participation rates from May 2020 was 60% and June 2020 was 40%

Rationale: It is believed that the student experience from Continuous Learning 1.0 may have set the tone for 20-21 with optional work and "do no harm" practices. By implementing SEL strategies and

by using our school-wide engagement team interventions, it is believed that students will become more likely to show up to zoom classes and participate in the work. Success will be measured by attendance, class assignment completion, course grades, student survey information and classroom teacher narratives about students.

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

A. **Whole School Achievement Goal(s) — During continuous learning, we hope to increase student participation in course assignments and tasks. Success will be measured by** Success will be measured by attendance, class assignment completion, course grades, student survey information and classroom teacher narratives about students.

B. **Opportunity Gap Goal(s): Students will IEPs are more likely to struggle to keep up with independent work compared to their General Education peers. We will look to develop ways for teachers to continue to differentiate lessons and to make the zoom learning environment more appealing for students with IEPs to engage in. Specific to students with IEPs, this will be measured by their success will be measured by attendance, class assignment completion, course grades, student survey information and classroom teacher narratives about students.**

C. **Connections to Blueprint 2025 Metrics – From Continuous Learning 1.0, it is a concern the number of students that received "I" incomplete grades for their semester. By implementing SEL instructional strategies, we expect students to increase their engagement in the course assignments and earn course credit. Our goal is to maintain an ontime graduation rate at 92% during continuous learning and afterwards.**

D. **Social Emotional Learning Focus—how are you supporting students' social and emotional needs? What will you measure to show improvement? Teachers are implementing Social Emotional Learning strategies in their daily lessons including:**
   - **Opening routines**
   - **Engaging content**
   - **Optimistic lesson closure**

   Teachers will seek opportunities for students to build connections with their classmates utilizing technology and applications that can enhance their remote learning experience. The success of our impact on students' social-emotional needs will be measured through student surveys and narratives from classroom teachers and families.

Section VI: Action Plan

Plan for 2020-21 (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 continue to commit to providing Building Time for general education teachers and IEP case managers to collaborate about students enrolled in their classes	September and October staff meeting time and admin directed time.
Increase the knowledge and strategies of all teaching staff of SEL practices for students	Building will commit to time for SEL professional development including strategies, tips, and resources for students	Beginning in August and ongoing throughout the school year during building time.
	Advisory lesson created to teach students about mindfulness, stress reduction, and gratitude while looking for opportunities to build school community.	Ongoing
	Hawk Engagement Team (HET) will become the first line of intervention to connect with families for issues of: attendance, grades, teacher referral, SEL screener results, or risk-trend reporting from Homeroom HET comprised of counselors, admin, school psychs, school nurse, attendance secretary, SINC, SSA	HET meets weekly as SST ongoing throughout the school year.

Plan for Years 2 & 3:

- 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.

Plan from 2019-20 :

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 accomodate 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.

Plan for Years 2 & 3
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.
- IEP modifications in remote learning require special attention and planning from general education teachers. Time and training will be committed for teachers to know their students' needs and the accommodations that they can implement remotely that will best support their access to instruction.
- MTHS teachers will participate in training and discussions to continue to implement SEL strategies that can encourage improved general student attendance and participation.

Section VII: Grade Level/Specialist/Department Goals

The goals included here must align to the SIP goals. Ideally, all certificated staff would identify goals for their team (or themselves) related to the SIP goals, and these would also be closely related to their student growth goals used in evaluation — this isn't required.

Grade Level/Department/Team:
Visual Art

Goal:
Each Art teacher will track at least one class assessing students distance learning engagement through student attendance clock-in and assignments completed by May, 2021.

We will measure this formatively by:
We will provide many opportunities for practice with art projects (comprehensible input), character designing, Peer discussion WIP (work-in-progress) board, researching relevant video references to share, final art digital presentations, and quick check-ins in the chat feature of Zoom. We measure basic engagement with a daily attendance survey check in google form.

We will measure this summatively by:
Having students perform self reflections on their work and final projects turn in.

Action steps we will take to meet our goal:
We will meet regularly as a department to evaluate our student engagement and problem solve. We will address what is working and what needs to be improved. We will seek additional assistance from our technology coach and from our TOSA when needed.

Technology — this is how we will use technology to support meeting our goal: Instruction and assessment will employ technology---Zoom, document camera demonstrations, online video references, flipgrid, and more.

Grade Level/Department/Team:
<mark>English</mark>

Goal:
Each English teacher will make effective remote learning activities that connect with all students by removing barriers to learning.

We will measure this formatively by:
Making connections during zoom meetings (through kids' verbalizing, cameras on, chat, polls, breakout rooms) about the effectiveness of lessons and learning activities.

We will measure this summatively by:
Recording participation rates and feedback through attendance forms, office hours utilization, or emails. Also assess feedback from students, parents, IEP monitors, etc.

Action steps we will take to meet our goal:
We will meet regularly as a department to share ideas for engagement and evaluate our effectiveness at making remote learning activities and opportunities for contact with students through various means. We will practice evaluating equity in lessons through group work in department meetings. We will reassess at semester to see how we are doing and adjust as needed.

Technology — this is how we will use technology to support meeting our goal: The use of technology to support meeting the goal is embedded in the goal.

Grade Level/Department/Team: <mark>MTHS Social Studies Department</mark>
Goal:

Between October and May, the Social Studies Department will research and incorporate remote learning strategies in order to increase student engagement in academic content and lower levels of students who are at NC levels in our classes.

We will measure this formatively by:

The Department will measure engagement from 3 perspectives:
Behavioral engagement:
Strategies to increase attendance at office hours,

Strategies to increase zoom class participation,
Cognitive engagement:
Strategies to increase the academic discourse in our zoom conversations
Strategies to support student planning, setting goals, organizing electronic environment, etc.
Emotional engagement:
Strategies to Increase daily check-in conversations
Strategies to increase student advocacy and resiliency strategies (advocating for their own - emailing teachers, etc.)

We will measure this summatively by:.

Reviewing the scope of implementation of behavioral, cognitive, and emotional strategies
Reviewing the number of students who receive a NC designation at the end of quarter 1 as baseline data. We will then review the numbers again at the end of 2nd and 3rd quarter for comparison and review for next steps.

Action steps we will take to meet our goal:

Research various strategies that fall within the behavioral, cognitive, and emotional perspectives, including ways to invite more parent involvement in the remote learning process.
Identify the focus for our remaining meetings in the behavioral, cognitive, and emotional categories
As we gather data on students receiving an NC, we create a protocol for working with this population of students
Parents
Counselors
Administrators
Other Support Staff
After each quarter break, review what worked well in each category and adjust our focus as a department for the next quarter.

Technology — this is how we will use technology to support meeting our goal:

We will use various technology tools such as Canvas, Pear Deck, flipgrid, edPuzzle, and the Google platform of electronic documents (forms, sheets, documents) in our remote classrooms.

Grade Level/Department/Team:
<mark>World Languages</mark>

Goal:
 Each World Language teacher will track at least one class assessing accurate verb conjugation aiming for 80% of students to achieve a minimum of 90% by May, 2021.

We will measure this formatively by:
 We will provide many opportunities for practice with storytelling (comprehensible input), story retelling, story writing, readings, verbal presentations, grammar practice and quick check-ins in the chat feature of Zoom.

We will measure this summatively by:
 We will use the district provided verb conjugation site--Conjuguemos.

Action steps we will take to meet our goal:
We will meet regularly as a department to evaluate by using the Circle of Inquiry. We will address what is working and what needs to be improved. We will seek additional assistance from our technology coach and from our TOSA when needed.
We will practice the tools as "test students" to gain student perspective.

Technology — this is how we will use technology to support meeting our goal:
Instruction and assessment will employ technology---Zoom, online textbooks, Duolingo, Conjuguemos, PearDeck, and more.

Grade Level/Department/Team: <mark>MTHS English Learners</mark>

Goal: Between September 2020 and June 2021 the English learners (EL) department will provide office hours to connect with general ed teachers to discuss and problem-solve for student concerns. EL teachers will share background information and tips to increase student success. These meetings will occur during office hours twice a month from 2:30-2:50 and by appointment in order to support understanding of best practices for English learners in general education classes and to provide context for each students' situation that teachers will not as easily obtain in a remote setting as they would in the physical classroom. In addition, we will connect newcomers and newly enrolled students to the

technology tools with an onboarding process with our EL paraprofessional. This way, we can prevent barriers to education before they occur.

We will measure this formatively by: monitoring student grades and attendance, informal check-ins with students and teachers, feedback from administration, feedback from students and parents.

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

Action steps we will take to meet our goal: Identify barriers that are causing low student engagement, attendance, and assignment completion, problem-solve how to utilize best practices in a remote setting, collect data from general education teachers, collaborate with other general education departments to help identify goals to support student achievement.

Technology — this is how we will use technology to support meeting our goal: We will meet via Zoom; We will collaborate to make technology more accessible for EL students, providing videos and screen shares to demonstrate steps; we will encourage the use of common tools such as IMtranslator and Google Read Write and teach students how to utilize the tools in all their classes.

Grade Level/Department/Team: <mark>Math</mark>
Goal:
Between October and May math students 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 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
Practice using Problem solving strategies
Instruct students on test taking strategies involved in solving more complex problems.
Sharing student responses, example problems, and strategies in PLC/Dept. Meetings

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

Grade Level/Department/Team: Tech Department

SIP Goal
Between October 2020 and April 2021 our department will help students to increase the attainment of their applicable IEP goals by 20% to increase the academic performance of students receiving learning support services during a remote learning or hybrid environment.

Formative Assessment
We will measure this progress formatively using the rubrics in the goals on the IEP's or with rubrics created by our department when rubrics are not listed on a particular IEP. This formative evaluation will be used to modify instruction for IEP students in a remote or hybrid learning environment.

Summative Assessment
We will measure IEP student progress formatively during remote or hybrid learning using the rubrics in the goals on the IEP's or with rubrics created by our department when rubrics are not listed on a particular IEP.

Action Steps
During our PLC time this year, we will determine methods for assessing goals on the IEP's for our students in a remote or hybrid setting. We will also implement these methods and report back how well our systems are assessing the particular goals. Finally, we will use our

PLC time to determine any other students of concern or other areas where our IEP students could use assistance during remote or hybrid learning.

Technology
We will use technology to share ideas, access student information, and, in some cases, to directly measure student progress toward their goal during remote or hybrid learning. We will also use technology to distribute notes to students, provide alternative views of content (e.g. an applet or website), and to contact families.

Grade Level/Department/Team: <mark>Health/PE Grades 9-12</mark>

Goal: Continue to create and implement effective remote learning activities,strategies & lessons that will engage our PE/Health Students and produce positive learning experiences.

We will measure this formatively by: Beginning of 2nd semester an 5-6 question survey on remote instruction will be given to students. A similar survey will be given to the students at the end of 2nd semester to compare and show growth

We will measure this summatively by: Individual & class zoom conversations of what went well and what needs work throughout each unit.

Action steps we will take to meet our goal: PLC Collaboration and development of lesson plans. We will also attend district PE meetings to collaborate and gain knowledge of successful practices in the area of remote learning PE/Health

Technology — this is how we will use technology to support meeting our goal: Created on-line surveys, class polls to gather input from our students. Zoom PLC meetings, Zoom District PE meetings. Attend district sponsored webinars and classes on the best practices of Canvas, Zoom and other tech tools

Grade Level/Department/Team: <mark>MTHS Learning Support</mark>

Department Goal : Between September 2020 and June 2021 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, Canvas, Kami, Google read and write training.

Grade Level/Department/Team: ==9-12 Music (Instrumental and Vocal)==

Goal:
Our goal is to increase student engagement from first quarter levels. This will be reflected in a variety of measurable ways.

We will measure this formatively by:
Smartmusic Assignment completion
SoundTrap/BandLab assignment completion
UpBeat Music App assignment completion
Video Cameras on during class sessions.

We will measure this summatively by:
Smartmusic Assignment completion
SoundTrap/BandLab assignment completion

UpBeat Music App assignment completion
Video Cameras on during class sessions.

Action steps we will take to meet our goal:
Assign office hours to students to learn more.

Technology — this is how we will use technology to support meeting our goal:
We will use the records that are kept in canvas to compare assignment completion rates the from first quarter to the other quarters of the year.
We will keep track of trends in video camera use by taking screenshots of typical classes.
We will come up with creative activities and assignments for encouraging engagement.
(Engagement during this time is inherently tied to technology.)

Grade Level/Department/Team: <mark>**Grades 9-12/Business and Marketing**</mark>

Goal: 75% of our students in Digital Tools will be engaged and successful in the Distance Learning scenario.

We will measure this formatively by: We will keep updated grading records. We will follow up with a check-in with the students and/or the parents to investigate what the barriers are for students who are struggling.

We will measure this summatively by: We will measure the success rate of the students who successfully participate in the Distance Learning environment and earn credit for Digital Tools.

Action steps we will take to meet our goal:
Keep our grades updated
Promotion and utilization of office hours
One to one teacher, student, and/or parent contact
Continuous updating and modification of assignments

Technology — this is how we will use technology to support meeting our goal:

We will incorporate the technology listed below depending on the assignment, the students' ability level, and any connectivity issues and/or special needs.
Chromebooks
Google Docs
Canvas
Amazon Work Space
We Video
Kami