

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

**School Name:** Meadowdale High School

**Year:** 2016-2017

**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.

If, through the PLC process:

- a. all teachers engage in ongoing work to identify the essential standards in all courses, then teachers will have clarity and specificity about key concepts and skills they will be teaching; then students will know what they are expected to learn in each of their classes.
- b. all teachers develop classroom based assessments that focus on attainment of specific skills and concepts, then teachers will have data about their students' progress toward meeting identified standards; students will have a clear understanding of how they are doing related to each standard in their classes.
- c. all teachers systematically review student progress data on student mastery of identified skills and concepts, then teachers will be able to share their work with each other and draw upon the expertise of their colleagues.
- d. all teachers develop specific targeted interventions based on data from classroom based assessments, then students will receive the support they need in order to master the standards in their classes.
- e. all teachers will further develop strategies to build relationships with intent with all students but specifically with a focus on Black and Hispanic males, 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. We will decrease the number of Black and Hispanic males who fail one or more classes.

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

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).

The number of Black and Hispanic males who fail one or more classes will decrease by 5% respectively.

**Achievement Gap:**

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

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<b>Student Group</b>	<b>Current % Successful</b>	<b>Goal % Successful</b>																												
<b>Comparison Group A Freshman Students S2 2016</b>	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)																												
<b>Comparison Group B Black and Hispanic Males</b>	23 of 46 black male’s grade 9 – 11 had 1 or more F’s (15-16) 51 of 100 Latino males grade 9 – 11 had 1 or more F’s (15-16)	Reduce number of Fs by 5% for each group in comparison to other males at MHS.																												
<b>All Students Grade Level GPAs</b>	<table border="1"> <thead> <tr> <th></th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>2010-2011</td> <td>2.89</td> <td>2.76</td> <td>3.09</td> </tr> <tr> <td>2011-2012</td> <td>2.98</td> <td>2.88</td> <td>2.97</td> </tr> <tr> <td>2012-2013</td> <td>2.83</td> <td>3.00</td> <td>3.07</td> </tr> <tr> <td>2013-2014</td> <td>2.87</td> <td>2.90</td> <td>3.10</td> </tr> <tr> <td>2014-2015</td> <td>2.93</td> <td>2.95</td> <td>3.00</td> </tr> <tr> <td>2015-2016</td> <td>2.92</td> <td>3.03</td> <td>3.03</td> </tr> </tbody> </table>		10	11	12	2010-2011	2.89	2.76	3.09	2011-2012	2.98	2.88	2.97	2012-2013	2.83	3.00	3.07	2013-2014	2.87	2.90	3.10	2014-2015	2.93	2.95	3.00	2015-2016	2.92	3.03	3.03	<p>The 11<sup>th</sup> grade class moved from 2.93 to 3.03 – Met 15-16 Goal</p> <p>The 12<sup>th</sup> grade class moved from 2.95 to 3.03 – fell short of 15-16 goal by .02</p>
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**Strategic Direction 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-3<sup>rd</sup> Grade Early Learning
- Graduates Who Are Ready for Life

**Specific Strategic Direction Indicators of Focus:**

- 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 males meeting or exceeding minimum standards and showing growth over time.

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**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.

**School Demographics:**

Student Demographics		
<b>Enrollment</b>		
October 2014 Student Count		1,591
May 2015 Student Count		1,557
<b>Gender (October 2014)</b>		
Male	839	52.7%
Female	752	47.3%
<b>Race/Ethnicity (October 2014)</b>		
Hispanic / Latino of any race(s)	231	14.5%
American Indian / Alaskan Native	12	0.8%
Asian	194	12.2%
Black / African American	92	5.8%
Native Hawaiian / Other Pacific Islander	8	0.5%
White	920	57.8%
Two or More Races	134	8.4%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2015)	504	32.4%
Special Education (May 2015)	135	8.7%
Transitional Bilingual (May 2015)	87	5.6%
Migrant (May 2015)	0	0.0%
Section 504 (May 2015)	90	5.8%
Foster Care (May 2015)	N<10	
<b>Other Information (<a href="#">more info</a>)</b>		
Adjusted 4-Year Cohort Graduation Rate (Class of 2014)		91.6%
Adjusted 5-year Cohort Graduation Rate (Class of 2013)		91.2%
<b><u>College/University enrollment rates of graduates</u></b>		

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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 that determined your Strategic Direction focus area(s) and your school target.*

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

**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

<input type="checkbox"/> <b>Area of Strength (95% or more participation)</b>	<input type="checkbox"/> <b>Area of Opportunity (less than 95% participation)</b>
If your participation rate is an <b>area of opportunity</b> , 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:** GLOBAL SCIENCE

**Student Learning Goal:** Students will work on conclusion writing in the Claim-Evidence-Reasoning (CER) format, with an emphasis on evidence and reasoning.

**We will measure this Formatively by:** repeated practice throughout the year evaluated individually and discussed in PLC's

**We will measure this Summatively by:** tested prompts requiring CER conclusions

**Action steps we will take to meet our goal:** Work as a PLT to develop common prompts in labs and tests

**Technology-This is how we will utilize technology to meet our goal:** electronically shared files

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

**Student Learning Goal:** Between November and January, 70% of Learning Support and Intensive Learning Support students will be able to provide evidence to support a prediction, inference, or an opinion as measured by scoring criteria (based on teacher-collected data).

**We will measure this Formatively by:**

Based on teacher-collected evidence.

**We will measure this Summatively by:**

Based on teacher-collected evidence.

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

Direct instruction on how to provide and support evidence based on predictions, inferences, or opinions; ongoing collaboration within the department.

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

Providing instruction and supportive documentation using a variety of technology based on teacher preference.

**Grade Level/Department/Team:** ARTS

**Student Learning Goal:** 90% of students will demonstrate their understanding of the Elements and Principles of their artform (visual art, drama, video production) through hands-on arts projects

**We will measure this Formatively by:**

exit slips  
project completion

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sketchbooks  
One-on-one work with students during lab time  
Performances  
Critiques

**We will measure this Summatively by:**

Portfolios, including AP  
Final assessments  
Final projects  
Final Performances

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

Work with PLC's to create common curricular pieces, such as rubrics, assignments, assessments, and evaluations

Share student work with peers

Reflect on data and assessments for ways to continue to improve curricula

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

Variable within the department depending on arts content area

**Grade Level/Department/Team:** Physical Education/Health; All grades/Ages; Boswell, Casto, Taylor, Wirtz

**Student Learning Goal:**

- Students will understand why and how to fitness test
- Students will be able to analyse their fitness test scores and create SMART goals for improvement or maintenance
- Students will be able to administer fitness tests and other skill related games/activities

**We will measure this Formatively by:**

- Fitness Testing Trackers
- Fitness Testing Analysis
- Students leading fitness tests as warm-ups/games/activities whole class/partner/small groups

**We will measure this Summatively by:**

- Students lead fitness tests for the class, partners or small groups during class times, Mid-Term Fitness Testing and end of the semester

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

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- Students fitness test and analyze their data
- Teaching students the why and how of fitness testing
- Students practicing administering tests
- By first week of November: students will be able to administer at least two fitness tests

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

- Chromebooks- WelNet: students can access their scores, fitness quizzes and can also record themselves performing tests for grading

**Grade Level/Department/Team:** World Language, Grades 9-12,  
Levels 1-4 + Native Speakers

**Student Learning Goal:** All students will show proficiency in level-appropriate key concepts in the target language

**We will measure this Formatively by:** formative assessments (assignments, in-class activities) throughout the year that cover the material building up to summative assessments. (See “Technology” below)

**We will measure this Summatively by:** Students will show growth through successfully passing their level’s mastery exam.

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

1. Identify key concepts appropriate for each level/language
2. Introduce & teach concepts in class
3. Create & assign formative assessments
4. Provide multiple ways for students to practice & receive extra support as needed
5. Evaluate student progress
6. Utilize A.T. as needed
7. Reflect on teaching practices and make modifications within our PLC
8. Summative assessment
9. Reflect and modify instruction as needed

**Technology-This is how we will utilize technology to meet our goal:** We will incorporate online resources as a part of our formative assessments (e.g. Kahoot, Quizlet, Voicethread, Socrative, etc.)

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

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<b><i>Learning Opportunities for Students</i></b>	<b><i>Description of the Learning Opportunity</i></b>	<b><i>Schedule</i></b>
<p><b>As part of progress monitoring, what are you doing to help students who are still struggling?</b></p>	<p>Building relationships with all students with intent. We are in the initial stages of discussing how to do this and measure it.</p> <p>Teachers are working in their PLTs to ensure consistent interventions to assist struggling students. We have begun focused interventions for both groups which include an Academic Intervention Room, freshman study tables and specific targeted support classes.</p> <p>We currently monitor progress for our 9<sup>th</sup> graders every two weeks. Students who are failing two classes are referred to our Freshman Study Tables where they work with a para-educator to focus on work completion for the classes they are failing. Students are also referred to Hazel Time after school 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>Ongoing throughout the year</p> <p>Our FST meet Monday through Thursday each week.</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><b>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</b></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><b>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</b></p>	<p>Our Student Care Team meets weekly to process students who are struggling with academic or emotional concerns.</p> <p>To support our 9<sup>th</sup> graders, we use the LINK Crew model which pairs 9<sup>th</sup> graders with 11<sup>th</sup> and 12<sup>th</sup> grade LINK Leaders in a mentoring model. These LINK Leaders follow their 9<sup>th</sup> graders throughout the whole school year.</p>	<p>These are ongoing throughout the year.</p>



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	<p>The school safety committee reviews and makes any needed revisions to the schools safety plan, including scheduling all drills through the year.</p> <p>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>	
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<b><i>Learning Opportunities Provided for Staff Specific to the School Target</i></b>	<b><i>Description of the Learning Opportunity</i></b>	<b><i>Schedule</i></b>
<b>Whole staff learning opportunities to support the focus and intentionality of this Goal.</b>	<p>We are going to take a system wide approach on how to build relationships with all students with a focus on how best to connect with our Black and Hispanic male 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>	This will be ongoing throughout the year.
<b>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</b>	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.	This will be ongoing throughout the year.