Alignment

How does the goal align to the district mission, vision, values, fundamentals, other goals, or focused priorities?

Board Policy 0001—Values Students are the priority. We believe in:

- Supporting the whole child
- Creating inclusive and equitable learning settings
- Ensuringourschoolcommunities are safe and supportive
- Providing rigorous and challenging learning

Mercer Island High School

School Improvement Plan 2019-2020

Leadership

Who are the stakeholders responsible for leading the improvement goal?

Administrators, teachers, and support staff

Goal #1

If 100% of students can identify a trusted adult advocate in the building, then students will experience a reduction in stress and anxiety in academics, socially and emotionally by June 2020.

What is the goal?

Specific, Measurable, Attainable, Results Oriented, Time bound?

Resources

What resources (human, fiscal, or other) will the school need to accomplish the goal?

- R&R Counselors and Counseling Team partnering for introductions.
- Generate tips and tricks for teachers with get-to-know-you activities .
- Create posters for each class room that include info relating to academic, social, and emotional support available.
- Provide time in staff meetings for purposeful professional development to create connections with students.
- PBIS Team will determine further needs and supports to recommend for the Islander Way expectations.

IRF 9/27/2019

Action Items

What will groups or individuals do to achieve and make progress toward the goals? If known, what are some expected timelines?

Counselors

Introduce selves to ALL students and include what to do of feeling stressed, depressed, suicidal by 11/1/2019.

Islander Hour

- Provide talking points for staff about what their role is, expectations, and common norms to build trust by 10/31/2019.
- Provide community building activities, ice-breakers, and group chats to help build staff/ student and student/student bonds. (Example: to challenge staff to answer — What are 3 things you know about each Islander Hour student you have?)

Classrooms

Post common language about how to get support if students are struggling academically and/or emotionally (i.e. tutoring, R&R Counselors, MIHS Counselors, Teen Line, Snail Pals) by 10/31/2019.

Staff

- Generate teacher tips for get-to-know-you activities for their Islander Hour students and model these activities with staff in staff meetings throughout August 2019-May 2020.
- Solicit staff who are willing/wanting to create specific lunch groups, interest or subject area groups to connect with students.

Administrators

Consult with counselors, students, and parents about identical Tier 2 struggling students. Check with the Community and consult with AmeriCorps throughout the year.

Results

What will change and improve as a result of the goal? How will the school be improved?

- **EES Student Survey guestion from** 2018-2019 "There's at least one adult in this school I can talk to if I have a problem" report that 69% of students claim this is true. Increase this number by 10%.
- Reduce the number of 9th grade students failing 1 or more core courses by 10%.
- Increase in students' overall wellbeing, management of school-life balance and connection to an adult

Information and Data Analysis

What data, qualitative or quantitative, will be collected to inform progress toward or completion of the goal?

- EESStudentSurveyonMarch5,2020 will target "There's at least one adult in this school I can talk to if I have a problem".
- Islander Hour Survey for staff and students in May 2020.
- Anecdotal reports from teachers and students.
- Asset Survey for students in October 2019 will target the 1st asset category focusing on external structures, relationships, and activities that create a positive environment for young people.
- Once per quarter check-in with students with specific social/ emotional and/or academic struggles through Islander Hour advisors, counselors, R & R counselors, support staff and administrators as documented in a quarterly staff google form.

Alignment

How does the goal align to the district mission, vision, values, fundamentals, other goals, or focused priorities?

Students are the priority. We believe in:

- Supporting the whole child
- Creating inclusive and equitable learning settings
- Ensuring our school communities are safe and supportive
- Providing rigorous and challenging learning

Resources

What resources (human, fiscal, or

other) will the school need to accom-

plish the goal?

Time provided to staff, Cabinet,

and DD meetings to discuss and

agreements of the Islander Way.

Provide research articles to sup-

port No Homework breaks and

different meta-analysis articles

Money for new Islander Way

posters to be placed in every

classroom, hallway, and cafeteria.

through Cabinet.

monitor No Homework breaks

Mercer Island High School

School Improvement Plan 2019-2020

Leadership

Who are the stakeholders responsible for leading the improvement goal?

Administrators, teachers, and students

Goal #2

What is the goal?

Specific, Measurable, Attainable, Results Oriented, Time bound?

If 100% of students and staff adhere to no homework over breaks, then we will see a reduction in the number of students who feel the amount of schoolwork they have affect their physical health and wellbeing from 81% (almost always true, often true and sometimes true) to 60% in the May 2020 Student EES.

Action Items

What will groups or individuals do to achieve and make progress toward the goals? If known, what are some expected timelines?

Classrooms

 Hang new posters of the Islander Way to include No Homework breaks in every classroom and hallway by 10/31/2019.

Administrators

 Provide communication to parents about Islander Way expectations including No Homework breaks via Principal's podcast, school website, and Schoology.

Teachers

- Make a collective agreement as a teaching staff to uphold and implement No Homework breaks and Islander Way expectations
- Revisit and monitor the success throughout the year as to be discussed in staff meetings and DD meetings.

Cabinet

- Provide time throughout the year to identify, discuss and analyze quarterly data of progress monitoring related to collective agreements surrounding No Homework breaks.
- Create a survey to be administered in departments to gather quantitative data around the frequency of adhering to the No Homework breaks by May 13, 2020. and analyzed during Cabinet Retreat on May 29, 2020.

Families

- Create and administer a student and family culture and climate survey to be given by May 13, 2020 in relation to No Homework breaks.
- Administer the EES with MIHS families in March 2020.

PBIS/MTSS

Create and implement a No Homework calendar based upon student results from EES, Dr.
 Luthar and Healthy Youth Survey supported by the entire MIHS staff throughout the year.

Results

What will change and improve as a result of the goal? How will the school be improved?

- Staff consistency in school-wide expectations around homework.
- Improvement of student physical health and wellbeing due to No Homework breaks.

Information and Data Analysis

What data, qualitative or quantitative, will be collected to inform progress toward or completion of the goal?

- EES Survey question "The amount of schoolwork I have affects my physical health and wellbeing" for students, staff and families March 5, 2020. (95% of teachers, 81% of students, & 61% of parents) answered this question to be almost always true, often true or sometimes true)
- Islander Way Survey for staff, and students in May, 2020.
- Anecdotal reports from teachers and students throughout the year.

JRF 9/27/2019