

**WORKING DRAFT**

**MISD SCHOOL IMPROVEMENT PLAN  
2010-2011**

**School: MIHS**

**S.M.A.R.T. Goal:** MIHS will provide a personalized learning environment that prepares students for a cognitive, global and digital world.

Strategic Actions	Progress Indicators	Team or Project Leader	Timeline	Resources Required Human/ Fiscal
Use the Teacher Evaluation Criteria (Enhancing Professional Practice by Charlotte Danielson) to improve instructional and assessment practices to meet the needs of all students.	Professional Growth Plan goals will be focused on assessment and instruction and there will be an increase in the number of components that change from "Basic: to "Proficient" and from "Proficient" to "Distinguished" on Self-Assessment Worksheets and Long Form Evaluations.	Administrators	On-going	None
Develop a focused professional development plan for the entire faculty based on a survey of teachers to determine their professional learning needs.	Improve the percentage of favorable responses on the Educational Effectiveness Survey in the "Focused Professional Development" Characteristic.	Administrators and Department Heads	October 30, 2010	Release Time/Timecard Materials Conference registration/ travel Presenter costs  Budget: \$11,000
Identify and develop essential technology standards for students. Departments and individual teachers will implement these standards and use available technology to improve instructional and assessment practices.  In departments, teachers will reflect upon and monitor implementation of the standards and use of the technology.	Completion of technology standards.  The Technology TOSA will work with department heads to monitor progress throughout the year. Each department will provide the administration with an end-of-the-year departmental report.	Technology TOSA, Department Heads	January 30/11  May 30, 2011	Release Time/Timecard    Budget: \$2,500
MIHS will become a more environmentally aware and sustainable community by completing a school-wide plan to reduce waste and increase environmental awareness.	Progress will be measured using the King County Green Schools program criteria.	MIHS Green Team Members, Administrators and BRIDGES Coordinator	May 30, 2011	Release Time/Timecard    Budget: \$5,000
The MIHS faculty will increase its awareness and understanding of diversity through focused professional development.	Improve the percentage of favorable responses on Educational Effectiveness Survey questions related to cultural diversity.	Building Guidance Team, BRIDGES Coordinator	May 30, 2011	Release Time/Timecard Materials Conference registration/travel Presenter costs  Budget: \$2,500
A math consultant will be hired to use existing data and/or MAPS testing to identify learning deficiencies or gaps and help teachers develop activities, lessons or strategies to help identified SPED students to meet standard on the math HSPE.	Improve the percentage of SPED students meeting standard on the math HSPE in 2011.	Supplemental Math Consultant	April 15, 2011	Supplemental Math Consultant.   Budget: TBD

\*SMART Goals are **S**pecific and clearly stated, **M**easurable and based on formative and summative data, **A**ttainable and realistic, **R**elated to student achievement and performance, and **T**imely.

**Contextual Data:****Teacher Evaluation Process**

- On the 2010 Educational Effectiveness Survey (ESS), 34% of MIHS staff, agreed or strongly agreed that “instruction is personalized to meet the needs of each student.”

**Focused Professional Development**

- A survey of teachers to determine professional learning needs in relation to the current SIP goal and our focus on assessment in the past two years indicated that the following topics are most important to MIHS teachers (n=60): Personalization of Learning (43), Differentiated Instruction and Assessment (41), Performance/Authentic Assessment (36), Technology (31), Formative Assessment (30), and Sustainability (30)
- A survey of teachers to determine the most appropriate professional learning delivery models indicated that the following methods have the greatest support from MIHS teachers: Peer Observations (29), Department PLCs (24), Workshops and Conferences (24), and Peer/Expert Mentoring (20)
- The MIHS Accreditation Site Team recommended that “MIHS develop structures and accountability systems that allow for more collaboration between teachers. This time should be focused primarily on curriculum and instruction.”
- The MIHS Accreditation Site Team recommended that “MIHS identify key instructional issues/strategies (learning targets, formative assessments, differentiation, questioning strategies) to focus building wide professional development on for the year. Create some common language around instruction and what strategies may help the percentage of students who are not achieving at a high level.”
- On the 2010 EES, 30% of MIHS staff, agreed or strongly agreed that “our staff shares learning’s from conferences and seminars they attend.”
- On the 2010 EES, 31% of MIHS staff, agreed or strongly agreed that “data from peer observations leads to meaningful change in instructional practice.”
- On the 2010 EES, 33% of MIHS staff, agreed or strongly agreed that “our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction.”
- On the 2010 EES, 21% of MIHS staff, agreed or strongly agreed that “we are provided with training to support a culturally responsive learning environment.”

**Sustainability**

Mercer Island High School used the King County Green School Program criteria to determine that a sustainability strategic action was necessary. MIHS will also use the criteria to measure progress.

**Diversity**

- On the 2010 EES, 21% of MIHS staff, agreed or strongly agreed that “we hold one another accountable for behavior that is culturally sensitive.”
- On the 2010 EES, 42% of MIHS staff, agreed or strongly agreed that “this school communicates effectively to families of all cultures.”
- On the 2010 EES, 38% of MIHS staff, agreed or strongly agreed that “this school has activities to celebrate the cultures of its community.”
- On the 2010 EES, 17% of MIHS staff, agreed or strongly agreed that “this school reviews and addresses issues of cultural responsiveness.”
- The MIHS Accreditation Site Team recommended that “MIHS students need more preparation to live and work in a society that is more diverse than Mercer Island.”

**Math HSPE**

- In 2010, 27% of MIHS SPED students met standard on the math HSPE.
- On the 2010 EES, 37% of MIHS staff, agreed or strongly agreed with the statement “I believe that all students can meet state math standards.”
- On the 2010 EES, 35% of MIHS staff, agreed or strongly agreed that “struggling students receive early intervention and remediation to acquire skills.”
- The MIHS Accreditation Site Team recommended that “MIHS better acknowledge and serve that small but measureable percentage of students who do not fit the Mercer Island mainstream. Students who are not college bound and not academically gifted or motivated fell marginalized, particularly academically, but also to some extent socially.”