



MARINER HIGH SCHOOL SIP

2019-2022



MUKILTEO SCHOOL DISTRICT

Identifying Gaps in Student Achievement

Target Areas:	
<ul style="list-style-type: none"> High Schools must address Graduation Rates, Ninth Grade on Track, Dual Credit Completion, Attendance, Discipline 	
Target Area	Identify Gaps in Student Achievement That Need to be Addressed
Graduation Rates	<ul style="list-style-type: none"> Special Education students are 22% lower than average English Language Learner students are 20% lower than average
Ninth Grade on Track	<ul style="list-style-type: none"> Male students are 8% lower than females Special Education students are 17% lower than average English Language Learner students are 13% lower than average
Dual Credit Completion	<ul style="list-style-type: none"> Special education students are 16% lower than average English Language Learner students are 19% lower than average Males students are 6% lower than female students
Attendance	<ul style="list-style-type: none"> Pacific Islander students are chronically absent 10% higher than average Special Education students are chronically absent 14% more than average
Discipline	<ul style="list-style-type: none"> Male students are suspended 26% higher than female students Hispanic students are suspended 5% higher than their student population

Schoolwide Reform Strategies for All Students

Schoolwide Building Expectations – Tier I

- Standards-aligned District adopted curriculum is used for core instruction.
- Staff collaboration and engagement is supported to enhance the learning of both staff and students.
- School climate is safe, welcoming and respectful.
- Schoolwide discipline and behavior support systems are established, maintained, periodically revised.
- Academic and social-emotional tiered processes are maintained and periodically revised to guide instruction and intervention.
- Multiple assessments are used to monitor student progress, plan for instruction, and target interventions and resources for student support.

Schoolwide Safety Expectations – Tier I

- School Resource Officer (SRO) is engaged daily in safety decisions.
- School-wide safety committee meets monthly to review practices.
- Monthly drills are scheduled, implemented and reviewed.
- Visitor check-in procedures are followed and monitored.
- Professional commitment for staff to be out between classes.

2019-2022 School Improvement Plan

Goals and strategies to ensure mastery for students who have not met standards

Graduation Rate Comprehensive Schoolwide Goal

Gap targets:

Goal Components	Goal	Strategies	Measurement of Success
<p>Access to Curriculum and Effective Instruction</p>	<p><i>Increase by 3+% the rate at which students who have been subject to exclusionary discipline pass classes.</i></p>	<ul style="list-style-type: none"> • Establish baseline data • Take monthly measurements based on grade updates. • The Dean will monitor and support each student. • Utilize tiered support systems 	<p>3+% increase in the rate at which students who have been subject to exclusionary discipline pass classes, measured each semester.</p>
<p>Use of Data to Support Student Learning</p>	<p><i>Reduce failure rates for all students by 3+%.</i></p>	<ul style="list-style-type: none"> • Establish baseline data for each class cohort for passing/failing classes. • Take monthly measurements based on grade updates. • Identify specific staff to monitor and support each student. • Use established intervention strategies to impact student success. 	<p>3+% reduction failure rates for all students measured each semester.</p>

<p>Support for Students' Academic Needs</p>	<p><i>Increase by 5+% each year the rate at which ninth grade students are deemed on track to graduate.</i></p>	<ul style="list-style-type: none"> • 9th grade Success Coordinators establish cohort of students • Monitor grades weekly • Utilize tiered support systems • Engage parents in process 	<p>5+% increase in 9th grade on track rates measured at the end of each year.</p>
<p>Dual credit completion</p>	<p><i>Increase the percentage of male students, students with IEPs, and students in ELL completing dual credit courses by 5% or more.</i></p>	<ul style="list-style-type: none"> • Establish baseline data for dual credit completion for targeted student groups. • Identify cohort for specialized focus. • Teachers and counselors educate students on dual credit options • Offer support for students taking dual credit classes 	<p>5+% increase in the percentage of male students, students with IEPs, and students in ELL completing dual credit courses.</p>

Learning Environment

Ensure equitable access for every student in order to address gaps identified in the needs assessment
Ninth Grade on Track, Attendance, Discipline

Goal Components	Goal	Strategies	Measurement of Success
<p style="text-align: center;">Support for Students' Social/Emotional Well-Being</p>	<p><i>Increase freshmen student social & emotional learning of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.</i></p>	<ul style="list-style-type: none"> • Identify current content areas that teach social and emotional skills at the 9th grade level to identify where gaps exist. • Counselors will create curriculum related to stress management and anxiety to deliver to freshmen students through English classes in class visits the month of November • Student Success Coordinators and Student Success Advocate will host small group learning circles with a social and emotional learning emphasis (conflict resolution, coping skills, healthy relationships, mindfulness, problem-solving, goal setting, anger management, communication, teamwork and self-confidence) • Administrators will identify school-wide social and emotional learning needs and review curriculum for administration through classroom teachers and counseling staff 	<p>Discipline incidents resulting in exclusion from school involving Freshman students will decrease by +5%.</p> <p>Conflict management/mediation through counseling, administration, or peer mediation will increase by +5%.</p> <p>Academic success (students obtaining 6 credits) of Freshmen will increase by +5% each year.</p>

<p>Welcoming and Safe Environment</p>	<p><i>Increase positive student responses to an annual survey, specifically those questions relating to school environment, by 3+%.</i></p>	<ul style="list-style-type: none"> • Develop a year-end student survey focused on school environment • Establish baseline data and targets after year one • Continue survey for at least three years 	<p>3+% increase in positive student responses to the annual survey, specifically those questions relating to school environment.</p>
<p>Professional Development that Aligns with District Goals</p>	<p><i>Increase staff knowledge of Culturally Responsive Teaching and implement professional development focused around these practices.</i></p>	<ul style="list-style-type: none"> • Purchase Hammond’s book <i>Culturally Responsive Teaching and the Brain</i> for every staff member • Provide time on Principal-directed days for teachers to share practices relating to CRT 	<p>Each department will be using Culturally Responsive Teaching strategies and student academic success will increase.</p>

2019-2022 School Improvement Plan

Goals and strategies to ensure mastery for students who have not met standards

Parent and Community Partnerships			
Ensure equitable access for every student in order to address gaps identified in the needs assessment			
Ninth Grade on Track, Attendance, Discipline, Other			
Goal Components	Goal	Strategies	Measurement of Success
Family Involvement and Engagement	<i>Create two opportunities each semester to foster family involvement and engagement.</i>	<ul style="list-style-type: none"> • Honors/AP Parent Night • 9th Grade Parent Night • Senior Parent Info Night • Open House • Marauder Family Connect newsletter • Parent Liaison monthly meetings • College and Career Readiness Parent Info Night 	<p>Increase opportunities to involve and engage parents.</p> <p>Decrease impact of attendance and discipline on student achievement for targeted populations.</p>
Foster Partnerships and Communication in the School District Community	<i>Create specific community partnerships to enhance the experience of 9th grade students who are not on track to graduate.</i>	Student Success Coordinators will identify and collaborate with community resources who will enhance the experience for struggling 9 th graders	5+% increase in 9 th grade on track rates measured at the end of each year.