

Mercer Island School District

Island Park Elementary School Improvement Plan Year 1 2020-2021

School Improvement Plan Goals

Social Emotional Learning:

By June 2021, 75% of students will respond favorably to statements 1 and 2 below, indicating an increase in personal relevance, utility, and authentic student recognition as measured by the student climate survey.

Statement 1: Work I do in this school is useful and interesting to me.

Statement 2: Student success is celebrated in this school.

Academic:

By June 2021, 85% of 5th grade students will demonstrate proficiency in math as measured by the SBA Summative Math assessment.

Leadership (Who are the stakeholders responsible for leading the improvement goal?)

Island Park will lean on the work of many stakeholders to monitor and work toward achievement of these goals. Persons and groups responsible for leading the improvement goals include:

- Positive Behavior Interventions and Supports (PBIS) Team
- Response to Intervention (RTI) Team
- Student Success Team (SST)
- Equity Team
- 5th grade teachers/PLC
- Matt Lavigne and Julie Newcomer (Coaches)
- David Hoffman (Principal)
- Megan Isakson (Associate Principal)
- Parent Advisory Council (PAC)

Alignment (How does the goal align to the district mission, vision, values, fundamentals, other goals, or focus priorities?)

The stated goals align with the [District Improvement Plan](#) goal of “*identifying and systematically removing barriers that impede students equitably accessing learning and growth opportunities.*”

Island Park is centered on the whole child, as well as identifying and removing barriers for

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students furthest from educational justice. We have seen in our data an opportunity gap for our Black/African American and Hispanic students in comparison with their same-grade peers.

Our goals are designed and driven by students' needs and equity - both core values aligned to Mercer Island School District's [Values, Vision, and Mission](#).

Additionally, the stated goal aligns with the WASA Inclusionary Practice overarching vision (below), as well as Superintendent Colosky's [Focus Priorities](#).

In order to increase achievement for all students, eliminate inequities & barriers, promote safe and supportive learning environments, and provide challenging learning opportunities, Mercer Island School District will implement a multi-tiered system of support built on a foundation of Universal Design for Learning, that is inclusive of equity and access for all students, engagement with families and community, academic support, behavioral systems, and social-emotional learning.

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

Leadership will:

- Provide professional learning focusing on multi-tiered systems of support (MTSS) for social-emotional learning
- Support teachers in implementing PBIS curricula and strategies across all tiered levels to address core barriers.
- Utilize and review subset student data to support adjustment to instruction and interventions based on student need
- Lead PLC teams in the cycle of inquiry process (collecting and monitoring student data to inform instruction)
- Lead professional learning on data-driven instruction including Universal Design for Learning (UDL) practices
- Monitor schoolwide data specific to both the Social Emotional Learning and Academic goals
- Utilize/coordinate district resources that support and further goals
- Review curricula, instructional resources, and teaching practices using an equity lens to ensure teaching and learning is culturally appropriate, relevant, and responsive to student needs

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

Action steps will result in:

Social Emotional Well-Being

- Increase in students' feelings about personal relevance to their learning
- Increase in learning focusing on real world applications and connections
- Increase in authentic recognition and student empowerment
- Reduction in disciplinary referrals

Academic

- Closing the opportunity gap for students furthest from educational justice
- Increased performance in mathematics for all students
- Demographics become less of a determinant of performance

Overall

- Lower absentee data
- Reduction of loss to instructional time due to nurse or office visits
- Reduction in Special Education referrals