

MISD SCHOOL IMPROVEMENT PLAN 2015-16

Island Park Elementary

2020 Vision

Our students will thrive in the cognitive, digital, and global world while sustaining their passion and inspiration for learning.

Fundamental 2: Maintain the highest standards in the areas of fine arts; health/fitness; literacy reading, writing and communications; mathematics; science; social studies, and world languages.

Goal One (ELA): By Spring of 2016, 95% of all K-5 students will be reading at their grade level identified benchmark as measured by the Spring AIMSweb assessments. The remaining 5% that don't meet the goal will show at least one year's growth.

Goal Two (Math): By Spring of 2016, 90% of all third, fourth and fifth grade students will perform at math standard as measured by the SBAC. The remaining 10% that don't meet the goal will show at least one year's growth.

Fundamental 7: Foster diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

Goal One: The diversity team will be guided by the mission of making Island Park a nurturing, inclusive, culturally sensitive and welcoming school community based on principles of equity and excellence.

Contextual Data:

Fundamental 2: Goal One (ELA)

2014-15 AIMSweb Assessment	% of Students at Spring 2014 Benchmark	% of Students at Spring 2015 Benchmark
K - LSF	n/a	95%
K - NWF	n/a	89%
1 - NWF	n/a	70%
1 - CBM	n/a	87%
2 - CBM	88%	87%
3 - CBM	87%	85%
4 - CBM	85%	74%
5 - CBM	82%	87%

2015 SBAC		
	ELA	Math
3 rd Grade	83.7% (52.0%)	88.2% (56.6%)
4 th Grade	85.8% (54.5%)	79.3% (54.0%)
5 th Grade	82.5% (57.5%)	83.1% (48.0%)

State averages in parentheses

LSF = Letter Sound Fluency

NWF = Nonsense Word Fluency

CBM = Curriculum Based Measure (Words Correct per Minute)

2015 Educational Effectiveness Survey:

High Expectations/Commitment/Clear Focus

- (Parents) The school believes and expects that all students can meet state standards. (87% always/often true)
- (Students) My teacher(s) expect all students to succeed, no matter who they are (87% always/often true)
- (Staff) I am willing to be held accountable for student learning (87% always/often true)

Frequent Monitoring of Teaching and Learning

- (Staff) Peer observation and feedback is a tool we use to improve instruction (32% almost always true/often true; 27% almost never true/missing)

Relevant Instruction

- (Staff) Instruction is personalized to meet the needs of each student (82% almost always true/often true)

Supportive Learning

- (Staff) Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction (43% Almost always true/often true)
- (Staff) I participate in a professional learning community focused on improving student learning (90% Almost always true/often true)

Cultural Responsiveness

- (Staff) The school respect the different cultures represented in our community (83% Almost always true/often true)
- (Students) This school respects student differences (89% Almost always true/often true)

- (Students) The school has activities to celebrate student differences (40% Almost always true/often true)
- (Parents) This school respect the different cultures represented in our community (83% Almost always true/often true)
- (Parents) My child learns about the cultures of our community at his or her school (65% Almost always true/often true)

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Goal One (ELA): By Spring of 2016, 95% of all K-5 students will be reading at their grade level identified benchmark as measured by the Spring AIMSweb assessments. The remaining 5% that don't meet the goal will show at least one year's growth.

<p align="center">Strategic Actions (What will we do as a staff to get there?)</p>	<p align="center">Progress Indicators ("hooked" action)</p>	<p align="center">Anticipated Artifacts and Evidence</p>
<p>1. Implement the new district-adopted Mondo Bookshop (3-5) and continue implementation of Bookshop (K-2) to ensure a guaranteed and viable curriculum for all students.</p>	<p>Staff attend and participate in training sessions for Bookshop (September 1, 2015), ongoing Bookshop coaching dates, and identified district and building directed days.</p> <p>Teachers utilize the components of the curricula <i>routinely</i> and <i>faithfully</i> during daily literacy blocks of instruction.</p> <p>Adherence to the Mercer Island School District Guaranteed and Viable Curriculum (GVC) document regarding reading instruction.</p>	<p>Tangible lesson plans that incorporate curriculum elements and instructional strategies.</p> <p><i>Routinely observable</i> comprehensive literacy components (read alouds, shared reading, guided reading groups, phonics/word work, independent reading, et. al.) that are evaluated through Danielson rubrics.</p>

<p>2. Continued implementation of universal screening tools to identify students' needs and monitor students' reading progress.</p>	<p>AIMSweb assessment tools (benchmark and progress monitoring) are utilized by all certificated staff to regularly track progress of targeted students toward meeting grade level benchmarks.</p> <p>Staff utilize Mondo Bookshop unit reading assessments.</p> <p>LSP support staff regularly assess qualifying students through use of Bookshop, DRA, and/or Fountas/Pinnell tools.</p>	<p>AIMSweb generated data (benchmark and progress monitoring)</p> <p>Reading assessment data (benchmark tests, unit tests, running records, etc.)</p> <p>Charts/data monitoring progress on below-standard students</p> <p>Data reviews during PLCs</p>
<p>3. Monitor, collaborate, and further develop best literacy practices through Professional Learning Communities.</p>	<p>Grade levels meet at least twice monthly as PLCs to monitor, collaborate, and further develop literacy practices while addressing:</p> <ol style="list-style-type: none"> 1. What do students need to know (Common Core literacy standards, instructional goals/teaching points)? 2. How will we know when they met standards? 3. Which tier 2 and 3 intervention strategies may be applicable? 4. What are strategies for students who require enrichment? 	<p>PLC agendas and notes, clock hour sheets, rubrics, shared lesson plans, collaborative interventions generated</p>
<p>4. Improve instructional practice through utilization of the Mercer Island Literacy Coaches, ELL staff, and colleagues.</p>	<p>Teachers welcome literacy and ELL coaches into their classrooms to help them learn how to refine reading instruction as well as use and adopt curriculum to meet the needs of diverse learners.</p> <p>Teachers have the opportunity to visit peer classrooms to observe, reflect upon instruction, and team teach.</p>	

5. Creation and growth of curriculum maps, anchor charts, and classroom reading materials.	<p>Administrators and grade level teams create curriculum maps.</p> <p>Teachers and students jointly create anchor charts that capture key literacy concepts in student-friendly ways.</p> <p>Teachers begin creating and growing classroom libraries organized, in part, by reading levels or genres.</p>	Curriculum maps, anchor charts, and classroom libraries with leveled books
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*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.

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Fundamental 2: Maintain the highest standards in the areas of fine arts; health/fitness; literacy reading, writing and communications; mathematics; science; social studies, and world languages.

Goal Two: By Spring of 2016, 90% of all third, fourth and fifth grade students will be at math standard as measured by the SBAC test. The remaining 10% that don't meet the goal will show at least one year's growth.

Context: District adoption of updated K-2 math curriculum

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
1. Implement the new district adopted Math Expressions Common Core K-2 Curricula to ensure a guaranteed and viable curriculum for all students.	<p>Staff attend and participate in training sessions for Math Expressions (September 1, 2015) and on designated district and building directed professional development days.</p> <p>Teachers utilize the components and structures of the curricula routinely and faithfully during daily math instruction.</p>	<p>Tangible lesson plans that incorporate curriculum elements.</p> <p>Routinely observable structures and practices (Math Talk, Building Concepts, Student Leaders, Learning Community, Quick Practices) that are monitored through Danielson Rubrics.</p>

	Adhere to the MISD Guaranteed and Viable Curriculum (GVC) document regarding math instruction.	Classroom Walkthrough Data collected regularly and analyzed for building-wide practices.
2. Continued use of district adopted Math Expressions Common Core 3-5 Curricula to ensure a guaranteed and viable curriculum for all students.	<p>Teachers utilize the components and structures of the curricula routinely and faithfully during daily math instruction.</p> <p>Adhere to the MISD Guaranteed and Viable Curriculum (GVC) document regarding math instruction.</p>	<p>Tangible lesson plans that incorporate curriculum elements.</p> <p>Routinely observable structures and practices (Math Talk, Building Concepts, Student Leaders, Learning Community, Quick Practices) that are monitored through Danielson Rubrics.</p> <p>Classroom Walkthrough Data collected regularly and analyzed for building-wide practices.</p>
3. Monitor, collaborate, and further develop best practices in mathematics instruction through Professional Learning Communities (PLC).	<p>Grade levels meet twice monthly to monitor, collaborate, and learn about math practices while addressing:</p> <ol style="list-style-type: none"> 1. What do students need to know? (Common Core State Standards for Mathematics, instructional goals, and learning targets) 2. How will we know they have met the standards? 3. Which Tier 2 and 3 interventions may be applicable? 4. What are strategies for students who require enrichment? 	PLC agendas and notes, clock hour sheets, rubrics, shared lesson plans, collaborative interventions.

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Fundamental 7: Foster diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

Goal One: The diversity team will be guided by the mission of making Island Park a nurturing, inclusive, culturally sensitive and welcoming school community based on principles of equity and excellence.

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
1. Establish a building diversity team that studies, discusses and implements research based-practices, initial structures and activities.	Team membership will be representative of the Island Park School Functioning team by October 9	Agendas
2. Analyze EES data related to diversity, inclusiveness, equity, and respect to identify school needs, perceptions and areas of focus.	Staff and parent community provided with 2015 EES data through Parent Action Committee posting on school website. Discussion around EES data with staff and parents. <ul style="list-style-type: none"> • Parent Action Committee (Once/Month) • PTA Executive Board New, 2016 EES data collection and dissemination	Shared charts and graphs List of interpretations of data 2016 EES data
3. Implement Second Step Social/Emotional Learning Curriculum K-5.	Teachers and administrative staff teach second step lessons to students in all grades in accordance with scope and sequence milestones.	Student journals and lesson-related activities Family newsletters Second Step “nomenclature” used throughout

		the school; program visuals throughout school Decrease in negative student behaviors
4. Implement Second Step Bullying Prevention Units K-5.	Teachers and administrative staff teach second step bullying prevention lessons to students in accordance with scope and sequence milestones.	Second Step visuals in classroom and hallways Decrease in bullying perceptions (EES data)
5. Create & Convene Building Diversity Team that studies, discusses, and implements research-based practices, initial structures and activities. The diversity team will be guided by the mission of making Island Park a nurturing, inclusive, culturally sensitive and welcoming school community based on principles of equity and excellence.	Application process for recruiting and choosing members Regular meeting established throughout the school year Book study (to be agreed upon by members of the team) Creation of norms, mission/vision statement Develop and share future goals that are germane to the Island Park learning community	Team Mission statement Team minutes posted on school website School wide/classroom activities <ul style="list-style-type: none"> • Celebrations • Lessons • Community events
6. The diversity team, still in development, will identify and create further actions when it is convened on October 9, 2015.	The team will work to amend and further develop this action step and advance the overall plan during the year based on our collective learning and reflections.	

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