

## MISD SCHOOL IMPROVEMENT PLAN 2017-18

### West Mercer Elementary

**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 2018, all West Mercer students will make one year or more growth in reading as measured by grade-level interim block assessments such as the Mondo Instructional Text Level, AIMSweb Curriculum Based Measure (CBM) assessments, or other relevant assessments.

**Goal Two (Math):** By Spring of 2018, all West Mercer students will make one year or more growth in math as measured by relevant grade-level identified benchmark assessments such as Front Row, Interim Assessment Blocks, etc.

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

**Goal Three (Equity):** Continue to develop classroom culture that ensures classrooms are cognitively vibrant places characterized by a shared belief in the importance of learning and where all students are welcomed and nurtured yet held to high expectations.

#### Contextual Data

##### Reading Data – AIMSweb –Influences Goal One (same color indicates same cohort)

Goal One	Spring 2014	Spring 2015	Spring 2016	Spring 2017
K—Letter Sound Fluency (LSF)	84%	92.3%	93.2%	91.0%
K—Nonsense Word Fluency (NSF)	89%	94.9%	93.1%	80.6%
1—Nonsense Word Fluency (NSF)	95%	93.8%	80.6%	91.6%
1—Curriculum Based Measure (CBM)	90%	96.0%	88.2%	91.7%
2 –Curriculum Based Measure (CBM)	95%	93.0%	90.4%	83.3%
3—Curriculum Based Measure (CBM)	89%	93.9%	86.8%	87.4%
4 –Curriculum Based Measure (CBM)	87%	90.4%	84.7%	80.6%

5 –Curriculum Based Measure (CBM)	95%	93.5%	89.6%	93.9%
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LSF = Letter Sound Fluency NWF = Nonsense Word Fluency CBM = Curriculum Based Measure (Words Correct per Minute)  
State Assessment Data –Influences Goals One and Two

The SBAC data below with cohorts indicated by colored bars. State averages are shown in parentheses.

	2015 SBAC		2016 SBAC		2017 SBAC	
	ELA	Math	ELA	Math	ELA	Math
3 <sup>rd</sup> Grade	82.7% (52.0%)	81.0% (56.6%)	77.0% (54.8%)	77.6% (58.9%)	78.7% (52.6%)	84.7% (57.8%)
4 <sup>th</sup> Grade	83.8% (54.5%)	82.4% (54.0%)	82.2% (57.0%)	82.2% (55.4%)	87.8% (55.2%)	87.1% (54.3%)
5 <sup>th</sup> Grade	84.7% (57.5%)	74.1% (48.0%)	88.2% (60.1%)	77.9% (49.2%)	92.1% (58.6%)	79.2% (48.6%)

2017 Educational Effectiveness Survey –Influences Goals One, Two and Three:

High Expectations/Commitment/Shared Focus		
Stakeholder	Data	Indicator
Parents	77% always or often true	Teachers have high expectations for student learning at this school.
Students	89% always or often true	My teacher(s) expect all students to succeed, no matter who they are.
Staff	89% always or often true	I am willing to be held accountable for student learning.
Frequent Monitoring of Teaching and Learning		
Stakeholder	Data	Indicator
Staff	75% always or often true for all staff	Peer observation and feedback is a tool we use to improve

	76% always or often true of <b>certificated staff</b>	instruction.
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Relevant Instruction/Differentiation		
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Stakeholder	Data	Indicator
Staff	77% always or often true	Instruction is personalized to meet the needs of each student.

Supportive Learning		
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Stakeholder	Data	Indicator
Staff	74% always or often true	Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction.
Staff	97% always or often true	I participate in a professional learning community focused on improving student learning.

Cultural Responsiveness		
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Stakeholder	Data	Indicator
Staff	82% always or often true	We hold one another accountable for behavior that is respectful of diversity.
Students	93% always or often true, up from 80% last year	This school respects student differences.
Students	60% always or often true, up from 45% last year	The school has activities to celebrate student differences.
Parents	69% always or often true	This school respects the different cultures represented in our community.
Parents	55% always or often true	My child learns about the cultures of our community at his or her school.

**Goal One (ELA):** By Spring of 2018, all West Mercer students will make one year or more growth in reading as measured by grade-level interim block assessments such as the Mondo Instructional Text Level, AIMSweb Curriculum Based Measure (CBM) assessments, or other relevant assessments.

<b>Strategic Actions</b> <b>(What will we do as a staff to get there?)</b>	<b>Progress Indicators</b> <b>("hooked" action)</b>	<b>Anticipated</b> <b>Artifacts and Evidence</b>
<p>1. Ensure all teachers deliver a guaranteed and viable reading curriculum for all students.</p>	<p>Teachers utilize the components of the curricula <i>routinely</i> and <i>faithfully</i> during daily literacy blocks of instruction. 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.  <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. Ensure the utilization 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. Staff utilize Mondo Bookshop unit reading assessments. LSP support staff regularly assess qualifying students through use of Mondo Bookshop, Aimsweb, DRA, and/or Fountas/Pinnell tools.</p>	<p>AIMSweb generated data (benchmark and progress monitoring) Reading assessment data (benchmark tests, unit tests, running records, etc.) Charts/data monitoring progress on below-standard students Data reviews during PLCs</p>
<p>3. Monitor, collaborate, and further develop best literacy practices through Professional Learning Communities.</p>	<p>Grade levels meet regularly as PLCs to monitor, collaborate, and further develop literacy practices while addressing:</p> <ol style="list-style-type: none"> <li>1. What do students need to know (Common Core literacy standards, instructional goals/teaching points)?</li> <li>2. How will we know when they met standards?</li> <li>3. Which tier 2 and 3 intervention strategies may be applicable?</li> <li>4. What are strategies for students who require enrichment?</li> </ol>	<p>PLC agendas and notes, clock hour sheets, rubrics, shared lesson plans, collaborative interventions generated</p>
<p>4. Engage parents in support of students' literacy development</p>	<p>School staff will organize and provide an evening "Family Literacy Night" that will support parents understanding of and skill to support various comprehension and decoding strategies for students K-5.</p>	<p>"Family Literacy Night" invitation, lesson plans, and bookmarks Number of families that attend</p>



**Goal Two (Math):** By Spring of 2018, all West Mercer students will make one year or more growth in math as measured by relevant grade-level identified benchmark assessments such as Front Row, Interim Assessment Blocks, etc.

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
<p>1. Ensure all teachers deliver a guaranteed and viable mathematics curriculum for all students.</p>	<p>Teachers utilize the components and structures of the curricula routinely and faithfully during daily math instruction. Adhere to the MISD Guaranteed and Viable Curriculum (GVC) document regarding math instruction. Professional development through district and building-directed times to support teacher success in developing engaging lessons and differentiated instruction in the mathematics classroom.</p>	<p>Tangible lesson plans that incorporate curriculum elements. Routinely observable structures and practices (Math Talk, Building Concepts, Student Leaders, Learning Community, Quick Practices) that are monitored through Danielson Rubrics. Professional development agendas and attendance rosters.</p>
<p>2. Monitor, collaborate, and further develop best practices in mathematics instruction through Professional Learning Communities (PLC).</p>	<p>Grade levels meet regularly to monitor, collaborate, and learn about math practices while addressing:</p> <ol style="list-style-type: none"> <li>1. What do students need to know? (Common Core State Standards for Mathematics, instructional goals, and learning targets)</li> <li>2. How will we know they have met the standards?</li> <li>3. Which Tier 2 and 3 interventions may be applicable?</li> <li>4. What are strategies for students who require enrichment?</li> </ol>	<p>PLC agendas and notes, clock hour sheets, rubrics, shared lesson plans, collaborative interventions.</p>
<p>3. Parent volunteers from PTSA will provide additional support.</p>	<p>PTSA will provide an inspirational assembly called “Math Blasters” as well as providing volunteers for two math “clubs” that will support students Math Fact fluency as well as provide a math challenge club.</p>	<p>Email introductions for the two math clubs (Math Facts and Math Challenge) Flyer from “Math Blasters” assembly</p>

**Goal Three (Equity):** Continue to develop classroom culture that ensures classrooms are cognitively vibrant places characterized by a shared belief in the importance of learning and where all students are welcomed and nurtured yet held to high expectations.

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
<p>1. Analyze EES data related to diversity, inclusiveness, equity, and respect to identify school needs, perceptions and areas of focus.</p>	<p>Staff and parent community provided with 2017 EES data through Parent Advisory Council and PTSA Board of Directors</p> <p>Discussion around EES data with staff and parents.</p> <ul style="list-style-type: none"> <li>● Parent Advisory Council</li> <li>● PTSA Executive Board</li> </ul>	<p>Shared charts and graphs List of interpretations of data</p>
<p>2. Ensure all teachers deliver Second Step Social Emotional Learning and Bullying Prevention Curriculum (K-5)</p>	<p>Teachers teach second step lessons to students in accordance with scope and sequence milestones.</p>	<p>Second Step visuals in classroom and hallways Decrease in bullying perceptions (EES data) Second Step language used throughout the school Family newsletters</p>
<p>3. Convene the Building Diversity Team to study, discuss, and implement research-based practices, structures and activities. This team will be focusing on building</p>	<p>Application process for recruiting new members</p> <p>Team membership will be representative of West Mercer Elementary School</p>	<p>Agendas/Progress on diversity initiatives School wide/classroom activities</p> <ul style="list-style-type: none"> <li>● Celebrations</li> <li>● Community events</li> </ul>



<p>community for all and on being inclusive of all members; staff, students and community. We will be using data from PBIS and SWIS to pinpoint areas of focus where we can more closely align our SEL lessons with the needs of our students. We will look at our current practices and programs and how to utilize them to best support our students. (SST, PALS, MIYFS Counseling to name a few)</p>	<p>Regular meeting established throughout the school year</p>	
<p>4. Staff will participate in diversity and cultural sensitivity training as well as positive classroom culture professional development.</p>	<p>Invite Ben Ibale (WEA cultural competency trainer) will engage staff in professional development activities 2 or 3 times this year.</p> <p>School wide book study (teachers will choose from one of 3 books: <u>Grit</u> by Angela Duckworth; <u>Mindsets in the Classroom: Building a culture of Success and Student Achievement in Schools</u> by Mary Cay Ricci; or <u>Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management</u> by Dominique Smith, Douglas Fisher, and Nancy Frey).</p>	<p>Ben Ibale training session agenda. Collection of feedback following training and mentoring sessions.</p> <p>Notes from 3 concurrent book studies.</p>
<p>5. Implement a comprehensive, school-wide Positive Behavior Intervention and Support (PBIS) system.</p>	<p>Staff agrees upon, embraces, teaches and reinforces a set of positive school behaviors. Staff engages in interventions and supports that foster positive student behavior. Staff collects data to reveal trends, successful initiatives and areas for improvement.</p>	<p>PBIS-related data Increase in positive student behaviors as evidenced by data collection. Routinely observable practices (students behaving in accordance with taught and posted expectations) Positive reinforcement tickets/certificates given to classrooms and students recognizing desired school behaviors.</p>

		<p>Placards created and posted throughout the school that describe, through words and icons, desired positive behavior.</p> <p>Behavior and staff intervention matrices created for the staff outlining desired practices.</p>
<p>6. Improve teacher capacity to differentiate instruction for ELL students and other diverse groups by providing GLAD (Guided Language Acquisition Design) teacher training for representative teachers.</p>	<p>We now have a cohort of 10 teachers that have participated in GLAD training.</p>	<p>Teacher application of GLAD strategies:</p> <ul style="list-style-type: none"><li>● Learning made visible through processing charts and use of pictures and visuals during instruction.</li></ul>