Goal One (ELA): By Spring of 2017, 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 more than one year's growth as measured by AIMSweb or curriculum based benchmark scores.

Goal Two (Math): By Spring of 2017, 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 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 Three: Continue development of a building diversity team that studies, discusses and implements structures and activities that nurture an inclusive and welcoming school community based on principles of equity and excellence.

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

Contextual Data

Reading Data – AIMSweb –Influences Goal One

The following chart contains scores from the prior two spring assessment periods. Data on the left of the dark bar is generated from the same cohort of students (except for new students). Data on the right of the heavy bar reflects scores of the cohorts post boundary changes.

Current Grade	Grade Level Test	% of students at Spring 2015 Benchmark	% of students (before boundary changes) at Spring 2016 Benchmark	% of current students (after boundary changes) at Spring 2016 Benchmark
K		N/A	N/A	N/A
		N/A	N/A	N/A
First	LSF	N/A	93.2	92.7
	NWF	N/A	93.1	94.4
Second	NWF	94.9	80.6	78.3
	CBM	N/A	88.2	89.9
Third	CBM	90.0	90.4	91.7
Fourth	CBM	95.0	86.8	89.5
Fifth	CBM	89.0	84.7	85.9

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 reflects cohorts prior to and after boundary changes. Color bars compare these different cohorts. For example, 775 of last year's West Mercer third graders met or exceeded standard on the ELA portion of the SBAC. They are now 4th graders and a new cohort due to boundary changes. The new, post-boundary "combination" cohort enters 4th grade with 84% of them meeting or exceeding standard. State averages are shown in parentheses.

	2015 SBAC		2016 SBAC	
	ELA	Math	ELA	Math
3rd Grade	82.7% (52.0%)	81.0% (56.6%)	77.0% (54.8%)	77.6% (58.9%)
4th Grade	83.8% (54.5%)	82.4% (54.0%)	82.2% (57.0%)	82.2% (55.4%)
5th Grade	84.7% (57.5%)	74.1% (48.0%)	88.2% (60.1%)	77.9% (49.2%)

CURRENT Students using Spring 2016 SBAC scores		
	ELA	Math
4th Grade	84.0% (54.8%)	82.8% (58.9%)
5th Grade	83.5% (57.0%)	83.7% (55.4%)

2016 Educational Effectiveness Survey –Influences Goals One, Two and Three:

High Expectations/Commitment/Shared Focus		
Stakeholder	**Data**	**Indicator**
Parents	78% always or often true	Teachers have high expectations for student learning at this school.
Students	97% always or often true	My teacher(s) expect all students to succeed, no matter who they are.
Staff	92% always or often true	I am willing to be held accountable for student learning.

Frequent Monitoring of Teaching and Learning		
Stakeholder	**Data**	**Indicator**
Staff	56% always or often true for all staff 70% always or often true of **certificated staff**	Peer observation and feedback is a tool we use to improve instruction.

Relevant Instruction/Differentiation		
Stakeholder	**Data**	**Indicator**
Staff	68% always or often true	Instruction is personalized to meet the needs of each student.

Supportive Learning		
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	86% always or often true	I participate in a professional learning community focused on improving student learning.
Cultural Responsiveness		
Stakeholder	**Data**	**Indicator**
Staff	75% always or often true	We hold one another accountable for behavior that is respectful of diversity.
Students	89% always or often true, up from 80% last year	This school respects student differences.
Students	56% always or often true, up from 45% last year	The school has activities to celebrate student differences.
Parents	73% always or often true	This school respects the different cultures represented in our community.
Parents	51% always or often true	My child learns about the cultures of our community at his or her school.

Goal One (ELA): By Spring of 2017, 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 more than one year's growth as measured by AIMSweb or curriculum based benchmark scores.

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.

Strategic Actions (What will we do as a staff to get there?)	Progress Indicators ("hooked" action)	Anticipated Artifacts and Evidence
1. Ensure all teachers deliver a guaranteed and viable reading curriculum for all students.	Staff attends and participates in ongoing training sessions for Bookshop, ongoing Bookshop coaching dates, and identified district and building directed days. Teachers utilize the components of the curricula *routinely* and *faithfully* during daily literacy blocks of instruction. Adherence to the Mercer Island School District Guaranteed and Viable Curriculum (GVC) document regarding reading instruction.	Tangible lesson plans that incorporate curriculum elements and instructional strategies. *Routinely observable* comprehensive literacy components (read alouds, shared reading, guided reading groups, phonics/word work, independent reading, et. al.) that are evaluated through Danielson rubrics.

2. Ensure the utilization of universal screening tools to identify students' needs and monitor students' reading progress.	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 Bookshop, Aimsweb, DRA, and/or Fountas/Pinnell tools.	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
3. Monitor, collaborate, and further develop best literacy practices through Professional Learning Communities.	Grade levels meet at least twice monthly as PLCs to monitor, collaborate, and further develop literacy practices while addressing: 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?	PLC agendas and notes, clock hour sheets, rubrics, shared lesson plans, collaborative interventions generated

4. Improve instructional practice through utilization of the Mercer Island Literacy Coaches, ELL staff, and colleagues.	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. Teachers have the opportunity to visit peer classrooms or use Teaching Channel Teams tools to observe, reflect upon instruction, and team teach.	Collection of data indicating that teachers and literacy coaches are visiting each other's room or utilizing Teaching Channel.

Goal Two: By Spring of 2017, 90% of all third, fourth and fifth grade students will be at math standard as measured by the SBAC test.

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.

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
1. Ensure all teachers deliver a guaranteed and viable mathematics curriculum for all students.	Professional development through district and building-directed ties to support teacher understanding and implementation of the 5 Core Structures of Math Expressions. Math academies implemented to support deeper understanding of mathematics research and Math Expressions tools and instructional strategies. Teachers utilize the components and structures of the curricula routinely and faithfully during daily math instruction. Adhere to the MISD Guaranteed and Viable Curriculum	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. Math Academy agendas and attendance rosters. Classroom Walkthrough Data collected regularly and analyzed for building-wide

	(GVC) document regarding math instruction.	practices.
2. Monitor, collaborate, and further develop best practices in mathematics instruction through Professional Learning Communities (PLC).	Grade levels meet twice monthly to monitor, collaborate, and learn about math practices while addressing: 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.

Goal Three: Promote institutional change at West Mercer that acknowledges and serves our diverse community through research based-practices, structures and activities that nurture an inclusive, culturally sensitive and welcoming school community based on principles of equity and excellence.

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

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
1. 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 2016 EES data through Parent Advisory Council posting on school website.	Shared charts and graphs List of interpretations of data

	Discussion around EES data with staff and parents. • Parent Advisory Council (6 times during the year) • PTA Executive Board	
2. Ensure all teachers deliver Second Step Social Emotional Learning and Bullying Prevention Curriculum (K-5)	Teachers teach second step lessons to students in accordance with scope and sequence milestones.	Second Step visuals in classroom and hallways Decrease in bullying perceptions (EES data) Second Step language used throughout the school Student journals and lesson-related activities Family newsletters

3. Convene the Building Diversity Team to study, discuss, and implement research-based practices, structures and activities.	Application process for recruiting new members Team membership will be representative of West Mercer Elementary School Regular meeting established throughout the school year	Agendas/Progress on diversity initiatives posted on school website School wide/classroom activities • Celebrations • Common new student welcome practices • Community events

4. Conduct diversity and cultural sensitivity training for staff.	Invite Ben Ibale (WEA diversity trainer) back to West Mercer to complete his Cultural Responsive Instructional Strategies course (Consistent with District DAC and WM DAT priorities).	Ben Ibale training session agenda.
	Utilize building and district personnel to mentor and train other staff in areas of diversity and cultural awareness (e.g. Spanish Teacher, School Guidance Counselor, ELL Teacher). (Consistent with District DAC and WM DAT priorities)	Collection of feedback following training and mentoring sessions.
		Notes from 3 concurrent book studies.
	School wide book study (teachers will chose from one of 3 books: The Reason I Jump by Naoki Higashida, Whistling Vivaldi: how stereotypes affect us and what we can do by Claude M. Steele, or Fostering Resilient Learners: Strategies for Creating Trauma-Sensitive Classroom by Kristin Souers). (Consistent with District DAC and WM DAT priorities)	
		Staff meetings and professional development devoted to diversity issues.
	Teacher-to-teacher dialogue and sharing of best practices surrounding diversity and culturally responsive strategies (Consistent with District DAC and WM DAT priorities).	Collection of articles that are shared and discussed at meetings.
	Sharing and discussing relevant articles on diversity and culturally responsive strategies (Consistent with District DAC and WM DAT priorities).	
5. Implement a comprehensive, school-wide Positive Behavior Intervention and Support (PBIS) system.	Staff agrees upon, embraces, teaches and reinforces a set of positive school behaviors.	PBIS-related data
		Increase in positive student behaviors as evidenced by data collection.
	Staff engages in interventions and supports that foster positive student behavior.	
		Routinely observable practices (students

	Staff collects data to reveal trends, successful initiatives and areas for improvement.	behaving in accordance with taught and posted expectations)
		Positive reinforcement tickets/certificates given to classrooms and students recognizing desired school behaviors.

Placards created and posted throughout the school that describe, through words and icons, desired positive behavior.

     Behavior and staff intervention matrices created for the staff outlining desired practices. |
| 6. Implement SWIS database system to track office behavior referrals. | Principal, Associate Principal and Office staff members participate in a training to learn how to use the SWIS database system.

Office staff enters each office referral into the system.

Once per month, office referral data will be pulled and analyzed by a team of teachers and administrators. | Monthly office referral reports. |
| 7. 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. | 6 teachers and our ELL teachers participated in GLAD Initial training in August and will continue the training in October (Consistent with District DAC and WM DAT priorities). | Teacher application of GLAD strategies:

• Learning made visible through processing charts and use of pictures and visuals during instruction. |

8. Monitor, collaborate, and further develop best practices in the area of diversity and cultural competency through Professional Learning Communities (PLC).	Grade levels meet twice monthly to monitor, collaborate, and learn about practices around diversity and cultural competency (Consistent with District DAC and WM DAT priorities). Work may include: • Dialogue around strategies that address student learning styles and cultural learning modes. • Incorporating multi-sensory elements into lessons that meet student learning needs and preferences. • Designing lessons that are project based to facilitate and enhance cultural awareness.	PLC agendas and notes, clock hour sheets, shared lesson plans, collaborative interventions. Evidence of multi-sensory elements and opportunities incorporated in classroom lessons. Evidence of project-based learning.