

# West Mercer Elementary

School Improvement Plan

2020-2021

**District Improvement Plan Goal:** *As a system, Mercer Island School District will identify and systematically remove barriers that impede students equitably accessing learning and growth opportunities*

## **Goal #1**

Develop and implement an Elementary Multi-Tiered System of Support for Social Emotional and Behavioral Learning, thereby reducing the number of students demonstrating maladaptive behaviors due to the nurturing and inclusive, culturally responsive, and welcoming school community.

### **West Mercer Annual Goal**

Student SWIS referral for students of color will fall so that it aligns with the average risk ratio for all students at West Mercer and will be 1.0.

## **Goal #2**

Through a Multi-Tiered System of Support, at-risk students will achieve grade level benchmarks in math, thereby closing the achievement gap as measured by SBA, Aimsweb Plus, and/or Classroom Based Measures.

### **West Mercer Annual Goal**

In Math, students with disabilities will increase their 'meet/exceeds grade level standard' from 37.4% to 50% (sy20-21), to 75% (sy21-22), and 100% (sy 22-23).

## **Leadership**

Principal & Associate Principal, PBIS Team, West Mercer Equity Team, District Dynamic Social Justice Team, RtI Team, Special Education Team, and Instructional Coaches.

## **Alignment**

The stated goals align 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.*

*The goals also align with the [District's Values, Vision and Mission](#).*

### **Action Items Goal #1**

- Guided by PBIS Leadership Team, staff will 1) continue to build and implement systemic PBIS Tier 2 structures and practices, and 2) transition these systems to the remote learning environment.
- Revise and clarify school-wide expected behaviors for remote learning and create tools to support implementation. (August 2020).
- Systematically teach students expected behaviors in remote classrooms and throughout common areas when in-person learning resumes for targeted grade levels (TBD) and groups of students. (September 2020-June 2021).
- Calendar times to periodically reteach and review expectations. (November 2020)
- Guided by the West Mercer Equity Team and the district wide Dynamic Social Justice Team, staff will engage in professional learning to 1) explore staff unconscious bias and how it can impact perceptions of student behaviors at school, and 2) support varied culturally responsive strategies that staff can adopt to shape mildly disruptive behavior, whether in-person or remote.

### **Action Items Goal #2**

- Coordinate and administer attitudes about math survey to students with disabilities (November 2020).
- Coordinate and administer common grade level assessments (January 2021).
- Analyze data from common math assessments and math surveys to determine barriers to student success and appropriate interventions and instructional moves to support student success.
- Engage all staff in a book study of Limitless Mind by Jo Boaler.
- Begin to develop Math MTSS Pathway to capture Tier 1, 2, and 3 instructional moves as they are developed .
- Continue to develop teacher and staff understanding of UDL practices and implementation of said practices.
- Continue to develop staff understanding of collaborative practices and implementation between gen ed and SPED staff.
- Enhancing PLC practices with training from Solution Tree over two District wide staff development days.
- Utilize three district staff development afternoons for training from RTI team and instructional coach to enhance tier 2 and 3 instructional strategies and further enhance UDL and PLC practices.
- Coordinate and administer school-wide spring attitudes about math survey.
- Coordinate and administer spring common grade level math assessments.
- Facilitate end of year data dive to analyze survey and assessment data to define next steps in MTSS Tier II/III work for 2021-2020.

### **Results Goal #1**

When reviewing past SWIS data, a disproportionate number of referrals were made for students of color. When we disaggregate the data, the ratio shows that white students are less likely to receive a referral and are at a .76 ratio (with 1.0 showing an even risk within the

demographic) and our students of color at a higher risk of referral with these demographic groups at .92, 1.13, 1.73, and 2.01 risk ratio.

This disproportionate behavior referral rate results in an academic and possibly relational barrier for these students. If students know what to expect, are proactively taught positive expectations and associated skills, and are acknowledged for exhibiting those expectations and skills, it creates a safe and supportive environment for all learners. However, if we are not responding to all students fairly then the system itself can become a barrier to success. As staff explores their unconscious bias and learns additional strategies to support our students of color the behavior referral incidence rate for our students of color will fall thus bringing the risk ratio closer to the 1.0 mark for all students.

## **Results Goal #2**

West Mercer continues to have a higher percentage of students meeting and exceeding standard in ELA than math. This is especially striking when looking at the achievement results of our students with disabilities. Our 3-year SBA trend data shows that 83.5% of our students meet or exceed standard in math but only 37.4% of our students with disabilities meet or exceed standard in math. With this disparity in mind and a focus on improving our PLC (Professional Learning Communities) practices and improving our engagement and inclusion practices (UDL), we will raise the percent of our students with disabilities meeting or exceeding standard on the math SBA to 50% for this school year, with a target of 100% within 3 years.

The low math achievement results of our students with disabilities is likely a result of a number of barriers. We are planning to take a multi-faceted approach to dismantling the barriers. If we tackle staff and student perceptions about who can learn math to a high level (Jo Boaler book study, mindset messages to students, and the change to 5th grade Accelerated Math program--keeping all students together), increase the incidence of UDL practices in our math classrooms (such as equal access for all students--tasks with “low floors and high ceilings”, and teachers providing a variety of ways that students can demonstrate skills), and increase the collaboration and cooperation between our teachers (Special Education and General Education and grade level teams) we will close the gap between our students with disabilities and our general education students.