

MISD SCHOOL IMPROVEMENT PLAN 2014-15
West Mercer 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 2015, 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 2015, 75% of all third, fourth and fifth grade students will be at math standard as measured by the SBAC test.

Fundamental 3: Develop self-awareness, emotional/social intelligence, responsible decision-making and citizenship.

Goal One: Improve organizational trust by addressing the "I" vs. "They" mindset as measured by reducing the gap in EES Trust-Resistance Factors from 47% gap to 20% gap.

Contextual Data:

2013-14 AIMSWeb Assessment	% of West Mercer Students at Spring Benchmark
K – LSF	84 %
K - NWF	89 %
1 - NWF	95 %
1 - CBM	90 %
2 - CBM	95 %
3 - CBM	89 %
4 - CBM	87 %
5 - CBM	95 %

LSF = Letter Sound Fluency

NWF = Nonsense Word Fluency

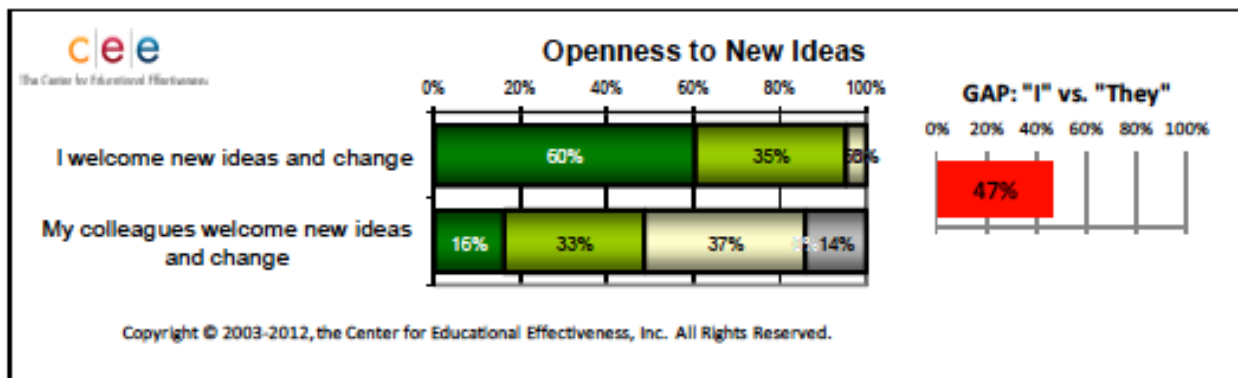
CBM = Curriculum Based Measure (Words Correct per Minute)

2014 Educational Effectiveness Survey:

- **High Expectations/Commitment/Clear Focus**

- (Parents) The school believes and expects that all students an meet state standards. (84% always/often true)

- (Students) My teacher(s) expect all students to succeed, no matter who they are. (91% always/often true)
- **Frequent Monitoring of Teaching and Learning**
 - (Staff) Peer observation and feedback is a tool we use to improve instruction. (35% always/often true)
- **High Quality Curriculum, Instruction, and Assessment**
 - (Staff) Instruction is personalized to meet the needs of each student. (56% always/often true)
- **Supportive Learning Environment: Focused Professional Development**
 - (Staff) Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction. (56% always/often true)
 - (Staff) I participate in a professional learning community focused on improving student learning. (93% always/often true)
- **Organizational Trust: Trust-Resistance Factors**



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Goal One (ELA): By Spring of 2015, 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.

Strategic Actions (What will we do as a staff to get there?)	Progress Indicators ("hooked" action)	Anticipated Artifacts and Evidence
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<p>1. Implement the new district-adopted Mondo Bookshop (K-2) and Houghton-Mifflin (3-5) curricula to ensure a guaranteed and viable curriculum for all students.</p>	<p>Staff attend and participate in training sessions for Bookshop (August 27, 2014), 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.</p> <p><i>Routinely observable</i> balanced 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 (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 in Professional Learning Communities.</p>	<p>Grade levels meet twice monthly 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 Coach, ELL staff and</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</p>	

colleagues.	needs of diverse learners Teachers have the opportunity to visit peer classrooms to observe, reflect upon instruction and team teach.	
5. Creation and growth of curriculum maps, anchor charts and classroom reading materials.	Administrators and grade level teams create curriculum maps. Teachers and students jointly create anchor charts that capture key literacy concepts in student-friendly ways. Teachers begin creating and growing classroom libraries organized, in part, by reading levels or genres.	Curriculum maps, anchor charts, and classroom libraries with leveled books

*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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Goal Two: By Spring of 2015, 75% of all third, fourth and fifth grade students will be at math standard as measured by the SBAC test.

Context: District adoption of updated 3rd, 4th and 5th math curriculum

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
1. Implement the new district adopted Math Expressions Common Core 3-5 Curricula to ensure a guaranteed and viable curriculum for all students.	Staff attend and participate in training sessions for Math Expressions (August 27, 2014) and on designated district and building directed professional development days. Teachers utilize the components and structures of the curricula routinely and faithfully during daily math instruction.	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.

	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 K-2 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 3: Develop self-awareness, emotional/social intelligence, responsible decision-making and citizenship.

Goal One: Improve organizational trust by addressing the “I” vs. “They” mindset as measured by reducing the gap in EES Trust-Resistance Factors from 47% gap to 20% gap.

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
1. Analyze EES data related to organizational trust within Principal’s Cabinet.	1. Develop shared understanding of EES survey data and implications for organizational trust and school effectiveness. 2. Develop common interpretations of EES survey questions and data.	Principal’s Cabinet agendas and notes
2. Develop and implement strategies to address the “I” vs. “They” gap in the EES data.	3. Implementation of identified protocols and practices in staff meetings, team meetings, PLCs, and classrooms.	Principal’s cabinet notes, PLC and team meeting agendas and notes, observable classroom practices.