



# West Mercer Elementary School Profiles 2022-2023



## West Mercer Elementary School

West Mercer Elementary is a vibrant, diverse teaching and learning community. We serve over 400 students K-5th grade and offer a variety of educational services, including multilingual services, special education services, and enrichment programming. Our school value statement

is one we live fully each day through our programs and practices: *“West Mercer is a place of joy where all students, staff, and families commit to grow, empower, and value each other. We believe that our capacity to learn is unlimited.”*

Scholars at West Mercer are known by name, strength, and need and each student is honored and validated for the many experiences and identities they bring to our school community. In addition to building the culture and community of our school, academic excellence and supporting growth for all learners is paramount at West Mercer. Scholars at West Mercer have many opportunities to engage in the school community within and outside of school. We offer many student clubs including: Green Team, Student Council, News Team, Leadership Ambassadors, Peer Mediators, Circle Up, Drama/Theater, Chess Club, and Drums. Our PTA is a strong support, advocate, and provider within our school community. The PTA hosts a variety of events throughout the school year, including our Back-to-School Ice Cream Social, Bike/Walk to School, Heritage/Culture Fair, Read-A-Thon, and Spring Fling event.

### WEST MERCER ELEMENTARY ADMINISTRATION

**Megan Isakson – Principal**  
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**Anna Orton (MIYFS) – Counselor**  
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**Courtney Deveny – Psychologist**  
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**Lynn Lawrence – Administrative Assistant**  
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**Kerrie McCartney – Secretary**  
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## West Mercer School Improvement Plan

### WM SIP LEADERSHIP –

Persons and groups responsible for leading in our School Improvement Plan work include:

- **Building Cabinet**
  - Social and Emotional Learning (SEL) Site Leadership Team
  - Response to Intervention (RTI) Team
- **Megan Isakson (Principal)**
- **Classroom Teachers**
- **Student Council/Student Focus Groups**
- **Restorative Justice Leadership Team**
- **Parent Advisory Council (PAC)**

### WM Goal Alignment:

Our stated goals align with the following:

- **WASA Inclusionary Practice overarching vision:** *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.*
- **Mercer Island School District’s Student-Focused Fundamentals**
- **District’s Values, Vision and Mission.**
- **WASA Inclusionary Practice Vision**

Additionally the goals and actions of West Mercer Elementary’s School Improvement Plan align directly with the four major components of the MISD District Improvement Plan:

- Create a deep sense of belonging
- Belief in the limitless potential of every student
- Removing barriers
- Broadcasting student voice

# Goal #1 Social-Emotional Learning:

By June 2023, 100% of West Mercer scholars will report that they know how to problem solve with peers about disagreements, 100% of scholars will report feeling a sense of belonging in their community, and 100% of scholars will indicate a sense of physical safety at school.

If West Mercer scholars develop critical problem solving skills and experience an increased sense of belonging and safety, then we will remove barriers that may impede their access to and experience within learning and growth opportunities.

## Goal #1 Alignment:

Goal #1 is aligned with the following MISD Student-Focused Fundamentals:

**Fundamental 3** - *“Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.”*

**Fundamental 5** - *“Cultivate and foster thinking and process skills such as analytical and critical thinking, cross-discipline thinking, creativity, innovation, leadership, collaboration, communication, problem-solving, and information and technology literacy in curriculum design.”*

## Action Items for Goal #1

- National Center for Restorative Justice facilitator training for team of teachers and paraeducators
- Professional Learning around restorative practices from facilitator team
- Professional learning around building and supporting sense of belonging
- Push in and support through PALS with restorative circles
- Training and support in community building, accountability, group author, restorative, and re-entry circles
- Direct instruction and reinforcement of problem solving strategies through the use of Kelso's Choice, Second Step, and restorative conferences
- Alternate options for unstructured learning times (e.g. Makerspace, Library, Structured Play)
- Staff focus on tier one and tier two proactive strategies for behavior support

- Spaces and supports specifically delineated for friendship making and problem solving (e.g. Buddy Bench, Peer Mediators)
- Administering of SEL Student Perceptions survey each trimester (fall baseline, winter checkpoint, spring summative)

## Anticipated Results for Goal #1

- Increased sense of community and belonging
- Increased sense of competence and ability around problem solving and fewer recess disputes.
- Increased feeling of physical safety in all school spaces
- Decrease in major disciplinary incidents, as indicated by the West Mercer Behavior Tracking/Incident Response process

# Goal #2 Academic:

By June 2023, scholars who are not yet at grade level will demonstrate more than one year's growth in the core/focus math domain (see below) as evidenced by classroom based assessments; All scholars currently at or above grade level will demonstrate growth in depth of understanding at grade level (i.e. meeting to exceeding) and/or growth in understanding next grade level core connected standards.

### Focus Standards/Domain by grade level:

- K - Operations & Algebraic Thinking (OA)
- 1 - Numbers & Operations in Base Ten (NBT)
- 2 - Numbers & Operations in Base Ten (NBT)
- 3 - Operations & Algebraic Thinking (OA)
- 4 - Operations & Algebraic (OA, multiplication strand)
- 5 - Numbers & Operations - Fractions (NF)
- 5 HC (6th grade standards) - Geometry (G)

If West Mercer scholars demonstrate growth in these core domains, then we will remove academic barriers and begin to close opportunity gaps.

## Goal #2 Alignment:

This goal is aligned with the following MISD Student-Focused Fundamental:

**Fundamental 2** - *“Maintain the highest learning standards in the areas of fine arts; health and physical education; English language arts; mathematics; financial education; science; environment and sustainability; social studies; world languages; computer science and educational technology.”*

## Action Items for Goal #2

- Standards-based instruction
- Transparent and purposeful learning objectives & rubrics
- Targeted, small group math instruction within math block and Wolfpack Block
- Regular formative assessment to inform/target instruction
- Common, aligned assessment (performance task) for DOK levels 3 and 4
- Aligned understanding and use of success criteria across spectrum (beginning, approaching, meeting, exceeding standard) using the Access Points Framework  
Using additional supplemental resources/playlist for extending learning

## Anticipated Results for Goal #2:

- Scholars will demonstrate proficiency/mastery of core, essential standards in mathematics
- Scholars will demonstrate understanding and application of depth of knowledge skills at level 3 and 4
- Narrowing of opportunity gap

