



Island Park Elementary School Profile

2022-2023



Island Park Elementary School

“ In my family’s eighth year at Island Park Elementary School, we feel our community is very special. Our leaders, staff, families, and alumni create an environment that supports students’ growth and invites families to engage with their child’s school experience on many levels. ”

*Kirsten Duell, Island Park
PTA President*

Island Park Elementary School is a community of learners that honor the diverse backgrounds of our students - a school where each student is included, challenged, and empowered to grow in their academic and social-emotional journey. We believe that relationships and connections are at the heart of the work that we do, this includes partnerships with our families and greater community. Families are welcomed and encouraged to volunteer in our school. Students are the priority at Island Park and our collective effort is focused on developing the whole child. In addition to high-quality, rigorous core academic instruction, our students participate

in weekly specialist classes in music, physical education, art, and library. Technology is embedded in each of our classrooms and serves as a tool for learning, research, and exploration. We are committed to a learning environment that is inclusive and just - a place where all students are valued.

ISLAND PARK ELEMENTARY ADMINISTRATION

Jon Wollmuth – Principal
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Liana Montague (MIYFS) – Counselor
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Courtney Devney – Psychologist
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Carol Siebert – Administrative Assistant
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Island Park School Improvement Plan

SIP LEADERSHIP

- **Island Park Leadership Team:**
 - Response to Intervention Team (RTL)
 - Positive Behavior Supports Team (PBIS)
 - Building Equity Team
- **Jon Wollmuth (Principal)**
- **Student Success Team (SST)**
- **Instructional Coach**
- **All educators**

MISD’s Values: Students are the priority. We believe in supporting the whole child, creating inclusive and equitable learning settings, ensuring our school communities are safe and supportive, and providing rigorous and challenging learning:

MISD’s Vision: Inspiring our students to be lifelong learners as they create their futures.

MISD’s Mission: The District will foster learning by engaging students in thinking critically, solving problems creatively, and working collaboratively.

Island Park School Goal Alignment

You will find our written goals on the next page. Our goals align with the MISD’s Values, Vision and Mission, as well as the following:

WASA Inclusionary Practice 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 Student Fundamentals:

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.

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

Fundamental 5 - Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

Goal #1 Academic Learning

By June 2023, all Island Park students will demonstrate one year's growth in the grade level identified Common Core Mathematical Standards/Domain as measured by iReady, Math Expressions, AimsWeb, and/or Freckle assessments.

Rationale

In examining our beginning of the year math assessments (AIMSWeb, Math Expressions, and/or iReady Diagnostic) grade level teams identified a Common Core Math Domain or Standard where there are growth opportunities.

Focus Standards/Domain by Grade Level:

Kindergarten - By June of 2023 kindergarten students will meet or exceed a year's growth in the Common Core Math Domain of Numbers and Operations in Base Ten (CSS.MATH.CONTENT.K.NBTA.1) measured by formal assessments (Math Expressions BOY and EOY assessments and WAKids assessments) and formative assessments of daily work.

1st Grade - By Spring of 2023, students in 1st grade will meet or exceed a year's growth in the Common Core Math Domain of Operations and Algebraic Thinking as measured by the Math Expressions Unit Tests, and BOY and EOY assessments.

2nd Grade - By spring of 2023, students 2nd grade will demonstrate one or more year's growth in mastery of Common Core Math Standard 2.OA.A.1 as measured by Math Expressions CBA, AIMSWEB math fall benchmark and evidenced by (80%) mastery of the standard.

3rd Grade - By spring of 2023, students in 3rd grade will meet or exceed a year's growth on Common Core Math Domain - Numbers and Operations in Base Ten as measured by the iReady Fall Diagnostic Assessment compared to the iReady Spring Diagnostic Assessment.

4th Grade - By spring of 2023, students in 4th grade will meet or exceed a year's growth on Common Core Math Domain - Numbers and Operations in Base Ten as measured by the iReady Fall Diagnostic Assessment compared to the iReady Spring Diagnostic Assessment.

5th Grade - By spring of 2023, students in 5th grade will meet or exceed mastery of Common Core Math Standard 5.NF.B.6 as measured by iReady Comprehension Check (Unit 3, Lesson 22, Form A), and iReady Diagnostic Results.

Action Items

- Professional learning in iReady Math curriculum and assessment adoption (ongoing throughout the year - Grades 3 - 5)
- Re-teaching and extension activities through iReady, MyPath, and Freckle (Grades 3 - 5)
- Re-teaching and extension activities through adaptive math pathway on Freckle and engage in math tasks, extension activities, and challenges to deepen student learning (Grades K - 2)
- Targeted skill practice and enrichment
- Ongoing formative assessments as a means to monitor and adjust instructional practices
- Expansion of depth of knowledge activities
- PLC inquiry cycle to monitor student data for instructional changes
- Posted and purposeful learning objectives

Anticipated Outcomes

- Increased math performance for all students
- Learning growth reflective of student need (individualized)
- Further alignment of math priority standards
- Student reflection on growth areas

Goal #2 Social Emotional Learning - Inclusion & Belonging

By June 2023 all Island Park students will share that they feel a sense of safety, inclusiveness, and connection with staff and peers at Island Park as measured by the Spring 2023 Educational Effectiveness Survey.

Supporting Data

Results from the Educational Effectiveness Survey administered in Spring 2022 indicate a decline in student sense of belonging (safety, inclusivity, and connection) from the previously given survey (Spring 2020). 2022 survey responses show a decline of:

- 33% - "Most students are respectful of others at this school" (49% positive response)
- 28% - "In my school, I feel that I belong to a group of friends" (69% positive response)
- 22% - "I feel safe at this school" (73% positive response)
- 21% - "I feel proud of my school" (64% positive response)
- 15% - "I feel good about my cultural or ethnic background" (85% positive response)
- 17% - "There's at least one adult in this school I can talk to if I have a problem" (71% positive response)
- 13% - "I enjoy coming to this school" (56% positive response)

Action Items

- Tier 1 & 2 PBIS lessons on behavior expectations in all areas of the school
- Second Step & Equity classroom lessons focused on inclusion and belonging
- Classroom community circles/class meetings for connection and belonging
- SST team to support students struggling with behavior
- Friendship groups with school psychologist and MIYFS Counselor
- Restorative Justice professional learning opportunities
- Schoolwide celebrations and connections connected to PBIS goals
- Monthly equity focus areas
- Visual representations of schoolwide • PBIS Soar Tickets earned
- Reinstitute "Buddy Classes"
- Designated "Buddy Weeks" each month

Anticipated Outcomes

- Increased sense belonging with peers
- Students will identify connections with adults
- Increased connection with the Island Park community
- Increased feeling of safety at school
- Decrease in major disciplinary events

