



Island Park Elementary

School Improvement Plan 2023-24

In the Mercer Island School District we believe in creating a deep sense of BELONGING; BELIEF in the limitless potential of every student; removing BARRIERS and BROADCASTING student voice.

Goal 1: Academic Learning

Students currently meeting grade level standards in reading or math will make *typical growth* as measured by the iReady Diagnostic, iReady Comprehension Checks, Benchmark Advanced Literacy assessments, and/or the Smarter Balanced Assessment. Students who are not currently meeting grade level standards in reading or math will make *stretch growth* to narrow or close achievement gaps as measured by the iReady Diagnostic, iReady Comprehension Checks, Benchmark Advanced Literacy assessments, and/or the Smarter Balanced Assessment.

Typical and Stretch Growth Goals as Defined by iReady

Typical Growth: the average annual growth of students at each grade and placement level. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level.

Stretch Growth: the growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels. Stretch Growth benchmarks are designed to be ambitious, yet attainable, for all students. Students who are further behind have larger growth benchmarks to help them catch up, and it will take many of these students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency.

At Island Park we are differentiating our academic growth goals by grade level based on data from the beginning of the year iReady Diagnostic assessment. In each grade-level the focus growth area will either be in math or literacy. At the time of this writing the focus areas for each grade level are:

- Kindergarten - Literacy (Domain Foci: Phonological Awareness, Phonics, High Frequency Words, & Vocabulary)
- First Grade - Math (Domain Focus: Numbers & Operations)
- Second grade - Literacy (Domain Focus: Comprehension - Literacy & Informational Text)
- Third Grade - Math (Domain Focus: Numbers and Operations)
- Fourth Grade - Math (Domain Focus: Numbers and Operations)
- Fifth Grade - Literacy (Domain Focus: Comprehension - Informational Text)

Below is the overall iReady Diagnostic data for Island Park. The initial diagnostic was administered at the end of September and data will be collected in Winter and Spring.



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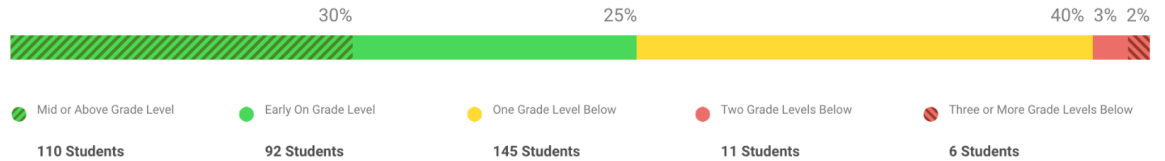
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Island Park iReady Diagnostic Reading Data (Fall 2023)

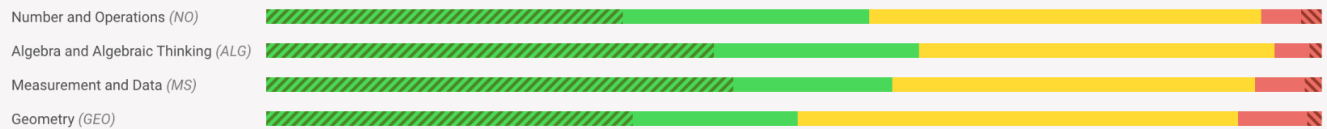
Overall Placement

Students Assessed/Total: 364/364



[The Mapping Between 5-Level and 3-Level Placements](#)

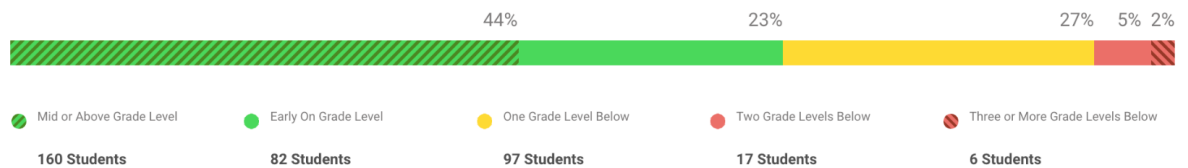
Placement by Domain



Island Park iReady Diagnostic Math Data (Fall 2023)

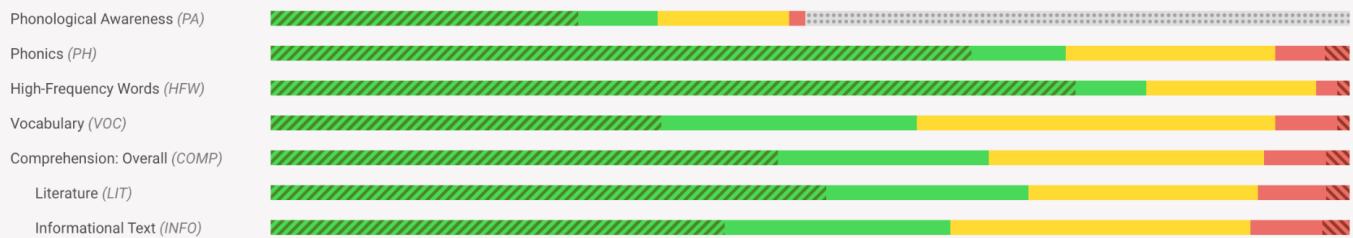
Overall Placement

Students Assessed/Total: 362/364



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Not assessed in domain due to students' grade level



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Goal 1: Academic Learning Action Items

- Professional learning - iReady math curriculum and assessment tool
 - Professional learning - iReady literacy assessment tool
 - Professional learning - Benchmark Advanced curriculum
 - Professional learning - LETRS training - third grade, fourth grade, and special services teams
 - PLC inquiry cycle to monitor student data for instructional changes - focusing on intervention and extension for student growth
 - Professional learning - High leverage instructional practices book study based on John Hattie's "Visible Learning; The Sequel"
 - Re-teaching and extension activities through iReady, MyPath, and Benchmark Advanced.
 - Ongoing formative assessments to monitor and adjust instructional practices
 - Expansion of depth of knowledge activities
-

Goal 2: Social-Emotional Learning - Inclusion & Belonging

Students at Island Park will share that they feel a sense of belonging, safety, inclusiveness, and connection as measured by the 2024 Educational Effectiveness Survey (EES).

Rationale

We are carrying over this goal from the 2022-23 school year. Last year we identified the following data points from the Spring 2022 EES as areas of focus:

- "Students are respectful of others at this school"
- "In my school, I feel that I belong to a group of friends"
- "I feel safe at this school"
- "I feel proud of my school"
- "I feel good about my cultural or ethnic background." (For the 2023 survey the descriptor was changed to "I feel good about my family traditions.")
- "There's at least one adult in this school I can talk to if I have a problem"
- "I enjoy coming to this school"

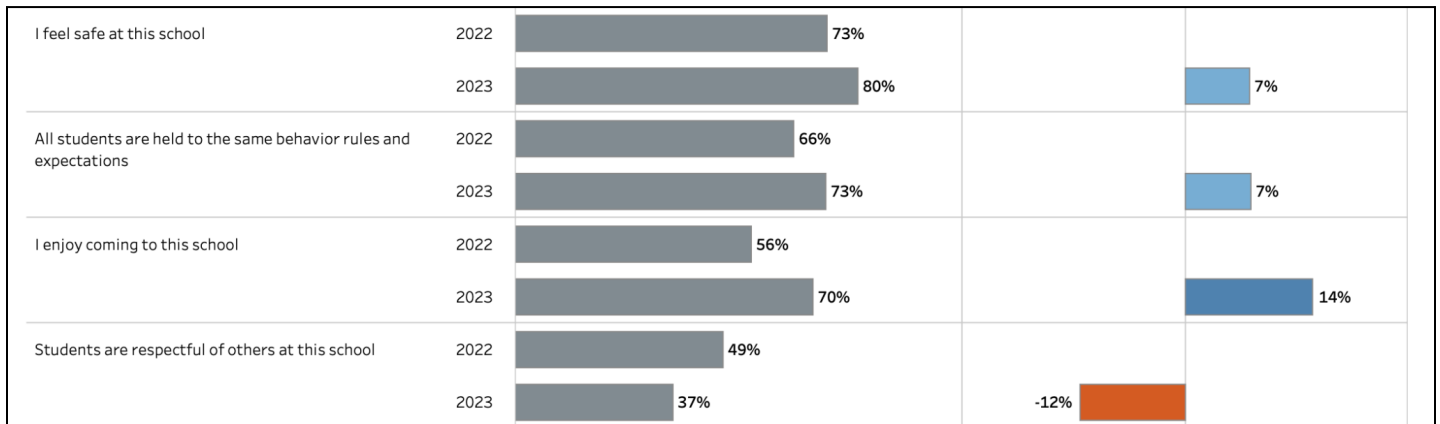
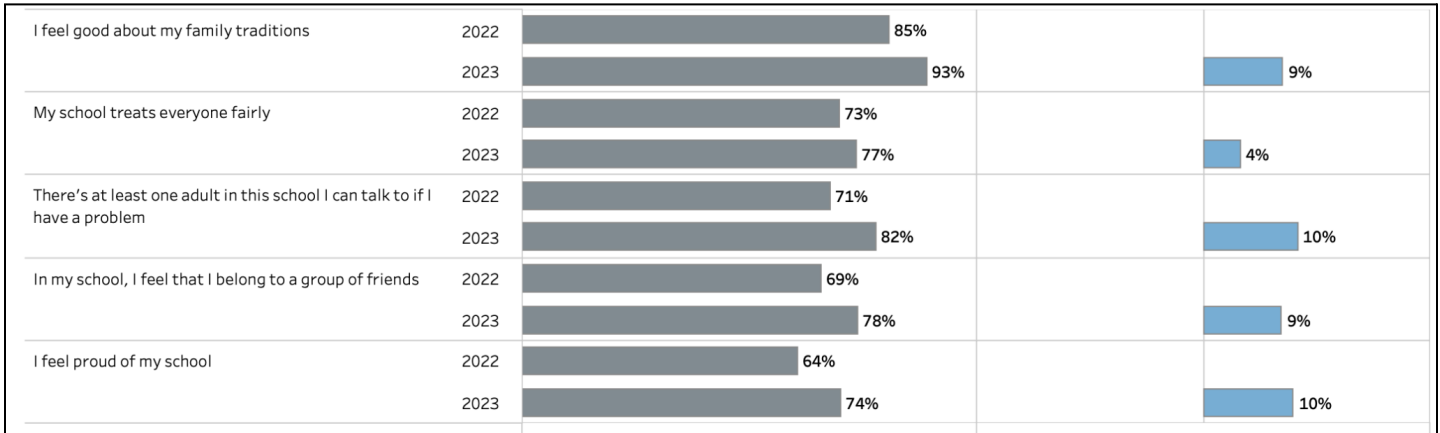
The data below shows that we saw increases in positive responses in each of the above responses, with the exception of, "Students are respectful of others at this school," where we saw a decrease in positive responses to the question. While we are pleased that we saw more favorable responses in the 2023 survey we are striving for 100%. Therefore we feel it appropriate to continue to work to ensure that every student has a sense of belonging at Island Park.



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Goal 2: Social Emotional Learning 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
- Monthly character & equity focused lessons & assemblies
- SST team to support students struggling with behavior
- Friendship groups with school psychologist and MIYFS Counselor
- Schoolwide celebrations and connections connected to PBIS goals
- Visual representations of schoolwide PBIS Soar Tickets earned
- Student leadership
- Cross grade-level connection activities



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Goal Alignment

The stated goals align with Superintendent Rundle's [District Improvement Plan's 4Bs](#). This SIP also aligns with the [District's Values, Vision and Mission](#), including [Student Focused Fundamentals](#), and the WASA Inclusionary Practice: 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.

Leadership

- Island Park Leadership Team
- Response to Intervention Team (RtI)
- Positive Behavior Supports Team (PBIS)
- Building Equity Team
- Special Services Team
- MIYFS site-based counselor
- Instructional Coach
- All educators
- Principal



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