

West Mercer Elementary

School Improvement Plan
2023-2024

Overarching Goal Alignment:

The stated goals align with WASA Inclusionary Practice overarching vision, [Mercer Island School District's Student-Focused Fundamentals](#), and the District Improvement Plan Goal. Our goals also align with the [District's Values, Vision and Mission](#).

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.*

District Improvement Plan Goal Alignment: 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

Leadership

West Mercer will work with our whole community to monitor and work toward achievement of these goals. Persons and groups responsible for leading in our School Improvement Plan work include:

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

Goal #1 (Social-Emotional Learning):

By June 2024, 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.

Alignment:

This goal 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."*

Supporting Baseline Data:

Based on the results of a site-based Social and Emotional (SEL) Student Perceptions survey administered in September 2021, the SEL and SEL leadership team identified three particular student response areas of concern:

- I know how to problem solve with my peers about disagreements.
- I feel physically safe at school.
- I feel like I belong in my school community.

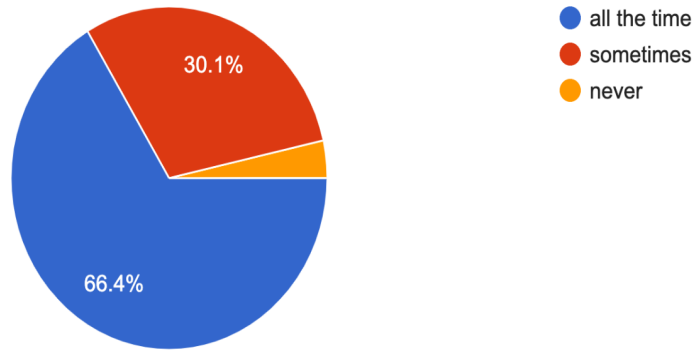
As part of our longitudinal, multi-year SIP plan, these SEL areas (problem solving, safety, and belonging) remain core to our focus in the 2023-2024 school year.

We continued monitoring SEL goal progress across 2021-2022 and 2022-2023 via student surveys (each trimester) and student focus groups. Our latest data regarding our SEL goals comes from our spring 2023 student survey. We saw growth in the area of safety and problem solving to the degree of which we do not need to explicitly target those two components. Based on the spring 2023 data, we are still seeing unfavorable ("never") responses for students feeling a sense of belonging and have decided to intentionally target this component within our SEL goal and action items this year.

Spring 2023 Student Survey Response (Belonging):

I feel like I belong in my school community.

226 responses



Action Items for Goal #1 (Social-Emotional):

- Staff training and support in community building, accountability, group author, restorative practices, and re-entry circles
- Professional learning around building and supporting sense of belonging
- Monthly belonging-focused assemblies within the school community, led by “Buddy Classes”
- 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, Learning Lab, Kelly k-2 learning lab)
- 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 Goal #1 (Social-Emotional):

- An increased sense of community and belonging

-A 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 mathematics 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.

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

This year, our goal has been updated from specific grade level domains to a holistic view of students' overall mathematical growth.

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."

Supporting Data:

Overall, we are supporting all scholars to reach their full potential in math by growing at least a year or more. Students who are starting the year beginning or approaching grade level, but not yet at grade level, will need to make more than one year of growth over the course of the year to work on closing that gap. Students who are starting the year at or above grade level will also need to make at least a year's worth of growth in a year's time.

43 of 416 (10%) of students scored below the threshold of 40th percentile on the fall diagnostic math assessment. This group of students is starting below or well below grade level and we will be putting systems and support in place to support their growth of more than 100% over the course of the year.

Diagnostic assessments will be given in the fall (baseline), winter, and spring. We will be using formative data within the units throughout each term to monitor progress and inform instruction. With our winter benchmark

period, we will want to see that students have made at least 50% (or greater) of growth. The Winter diagnostic data will indicate whether we are on track with our student goal based on given support and systems or whether further intervention and extension systems need to be put in place for individuals or groups of students.

Action Items Goal #2 (Academic):

- 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 Goal #2 (Academic):

- 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