

Mercer Island School District

District Improvement Plan Year 2

2021-2022

District Improvement Plan Goal

As a system, Mercer Island School District will identify and systematically remove barriers that impede students' equitable access to learning, growth opportunities and meeting their potential.

If students are the priority and 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, then it is incumbent upon the adults to remove barriers that disadvantage or limit students and keep them from reaching their full potential.

Leadership (Who are the stakeholders responsible for leading the improvement goal?)

All stakeholders are responsible for removing barriers. As teams examine and identify barriers to student learning and growth, the Board, administrators, teachers, support staff, transportation staff, parents, and students will participate in dismantling identified barriers and building structures to support equitable access to educational opportunities.

All staff, work with all students, all the time.

Alignment (How does the goal align to the district mission, vision, values, fundamentals, other goals, or focus priorities?)

The MISD District Improvement Plan aligns with several key constructs:

1. [MISD's Values, Vision and Mission](#)
2. The WASA Inclusionary Practice overarching vision (below)
3. Superintendent Colosky's [Focus Priorities](#)

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.

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Action Items (What will groups or individuals do to achieve and make progress toward the goals? If known, what are some expected timelines?)

- Revise programming to provide services, not programs, and allow for equitable access to said services.
- Leadership teams at all levels will work to identify barriers and begin dismantling them.
- Use existing data- state and local- to examine proportionality as well as other indicators
- Professional learning, PLCs, committee work, etc. will all be tied back to the removal of identified barriers. This will be a priority for all work and direction of the district.
- Regular review of data will occur at all levels, with a process in place for communication to address observations and actionable steps related to removal of barriers. Decisions should be data-driven.
- Data accessibility, at all levels, will and should provide transparency about authenticity of progress.

Results (What will change and improve as a result of the goal? How will the school be improved?)

By removing barriers to educational access (in all venues and endeavors), students will be able to access learning that meets their needs, no matter their “identification” or “program”. Students will have access to grow at a pace that is appropriate for their individual needs.

- Varied assessment and growth percentiles
- Proportionality- WSIF
- LRE
- Attendance and engagement
- Risk Indicators
- Special Education Referrals

Schools will identify their set of results with specificity and growth indicators.