

Mercer Island School District

District Improvement Plan 2015-2016

Mission: Mercer Island Schools will deliver a 21st century education that prepares students to convert information into knowledge and create innovative solutions demanded by tomorrow's world.

Vision: Our students will thrive in the cognitive, digital, and global world while sustaining their passion and inspiration for learning.

Fundamentals of the Vision

1. Create a more personalized learning environment where student-centered education is responsive to students' strengths and learning styles, interests and passions.
2. Maintain the highest standards in the areas of fine arts; health/fitness; literacy – reading, writing and communications; mathematics; science; social studies, and world languages.
3. Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.
4. Encourage and enable students to be academic entrepreneurs and risk-takers who can choose to pursue academic passions and interests beyond traditional curriculum and beyond the traditional classroom environment.
5. Cultivate and foster thinking and process skills such as analytical and critical thinking, cross-discipline thinking, creativity, innovation, collaboration, communication, problem-solving, and information and technology literacy in curriculum design.
6. Cultivate Global Awareness and understanding of real-world problems, issues, concerns, commonalities, differences and interdependence.
7. Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

All seven fundamentals are thought of as essential to the vision we have for our students both as they move through our school district and when they move into careers and/or college experiences. Our district improvement plan aligns with our vision and mission and includes all of our students as cohorts and individual learners.

District Report Card Access: <http://www.mercerislandschools.org/Page/5250>

Date Reviewed by the Instructional Leadership Team:

Contributing Factors to this Plan

Mercer Island School District was designated as a district *in improvement* for the first time following the 2014-2015 academic year. Despite strong achievement in a number of academic areas, the district failed to meet the designated participation rate of 95% in all areas (Figure 1). The areas where we experienced the greatest number of students who opted out of the Smarter Balanced Assessment was high school. Given that the SBAC was not a graduation requirement for this cohort of high school students, we hypothesize that many students chose not to participate for this reason.

Figure 1- Areas where the district did not meet the participation rate

Group or Subgroup	Participation Rate	Expected Participation Rate	Percent Participation Discrepancy
Elementary Special Education	94.4%	> 95%	-0.6%
Middle School ELA Hispanic/Latino of any race(s)	89.7%	> 95%	-5.3%
Middle School Math Hispanic/Latino of any Race(s)	92.3%	> 95%	-2.7%
Middle School ELA Two or More Races	93.5%	> 95%	-1.5%
Middle School Special Education	90.7%	> 95%	-4.3%
Middle School Low Income	89.5%	> 95 %	-5.5%
High School ELA All Groups	22.1%	> 95%	-72.9%
High School Math All Groups	17.5%	> 95%	-77.5%

When we analyze the data for the students who did take the Smarter Balanced Assessment we notice that our students did quite well as an overall group. However, given that the State of Washington lost its federal waiver and reinstated AYP, 100% of our students were not proficient on the Smarter Balanced ELA and math assessment (Figure 2).

Figure 2- 2014-2015 Smarter Balanced Assessment Achievement Data (% proficient)

Grade Level	ELA	Math
3 rd Grade	83.3%	83.6%
4 th Grade	85.5%	82.3%
5 th Grade	85.9%	81.3%
6 th Grade	76.4%	76.1%
7 th Grade	71.0%	69.9%

8 th Grade	78.6%	80.2%
*11 th Grade	15.9%	12.9%
* The percentage of students meeting the proficient takes into account the students who opted out of the assessment. Thus, it should be noted that of the 22.1% of students who took the ELA assessment 81% were proficient and of the 17.5% of students who took the math assessment 84% were proficient.		

This district improvement plan focuses on the students most at risk of not passing the Smarter Balanced Assessment or making appropriate progress as designated by the district. Thus, the Mercer Island School District is committed to the following targeted areas based on student needs and our vision for 21st Century learners:

- Create a more personalized learning environment where student-centered education is responsive to students' strengths and learning styles, interests and passions.
- Maintain the highest standards in the areas of fine arts; health/fitness; literacy – reading, writing and communications; mathematics; science; social studies, and world languages.
- Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

Goal 1- Create a more personalized learning environment where student-centered education is responsive to students' strengths and learning styles, interests and passions.

Action Steps

- Implement the Creative Curriculum in our early childhood (preschool) classrooms
- Complete the K-5 implementation of our new researched-based reading and word study curriculum, Bookshop Common Core
- Adhere to the Mercer Island School District Guaranteed and Viable Curriculum (GVC) document regarding reading instruction
- Continued administering and using AIMSweb as a universal assessment tool to identify students' needs and monitor students' reading progress at least three times throughout the year for each student
- IMS teachers will refine skills around intentional planning as they differentiate for and engage all students in higher order thinking tasks, ensuring a challenging, relevant, and engaging experience where every student is able to advance to a greater level of understanding, ability, and performance.
 - Revise content curriculum maps
 - Set achievement goals, collaboratively develop common assessments, and differentiate in the classroom
 - Use instructional and technology coaches and TOSAs to intervene in classrooms and improve instruction
 - Create and implement a new-teacher coaching model for teachers new to the school
 - Provide training for teachers in classroom intervention to meet the needs of struggling learners

- MIHS will provide an equitable and accessible academic experience for all students, while maintaining a differentiated personalized learning environment.
 - Work with Marzano Research Laboratory
 - Develop common course outlines to create more consistency between classrooms

Goal 2- Maintain the highest standards in the areas of fine arts; health/fitness; literacy – reading, writing and communications; mathematics; science; social studies, and world languages.

- By Spring of 2015, 95% of all K-5 students will be reading at their grade level identified benchmark as measured by the Spring AIMSweb assessments. The remaining 5% that don't meet the goal will show at least one year's growth.
 - Follow comprehensive coaching and professional development plan created in collaboration with Bookshop Common Core
 - Use the two literacy instructional coaches to support teachers in the instructional delivery and use of Bookshop Common Core
 - Adhere to our guaranteed and viable curriculum document to ensure all students have access to the curriculum and effective teaching
 - Monitor, collaborate and further develop best literacy practices through professional learning communities (PLC)
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- IMS teachers will refine skills around intentional planning as they differentiate for and engage all students in higher order thinking tasks, ensuring a challenging, relevant, and engaging experience where every student is able to advance to a greater level of understanding, ability, and performance.
 - Develop and use a data team to analyze assessment data and establish appropriate interventions for students
 - Assess all sixth graders at least twice during the year in math and reading
 - Using student data from elementary school and during the current year, assign students to specific focus block classrooms based on student need- math, writing, reading, etc.
 - Administrators will facilitate reflective opportunities for teachers to evaluate progress toward student achievement goals
- MIHS will provide an equitable and accessible academic experience for all students, while maintaining a differentiated personalized learning environment.
 - Using course outlines, department teams will prioritize standards to address the most essential learning for all students
 - Start a two-year process of developing assessments to monitor student achievement

Goal 3- Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

Action Steps

- Each school team will create a school-based diversity action team during the 2015-2016 school year.
- School-based diversity action teams will work in concert with the District Diversity Action Committee to embrace and champion the school district's commitment to diversity, equity, access, and inclusion.
- Working subgroups will develop school-wide activities that promote equity and inclusion and choose research based instructional strategies to be piloted by classroom teachers
 - work plans will be shared and distributed to stakeholders (staff, students, PTSA executive board).
- Use the DAC Charter, Fundamental 7, and Board Policy 1610 (Diversity and Equity Policy) to facilitate conversations with school and broader district communities