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District Improvement Plan

Mercer Island School District

2020-2021

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District Improvement Plan Goal

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



Leadership

- 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.



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Alignment

MISD Values Vision and Mission

- Values
 - Supporting the whole child
 - Creating inclusive and equitable learning settings
 - Ensuring our school communities are safe and supportive
 - Providing rigorous and challenging learning
- Vision- Inspiring our students to be lifelong learners as they create their futures.
- Mission- The District will foster learning by engaging students in thinking critically, solving problems creatively, and working collaboratively.

WASA Inclusionary Grant

- 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.



Results

- 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.
 - Various assessment and growth percentiles
 - Proportionality- WSIF
 - Least Restrictive Environment
 - Attendance and engagement
 - Risk Indicators
 - Special Education Referrals
 - Schools will identify their set of results with specificity and growth indicators.



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Action Items

- 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 a variety of levels, with a process in place for communication to address noticings and wonderings related to removal of barriers. Decisions should be data-driven.
- Data accessibility, at all levels, will and should provide transparency about authenticity of progress.

