



MERCER ISLAND SCHOOL DISTRICT

“The DIP” District Improvement Plan 2022-2024

Reflection on 2021-22 District Improvement Plan

Previous iterations of the District Improvement Plan were largely vague in nature, though they connected to the broader idea of “removing barriers”. Upon reflection, the lack of specificity didn’t provide an opportunity to closely monitor what we were doing well and what we needed to continue to improve, thereby generating lack of awareness in the broader community.

In an effort to improve this, we propose a new District Improvement plan that identifies specific action items and outcome measures. This will permit a greater monitoring of practices aligned with the District’s Mission, Vision, and Values.

Overview and Purpose

A district improvement plan is a set of goals, founded in the vision, mission and values, intended to increase student achievement and empowerment.

Mercer Island School District has previously engaged in building a district improvement plan, but seeks to target and address more specific needs of students to fulfill the promises of the values, vision and mission. Above all, we believe that all students are our students and intend to support their needs, whatever they be.

This plan is aligned, not only with the values, vision and mission, but the Fundamentals (OE-1) and other Operational Expectations (OE).

Mercer Island Vision, Mission, and Values

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.

Core Values:

Students are the priority. We believe in:

- Supporting the whole child
- Creating inclusive and equitable learning settings
- Ensuring our school communities are safe and supportive
- Providing rigorous and challenging learning


Mercer Island School District Fundamentals

1. Create a personalized learning environment where differentiated instruction, student-centered education and varied learning opportunities are responsive to students' strengths, needs interests and passions.
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.
3. Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.
4. Engage students in analytical and critical thinking in order to identify and address global concerns.
5. Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.



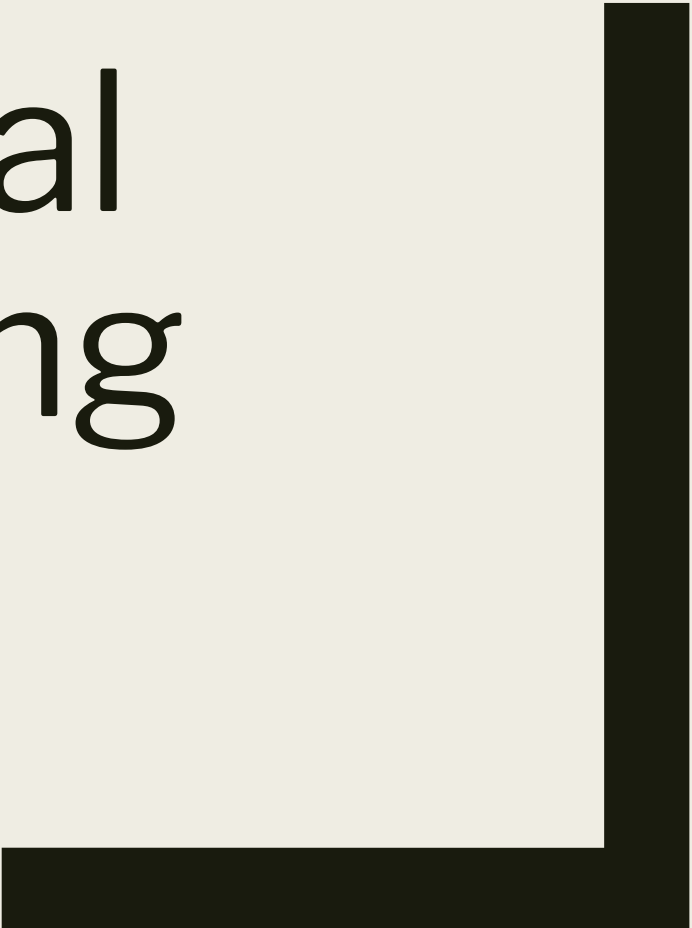
In Mercer Island
School District,
we believe in...

- Creating a deep sense of **Belonging**
- **Belief** in the limitless potential of every student
- Removing **Barriers**
- **Broadcasting** student voice



Instructional Programming

OE-10



Creating a deep sense of **Belonging**

Fundamental 1, Fundamental 2, and Fundamental 5

System Action(s):

- Continue to foster that students are the priority
- Develop awareness of inclusive practices and UDL
- Social Emotional Learning
- Identify and support unmet needs
- Elementary Specific:
 - *Mindfulness*
 - *Class Meetings*
 - *Restorative Problem-Solving*
- IMS Specific
 - *JUST*
 - *Extracurricular additions*
 - *Gator Time*
 - *WEB*
- MIHS Specific
 - *No Place for Hate*
 - *Student Voices for Change*
 - *Link Crew & Maroon Wave*
 - *Caprice Hollins Partnership*

Student Indicators:

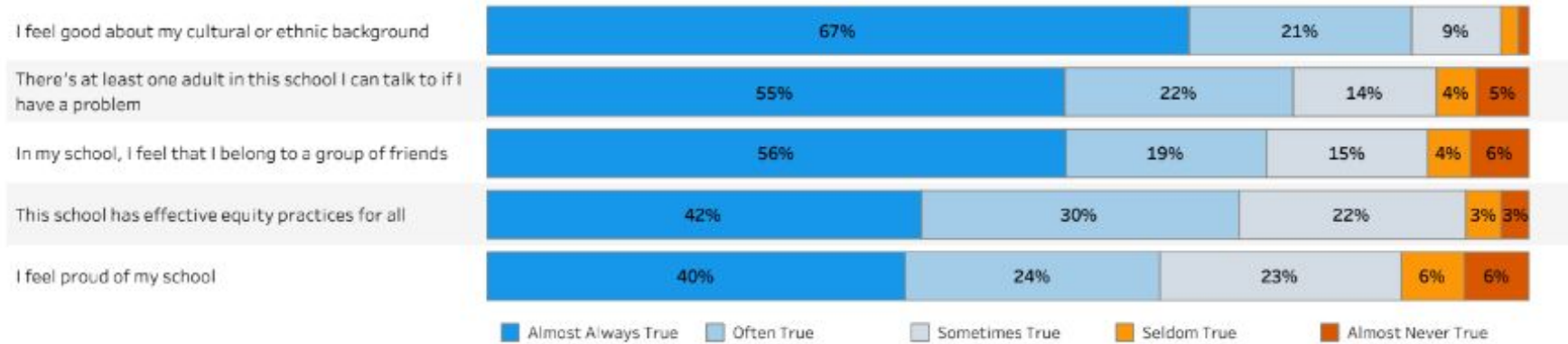
- EES
- Risk Indicators
- Attendance Data
- Discipline
- Participation in Activities



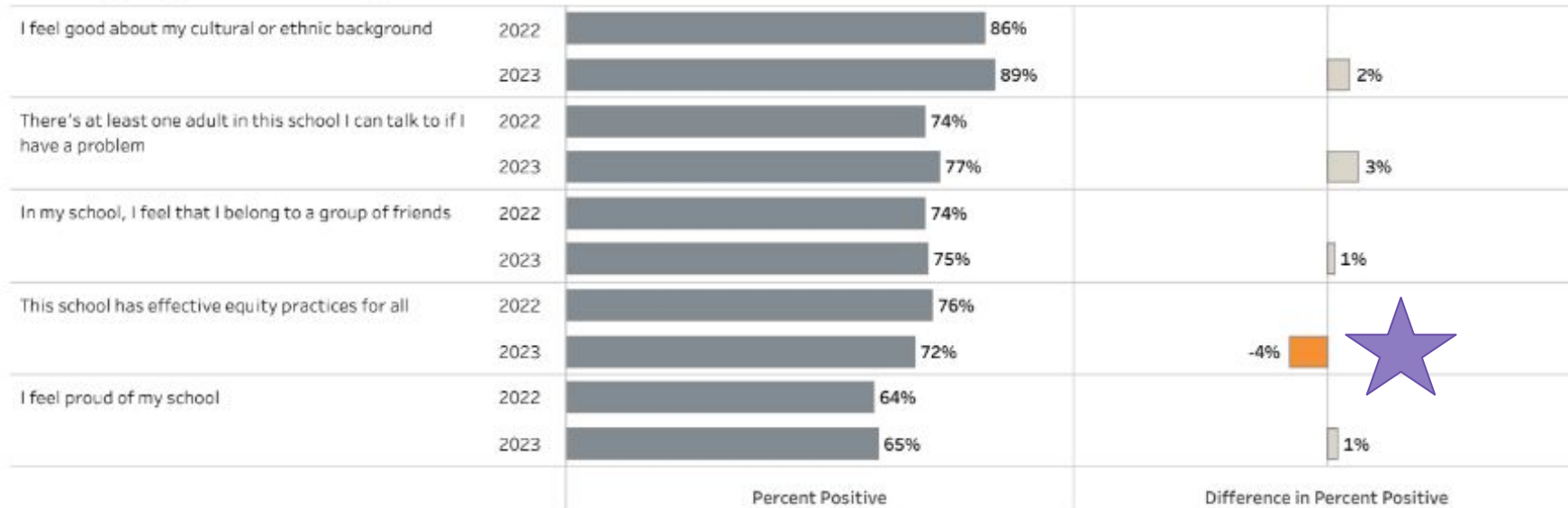
Belonging and Identity

Mercer Island School District

- **Sense of belonging**—Perception of acceptance and support in a learning community
- **Relationship building**—Establishing and maintaining positive relationships with adults and peers in school setting
- **Personal identity**—Understanding and valuing one's own culture and beliefs
- **Social capital**—Recognizing and using family, school, and community resources; asking for help when needed



Belonging and Identity LONGITUDINAL



Updates- 22-23

Belief in the limitless potential of *every student*

Fundamental 1, Fundamental 2, and Fundamental 4

System Action(s):

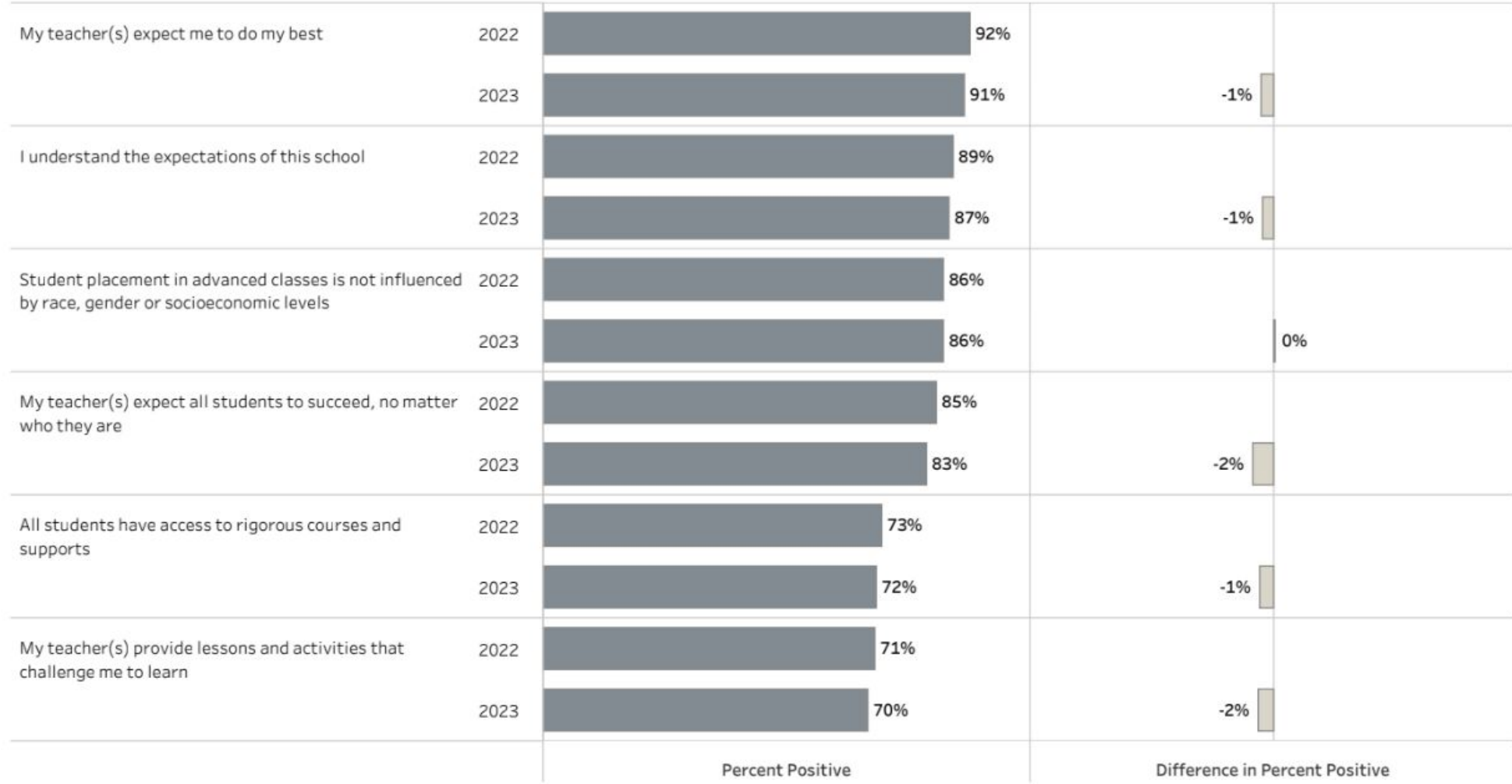
- Screening K-6
- Early intervention K-5
- Training all K-5 teachers in the Science of Reading (SoR)
- Handbook to Support Diverse Learners (Gr. 3)
- Open Access to Courses (9-12)
- Grading for Equity: Four Mindsets (6-8)
- Elementary Specific
 - *MTSS Focus*
 - *SST Structures*

Student Indicator:

- EES
- State Testing
- Benchmark Screening
- Whole Child Assessments
- Standards-Based Gradebook

High Standards and Expectations LONGITUDINAL

Mercer Island School District



SBA Data- Math

	Grade 3	Grade 4	Grade 5
Level 4	60%	68%	60%
Level 3	23%	19%	17%
Level 2	9%	8%	15%
Level 1	6%	3%	6%

EOY iReady- Math

Placement Summary	Grade	Showing 3 of 6					Students Assessed/Total
Multi	Overall Grade-Level Placement						
Grade 3		70%	17%	12%	1%	0%	242/245
Grade 4		84%	11%	4%	0%	2%	257/263
Grade 5		78%	13%	6%	1%	2%	304/305

Updates- 22-23

iReady Typical Growth Median %

	IEP	No IEP
Grade 3	120%	130%
Grade 4	109%	161%
Grade 5	117%	193%
	English Learner	Not English Learner
Grade 3	151%	124%
Grade 4	161%	158%
Grade 5	120%	179%

Removing **Barriers**

All fundamentals

System Action(s):

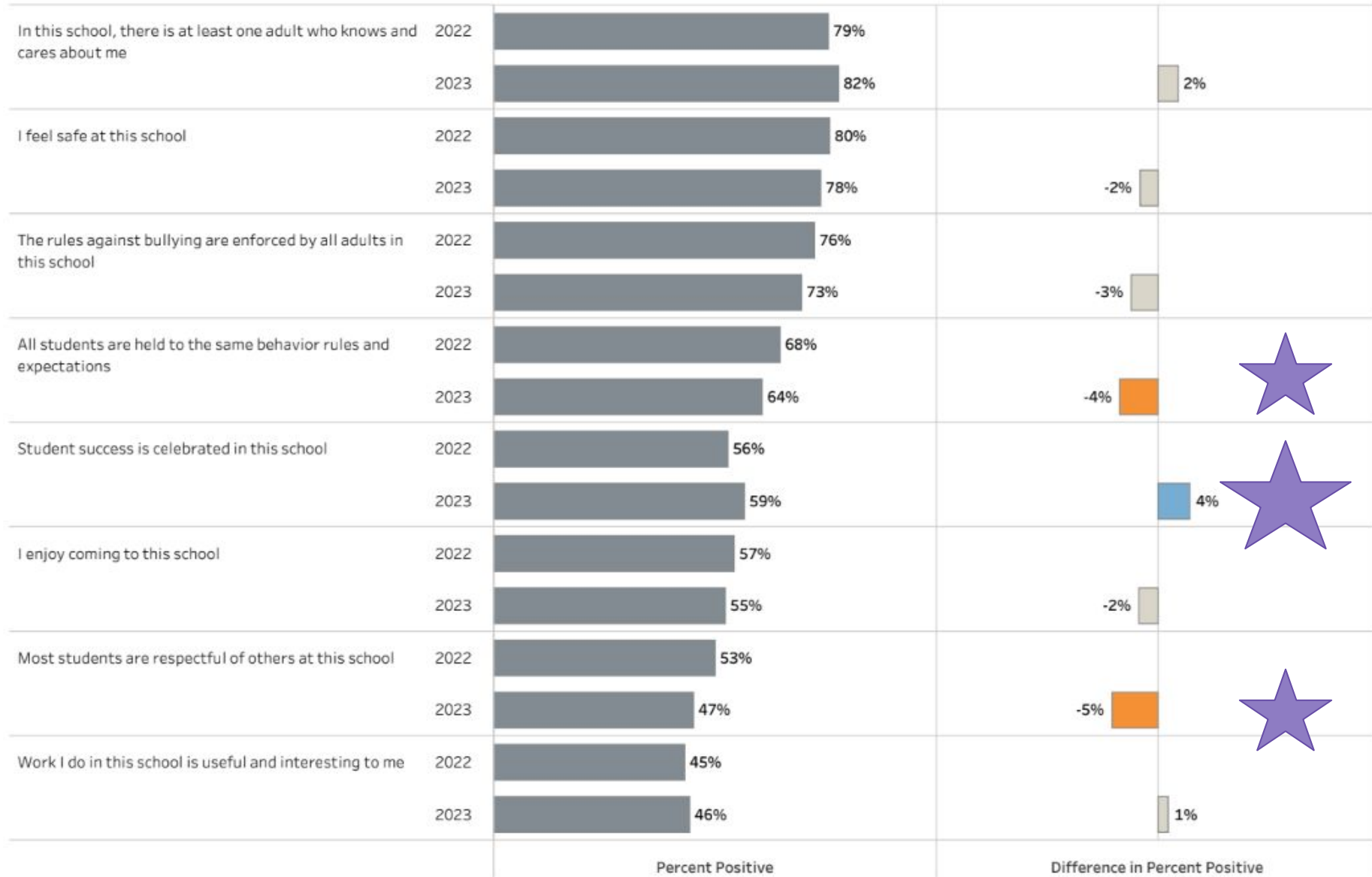
- Revise programming to provide services, not programs, and allow for equitable access to said services.
 - *Support students with talents in all classroom spaces*
 - *Support students with learning opportunities in all classroom spaces*
- Grading for Equity (6-8)
- Implementing structures of Universal Design for Learning
- Creation of Math Access Points (for students receiving special services)
- SIP growth for all students
- UDL in Curriculum Adoptions (K-5)
- Co-teaching
- Push In Services
- Math Pathways
- Increasing opportunities for enriched or accelerated learning

Student Indicator:

- EES
- State Testing
- Benchmark Screening
- WSIF- Proportionality
- Whole Child Assessments (K and 2nd grade universal testing)
- Report Card

Supportive Learning Environment LONGITUDINAL

Updates-22-23



Updates-22-23

Broadcasting student voice

Fundamental 1, Fundamental 3, Fundamental 4, and Fundamental 5

System Action(s):

- Monthly Board Reports from SSA Reps
- Elementary Specific
 - *Student leadership*
 - *Principal Student Advisory*
 - *Social media*
 - *Student News Team (WM)*
- Middle School Specific
 - *Criterion 7 in Teacher Evaluation*
 - *Targeted Communication Time with parents*
 - *Student Reflection*
 - *JUST*
- High School Specific
 - *Student Voices for Change*
 - *Journalism*
 - *Radio*
 - *No Place for Hate*
 - *Islander Hour*
 - *ASB3*

Student Indicator:

- EES
- Student Senate/Council
- SSA
- Student Focus Groups

Updates- 22-23

22-23 Reflections

Celebrations

- Students continue to perform well on assessments
- Fewer students identified as needing additional support in reading (K-2)
- Student data between the iReady diagnostic and the SBA data has a high correlation
- Student growth markers using the diagnostic screening tool
- Positive growth in celebrating student success

Wonderings

- If we become more focused on intentional growth areas through prioritization, will we see better growth perceptually, academically, socially, and emotionally?
- What are the most important things?
- If this, then that-- drawing action to indicator
 - *e.g. Targeted PD toward differentiation in classrooms is demonstrated through achievement in a variety of data points on assessment tools, regardless of demographic.*
- New data for K-8!



Human Resources

OE-01 & OE-05

Hiring & Staff Support

Creating a deep sense of Belonging

- Screen for and promote cultural sensitivity and global awareness through targeted interview questions and diverse hiring panels
- Provide caring human resource support to all employees

Removing Barriers

- Continue efforts targeted at workforce diversification
- Ensure an equitable recruiting process where there is equitable access to opportunity
- Focus on “Grow Your Own” strategies to increase access to/participation in the teaching profession

Belief in the limitless potential of every student

- Facilitate targeted Professional Learning that takes into consideration where employees need development and provide them what they really need to succeed. Work to identify and then address the unique needs of our employees so they can, in turn, better serve our students.
- Support and provide Professional Learning targeted at reducing barriers to student success.

Broadcasting student voice

- Engage students in the interview and selection process for key leadership positions

Evidence

- Educational Effectiveness Survey (EES) data
- Workforce diversification progress
- Voluntary turnover data

22-23 Reflections

Celebrations

- Fewer voluntary departures
- Workforce diversification continues
- Additional “grow your own” teachers in process for this school year
- Expansion of trainings for classified staff - technology training and before-school year opportunities

Continued Work

- Retention of newer teachers
- Schedule trainings for classified staff further in advance for greater participation
- Expansion of HR knowledge base as we move to Qmlativ to provide staff support.

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Communications

Superintendent Communications Plan

- Develop and maintain positive, collaborative relationships with internal and external school community members to strengthen support for the Mercer Island School District.
- Use a variety of media to maximize awareness and support of the district's goals, objectives, and services.
- Support strong, positive connections between individual schools and their communities.
- Achieve coordinated communications, both internally and externally, using Web and mobile systems to improve two-way communication.
- Create key messages and talking points about MISD to establish a clear voice throughout all communication platforms.

Communications Plan Monitoring

The following resources will assist the Superintendent to evaluate and measure the effectiveness of this Communications plan:

- Educational Effectiveness Survey
- District Advisory Groups
- Website Analytics
- Social Media Engagement
- Media Coverage
- Community Feedback

23-24 Communications Looking Ahead

Celebrations

- Marching Band at Macy's Parade stories
 - [Seattle Times](#), *Studio 13 Live*, *KIRO 7 Morning News*
- New Cultural and Academic Calendars
- Superintendent Rundle on LinkedIn
- Celebrating Staff on Social Platforms
- Realtor Group Added to Superintendent Advisory Groups

Continuing Best Practices

- Annual Report Could Increase in Size in 2023-24
- School Profiles will be updated with new photos of buildings and SIPs
- Use of video will continue as we tell stories about MISD
- Supporting MIHS and IMS administrators with communications to their communities
- Coordinating with MIHS TV students to develop stories on students and staff to use on platforms



Business Services

OE-06 & OE-07

Budgeting & Financial Planning

Financial planning for any fiscal year shall support Board Policy, protect the District from financial jeopardy, and be derived from a multi-year plan.

- Maintains staff, parent and community support by focusing resources on classroom instruction
- Is cost-effective, balanced, sustainable, meets bargained commitments to staff and meets all legal requirements
- Maintains adequate budget reserves to meet the financial requirements per District policy

Financial Administration

The District will take reasonable measures to prevent material deviation from the budget policy adopted by the Board of Directors, cause or allow any fiscal condition that is inconsistent with the values, vision and mission stated, or places the long-term financial health of the District in jeopardy.

- Implement proper procedures necessary to protect and account for district funds and keep complete and accurate financial records in accordance with the accounting system prescribed by the State of Washington, as contained in the Accounting Manual for School Districts;
- Keep the Board of Directors informed of the District's financial condition, including providing cash flow analysis for each fund with each budget status report comparing the annual (month by month) cash flow projections with year-to-date actual cash balances;
- Only authorize expenditures that are within the adopted budget, and assure that district purchases are based upon reasonable judgment;
- **Maintain annual budget reserves of at least 8%, with a target of 10%, for the prior fiscal year ended as of August 31st, that are adequate to be consistent with best financial practices for public school districts;**
- Regularly inform the board while the fund balance is below 5% and how it is being rebuilt. Once above 5%, the superintendent will require board approval to spend below the 5% fund balance floor.
- Only incur debt that is necessary and allowed by the adopted budget;

2022-23 Reflections

Celebrations

- \$2MM Loan Repayment
(On-Time - April 2023 w/ Interest)
- \$147K Transportation Safety Net
- Clean Washington State Audit
for 2021-2022
(Federal, Fiscal & Accountability)
- Budget Adoption End of June
(June 22nd, 2023)
- Financial Dashboard Developed &
Presented Monthly
- Capital Projects Completed

Wonderings

- Two More Electric Buses
(Future Transportation Levy)
- Fund Balance Goals
End of 22-23 = \$2.6MM / 3.5%
End Of 23-24 = \$3-3.5MM / 4.5-5%
End of 24-25 = \$4.5-5.5MM / 5.5-6%
- Future Bond

Next Steps...

- Specify Focus Areas
- Develop monitoring sheets
 - *Identify specifics data points*
 - *Identify starting and intended goal point*
 - *Identify timeline for each goal area*
- Monitor Progress
- Report on Progress in OEs and Fundamental Reports

This District Improvement Plan will be a multi-year project that will modify, based on our goal projections and year end data.