

Mercer Island School District Islander Middle School - School Improvement Plan

2024-2025

In the middle school, we are building Expert Learners in our students and ourselves.

Expert Learners are people who:

Are ENGAGED contributors in the learning process.
EMBRACE the idea of Feedback and Reflection as the heart of learning.
Understand that EXPECTATIONS MATTER!
COMMUNICATE with passion throughout the learning process.

Goal 1	Goal 2	Goal 3
Enhancing Reading Skills (Mindset 3): a. 95% of our students will be at or above grade level in reading skills of Informational Text as measured by the iReady Assessment. b. 100% of our students will make at least one year's worth of growth in information text. 100% of students will meet typical growth, and 100% of students below level will meet stretch growth	Challenging and Inclusive Education (Mindset 4): Staff and students will rigorously examine data and engage in the feedback loop in order to identify areas for growth that will enhance teaching practices and learning outcomes for every student. The plan, do, study, act cycle will be present in 100% of team PLCs by the end of the year.	Cultivating Academic Behaviors (Mindset 1): By the end of the 2024-2025 school year, 100% of students will demonstrate growth in academic behaviors. Students will increasingly take responsibility for their learning through self-assessment, reflection, and ownership, using Amy Berry's Reimagining Student Engagement continuum . By the end of the school year, students will complete five self-assessments using the engagement continuum, beginning at the end of trimester 1, and at mid-term and end-of-trimester points thereafter.
Key Performance Indicator 1		
Implement Targeted Reading Interventions	Data-Driven Instructional Refinements	Explicit Instruction on Academic Behaviors
Actions		
Building Cabinet Team: Lead data discussions with PLC teams, ensuring reading interventions are aligned with the overarching school improvement goals.	Building Cabinet Team: Lead school-wide initiatives to use data from EES surveys and formative assessments to refine instructional practices. Track and communicate Level 4 instruction for all students.	PLC Teams: Integrate vocabulary of the Student Engagement continuum into our lesson design, explicitly teaching and practicing these behaviors across grades.

PLC Teams: Use iReady diagnostic data to identify students needing interventions, adjust instructional practices based on this data, and track growth during PLC meetings. Begin alignment of literacy practices across all content areas to reinforce reading skills.	PLC Teams: Focus on using data to identify gaps in student learning and adjusting instructional plans accordingly during PLC time. Collaborate across departments to create inclusive strategies that both support and challenge students.	Teachers will guide students in becoming expert learners by teaching them the language of the engagement continuum, and helping them self-assess and track their academic behaviors using the continuum language from Reimagining Student Engagement.
Professional Development Team (G4E): Deliver targeted training for staff on differentiated instructional strategies to improve reading comprehension of informational texts.	MTSS Teams: Ensure struggling students receive appropriate interventions through a tiered support system. Monitor progress and communicate with families to provide individualized support plans.	Students will progressively develop the skills to evaluate their engagement- from identifying where they are on the continuum to using the continuum language to articulate their engagement level, and providing evidence to justify their self-assessment.
Key Performance Indicator 2		
Establish Regular Progress Monitoring Cycles	Develop a Feedback Culture	Monitor and Reflect on Academic Behaviors
Actions		
Administration Team: Coordinate the collection and review of iReady data and school-created surveys. Facilitate data disaggregation and progress monitoring discussions at Friday meetings.	Administration Team: Guide staff on implementing consistent feedback loops between teachers, students, and families. Model effective feedback during meetings and monitor progress. An emphasis on Criterion 6, Danielson Component 4b: Students monitor progress toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the teacher and those who support them.	PLC Teams: Utilize student data from formative assessments and behavior tracking to reflect on academic behaviors as detailed in the Student Engagement Continuum during PLC meetings. Adjust instructional approaches as needed. Reinforce consistent behavioral expectations within classrooms. Use student data to identify patterns of behavior, adapt strategies for individual students and assess the success of lesson design.
PLC Teams: Engage in ongoing data reviews during Gator Time and bi-monthly PLC meetings, with a focus on analyzing student progress and modifying teaching strategies.	PLC Teams: Establish regular feedback cycles within lessons where students reflect on their learning and teachers provide timely feedback. Share best practices for feedback during PLC meetings.	Progression in Student Reflection and Goal-Setting: Initial Stage: Students will begin by measuring their engagement level on the continuum, identifying whether they are participating, investing, or driving their learning. Intermediate Stage: Students will learn to explain their engagement level in their own words, using the continuum language to reflect on how they are living into that level (e.g., "I am investing because I ask questions and engage with my peers"). Advanced Stage: By the end of the year, students will provide specific evidence to justify their engagement level (e.g., "I am driving my learning because I set personal goals, sought peer feedback, and used that feedback to improve my project outcomes").

MTSS Teams: Use tiered intervention data to assess progress for students in need of additional support and make timely adjustments to reading interventions.	Inclusionary Practices Team: Ensure feedback loops include all students, especially those in special education, and that communication is accessible to students of different needs.	Teachers will use the continuum to assess and guide student progress, helping students move toward more active engagement in their learning. Teacher feedback will support students in using the continuum language to reflect on their growth and make informed decisions about how to improve.
Key Performance Indicator 3		
Incorporate Data Discussions into Instruction	PLC Collaboration on Rigorous Curriculum	Ongoing Reflection and Metacognition
Actions		
Building Cabinet Team: Support and coach teachers to regularly share iReady data with students and encourage personal goal-setting in classrooms.	PLC Teams: Collaborate to create challenging and inclusive curricula during meetings, ensuring that literacy, academic behaviors, and rigorous expectations are consistently implemented across grades.	Throughout the year, students will engage in structured reflection at five key points (starting at the end of trimester 1), using the continuum language to evaluate their engagement and identify areas for growth.
PLC Teams: Embed discussions about student data into instruction, creating opportunities for students to reflect on their progress and set reading goals during instructional time.	Professional Development Team (G4E): Provide professional development on how to maintain rigor while supporting diverse learners, with a focus on scaffolding and UDL.	Teachers will facilitate regular feedback loops, encouraging students to use evidence from their work to justify their engagement level, fostering deeper metacognition and ownership of learning.
Inclusionary Practices Team: Ensure students with IEPs or other support needs are part of data discussions and personal goal setting. Provide tools to teachers for facilitating these conversations.	MTSS Teams: Collaborate with the administration to monitor Tier 1 academic and behavioral expectations using data and adjust interventions for students struggling to meet these standards.	
Key Performance Indicator 4		
Professional Development for Reading Instruction	Implement Family Engagement Initiatives	Provide Ongoing Professional Development on SEL and Academic Behaviors
Actions		
Professional Development Team (G4E): Plan and deliver training on reading strategies for informational text comprehension and ensure staff can apply these strategies across content areas, focusing on Tiered Vocab, Syntax Structures and Planning for Comprehension.	Community Partnership Teams: Facilitate increased communication with families, creating opportunities for feedback and collaboration to support student learning. Design engagement activities that align with the school's rigorous and inclusive goals.	Professional Development Team (G4E): Design professional development sessions focused on SEL strategies that support the academic behavior language integrated into Engagement Continuum.
Progress Monitoring		
Goal 1	Goal 2	Goal 3
iReady Diagnostic Data Collection (September, January, May)	Examine Data from EES Survey	Integrate Engagement Continuum into Content Lessons

	Track Students Needing Interventions Based on iReady Data (Oct, Feb, May)	Support Inclusive Education through PLC Collaboration	Track and Reflect on student/teacher assemet of the Engagement Continuum Through PLCs (how often)
	Provide Data-Informed Instructional Support	Family Engagement Initiatives (Challenging Education)	Monitor progress via Coaching Cycles
	Review Goals for Reading Growth (January, June)	Plan and Provide Tailored Interventions for Struggling Students	Results of student self-assessment at the end of each trimester.