

West Mercer Elementary School

School Improvement Plan 2024-2025

West Mercer SIP Goals 2024-2025

Academic

By June 2025, 100% of West Mercer K-5 scholars not yet at grade level will demonstrate more than one year's growth in mathematics as evidenced by the iReady Math diagnostic assessment growth from Fall 2024 to Spring 2025. All scholars currently at or above grade level will demonstrate at least one year's growth as evidenced by the iReady Math diagnostic assessment, utilizing the mathematics overall placements scale score reference guide and the effect size calculation tool in Spring 2025.

Social Emotional

By June 2025, students' favorable response regarding respect will improve by at least 30% as evidenced by the Educational Effectiveness Survey (grades 4-5) and the school-based perceptual assessment survey for grades K-3.

By June 2025, students' favorable response regarding empowerment will improve by an average of 30% as evidenced by the Educational Effectiveness Survey (grades 4-5) and the school-based perceptual assessment survey for grades K-3.

Mercer Island School District

Overarching Goal Alignment:

The stated goals align with WASA Inclusionary Practice overarching vision, [Mercer Island School District's Student-Focused Fundamentals](#), and the District Improvement Plan Goal. Our goals also align with the [District's Values, Vision and Mission](#).

WASA Inclusionary Practice Vision:

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.

District Improvement Plan Goal Alignment:

The goals and actions of West Mercer Elementary's School Improvement Plan align directly with the major components of the MISD District Improvement Plan, including:

Goal 1: Closing opportunity gap in all student groups, particularly those furthest from educational justice

Goal 2 & 3: Learning and implementation of Multi-Tiered Systems of Support (MTSS) structures

West Mercer School Improvement Plan (SIP) Framework Guide

1. [Value Statement](#)
2. [Assessment and Needs Analysis](#)
3. [Goals and Objectives](#)
4. [Action Plans](#)
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West Mercer SIP Framework

1. Value Statement: West Mercer is a place of joy where all students, staff, and families commit to grow, empower, and value each other. We believe that our capacity to learn is unlimited.

2. Assessment and Needs Analysis

- **Data Collection:**
 - Academic Data
 - Math and literacy iReady fall diagnostic assessments
 - K-5 Student Focus Groups (re: math and experiencing challenge)
 - Productive Struggle Student Look For walkthroughs for all teachers/classes K-5
 - SEL Data
 - Educational Effectiveness Survey (Spring 2024)
 - K-5 Student Focus Groups (re: math and experiencing challenge)
 - Productive Struggle Student Look For walkthroughs for all teachers/classes K-5
 - K-3 school-based perceptual data for respect/empower SEL focus areas (Fall 2024)
- **Stakeholder Feedback:**
 - Building Leadership Team data analysis
 - Whole staff feedback on focus areas
 - Parent Advisory Committee (PAC)
 - Student Focus Groups
 - Classroom/learning walk observations
 - Coach/Admin Collaboration

3. Goals and Objectives

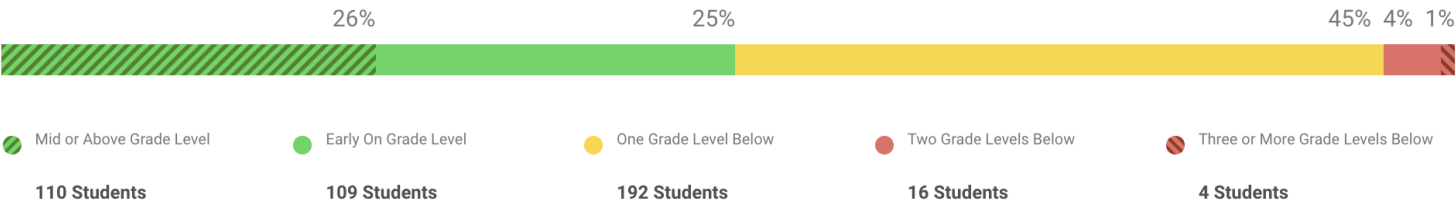
- **Academic Goal:**
 - By June 2025, West Mercer K-5 scholars not yet at grade level will demonstrate more than one year's growth in **mathematics** as evidenced by the iReady Math diagnostic assessment growth from Fall 2024 to Spring 2025. All scholars currently at or above grade level will demonstrate at least one year's growth as evidenced by the iReady Math diagnostic assessment, utilizing the mathematics overall placements scale score reference guide and the effect size calculation tool in Spring 2025.

If West Mercer scholars demonstrate at least one year of growth, then we will remove academic barriers and begin to close opportunity gaps in mathematics.
 - Baseline data in mathematics:

Fall 2024 iReady Math Diagnostic Assessment - Whole school level (n= 431)

Overall Placement

Students Assessed/Total: 431/432



Fall 2024 iReady Math Diagnostic Assessment - By grade level

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		25%	17%	58%	0%	0%	69/69
Grade 1		18%	15%	63%	4%	0%	67/67
Grade 2		26%	27%	41%	7%	0%	74/75
Grade 3		17%	22%	53%	4%	4%	81/81
Grade 4		36%	26%	32%	6%	0%	66/66
Grade 5		32%	43%	22%	1%	1%	74/74

• Equity Opportunity in Mathematics:

Within our overall placement data, there is a discrepancy by race. (See below). Our students who identify as Asian or Two or More Races are performing mid or above grade level or early on grade level at higher rates coming into this school year. We need to do right by all of our scholars. We need to ensure all our students have equitable opportunities for quality instruction and mathematical experiences such that this discrepancy does not exist for our students who identify as Black/African American and White.

All	Overall Grade-Level Placement						Students Assessed/Total
American Indian or Alaska Native		100%	0%	0%	0%	0%	1/1
Asian		32%	30%	33%	4%	1%	142/142
Black or African American		8%	8%	67%	17%	0%	12/12
Two or More Races		28%	27%	42%	1%	2%	97/97
White		20%	22%	54%	4%	0%	179/180

- **Social-Emotional Learning Goals:**

- 1. By June 2025, students’ favorable response regarding respect for one another will improve by at least 30% as evidenced by the Educational Effectiveness Survey (grades 4-5) and the school-based perceptual assessment survey for grades K-3. The following student perceptual data statement will be used as the primary baseline and summative assessment.
- Baseline data for “Respect” (Educational Effectiveness Survey, spring 2024):

SLE — Students are respectful of others at this school	19.0%
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- 2. By June 2025, students’ favorable response regarding empowerment will improve by an average of 30% as evidenced by the Educational Effectiveness Survey (grades 4-5) and the school-based perceptual assessment survey for grades K-3.
- Baseline data for “Empowerment” (Educational Effectiveness Survey, spring 2024): The following *student* perceptual data statements within the categories of goal-setting/reflection, challenge, and risk-taking/productive struggle have been used as the baseline data for the overall goal of “empowerment.” Note: Data in the left column is from the spring 2023 survey. Data in the right column is from the spring 2024 survey.

Goal-setting/Reflection:

IS — Adults in this school help me plan and set goals for my future	40%	32%
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Challenge

SLE — I enjoy coming to this school	54%	46%
HSE — All students have opportunities to choose more challenging work	58%	43%
HSE — My teacher provides lessons and activities that challenge me to learn	64%	48%
MTL — My teacher helps me learn by challenging me with interesting activities in class	45%	47%

Risk-taking/Productive Struggle:

SE — I try things even if I might fail	-13.7%
CT — I like to imagine new ways to do things	-18.3%
CT — When I have a problem, the first thing I do is break it into smaller steps	29.1%

4. Action Plans

- **Academic Initiatives**

- **Curriculum:** Common Core Standards-based instruction (iReady Mathematics)
- **Assessment:** Regular use of formative assessments and diagnostic data (3x/year)
- **Small Group Instruction:**
 - Tier 1: Differentiated small group instruction within the math content block
 - Tier 2: Wolfpack Block (targeted, small group instruction to provide both intervention reteaching, and extension opportunities 4x/week)
- **Academic Pathways Plans:** Specific, data-driven plans for students not yet at grade level and/or not making adequate yearly progress
- **Professional Development:** Ongoing training offered by our iReady Mathematics partners, Learning Services Department, Coaches, and Administrators

- **Social-Emotional Learning Initiatives**

- **SEL Curriculum Integration:** Second Step curriculum in K-5
- **Common School-wide Expectations:** Teaching, review, and reteaching of the West Mercer Way (Be Responsible, Be Safe, Be Respectful)
- **Community Circles:** Daily community-building circles/class meetings to foster relationships and solve problems
- **MISD Staffing:** Additional staff support designated for social emotional learning (accessible to all students)
- **MIYFS Partnership:** Full-time counselor on site
- **West Mercer CARE Team:** Monthly review of data by service providers who support SEL-needs (Student Success Coach, School Psychologist, SST Coordinator, Counselor, K-3 SEL Teacher, Administrator)

5. Implementation Timelines

SEL Goal Timeline:

Short Term: Month 1-3

Aug

- *8/20 - Building Leadership Team retreat review of data and identification of SEL focus areas for SIP 2024-2025
- *8/22 - Collection of staff feedback re: two primary SEL focus areas (respect and empower) at TRI day

Sept

- *9/23 - Collaborative meeting with coaches (Kelsey Campbell, Karen Soine, Abbey Espégard) to discuss WM focus and needs
- *9/3 - Building Leadership Team review of staff feedback from 8/22

Oct

- *10/2 - Continued Building Leadership Team review of staff feedback and identification of next step action items
- *10/3 - Staff meeting follow-up on next step action items and review/input on draft student focus group questions for “productive struggle” (Top Teacher Action, National Council of Teachers of Mathematics)
- *10/8 - Follow-up collaborative meeting with coaches to identify next steps and roles
- *10/14-10/18 - Student focus groups at lunch (K-5) led by coaches and admin
- *10/24 - Staff orientation to/pre-brief of “Productive Struggle Student Look Fors” observation tool for 10/28 & 10/29

*10/28 and 10/29 - Staff release time for Productive Struggle Student Look Fors (K/1 paired, 2/3 paired, 4/5 paired) peer observations

Mid-Term: Month 4-6

Nov

*11/6 - “Productive Struggle Student Look Fors” follow up debrief and student focus group (perceptual data) follow-up/identification of trends at Building Directed time (+exit ticket feedback)

*11/14 and 11/21 - Productive Struggle Nuggets (bite-sized learning from iReady module) within PLC

Dec

*12/10 - iReady full day at West Mercer - Shift to teacher productive struggle look fors - Learning time and Observe model lesson implementing Look Fors

*12/12 - Productive Struggle Nuggets (bite-sized learning from iReady module) within PLC

Jan

*1/6 - Implement Tier 1 strategies/practices to address needs at classroom level

*1/9 - Productive Struggle Nuggets (bite-sized learning from iReady module) within PLC

*1/13 - iReady Principal Walkthroughs (moved from October)

*1/27 - Elementary Full PD Day (No students)

Long-Term: Month 7+

Feb and Ongoing

*Continued implementation of Tier 1 teaching strategies and practices

*Monitoring/review with follow-up Look Fors walkthrough

*Staff professional learning

*Expand successful initiatives and refine strategies based on feedback

*Consideration of extending focus to next National Council of Teachers of Mathematics (NCTM) Top Teacher Action relevant to SIP SEL/Academic focus and student need (i.e. Facilitate Meaningful Mathematical Discourse)

Academic Goal Timeline:

Short Term: Month 1-3

Aug

*Pre-service professional learning for staff

*Aligned schedule development

*Coach support

Sept

*Fall baseline diagnostic assessments K-5

*iReady professional learning

*Academic pathways data review and planning

*Initial PLC data review for Wolfpack Block small group development

*Initiate Tier 1 and 2 (small group) iReady instruction within math content block

*Coach Support

Oct

*Initiate Wolfpack Block (intervention/reinforcement/extension) across K-5 4x/week

- *Refined schedule development
- *iReady professional learning ½ day
- *Continued progress monitoring in math content block and Wolfpack Block
- *Productive Struggle Student Look Fors observations in math
- *Coach support

Mid-Term: Month 4-6

Nov

- *Parent Advisory Committee (PAC) #1
- *Review of Productive Struggle Look Fors and plan for teaching/learning
- *Continued progress monitoring and group adjustment in Wolfpack Block
- *Parent/teacher conferences
- *Coach support

Dec

- *Continued progress monitoring and group adjustment in Wolfpack Block
- *iReady learning day at West Mercer
- *Coach support

Jan

- *Winter iReady diagnostic
- *Review of diagnostic growth data and implications for teaching/learning
- *Review/checkpoint for Academic Pathway plans
- *Continue Wolfpack Block
- *Release day for professional learning
- *Coach support

Long-Term: Month 7+

Feb and Ongoing

- *Staff professional learning
- *Data collection, analysis, and adjustment to teaching based on need
- *Academic pathway plans
- *Wolfpack Block
- *Coaching support for individuals and teams
- *Parent Advisory Committee meetings

6. Monitoring and Evaluation

- **Performance Indicators:**
 - Track academic progress through iReady assessments (Fall, Winter, Spring)
 - Use SEL metrics (e.g., Educational Effectiveness Survey data, student focus group data, school-based perceptual data for K-3rd) to evaluate social-emotional growth.
- **Regular Review Meetings:**

- Building Leadership Team: Bi-monthly team meetings to review progress toward SIP goal for both academic and social-emotional learning; next steps implemented based on student needs and staff feedback
- SEL CARE Team: Monthly review meetings with SEL-service provider staff to discuss student progress, challenges, and next steps.
- Coach Collaboration: Ongoing collaboration with West Mercer coach, Inclusion coach, and Special Education coach to support learning and teaching
- **Stakeholder Reporting:**
 - Parent Advisory Committee: Progress toward SIP goals shared and input from PAC members
 - Monthly Family Newsletter: Share school initiatives and activities toward supporting SIP
 - Principal Coffee Chat: Opportunity offered each trimester to share school information and receive feedback from families

7. Celebrating Success

Action items include, but are not limited to:

- Alternate empowerment and respect assemblies starting January 2025
- Peer Mediators hand out positive slips during recess
- Principal classroom visits to acknowledge and celebrate positive behavior
- Student shout-outs and progress highlights shared in Principal Weekly Wrap-up episode
- Classroom scouts giving “tickets”
- iReady “Posi-Notes”
- Setting goals, making action plans, and celebrating growth during student-teacher Data Chats
- Class Meeting shout outs and celebrations of growth

Conclusion

This framework serves as a dynamic guide for school improvement at West Mercer Elementary. We have structured our goals and action plans such that we ensure a balanced focus on both academic success and social-emotional well-being. By prioritizing top teaching actions, continuous evaluation, collaboration, and community involvement, we will create a supportive, student-centered teaching and learning environment that builds respect and empowers each student to meet their potential.

This is a one-year plan for the 2024-2025 school year. We will adjust our goals and action steps as needed in the year ahead as needed, based on student data.