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mercerislandschools.org/ims

ISLANDER MIDDLE SCHOOL
IMS
GATORS

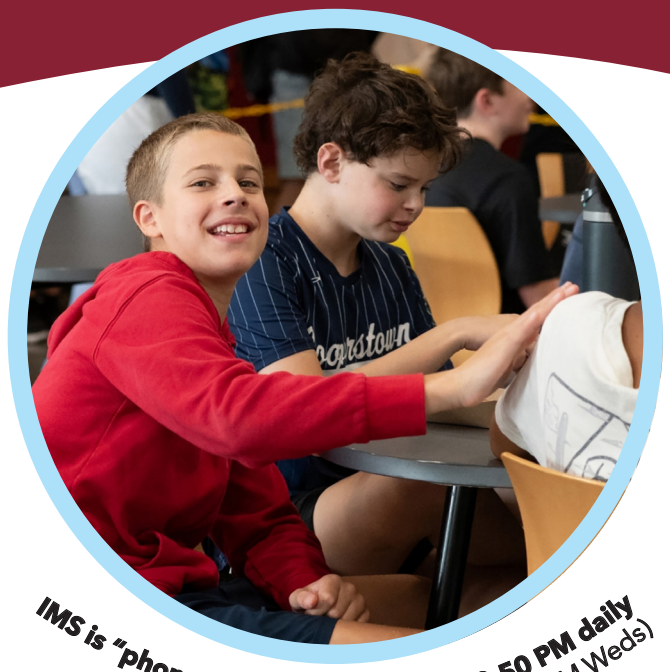
2025-2026 IMS PROFILE

Islander Middle School is the only public middle school on Mercer Island and is host to sixth, seventh, and eighth grade students. IMS is located on the south end of the island. Principal Mary Jo Budzius along with Associate Principals Becky Mullvain and Katie Gallagher, lead approximately 105 staff members and 950 students. IMS utilizes district-adopted curriculum as the foundation for its core classes as well as offering a variety of engaging learning electives. Students at IMS can also participate in a wide selection of after school clubs and activities including math, art, robotics, gaming, drama, chess, and homework center. For students interested in participating in a team sport, IMS offers cross-country and volleyball in the fall, wrestling during the winter, and track and field in the spring.

At Islander Middle School we strive to ensure a challenging, relevant and engaging experience where every student is able to advance to a greater level of understanding, ability and performance.

Powering Our Students For The Future

The 4 Bs: In the Mercer Island School District, we believe in creating a deep sense of BELONGING, BELIEF in the limitless potential of every student, removing BARRIERS, and BROADCASTING student voice.



IMS is "phone free" from 8:25 AM - 2:50 PM daily (1:20 PM Weds)

Administrative and Counseling Team

Mary Jo Budzius – Co-Principal
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Becky Mullvain – Associate Principal
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Erin McGuire – Attendance Secretary
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Marcy Berejka – Registrar
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Dru Klein..... A-G Counselor
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Janet Goldstein..... H-O Counselor
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Jayna Dash ..... P-Z Counselor
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Academic Day

Islander runs on a traditional 6-period day in which students complete required academic courses as well as participate in a variety of elective courses. School runs from 8:25 PM-2:50 PM on Monday, Tuesday, Thursday, and Friday. On Wednesday, students are released from school at 1:20 PM to provide time for staff development for teachers and support staff.

At Islander Middle School:

We believe in upholding the humanity and dignity of all our students, staff, and community members.

1. We seek to meet the unique needs of students in the middle grades.
2. We work to be a caring community where all members feel safe to take the necessary risks to grow.
3. We strive for high quality in all we do.
4. We value diversity.
5. We believe that respect, cooperation, and kindness provide the foundation for our Islander community.

What makes IMS a great school?

1 The Community:
Mercer Island, an island community located in the south end of Lake Washington, is linked to Seattle, a metropolitan city of approximately 750,000, by a floating bridge (I-90). The city of Mercer Island is primarily a residential area for approximately 26,000 people, most of whom are employed in professional and managerial positions in business and industry in Seattle and the surrounding areas.

2 Accreditation
Islander Middle School is accredited by the Office of Superintendent of Public Instruction (OSPI) and meets all requirements and standards established by the state of Washington.

3 Counseling Program
Islander is fortunate enough to have three school counselors to support students with academic and social and emotional needs. This counseling team provides individual support to students as well as facilitating small groups based on student needs. We are also fortunate to partner with Mercer Island Youth and Family Services (MIYFS) to provide on-site support for students through having a full-time MIYFS staff member on campus daily.

4 STEM Offerings
IMS continues to grow in the STEM offerings that are available to students during the school day . Offerings such as computer programming, media technology, and robotics are courses that students may take as part of their elective choices.

5 World Languages
Three World languages are offered to IMS students: French, Mandarin Chinese, and Spanish. These languages provide an opportunity for students to engage with the content as well as earn High School credit while at IMS.

6 Music Program
We are fortunate to have award winning music programs in Band, Choir, and Orchestra. One of the unique features about the Mercer Island School District is that teachers in these programs teach grades 5 through 12 to provide continuity in experiences for students throughout their elementary, middle and high school experience.

Diverse Academic Offerings
IMS strives to meet the needs of all learners on campus . Services are provided for students across the academic spectrum including remedial as well as advanced options for students.

One-to-One iPads
Every student at IMS is provided with a school-issued iPad for academic use. These iPads serve to enhance the curriculum through content-specific programs and applications . Islander Middle School supports students with this technology through several staff members devoted to technology integration and support.

Clubs, Activities, and Sports

IMS offers a diverse range of clubs and activities that serve to enhance the student experience.

Lunch Clubs

Makers Mondays
Tech Tuesdays
Wellness Wednesdays
Talk About It Thursdays
Friendship Fridays

After School Clubs

Baking Club: Bake cookies, brownies, cakes and lots of other tasty treats.

Board Games/Magic the Gathering Club: Play an assortment of board games.

Coding Club

Drill Team: The IMS Drill Team (IMSDT) is a dance drill team modeled after the high school program with the intention of being a feeder program to the high school team.

Dungeons and Dragons Club: Dungeons and Dragons is a fantasy tabletop role playing game where players create a character to play as an adventure made up by the Dungeon master.

Esports Club: Play Mario Kart Deluxe and Ultimate Super Smash.

QUILTBAG: QUILTBAG is Islander's Gender and Sexuality Alliance. All LGBTQIA+ students and allies are welcome.

Softball Club: Have fun throwing, catching, hitting and cheering on your teammates. Softball Club is a great way to build your skills and enjoy the spirit of teamwork. All skill levels welcome, including newbies.

Competition Clubs

Destination Imagination: Developing a solution to a central challenge (the complex challenge that teams must solve for the various levels of competition): practicing Instant Challenges (less complex problems that the students must solve with very little time and a great deal of creativity and teamwork); and doing related teamwork and communication exercises that contribute to the development of their creative problem solving and teamwork skills. There is a limited number of spaces available.

Sports

IMS has several interscholastic sports programs for student participation. **They include:**

E-Sports: Open to all IMS students. Students will play Super Smash Bros, Mario Kart Deluxe 8 and Rocket League. They will compete against other schools.

Cross Country: Open to all grades and genders.

Girls' Volleyball: Open to 7th and 8th grade girls.

Track: Open to all grades and genders.

Ultimate Frisbee: All players (coed/mixed) from beginner to advanced and grades 6-8.

Wrestling: Open to all grades and genders.

Our different sports per season provide students with opportunities to improve athletic skills while also focusing on cooperation and teamwork.

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IMS School Improvement Plan

School-wide Problems of Practice

At Islander Middle School, we are committed to ensuring that every student has equitable access to deep learning and growth in reading and math. Our mission is for all students to engage in rigorous, meaningful learning that fosters *expert learners* capable of applying knowledge flexibly and independently.

Despite strong overall achievement, our data shows that not all students are demonstrating expected annual growth in reading. In 2024–25, 63% of students met their annual i-Ready typical growth target, and growth outcomes varied by grade level (6th: 62%, 7th: 59%, 8th: 68%). This indicates that while many students meet grade-level standards, a significant number, particularly those in the middle range of performance, are not showing measurable progress toward stretch or long-term proficiency.

This pattern reveals two related problems of practice:

1. **Clarity and Consistency of Rigor (Level 4 Instruction):** IMS lacks shared clarity and consistency around how "Level 4" rigor is defined, taught, and made accessible. Students who meet standard (Level 3) do not always experience opportunities to extend, connect, and apply their learning in complex, authentic ways. Meanwhile, students working toward standard are not consistently provided with scaffolded, intentional pathways that help them reach it.
2. **Growth Opportunities for All Learners:** While our highest-performing students often reach or maintain proficiency, many do not show *typical or stretch growth* due to i-Ready's adaptive ceiling and a lack of extended mastery tasks that capture continued development. Conversely, students below grade level require more systematic Tier 2 intervention and progress monitoring to accelerate toward grade-level benchmarks.

To address these issues, IMS has set a 2025–26 schoolwide goal to increase the percentage of students meeting their annual i-Ready typical growth target from **63% to 70% by June 2026,** while ensuring that every student demonstrates measurable growth or sustained mastery through schoolwide Mastery assessments.

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IMS School Improvement Plan

This work will be achieved by:

- Building a shared understanding of rigor through co-constructed examples of Level 4 learning and aligned expectations across classrooms.
- Embedding engagement and feedback loops into Tier 1 instruction to make learning visible and responsive;
- Using i-Ready Mastery data every six weeks to monitor progress, identify intervention needs, and celebrate growth; and
- Strengthening Tier 2 and Tier 3 interventions so students below grade level receive timely, targeted support.

ELA 2025-2026	Number of Students who made Annual Typical Growth or more	Percentage of Students who made Typical Growth or More	Total Number of Students at Grade Level	Number of Students who Made Annual Stretch Growth	Percentage of students who made annual Stretch Growth	Number of Students who did NOT make Annual Typical Growth	Percentage of Students who did NOT make Annual Typical Growth	Number of students who are at Level 2 or below on **SBAC**	Percentage of students who are at Level 2 or below on **SBAC**	Number of students who are at level 3 or above on **SBAC**	Percentage of students who are level 3 or above on SBAC
5th	196	71%	241	129	46%	79	28%				
6th	177	62%	242	105	36%	106	37%	44	15%	238	84%
7th	179	59%	253	99	30%	151	45%	73	23%	257	78%
8th	219	68%	259	126	39%	102	31%	50	16%	258	84%

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IMS School Improvement Plan

Connection to Five Year Plan

Islander Middle School (IMS) empowers students to become expert learners, purposeful, motivated, resourceful, and strategic, through an inclusive instructional model that integrates Visible Learning and Universal Design for Learning (UDL).

Our School Improvement Plan advances the District's Five-Year Improvement Plan by strengthening Tier 1 instructional coherence, deepening equitable access to rigorous learning, and cultivating student agency and belonging.

This data underscores the need for focused, aligned instructional support and intentional engagement practices, both of which are priorities within the District's Five-Year Improvement Plan. The plan emphasizes equitable access to high-quality core instruction, consistent Tier 1 implementation, and data-informed decision-making to ensure every student experiences meaningful academic growth.

Islander Middle School's problem of practice around reading growth directly advances these district goals through its dual focus on instructional clarity and student engagement. Using the Student Engagement Continuum from Reimagining Student Engagement as a framework, IMS is strengthening how teachers design learning that moves students from compliance to deep, self-directed learning. This continuum, paired with ongoing analysis of i-Ready and Mastery data, helps educators calibrate both the rigor of instruction and the level of student ownership within each lesson.

By embedding engagement and growth monitoring into six-week PDSA cycles, IMS is not only refining instructional practices but also developing expert learners who drive their own progress. In doing so, Islander Middle School contributes directly to the district's broader vision of equitable, high-quality learning environments where all students grow academically, think critically, and thrive as engaged learners.

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IMS School Improvement Plan

SMART+ER Goals

1 SMART+ER Goal #1: Reading Growth and Rigor

By June 2026, Islander Middle School will increase the percentage of students meeting or exceeding their annual i-Ready typical growth target in reading from **63% to 70%,** ensuring that every student demonstrates measurable progress toward or beyond grade-level proficiency.

To achieve this:

- **Students below grade level** will make measurable progress toward grade-level proficiency, with at least **75% meeting or exceeding** their annual typical growth target as measured by i-Ready.
- **Students at or above grade level** will continue to demonstrate growth by **maintaining or extending proficiency** through Mastery assessments and evidence of Level 4 thinking in reading comprehension and analysis.
- **All students** will participate in whole-building **Mastery monitoring**, with results analyzed every six weeks to inform instruction and intervention.

Our Tiered Strategy for Improvement:

Tier 1 – Strengthen Core Instruction for All

Focus: Strengthen core reading instruction by embedding engagement strategies, feedback loops, and small-group differentiation aligned to Visible Learning practices.

Actions:

- i-Ready Diagnostics (Fall, Late Winter) to track typical and stretch growth.
  - Grade-level PLCs use results to adjust Tier 1 instruction and targeted intervention.
- Use Mastery assessments every six weeks to identify which reading standards students have not mastered.
  - Mastery assessment data analyzed every six weeks during PLC PDSA cycles.
- Embed small-group instruction during core periods, targeting reading comprehension, for fiction and non-fiction, vocabulary, and analysis.
- Apply **Visible Learning strategies:** learning intentions, success criteria, and immediate feedback in order to clarify what quality work looks like.
- The Leadership Team reviews fidelity, alignment, and growth progress each trimester.

Tier 2 – Targeted Interventions

Focus: Students not meeting growth benchmarks in either i-Ready or Mastery.

Actions:

- Schedule Gator Time small groups based on i-Ready domain data (Phonics, Comprehension, Vocabulary, Informational Text). Use i-Ready MyPath minutes as formative practice (not homework).
- Progress-monitor every 3–4 weeks using i-Ready domain growth reports.
- Assign teacher-selected lessons in i-Ready to fill specific gaps.
- Use data conferencing: students set short growth goals and track their own progress.

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Tier 3 – Individualized and Intensive Supports

Focus: Students significantly below grade level or with repeated stagnation.

- Provide daily or every-other-day small-group support in ELA Skills or Intervention Class.
- Implement individualized reading plans that combine i-Ready data, teacher input, and formative mastery results.
- Coordinate with SPED and ELD specialists to ensure scaffolds align to Tier 1 content.
- Monitor each student's progress every 2–3 weeks through PLC-shared data dashboards.
- Use i-Ready MyPath minutes as formative practice (not homework), integrated into class for real-time coaching.

Why This Matters – EES Supporting Evidence:

- "My teacher(s) find other ways for me to learn things I find difficult." – 75% positive (Students)
- "Teachers accommodate my student's individual needs by adjusting instruction." – 87% positive (Families)
- "Struggling students receive early intervention and additional help at this school." – 85% positive (Families)
- "The district facilitates alignment of curriculum across grades and schools." – 92% positive (Staff)

We know exactly who these 359 students are who didn't meet annual typical growth.

We also know that growth looks different depending on where students start.

Our plan ensures that every student, whether just below grade level or well above, has a personalized path to keep growing. We're not chasing test scores; we're growing readers. To reach the goal, we will integrate data-driven PDSA cycles (SBAC, i-Ready, G4E, common assessments) within PLCs, using the Visible Learning framework to refine instruction, monitor impact, and ensure that every student can thrive as an engaged, expert learner. The impact of our instructional and tiered systematic approach will impact the targeted areas in our EES data.

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IMS School Improvement Plan

Plan to monitor, re-evaluate, and evaluate improvement efforts

SMART+ER Goal(s) Reading & Rigor	What will we do to know whether we are on track as we work to implement our SIP *(Re-evaluation)?*	How will we know we have achieved our goal at the end of the specified time-period *(Evaluation)*
Reading and Rigor: By June 2026, Islander Middle School will increase the percentage of students meeting or exceeding their annual i-Ready typical growth target in reading from 63% to 70%, ensuring that every student demonstrates measurable progress toward or beyond grade-level proficiency. Students below grade level: At least 75% will meet or exceed their annual typical growth target as measured by i-Ready. Students at or above grade level: Will maintain or extend proficiency through Mastery assessments and evidence of Level 4 thinking in reading comprehension and analysis. All students: Will be monitored through schoolwide Mastery assessments every six weeks to inform instructional adjustments and targeted intervention through PLC PDSA cycles.	Review i-Ready reading growth data after each diagnostic window (fall, late Winter), Admin, PLCs, BC team, Track student growth toward typical and stretch goals; determine intervention groups. Conduct grade-level data team meetings (PLC with PDSA) after each unit and after pre testing for a new unit to analyze results and adjust instruction and intervention/support, monthly, evaluate the effectiveness of instructional adjustments; share exemplars of Level 4 student work. Observe Tier 1 instruction for engagement and feedback loops, ongoing, peer walkthroughs, ensure teachers are embedding small group differentiation and visible learning strategies. Hold student goal setting trimesterly, teachers and students, build ownership; students reflect on progress and set new goals. Evaluate progress toward building goals, adjust PD and resources accordingly, Pro D team. Tier 1 Teams (Staff and Community) evaluating data and thinking of school-wide Tier 1 changes.	Spring 2026 i-Ready diagnostic data shows, ≥ 70% of all students meet or exceed typical growth. ≥ 75% of students below grade level meet typical growth. **Evidence**: Spring diagnostic summary reports showing growth trends by grade & subgroup. ELA Mastery Assessments, Students at or above grade level maintain ≥ 80% proficiency on trimester mastery assessments, **Evidence**: Building-wide Mastery dashboard; PLC data sheets showing standard-level proficiency. Student Work Samples (Level 4), Evidence of sustained application, analysis, and synthesis in reading. Evidence: Triad transitions, common assessment exemplars, and PLC calibration artifacts. **Evidence**: PLC minutes and reflection summaries stored in shared folder. EES Student Survey Items Growth in “My teacher helps me learn by challenging me with interesting activities.” **Evidence**: Year-over-year increase in % positive response. PDSA Documentation & PLC Notes, Six documented cycles showing instructional adaptation in response to data. **Evidence**: PLC and data team notes reflect instructional adjustments made in response to student progress and student performance data
		Leadership team reviews and confirms implementation fidelity of data cycles, intervention supports, and progress monitoring routines. **Evidence**: End of year SIP reflection and data summary.

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IMS School Improvement Plan

2 SMART+ER Goal #2: Student Engagement and Ownership

By June 2026, Islander Middle School will ensure that **100% of students** can clearly articulate what it means to invest in and drive their own learning, as measured by improved student and family engagement data and outcomes from PDSA Cycle 2 on Student Engagement.

IMS will increase the percentage of students reporting **clarity, agency, and relevance** in their learning from **61% to 75%**, as measured by the EES Student Survey and the locally developed IMS Engagement Self-Assessment aligned to Amy Berry's Student Engagement Continuum.

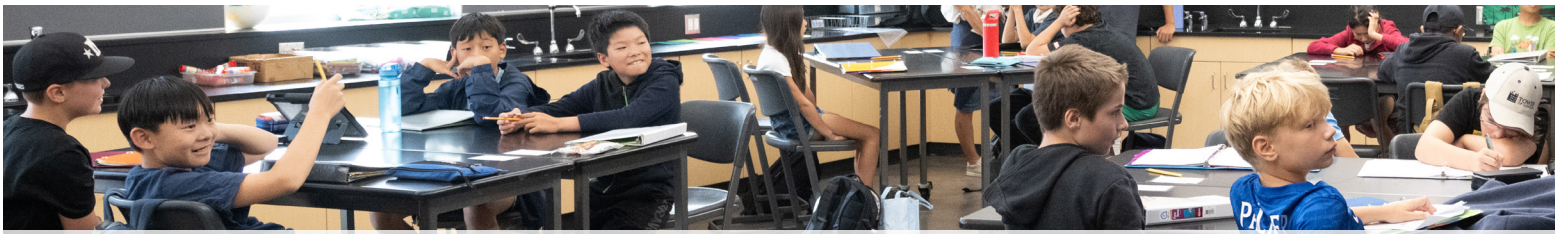
Problem of Practice (With EES Data)

EES Student Survey data from March 2025 reveal that while students feel safe, cared for, and supported at IMS, there are significant gaps in driver agency, instructional clarity, and relevance. These are key indicators of a gap in deep engagement and ownership.

- 61% of students agree that "My teacher(s) help me learn by challenging me with interesting activities in class."
- 63% agree that "This school is doing a good job of preparing me to succeed in my life."
- 66% agree that "I enjoy coming to this school."
- Only 57% report that "My teachers help me understand what I need to do to improve."
- 49% indicate that "What we learn in school feels connected to life outside of school."

Although IMS students express strong belonging and connection to adults, many are not yet able to explain how their learning connects to their goals, future readiness, or sense of purpose.

This gap highlights the need for stronger instructional clarity and relevance, thereby ensuring every student can identify where they are on the *Engagement Continuum* (compliance → participation → investment → driving), describe what growth looks like, and take ownership of their next steps. If IMS educators design learning experiences using the *Student Engagement Continuum* to intentionally move students from compliance to driving, and if teachers and students co-construct success criteria for expert learning (purposeful, motivated, resourceful, strategic), then students will demonstrate greater clarity, motivation, and ownership, leading to improved engagement, relevance, and academic growth.



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Plan to monitor, re-evaluate, and evaluate improvement efforts

SMART+ER Goal(s) SEL	What will we do to know whether we are on track as we work to implement our SIP *(Re-evaluation)?*	How will we know we have achieved our goal at the end of the specified time-period *(Evaluation)*
By June 2026, Islander Middle School will ensure that 100% of students can clearly articulate what it means to invest in and drive their own learning, as measured by improved student and family engagement data and outcomes from PDSA Cycle 2 on Student Engagement. **IMS will increase the percentage of students reporting clarity, agency, and relevance in their learning from 61% to 75%, as measured by the EES Student Survey and the locally developed IMS Engagement Self-Assessment aligned to *Amy Berry's Student Engagement Continuum*.**	Implement PDSA Cycle 2 on Student Engagement,6-week cycles, PLC Teams,Test and refine strategies that move students along the *Engagement Continuum* (compliance → driving). Student Self-Assessment on the Engagement Continuum, End of each trimester, Teachers & Students, Measure student perception of engagement and self-reported ownership. Family Relevance Survey, Winter / Spring, Leadership Team, Gather family perceptions of relevance and student motivation; triangulate with student and teacher data. Teacher PLC Reflection Protocols, Monthly, PLC Teams, Analyze engagement evidence. Learning Walks using Engagement Continuum Indicators, Twice per trimester, Admin / Coach / Peer Observers, Observe evidence of student voice, goal-setting, and agency in classrooms. Equity Review of Engagement Data, Trimesterly, Leadership Team / Equity Lead, Disaggregate engagement data by subgroup	EES Student Survey (Agency & Relevance), Increase positive responses from **61% to 75%** across key engagement items, **Evidence**: 2026 EES report showing growth in clarity, challenge, and relevance. IMS Engagement Self-Assessment (Student Continuum Survey), 100% of students identify where they are on the *Engagement Continuum* and describe strategies for growth, **Evidence**: Student reflection portfolios and self-assessment artifacts. Teacher Reflection Logs (PDSA 2), 100% of PLCs document intentional lesson design using *Engagement* *Continuum* strategies. **Evidence**: PLC notes, exemplar lesson designs, reflection summaries. Family Relevance Survey, ≥ 10% improvement in family agreement that school learning connects to real-life application, **Evidence:** Winter and spring survey comparison reports. Walkthrough Observation Data, ≥ 80% of observed lessons show evidence of student-driven learning (goal-setting, feedback use, self-

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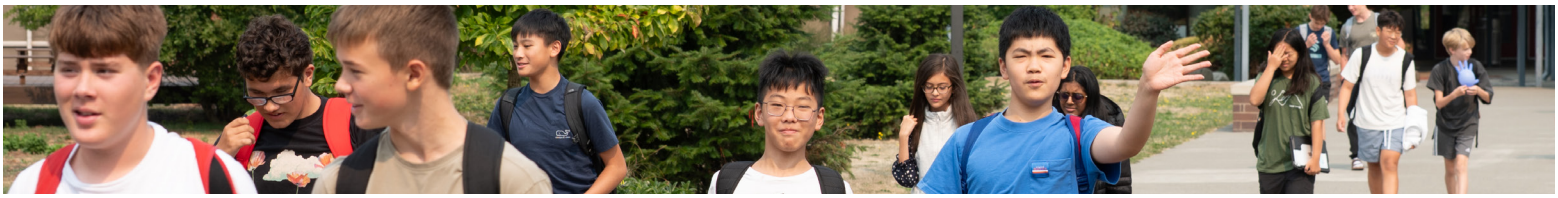
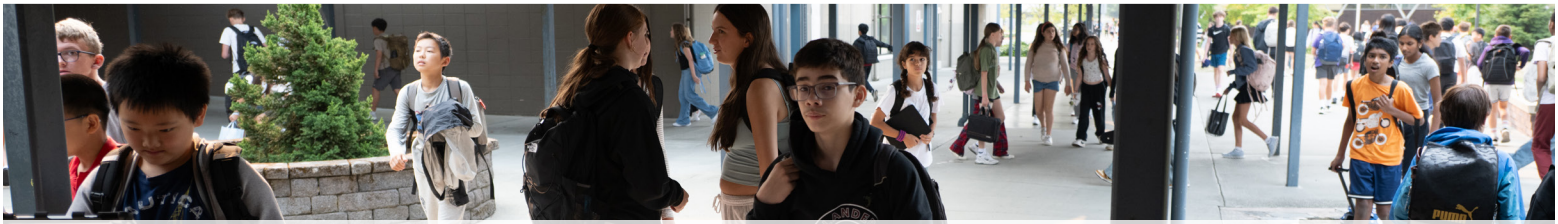
(ELL, SPED, FRL) to identify gaps and adjust supports.	assessment), **Evidence**: Aggregated engagement observation data and calibration notes. Subgroup Analysis, Narrow engagement perception gaps among ELL, SPED, and FRL students by ≥ 10%, **Evidence**: Disaggregated engagement and EES data. Decrease in discipline disparities across student groups.

The Needed Knowledge, Skills, and Practices

Reading GOAL

What Knowledge and Skills Do These Groups Need?			
Students	**Teachers**	**School Leaders**	**Families/Community**
An understanding of:	An understanding of:	An understanding of:	An understanding of:
- How to monitor their own reading progress, understand i-Ready growth targets (typical and stretch), and set meaningful learning goals.	- How to interpret i-Ready growth data (typical vs. stretch) and use it alongside Mastery assessments to inform instruction.	- How to lead and facilitate **data-driven PLC cycles** (PDSA) focused on instructional clarity, intervention planning, and growth monitoring.	What "typical" and "stretch" growth mean in i-Ready and how they relate to student learning goals.
- Strategies for tackling complex texts and applying comprehension skills across genres.	- High-leverage instructional strategies that build reading stamina, comprehension, and vocabulary for all learners.	- How to identify patterns and barriers in i-Ready and Mastery data.	- How to support reading at home (reading together, encouraging persistence, discussing comprehension).
- How to use feedback and Mastery data to improve their reading performance.	- How to embed **Level 4 thinking** and scaffolds into Tier 1 lessons for equitable access. - How to provide actionable feedback aligned to success criteria and standards.	- How to coach teachers in differentiating Tier 1 instruction and using small-group models effectively.	- How to reinforce a **growth mindset** and celebrate progress rather than just proficiency.





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What Practices Need To Become Routine?			
Students	**Teachers**	**School Leaders**	**Families/Community**
The effective implementation of:	The effective implementation of:	The effective implementation of:	The effective implementation of:
- Regularly tracking their own growth on i-Ready and classroom Mastery data.	- Regularly using formative and diagnostic data to plan, differentiate, and adjust instruction.	- Leading PLC discussions using the PDSA Cycle to evaluate student growth trends.	- Encouraging independent reading and discussion at home.
- Engaging in self-assessment and goal setting.	- Embedding **Level 4 application and transfer tasks** into daily lessons.	- Monitoring the consistency of Tier 1 instructional practices and feedback loops.	- Reinforcing problem-solving and critical-thinking strategies through real-world reading opportunities.
- Persevering through challenging reading tasks and using feedback to improve.	-Modeling metacognitive strategies that help students self-monitor comprehension.	- Providing coaching and modeling effective reading instruction and intervention planning.	- Celebrating reading growth milestones and effort-based improvement.
- Using MyPath and teacher-assigned lessons consistently to strengthen skills.	- Assigning and monitoring MyPath lessons for targeted practice.	-Tier 1 Team- analyzing i-Ready diagnostic and Mastery Data	-Tier 1 Team- analyzing i-Ready diagnostic and Mastery Data

SEL GOAL

What Knowledge and Skills Do These Groups Need?			
Students	**Teachers**	**School Leaders**	**Families/Community**
An understanding of:	An understanding of:	An understanding of:	An understanding of:
- Understanding the **Student Engagement Continuum** (compliance → participation → investment → driving) and how to identify where they are on it.	-How implicit bias and inconsistent expectations impact student perception; trauma-informed and equity-centered practices; strategies for building student pride and belonging.	-How to analyze and respond to disaggregated student perception data; how to lead equity-based initiatives; how to foster shared ownership of school culture improvement.	-How school expectations, rules, and recognition systems work; how to partner with the school to support equity, inclusion, and pride-building efforts.
- How to set goals, use feedback, and reflect on their learning to move toward “driving” their engagement.	- How to design learning that intentionally moves students along the **Engagement Continuum**.	- How to lead and sustain **PDSA Cycles** focused on student engagement and clarity.	- How to support student agency by asking reflective questions and encouraging autonomy at home.
- How to articulate what makes learning meaningful and relevant to them.	- How to integrate **UDL Expert Learner traits** (purposeful, motivated,	- How to use disaggregated data to identify engagement gaps	- How to interpret EES and engagement survey data shared by the school.

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	resourceful, strategic) into lesson design.	across student groups (ELL, SPED, FRL).	
	- How to co-construct success criteria with students to increase ownership.	- How to model inclusive, data-informed leadership and build staff capacity to elevate student voice.	- How to connect school learning to students' interests and out-of-school experiences.
	- How to analyze student engagement and voice data (EES, self-assessments) to adjust instruction.	- How to integrate engagement indicators into walkthrough and feedback tools.	How to reinforce the value of effort, curiosity, and persistence.
What Practices Need To Become Routine?			
Students	**Teachers**	**School Leaders**	**Families/Community**
The effective implementation of:	The effective implementation of:	The effective implementation of:	The effective implementation of:
- Self-assessing and reflecting on their position on the **Engagement Continuum** each trimester. - Setting personal goals for investment and ownership. - Seeking and using feedback to improve learning strategies. - Participating in peer collaboration and classroom discourse.	- Embedding engagement strategies in daily instruction that foster agency, relevance, and challenge. - Providing regular opportunities for **student reflection and goal setting**. - Using EES and self-assessment data to inform lesson design and feedback. - Designing authentic, relevant tasks that connect learning to life beyond school.	- Modeling visible learning practices during walkthroughs (learning intentions, success criteria, feedback cycles). - Using engagement data in leadership and PLC meetings to guide supports. - Celebrating examples of student agency and voice in school-wide communication. - Ensuring professional learning centers around student-driven engagement.	- Discussing what engagement and ownership look like at home. - Encouraging participation in school clubs, leadership opportunities, and reflection on learning experiences. - Partnering with teachers to support student goal-setting and growth. - Reinforcing positive attitudes about effort, curiosity, and perseverance. - Tier 1 Community team brings back data collected from community to determine Tier 1 school suggestions.

Through the collective development of these knowledge, skills, and practices, Islander Middle School will ensure that **growth and engagement are visible, measurable, and equitable.** Students will understand how to own their learning, teachers will design learning for access and rigor, leaders will sustain data-driven improvement systems, and families will reinforce curiosity and persistence beyond the classroom.

Islander Middle School's goals for school improvement align with the following District governing guidelines:

MISD 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, and providing rigorous and challenging learning.

MISD MISSION

The District will foster learning by engaging students in thinking critically, solving problems creatively, and working collaboratively.

MISD VISION

Inspiring our students to be lifelong learners as they create their futures.

MISD STUDENT FUNDAMENTALS

Fundamental 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.
Fundamental 3 - Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.
Fundamental 5 - Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

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.