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2025-2026 ISLAND PARK PROFILE

Island Park Elementary School is a community of learners that honors the diverse backgrounds of our students - a school where each student is included, challenged, and empowered to grow in their academic and social-emotional journey. We believe that relationships and connections are at the heart of the work that we do; this includes partnerships with our families and greater community. Families are welcomed and encouraged to volunteer in our school. Students are the priority at Island Park, and our collective effort is focused on developing the whole child. In addition to high-quality, rigorous core academic instruction, our students participate in weekly specialist classes in music, physical education, art, and library. Technology is embedded in each of our classrooms and serves as a tool for learning, research, and exploration.

We are committed to a learning environment that is inclusive and just — a place where all students are valued.



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.



Island Park is "phone free" from 9:15 AM - 3:45 PM daily

Administrative Team

Joby McGowan - Principal

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Joy Cain (MIYFS) - Counselor

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Rebecca Presley - Psychologist

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Breanna Adamiak - Administrative Assistant

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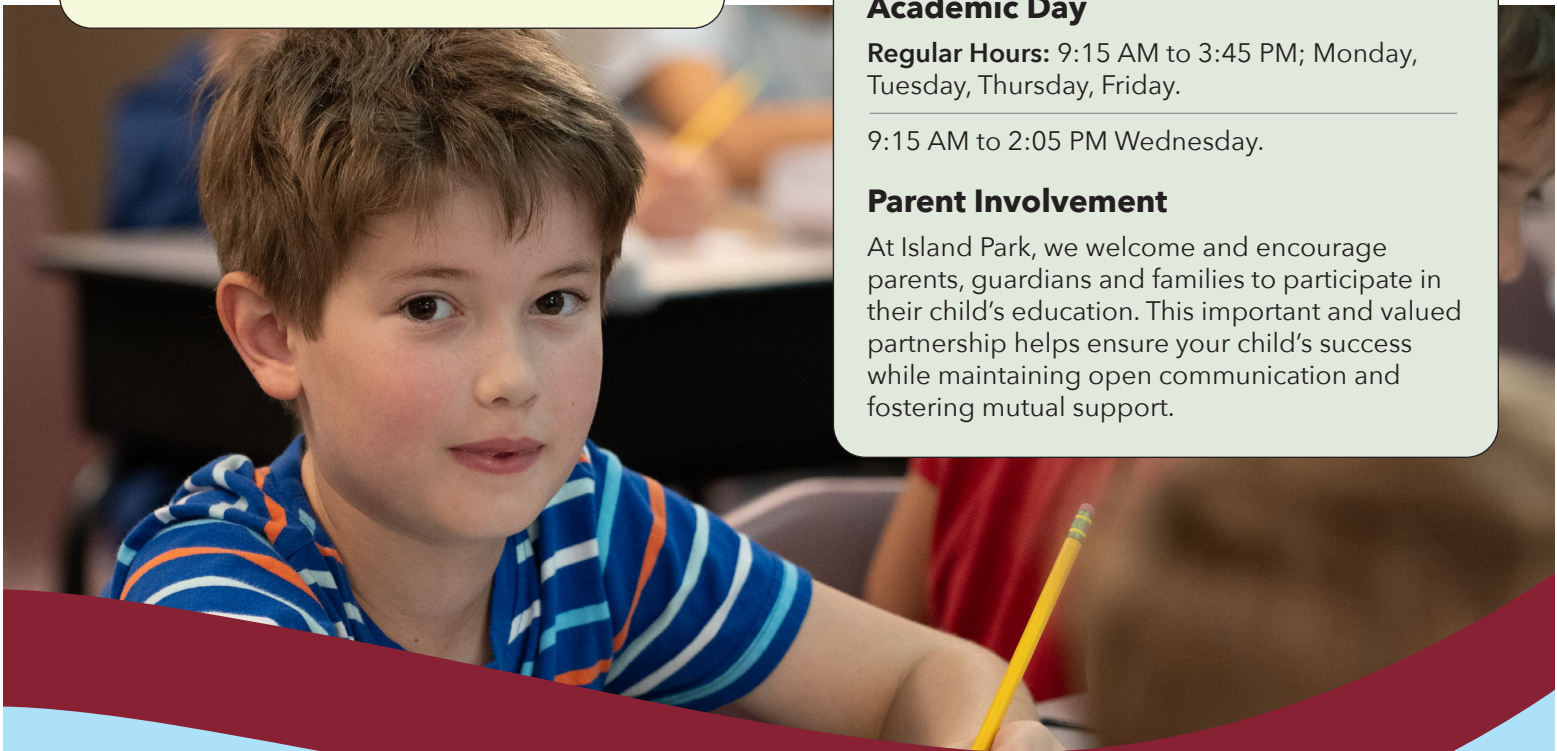
Academic Day

Regular Hours: 9:15 AM to 3:45 PM; Monday, Tuesday, Thursday, Friday.

9:15 AM to 2:05 PM Wednesday.

Parent Involvement

At Island Park, we welcome and encourage parents, guardians and families to participate in their child's education. This important and valued partnership helps ensure your child's success while maintaining open communication and fostering mutual support.





IP Vision, Mission, and Core Values

1 Our Vision

All learners are honored, included, challenged, and empowered.

2 Our Mission

Island Park exists to nurture life-long skilled and justice-oriented learners by fostering critical thinking, creative problem solving, collaborative work, and civic responsibility.

3 Core Values

Collective commitments to guide our behavior

Equity: We believe that our learners should receive services and instruction that are culturally responsive, emotionally respectful and socially responsible.

Inclusion: We believe that all learners are entitled to participate, to the greatest extent possible, in all school activities and have access to all learning opportunities so that their voices, individual skills and personal needs are valued, acknowledged, and addressed.

Learning Mindset: We believe in what is possible. We nurture life-long learning and creativity. We embrace perseverance, improvement, change, and optimism. We acknowledge mistakes as learning opportunities.

Collaboration: We believe that by sharing responsibility for all learners, fostering co-leadership, mentoring, and exchanging ideas, data, and materials, we cultivate

skilled learners, powerful instruction, and collective voice. We encourage students to collaborate and support one another in learning experiences.

Empathy: We believe in fostering physical and emotional safe spaces where we can interact with empathy, grace, kindness and mutual respect. We value courageous conversations while listening with curiosity and purpose.

Justice: We believe in nurturing learners who practice and honor rights and responsibilities. We work toward a just society built on knowledge and compassion.





IP Student Clubs



There are a number of opportunities for students to learn new skills, gain leadership experience and socialize with other Island Park students.

Student Council

Student Council is a group of 4th and 5th grade student leaders who work together to help their school and community. Meetings will be the first and third Friday of every month.

Green Team

Is your child interested in joining the Green Team at Island Park? Our Green Team is led by Ms. Mullen, a Kindergarten teacher and Ms. Carlson, a third grade teacher at Island Park.

Learning Garden

Learning Garden is a unique opportunity for children to get their hands dirty tending to the soil, planting vegetables, caring for and weeding them and eventually harvesting them to cook and eat!

Recess Camp

Recess Camp has been an ongoing program at Island Park that allows students in grades 2-5 an alternative to the traditional outdoor recess.

Walkers Club

Walkers Club is a great alternative recess activity that rewards students for being active! For kids choosing to participate, they receive a charm for every "lap" they complete on the playground.





2025-2026

IP School Improvement Plan

SMART+ER Goals

1 SMART+ER Goal #1

By June 2026, all K-5 students at Island Park Elementary will meet or exceed their annual typical growth target in math as measured by the iReady Diagnostic. Progress will be monitored during each diagnostic window (fall, winter, spring). Grade-level teams will use i-Ready Diagnostic data, My Path lessons, daily work, quizzes, and tests to adjust instruction and interventions. The RTI team will review and refine goals regularly to stay aligned with student needs and district priorities. In addition to this goal, we wish to measure growth for students who

are at or above grade level on the iReady Diagnostic. We will engage in a theory of action project with the following adjustment to the goal for a subgroup of students to determine an effective way to measure growth for those already at standard or above: Students already at or above grade level will make at least one step of growth on the Depth of Knowledge (DOK) Scale, as measured by the iReady Performance Task and Math in Action (Persevere on Your Own) for each unit.

2 SMART+ER Goal #2

By June 2026, Island Park Elementary will ensure that 100% of students report feeling positive about their school experience in the following areas on the spring Panorama SEL survey:

- "My school treats everyone fairly"
- "All students are expected to:
 - ♦ Be Safe
 - ♦ Be Respectful
 - ♦ Be Responsible."
- "Students are respectful of others at our school."
- "Student success is celebrated at my school."

Fall 2025 Student SEL Survey Data

Question	Yes	No	Change in Data from Spring 2025
My school treats everyone fairly.	86.9%	13.1%	+11.9%
All students are expected to: Be Safe, Be Respectful, Be Responsible.	96.7%	0.3%	+30.67%
Students are respectful of others at our school.	80.8%	19.2%	+5.8%
Student success is celebrated at my school.	88.9%	11.1%	+15.82%





2025-2026

IP School Improvement Plan

The Needed Knowledge, Skills, and Practices

Math 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 articulate mathematical reasoning and explaining thinking to peers	The i-Ready growth measures (typical and stretch growth) and how to interpret them	To know how to support effective Tier 1 math instruction and targeted interventions	What typical and stretch growth mean in i-Ready.
Strategies for solving problems and selecting appropriate tools for different math tasks	High-leverage math instructional strategies that support all learners	To know how to facilitate PLCs focused on data-driven instructional decision-making	How to support math learning at home and encourage growth mindset in their child(ren)
Understanding their i-Ready data (what typical/stretch growth means for them personally)	How to design and differentiate Tier 1 instruction for a range of learners	To know how to plan, deliver, and support ongoing professional learning on engagement strategies.	To know how to understand how to interpret progress updates and reports shared by the school
Developed metacognitive strategies e.g., identifying when they are stuck and choosing a productive strategy	How to Use MyPath data, daily work, quizzes and tests strategically to inform instruction and intervention	To know how to analyze schoolwide data and disaggregate math growth data to identify patterns and set priorities	To know how to recognize the value of productive struggle and how to respond supportively when students encounter challenges
	How to implement engagement strategies from PD with fidelity and reflection	To monitor implementation fidelity for core instruction, interventions, and MyPath usage	To know the difference between achievement and growth (DOK)
	How to Plan and engage in data-driven PLC discussions	To know how to provide actionable feedback during classroom observations	





2025-2026

IP School Improvement Plan

Math Goal continued:

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:
Engaging in math discourse and self-assessing their understanding	Regularly using formative and diagnostic data to plan and adjust instruction	Provide clear, timely feedback to teams after walkthroughs and data reviews to inform instructional adjustments.	Reinforcing math thinking and problem-solving strategies at home through everyday activities
Persevering through challenging tasks and using feedback to grow	Embedding math discourse and scaffolds into daily lessons	Leading data cycles and supporting intervention planning during PLC time	Provide support with homework, if applicable at their child's grade level
Daily use of My Path in iReady	Daily assigning of My Path	Implement and support Success Blocks 3x/week	Review student i-Ready reports and growth updates shared by teachers to understand progress and areas for support.
Actively participate in Success Blocks 3x/week (if math is the success block priority at that grade level)	Delivery of Success Blocks 3x/week (if math is the success block priority at that grade level)	Plan, deliver and support the use of engagement strategies taught in the PD focussed on engagement this year.	Acknowledge and celebrate math effort and growth milestones at home to reinforce a positive math identity.
Apply math strategies learned to new and unfamiliar problems.	Participate in and implementation of engagement strategies learned in the engagement PD offered this year	Design and implement a depth of knowledge growth tool to use with a pilot group each month to track DOK growth and to determine if this could be used on a broader scale to monitor growth for those who are already at or above grade level standard.	
Use teacher and peer feedback to revise and improve work.	Collaborate during PLCs to analyze data, group students, and plan targeted instruction for Success Blocks.	Maintain structures (time, staffing, materials) that ensure consistent implementation of Success Blocks 3x/week.	
Demonstrate depth of knowledge Levels 1,2,3 or 4 or a combination of levels	Routinely monitor student progress and adjust instruction accordingly.		
	Provide explicit instruction and modeling of problem-solving strategies to build student independence.		



2025-2026

IP School Improvement Plan

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:
- What fairness looks and feels like in school settings - What it looks like to be safe, respectful and responsible - Their role in shaping a respectful culture - Ways to co-lead or contribute to celebrations of success	- How implicit bias and inconsistent expectations affect student perception - Equity-centered and trauma-informed strategies - Restorative language and inclusive practices - Designing and facilitating meaningful student voice opportunities	- How to analyze and respond to disaggregated Panorama data - How to lead and model equity-based initiatives - Building shared ownership of culture work - Aligning recognition systems with equity and inclusion go	- How school expectations, rules, and recognition systems work - How Panorama data informs school practices - How to reinforce fairness, respect, and celebration at home - How to partner with the school on inclusion
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:
- Engage in inclusive peer interactions that promote belonging and respect. - Use respectful and restorative language when resolving conflicts or expressing concerns.	- Apply equitable behavior expectations consistently across settings and students. - Use inclusive classroom routines that reinforce fairness and respect.	- Routinely use student voice and perception data to guide school-wide decisions. - Communicate proactively and transparently about fairness, expectations, and culture.	- Regularly participate in school events and activities that celebrate student success and community values. - Maintain open, two-way communication with school staff about expectations and culture.
- Actively participate in school-wide activities that build pride and connection. - Take on leadership roles in shaping a positive school culture	- Intentionally celebrate the diverse identities, contributions, and successes of students. - Gather and apply student voice feedback to inform daily practice.	- Model inclusive, equity-centered leadership in daily actions and interactions. - Lead and support visible celebrations of student growth and shared values.	- Reinforce fairness, respect, and belonging messages at home and in the community. - Collaborate with the school to support shared goals around equity and inclusion.



2025-2026

IP School Improvement Plan

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

SMART+ER Goal(s)	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)
MATH: By June 2026, All students will meet their typical growth target or more as measured by the i-Ready diagnostic.	Review i-Ready math growth data after each diagnostic window (fall, winter, spring) Conduct grade-level data team meetings (PLC) after each unit to analyze results and adjust instruction and intervention/support Use classroom-based formative assessments to monitor ongoing student progress Implement a depth of knowledge tool to measure growth with a pilot group to determine if it is a possible tool to use on a broader scale(At or above grade level)	Spring i-Ready diagnostic data shows all students met typical growth. All students in the DOK focus subgroup will make at least one level of growth on the DOK spectrum. 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 and goal alignment after each Benchmark period Pilot group students increase at least one DOK level by the end of the year.
SEL: By June 2026, All Island Park Elementary students will report feeling positive about their school experience in the following areas on the spring Panorama SEL survey: Spring 2025 Data - Focus on those Grand Total areas of 75% or below in Year 1 • “My school treats everyone fairly” • “All students are expected to be safe, be respectful and be responsible.” • “Students are respectful of others at our school.”	Administer Panorama pulse surveys 3/x year Hold student voice groups each trimester to identify when students feel celebrated at IP, what being treated fairly and students being respectful of others means and looks like to gain insight on how we might increase this perspective from student POV. Provide student input on what steps we might take to improve the scores in the targeted areas. Involve students in the decision making and action plan. (How? What will this look like?)	100% of students select positive responses on the spring Panorama SEL survey for the four identified indicators. Increase in student participation in pride-building events Decrease in discipline disparities across student groups

Island Park Elementary 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.

