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2025-2026 WEST MERCER PROFILE

West Mercer Elementary is a vibrant, diverse teaching and learning community. We serve over 400 students K-5th grade and offer a variety of educational services, including multilingual, special education, and enrichment. At West Mercer, academic excellence and supporting growth for all learners is paramount. Our dedicated West Mercer staff works collaboratively with our community in support of our scholars. Our scholars have many opportunities to engage in the school community within and outside of school in student clubs and organizations, which you can learn about in this profile. Our PTA is a strong support, advocate, and provider within our school community. The PTA hosts a variety of events throughout the school year, including our Back-to-School Ice Cream Social, Bike/Walk to School, Heritage/Culture Fair, Read-A-Thon, and Spring Fling event.

Partnering with parents to nurture our scholars' education, ensuring they feel seen, valued, and empowered to achieve their full potential.



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.



West Mercer is "phone free" from 9:15 AM - 3:45 PM daily

Administrative Team

Megan Isakson - Principal

megan.isakson@mercerislandschools.org

Alina Samko (MIYFS) - Counselor

alino.samko@mercerislandschools.org

Rebecca Presley - Psychologist

rebecca.presley@mercerislandschools.org

Lynn Lawrence - Administrative Assistant

lynn.lawrence@mercerislandschools.org

Courtney Kinsman - Secretary

courtney.kinsman@mercerislandschools.org

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

Strong partnerships between school, home, and community are essential to student success. Parent insights, voices, presence, and support help create the kind of school community where children flourish. Whether volunteering in the classroom, joining a school committee, attending events, or cheering from the sidelines—We value and encourage parent involvement in our learning community in whatever way your schedules permit.





WM Mission, Vision, & Values



Mission

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.

Belief Statements

- We believe in strong partnerships with families and our community. We commit to respecting their insights and opinions.
- We believe that every student and family in our community belongs. We commit to foster and embrace all aspects of diversity and further commit to face and address areas of inequity.
- We believe it is important that we (staff, students, and families) enjoy each other and our time together at school. We commit to building relationships.
- We believe that West Mercer is a place of emotional and physical safety. We commit to developing social/emotional health in our students.
- We believe that behavior expectations must be clearly communicated and that students' should be celebrated for appropriate behavior, not just criticized when they fall below behavior expectations. We commit to providing a positive behavior intervention system (PAWS).
- We believe that learning should be personalized to meet the needs of the students in our classrooms and school. We commit to providing differentiated instructional practice.
- We believe that student learning is most likely to occur when we use consistent, research based instructional practices and curricula. We commit to provide the guaranteed and viable curriculum mandated by the District and approved through School Board vote.
- We believe that critical thinking and analytical/processing skills are crucial for future global opportunities. We commit to culture and foster these important thinking and problem solving skills.
- We believe that every child needs appropriate challenge. We commit to continually improving our instructional practice so that we can grow ALL students' skill and understanding.
- We believe that every person (including us adults) can learn. We commit to learn from each other and from experts in a variety of fields.





WM Student Clubs & Organizations



There are a number of opportunities for students to learn new skills, gain leadership experience and socialize with other West Mercer students. These include exceptional after-school enrichment programs, each designed to spark creativity, cultivate skills, and foster a love for learning in your child.

Green Team

Students decide on ways to make the school more environmentally friendly. Every week they do something green to help the school (such as courtyard cleaning, trash patrol, planting, recycling).

Talent Show

Students have the opportunity to share skills with the community while also developing confidence and performance skills.

Drum and Choir

In Drum Club, 4th and 5th grade students come together to make music using drums, xylophones, small percussion, and more.

In Choir, 4th and 5th grade students sing and perform together.

Peer Mediators

Educating 4th and 5th grade students on peer mediation techniques and restorative conversations. The students will then help younger students problem solve and engage in peer activities during primary recess

Leadership Ambassadors

3-5th graders (with 2nd graders in the spring) train for leadership roles at West Mercer. This includes, but is not limited to, welcoming students

each morning at car drop off and the bus loop, assisting younger students in getting to class (if needed), and anchoring the daily Wolf Pack Wake Up announcements.

Circle Up

Students engage in fun physical games and activities as a group and in teams. It's a great way to kick off Thursday and Friday mornings!

Homework Club/ Learning Lab

Students have the option to catch up on assignments or work quietly during their lunch and recess.

Safety Patrol

Working with Adults to help cross kids at the crosswalk





2025-2026

WM School Improvement Plan

SMART+ER Goals

1

SMART+ER Goal #1

By June 2026, all students will make at least 100% annual typical growth in mathematics, as evidenced by the iReady spring diagnostic assessment.

2

SMART+ER Goal #1

By June 2026, all students will have a minimum of three opportunities to set goals and track progress toward goals, as evidenced by a school-wide data collection tool and an increase in favorable responses from both staff and students on the spring 2026 Educational Effectiveness Survey.

3

SMART+ER Goal #3

By June 2026, all students will have a minimum of three opportunities to celebrate academic or social emotional learning success, as evidenced by a school-wide data collection tool and an increase in favorable responses from staff on the spring 2026 Educational Effectiveness Survey.





2025-2026

WM School Improvement Plan

The Needed Knowledge, Skills, and Practices

What Knowledge and Skills Do These Groups Need?				
Goal Area	Students	Teachers	School Leaders	Families/Community
	An understanding of:	An understanding of:	An understanding of:	An understanding of:
Math	*Grade level+ Common Core State Standards in mathematics, especially domain areas and essential standards (depending on student/grade level)	*Multi-Tiered Systems of Support *Analyzing and interpreting data to develop small groups targeting specific standards and math standards of practice *Resources within and beyond iReady to support instruction, progress monitoring, and assessing growth	*Best practices for supporting diverse learners across a Multi-Tiered System of Support (MTSS) *Resources within and beyond iReady to support instruction, progress monitoring, and assessing growth *Best practices for student engagement utilizing the Danielson Framework	*Access to and interpretation of student iReady and classroom based assessment data
Student Progress Monitoring & Goal-Setting	*Awareness and understanding of learning intentions and success criteria *Awareness and understanding of relevant data *Awareness and understanding of tools to support reflection on learning, developing goals, and monitoring progress (facilitated by teacher)	*Highest impact practices for student progress monitoring and goal-setting *Effective tools and resources *Systems to support this practice within the existing school schedule	*Current teacher practices to understand and assess gaps in practice *Highest impact practices for student progress monitoring and goal-setting *Effective tools and resources	*How to effectively review student reflection and goal-setting forms being sent home/shared via the classroom teacher *Use of home-school communication systems, including Parent Square
Systems to Celebrate Student Success	*Awareness of current opportunities available to celebrate student success *Avenues to share ongoing feedback with teachers and school staff with regard to how they would like to be celebrated	*Highest impact practices for student progress monitoring and goal-setting (including Data Chats following assessment periods) *Effective tools and resources	*Student perception focus survey/group data to tailor schoolwide systems of celebration ("How do you like to be celebrated when you work hard or make progress?")	*Opportunities to be involved in celebrating student learning within and beyond the school setting (i.e. invitation to the Final Friday assembly when their child is being recognized)
		*Systems to support this practice within the existing school schedule	*Highest impact practices for student progress monitoring and goal-setting *Effective tools and resources	



2025-2026

WM School Improvement Plan

What Practices Need To Become Routine?				
Goal Area	Students	Teachers	School Leaders	Families/Community
	The effective implementation of:	The effective implementation of:	The effective implementation of:	The effective implementation of:
Math	*Grade level+ iReady math curriculum and additional supplemental resources to support learning (i.e. Rich Math Tasks) *Small group instruction at students learning level (including above level/ code 32-identified learners)	*Grade level+ iReady math curriculum and additional supplemental resources to support learning (i.e. Rich Math Tasks) *Effective PLC+ team processes, including the Cycle of Inquiry (including data review, small group development, reflection on teaching/progress) *Best teaching practices for engaging students in their learning (See: Danielson Framework Intellectual Engagement Guide) *Relevant teaching practices and tools to support students across MTSS *Grade 2, 3, and 4 specific: Teachers will be focused on implementing additional instructional practices (extension and/or acceleration) and progress monitoring for students above grade level/code 32 identified	*Leading and activating Building Leadership Team teacher/staff leaders to lead effective PLC+ team processes *Leading effective professional learning at the building and district level supporting the Cycle of Inquiry and best practices of student engagement (i.e. Teaching Students to Drive Their Learning & The Danielson Group Intellectual Engagement Guide)	*Home-school communication tools (i.e. Parent Square) *Understanding of access to iReady parent reports following each diagnostic period (accessible online through ClassLink)
Student Progress Monitoring & Goal-Setting	*Ongoing review of data, reflection on learning, development/ review of goals, monitoring progress	*Data chats/binders and/ or other forms of effective, specific student progress monitoring and goal setting built into daily/ weekly schedule	*Professional learning and coaching support systems for the Building Leadership Team and grade level PLCs to effectively launch/revise systems for student progress monitoring and goal setting	*Home-school communication tools (i.e. Parent Square) *Understanding of access to iReady parent reports following each diagnostic period (accessible online through ClassLink)
Systems to Celebrate Student Success		*Systems at the grade and classroom level that honor and celebrate student progress in academic and social-emotional learning goals (including intentional use of teacher language -reinforcing, envisioning)	*PAWsitive Impact Awards at the schoolwide level *Positive phone calls home to acknowledge student growth/success *Monthly "Final Friday Assembly" focused on celebrating student learning and growth	



WM 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)
By June 2026, all students will make at least 100% annual typical growth in mathematics, as measured by the iReady spring diagnostic assessment.	Winter iReady diagnostic iReady Unit Assessments, quizzes, comprehension checks Additionally for 2nd/3rd/4th grade focused group of above level/Code 32 students: Standards Based Mastery Progress Monitoring (2 times in the Fall/ Winter and 2 times in the Winter/ Spring) Math Performance Task assessing growth in Standards of Mathematical Practice (Baseline & Winter) PLC+ Framework and 5 Essential Questions to Guide Intervention Cycles	Spring iReady diagnostic Additionally for 2nd/3rd/4th grade focused group of above level/ Code 32 students: iReady Common Core State Standards Performance Report Math Performance Task assessing growth in Standards of Mathematical Practice (Spring)
By June 2026, all students will have a minimum of three opportunities to set goals and track progress, as evidenced by a school-wide data collection tool and an increase in favorable responses from both staff and students on the spring 2026 Educational Effectiveness Survey.	Schoolwide data collection tool (tracking class/student level) 1:1 Data Chats following each diagnostic period	Educational Effectiveness Survey Spring 2026
By June 2026, all students will have a minimum of three opportunities to celebrate academic or social emotional learning success, as evidenced by a school-wide data collection tool and an increase in favorable responses from staff on the spring 2026 Educational Effectiveness Survey.	Schoolwide data collection tool (tracking class/student level)	Educational Effectiveness Survey Spring 2026



West Mercer 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.

