

2026-2027

ISLANDER MIDDLE SCHOOL PROFILE

Powering Our Students For The Future

2026-2027

Islander Middle School
ABOUT US

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.

Our Middle School

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 Katie Gallagher along with Associate Principal Emily Mills and Dean of Students Doug Davis, lead approximately 105 staff members and 920 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.

Our Community

Mercer Island, an island community located in the south end of Lake Washington, is linked to Seattle, a metropolitan city of approximately 785,000, by a floating bridge (I-90). The city of Mercer Island is primarily a residential area for approximately 25,000 people, most of whom are employed in professional and managerial positions in business and industry in Seattle and the surrounding areas. Mercer Island School District (MISD) is a single-high school district.

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. **IMS is "phone free" daily during school hours.**



Administrative Team

Katie Gallagher – Principal *katie.gallagher@mercerislandschools.org*
Emily Mills – Associate Principal *emily.mills@mercerislandschools.org*
Doug Davis – Dean *doug.davis@mercerislandschools.org*
Alison Monen – Admin. Assistant *alison.monen@mercerislandschools.org*
Marcy Berejka – Registrar *marcy.berejka@mercerislandschools.org*
Erin McGuire – Attendance Secretary *erin.mcguire@mercerislandschools.org*
Emily Thompson – Secretary *emily.thompson@mercerislandschools.org*

Counseling Team

Dru Klein	A-G Counselor *dru.klein@mercerislandschools.org*
Tasha Yibeyin	H-O Counselor *tasha.yibeyin@mercerislandschools.org*
Jayna Dash	P-Z Counselor *jayna.dash@mercerislandschools.org*
Kayla Bocek	MIYFS Counselor *kayla.bocek@mercerislandschools.org*
Katie Spencer	MIYFS Counselor *katie.spencer@mercerislandschools.org*

7447 84th Ave SE
Mercer Island WA, 98040
Phone: 206-236-3413
Fax: 206-236-3408
@mercer_island_school_district
ims.mercerislandschools.org

2026-2027

Islander Middle School

What makes IMS a great school?

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.

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.

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.



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.

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.



2026-2027

Islander Middle School
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.





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.

2026-2027

Islander Middle School

Last year's School Improvement Plan

2025-2026 SIP Goals

Goal 1:

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.

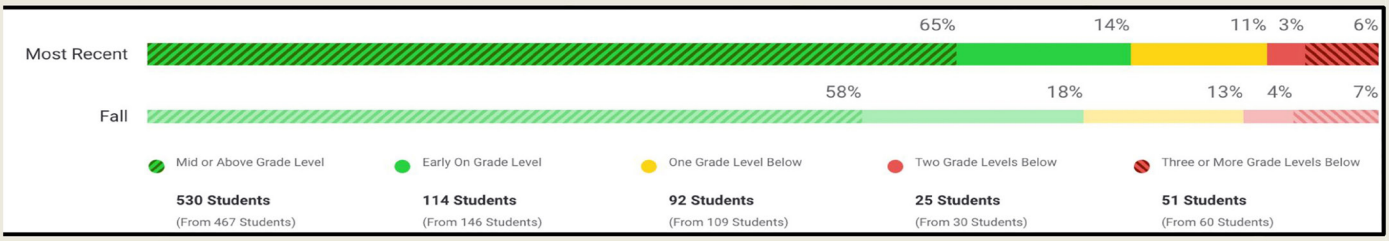
Goal 2:

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.

2025-26 Outcomes - Goal #1

iReady Spring scores show growth, yet SIP GOAL 1 not met.



Goal Met in 6th Grade:

226 at or above in fall: 70% grew
9 went down ; 59 stayed the same

Goal Not Met in 7th and 8th:

7th Grade: 222 at or above in fall: 57% grew
24 went down ; 72 stayed the same
8th Grade 236 at or above in fall: 66% grew
21 went down ; 61 stayed the same

Grade	Annual Typical Growth	
	Progress (Median)	% Met
Grade 6	177%	64%
Grade 7	55%	45%
Grade 8	175%	59%



2026-2027

Islander Middle School

Last year's School Improvement Plan

2025-2026 SIP continued

Learning/Literacy – *Goal #1*

Student Learning

- Pilot: Morphology "Literacy for All" Focused on 7th grade, where 45% of students did not meet typical i-Ready growth
- Increased access to scaffolded literacy instruction - PD focused on the 5 Key Comprehension Routines whole staff training.
- Strengthened student opportunities for morphology, comprehension, and engagement.
- Reading Workshop during Gator Time - Using MyPath and a home-school connection to bolster literacy minutes.



Effectiveness

- Increased coherence between general education, special education, and para support.
- Clarified roles and instructional alignment in full inclusion ELA.
- Used data, reflection, and classroom structures to improve practice.

- **Gaps in "Typical and Stretch" Growth remain:** i-Ready data reveals that while many students meet grade-level standards, students in the middle range of performance are often not showing measurable progress toward stretch or long-term proficiency.



How We Know We Had Impact

- Adult practice became more coherent.
- Students experienced stronger access to learning.
- The system moved from concern to focused action.
- SBAC cohort scores show higher growth than iReady spring scores.

2026-2027

Islander Middle School

Last year's School Improvement Plan

2025-2026 SIP continued

2025-26 Outcomes – *Goal #2*

☑ *GOAL 2* met:

EES Student Survey data 2025-2026: Comparison shows growth

- *My teacher(s) helps me learn by challenging me with interesting activities in class.* ..... **61% -> 65%**
- *This school is doing a good job of preparing me to succeed in my life.* ..... **63% -> 64%**
- *My teachers help me understand what I need to do to improve.* ..... **57% -> 65%**
- *What we learn in school feels connected to life outside of school.* ..... **49% -> 64%**



☑ *GOAL 2* met:

IMS Engagement Self-Assessment: Comparison shows growth

Student Clarity (Nov vs. Dec 2025):

I know WHAT I am learning:
Positive responses increased from **86% to 91%.**

I know WHY I am learning it:
Stayed consistent at 76%.

I know HOW to be a successful learner:
Increased slightly from **87% to 88%.**

Engagement Levels:
Positive engagement (students identifying as Participating, Investing, or Driving) remained extremely high at **98.76%** in December.

Instruction on Ownership:
The percentage of students reporting that they receive instruction on how to take ownership of their learning rose from **83.3% in November to 90.9% in December.**



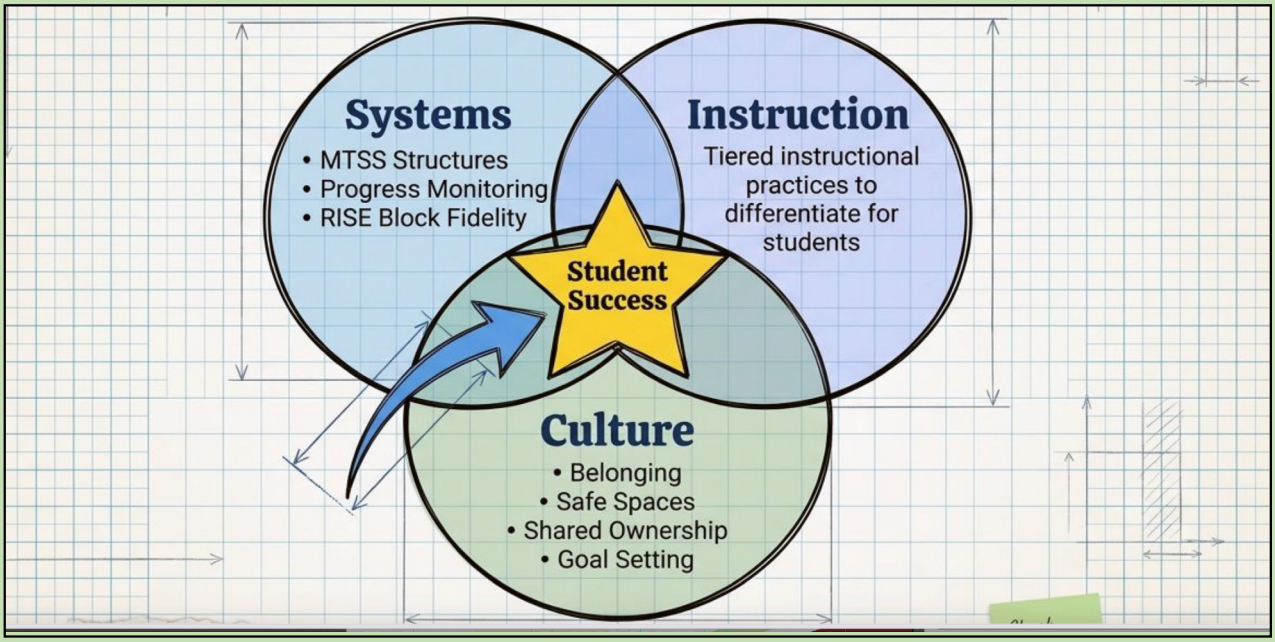
Learning/Student Engagement – *Goal #2*

- **Gains in Instructional Clarity:** March 2025 data showed that only 57% of students felt teachers helped them understand what they needed to do to improve, indicating a need for more visible feedback loops. We increased from 57%-67%. "I know WHAT I am learning" increased from 86% to 91%.
- **Gains in student perception of Relevance:** Only 49% of students felt that what they learn in school is connected to life outside of school. This is reflected in survey data where "knowing WHY I am learning" is the lowest-rated clarity category 49%-64%.
- **Gains in Rigor:** There was an identified need to build a shared understanding of rigor by co-constructing examples of "Level 4" learning (advanced proficiency) across all classrooms to ensure all students have access to deep learning.
- **Gains in Agency:** The "Expert Learner" framework at IMS defines success as students who not only do the work but also set goals, monitor progress, and reflect on feedback 98.76% of students reported as positively engaged. Instruction on Ownership: The percentage of students reporting that they receive instruction on how to take ownership of their learning rose from 83.3% in November to 90.9% in December.

2026-2027

Islander Middle School
School Improvement Plan

Triangulating the Gap in 2026-27



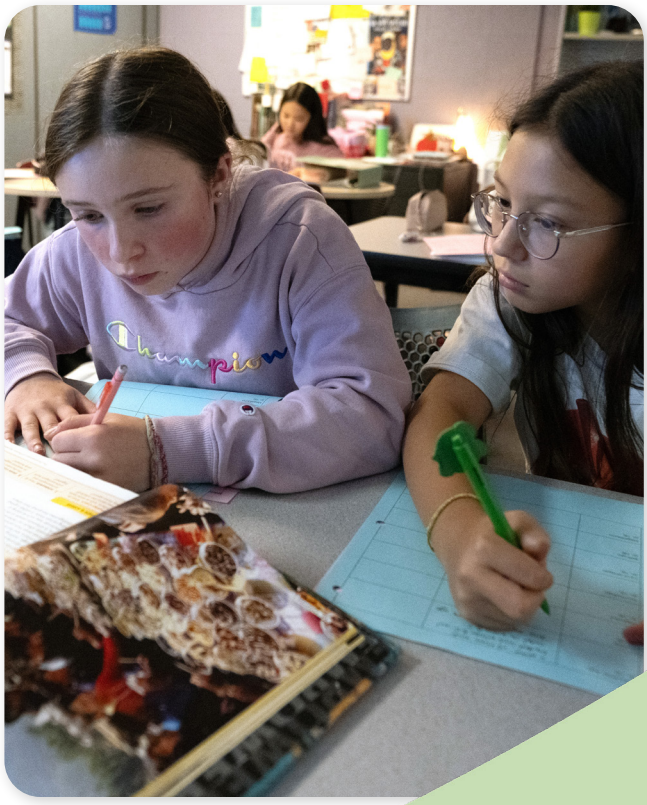
Goal 1: Rigorous Learning & Literacy Growth

By June 2027, Islander Middle School will ensure that 90% of students achieve measurable literacy growth, defined by an increase of 10+ points on i-Ready Inform and/or 30+ points on the SBAC, ensuring every student makes significant progress toward or beyond grade-level proficiency.

How?

Academic growth is mathematically impossible without active instructional time. The OIF architecture transforms behavioral discipline from an isolated punitive structure into a time-protection mechanism.

- **Instructional Time Safeguards:** Tier 1 "Ready to Learn" resets (for personal devices, hall pass elopement, or iPad misuse) are processed via real-time automation. They are framed explicitly to families as actions taken to preserve the instructional minutes required to hit the 10+ i-Ready and/or 30+ SBAC targets.



2026-2027

Islander Middle School
School Improvement Plan

2026-27 Goal 1 continued

- **Scale Morphology:** Expand the 7th-grade morphology pilot into all language arts classrooms through targeted vocabulary instruction.
- **Strengthen Tier 1 Literacy Practices** by embedding the 5 Key Comprehension Routines. All content teams will know "HOW" to use the 5 Comprehension Routines for informational texts.
- **Utilize Gradebook:** Integrate i-Ready data into course gradebooks twice a year for visibility, leverage, and student ownership.

Why Both iReady and SBAC?

Using both SBAC and i-Ready creates a complete, equitable growth standard that captures progress across our entire student body while accounting for differing baseline skill levels and test mechanics.

- While 47.6% of students met the i-Ready target (+10 points) and 39.1% met the SBAC target (+30 pts), over 65% of all students demonstrated positive growth. Combining both assessments ensures we capture the additional 10% to 15% of students who were just points shy of the targets.





Goal 2: Multi-Tiered Systems of Support (MTSS) & Culture

By June 2027, students, parents, and staff will respond favorably to the following **Educational Effectiveness Survey (EES)** prompts:

- **Family:** *I am encouraged to collaborate with my student's teachers about my student's learning.* (35%)
- **Students:** *Student success is celebrated in this school.* (60%)
- **Staff:** *We have a system for celebrating student success.*(73%)

2026-2027

Islander Middle School

School Improvement Plan

2026-27 Goal 2 continued

How? The addition of our 5:1 "Gator Greatness" to our OIF System

Traditional school data systems focus primarily on behavioral deficits. Our updated Office Information Form (OIF) configuration provides a **"manageable measure"** for celebration by institutionalizing a predictable 5:1 positive-to-negative reinforcement loop, tracked via a backend virtual column formula.

Teacher Logs "Gator Greatness" in OIF Platform

Family Email

- Spark Collaboration

Student Email

- Direct "High-Five" Alert
- Building Intrinsic Focus

Staff Email & MTSS Team Tracks

- Dashboard Monitored
- Hitting the 5:1 praise Ratio





Impact in Action

- **Family Collaboration (Removing the "Investigation Barrier"):** Instead of automated alerts only signaling trouble, parents receive Success Partnership Auto-Emails. These notifications provide clear conversation starters ("What is one thing you can do next time to show you are Ready to Learn?"), shifting home-school communication from adversarial to collaborative.
- **Student Success (Fostering Belonging):** Intrinsic motivation is reinforced via direct **"High-Five" emails** sent straight to the student. By explicitly validating their positive choices, the system actively shapes their **Learner Identity** and ensures every student feels they belong in the school.
- **Staff System (Systemizing Celebration):** Through the *Gator Greatness Positive Behavior Checklist,* teachers log real-time successes across our 3 R's. OIF Platform automates the process, capturing data for SEL benchmarks while completely reducing the time barriers involved in communication.

2026-2027

Islander Middle School
School Improvement Plan

Goal 3: Safe Spaces & Belonging

By June 2027, students, parents, and staff will respond favorably to the following **Educational Effectiveness Survey (EES)** prompts:

- **Students (71%), Family (72%), Staff (58%):** *Our school engages in difficult conversations about race, gender, oppression and discrimination.*
- **Staff:** *I receive training on instruction to support social emotional learning.* **(48.6%)**
- **Staff:** *There is a willingness to address conflict in this school.* **(61%)**
- **Students:** *Most students are respectful of others at this school.* **(55%)**

How? Counselor-led Staff Relationship Circles built into District Directed time to build adult trust, paired with transferable connection strategies, and 5:1 positive praise communication to foster genuine belonging for students.





Teachers: Build restorative capacity as a staff to equip adults with the tools and skills to support students in relationship circles and Tier 1 SEL lessons.

Students: Tier 1: Learn in classrooms how to engage in healthy conflict and show respect at all times, particularly during difficult discourse. Tier 2: Build restorative capacity in the lunch interventions and Gator Time interventions to learn how to repair and restore relationships when ruptures have occurred.

Counselors: Lead restorative conversations in Relationship Circles that support teachers who will implement restorative strategies in Tier 1 that improve student SEL skills. (Peer Relationships).

Families: Partner with staff and students to support safe and supportive peer relationships.

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.

