

2026-2027

WEST MERCER ELEMENTARY SCHOOL PROFILE

Powering Our Students For The Future

2026-2027

West Mercer Elementary School

ABOUT US

Our School

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.

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

Regular Hours: 9:15 AM to 3:45 PM; Monday, Tuesday, Thursday, Friday.
Early Release Wednesdays: 9:15 AM to 2:05 PM.

West Mercer is "phone free" daily during school hours.

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.

Administrative Team

Megan Isakson - Principal
megan.isakson@mercerislandschools.org

Alina Samko (MIYFS) – Counselor
alino.samko@mercerislandschools.org

Kristal Lee – Psychologist
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Ruby Yearwood – Psychologist
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Lynn Lawrence – Administrative Assistant
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Abbygail Bojador – Secretary
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West Mercer Elementary School

Our Mission and Beliefs



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.

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.

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West Mercer Elementary School
Student Clubs

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.



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West Mercer Elementary School

Last year's School Improvement Plan

2025-26 *SIP Goals:*

SMART+ER Goal #1

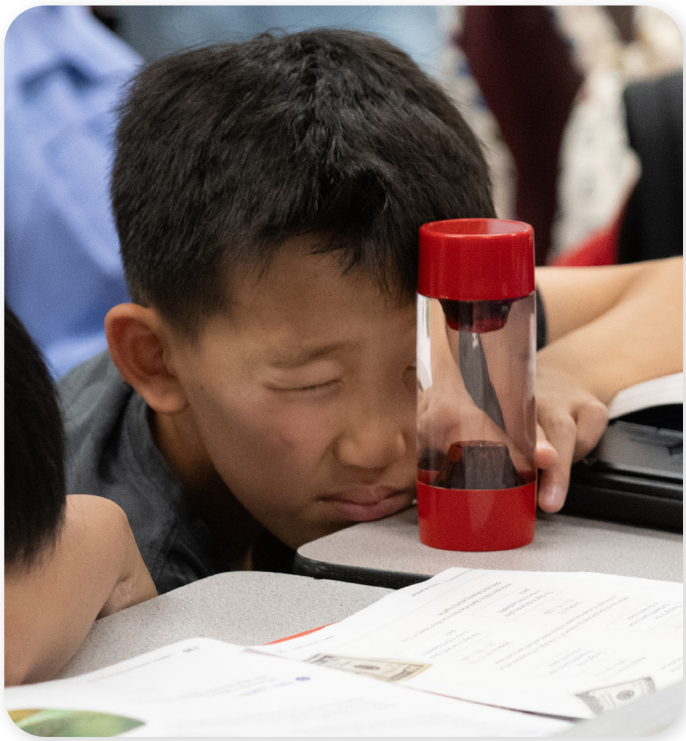
By June 2026, all students will make at least 100% annual typical growth in mathematics, as evidenced by the iReady spring diagnostic assessment.

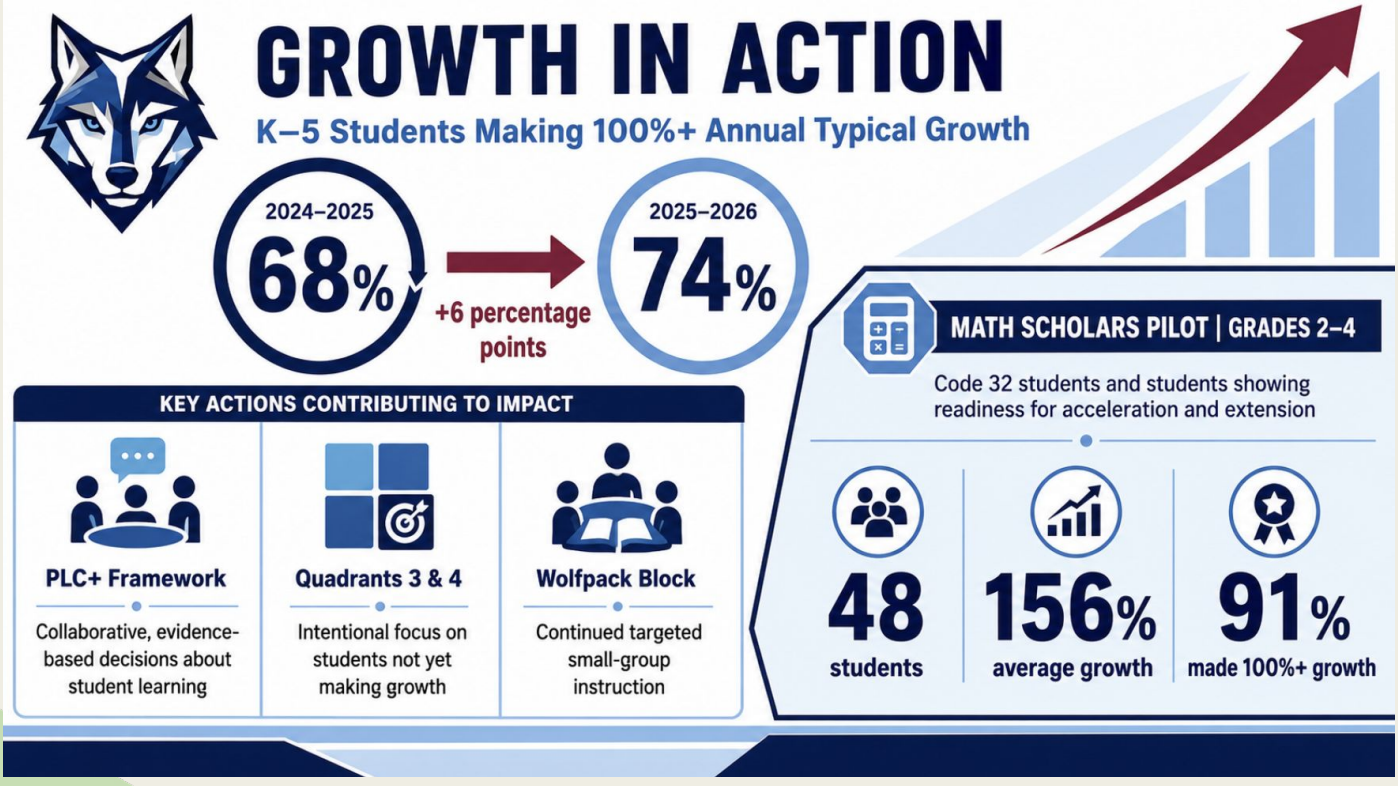
SMART+ER Goal #2:

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.

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.





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West Mercer Elementary School

Last year's School Improvement Plan

2025-2026 SIP continued

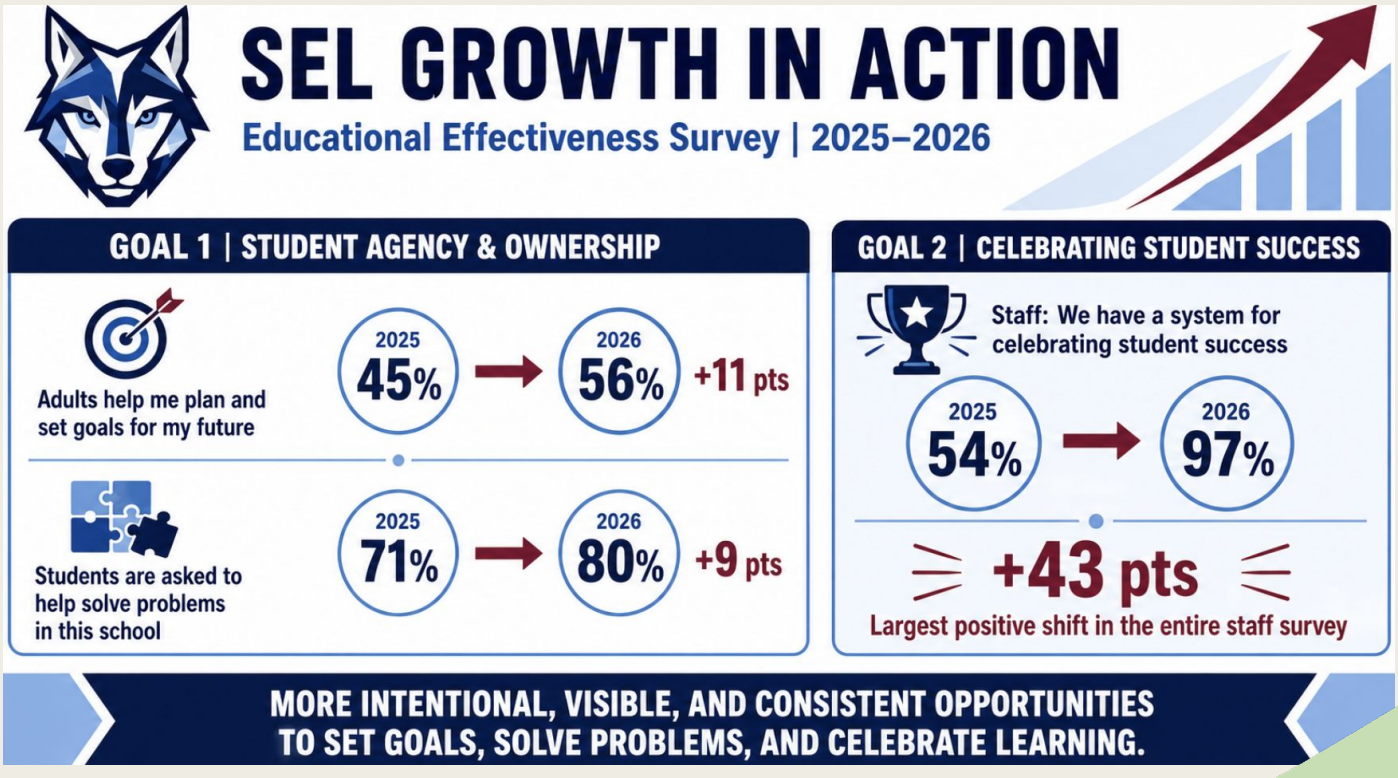
Outcome – Goal #1

West Mercer Elementary made strong progress toward its mathematics SIP goal during the 2025–2026 school year. While the school did not meet the ambitious target of 100% of students achieving at least one year's typical growth in mathematics, **74% of students met or exceeded annual typical growth**, and the median student achieved **138% of expected annual growth**.

Results indicate significant strengths in Kindergarten and Grade 1 and positive growth trends across Grades 3–5, while also identifying Grade 2 as an important area for continued instructional focus and support in the coming school year.

Spring 2026 iReady Diagnostic

Grade	Annual Typical Growth: Progress (Median)	Annual Typical Growth: % Met
Grade K	148%	92%
Grade 1	169%	96%
Grade 2	86%	42%
Grade 3	123%	70%
Grade 4	139%	77%
Grade 5	143%	74%



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West Mercer Elementary School

Last year's School Improvement Plan

2025-2026 SIP continued

Outcome – Goal #2

SIP Goal Tracking Data Sheet (Teacher Data)

Based on the teacher tracking document, **all 19 classroom teachers documented at least three opportunities for students to set goals and monitor their progress throughout the school year.** Across grade levels, these opportunities included:

- Student data chats and goal-setting conferences
- Individual data folders and graphing of progress
- Reading and math progress-monitoring check-ins
- Journaling and reflection activities
- Pre- and post-assessment analysis
- Regular teacher conferencing and feedback cycles
- Classroom celebrations tied to effort, growth, and achievement

Several teachers indicated that these opportunities were implemented with all students in the class ("ALL"), while others documented individualized opportunities and frequencies (daily, weekly, biweekly, or by trimester), demonstrating that goal-setting and progress monitoring were embedded into classroom practice schoolwide.

Educational Effectiveness Survey (EES) Toolkit Summary

Survey Item	2025 Favorable	2026 Favorable	Change
Adults in this school help me plan and set goals for my future	45%	56%	+11 pts
Students are asked to help solve problems in this school	71%	80%	+9 pts

Educational Effectiveness Survey results indicate positive movement in student agency and ownership of learning. Favorable student responses increased by **11 percentage points** on the item, *"Adults in this school help me plan and set goals for my future,"* and by **9 percentage points** on the item, *"Students are asked to help solve problems in this school."* These findings suggest that students experienced increased opportunities to engage in goal setting, participate in problem-solving, and take an active role in monitoring and reflecting on their learning progress throughout the school year.

Outcome – Goal #3

SIP Goal Tracking Data Sheet (Teacher Data)

Review of the schoolwide tracking tool indicates that **all 19 classroom teachers implemented at least three opportunities for students to celebrate academic and/or social-emotional growth throughout the year.** Opportunities varied by grade level but included recurring recognition structures such as:

- PAWsitive Impact Awards
- Wacky Wednesday celebrations
- i-Ready Try-Discuss-Connect celebrations
- Classroom recognition routines and shout-outs
- Goal achievement celebrations
- Class meetings and community celebrations
- Academic growth celebrations tied to progress monitoring and learning milestones

The tracking data demonstrates that celebration opportunities were intentionally embedded across classrooms and often provided to **all students** through universal classroom structures and routines.

Educational Effectiveness Survey (EES) Toolkit Summary

Staff Survey Item	2025 Favorable	2026 Favorable	Change
We have a system for celebrating student success	54%	97%	+43 pts

Educational Effectiveness Survey results indicate substantial growth in staff perceptions regarding the school's systems for celebrating student success. Favorable responses to the statement, *"We have a system for celebrating student success,"* increased from **54% in 2025 to 97% in 2026**, representing a **43 percentage point increase** and the **largest positive shift in the entire staff survey**. These findings, coupled with the implementation data demonstrating that all classrooms provided multiple opportunities to celebrate learning and growth, suggest that West Mercer established more intentional, visible, and consistent systems for recognizing both academic and social-emotional success across the school community.

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West Mercer Elementary School

Last year's School Improvement Plan

2025-2026 SIP continued

Learning

Key Learnings from Our 2025-2026 SIP Work

Systems Create Student Ownership

When goal setting, progress monitoring, and celebration are intentionally embedded into classroom routines, students become more engaged in and responsible for their learning.

Student Agency Is Growing

Students increasingly report having opportunities to set goals, solve problems, and reflect on their progress, indicating greater ownership and voice in their learning experiences.

Celebration Strengthens Culture

Consistently recognizing academic and social-emotional growth has positively impacted our school culture and reinforced the importance of effort, perseverance, and progress.

Most Students Experienced Strong Growth

Nearly three-fourths of students met or exceeded annual typical growth in mathematics, demonstrating the positive impact of our instructional and intervention systems.

Consistency Is Our Next Opportunity

Variation in outcomes across grade levels and staff feedback point to the need for greater coherence around intervention practices, equitable supports, social-emotional instruction, and our collective responsibility for ensuring every student experiences success.



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West Mercer Elementary School

Last year's School Improvement Plan

2025-2026 SIP continued

Learning

continued

Next Steps for 2026-2027

Academics	EES Focus Areas
Strengthen Tier 1 Mathematics Instruction and Intervention • Prioritize mathematics growth in Grade 2 while continuing to monitor growth across all grade levels. • Strengthen Tier 1 instructional practices and ensure consistent implementation of small-group instruction, differentiation, and responsive intervention. • Continue regular progress-monitoring cycles and collaborative data analysis within PLCs. • Clarify intervention systems and collective responsibility for ensuring all students make growth, with particular attention to students not yet meeting annual growth targets.	**Social-Emotional Learning and Student Regulation** • Build staff capacity around emotional regulation, trauma-informed practices, and supporting neurodiverse learners and students with significant behavioral and emotional needs. • Develop common classroom strategies and routines that promote self-regulation, problem-solving, and belonging. **Equity and Consistency of Student Experience** • Establish a shared understanding of equitable practices and what they look like in classrooms and schoolwide systems. • Increase consistency in expectations, responses to behavior, and access to supports so that students experience fairness and predictability across settings. **Intervention and Collective Efficacy** • Continue strengthening shared ownership for student success by clarifying roles, responsibilities, and systems for supporting struggling learners. • Increase opportunities for collaborative problem-solving and sharing of effective practices across teams. **Trust, Communication, and Continuous Improvement** • Create structures that support open dialogue, productive conflict, and collective learning. • Continue building staff confidence in engaging in change work through increased transparency, collaboration, and opportunities for feedback and shared decision-making.



2026-2027

West Mercer Elementary School

2026-2027 *SIP Goals*

SMART+ER Academic Goal: By June 2027, all West Mercer students will meet or exceed annual typical growth (100% growth) in mathematics, as evidenced by the iReady spring diagnostic assessment. Students below grade level will make more than a year's growth (+100%).

SMART+ER Social Emotional Learning (SEL) Goal #1: By June 2027, West Mercer students will strengthen their ability to regulate emotions and use an effective **problem-solving process** when experiencing academic, social, or emotional challenges. Favorable student responses to the EES statement, "When I have a problem, the first thing I do is break it into smaller steps," will increase from 47% to at least 65%.

SMART+ER Social Emotional Learning (SEL) Goal #2: By June 2027, West Mercer students will experience **behavior expectations and discipline** responses as fair, predictable, and consistently implemented across adults and school settings. Favorable student responses to "All students are held to the same behavior rules and expectations" will increase from 76% to at least 85%, and favorable responses to "My school treats everyone fairly" will increase from 85% to at least 90%.

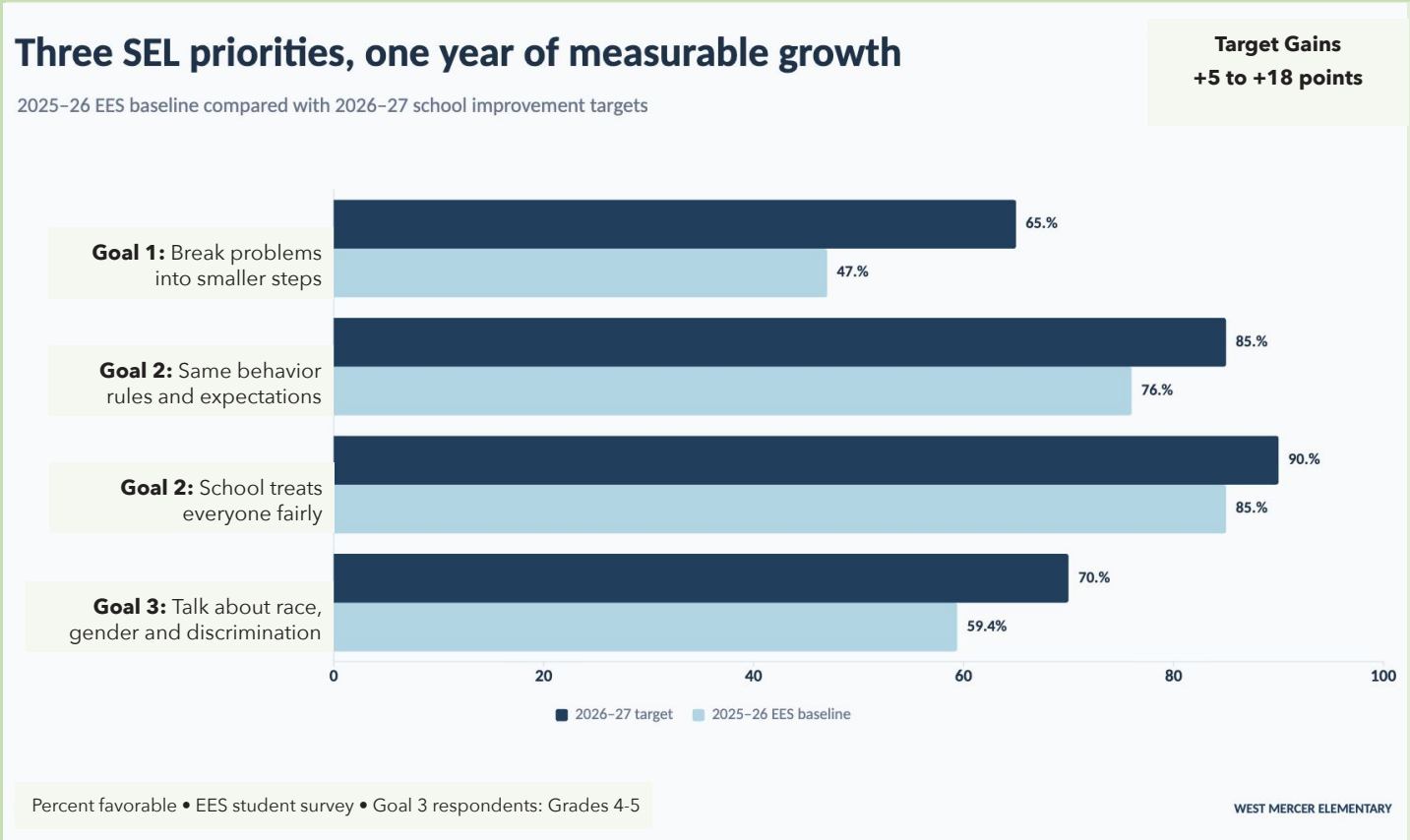
SMART+ER Social Emotional Learning (SEL) Goal #3: By June 2027, West Mercer students in Grades 4–5 will strengthen their social awareness and social engagement by recognizing and respecting differences in backgrounds and identities, identifying bias and stereotypes, and responding through inclusive interactions, respectful dialogue, and appropriate advocacy. Favorable student responses to the EES statement, "At our school we talk about race, gender, and discrimination," will increase from 59.4% to at least 70%.



2026-2027

West Mercer Elementary School

School Improvement Plan





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.

