

## MISD SCHOOL IMPROVEMENT PLAN 2016-17

### Island Park Elementary School

#### MISD 2020 Vision

“Successfully preparing students for the cognitive, global and digital world.”

#### Island Park Mission

Island Park is committed to being a child-centered and joyful community where all stakeholders learn, work and achieve at their highest levels and where the positive dynamics of diversity, equity and social justice are examined, valued and visible.

**Goal One (ELA):** By Spring of 2017, 95% of all K-5 students will be reading at their grade level identified benchmark as measured by the Spring AIMSweb assessments. The remaining 5% that don't meet the goal will show more than one year's growth as measured by AIMSweb or curriculum based benchmark scores.

**Goal Two (Math):** By Spring of 2017, 90% of all third, fourth and fifth grade students will perform at math standard as measured by the SBAC. The remaining 10% that don't meet the goal will show at least one year's growth.

**Fundamental 2:** Maintain the highest standards in the areas of fine arts; health/fitness; literacy reading, writing and communications; mathematics; science; social studies, and world languages.

**Goal Three (Diversity):** Promote institutional change at Island Park that acknowledges and serves our diverse community through research based-practices, structures and activities that nurture an inclusive, culturally sensitive and welcoming school community based on principles of equity and excellence.

**Fundamental 7:** Foster diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

**Contextual Data to Support Goal 1:** The following chart contains scores from the prior two spring assessment periods. Data on the left of the dark bar is generated from the same cohort of students (except for new students). Data on the right of the heavy bar reflects scores of the cohorts post boundary changes.

Current Grade	Grade Level Test	% of students at Spring 2015 Benchmark*	% of students (prior to boundary changes) at Spring 2016 Benchmark*	% of students (after boundary changes) at Spring 2016 Benchmark
Kindergarten		N/A	N/A	N/A
		N/A	N/A	N/A
First	LSF	N/A	92	93
	NWF	N/A	89	92
Second	NWF	89	77	84
	CBM	N/A	87	88
Third	CBM	87	85	83
Fourth	CBM	87	76	72
Fifth	CBM	85	73	72

\* = Cohorts before boundary changes

LSF = Letter Sound Fluency

NWF = Nonsense Word Fluency

CBM = Curriculum Based Measure (Words Correct per Minute)

**State Assessment Data to Support Goals 1 and 2:**

The SBAC data below reflects cohorts prior to and after boundary changes. Colored bars compare these different cohorts. For example, last year’s Island Park third graders scored 75.5% on the ELA portion of the SBAC. They are now 4<sup>th</sup> graders and a new cohort due to boundary changes. The new, post-boundary “combination” enters 4<sup>th</sup> grade with a score of 81.3.

	2015 SBAC*		2016 SBAC*	
	ELA	Math	ELA	Math
3 <sup>rd</sup> Grade	83.7% (52.0%)	88.2% (56.6%)	75.5% 54.3	81.1% (58.9)
4 <sup>th</sup> Grade	85.8% (54.5%)	79.3% (54.0%)	78.8% (57.0)	82.5% (55.4)
5 <sup>th</sup> Grade	82.5% (57.5 %)	83.1% (48.0%)	85.7% (60.1)	(76.7) (49.2)

Current, post boundary SBAC cohorts		
	ELA	Math
4 <sup>th</sup>	81.3	83.0
5 <sup>th</sup>	82.8	81.3

State averages in parentheses

**2016 Educational Effectiveness Survey Indicators to support Goals One, Two and Three**

<b>High Expectations/Commitment/Shared Focus</b>		
<b>Stakeholder</b>	<b>Data</b>	<b>Indicator</b>
Parents	87% always or often true	Teachers have high expectations for student learning at this school
Students	89% always/often true	My teacher(s) expect all students to succeed, no matter who they are
Staff	86% always/often true	I am willing to be held accountable for student learning
<b>Frequent Monitoring of Teaching and Learning</b>		
<b>Stakeholder</b>	<b>Data</b>	<b>Indicator</b>
Staff	5% almost always true/often true 19% almost never true	Peer observation and feedback is a tool we use to improve instruction
<b>Relevant Instruction/Differentiation</b>		
<b>Stakeholder</b>	<b>Data</b>	<b>Indicator</b>
Staff	70% always/often true	Instruction is personalized to meet the needs of each student
<b>Supportive Learning</b>		
<b>Stakeholder</b>	<b>Data</b>	<b>Indicator</b>
Staff	43% always/often true	Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction
Staff	90% always/often true	I participate in a professional learning community focused on improving student learning
<b>Cultural Responsiveness</b>		
<b>Stakeholder</b>	<b>Data</b>	<b>Indicator</b>
Staff	85% always or often true	We hold one another accountable for behavior that is respectful of diversity
Students	94% always/often true	This school respects student differences
Students	62% always/often true	The school has activities to celebrate student differences

Parents	72% always/often true	This school respects the different cultures represented in our community
Parents	61% always/often true	My child learns about the cultures of our community at his or her school

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**Fundamental 2:** Maintain the highest standards in the areas of fine arts; health/fitness; literacy reading, writing and communications; mathematics; science; social studies, and world languages.

Strategic Actions (What will we do as a staff to get there?)	Progress Indicators ("hooked" action)	Anticipated Artifacts and Evidence
1. Ensure all teachers deliver a guaranteed and viable curriculum for all students.	<p>Staff attends and participates in ongoing training sessions for <i>Mondo Bookshop</i> (September 14, 2016), ongoing Bookshop coaching dates, and identified district and building directed days.</p> <p>Teachers utilize the components of the curricula <i>regularly</i> and <i>faithfully</i> during daily literacy blocks of instruction.</p> <p>Adherence to the Mercer Island School District Guaranteed and Viable Curriculum (GVC) document regarding reading instruction.</p>	<p>Tangible lesson plans that incorporate curriculum elements and instructional strategies.</p> <p><i>Regularly observable</i> comprehensive literacy components (read alouds, shared reading, guided reading groups, phonics/word work, independent reading, et. al.) that are evaluated through Danielson rubrics.</p>

<p>2. Ensure the utilization of universal screening tools to identify students' needs and monitor students' reading progress.</p>	<p>AIMSweb assessment tools (benchmark and progress monitoring) are utilized by all certificated staff to regularly track progress of targeted students toward meeting grade level benchmarks.</p> <p>Staff utilize <i>Mondo Bookshop</i> unit reading assessments.</p> <p>LSP support, staff regularly assess qualifying students through use of Bookshop, Aimsweb, DRA, and/or Fountas/Pinnell tools.</p>	<p>AIMSweb generated data (benchmark and progress monitoring)</p> <p>Reading assessment data (benchmark tests, unit tests, running records, etc.)</p> <p>Charts/data monitoring progress on below-standard students</p> <p>Data reviews during PLCs</p>
<p>3. Monitor, collaborate, and further develop best literacy practices through Professional Learning Communities.</p>	<p>Grade levels meet at least twice monthly as PLCs to monitor, collaborate, and further develop literacy practices while addressing:</p> <ol style="list-style-type: none"> <li>1. What do students need to know (Common Core literacy standards, instructional goals/teaching points)?</li> <li>2. How will we know when they met standards?</li> <li>3. Which tier 2 and 3 intervention strategies may be applicable?</li> <li>4. What are strategies for students who require enrichment?</li> </ol>	<p>PLC agendas and notes, clock hour sheets, rubrics, shared lesson plans, collaborative interventions generated</p>
<p>4. Improve instructional practice of all teachers through utilization of the Mercer Island Literacy Coaches, ELL staff, and colleagues.</p>	<p>Teachers welcome literacy and ELL coaches into their classrooms to help them learn how to refine reading instruction as well as use and adopt curriculum to meet the needs of diverse learners.</p> <p>Teachers have the opportunity to visit peer classrooms or use Teaching Channel Teams tools to observe, reflect upon instruction, and team teach.</p>	<p>Collection of data indicating that teachers and literacy coaches are visiting each other's room or utilizing Teaching Channel.</p>

**Goal Two:** By Spring of 2017, 90% of all third, fourth and fifth grade students will be at math standard as measured by the SBAC test.

**Fundamental 2:** Maintain the highest standards in the areas of fine arts; health/fitness; literacy reading, writing and communications; mathematics; science; social studies, and world languages.

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
<p>1. Continue to implement with fidelity the district adopted <i>Math Expressions Common Core</i> K-5 Curricula to ensure a guaranteed and viable curriculum for all students.</p>	<p>Professional development through district and building-directed ties to support teacher understanding and implementation of the 5 Core Structures of Math Expressions.</p> <p>Math academies implemented to support deeper understanding of mathematics research and Math Expressions tools and instructional strategies.</p> <p>Teachers utilize the components and structures of the curricula routinely and faithfully during daily math instruction.</p> <p>Adhere to the MISD Guaranteed and Viable Curriculum (GVC) document regarding math instruction.</p>	<p>Tangible lesson plans that incorporate curriculum elements.</p> <p>Routinely observable structures and practices (Math Talk, Building Concepts, Student Leaders, Learning Community, Quick Practices) that are monitored through Danielson Rubrics.</p> <p>Math Academy agendas and attendance rosters.</p> <p>Classroom Walkthrough Data collected regularly and analyzed for building-wide practices.</p>

<p>2. Monitor, collaborate, and further develop best practices in mathematics instruction through Professional Learning Communities (PLC).</p>	<p>Grade levels meet twice monthly to monitor, collaborate, and learn about math practices while addressing:</p> <ol style="list-style-type: none"> <li>1. What do students need to know? (Common Core State Standards for Mathematics, instructional goals, and learning targets)</li> <li>2. How will we know they have met the standards?</li> <li>3. Which Tier 2 and 3 interventions may be applicable?</li> <li>4. What are strategies for students who require enrichment?</li> </ol>	<p>PLC agendas and notes, clock hour sheets, rubrics, shared lesson plans, collaborative interventions.</p>
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**Goal Three:** Promote institutional change at Island Park that acknowledges and serves our diverse community through research based-practices, structures and activities that nurture an inclusive, culturally sensitive and welcoming school community based on principles of equity and excellence.

**Fundamental 7:** Foster diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
<p>1. Analyze EES data related to diversity, inclusiveness, equity, and respect to identify school needs, perceptions and areas of focus.</p>	<p>Staff and parent community provided with 2016 EES data through Parent Action Committee posting on school website.</p> <p>Discussion around EES data with staff and parents.</p> <ul style="list-style-type: none"> <li>• Parent Action Committee (6 times during the year)</li> <li>• PTA Executive Board</li> </ul> <p>New, 2016 EES data collection and dissemination</p>	<p>Shared charts and graphs</p> <p>List of interpretations of data</p>

<p>2. Continued school use of the Second Step Social Emotional Learning and Bullying Prevention Curriculum (K-5)</p>	<p>Teachers teach second step lessons to students in accordance with scope and sequence milestones.</p>	<p>Second Step visuals in classroom and hallways</p> <p>Decrease in bullying perceptions (EES data)</p> <p>Second Step language used throughout the school</p> <p>Student journals and lesson-related activities</p> <p>Family newsletters</p>
<p>3. Convene the Building Diversity Team to study, discusses, and implement research-based practices, structures and activities.</p>	<p>Application process for recruiting new members</p> <p>Team membership will be representative of Island Park Elementary School</p> <p>Regular meeting established throughout the school year</p> <p>Book study (to be agreed upon by members of the team)</p>	<p>Agendas/Progress on diversity initiatives posted on school website</p> <p>Team minutes posted on school website</p> <p>School wide/classroom activities</p> <ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Lessons</li> </ul> <p>Community events</p>
<p>4. Conduct diversity and cultural sensitivity training for staff.</p>	<p>Invite Ben Ibale (WEA diversity trainer) back to Island Park to complete his Cultural Responsive Instructional Strategies course. (Consistent with Island Park DAT and District DAC.)</p> <p>Utilize building and district personnel to mentor and train other staff in areas of diversity and cultural awareness (e.g. Spanish Teacher, School Guidance Counselor (Native American Studies, etc.)</p> <p>Teacher-to-teacher dialogue and sharing of best practices surrounding diversity, culturally responsive strategies and grading/assessment practices. (Consistent with Island Park</p>	<p>Ben Ibale training session completed on August 25, 2016.</p> <p>Sessions conducted</p> <p>Staff meetings and professional development devoted to diversity issues.</p>

	<p>DAT and District DAC.)</p> <p>Sharing and discussing relevant articles on diversity and culturally responsive strategies</p>	<p>Collection of articles that is shared and discussed at meetings.</p>
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<p>6. Implement a comprehensive, school-wide Positive Behavior Intervention and Support (PBIS) system.</p>	<p>Staff agrees upon, embraces, teaches and reinforces a set of positive school behaviors.</p> <p>Staff engages in interventions and supports that foster positive student behavior.</p> <p>Staff collects data to reveal trends, successful initiatives and areas for improvement.</p>	<p>PBIS-related data</p> <p>Increase in positive student behaviors as evidenced by data collection.</p> <p>Routinely observable practices (students behaving in accordance with taught and posted expectations)</p> <p>Positive reinforcement tickets/certificates given to classrooms and students recognizing desired school behaviors.</p> <p>Placards created and posted throughout the</p>

		<p>school that describe, through words and icons, desired positive behavior.</p> <p>Behavior and staff intervention matrices created for the staff outlining desired practices.</p>
<p>7. Monitor, collaborate, and further develop best practices in the area of diversity and cultural competency through Professional Learning Communities (PLC).</p>	<p>Grade levels meet twice monthly to monitor, collaborate, and learn about practices around diversity and cultural competency. Work may include:</p> <ul style="list-style-type: none"> <li>• Dialogue around strategies that address student learning styles and cultural learning modes</li> <li>• Incorporating multi-sensory elements into lessons that meet student learning needs and preferences</li> <li>• Designing lessons that are project based to facilitate and enhance cultural proclivities and awareness</li> </ul>	<p>PLC agendas and notes, clock hour sheets, shared lesson plans, collaborative interventions.</p> <p>Evidence of multi-sensory elements and opportunities incorporated in classroom lessons</p> <p>Evidence of project-based learning.</p>
<p>8. Implement lessons from the district approved Mindful School curriculum (Mindful Schools, 2013) to provide specific instruction in the area of social-emotional development.</p>	<p>Students receive lessons in the following areas:</p> <ul style="list-style-type: none"> <li>• Increasing focus and attention</li> <li>• Increasing empathy</li> <li>• Increasing self awareness</li> <li>• Decreasing impulsivity</li> <li>• Increasing positive coping skills</li> </ul> <p>Decreasing anxiety</p>	<p>End of the year parent/student surveys</p> <p>Student Mindfulness journals and lesson-related activities</p> <p>Mindfulness “nomenclature” used throughout the school</p> <p>Mindfulness visuals posted</p>
<p>9. The diversity team, still in development, will identify and create further actions when it is convened in Fall, 2016.</p>		