



**Continuous School Improvement Plan (C-SIP)**  
**Asa Mercer International Middle School**  
**2016 - 2018**  
**Principal: Christopher Carter**

**SEATTLE  
PUBLIC  
SCHOOLS**

## School Overview

### Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

Mercer's Building Leadership Team did approve of this BLT on October 26, 2016.

### Mission and Vision

#### **Mission:**

We are an international community of learners: opening a door to the world. At Mercer every student is a reader, writer, mathematician, scientist, and thinker. Our mission is to create and sustain the first high-performing, high poverty middle school in the state of Washington. We believe that all of our students, 70% of whom live in poverty, will excel.

#### **Vision:**

Our theory of action is that the quality of instruction, coupled with the relationship between adults and students, is the key to student performance. We will support classroom instruction with excellent professional development, strong interventions, proactive support systems, and diagnostic assessments that lead to learning. By 2017, we expect that our students will exceed district and state performance in the areas of reading and mathematics, as measured by the Smarter Balance Assessment

### Terminology

**Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:**

**ALO (or HC -highly capable): Advanced Learning Opportunities.** Building based program that serves students with a designation of advanced learners.

**BLT: Building Leadership Team.** A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

**Career Ladder Teachers.** Teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

**ELL: English Language Learners.** Students who have been identified as needing additional support learning English.

**IEP: Individualized Education Plan.** An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

**MTSS: Multi-Tiered System of Support.** Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

**PD: Professional Development.** Instruction and learning activities for teachers to improve or broaden instructional practice.

**PLC: Professional Learning Community.** A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

**RULER- Recognizing Understanding Labeling Expressing Regulating:** a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

**SMART Goal.** Specific, Measurable, Attainable, Realistic and Timely

**SIT: Student Intervention Team.** A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

**STEM: Science, Technology, Engineering, and Mathematics**

**Tier 1:** All students receive instruction within an evidence-based, scientifically researched core program. These are universal strategies, curricula, and access for all students.

**Tier 2:** In addition to Tier 1 instruction, students in need of supplemental intervention and additional instruction.

## School-Wide Programs/Multi-Tiered System of Support

**Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.**

### Math Data Analysis:

Overall, Mercer has successfully demonstrated universal tier 1 instruction for all students. SBA Math data identifies a general trend of Mercer students entering 6<sup>th</sup> grade with approximately 45% of students meeting standard. By their 8<sup>th</sup> grade year Mercer students meet or exceed standard at or near 70%. We will continue to provide excellent instruction during the core instructional times, while providing targeted strategies and interventions for our underperforming student groups.

### Math concerns:

- 6<sup>th</sup> grade L1 students do not achieve at the same rate as our L2 students as they move onto 7<sup>th</sup> and 8<sup>th</sup> grade. A significant number of students who enter at L1 stay at that level throughout 7<sup>th</sup> and 8<sup>th</sup> grade.
- Our African American students, Hispanic students, students with IEPs and students served in our ELL program show lower achievement levels as compared to our White and Asian groups.
- SBA Math data shows relative weaker area of growth in Claim #3: Communicating Reasoning. This is a consistent strand area of lower performance across all of our student groups.

### ELA Data Analysis:

Overall, Mercer has successfully demonstrated universal tier 1 instruction for all students. SBA ELA data identifies a general trend of Mercer students entering 6<sup>th</sup> grade with approximately 50% of students meeting standard. By their 8<sup>th</sup> grade year Mercer students meet or exceed standard at or near 70%. We will continue to provide excellent instruction during the core instructional times, while providing targeted strategies and interventions for our underperforming student groups.

### ELA Concerns:

- SBA ELA data shows inconsistent growth of our L2 students.
- 6<sup>th</sup> grade L1 students do not achieve at the same rate as our L2 students as they move onto 7<sup>th</sup> and 8<sup>th</sup> grade. A significant number of students who enter at L1 stay at that level throughout 7<sup>th</sup> and 8<sup>th</sup> grade.
- Our SBA ELA data indicates the Reading Claim as a growth area across all student groups.
- Our African American students, Hispanic students, students with IEPs and students served in our ELL program show lower achievement levels as compared to our White and Asian students.

### Climate Data Analysis:

Mercer administered the district Student Climate Survey twice during the 2016-17 school year (Fall and Spring).

- The results of our climate survey were higher than the Southeast Region yet below the District Average.
- Similar to district and region data, Mercer showed a decrease in all areas of the Climate Survey over the course of the 2016-17 school year.

#### **Climate Data Concerns:**

- Student perceptions of adults who know and care about them has dropped from Fall to Spring.
- Student perception of the overall classroom environment has dropped from Fall to Spring.

#### **Attendance Data Analysis:**

- We will be focusing on strengthening our system of attendance. We have too many students missing too many days of school. We believe making sure students with attendance challenges are supported and interventions are in place that result in an increase in attendance.
- We will target and support students around our Best Practice Attendance rates:
  - < 5 days absent per semester
  - <10 days absent per year.

#### **We will use research-based strategies that help targeted students.**

We assessed our progress in toward meeting the needs of all of our learners in addition to eliminating the achievement gap to ensure that our goals address the needs of all Mercer students.

#### **Programs for All Students:**

- Continue to deliver thoughtful and effective MTSS Tier 1 practices that result in growth for students above, at, and below grade level standards, both academically and behaviorally.
- Utilize a 7-period day master schedule that maximizes student-learning time, especially in the core subjects of reading, writing, and math.
  - Reading and writing classes are blocked in order to provide more time for reading and writing instruction
  - All students participate in Social Studies classes, which align with our International School themes of migration (6<sup>th</sup>), governance (7<sup>th</sup>), and human rights (8<sup>th</sup>).
- Utilize Standards Based Grading so students and families know current levels of performance relative to the content standard.
- Science classes for all students that align with the New Generation Science Standards with a focus on developing scientific thinking.
- World Languages are available in Spanish and Chinese, giving students the opportunity to earn high school credit.

#### **Programs for ELL and Special Education**

- Provide access to the same high level of Tier 1 instruction and standards based learning through:
  - Continuum of services including inclusion and co-teaching to support differentiation and small group instruction.
  - Sheltered and modified ELA and Math classes, as appropriate, which provide smaller classroom environments for modified instruction.
  - Extended time after school enrichment opportunities in mathematics and reading.
  - ELL teachers and IEP teachers provide direct Tier 1 instruction and support general education teachers with differentiated strategies.
  - Supplemental support in general education classrooms through bilingual assistance, special education instructional assistants, and university math tutors.

#### **Programs for Tier 1 and 2 student (Students not meeting standard in math and/or reading):**

- Second math class for students performing at L1 and L2 on the math SBA.
- Second reading class (Read 180) for students performing at L1 and L2 on the reading SBA.
- Title funded math lead teacher to provide support for our Title 1 math students. This position also supports our math teachers with specific pedagogical strategies to support our students who are not meeting standard.

#### **Programs for Advanced Learners:**

- Provide Spectrum classes, in both ELA and Math, in which content is delivered using standards that are one grade level above students' grade level.
- In math, regardless of advance learning designation, we place students by demonstrated ability. Thus, students performing above grade level have the opportunity to work at appropriately rigorous standards.

## **School Climate**

- We want to ensure specific areas of our students' social and emotional development are an integral part of our academic program.
- We will deliver research based guidance lessons provided by our grade level administrative and counseling teams that address: Social and emotional management, students' increased sense of belonging and inclusivity, and bullying prevention.

## **Attendance**

- We will continue to acknowledge and recognize all students who come to school consistently.
- We will fund a Youth Service Assistant position who will provide support, intervention, and mentoring for students who demonstrate an inability to demonstrate consistent attendance.

## **Homework**

Homework is assigned either to reinforce and/or practice skills that have been learned or taught throughout the school day, or to complete task and/or projects that were begun in class. Homework can also be used to build background knowledge and introduce a skill/concept to be used in future lessons. Homework is not assigned arbitrarily without purpose. Homework assigned correctly leads to a greater sense of accomplishment and excitement for learning. The weekday homework expectations are based on grade level and content area.

### **Our school offers professional development that is high quality and ongoing.**

Opportunities for professional development occur at whole staff, grade level, and department meetings. We believe that targeted and robust Professional Development is a key aspect of student achievement. Our Professional Development Cycle for all staff includes:

- We provide a focused, tailored, and robust professional development calendar that emphasizes focused collaborative PLC cycles of inquiry.
- Continually examine teaching strategies and instructional practices to align to the needs of our students
- Developing common formative and summative assessments which provide relevant information to inform instruction.
- Review of current data to determine areas of professional focus.
- All staff participates in a Professional Learning Community, which supports content and processes of instruction and assessment.
- Opportunities to attend local, regional, state or national conference – participants are responsible for sharing information with colleagues.

## **ELA**

- We will continue to use Readers' Workshop as our core curricular and pedagogical approach, supported by our Literacy Assistant Principal who provides relevant professional development for teachers in literacy.
- We will continue to utilize a strong partnership with Columbia University by providing an on-site development coach.
- We will continue to send selected teachers to New York to see and learn relevant and effective best practices in literacy, hosted through Columbia University Teacher's College.
- We will use and support professional development to reinforce Read 180 for our readers whose skill needs require fluency and comprehension support.

## **Math**

- Our teachers collaboratively plan units and study student work to make informed decisions about their instructional practice.
- Analyze MAP data to place students into the appropriate intervention course.

## **Science**

- Our teachers continue to train in the New Generation Science Standards
- Our teachers received professional development with Amplify curriculum, which supports the NGSS implementation.
- Participate in our school wide professional development process and PLC work.

## **Other Content Areas**

Other content area teachers such as PE, Art, Music, Librarians, and teachers of students with IEP also participate in district level PLCs.

## **Our school will increase parent/family engagement.**

Mercer will continue to provide proactive approaches to support and increase parent/family involvement. We will achieve our goals through multiple formats of communication, targeted academic events, inviting cultural events, and through the use of technology. Engagement activities include:

### **Family Communications**

- Monthly Principal Newsletter
- eNewsletter every other week
- Mercer webpage
- Teachers use Schoology & Source
- School Messenger, as needed

### **Academic Events**

#### **August**

- Home visits -for many of our incoming 6<sup>th</sup> grade students and for 7<sup>th</sup> and 8<sup>th</sup> graders new to Mercer (August).
- Fall Open House

#### **September - October**

- Literacy and Math toolkit trainings. The academic events are open to all families, yet we work hard to target our Toolkit trainings toward our ELL families and families of students we identify needing additional support.
- Source and Schoology training and College and Career information.

#### **December**

- We host an annual Bingo Night aimed at bringing in all families to integrate.

#### **February**

- Student Led Conferences culmination of semester 1.

#### **April**

- Expert Expo writing celebration (6<sup>th</sup> grade)

#### **May**

- Science Fair (6<sup>th</sup> grade)

#### **June**

- New student orientation, primarily for 6<sup>th</sup> grade families and students new to Mercer in 7<sup>th</sup> and 8<sup>th</sup> grade for the following school year.

### **Cultural Events**

Mercer hosts a number of family and cultural events over the course of the school year. The purpose of these events are to celebrate our families while providing critical academic information to families

- Latino Cultural Celebration (September)
- African American Heritage Celebration (February)
- East African Cultural Celebration (March)
- Asian Multi-Cultural Nigh (May)

### **PTSA**

- Monthly PTSA meetings
- Sponsored events include Internet Safety, Positive Parent & Teen Interaction

### **Community Partners**

We utilize multiple systems of support to better meet the needs of our families. This includes a case manager, a school based health center, attendance/youth service assistant, on-site mental health support, and counselors at each grade level.

### **Our staff is involved in decision-making.**

Staff representatives and parents participate in our Mercer Building Leadership Team (MLT). This group has decision-making authority in numerous areas of school leadership. We meet at least once per month and report back to constituents. Staff representatives also bring issues and input to MLT meetings from their team members.

- School Improvement Plan was completed by members of the MLT and opportunities to review were provided to staff members and MLT members.
- Decision-making Matrix has been updated, revised and reviewed by MLT and staff members.

### **We will assist our students to meet standard.**

Our theory of action is that the quality of instruction, coupled with the relationship between adults and students, is the key to student performance. We will support classroom instruction with excellent professional development, strong interventions, proactive support systems, and diagnostic assessments that lead to learning. By 2017, we expect that our students will exceed district and state performance in the areas of reading and mathematics, as measured by the Smarter Balance Assessment. As we assist students in meeting these expectations we will:

- Continue to deliver effective MTSS Tier 1 practices that result in growth for students above, at, and below grade level standards, both academically and behaviorally.
  - Use formative and summative assessments designed by teachers, teaching teams or PLCs.
  - Use interim assessments in Math, ELA, and Science SBA
  - Use Standards based grading and frequent feedback to students using progress reports, SOURCE, assessment data
- Provide opportunities for students to re-take assessments in order to demonstrate learning.

### **Retain high quality, highly effective, and highly qualified staff.**

We provide mentorship and planning support for those new to our school to help them with instruction and district requirements. We also provide many opportunities for professional development and ongoing collaborative PD and planning aligned to standard. These activities help new and veteran staff feel supported and maximize their skill base in order to best serve students.

- Career Ladder Teachers working with teachers in their 1st and 2nd year
- Teacher leadership includes departmental and grade level leads
- Intentional assigning of teacher mentors

Mercer's Multi-Tiered System of Support focuses on powerful Tier 1 academic and behavior strategies. These strategies are universally applied through coherent and aligned grade level standards-based instruction and assessment and coherent and aligned grade-level intervention teams. Our teachers teach in their areas of endorsement.

Mercer's Tier 2 support focuses on targeted academic and behavior support. Mercer's Tier 2 and 3 support includes grade level administration and counseling teams, case managers, attendance and mental health support. Additionally, Mercer has a partnership with Seattle Parks Department to provide a robust extended day academic and enrichment support. As part of our mission, our theory of action is that the quality of instruction, coupled with the relationship between adults and students, is the key to student performance.

Additionally, our school utilizes a grade-level team intervention model designed to ensure learning experiences are personalized and that students make the growth they are expected to make in their time at Mercer.

### **How do we support the transitions of new students and families into our school?**

We place a high priority in supporting the transition of new students and families to Mercer. Programs include:

- June | new student orientation.
- August | new student orientation.
- July – August | home visits for many incoming 6<sup>th</sup> grade students and students new to Mercer at grades 7 and 8.
- Fall | open house.
- Fall | Math and ELA Toolkit trainings.
- Spring | Visits to elementary schools to orient incoming 6<sup>th</sup> grade students.

Grade-level counselors meet individually with families transitioning during the school year.

**Our system of support assures our highly qualified staff are supporting students.**

### How do we support students identified as Highly capable?

Programs for Advanced Learners:

- Provide Spectrum classes, in both ELA and Math, in which content is delivered using standards that are one grade level above students' grade level.
- In math, regardless of advance learning designation, we place students by demonstrated ability. Thus, students performing above grade level have the opportunity to work at appropriately rigorous standards.

## Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Title I, Part A	354,758	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	85,527	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	6,014,184	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	395,993	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	191,436	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	153,308	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Combined	Nesholm MS Literacy	203,985	Supports improving Literacy.
2017-2018	Specific Use	Transitional Bilingual	406,842	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	1,479,695	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP



Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>African American: (6%) Hispanic: (9%) ELL: (8%) IEP: (3%)</p> <p>Based on our Math performance data for the 2015-2016 school year, a majority of our L2 students were L2 in Claim #3. Thus, an area of focus will be Claim #3: <i>Communicating Reasoning</i>.</p>	<p>that require talk as part of our assessment process within each unit.</p> <p>will result in an increase of our students' ability to <i>communicate reasoning</i> by use of listening and using math language as part of their development, intentional use of math vocabulary, and deeper understanding of thinking processes related to the math.</p> <p>Additionally, we will provide Math Enrichment for targeted students as a second math class focused on number sense and mathematical fluency skills.</p> <p><b>SMART Goals:</b> By the end of the year, our target subgroup students who are within 40 scale score points away from a L3, will increase their math achievement on the SBA, across grade levels by an average of:</p> <p>African American students: <b>+6%</b> Hispanic students: <b>+9%</b> ELL students: <b>+8%</b> Students with IEPs: <b>+3%</b></p>		<p><b>Progress monitoring will include:</b></p> <ul style="list-style-type: none"> <li>• MAP assessments Fall, Winter, and Spring</li> <li>• Interim assessments</li> <li>• Formative assessments via student talk rubric and teacher talk rubric</li> </ul> <p>By June 2017, as measured by SBA Assessment.</p>

### Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:																
<p><b>ELA:</b> Based on our ELA performance data for the 2015-2016 school year, we want to support our students in the area of Reading.</p> <p>Baseline overall reading achievement data from the SBA shows the following proficiency percentages:</p> <table border="1" data-bbox="138 1801 527 1997"> <thead> <tr> <th>Grade</th> <th>SBA Overall</th> <th>SBA Reading Strand</th> <th>RI</th> </tr> </thead> <tbody> <tr> <td>6<sup>th</sup></td> <td>61%</td> <td>33%</td> <td>46%</td> </tr> <tr> <td>7<sup>th</sup></td> <td>64%</td> <td>22%</td> <td>51%</td> </tr> <tr> <td>8<sup>th</sup></td> <td>63%</td> <td>29%</td> <td>52%</td> </tr> </tbody> </table>	Grade	SBA Overall	SBA Reading Strand	RI	6 <sup>th</sup>	61%	33%	46%	7 <sup>th</sup>	64%	22%	51%	8 <sup>th</sup>	63%	29%	52%	<p><b>Reading:</b> We believe that strengthening our Independent Reading program, by</p> <ul style="list-style-type: none"> <li>• Providing daily protected independent reading time</li> <li>• Engaging in regular conferring with individuals and groups using TC Reading Bands to compliment, coach, and set reading goals</li> <li>• Keeping records to monitor student progress</li> </ul> <p>will result in an increase of students purpose for reading, volume of reading, and skills for reading, which will systematically improve our striving reader's reading levels and</p>	<p>Christy Bowman-White Sue Monroe Suzette Jessup Sandy Johnson</p>	<p><b>Progress monitoring will include:</b></p> <ul style="list-style-type: none"> <li>• TC Quick Assessments (Fall, Winter, Spring)</li> <li>• Reading Inventor (Fall, Winter, Spring)</li> <li>• Quarterly consulting and check in with targeted students.</li> </ul>
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<p><u>Percent of students scoring within 10 scale score points of a L3 the previous year:</u></p> <p>6<sup>th</sup> graders: (4%) 7<sup>th</sup> graders: (3%) 8<sup>th</sup> graders: (2%)</p> <p><b>Math:</b> Baseline overall math achievement data from the SBA shows the following proficiency percentages:</p> <table border="1" data-bbox="138 934 519 1102"> <thead> <tr> <th>Grade</th> <th>SBA Overall</th> <th>SBA Claim #3 Strand</th> </tr> </thead> <tbody> <tr> <td>6<sup>th</sup></td> <td>50%</td> <td>28%</td> </tr> <tr> <td>7<sup>th</sup></td> <td>59%</td> <td>33%</td> </tr> <tr> <td>8<sup>th</sup></td> <td>60%</td> <td>35%</td> </tr> </tbody> </table> <p><u>Percent of students scoring within 40 scale score points of a L3 the previous year:</u></p> <p>6<sup>th</sup> graders: (7%) 7<sup>th</sup> graders: (7%) 8<sup>th</sup> graders: (6%)</p> <p>Based on our Math performance data for the 2015-2016 school year, a majority of our L2 students were L2 in Claim #3. Thus, an area of focus will be Claim #3: <i>Communicating Reasoning</i>.</p>	Grade	SBA Overall	SBA Claim #3 Strand	6 <sup>th</sup>	50%	28%	7 <sup>th</sup>	59%	33%	8 <sup>th</sup>	60%	35%	<p>develop the capacity to comprehend complex grade level text.</p> <p><b>SMART Goals:</b></p> <p><b>6<sup>th</sup> Grade:</b> By the end of the year, our students will increase their overall reading achievement from 61% proficient, to 65% proficient on the SBA.</p> <p><b>7<sup>th</sup> Grade:</b> By the end of the year, our students will increase their overall reading achievement from 64% proficient, to 67% proficient on the SBA.</p> <p><b>8<sup>th</sup> Grade:</b> By the end of the year, our students will increase their overall reading achievement from 63% proficient, to 65% proficient on the SBA.</p> <p>We believe that strengthening Claim #3: <i>Communicating Reasoning</i> is a strategy that will increase our overall performance.</p> <ul style="list-style-type: none"> <li>• Providing and using intentional math vocabulary within each unit</li> <li>• Engaging in regular math talk with individuals and groups using teacher and student talk rubrics to measure talk success</li> <li>• Utilizing performance tasks that require talk as part of our assessment process within each unit.</li> </ul> <p>will result in an increase of our students' ability to <i>communicate reasoning</i> by use of listening and using math language as part of their development, intentional use of math vocabulary, and deeper understanding of thinking processes related to the math.</p> <p><b>SMART Goals:</b></p> <p><b>6<sup>th</sup> Grade:</b> By the end of the year, our students will increase their overall math achievement from 50% proficient, to 61% proficient on the SBA.</p>	<p>Christopher Carter Alaina Hellum-Alexander</p>	<ul style="list-style-type: none"> <li>• Common Standard Based Unit Assessments.</li> <li>• Graduation to higher TC Reading Bands.</li> <li>• Independent Reading Self-Assessments.</li> <li>• Independent Reading conferring records showing growth in reading skills.</li> </ul> <p>By June 2017, as measured by SBA Assessment.</p> <p><b>Progress monitoring will include:</b></p> <ul style="list-style-type: none"> <li>• MAP assessments Fall, Winter, and Spring</li> <li>• Interim assessments</li> <li>• Formative assessments</li> </ul>
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Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
	<p><b>7<sup>th</sup> Grade:</b> By the end of the year, our students will increase their overall math achievement from 59% proficient, to 71% proficient on the SBA.</p> <p><b>8<sup>th</sup> Grade:</b> By the end of the year, our students will increase their overall math achievement from 60% proficient, to 72% proficient on the SBA.</p>		<p>via student talk rubric and teacher talk rubric</p> <p>By June 2017, as measured by SBA Assessment.</p>

### Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p><b>Data, Research and Best Practices:</b> Based on:</p> <ul style="list-style-type: none"> <li>• 2016 SBA</li> <li>• Student and Family survey data</li> </ul> <p>Mercer is committed to leveraging 3 main focus areas as part of our instructional work for 2016-17:</p> <ol style="list-style-type: none"> <li>1. Clear communication of student learning objectives and student success criteria.</li> <li>2. Formative assessment</li> <li>3. Collaborative discussions</li> </ol>	<p><b>By October 2016</b> systems to support clear communication will be established. By February 2017, students will effectively, be able to articulate individual growth to their family.</p> <p><b>Focus 1: Clear communication of student learning objectives.</b></p> <ol style="list-style-type: none"> <li>1. I know the learning objectives and success criteria of my upcoming lesson/unit.</li> <li>2. I can clearly communicate the learning objectives and success criteria of the unit to my students.</li> <li>3. I can clearly communicate the learning objectives and success criteria of the unit to my families.</li> <li>4. I have a plan to support my students' ability to communicate what they are learning, how they are progressing, and next steps for growth.</li> </ol> <p><b>By October 2016</b> systems to support formative assessments will be established as part of our on-going PLC culture.</p> <p><b>Focus 2: Formative assessment</b></p> <ol style="list-style-type: none"> <li>1. Teachers know how our PLC structure supports me to create formative assessments</li> <li>2. Teachers can describe the formative assessments embedded in my units and how they align with Mercer assessment systems <ul style="list-style-type: none"> <li>--Formative assessments</li> <li>--Interim assessments</li> <li>--Summative assessments</li> </ul> </li> <li>3. Teachers can use a protocol to analyze student work within my PLC.</li> <li>4. Teachers will have a data tracking system for monitoring my students' progress toward learning objectives over time within my PLC.</li> <li>5. Teachers will be able to plan corrective feedback based on evidence from formative assessment within my PLC.</li> </ol> <p><b>By November</b>, Mercer teachers will have plans to integrate collaborative discussions/talk into classroom practice. <b>By</b></p>	<p>Christopher Carter Christy Bowman-White Sherrie Encarnacion Gina Gerlitz</p>	<p>There are no completion dates set for this work as these focus areas are on-going. Yet, as guidelines for success we have benchmarks for proficient practice.</p> <p><b>Focus area #1: Fall, Winter, Spring</b> Daily: Learning objectives are posted. Daily: Students can tell you what the learning is for the day By Unit: Learning goals are communicated to families via:</p> <ul style="list-style-type: none"> <li>• Schoology</li> <li>• Website</li> <li>• Student letter</li> </ul> <p>By Unit: Student friendly</p>

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	<p><b>January 2017</b>, students will have learned talk routines and be involved in intentional discussion/talk aimed at developing deeper content knowledge and developing critical thinking skills.</p> <p><b>Focus 3: Collaborative Discussion/ Discourse</b></p> <ol style="list-style-type: none"> <li>1. Teachers can clearly communicate the expectations for student participation in collaborative discussions.</li> <li>2. Teachers plan for collaborative discussions/talk in my unit plans.</li> <li>3. Teachers make use of teacher and student created protocols and rubrics (i.e. support structures) to support and assess progress in collaborative discussions.</li> <li>4. Teachers have instructional strategies to support students toward meeting or exceeding collaborative discussion expectations.</li> </ol> <p>Teachers have a plan to increase student independence (partners-small group-class/highly structure to independence).</p>		<p>rubrics, progress monitoring tools are in use.</p> <p><b>Focus area #2: Fall, Winter, Spring</b></p> <ol style="list-style-type: none"> <li>1. Fall: Assessment plan and calendar are developed.</li> <li>2. Fall: Common standards based unit assessments are established.</li> <li>3. On-going: PLCs use protocols to analyze student work and record results.</li> <li>4. On-going: Updated and common tracking system to support PLC work.</li> <li>5. Fall &amp; Winter: Teachers have planned and scheduled a method for and delivering corrective feedback based on assessment results. This may include small and/or large group re-teach.</li> <li>6. On-Going: Unit learning</li> </ol>

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			<p>goals are communicated to families via Schoology, Website, Student letter</p> <p>7. By Unit: Student friendly rubrics, progress monitoring tools are in use.</p> <p><b>Focus area #3: Fall, Winter, Spring</b></p> <p>1. Fall: Unit plans indicate CD opportunities</p> <p>2. Fall and Winter: Students use protocols and rubrics</p> <p>3. Fall: Teachers use instructional strategies that support CD....</p> <ul style="list-style-type: none"> <li>• Routines</li> <li>• Language</li> <li>• Partner-group-class structures</li> <li>• Modeling</li> <li>• Posted talk protocols and structures</li> </ul> <p>4. Winter &amp; Spring: Students participate in CD</p> <p>5. Winter: Progress monitoring records</p> <ul style="list-style-type: none"> <li>• Student self-assessment</li> </ul>

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			<ul style="list-style-type: none"> <li>• Rubrics in notebook</li> <li>• Students set and are able to communicate goals</li> </ul> <p>6. Winter: Students can communicate how thinking has developed or changed as a result of CD work.</p>

### School Culture Goal

<b>Problem of Student Learning</b>	<b>What will success look like? (SMART Goal<sup>1</sup> to target level of performance desired)</b>	<b>Assigned to:</b>	<b>Target Date for Completion:</b>
<p>We notice in the 2015-16 student climate goal, we scored the following:</p> <p>1. Belonging- 64% favorable</p> <p>2. Classroom Environment- 42% favorable</p> <p>3. Healthy Community- 50% favorable</p> <p>4. School Safety- 52% favorable</p> <p>5. Social Emotional Learning- 67% favorable</p>	<p>In order to increase student achievement and strengthen adult to student and student to student relationships, we will fortify Mercer structures and practices (i.e. Do Now, Threshold, SLANT, Exit Tickets, POWER) by making them predictable, consistent in every classroom and practiced every day throughout our building and Mercer community. As a result, we intend to increase the % of positive responses to the following survey questions:</p> <p>1. Belonging:</p> <ul style="list-style-type: none"> <li>• My teachers take the time to get to know me.</li> </ul> <p>2. Classroom Environment:</p> <ul style="list-style-type: none"> <li>• Students in my class are respectful to adults.</li> </ul> <p>3. Healthy Community:</p> <ul style="list-style-type: none"> <li>• Students in my school treat each other with respect.</li> </ul> <p>4. School Safety :</p> <ul style="list-style-type: none"> <li>• Adults notice if someone is bullied at school</li> </ul> <p>5. Social &amp; Emotional Learning:</p> <ul style="list-style-type: none"> <li>• I can calm myself down when I get frustrated or upset.</li> <li>• I make an effort to improve my relationships with other people.</li> </ul> <p>We will use the following strategies to increase positive responses to survey questions:</p>	<p>Counseling Team – Lead: Theresa Bradley and GL Counseling Team:</p> <p>6- Anthony Malaki 7 – Angela Chappelle</p> <p>Administrative Team – Grade Level Admin:</p> <p>6 – Sherrie Encarnacion</p> <p>7 – Shawn Simmons</p> <p>8 – Gina Gerlitz</p> <p>Mercer Teachers and staff to implement identified strategies</p>	<p>We notice in the 2015-16 student climate goal, we scored the following:</p> <p>1. Belonging- 64% favorable</p> <p>2. Classroom Environment- 42% favorable</p> <p>3. Healthy Community- 50% favorable</p> <p>4. School Safety- 52% favorable</p> <p>5. Social Emotional Learning-</p>

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	<p>1. Recognition of students: Positive post cards, VIP lunch, POWER Assembly, Birthday Managers, Mercer Spotlight, Academic recognition, Inviting parents/guardians to celebrate small successes, POWER Cards and other positive reinforcement, Daily Attendance - #Show up</p> <p>2. Tier 1 all school guidance lessons, including: Bully prevention</p> <ul style="list-style-type: none"> <li>• College and career readiness</li> <li>• High School transition</li> <li>• Emotion management lessons- brain development cognitive behavioral, cognitive behavioral strategies like belly breathing visualization, and positive self-talk to nurture growth mindset</li> <li>• Restorative practices in re-building relationships amongst student-student (8th grade bully prevention coalition starting second semester)</li> </ul> <p>3. Student leadership opportunities</p> <ul style="list-style-type: none"> <li>• Mercer Ambassadors</li> <li>• ASB- coalitions and committee work to increase belonging and meaningful participation in school</li> </ul> <p>4. Classroom culture</p> <ul style="list-style-type: none"> <li>• Threshold</li> <li>• SLANT</li> <li>• Do Now and Exit Ticket- engagement and urgency of learning</li> <li>• 5 to 1: 5 positives for every negative interaction</li> <li>• Positive reinforcement: individual feedback from an adult.</li> <li>• Collaborative discussions to build positive classroom culture</li> <li>• Spend 2 minutes every day for 10 days with students who are disruptive/disrespectful.</li> <li>• Table points</li> </ul> <p>Know 3 about me: Teachers survey students about interests and hobbies to engage in positive, intentional conversations with each student.</p>	<p>during Grade Level Intervention Team Roundtable (GLITR) Meetings.</p>	<p>67% favorable</p>