



## Continuous School Improvement Plan (CSIP)

### Asa Mercer International Middle School

2016 - 2018

Christopher Carter, Principal



#### 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. The Mercer community and leadership team approved the 2016-17 CSIP on October 26, 2016. 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.

## 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

## 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.

With a new state assessment in 2014 and 2015 (SBA), we've dropped in our absolute achievement level of students meeting standard over the course of the last 3 years. Yet, we continue to show strong growth in our student data the past two years, particularly in mathematics. Although our absolute grade level data is not where we want to be, at 90% or above, we continue to outperform the state and district in most measures. As we strive toward success for all of our students we see learning opportunity gaps within our student population. Notably, our Special Education, ELL, African American, and Hispanic students disproportionately under perform as compared to our White and Asian students. Mercer has demonstrated successful model of core, tier 1 instruction for most students. We will continue to provide excellent instruction during the core instructional times, while providing targeted interventions for our targeted student groups.

In math, over time we see a general trend of Mercer students entering at about 45% of students meeting standard. By their 8<sup>th</sup> grade year Mercer students meet or exceed standard at or above 70%. Our SBA Math scale data shows a consistent and high level of growth with our L2 students. We will continue to use I Can Learn as a Tier 2 intervention. We do not see the same level of growth with our L1 students. We will be strengthening our Tier 2 intervention structure for L1 students using ST Math. Our SBA Math data also shows a relative weaker area in Claim #3: Communicating Reasoning. This is a consistent strand area of lower performance and a strategy area to target as part of our Tier 1 core instructional practice.

In ELA, over time we see a general trend of Mercer students entering at about 50% of students meeting standard. By their 8<sup>th</sup> grade year Mercer students meet or exceed standard at or above 70%. Our SBA ELA scale data shows inconsistent growth of our L2 students. We also do not see accelerated growth with our L1 students. Our SBA ELA data indicates *reading* as a growth area. Thus, we will be strengthening our Tier 2 intervention structure for L1 and L2 students using Read 180. Additionally, we will be focusing on Independent Reading and Independent Reading strategies as a focus area for our Tier 1 core instructional practice for 2016-17.

	<p>In response to addressing our achievement gap, we will strengthen our core Tier 1 instruction while reinforcing and improving Tier 2 interventions. Additionally, we will closely progress monitor, provide feedback, and communicate with students and families. We will continue to support our English Language Learners with sound pedagogy and supports along a continuum of services. We will continue to support our students with IEPs with sound pedagogy and supports along a continuum of services.</p> <p>Asa Mercer International Middle School is a highly diverse 6th – 8th grade school in southeast Seattle. There are 1,185 students and a total of 68 certificated staff members. Student demographics are as follows: 1% American Indian, 24% Black, 17% Hispanic, 44% Asian/Pacific Islander, 8% White and 8% Multiracial. Of this student population approximately 70% receive free/reduced lunch, 21% are English Language Learners, 12% receive special education services and approximately 10% are in the Spectrum advanced learning program. The average daily attendance is 95%.</p> <p>Lastly, Mercer staff take pride in supporting students with powerful instruction and supportive social and emotional programming. We have a team of supplemental staff whose goal will continue to provide support to students and families. Additionally, 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.</p>
<p>We will use research-based strategies that help targeted students.</p>	<p>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. This works begins with continuing to deliver thoughtful and effective Tier 1 practices that result in growth for students above, at, and below grade level standards. We’ve created a master schedule to maximize available student learning time especially in the core subjects of reading, writing and mathematics. We do this by blocking Reading and Writing to create more time for reading and writing. Additionally, we provide Spectrum for advanced students in literacy and math.</p> <p>For students not at standard In Math and Reading, we provide a second class for students not meeting grade level standards. We are studying and putting into place responsive instructional strategies that accelerate student learning. For our students receiving ELL and Special Ed services, we provide access to the same high level of Tier 1 instruction and standards based learning through sheltered and modified ELA and Math classes as appropriate.</p> <p>We provide extended time during the school day and after school in mathematics and reading. Best practices include increasing students’ active engagement in their learning, and differentiating instruction based on students’ readiness, skill levels, and learning goals. Additionally, we provide a co-teaching and push-in teacher model to support differentiation, small group instruction, and guided feedback.</p> <p>We utilize the support of a Literacy Assistant Principal to provide relevant professional development for teachers in literacy. We have a Title funded math lead teacher to provide support for our Title 1 math students who also supports our math teachers with specific pedagogical strategies to support our students not meeting standard.</p>

	<p>We utilize our ELL teachers and IEP teachers in providing direct Tier 1 instruction and supporting general ed teachers with differentiated strategies.</p> <p>We utilize supplemental support in general education classrooms through bilingual assistance, special education instructional assistants, and university math tutors.</p> <p>To meet the needs of advanced learners in math we ensure access to math content based on demonstrated ability. Students are placed in rigorous, high school level math courses of geometry and algebra. For our grade 6 advanced learners in math we teach to accelerated 6th and 7th grade math standards in preparation for Algebra placement at 7<sup>th</sup> grade.</p> <p>To meet the needs of advanced learners in reading and writing (ELA) in addition to their Spectrum placement we ensure access to rigorous, accelerated standards that are one-year advanced level of work. For example, our grade 6 advanced learners in Spectrum ELA work toward 7<sup>th</sup> grade standards. Thus, 7<sup>th</sup> grade toward 8<sup>th</sup> grade and 8th grade toward 9th grade level standards. Furthermore, are advanced learners in reading, like all of our students are required to independently read at their reading level.</p>
<p>Our school offers professional development that is high quality and ongoing.</p>	<ul style="list-style-type: none"> <li>• We will continue to use Readers' Workshop as our core curricular and pedagogical approach.</li> <li>• We will continue to utilize a strong partnership with Columbia University by providing an on-site development coach.</li> <li>• 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.</li> <li>• We will provide reading enrichment to support our struggling readers using SBA, TC Quick Assessments, and Reading Inventory as assessment information.</li> <li>• We will use and support professional development to reinforce Read 180 for our readers whose skill needs require fluency and comprehension support, and System 44 for our students needing phonemic awareness and decoding.</li> <li>• We provide an additional math class for our L1 &amp; L2 6th, 7th, and 8th graders, using I Can Learn and ST Math.</li> <li>• We analyze MAP data to properly place students into the appropriate intervention course.</li> <li>• Our struggling ELL mathematicians are placed in an ELL Math course to provide enriched language support in mathematics</li> <li>• Our teachers collaboratively plan units and study student work to make informed decisions about their instructional practice.</li> <li>• Our teachers use the Readers and Writers Workshop model, which differentiates instruction for students.</li> <li>• We provide a focused, tailored, and robust professional development calendar that emphasizes focused collaborative PLC cycles of inquiry.</li> </ul>
<p>Our school will increase parent/family engagement.</p>	<p>Mercer will continue to provide proactive approaches to support and increase parent/family involvement. We will achieve our goals through multiple formats of targeted academic events, inviting cultural events, and through the use of technology.</p> <p>We begin our engagement through targeted home visits in August 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. Our academic events will include our fall curriculum night as well as our fall literacy and math toolkit training. 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. In the spring, we will host student/parent conferences for targeted students.</p>

	<p>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 information to families such as Source and Schoology training and College and Career information. We are hosting 5 cultural events this school year. Additionally, we host an annual Bingo Night aimed at bringing in all families.</p> <p>We are increasing the use of technology as a communication tool. Communication is a school wide focus for Mercer. Providing useful, timely, and relevant information about teaching and learning is another way to increase parent/family involvement without demanding families to come into the school house. We are using Schoology specifically as a platform for families. Additionally, in February we will be using Schoology to support at home student/family conferences, while hosting in-house targeted conferences for students and families that need additional support.</p> <p>We will make Mercer families an integral part of our academic and social emotional systems. Parents and families will be communicated with frequently as we partner in our academic and social emotional work. 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.</p>
<p><b>Our staff is involved in decision-making.</b></p>	<p>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. They also bring issues and input to MLT meetings from their team members. Additionally, our school utilizes an intervention model designed to ensure learning experiences are personalized and that students make the growth they are expected to make in their time with us.</p>
<p><b>We will assist our students to meet standard.</b></p>	<p>With a new state assessment in 2014 and 2015 (SBA), we've dropped in our absolute achievement level of students meeting standard over the course of the last 3 years. Yet, we continue to show strong growth in our student data the past two years, particularly in mathematics. Although our absolute grade level data is not where we want to be, at 90% or above, we continue to outperform the state and district in most measures. As we strive toward success for all of our students we see learning opportunity gaps within our student population. Notably, our Special Education, ELL, African American, and Hispanic students disproportionately under perform as compared to our White and Asian students. Mercer has demonstrated successful model of core, tier 1 instruction for most students. We will continue to provide excellent instruction during the core instructional times, while providing targeted interventions for our targeted student groups.</p> <p>In math, over time we see a general trend of Mercer students entering at about 45% of students meeting standard. By their 8<sup>th</sup> grade year Mercer students meet or exceed standard at or above 70%. Our SBA Math scale data shows a consistent and high level of growth with our L2 students. We will continue to use I Can Learn as a Tier 2 intervention. We do not see the same level of growth with our L1 students. We will be strengthening our Tier 2 intervention structure for L1 students using ST Math. Our SBA Math data also shows a relative weaker area in Claim #3: Communicating Reasoning. This is a consistent strand area of lower performance and a strategy area to target as part of our Tier 1 core instructional practice.</p>

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<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>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.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>In the spring of 2017, we will invite all 5<sup>th</sup> grade students and families coming into Mercer in the fall to visit Mercer for an orientation to middle school event. We will then conduct targeted home visits during the month of August for incoming 6<sup>th</sup> grade students, and students new to Mercer at grades 7 and 8. We will invite all Mercer staff and bilingual IAs to participate.</p>
<p>Our system of support assures our highly qualified staff are supporting students.</p>	<p>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. 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.</p>

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

Multi-Tiered System of Support Budget			
Academic Year	Funding Program	Amount	How Funds will improve student learning
2016-2017	Basic Ed/WSS	\$5,810,945.00	Instruction for all students aligned to state standards.
2016-2017	Free Reduced Lunch/Mitigation	\$403,852.00	Funding to support MTSS supports at all schools. This includes supplemental staffing, materials, supplies.
2016-2017	Bilingual	\$415,656.00	Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students
2016-2017	Special Education	\$1,483,601.00	Teachers and IAs, IEP writing and extra time, services, and resources as specified in the IEP
2016-2017	FEL	\$442,324.00	City levy funds to support targeted students and increase attendance at funded schools. This includes supplemental staffing, materials, supplies.
2016-2017	Title I	\$499,514.00	Teachers/IAs, supplemental math and literacy instruction, staff PD focused on the improvement of instructional practice around ELA and Math.
2016-2017	OST Transportation	\$21,000.00	Transportation cost of after school programming.
2016-2017	Self-Help	\$21,924.00	Building funds to support classroom and building programs
2016-2017	Levy Carryover	\$129,242.00	City levy funds to support targeted students and increase attendance at funded schools. This includes supplemental staffing, materials, supplies.
2016-2017	Nesholm Foundation	\$188,985	Grant /Foundation funding supports additional staffing and literacy based programming.

## Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year

### Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance)	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. Baseline overall reading achievement data from the SBA shows the following proficiency percentages:</p> <table border="1" data-bbox="205 699 602 935"> <thead> <tr> <th></th> <th>6<sup>th</sup></th> <th>7<sup>th</sup></th> <th>8<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>59%</td> <td>62%</td> <td>63%</td> </tr> <tr> <td>African American</td> <td>42%</td> <td>39%</td> <td>45%</td> </tr> <tr> <td>Hispanic</td> <td>46%</td> <td>46%</td> <td>48%</td> </tr> <tr> <td>ELL</td> <td>35%</td> <td>21%</td> <td>12%</td> </tr> <tr> <td>IEP</td> <td>19%</td> <td>22%</td> <td>18%</td> </tr> </tbody> </table> <p><u>Percent of students scoring within 10 scale score points from a L3 the previous year:</u></p> <p>African American: (7%) Hispanic: (6%) ELL: (6%) IEP: (1%)</p>		6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total	59%	62%	63%	African American	42%	39%	45%	Hispanic	46%	46%	48%	ELL	35%	21%	12%	IEP	19%	22%	18%	<p>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 develop the capacity to comprehend complex grade level text.</p> <p>Additionally, we will provide Reading Enrichment as a second reading class for targeted students focused on fluency and comprehension skills.</p> <p><b>SMART Goals:</b> By the end of the year, our target subgroup students who are within 10 scale score points away from a L3, will increase their reading achievement on the SBA, across grade levels by an average of:</p> <p>African American students: <b>+7%</b> Hispanic students: <b>+6%</b> ELL students: <b>+6%</b> Students with IEPs: <b>+1%</b></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 x 3</li> <li>• Reading Inventory x3</li> <li>• Quarterly consulting and check in with targeted students.</li> <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>
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## Math

Baseline overall math achievement data from the SBA shows the following proficiency percentages:

	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Total	50%	59%	60%
African American	30%	30%	29%
Hispanic	22%	24%	45%
ELL	13%	25%	25%
IEP	14%	18%	21%

Percent of students scoring within 40 scale score points from a L3 the previous year:

African American: (6%)  
Hispanic: (9%)  
ELL: (8%)  
IEP: (3%)

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: *Communicating Reasoning*.

We believe that strengthening Claim #3: *Communicating Reasoning* is a strategy that will increase our overall performance.

- Providing and using intentional math vocabulary within each unit
- Engaging in regular math talk with individuals and groups using teacher and student talk rubrics to measure talk success
- Utilizing performance tasks that require talk as part of our assessment process within each unit.

will result in an increase of our students' ability to *communicate reasoning* 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.

Additionally, we will provide Math Enrichment for targeted students as a second math class focused on number sense and mathematical fluency skills.

### SMART Goals:

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:

African American students: **+6%**  
Hispanic students: **+9%**  
ELL students: **+8%**  
Students with IEPs: **+3%**

Christopher Carter  
Alaina Hellum-Alexander

### Progress monitoring will include:

- MAP assessments Fall, Winter, and Spring
- Interim assessments
- Formative assessments via student talk rubric and teacher talk rubric

By June 2017, as measured by SBA Assessment.

**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="205 695 596 898"> <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> <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>	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 develop the capacity to comprehend complex grade level text.</p> <p><b>SMART Goals:</b> <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. <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. <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>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 x 3</li> <li>• Reading Inventory x3</li> <li>• Quarterly consulting and check in with targeted students.</li> <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>
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**Math:**

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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%

Percent of students scoring within 40 scale score points of a L3 the previous year:

- 6<sup>th</sup> graders: (7%)
- 7<sup>th</sup> graders: (7%)
- 8<sup>th</sup> graders: (6%)

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: *Communicating Reasoning*.

We believe that strengthening Claim #3: *Communicating Reasoning* is a strategy that will increase our overall performance.

- Providing and using intentional math vocabulary within each unit
- Engaging in regular math talk with individuals and groups using teacher and student talk rubrics to measure talk success
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will result in an increase of our students' ability to *communicate reasoning* 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.

**SMART Goals:**

**6<sup>th</sup> Grade:** By the end of the year, our students will increase their overall math achievement from 50% proficient, to 61% proficient on the SBA.

**7<sup>th</sup> Grade:** By the end of the year, our students will increase their overall math achievement from 59% proficient, to 71% proficient on the SBA.

**8<sup>th</sup> Grade:** By the end of the year, our students will increase their overall math achievement from 60% proficient, to 72% proficient on the SBA.

Christopher Carter  
Alaina Hellum-Alexander

**Progress monitoring will include:**

- MAP assessments Fall, Winter, and Spring
- Interim assessments
- Formative assessments via student talk rubric and teacher talk rubric

By June 2017, as measured by SBA Assessment.

Whole School Goal			
	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> </ul> </li> </ol>	<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 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</li> </ol>

	<p style="text-align: center;">--Summative assessments</p> <ol style="list-style-type: none"> <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 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> <li>5. Teachers have a plan to increase student independence (partners-small group-class/highly structure to independence).</li> </ol>		<p>based on assessment results. This may include small and/or large group re-teach.</p> <ol style="list-style-type: none"> <li>6. On-Going: Unit learning goals are communicated to families via Schoology, Website, Student letter</li> <li>7. By Unit: Student friendly rubrics, progress monitoring tools are in use.</li> </ol> <p><b>Focus area #3: Fall, Winter, Spring</b></p> <ol style="list-style-type: none"> <li>1. Fall: Unit plans indicate CD opportunities</li> <li>2. Fall and Winter: Students use protocols and rubrics</li> <li>3. Fall: Teachers use instructional strategies that support CD.... <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> </li> <li>4. Winter &amp; Spring: Students participate in CD</li> <li>5. Winter: Progress monitoring records <ul style="list-style-type: none"> <li>• Student self-assessment</li> <li>• Rubrics in notebook</li> <li>• Students set and are able to communicate goals</li> </ul> </li> <li>6. Winter: Students can communicate how thinking has developed or changed as a result of CD work.</li> </ol>
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School Culture Goal (Sherrie)			
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>We notice in the 2015-16 student climate goal, we scored the following:</p> <ol style="list-style-type: none"> <li>1. Belonging- 64% favorable</li> <li>2. Classroom Environment- 42% favorable</li> <li>3. Healthy Community- 50% favorable</li> <li>4. School Safety- 52% favorable</li> <li>5. Social Emotional Learning- 67% favorable</li> </ol>	<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> <ol style="list-style-type: none"> <li>1. Belonging: <ul style="list-style-type: none"> <li>• My teachers take the time to get to know me.</li> </ul> </li> <li>2. Classroom Environment: <ul style="list-style-type: none"> <li>• Students in my class are respectful to adults.</li> </ul> </li> <li>3. Healthy Community: <ul style="list-style-type: none"> <li>• Students in my school treat each other with respect.</li> </ul> </li> <li>4. School Safety : <ul style="list-style-type: none"> <li>• Adults notice if someone is bullied at school</li> </ul> </li> <li>5. Social Emotional Learning: <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> </li> </ol> <p>We will use the following strategies to increase positive responses to survey questions:</p> <ol style="list-style-type: none"> <li>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</li> <li>2. Tier 1 all school guidance lessons, including: Bully prevention <ul style="list-style-type: none"> <li>• College and career readiness</li> <li>• High School transition</li> </ul> </li> </ol>	<p>Counseling Team – Lead: Theresa Bradley and GL Counseling Team: 6- Anthony Malaki 7 – Angela Chappelle</p> <p>Administrative Team – Grade Level Admin: 6 – Sherrie Encarnacion</p> <p>7 – Shawn Simmons</p> <p>8 – Gina Gerlitz</p> <p>Mercer Teachers and staff to implement identified strategies during Grade Level Intervention Team Roundtable (GLITR) Meetings.</p>	<p>Student survey 3 times a year:</p> <p>Fall: November</p> <p>Winter: February</p> <p>Spring: May</p>

- Emotion management lessons- brain development cognitive behavioral, cognitive behavioral strategies like belly breathing visualization, and positive self-talk to nurture growth mindset
- Restorative practices in re-building relationships amongst student-student (8th grade bully prevention coalition starting second semester)

3. Student leadership opportunities

- Mercer Ambassadors
- ASB- coalitions and committee work to increase belonging and meaningful participation in school

4. Classroom culture

- Threshold
- SLANT
- Do Now and Exit Ticket- engagement and urgency of learning
- 5 to 1: 5 positives for every negative interaction
- Positive reinforcement: individual feedback from an adult.
- Collaborative discussions to build positive classroom culture
- Spend 2 minutes every day for 10 days with students who are disruptive/disrespectful.
- Table points
- Know 3 about me: Teachers survey students about interests and hobbies to engage in positive, intentional conversations with each student.