



2024 CSIP Review and Updates

Mercer International Middle School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: Mercer International Middle School

Principal: Sherrie Encarnacion

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Sherrie Encarnacion, Sue Monroe, Erin Okuno, Yanlys Palacios, Ileana Sherry, Sarah Bond, Tonja Davis, Ben Zook, and Maria Parker; CBOs: Neighbor Care and Seattle Parks and Recreation.

[2023-26 CSIP Mercer](#)

[Mercer Middle School Report](#)

[Mercer Middle School Climate Survey](#)

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

At Mercer, we believe every student is a reader, writer, mathematician, scientist, and critical thinker. We are proud that our students of color furthest from educational justice (SOCFFEJ), 60% of our

school population, outperform district averages on the Smarter Balanced Assessment (SBA) in both Math and English Language Arts (ELA). Our Black, Asian, Hispanic, and multi-lingual students consistently achieve above district averages in ELA, reflecting our commitment to academic excellence.

Summary of student strengths supported by data:

Mercer International Middle School, located in the vibrant and diverse Beacon Hill community and serves approximately 760 students across grades 6, 7, and 8. Our school is home to one of the most diverse zip codes in the United States. About 31% of our students receive multi-lingual services, with Spanish, Chinese Cantonese, Vietnamese, Somali, Tagalog, Ilokano, and Taishanese as our most spoken languages. Our diverse student body—comprising about 40% Asian, 21% Hispanic, and 16% Black scholars—creates a truly international learning environment. The experiences and unique perspectives of our students foster a rich, interdependent community that values student experiences, rigorous classroom learning, engagement, and mutual respect. At Mercer, we believe every student is a reader, writer, mathematician, scientist, and critical thinker.

Identify and prioritize student needs supported by data:

- Integrate SEL skills into the curriculum to support students' emotional well-being, self-awareness, and relationship skills.
- Foster a school-wide culture that values and prioritizes social-emotional learning.
- Enhance Student Voice and Agency:
- ELA Reader/Writers allows students to read at their own level to develop fluency and do a close reading of grade level fiction and non-fiction reading.

School Staff

Professional learning that is effective in supporting student outcomes:

Our theory of action is grounded in the belief that strong adult collaboration around instructional practices, closely monitoring learning, fostering healthy classroom relationships, and partnering with students and families are the keys to student success. To support this, we prioritize job-embedded professional development, targeted interventions, proactive support systems, diagnostic assessments, and family partnerships. Our goal is to equip every student with the skills needed for independent learning and academic proficiency.

Professional learning that will be provided to impact on student outcomes:

- Provide professional development that supports language production, multiple means of engagement, multiple means of demonstrating learning
- Provide professional development opportunities for teachers on culturally responsive teaching strategies, restorative practices, and universal design strategies to engage multilingual learners.
- Professional development around language production.
- Restorative practices PD for staff

Support Systems

Sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

In the spring, our Racial Equity Team will partner with the Family Engagement Action Team to increase 2-way communication with families and begin to engage and understand restorative practices. By creating a collaborative partnership, we strengthen the support system for our students and promote a sense of belonging and community within our school.

Our students' first teachers are their caregivers/parents. We believe that building 2-way communication with our families is another data point to collect and measure student efficacy. We will do this by conducting circles with caregivers and collect perceptive data through surveys, listen to their expectations and hopes, and communicate progress to strengthen their student's agency.

We want to gain a deeper understanding and learn from our caregivers/parents. We want to gain insight of the school's strengths and areas for improvement and when we open dialogue, we believe that this will strengthen student belonging, agency, and independence.

Examples of structures Mercer has implemented or is implementing:

- Parent as an integral member of the Building Leadership Team and Family Engagement and Racial Equity Team.
- Communication provided in top 5 languages spoken and translation at all events.
- A focus on building connections with African American and Hispanic/Latino(e) caregivers through cultural events.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students:

- Kingmakers program available for African American males with mentorship, cultural practices, celebration, and identity support.
- Kingmaker Mentor reaches out to families of Black male scholars for recruitment into a Kingmaker program. Kings connect with adult mentors and career guest speakers.
- NeighborCare School Based Health center

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Three-year Goal:

By the 2025-26 school year, Mercer will increase the affirmative response rate to the question, "At this school we restore relationships and repair harm after conflicts occur." to 80% or higher as measured by the student climate and perception survey data.

2024-25 One-Year Goal:

For the 2024-25 school year, we will increase the affirmative response lost during the 2022-23 school year by 10% as measured by the student climate and perceptions survey to create an inclusive and supportive atmosphere that maximizes student engagement and promotes academic success.

Action Plan

2024-25 Evidence-based Practice 1:

Student Re-engagement: MTSS Teams in school buildings will build out Attendance Workshops to address chronic absenteeism, which fulfill state and district mandates on Community Engagement Boards (CEB) and help to track students needing school re-engagement support through care coordination/case management.

Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

Middle of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

BLT

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percent of 7th Grade African American Male students projected proficient or above in Math on the SBA will increase from a baseline of 16% to a target goal of 57% by 2025-26.

2024-25 One-Year Goal:

The percent of 7th Grade African American Male students projected proficient or above in Math on the SBA will increase to a target goal of 38%.

Action Plan

2024-25 Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement tasks that promote reasoning and problem solving and facilitate meaningful mathematical discourse.

Student Outcome Data Measures:

MAP

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- Beginning of Year
- End of Year

Process Data Measures:

Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Math department
- Grade level PLCs

Advance Learning and Highly Capable Services:

HC/AL services are provided in all classes via Universal Design for Learning (UDL) to support deeper thinking and curricular extensions.

Specifically in English Language Arts (ELA), the workshop model supports HC/AL services since students read and write using just right leveled books and articles, deepening and expanding their fiction and non-fiction literary analysis.

- Advanced Learners ELA – curriculum designed for students to work at their reading and writing level.

In math, beside UDL supports, a 7/8 compacted math class enables students to excel and prepares them to take Algebra 1 as 8th graders.

- Advanced Learners – choose their math pathway and learn alongside their peer groups at levels that engage them as learners in the general education classroom.

Expanded Learning:

- Summer School
- After school academic programming for students of focus.

Homework Policy:

Students will have reading assigned every night. Students may occasionally have homework, but most graded assignments will be given in class.

At Mercer, you can expect grades to be reported using the 100% grading scale (A-E). For Reading, Writing and Mathematics classes, however, you may see teachers use standards-based grading scales (L1-L4), like elementary school. Late/missing work will be accepted for full credit throughout the semester. All graded assignments must be turned in by the end of each semester.

No 0s – the lowest grade a student can earn is a 50% (I.E. for Insufficient Evidence)

For high school credits, students can enroll in courses and testing that will transfer to high school credits. High School Credits can be earned in Washington State History, STAMP language testing, and 7th and 8th World Language classes.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By the 2025/26 school year a Mercer Family Needs Survey will be available for all families as part of the regular Start-of-School and End-of-School procedures.

The goal will be to receive feedback from 80% of the families of Multilingual, African American, AL, and Students with IEP's using multiple means of communication to help elicit responses.

Data from this Needs Survey will guide the focus of family engagement and partnerships for the year.

2024-25 One-Year Goal:

Each major language group will have an established affinity group consisting of a parent and staff leader will initiate a 2-way conversation and connection between the needs of both families and school.

Each language affinity group will determine most effective 2-way communication: i.e. receiving and giving information through channels like Talking Points, in-person meetings, focus groups, etc. school year based relevant quantitative data and/or qualitative Street Data.

Action Plan

2024-25 Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Student Outcome Data Measures:

- Middle of Year
- Beginning of Year
- End of Year

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- Beginning of Year
- End of Year

Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- Middle of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

Racial Equity Team

2024-25 Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$5,361,816
- **Activities Implemented to Meet Intent and Purpose:**
 - Instruction for all students aligned to state standards
 - Materials
 - Professional development

Title 1

- **Intent and Purpose:** To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.
- **Dollar Amount:** \$396,256
- **Activities Implemented to Meet Intent and Purpose:**
 - Math intervention classes
 - Professional development
 - Parent engagement
 - Instructional materials

Multilingual Learners (Title III)

- Dollar Amount: \$1,053,321
- Activities Implemented to Meet Intent and Purpose:
 - Teachers with ML endorsement
 - Extra time for multilingual translation
 - Textual materials

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$90,962
- **Activities Implemented to Meet Intent and Purpose:**
 - Math intervention classes
 - Professional development
 - Parent engagement
 - Instructional materials

High Poverty LAP

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$272,223
- **Activities Implemented to Meet Intent and Purpose:**
 - Math intervention classes
 - Professional development
 - Parent engagement
 - Instructional materials

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$534,800
- **Activities Implemented to Meet Intent and Purpose:**
 - Instruction for all students aligned to state standards
 - Reading interventionist
 - Family Student Advocate Restorative practices coordinator
 - Out of School Time (OST) after-school enrichment
 - Extra time